



COMMON COURSE OUTLINE: Course discipline/number/title: ANTH 1612: Cultural Anthropology

A. CATALOG DESCRIPTION

1. **Credits: 3**

2. **Hours/Week: 3**

3. **Prerequisites (Course discipline/number):** College-level reading and writing skills.

4. **Co-requisites (Course discipline/number):** None

5. **MnTC Goals (if any):** Goal 2/Critical Thinking, Goal 5/History and the Social and Behavioral Sciences, Goal 7/Human Diversity.

This course is a study of world cultures to enhance an understanding of adaptation and diversity. Topics include socioeconomic systems, class, behavior, and social theory.

B. DATE LAST REVISED (Month, year): January, 1997

C. OUTLINE OF MAJOR CONTENT AREAS:

1. Part 1

- a) Human bio-culture evolution
- b) Learning, science, and culture
- c) Language and communication

2. Part 2

- a) Hunting-gathering and other food production systems
- b) Social Organization, kinship and class systems
- c) Sacred and secular systems of politics and religion

3. Part 3

- a) Cultural diversity
- b) Gender, ethnicity, and power hierarchies

4. Part 4

- a) Health systems in pre-modern and modern societies
- b) Energy systems, resource use, and ecology
- c) Rites of passage, revitalization, and change

5. Part 5

- a) Philosophy, ethics, and pragmatic applications
- b) Ethnographic studies of selected societies and Cultures
- c) Culture Theory and Anthropological History

D. LEARNING OUTCOMES (GENERAL):

Students will gain an appreciation and understanding of human development and diversity, and the bicultural evolution of prehistoric and modern cultures, and the geographic, historical, and cultural forces which explain human diversity and unity.

E. LEARNING OUTCOMES (MNTC): Competencies from the Minnesota Transfer Curriculum (MNTC):

Goal 2: Critical Thinking: The student will be able to:

- 1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- 2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
- 3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- 4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.



Goal 5: History and the Social and Behavioral Sciences: The student will be able to:

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 7: Human Diversity: The student will be able to:

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc). of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:

Objective and essay examinations based on lectures, class discussions, and readings.

G. SPECIAL INFORMATION (if any): None