

# Course Expectation Resource Sheet - ANT 100

*“What can students expect if they choose this course?”*

**Course:** ANT 100 - World Cultures

**Department:** Sociology, Anthropology, & Gerontology

**Credit Hours:** 3

**Prerequisite:** None

**Catalog Description:** An exploration of cultural differences throughout the world, with emphasis on nonwestern societies, from the perspective of cultural anthropology.

**Catalog:** 2025-2026 **Last Updated:** 9/19/2025

**Gen Ed Course:** Yes

**Gen Ed Area:** PUBLIC AFFAIRS

**Gen Ed Requirement:** Cultural Competence  
(GEC 115)

**CORE-42 Course:** Yes

**CORE-42 Area:** Social & Behavioral Sciences

**MOTR Code - MOTR Title:** ANTH 201 - Cultural  
Anthropology

**Is credit also available through:**

[Advanced Placement \(AP\)?](#): No

[College Level Exam Program \(CLEP\)?](#): No

[International Baccalaureate \(IB\)?](#): Yes

*(click link for more information and required scores)*

## Responses and Advice from Department Representatives

*Last Updated: 2/23/2026*

**The following responses apply to:** Both seated and online courses

### What expectations do you have for students in this course?

Students in World Cultures are expected to attend regularly (or engage consistently in online sections), complete assigned readings, and participate thoughtfully in discussions and activities.

This course asks students to think critically about culture, reflect on their own assumptions, and engage respectfully with perspectives that may differ from their own. Assignments typically include regular short written reflections, discussions, and applied or experiential projects.

No prior experience in anthropology is required. What is required is curiosity, openness, and a willingness to examine how culture shapes both “other” societies and our own everyday lives.

### What types of study skills do you expect students to use in this course?

Successful students in World Cultures:

- Read actively and take notes.
- Reflect analytically rather than simply summarize.
- Manage their time well for regular written work.
- Prepare to contribute to discussions.
- Follow assignment guidelines carefully.

Because this course emphasizes interpretation, reflection, and application, students benefit from engaging deeply with ideas rather than memorizing information.

### **What study techniques seem to work best for students who do well in this course?**

Students who do well tend to:

- Set aside consistent weekly time for reading and writing.
- Annotate readings and jot down questions or reactions.
- Participate regularly in discussions.
- Begin larger assignments early.
- Seek clarification when needed.

Students who approach the class with curiosity and intellectual openness often find it both manageable and meaningful.

### **What behaviors or habits seem to cause students to struggle in this course?**

Students may struggle if they:

- Fall behind on weekly assignments.
- Skip readings.
- Participate minimally in discussions.
- Wait until the last minute to begin larger projects.

Because cultural analysis builds over time, consistent engagement is important.

### **What types of struggles do you see most often? What recommendations do you give to students who struggle in this course? What other advice do you offer to students for success in this course?**

The most common struggle is time management, especially in courses with regular reflection or discussion components.

Another challenge is shifting from summary writing to analytical thinking. Students sometimes need practice moving from “What did the author say?” to “Why does this matter? What assumptions are at work? How does this connect to larger cultural patterns?”

Our recommendation is simple: stay engaged and ask for help early. Instructors are committed to supporting student success and encourage students to reach out with questions.

Success in this course comes from steady effort rather than last-minute cramming.

### **How do you describe the course to students when they ask “What is this class about?” (without using the catalog description)?**

World Cultures is about understanding how culture shapes the way people see the world, and how those differences matter.

We explore how societies organize family, religion, gender, economy, politics, and daily life across the globe. We examine cultural diversity, ethical dilemmas, and the effects of globalization. We also explore core anthropological ideas such as cultural relativism and ethnocentrism.

In a time when global connections are constant—through media, migration, markets, and politics—misunderstandings across cultures can have real consequences. This course equips students with the tools to recognize multiple perspectives, ask better questions, and navigate difference with thoughtfulness and respect.

**Beyond meeting a General Education requirement, what benefits can students realize from choosing this course?**

World Cultures helps students develop:

- Cultural competence
- Ethical self-reflection
- Critical thinking
- Analytical writing
- Cross-cultural communication skills

These skills are increasingly important in a diverse and interconnected world. Employers consistently value graduates who can work effectively with people from different backgrounds, analyze complex social issues, and approach disagreement thoughtfully.

Students often report that this course changes how they interpret news, social debates, social media, and everyday interactions. It provides a framework for making sense of cultural conflict and cooperation in the present moment.

**Other than your major/minor/certificate students, what groups of students could find this course relevant to their degree program or career path?**

World Cultures is especially relevant for students in:

- Healthcare and nursing
- Education
- Social work
- Criminal justice
- Business
- Communication
- Political science
- International studies
- Public health
- Religious studies

Any career that involves working with diverse communities, navigating ethical complexity, or understanding global systems can benefit from the perspectives developed in this course.

*Prepared by the Reynolds College Center for Student Success  
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