

Anthropology and Cultural Awareness

Course Outcome Summary

Course Information

Organization	Madison Area Technical College
Developers	J. Luke Matthews
Development Date	5/24/2002
Course Number	20-809-286
Instructional Level	Associate Degree
Potential Hours of Instruction	54
Total Credits	3

Description

Designed to introduce ESL and bilingual educators and other interested people to the use of cultural anthropology in understanding the increasingly culturally diverse classroom and workplace. An anthropological perspective will be brought to the examination of such issues as learning and interaction styles, class immigration and ethnic conflict and accommodation.

Types of Instruction

Instruction Type	Contact Hours	Credits
Classroom Presentation	54	3

Textbooks

Fadiman, Anne. *The Spirit Catches You And You Fall Down: A Hmong Child, Her American Doctors, and the Collision of.* Farrar, Strauss and Giroux. 1997.

Mahler, Sarah. *American Dreaming: Immigrant Life on the Margins.* 1995.

Spindler, George (ed.). *Education and Cultural Process: Anthropological Approaches.* 1997.

Competencies

A. Examine social, cultural and ideological aspects of language use in the United States

Competence will be demonstrated:

A.1. through well-written, thorough, and critically thoughtful essays on the appropriate examinations

A.2. through correct responses on objective questions on the appropriate examinations

Criteria - Performance will be satisfactory when:

A.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations

A.2. you examine relevant sociolinguistic, ethnolinguistic and anthropological linguistic concepts

A.3. you examine the social and ideological aspects of American English dialects and varieties, including the conditions that produce and maintain them

A.4. you examine bilingualism as a social and cultural phenomenon including the effects of bilingualism on the educational process

A.5. you cite specific examples of the linkage between culture, society and language

B. Explore various cultural systems by which people make sense of and organize knowledge of the world

Competence will be demonstrated:

B.1. through well-written, thorough, and critically thoughtful essays on the appropriate examinations

B.2. through correct responses on objective questions on the appropriate examinations

Criteria - Performance will be satisfactory when:

B.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations

B.2. you examine how the concept of culture is to be understood as a processual, historical, active and on-going social activity with which people seek to make sense of their worlds

B.3. you examine the concepts of "cultural relativism" in relation to the phenomena of ethnocentrism and xenophobia

B.4. you apply the concepts of "cultural construction" and "social production" to a critical examination of the way that all humans use categories to understand their worlds

B.5. you examine the production, maintenance and abandonment of stereotypes as cultural and social phenomena

C. Explore the differences and similarities between "oral cultures" and "literate cultures"

Competence will be demonstrated:

C.1. through well-written, thorough, and critically thoughtful essays on the appropriate examinations

C.2. through correct responses on objective questions on the appropriate examinations

Criteria - Performance will be satisfactory when:

C.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations

C.2. you examine the concept of "oral culture" including the place of oral narrative (oral history, story-telling, etc...) in the production, maintenance and legitimation of knowledge

C.3. you examine the concept of "literate culture" including the place of written narrative (recorded history, story-telling, etc...) in the production, maintenance and legitimation of knowledge

C.4. you examine the impact of the introduction of literacy into a hitherto oral cultural society

C.5. you examine the experience of illiteracy in a literate cultural context

D. Examine the history of "race" and "ethnicity" in the West

Competence will be demonstrated:

D.1. through well-written, thorough, and critically thoughtful essays on the appropriate examinations

D.2. through correct responses on objective questions on the appropriate examinations

Criteria - Performance will be satisfactory when:

D.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations

D.2. you discuss the main points of the history of the concepts of "race" and "ethnicity" as they have developed in Western thought and in U.S. policy (particularly in light of a critical examination of the concept of "whiteness")

D.3. you examine the culturally constructed nature of "race" and "ethnicity", including how neither concept has any legitimate basis in biology

D.4. you compare and contrast the ways that the ideological consequences of the concepts of the concepts of "race" and "ethnicity" have been used in the U.S context and another national context in the Americas

E. Explore various cultural systems for organizing and channeling differential access to power, wealth and prestige

Competence will be demonstrated:

E.1. through well-written, thorough, and critically thoughtful essays on the appropriate examinations

E.2. through correct responses on objective questions on the appropriate examinations

Criteria - Performance will be satisfactory when:

E.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations

E.2. you use the idea of "hierarchy" as it applies to society and culture

E.3. you distinguish among the various forms that power, wealth and prestige may take including how each of these is linked to other socio-cultural processes

E.4. you compare and contrasts an anthropological perspective on how access to power, prestige, and wealth is organized in society

F. Examine the history and social/cultural significance of global patterns of migration (legal & illegal immigration, refugee status, diasporic identity)

Competence will be demonstrated:

F.1. through well-written, thorough, and critically thoughtful essays on the appropriate examinations

F.2. through correct responses on objective questions on the appropriate examinations

Criteria - Performance will be satisfactory when:

F.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations

F.2. you examine how the patterns of racial categories that currently exist in the U.S. are linked to historical patterns of immigration, enslavement and conquest

F.3. you distinguish between refugee status and that of immigrant including the consequences of that difference on identity formation

F.4. you examine how understandings of race, ethnic identity and nationality have been and are changing as a consequence of new technologies such as high-speed travel, telecommunications, and the internet

F.5. you examine the consequences to education of differing patterns of identity formation across generational and gender lines within the context of transnational migration

G. Examine the diversities within defined racial and ethnic groups (e.g., gender, generation, region, etc...)

Competence will be demonstrated:

G.1. through well-written, thorough, and critically thoughtful essays on the appropriate examinations

G.2. through correct responses on objective questions on the appropriate

examinations

Criteria - Performance will be satisfactory when:

- G.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations
- G.2. you examine intra-societal differences such as gender, class, caste, dialect, region, age, etc...that create diversity within human societies;
- G.3. you examine the diversity within racial and ethnic groups (e.g., West Indian Blacks v. American-born Blacks; the differences among various Hispanic populations such as Cubans, Puerto Ricans & Mexicans in the U.S., etc...)
- G.4. you examine the inadequacy and limitations of using racial and ethnic labels in seeking to understand the experience of members of various immigrant, minority and refugee populations

H. Explore the process of sub-culture and oppositional culture in modern urban society

Competence will be demonstrated:

- H.1. through well-written, thorough, and critically thoughtful essays on the appropriate examinations
- H.2. through correct responses on objective questions on the appropriate examinations

Criteria - Performance will be satisfactory when:

- H.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations;
- H.2. you differentiate between the concepts of "sub-culture", "oppositional culture" and "counter-culture", including the processes of identity formation that produce and maintain them in modern urban society
- H.3. you apply the concept of "cultural resistance" in exploring the consequences of participating in an oppositional culture on the educational process

I. Examine the importance and value of anthropological theory in analyzing the trans-cultural educational process

Competence will be demonstrated:

- I.1. through well-written, thorough, and critically thoughtful essays on the appropriate examinations
- I.2. through correct responses on objective questions on the appropriate examinations

Criteria - Performance will be satisfactory when:

- I.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations
- I.2. you distinguish between the various and relevant anthropological theories such as "culture and political economy", "practice", "performance" and "cultural reproductions theory"
- I.3. you demonstrate how a person-centered ethnographic approach can reveal cultural motivations and concerns
- I.4. you demonstrate that local cultural motivations and concerns can be understood only when placed in the appropriate political and economic context
- I.5. you examine cognitive and cultural dissonances that arise from moving from one cultural context to another, including how they may disrupt the educational process

J. Examine anthropological theory to discern the linkages between local cultural patterns and global structures of inequality and power

Competence will be demonstrated:

- J.1. through well-written, thorough, and critically thoughtful essays on the appropriate

examinations

J.2. through correct responses on objective questions on the appropriate examinations

Criteria - Performance will be satisfactory when:

J.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations

J.2. you examine the role of European expansion and colonialism starting in the late 15th century in shaping the world as we know it today

J.3. you examine the on-going pattern of political and economic inequalities that continue to enrich some and impoverish other regions of the world

J.4. you examine the social, political and economic forces that drive people to uproot themselves and their families to migrate from various parts of the "third world" to places such as Western Europe, the U.S. and Japan

J.5. you analyze the concept of globalization and how this process shapes the experiences of people today

K. Apply anthropological knowledge in understanding different cultural perspectives

Competence will be demonstrated:

K.1. through well-written, thorough, and critically thoughtful essays on the appropriate examinations

K.2. through correct responses on objective questions on the appropriate examinations

K.3. through the submission of a critically thoughtful paper based on first-hand interviews of individuals raised in a non-U.S. cultural context

Criteria - Performance will be satisfactory when:

K.1. you use terms and concepts that were introduced in lectures, texts, class discussions or video presentations

K.2. you apply anthropological and social-scientific knowledge gained in this course in understanding the experience of a culturally-different individual

K.3. you examine the experience of trans-national migration, and the motivations behind that migration

K.4. you examine the differences and similarities between the educational process in the U.S. and that of a culturally-different individual

K.5. you distinguish between "cultural relativism", "moral relativism" and "epistemological relativism"

K.6. you apply these distinctions between "cultural relativism", "moral relativism" and "epistemological relativism" to their practical application of anthropological knowledge