

**COURSE OUTLINE**

<u>SL 103</u> Course Number		<u>Anthropology</u> Course Title		<u>3</u> Credits
<u>3/week</u> Class or Lecture	<u>0/week</u> Laboratory Work Hours	<u>0/week</u> Laboratory, Shop, Studio or Clinic	<u>0/week</u> Work Experience	<u>15 weeks</u> Semester Length
<u>Not Applicable</u> Performance on an Examination/Demonstration			<u>Not Applicable</u> Telecourse	

Required Materials:

Reference Liberal Arts Division booklist.

Catalog Description:

A broad survey of selected societies in North America, Latin America, Europe, Africa, Asia, and the Pacific Islands. These groups are compared and contrasted with regard to kinds of social organization: kinship, marriage, birth, puberty, funeral customs, ranks, law, and political organizations. Comparison is made between literate, technologically advanced societies and nonliterate, technologically backward societies.

Latest Review: June 1998

Prerequisites: None

Corequisites: None

Course Coordinator: Arthur S. Forman

Method of Evaluation:

Each student will be required to take four (4) objective examinations. These examinations will consist primarily of multiple-choice, true-false matching, and some fill-in questions. Essay and short answer exams, if given, will be graded on the basis of content and grammatical use of English. Should a term paper be deemed beneficial to the teaching process the class will be notified of the details involved at an appropriately early point in the term. Class size permitting, student participation in class discussions will be duly considered in the calculation of the final grade.

Examinations will be graded on a point basis proportional to the size of the examination. An exam with 100 questions will count twice as much as an examination of 50 questions. To get an understanding of performance at any point in the semester, the student would use the following formula:

$$\frac{\text{number of questions correct}}{\text{number of questions asked}} \times 100$$

Proficiency levels would be as follows:

- A = 89% and above
- B = 79 - 88%
- C = 69 - 78%
- D = 59 - 68%
- F = below 59%

General Objectives of the Course:

The student will be able to:

- 1) Discuss the major analytical concepts used to categorize cultural phenomena.
- 2) Apply the concepts learned in the course to the description and comparative analysis of cultural groups not directly discussed in the report.
- 3) Describe the major characteristics of a select number of diverse societies in an orderly manner.
- 4) Explain the term "cultural relativity" and its relationship to the scientific attitude necessary for useful cross-cultural comparisons.
- 5) Evaluate the structure of his own society by comparison with other sociocultural groups.

In addition, the student will get an added appreciation of the immense variations in the ways in which people have adapted to the problems of life faced by all of mankind.

Teaching Technique:

Due to the anticipated size of classes the major teaching technique to be relied upon is the lecture. However, whenever possible liberal use will be made of transparencies,

slides, handouts, and films. At the beginning of the term each student will receive a list of the required readings and topics to be covered in the course. In addition, it has been found helpful to the students to give them a study guide at least one week in advance of each examination. These study guides will denote specifically those topics, areas, concepts, and definitions which the student will be quizzed upon. Periods will be set aside for review of lecture and assigned reading material. Students will also be given lists of non-required, suggested readings culled from sources available in the college library. The instructor will attempt to arrange a field trip to one or two of the major museums in New York City (Museum of Natural History and/or Metropolitan Museum of Art) to view exhibits related to course material. During the course of the term the instructor will give the students handouts relating to films shown which will point out what to look for in the films of particular significance. Other handouts will be from newspapers, magazines, and professional journals and consist of contemporary material exemplifying topics discussed in the course. Students with special difficulties will be encouraged to meet with the instructor privately to analyze and discuss their particular problems.

TOPIC I Culture: what it is and how it is studied

Student preparation:

Otterbein: Chapter 1  
Oswalt: Chapters 1,2,8

Major teaching technique:

Lecture, transparencies

Secondary teaching technique:

Article reprints and handouts

Cognitive Objectives:

The student will be able to:

- analyze the concept of "culture"
- distinguish between the terms "culture" and "society"
- define: ethnography, ethnographer, ethnology, ethnologist, informant, ethnographic present
- describe the techniques of "cross-cultural survey" and "controlled comparison"
- define: "culture area"

Affective Objectives

The student will, on the basis of the cognitive objectives, be able to:

- distinguish between the various ways in which the term "culture" has been used both by the Scientist and layman, in terms of what is being categorized and the precision of the categorization.
- evaluate the criteria used in the writing of ethnographic reports and books in terms of the techniques of comparative description and research relied upon.

Method of Evaluation:

Objective examination (multiple choice, true-false, and matching questions.)  
eg. Culture is a) learned behavior, b) shared by a group of people, c) transmitted from one generation to another, d) all of these

Answer: d) all of these

TIME: 1-1/2 weeks

TOPIC II Social Structure: the units of society

Student Preparation:

Otterbein: Chapter 2:24-27, Chapter 3:35-58

Oswalt: Chapter 3

Major teaching technique:

Lecture, transparencies

Secondary teaching technique:

Films: selections from "African Village Series" and  
handouts on the films

Cognitive Objectives:

The student will be able to:

- define orally and in writing the term "family" and be able to diagram the major types of household family
- describe in writing the characteristics of the major descent groups (lineage, sib (clan), kindred)
- draw a diagram of the structure of a lineage
- describe in writing the five (5) major types of settlement pattern
- discuss in writing and orally the concept of "division of labor"

Affective Objectives:

On the basis of the above, the student will be able to:

- differentiate between the structure and the function of any given social group, in writing
- describe and compare, in writing and orally, the structure of his own society, as well as that of the societies discussed in the text, and elsewhere (other books, journals, etc.), in terms of the concepts of classification reviewed in class
- analyze the various usages of the term "family" by difference authors

Method of Evaluation:

Objective examination, as previously described.

TIME: 2-1/2 weeks

TOPIC III Kinship

Student preparation:

Otterbein: Chapter 3:58-66  
Oswalt: Chapter 6

Major teaching technique:

Lecture, transparencies

Secondary teaching technique:

Film: "The Vanishing American"  
handout on film

Cognitive Objectives:

The student will be able to:

- discuss in writing and orally in class the general criteria for calling someone a "relative"
- define in writing the following terms: affinal kin, consanguineal kin, fictive kin, cross-cousins, parallel-cousins
- enumerate the "rules of residence" and "rules of descent"
- describe the two forms of plural marriage
- describe the "levirate" and the "sororate"
- describe in writing some of the major systems of kinship terminology

Affective Objectives:

On the basis of the above the student will be able to:

- interrelate the rules of residence and rules of descent with the particular social groups arising as a result of these rules (see Topic II)
- classify and compare the societies discussed in the texts according to the kinship rules and terminologies used by each
- evaluate in writing and orally in class the American kinship system as it compares and contrasts with other societies discussed

Method of Evaluation:

Objective examination as previously described.

TIME: 3-1/2 weeks

TOPIC IV Economy and Technology

Student preparation:

Otterbein: Chapter 2:11-22

Oswalt: Chapter 8

Major teaching technique:

Lecture, transparencies

Secondary teaching technique:

Films: "Nanook of the North"

"The Hunters"

handouts on the films

Cognitive Objectives:

The student will be able to:

- enumerate and define the varieties of subsistence technology
- define in writing the terms "economy" and "ecology"
- define "population density"
- describe orally and in writing the physical environments to which man has adapted

Affective Objectives:

On the basis of the above the student will be able to:

- describe in writing the observed correlations between physical environment and subsistence technology in the films and text readings
- relate population density to settlement patterns and subsistence technology
- relate in writing and orally patterns of subsistence technology with particular social groups responsible for them in the societies discussed in class, on film, and in the texts

Method of Evaluation:

Objective examination as previously described.

TIME: 2-1/2 weeks

TOPIC V Political Structures

Student preparation:

Otterbein: Chapter 4  
Oswalt: Chapter

Major teaching technique:

Lecture, transparencies

Secondary teaching technique:

Film: "Dead Birds"  
Handouts relating to film and lecture material

Cognitive Objectives:

The student will be able to:

- describe in writing the nature of "political functioning" and "legal" systems
- list the characteristics of the four (4) types of political leaders
- discuss orally and in writing the term "state"
- describe in writing various forms of "stateless" societies
- define the "principle of segmental opposition" and the "principle of the spinal chord" as forms of political organization
- describe in writing the ways by which disputes between individuals, between individuals and society, and between societies can be handled
- define "warfare" and enumerate the possible causes of war

Affective Objectives:

On the basis of the above the student will be able to:

- distinguish in text and ancillary readings between states and stateless societies and describe these differences in writing, describe the types of political leaders found in these societies in terms of the classificatory scheme given in lecture, and evaluate the variety of methods of dealing with disputes used by these various societies
- evaluate the structures of military organizations in terms of the principles of social organization discussed previously
- compare and contrast the importance of kinship ties in the political structures of the societies dealt with in the course.

Method of Evaluation:

Objective examination as previously described.

Time: 2-1/2 weeks

TOPIC VI Religion, Magic, and the Life Cycle

Student preparation:

Otterbein: Chapter 5

Oswalt: Chapter 4

Major teaching technique:

Lecture, transparencies

Secondary teaching technique:

Film: "Holy Ghost People"  
handout on the film

Cognitive Objectives:

The student will be able to:

- denote the classical concepts of "religion" and "magic"
- categorize the major varieties of supernatural beings found in the mythologies and religious of human societies
- elucidate the three (3) elements involved in the practice of magic
- define: shaman, sorcery, priest, homeopathic magic, contagious magic
- discuss in writing and orally the major events in the life cycle of typical individuals in the societies discussed in the texts
- list the criteria for an activity to be classified as a "game"
- classify game into specific types and describe these types in writing
- differentiate between abstract, representational-expressionistic, and representational-naturalistic art

Affective Objectives:

On the basis of the above the student will be able to:

- describe orally examples of how societies sharing similar overall religious and magical beliefs may nonetheless differ in the specific forms which these beliefs take
- denote in writing the areas of essential similarity of beliefs in American society when compared with many non-western societies
- relate the religious and magical beliefs of any particular society with other social institutions (eg. kin groups, political groups, economic groups) of that society into an integrated "pattern of culture"

Method of Evaluation:

Objective examination as previously described.

TIME: 2-1/2 weeks