# *COURSE SLO STATEMENTS REPORT*

ECC - ANTHROPOLOGY

| Course ID | Course Name | Course SLO Title | Course SLO Statement | Course SLO Status | Input Date |
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| ECC: ANTH 1 | Introduction to Physical Anthropology | SLO #1 Natural Selection | In a written assignment, students will explain how natural selection is related to environmental factors by using an example that identifies key processes of natural selection and illustrates how selective pressures can change. | Active | 11/08/2013 |
| ECC: ANTH 1 | Introduction to Physical Anthropology | SLO #2 Primate Arboreal Adaptation | Adaptation in an in-class assignment or objective exam question, students will demonstrate an understanding of primate adaptation by describing the major anatomical characteristics of primates associated with movement and the senses, and indentifying how they evolved as adaptations to arboreal environments. | Active | 11/08/2013 |
| ECC: ANTH 1 | Introduction to Physical Anthropology | SLO #3  Human Evolution | In a written assignment or objective exam question(s), students will demonstrate an understanding of human evolution by comparing and contrasting the anatomical and behavioral features of modern Homo sapiens with various extinct species of the Genus Homo (e.g. Neanderthals, H. erectus, H. habilis). | Active | 11/08/2013 |
| ECC: ANTH 11 | Anthropology of Magic, Religion, and Witchcraft | SLO #1 Shamans and Priests | In an in-class assignment, students will demonstrate an understanding of the relationship between religion and social structure by discussing the ways in which the roles of shamans and priests reflect egalitarianism and stratification, respectively. | Active | 11/08/2013 |
| ECC: ANTH 11 | Anthropology of Magic, Religion, and Witchcraft | SLO #2 Animism | In a written assignment, students will demonstrate a conceptual understanding of the supernatural by (1) defining the terms animism and animatism; (2) outlining and explaining each of the characteristics of animistic beings; and (3) providing one culturally relevant example for both animism and animatism. | Active | 11/08/2013 |
| ECC: ANTH 11 | Anthropology of Magic, Religion, and Witchcraft | SLO #3  Rites of Passage | In an in-class assignment, students will demonstrate an understanding of a rite of passage by defining the process and explaining each of its stages. | Active | 11/08/2013 |
| ECC: ANTH 12 | Ancient Civilizations of the World | SLO #1 Archaic State-Level Societies | In a multiple choice exam, students will demonstrate and be able to distinguish between those organizational characteristics that are invariably associated with archaic state-level societies, and those that often but not always occur in these contexts. Moreover students should be able to identify those characteristics that archaeologists use to recognize states in lieu of written records. Finally, students will recognize the differences in organization, and in the amount of authority wielded by the leaders of complex chiefdoms and archaic states. | Inactive | 11/08/2013 |
| ECC: ANTH 12 | Ancient Civilizations of the World | SLO#2   Mesopotamian Epic of Gilgamesh | In a written exam, students will critically evaluate the Mesopotamian Epic of Gilgamesh. They will be able to identify the text's metaphors, the identity and role of the goddess Ishtar, the cosmological significance of the cedar forest, Enkidu as a symbol of nature, the political system of Uruk, the significance of the rituals discussed by | Inactive | 11/08/2013 |

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| ECC: ANTH 12 | Ancient Civilizations of the World | SLO#2   Mesopotamian Epic of Gilgamesh | the text and the similarities of episodes in the myth to Greek myths and biblical stories. | Inactive | 11/08/2013 |
| ECC: ANTH 12 | Ancient Civilizations of the World | SLO#3  First Written Language | In a multiple choice exam students will display a mastery of the key facts and issues concerning the origins and evolution of the world's first written languages. The facts of the study of early written languages that the student will have to be aware of concern the conditions for a successful decipherment, the relation of written symbols to the sounds and morphemes of the language. Furthermore, the student will recognize the patterns in the evolution of written systems, and the earliest uses to which written language was put. | Inactive | 11/08/2013 |
| ECC: ANTH 2 | Introduction to Cultural Anthropology | SLO #1 Holistic Approach | In an objective exam, students will demonstrate an understanding of the holistic approach in anthropology by identifying its appropriate definition. | Active | 11/08/2013 |
| ECC: ANTH 2 | Introduction to Cultural Anthropology | SLO #2  Subsistence  Strategies | In an in-class objective assignment, students will demonstrate their understanding of subsistence strategies by identifying three of the four types recognized by anthropologists and by explaining five features that correspond to each. | Active | 11/08/2013 |
| ECC: ANTH 2 | Introduction to Cultural Anthropology | SLO #3  Political Organization | In an in-class objective assignment, students will demonstrate their understanding of political organization by identifying the four types recognized by anthropologists and by explaining three features that correspond to each. | Active | 11/08/2013 |
| ECC: ANTH 3 | Introduction to Archaeology | SLO #1 Radiocarbon Dating | After completing this course, students will gain knowledge about the radiocarbon dating technique and its application only to organic materials of the last 100,000 years. | Active | 11/08/2013 |
| ECC: ANTH 3 | Introduction to Archaeology | SLO #2  Remote Sensing | In a multiple choice and matching questions type objective exam, students will demonstrate an understanding of the techniques of remote sensing in archaeology including aerial photography, electrical resistivity, use of a proton magnetometer, ground penetrating radar, and photos taken by satellites. | Active | 11/08/2013 |
| ECC: ANTH 3 | Introduction to Archaeology | SLO #3 Sample Sherds | In a two page report, students will demonstrate an understanding of the process of pre-modern pottery making. The report will document their findings from the examination of sample sherds from archaeological contexts. In the report they will correctly recognize the mineral make-up of the paste and slip, identify the steps the pottery went through to form the vessels, indentify the firing environment and its effects on the paste, identify the likely forms of the vessel, and identify the functions of the vessels. | Active | 11/08/2013 |
| ECC: ANTH 4 | Language and Culture | SLO #1  Language Extinction | In a written assignment or objective exam question(s), students will demonstrate an understanding of language extinction by identifying the various cultural and historical factors that contribute to language | Active | 11/08/2013 |

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| ECC: ANTH 4 | Language and Culture | SLO #1  Language Extinction | loss and describing the preservation efforts applied to languages targeted for extinction. | Active | 11/08/2013 |
| ECC: ANTH 4 | Language and Culture | SLO #2 Language and Social Factors | In a written assignment or objective exam question(s), students will demonstrate an understanding of the relationship between language and social factors such as gender, ethnicity and class. | Active | 11/08/2013 |
| ECC: ANTH 4 | Language and Culture | SLO #3 'Pidgin' | In a written assignment or objective exam question(s), students will demonstrate an understanding of the language variety known as 'pidgin' by identifying several features regarding its structure (as compared to a standard language) and identifying the social and historical conditions under which a pidgin develops. | Active | 11/08/2013 |
| ECC: ANTH 5 | Physical Anthropology Laboratory | SLO #1 Human Karyotypes | In an in-class lab activity, students will compare and contrast human karyotypes to identify potential abnormalities and chromosomal mutations. | Active | 11/08/2013 |
| ECC: ANTH 5 | Physical Anthropology Laboratory | SLO #2 Determining the Sex of Human Remains | In an in-class lab activity, students will determine the sex of human skeletal remains by visually observing various pelvic and cranial features and applying the techniques used by forensic anthropologists to measure various post-cranial bones. | Active | 11/08/2013 |
| ECC: ANTH 5 | Physical Anthropology Laboratory | SLO #3  Hominin | Evolution In an in-class lab activity, students will demonstrate an understanding of hominin evolution by identifying the distinguishing cranial and dental features that characterize members of the genera Australopithecus, Paranthropus and Homo. | Active | 11/08/2013 |
| ECC: ANTH 6 | Native Peoples of North America | SLO #1 Culture as Holistic | In a written assignment or objective exam, students will demonstrate an understanding of culture as an integrated system. Using a selected native group as a case study, students will need to identify a minimum of 3 parts of culture that may be interconnected and describe how these parts are interrelated. | Active | 11/08/2013 |
| ECC: ANTH 6 | Native Peoples of North America | SLO #2  Four-Field Approach | In a written assignment or objective exam, students will demonstrate an understanding of the four-field approach in anthropology as it relates to the study of native peoples of North America. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and describe how each field might approach the study of native peoples. | Active | 11/08/2013 |
| ECC: ANTH 6 | Native Peoples of North America | SLO #3  European Contact | In a written assignment or objective exam, students will demonstrate an understanding of how contact with Europeans dramatically altered native populations and their various cultures. Using a selected case study, students will need to identify specific areas of native culture that were changed by contact and describe the changes that took place. | Active | 11/08/2013 |
| ECC: ANTH 7 | Native Peoples of South America | SLO  #1 Cultural Ecology Approach | In an in-class written assignment, students will demonstrate an understanding of the cultural ecology approach by explaining the relationship between the level of sociopolitical organization achieved by two South American indigenous groups (one from the Patagonia and another from the Amazon Basin) and the particular | Active | 11/08/2013 |

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| ECC: ANTH 7 | Native Peoples of South America | SLO #1 Cultural Ecology Approach | environmental zone each group occupies. In addition, students will need to address the subsistence strategy employed by each group and the limiting factors to population growth that each environment presents. | Active | 11/08/2013 |
| ECC: ANTH 7 | Native Peoples of South America | SLO #2 Vertical Integration | In an in-class assignment, students will explain how vertical integration provides for an adequate adaptation to the environmental conditions characterizing the Andean region by choosing an Andean group as an example, identifying each of the microenvironments utilized by the group, describing the particular subsistence activity carried out in each microenvironment, and listing the main resources procured. | Active | 11/08/2013 |
| ECC: ANTH 7 | Native Peoples of South America | SLO #3 European Contact | In a written assignment or objective exam, students will demonstrate an understanding of how contact with Europeans dramatically altered native populations of South America and their various cultures. Using a selected case study, students will need to identify specific areas of native culture that were changed by contact and describe the changes that took place. | Active | 11/08/2013 |
| ECC: ANTH 8 | Ancient Civilizations of Mesoamerica | SLO #1 Locating Mesoamerica | After completing this class students will gain knowledge about Mesoamerica's anthropological characteristics including being described as an ancient cultural region that encompasses Northern, central and southern Mexico, Guatemala, Honduras, Belize, and El Salvador. | Active | 02/26/2014 |
| ECC: ANTH 8 | Ancient Civilizations of Mesoamerica | SLO #2 Quiche Maya Myths | In a written exam students will demonstrate a critical understanding of the Quiche Maya myths contained in the Popol Vuh. Specifically, they will answer questions concerning the identities of deities and the cosmological provenance of deities and animals that appear in the book. They will also answer questions concerning Mesoamerican concepts concerning the body and life cycle, and afterlife. | Active | 11/08/2013 |
| ECC: ANTH 8 | Ancient Civilizations of Mesoamerica | SLO #3 Mesoamerica's Indigenous | In a multiple choice exam students will display a mastery of the key facts and issues concerning Mesoamerica's indigenous written and spoken languages. Specifically these questions will cover key concepts of historical linguistics pertaining to spoken languages, and the concepts, analytical approaches, and achievements in the decipherment of pre-Columbian written languages. | Active | 11/08/2013 |
| ECC: ANTH 9 | Women, Culture, and Society | SLO #1 Four-Field Approach and Gender | In a written assignment or objective exam, students will demonstrate an understanding of the four-field approach in anthropology as it relates to the topic of gender. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and how gender might be analyzed within each field. | Active | 11/08/2013 |
| ECC: ANTH 9 | Women, Culture, and Society | SLO #2 Integrated System | In a written assignment or objective exam, students will demonstrate an understanding of culture as an integrated system. Using a selected case study, students will need to identify at least two areas of culture that are related to gender and describe how they are interconnected. | Active | 11/08/2013 |

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| ECC: ANTH 9 | Women, Culture, and Society | SLO #3 Gender as a Cultural Construction | In a written assignment or objective exam students will demonstrate an understanding of gender as a cultural construction. Students will correctly define the term gender, and using selected case studies, they will describe the tremendous variation in the expectations for gender cross-culturally. | Active | 11/08/2013 |