II. Catalog Description

Students shall have successfully completed English 111 or placement of at least ENGL-070. The course examines cultures around the world so as to provide a better understanding of their similarities and differences. Different world cultures are examined in detail so as to gain a contextual analysis of their world views and adaptations. Emphasis is also placed on the different ways in which anthropologists work to gain their information and interpret the data. There may be an optional field trip to a local museum.
A. The course is one of two general introductory courses in anthropology and
serves as a prerequisite for further courses of study in cultural anthropology,
especially area courses.
B. Not applicable
C. Please describe the transferability of this course. For example:
   1. This course generally transfers as a specific General Education course
      and historically has had no problems transferring to four-year
      institutions.

IV. Place of Course in College Curriculum

A. Course can serve a Free Elective depending upon the degree or certificate
   program
B. This course serves as a General Education course in the Social Sciences and
   be used to satisfy the Diversity Requirement.
C. This course meets a program requirement for:
   a. Social Science Option
   b. Education degrees
D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer
   website, www.njtransfer.org; for all other colleges and universities, go to the
   individual websites.

V. Outline of Course Content

The course outline provides an overview of the subject content to be covered in
the course. It contains sufficient detail so that the scope and depth of the course
may be easily inferred and that someone unfamiliar with the subject area will be
able to understand what the course entails. The outline order may be either
hierarchical or chronological and include activities as well as topical areas. For
example:
A. The concept of culture
   1. Descriptive vs. adaptive definitions
   2. Transmission of culture
B. The four field approach
   1. Social anthropology
   2. Physical anthropology
   3. Linguistics
   4. Archeology
   5. Inter-relatedness of these four areas
      a. The sub-divisions are essentially heuristic
C. How cultural anthropologists work
   1. Differing methodologies
      a. Fieldwork
      b. Ethnohistory
      c. Cross-cultural analysis
D. Theoretical perspectives
1. Many different theoretical perspectives
   a. Continue to develop
2. Different perspectives require likely different data
3. Different perspectives likely lead to different results
   a. often complementary
   b. other results not necessarily wrong

E. Food getting strategies
1. Foraging
2. Pastoralism
3. Horticulture
4. Intensive agriculture
5. Historical perspective on their emergence and disappearance

F. Economic systems
1. Reciprocity
   a. Generalized
   b. Balanced
   c. Negative
2. Redistribution
3. Market economies
4. Regional economies
5. Emergence of money
6. Historical perspective and inter-relatedness of these different systems

G. Kinship and social organization
1. Different types of kinship systems
2. Reasons for and significance of kin organizations and social organization
3. Marriage and family forms
   a. Different types
      1. Reasons for differences
      2. Reasons for similarities
4. Incest taboo
   a. Variation in definition
   b. Theoretical perspectives on their origin
   c. Social and biological implications of the incest taboo

H. Sex roles and gender
1. What is the difference, if any, between sex and gender?
2. What are the biological and social contributions to definition of sex roles

I. Social stratification
   a. Differing systems of social stratification and their social implications
      i. Egalitarian
      ii. Ranked
      iii. Stratified
b. The changes through time and the reasons behind it

J. Political systems
   a. Differing political systems
      1. Band
      2. Tribe
      3. Chiefdom
      4. State
   b. Their evolution through time
      1. Theoretical perspectives on the reasons for the changes
      2. Case studies

K. Religion
   a. Discussion of what is religion
   b. Universality of the concept of religion across cultures
   c. Differences in religious belief systems
   d. Functions of religion
   e. Religion in the modern world

L. Medical anthropology
   a. What is medical anthropology?
   b. Shamanism
      1. Herbal medicine
      2. Placebos
   c. The problem of acculturation and loss of information

M. Culture change and globalization
   1. Types of culture change
      a. Diffusion
      b. Stimulus diffusion
      c. Invention
      d. Acculturation
   2. The inevitability of culture change
      a. The impact of culture change
      b. The systemic nature of culture
         1. Changes in one cultural area lead to changes in other cultural areas

N. Applied anthropology
   1. What is applied anthropology?
   2. The ethical considerations and guidelines considerations
      a. Selected case studies
      b. Unanticipated consequences
   3. The benefits of anthropology within the corporate structure

VI. General Education and Course Learning Outcomes
A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Draw parallels with the behavior of people from at least four different cultures including American culture. (GE NJ8)
2. Explain how cultural practices in cultures other than their own are adaptive to the culture’s specific social and/or environmental conditions. (GE NJ 8)
3. Discuss how the same cultural practice can be interpreted from at least two different theoretical perspectives. (GE NJ5)
4. Demonstrate what information is necessary to evaluate theories about cultural practices. (GE NJ5)
5. Describe different cultural accomplishments or developments that have significantly altered the human experience and the consequences of those developments. (GE NJ7)
6. Analyze the differences among cultures with respect to political organization and social positioning and demonstrate the importance of these differences within a culture. (GE NJ5)
7. Describe the cultural commonality between Western and non-Western cultures. (GE NJ8)
8. Describe how social scientists gather their data. (GE NJ5)

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Cite the general characteristics of the four-field discipline of anthropology and the manner in which they collect their data.
2. Describe the significance of the different ways in which extract their food and the social correlates that is associated with each food strategy
3. Contrast the ways in which at least three different societies differ in the ways in which sex roles are assigned
4. Contrast the different ways in which societies practice marriage
5. Critically evaluate at least two different theoretical schools to interpret the same cultural feature such as the potlatch, polygyny, religion, etc
6. Describe the evolution of the state and its relationship to food production in two different parts of the world
7. Describe the likely consequences of massive acculturation and globalization.
8. Describe the ethical issues in conducting applied anthropology

VII. Modes of Teaching and Learning

The primary formats, modes, and methods for teaching and learning may include:
A. Lecture/discussion  
B. Individual or small-group exercises  
C. Independent study  
D. Museum visit  
E. Zoo visit  
F. Films  

VIII. Papers, Examinations, and other Assessment Instruments  

Given the outcomes described above the following assessment methods may be used:  
A. essays  
B. multiple choice exams  
C. in class free writes  
D. map test  

IX. Grade Determinants  

The grade determinants for the course may include:  
A. essays  
B. tests  
C. Free writes  

X. Texts and Materials  

A. I make use of two ethnographies and these maybe:  
   1. Forest People  
      a. Colin Turnbull  
      b. COPYRIGHT YEAR:1962  
      c. PUBLISHER: Simon & Schuster  
      d. ISBN:9780671640996  
   2. Assault on Paradise  
      a. Conrad Kottak  
      b. EDITION:4th  
      c. COPYRIGHT YEAR:2006  
      d. PUBLISHER: McGraw-Hill  
      e. ISBN:9780073530864  
B. General introductory text  
   1. CULTURAL ANTHROPOLOGY & MYANTHROLAB SAC  
      a. Carol and Melvin Ember  
      b. EDITION:13th  
      c. COPYRIGHT YEAR:2011  
      d. PUBLISHER: Pearson Education  
      e. ISBN:9780205810079  
C. Selected case study readings from the MyAnthroLab
D. Selected case study ethnographic films

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

XI. Resources

Not applicable at this time

XII. Honors Options [if relevant]

Not applicable at this time

NJCC General Education
Learning Goals and Suggested Individual College-Wide Learning Objectives
(1997 Adopted, August 15, 2007 Revision, September 6, 2011 Revision)
New Jersey Community College General Education Philosophy: Students are empowered to meet twenty-first century challenges through learning processes that lead to knowledge acquisition, skills mastery, critical thinking, and the exercise of personal, social, and civic responsibilities.

The Colleges maintain responsibility for offering a general education program whose learning objectives facilitate attainment of all NJCC Gen Ed Learning Goals. Course-level learning objectives must be consistent with the Individual College-Wide Learning Objectives that fulfill the NJCC Gen Ed Learning Goals. (Local general education courses must also be consistent with NJCC GE Course Criteria for satisfying requirements.)

<table>
<thead>
<tr>
<th>NJCC Goal Categories (Course Category)</th>
<th>NJCC Gen. Ed. Learning Goals</th>
<th>Suggested Individual College-Wide Learning Objectives: Colleges have discretion in the establishment of Individual College-Wide Learning Objectives that support the achievement of the NJCC Learning Goals. The following is a list of examples.</th>
</tr>
</thead>
</table>
| 1 Written and Oral Communication (Communication) | Students will communicate effectively in both speech and writing. | a. Students will explain and evaluate what they read, hear, and see.  
b. Students will state and evaluate the views and findings of others.  
c. Students will logically and persuasively state and support orally and in writing their points of view or findings.  
d. Students will evaluate, revise, and edit their communication. |
| 2 Quantitative Knowledge and Skills (Mathematics) | Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems. | a. Students will translate quantifiable problems into mathematical terms and solve these problems using mathematical or statistical operations.  
b. Students will construct graphs and charts, interpret them, and draw appropriate conclusions. |
| 3 Scientific Knowledge and Reasoning (Science) | Students will use the scientific method of inquiry, through the acquisition of scientific knowledge. | a. Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence.  
b. Students will distinguish between scientific theory and scientific discovery, and between science and its scientific technological applications, and they will explain the impact of each on society. |
| 4 Technological Competency or Information Literacy (Technology) | Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals. | a. Students will use computer systems and/or other appropriate forms of technology to present information.  
b. Students will use appropriate forms of technology to identify, collect, and process information.  
c. Students will use appropriate library/learning resource tools such as cataloging systems to access information in reference publications, periodicals, bibliographies, and data bases.  
d. Students will recognize when information is needed and be able to locate, evaluate, and use information. |
| 5 Society and Human Behavior (Social Science) | Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens. | a. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective.  
b. Students will explain how social institutions and organizations influence individual behavior.  
c. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions.  
d. Students will apply civic knowledge both locally and globally and engage in activities that exercise personal, social, and civic responsibility. |
| 6 Humanistic Perspective (Humanities) | Students will analyze works in the fields of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language. | a. Students will describe commonly used approaches and criteria for analyzing works*.  
b. Students will analyze works* and applying commonly used approaches and criteria.  
c. Students will demonstrate a value added competence in the production and comprehension of a foreign language.  
* in the fields of art, music, or theater; literature; philosophy and/or religious studies and possibly within the context of studying and using a language other than English. |
| 7 Historical Perspective (History) | Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance. | a. Students will state the causes of a major historical event and analyze the impact of that event on a nation or civilization.  
b. Students will discuss a major idea, movement, invention or discovery, and how it affected the world or American society.  
c. Students will demonstrate how writers’ interpretations of historical events are influenced by their time, culture, and perspective. |
| 8 Global and Cultural Awareness (Diversity courses) | Students will understand the importance of a global perspective and culturally diverse peoples. | a. Students will link cultural practices and perspectives with geographic and/or historical conditions from which they arose.  
b. Students will explain why an understanding of differences in people’s backgrounds is particularly important to American society.  
c. Students will recognize and explain the possible consequences of prejudicial attitudes and discriminatory actions.  
d. Students will recognize and assess the contributions and impact of people from various nations and/or cultures. |

**NJ CCC Integrated Goals**

| Ethical Reasoning and Action | Students will understand ethical issues and situations. | a. Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.  
b. Students will take a position on an ethical issue or a situation and defend it. |
|----------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Information Literacy | Students will address an information need by locating, evaluating and effectively using information. | a. Students will identify and address an information need.  
b. Students will access information effectively and efficiently.  
c. Students will evaluate and think critically about information.  
d. Students will use information effectively for a specific purpose. |
<table>
<thead>
<tr>
<th></th>
<th>Students will use information ethically and legally.</th>
</tr>
</thead>
</table>

Note: This document should be used in conjunction with the General Education Foundation (9-6-2011) and the NJCC GE Course Criteria (9-6-2011).