Expedited Application for Existing General Education Courses

**College:** Arts and Sciences  
**Department or Program:** Anthropology  
**Sponsor:** Karl Lorenz  
**Sponsor Phone:** X1771  
**Sponsor email:** kglore@ship.edu  
**Course Title:** Cultural Anthropology  
**Course Number:** ANT111

**Catalog Course Description:** Is a study of the nature of humanity. Cuts across the boundaries that separate the sciences from the humanities and embraces both. Deals with basic facts concerning humanity in all of its variations, leading to understanding and appreciation of the significant differences in the behavior of various ethnic groups.

**Proposed Program Goal:** Global Perspectives

**Please describe how the course addresses the learning objectives associated with the requested program goal, outlining multiple opportunities for students to meet learning outcomes.**

Factors and Interactions: Through a combination of PowerPoint slide lectures, readings, films, class discussion, and small group in-class exercises, students will be given multiple opportunities to understand and contrast the results from ethnographic studies that reveal a broad array of human behavior patterns in order to make inferences about those social and natural factors which contribute to the diversity of human cultures across the world. Students will be able to identify, analyze and evaluate which relevant human behavior patterns as well as environmental factors help to explain cultural similarities and differences among and between societies ranging in complexity from bands to tribes to chiefdoms, and states. Small group discussion of readings from ethnographic studies will apply anthropological methods and theories towards efforts to better understand the inner workings of those world cultures presented in class.

Representation and Sources: In the first part of the course, anthropological principles will be described and applied during lecture and in small group discussion which address how cultural anthropologists construct hypotheses and collect data about human behavior based on the qualitative patterns revealed by participant observation. These concepts will then be applied in lectures and films to the theory of cultural ecology for explaining the social and environmental factors responsible for understanding societal complexity. An individualized graded assignment asks students to construct a kinship diagram of their own family, noting kin terms of each relative through three generations. In so doing, students can learn how the qualitative sources from kinship studies can help them to understand the roles and responsibilities of each relative in a kinship diagram from their own culture.

Perspectives: In lectures, films and small group discussions, students will be introduced to the important role played by multiple cultural perspectives (values, beliefs, and standards of behavior) within (age, gender, descent group) and between (motivating factors of economics, politics, and
religion) societies at all levels of complexity from bands to states. An in-class small group assignment asks students to construct one day in the life as either a member of a band, tribe, chiefdom, or state studied in class and how life would be different for men and women, or for people of different ethnicities or social statuses within more complex societies under study. In so doing, students can begin to understand the interrelationships between the multiple perspectives that motivate peoples’ behaviors in every society, regardless of whether they are simple hunter-gatherer bands or complex agricultural industrial states.

Please discuss the assessment plan for the course, including brief description of assignments that could be assessed with the associated rubric.

Factors and Interactions: Small group discussion of readings from ethnographic studies and graded written responses to questions related to these studies will give students multiple opportunities to understand, compare and contrast those relevant human behavior patterns (subsistence, economics, family and descent systems, politics, and religion) as well as environmental factors (ecological zones, resource availability, carrying capacity) that help to explain cultural similarities and differences among and between societies ranging in complexity from bands to tribes to chiefdoms, and states. In addition, Exams 1, 2, and 3 will have a series of multiple choice questions designed to assess student proficiency relevant to this learning objective, using the number of correctly answered questions to determine the level of competency ranging from unsatisfactory (0-59%), emerging (60-69%), developing (70-79%), proficient (80-89%) to mastery (90-100%).

Representation and Sources: Students’ ability to understand, explain, and evaluate the appropriateness of qualitative sources of ethnographic evidence will be assessed using written responses to the questions from some of the same ethnographic studies used to assess the first learning objective. In addition, Exams 1, 2, and 3 will have a series of multiple choice questions designed to assess student proficiency relevant to this learning objective, using the number of correctly answered questions to determine the level of competency. Additional assessment will be done through grading of an individualized graded assignment that asks students to construct a kinship diagram of their own family, noting kin terms and familial obligations of each relative through three generations. In so doing, students can learn how the qualitative sources from kinship studies can help them to understand the differing roles and responsibilities of close and distant relatives in a kinship diagram from their own culture.

Perspectives: Students’ ability to understand, explain, evaluate and synthesize multiple perspectives of peoples’ beliefs, values and standards of behavior will be assessed using written responses to the questions from some of the same ethnographic studies used to assess the first and second learning objectives. Students will learn about how multiple perspectives within and between societies have contributed to cultural diversity worldwide. In addition, multiple choice questions from all three exams, using the number of correctly answered questions relevant to this learning objective will help to determine the level of student competency. Additional assessment will be done through grading of the written small group activity related to constructing one day in the life of a person living in a band, tribe, chiefdom, or state.

Please attach an example syllabus.
ANT 111 - CULTURAL ANTHROPOLOGY

Instructor – Dr. Karl Lorenz  
Office: 335 Grove Hall  
Phone: 477-1771  
M W 2:00-3:15 pm and 3:30-4:45 pm  
308 Grove Hall  
Office Hours: M W 12:30-1:45 pm  
e-mail: kglore@ship.edu  
Tu Th 12:30 am -1:45 pm and by  
web site: D2L  
appointment

COURSE DESCRIPTION:

Anthropology studies human diversity through time and across space. This course will provide an introduction to the comparative study of contemporary non-western cultures across the world. We will focus on different aspects of culture, such as subsistence and settlement systems, economic and political organization, kinship systems, religion and magic and ritual, as well as culture change. Special emphasis will be placed on understanding alternative ways of living and comparing them to our own.

COURSE MATERIALS:


Selected Articles from D2L designated as AR on your syllabus of weekly readings

COURSE LEARNING OBJECTIVES:

1. Anthropological principles will be described and applied during lecture and in small group discussion which address how cultural anthropologists construct hypotheses and collect data about human behavior based on the qualitative patterns revealed by participant observation.
2. Introduce students to the perspective of cultural relativism enabling students to take multiple perspectives toward an understanding of the life ways of world cultures.
3. Students will be able to identify, analyze and evaluate which relevant human behavior patterns as well as environmental factors help to explain cultural similarities and differences among and between societies ranging in complexity from bands to tribes to chiefdoms, and states.

These learning objectives will provide students with an understanding and appreciation for why an anthropological perspective is so important to
enhancing communication between people in this increasingly multi-cultural world.

EXAMS AND GRADING POLICY:
A student's grade for the course is based on his/her performance on two midterm exams, one final exam, four quizzes, three group activities, one kinship diagram, and class attendance. The midterm exams are each worth 100 points (25% of course grade) and the final exam is worth 100 points (25% of course grade), thus totaling 75% of the final course grade. Each exam is based on lectures, class discussions, textbook and D2L readings, and films shown in class. The final exam will not be cumulative.

Format of exams will include multiple choice, matching, and possibly some short answer questions. **Makeup midterm exams for full credit will be given only if I am contacted before the mid-term exam is given and a legitimate excuse is given as justification for the makeup. If I am notified anytime after 5:00 pm of the day the exam was given, but before the exam has been handed back, the makeup exam will count for only 75% of the total exam grade. No makeups will be given after the exam has been handed back and a grade of zero will be assigned for that missed exam. No makeups will be given for the final exam unless I am contacted in advance of the final exam time. Please notify me before the exam if you have a legitimate excuse why you cannot take the exam at that time.**

QUizzes:
A total of four quizzes (10 minutes long) each worth 20 points will be given in class throughout the term. Your final cumulative quiz grade will be based on your three highest quiz grades (i.e., you can drop your lowest score). **Like the exams, makeup quizzes for full credit will be given only if I am contacted before the quiz is given and a legitimate excuse is given as justification for the makeup. Otherwise, the 75% credit rule for exams applies to quizzes if I am not notified in advance, but the quizzes have not yet been handed back. No makeups will be given after the quiz has been handed back and a grade of zero will be assigned for that missed quiz.**

KINSHIP DIAGRAM:
Use a standard anthropological kinship diagram to indicate all of your relatives on both your mother’s and father’s sides of your family through three generations (your generation, parents, grandparents). A standard kinship diagram and notation is shown in your text and will be discussed in class. Label each relative with his or her name and the kinship relationship to “ego,” i.e., mother, father, brother, sister, fist cousin, second cousin, aunt, uncle, grandfather, grandmother, grand aunt, grand uncle). Be prepared for a
discussion in class about the differing familial obligations for each of your relatives by their respective kinship relationship to you.

READING ASSIGNMENTS, SMALL GROUP WORK AND CLASS PARTICIPATION

You will be expected to have read the assigned readings for class each week **before** the start of each week and be able to discuss the issues in class whether in small groups or if I call on you individually. On occasion, we will organize into small in-class groups and each group will be asked to discuss and prepare written responses to the weekly readings from D2L. These group discussions will be ongoing throughout the semester, and full attendance and participation in class counts 10 possible points toward your final course grade. Students will be allowed two unexcused absences before I start deducting one point from the 10 point total for each day absent without a written excuse. No texting is permitted in class. So that there will be no distractions, I ask that all cell phones be turned off or silenced during class time and removed from your desktops.

GRADING POLICY AND SUMMARY OF GRADE SCORING PERCENTAGES

I will give all graded coursework a number grade from 0-100 if an exam, 0-20 if a quiz, 0-5 for a group activity, 0-15 for your kinship diagram, 0-10 for your attendance, for a possible total of 400 points. The final cumulative course grade may be curved, such that final grades could potentially deviate from a straight 90%-80%-70%-60% scale by a few points, but rarely more than that. I do recognize the distinction between plus and minus grades when awarding final course grades. Your on-going grades and course average will be posted on D2L throughout the semester.

- Mid-term 1 - 100 points (25% of total course grade)
- Mid-term 2 - 100 points (25% of total course grade)
- Final Exam -100 points (25% of total course grade)
- 3 Quizzes – 20 points each (15% of total course grade)
- Kinship Diagram – 15 points (3.75%)
- In-class Group Activities – 15 points (3.75% of total)
- Class Attendance– 10 points (2.5% of total)

**Grading Scale (based on 400 total points):**

- A range – 358 - 400
OFFICE HOURS:

I have set aside five hours per week for office hours for anyone needing help understanding concepts presented in the course. If you cannot come at my appointed times, let me know and I can coordinate a time with you when we can meet. Any students with special learning needs should contact me at the beginning of the course, so that I can make arrangements to assist you. Do take advantage of my office hours if you ever have a question or if you just feel like talking about career opportunities or some topic of anthropology that interests you.

This course fulfills a Category E Social and Behavioral Sciences requirement: To create an awareness and recognition of the disciplines which examine and analyze group and individual behavior, which is of increasing importance for all who seek to understand and to predict the patterns and processes of human activity and to examine the causes of human action and the diversity of its organization and structure.

University Conduct

Shippensburg University faculty support a safe campus environment for all. No one on this campus has the right to threaten you or make you feel intimidated in any way. More specifically, unwanted advances, harassment, aggressive or violent behavior, and sexual assault will not be tolerated. A comprehensive list of reporting options and support services, including confidential resources, can be found at www.ship.edu/no_more/.

ANTHROPOLOGY 111 COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>What is Anthropology?</td>
<td>Haviland, Chap.1</td>
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<tr>
<td>Week 2</td>
<td>The study of culture</td>
<td>Haviland, Chap. 2</td>
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<td>D2L, AR 8, 16</td>
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<td>Week 3</td>
<td>Quiz 1</td>
<td>Haviland, Chap. 3</td>
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<td>Ethnographic Research</td>
<td>D2L, AR 37 (pp.289-291)</td>
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Week 4
Personality and Gender  Haviland, Chap. 6
D2L, AR 17, 19

Week 5
Evolution of Culture  Haviland, Chap. 4
D2L, AR 12

**Quiz 2**

Week 6
Subsistence Patterns  Haviland, Chap. 7
Hunting-Gathering vs. Horticulture

Week 7
Pastoralism vs. Agriculture
**Small Group Activity 1**

**MIDTERM # 1**

Week 8
**SPRING BREAK**

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<thead>
<tr>
<th>Date</th>
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<th>Readings</th>
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<tr>
<td>Week 9</td>
<td>Economic Systems</td>
<td>Haviland, Chap. 8</td>
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<td>Division of Labor by Gender</td>
<td>D2L, AR 41</td>
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<td>Reciprocity, Redistribution,</td>
<td>D2L, AR 2</td>
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<td>Market Exchange</td>
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<td><strong>Small Group Activity 2</strong></td>
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Week 10
Social Organization  Haviland, Chap. 9
Sex, Marriage and Family  D2L, AR 4, 18, 27

Week 11
Kinship and Descent  Haviland, Chap. 10
(patrilineal, matrilineal, bilateral)

**Quiz 3**

Week 12
**Kinship Diagrams due in class**
Age Sets and Common Interest Groups  Haviland, Chap. 11

**MIDTERM # 2**
Week 13
Political Organization Haviland, Chap. 12
D2L AR 30

Week 14
Religion Haviland, Chap. 13
Small Group Activity 3 D2L AR 36

Week 15
Quiz 4
Culture Change Haviland, Chap. 15

Globalization Haviland, Chap. 16
D2L AR 37 (pp.291-294),
D2L AR 38

Final Exam – in class during Finals week