

# Dakota County Technical College

## SOCY 1300: Introduction to Anthropology

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 10 - People/Environment

Anthropology is the scientific and humanistic study of humankind in all its varieties and of human nature in its universal sense. This course introduces students to the four subfields of anthropology: archaeology, cultural anthropology, languages and culture, and physical anthropology. Students will learn to identify and apply anthropological methods of study through a sociological and anthropological approach to humanity.

Prerequisites: None.

Meets MnTC Goal 5 and Goal 10

**B. COURSE EFFECTIVE DATES:** 01/09/2006 - Present

**C. OUTLINE OF MAJOR CONTENT AREAS**

#### **D. LEARNING OUTCOMES (General)**

1. define Anthropology
2. identify and describe the four fields of Anthropology: Biological, Archaeological, Cultural, Linguistic
3. define ethics in terms of the human condition
4. identify various cultural differences
5. evaluate historical and current social issues as they relate to race, class, and ethnic groups on a cross-cultural basis
6. define Biological Determinism using historical and current theoretical perspectives
7. identify Cultural Constructionism using historical and current theoretical perspectives
8. identify and describe the science of evolution
9. define natural selection
10. define social science perspectives through research and theoretical examination
11. evaluate early human behavior
12. examine the field of Archaeology as it relates to human society and the environment
13. identification of modern problems relating to Human Biology and the environment
14. identify and describe historical and modern modes of productions
15. evaluate global economic systems, applying theoretical perspectives
16. examine the history of human development and fertility in cross-cultural development
17. examination of global health and medicine; health problems
18. examine the historical vs. contemporary household cross-culturally
19. identify key issues involving women cross-culturally
20. identify and define social groups using sociological methods in a historical context
21. examine politics and culture
22. examine and identify origin, history and contemporary role of language
23. examine the role of religion cross-culturally
24. examination of expressive culture, the role of art, tourism, travel
25. identify the role of immigration on a global level
26. incorporate service learning and civic engagement initiatives
27. identify environmental issues facing the U.S. and the World
28. acquire an understanding of the interrelationships of bio-physical and socio-cultural systems
29. examine personal use of natural resources
30. apply contemporary theory as it relates to human development and environmental conditions in a past, present, and future context
31. compare early human behavior as it relates to the environment to the present
32. examine how environmental changes relate to human existence, survival, health conditions, and the future

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 10 - People/Environment

1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
5. Propose and assess alternative solutions to environmental problems.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted