

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: ANTHROPOLOGY COURSE NUMBER: 123A AND 123B
GRADE(S): 11-12	PRE-REQUISITES (IF ANY):

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Unit I Introduction, Culture and Race, Methods of Investigation and The Development of Anthropological Thought	14 days	<ul style="list-style-type: none"> The subfields of anthropology Defining culture and cultural knowledge: norms, values, symbols, classifications of reality and world views; and race The cultural construction of race Anthropological approaches: Holistic, Comparative, and Relativistic Cultural relativism and ethnocentrism Cultural universals Biological determinism Ethnographic fieldwork, problems in research, Ethnohistory and comparative methods. Nineteenth century origins Twentieth century contributions: American Historical Particularism, British Functionalism and Configurationalism. Evolutionary approaches: Unilineal Evolution, Parallel Evolution, Technological Determinism Modern Anthropological Thought: Materialism, Idealism, Interpretive Anthropology and Post-Modernism. Holistic perspective specific to chosen culture Primary source documents related to research topic area MLA Documentation Style 	<p>Students will:</p> <ul style="list-style-type: none"> Read and evaluate text to develop overall familiarity with the topic of anthropology. Explore and define the meaning of the words culture and race and their implications. Develop an understanding of the historical implications of the term race. Compare subfields of anthropology with anthropological approaches. Develop an understanding of role division in group projects. Create a method to present information in an engaging and educational manner. Present knowledge and research on the subfields of anthropology to the class. Read and analyze varying perspectives on the topic of cultural relativism and ethnocentrism. Develop a personal opinion on the topic. Discuss and debate opinions of cultural relativism, ethnocentrism, the cultural construction of race, biological determinism and cultural universals. Analyze filmed ethnographies for implicit and explicit meaning , purpose and personal interpretations. Synthesize an examination of culture with the historical evolution of the field of anthropology. Develop an understanding of modern anthropological thought through analysis of historical contributions to the field. Compare varying theoretical frameworks in order to debate the topics. Apply knowledge of theoretical frameworks to ethnographic scenarios and discuss/debate them. Observe multiple real life situations without undue/interpretation and evaluation. Learn to recognize interpretations and judgement in own writing as well as other writing. Develop competency in vocabulary associated with this unit. 	<ul style="list-style-type: none"> Participation Small group presentations Graded discussions <i>Baraka</i> essay Reading questions Film questions Graded debates Vocabulary quiz Descriptive observations Test Bibliography Research Proposal Tutorial Meeting 	History 1, 2,3,4,5, Geography 9

			<ul style="list-style-type: none"> • Apply understanding of material to real life experiences. • Read and analyze various ethnographies for methods used in research. • Learn to track the geographic location of each culture explored with atlases and maps. • Research topic area for honors research proposal. • Read and analyze primary source documents. • Understand and utilize MLA Documentation Style. • Build a bibliography from topic research. • Design a research question and proposal. 		
Unit 2 Language, Adaptation & Exchange	10 days	<ul style="list-style-type: none"> • Human vocal tract • Properties of language: multimedia, discreteness, arbitrariness, productivity, displacement. • How language works: grammar, dialects, phonology, tone languages, morphology • Language and cultural classifications of reality. • Language as a reflection of culture • Language and world views • Social uses of speech • Communication simulation • Cross-cultural communication • Linguistic anthropology • Non-verbal communication • The language of clothing • Human adaptation • Hunting and gathering • Domestication • Agriculture • Intensive agriculture and its consequences • Horticulture and its consequences • Pastoralism/nomadism • Division of labor • Seasons of the Navaho • !Kung San foraging • Exchange in economic systems • Economic apartheid • Reciprocity: generalized, balanced, negative, social 	<p>Students will:</p> <ul style="list-style-type: none"> • Learn the anatomical and physiological functions of the vocal tract with ARHS speech pathologist. • Examine the properties of language and how they influence everyday language. • Develop the ability to re-create language systems (ex: morphemes). • Explore challenges of cross-cultural communication and varying world views. • Observe and respond to a communication simulation. • Read and analyze ethnographic research in linguistics. • Apply knowledge of language to ethnographic observation. • Learn the three forms of pre-industrial adaptation. • Explore the history of domestication. • Evaluate ethnographic films for specific adaptation patterns. • Define and discuss the cultural challenges of horticulture and intensive agriculture. • Compare pastoralism/nomadism to agriculture and foraging. • Analyze the benefits and challenges of each system. • Examine the cultural implications for these systems of adaptation. • Observe or participate in a demonstration on U.S. economic distribution. • Learn reciprocal exchange systems outside of market systems. • Correlate these systems to our own systems. • Read and analyze cultural variations on reciprocal systems through ethnographies. • Explore the basis for modern economic systems. • Track the historical patterns between redistribution and market systems in modern industrial nations. 	<ul style="list-style-type: none"> • Participation • Graded discussions • <i>N!ai</i> essay • Reading questions • Film questions • Vocabulary quiz • Descriptive observations • Test • Language Paper • Adaptation Paper • Exchange in Economic Systems Paper 	<ul style="list-style-type: none"> • History 5, 6 • Geography 7, 8, 9, 10 • Economics 11, 12, 14, 15 • Civics & Gov't 16

		<ul style="list-style-type: none"> distance • Redistribution • Market exchange: free markets. • Area specific information for research project 	<ul style="list-style-type: none"> • Analyze the differences between varying market systems. • Research and asses all these topics as they relate to specific research topic. 		
Unit 3 Social Organization and Stratification, Political Organization and Gender Systems	14 days	<ul style="list-style-type: none"> • Cross-cultural marriage rules: monogamy, polygyny, polyandry, group marriage • Marital alliances and exchange • Postmarital residence patterns • Kinship diagrams and systems • Varying descent systems: unilineal, matrilineal, patrilineal, cognatic, bilateral. • Varieties of kinship terminology: Eskimo, Hawaiian, Iroquois, Omaha, Crow. • Forms of political organization: bands, tribes, chiefdoms, states. • Social control and law • Legal systems • Systems of equality and inequality: egalitarian, ranked and stratified. • Castes in India and classes in industrial societies. • Theories of inequality • Cultural construction of gender • Sexual division of labor • The status of women • Area specific information for research project 	<p>Students will:</p> <ul style="list-style-type: none"> • Define key terms for understanding kinship systems: consanguines, affines etc. • Explore marriage rules cross-culturally via ethnography and journal articles. • Analyze the significance of marital alliances, exchange and residence patterns cross-culturally through readings and film. • Learn the rules of kinship diagramming. • Design own family kinship diagram. • Examine varieties of kinship systems by way of drawing them. • Construct kinship diagram from ethnographic scenario. • Analyze varying kinship systems through ethnographic film. • Compare the forms of political organization. • Examine patterns of political authority cross-culturally through readings. • Compare the efficacy of social control i.e. gossip with law. Use everyday examples to explore this. • Learn difference between self-help and court legal systems. • Analyze systems of social equality and inequality cross-culturally. • Write a comparative essay on castes and classes. • Evaluate occupational prestige in the U.S. from readings. • Reflect on varying theories of inequality with an essay. • Read and analyze varying constructions of gender in readings: Arctic, India, Nigeria, Kenya, Kalahari, Philippines, U.S., Spain etc. • Explore the sexual division of labor cross-culturally and in own family. • Observe and respond to alternative sex roles and deviance from them in film. • Learn the influences on the status of women cross-culturally. • Explore women's status in industrial societies. • Write cultural research paper proposal and research 	<ul style="list-style-type: none"> • Participation • Graded discussions • <i>Caste/Class</i> essay • Reading questions • Film questions • Film responses • Kinship diagram quiz • Paper proposal and bibliography • Vocabulary quiz • Descriptive/interpretive observations • Test • Kinship paper • Political organization paper • Gender systems paper 	<ul style="list-style-type: none"> • History 1, 2, 3, 4, 5 • Economics 11, 15 • Civics & Gov't 16, 19, 20

			sources . <ul style="list-style-type: none"> • Research and asses all these topics as they relate to specific research topic. 		
Unit 4 Religion, Relations with the Supernatural, Art and the Aesthetic.	10 days	<ul style="list-style-type: none"> • Definitions and theories of religion • Myths, ritual, supernatural powers • Supernatural intervention • Supernatural explanations of misfortune: sorcery, witchcraft. • Varieties of religious organization: individualistic, shamanistic, communal, ecclesiastical. • Revitalization movements: prophets, revelations • Jude-Christian mythology • Pervasiveness of art • Forms of artistic expression: body, visual, performing • Secular and religious art • Art and gender • Social functions of art • Area specific information for research project 	Students will: <ul style="list-style-type: none"> • Examine the complexity of creating a definition of religion that spans all cultures. • Find and discuss the three components of religion that are found cross-culturally: belief in supernatural, myths, rituals. • Compare these three components through ethnographic readings. • Learn about the varieties of religious organization and relate them to current known systems. • Learn the history of the famous religious work <i>Black Elk Speaks</i>. • Read the Black Elk speaks out loud and analyze the religious organization that it fits. • Study specific examples of each religious organization cross-culturally ex. Umbanda, Balian Usada, Vodun etc. • Compare the “supernatural” to “natural laws” in a group discussion. • Discuss in small groups the stigma attached to specific words: supernatural, magic, sorcery, cults etc. Give examples from own society. • Discuss in small groups Judeo-Christian mythology and how it relates to the environment. • Present findings from previous two discussions. • Explore the forms of artistic expression through readings and film. • Examine the forms of artistic expression found in our own culture through observation. • Compare and contrast the incidence of secular and non-secular forms of art through ethnography. • Analyze the social functions of art. • Research and asses all these topics as they relate to specific research topic. 	<ul style="list-style-type: none"> • Participation • Graded discussions • Small group discussion presentations • Reading questions • Film questions • Paper draft • Vocabulary quiz • Descriptive/interpretive/evaluative observations • Test • Religion paper • Art and the Aesthetic paper 	<ul style="list-style-type: none"> • History 4, 5,
Unit 5 The Changing Human World, Ethnicity in the Modern World, Applied Anthropology, The Survival of Indigenous	13 Days	<ul style="list-style-type: none"> • History and anthropology • The world in 1500 • The world since 1500: expansion of Europe, Industrial Revolution, European impact on cultural systems. • The world since 1945: global economy, demographic changes, political fragmentation 	Students will: <ul style="list-style-type: none"> • Construct a timeline for designated time period in small groups. • Prepare a creative presentation of timeline for all students to learn the information. • Evaluate others’ timelines as well as their own. • Present timeline. • Analyze the consequences of an inter-dependent world 	<ul style="list-style-type: none"> • Participation • Timeline • Timeline presentation • Timeline evaluations • Graded discussions 	<ul style="list-style-type: none"> • History 1, 2, 3, 4, 5, 6, • Geography 7, 8, 9, 10 • Economics 11, 12, 14, 15 • Civics & Gov’t 16,

Peoples		<ul style="list-style-type: none"> • Consequences of an inter-dependent world • Situational nature of ethnic groups • Fluidity of ethnic groups: ethnogenesis • Types of ethnic groups • Problems of stateless nationalities • Resolving ethnic conflict: homogenization, accommodation, resolution • Population growth: anthropological perspectives. • World Hunger: scarcity or inequality?; technology transfer?; agricultural alternatives. • Uses of fieldwork: Haiti, Swaziland • Indigenous peoples today • Vanishing knowledge: medicines, adaptive wisdom, cultural alternatives. • Area specific information for research project 	<p>through readings and current issues from primary sources.</p> <ul style="list-style-type: none"> • Define terms and apply accurately to ethnic group and conflict evolution. • Study the Acadians and the Cajuns as an example of ethnic ethnogenesis. • Analyze political power and its effects on ethnic territorial boundaries. • Examine the ethnic and national boundaries of Africa, South East Asia, Kurdistan and the Soviet Union with political maps. • Compare solutions for resolving ethnic conflict with actual historical events. • Define population terminology to create a foundation for study. • Study population growth and its effects on culture: consequences, cost benefits of children in North America and cost benefits of children LDC's. • Use primary sources to explore population growth across the world and correlate it to historical events and changes. • Answer questions about "development" and world hunger. Research statistics on-line and in the library regarding population growth and world hunger. • Evaluate primary and secondary sources assessing purpose, intended audience, implicit and explicit meaning, reliability and usefulness. • Discuss and debate the multiple perspectives on this topic. Back your arguments with researched evidence. • Read and analyze the use of fieldwork of applied anthropologists in Haiti and Swaziland. • Read and reflect on the current trends in vanishing cultural knowledge. • Explore the concept of cultural resilience and brainstorm possible solutions in small groups. • Share insight with class from small group discussions. • Explore real examples of resilient cultures that have maintained practices from past: Amish etc. • Complete a self evaluation addressing personal accomplishments. • Research and asses all these topics as they relate to specific research topic. 	<ul style="list-style-type: none"> • Small group discussion presentations • Reading questions • Film questions • Cultural research paper due • Vocabulary quiz • Cumulative exam • Self evaluation • Cultural Resilience & Challenges paper 	17, 18, 19, 20
---------	--	---	---	--	----------------