

ANTH 101 Honors vs. Non-Honors

By conducting the Honors class as more discussion than lecture, we will have the time to investigate a variety of anthropological issues in great depth and detail. The readings and research projects will be more extensive and intensive, with students offered more opportunity to react to them. The projects will allow students to communicate directly with students in other parts of the U.S. and the world to better understand cultural differences and similarities.

What makes this an Honors level course?

1. Introduction to Anthropology offers a platform to try to correct the troubling situation of the lack of understanding and appreciation of other cultures.
2. Ethnocentrism shapes (and often deludes) the views of students struggling to find the “right” way of “behaving.” Through an in-depth view of a variety of cultures, students will gain a better appreciation of the various peoples of the world.
3. To push students not to try to find “the answers” but how to better frame questions.

The following pages compare the overall course objectives, major topics, and course requirements of the current ANTH 101 course to the proposed ANTH 101 Honors course.

Common Course Outline
ANTH 101
Introduction to Cultural Anthropology
3 Semester Hours
The Community College of Baltimore County

Description

ANTH 101-3 credits-Intro to Cultural Anth.

Provides exposure to the comparative study of human cultures; examines cultural diversity and the concepts and methods anthropologists use to study culture.

Prerequisites: (ENGL 052 or LVE 2), (RDNG 052 or LVR 2)

Overall Course Objectives

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

1. Determine the focus of each of the “four fields” of Anthropology and the relationship of Anthropology to the other social sciences.
2. Apply the concept of culture and the cultural relativism approach in class discussion and/or writing about cultures different than their own.
3. Evaluate and critique research methods used in ethnographic fieldwork.
4. Differentiate the key features of human language and explain approaches to studying linguistic diversity such as ethnolinguistics and sociolinguistics.
5. Differentiate the major forms of ecological adaptation: hunting-gathering, horticulture, pastoralism and intensive agriculture.

Honors Course Outline
ANTH 101
Introduction to Cultural Anthropology
3 Semester Hours
The Community College of Baltimore County

Description

ANTH 101-3 credits-Intro to Cultural Anth.

The Honors course allows students the opportunity to investigate the social/cultural structures and patterns of various human cultures, including language, cultural behavior, family structures, belief systems, economic behavior and sociopolitical structures. We will explore cultural diversity among peoples by exploring each of those systems in their particular contexts, and then comparing and contrasting different cultures and the contexts in which they are situated.

Prerequisites: One of the following:

1. Membership in the Honors Program
2. A grade of “A” in ENGL 101 or any Social Science class
3. Permission of the Honors Director or the instructor.

Overall Course Objectives

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

1. Determine the focus of each of the “four fields” of Anthropology and the relationship of Anthropology to the other social sciences.
2. Apply the concept of culture and the cultural relativism approach in class discussion and/or writing about cultures different than their own.
3. Evaluate and critique research methods used in ethnographic fieldwork.
4. Differentiate the key features of human language and explain approaches to studying linguistic diversity such as ethnolinguistics and sociolinguistics.

6. Determine the socio-cultural changes involved in the rise of civilization.
7. Analyze cultural diversity in kinship, marriage patterns, and gender roles.
8. Analyze cultural diversity in economic and political systems.
9. Analyze cultural diversity in religious belief systems and the arts.
10. Apply information acquired throughout the course to show the interrelation of cultural phenomena in order to trace the evolution of cultural patterns from preliterate egalitarian societies to contemporary stratified societies.
11. Evaluate examples of applied anthropology in order to determine the effectiveness of using anthropological knowledge to address social problems.
12. Determine sources of print and Internet information on cultural diversity.

5. Differentiate the major forms of ecological adaptation: hunting-gathering, horticulture, pastoralism and intensive agriculture.
6. Determine the socio-cultural changes involved in the rise of civilization.
7. Analyze cultural diversity in kinship, marriage patterns, and gender roles.
8. Analyze cultural diversity in economic and political systems.
9. Analyze cultural diversity in religious belief systems and the arts.
10. Apply information acquired throughout the course to show the interrelation of cultural phenomena in order to trace the evolution of cultural patterns from preliterate egalitarian societies to contemporary stratified societies.
11. Evaluate examples of applied anthropology in order to determine the effectiveness of using anthropological knowledge to address social problems.
12. Determine sources of print and Internet information on cultural diversity.
13. Have an appreciation of several specific cultures in greater detail through additional readings, videos, projects and various collaborative learning experiences.
14. Understand and evaluate the nature of culture, subcultures, social norms and practices, ethnocentrism and cultural relativism through various service learning projects.

Major Topics

1. The four fields of anthropology
2. Culture
3. Research methods
4. Language
5. Ecological adaptation
6. Kinship and marriage
7. Gender
8. Economic systems
9. Political systems
10. Social stratification
11. Religion
12. The arts
13. Applied anthropology

Major Topics

1. What is Anthropology & what do Anthropologists do?
2. The concept of culture & cultural relativism
3. Communication & Language
4. Getting food
5. Economic systems
6. Social, stratification
7. Class, ethnicity, racism
8. Sex, gender & culture
9. Marriage, family & kinship
10. Political structure & control
11. Religion, spirituality & magic

12. Cultural change & globalization

Course Requirements

Specific assignments and grading criteria will be determined by individual faculty members and stated in each class syllabus. Students will be provided with numerous opportunities for evaluation. Evaluation of student performance must include some formal and/or informal writing assignments that offer evidence of students' mastery of writing within the discipline of cultural anthropology. The assignments of which grading is based may include:

1. Tests and quizzes
2. Formal essays
3. Exercises using the Internet
4. Class discussion
5. Group or individual projects
6. Group exercised in class

Individual faculty may include additions to the minimum course objectives, major topics and course requirements stated in this Common Course Outline.

Course Requirements

Individual exams and writing assignments will be determined by the instructor and will be described in the syllabus. However, all students will:

1. Attend and participate in class activities.
2. Complete the various reading assignments on time and be ready to participate in discussions on the readings.
3. Successfully complete the two in-class exams and final exam, as well as any quizzes given during the semester.
4. Successfully complete the various additional writing assignments and other class & group presentations and projects.
5. Successfully complete a service learning or research project.
6. Successfully complete two take home exams rather than in-class exams
7. Complete various reading assignments, as well as produce two, two-page book review on a supplemental readings or books from class reading list.
8. Successfully complete an annotated outline and a 700-work "op-ed" piece on a global issue and an organization dedicated to dealing with the issue.
9. Participate in a service learning project.