





BUTLER

TEXTBOOK/MATERIAL LIST NCAD WINTER 2025

## FRESHMEN

### CT 151 CRITICAL THINKING

Instructor: Dennis Butler

[dbutler@ncad.edu](mailto:dbutler@ncad.edu)

Required Textbook: *Thinking, Fast and Slow*

Daniel Kahneman

ISBN-13: 978-0374533557

\$13.55 on Amazon (as of Nov. 29, 2024)

Used from \$3

## SENIORS

### ETH 451 ETHICS

Instructor: Dennis Butler

[dbutler@ncad.edu](mailto:dbutler@ncad.edu)

Required Textbook: *Classical Ethics: East and West*

Robert B Zeuschner

ISBN-13: 978-1626548510

\$25.92 on Amazon (as of Nov. 29, 2024)

Used from \$4

## **FID 151 Analytical Figure Drawing**

Instructor: Derek Gundy [dgundy@ncad.edu](mailto:dgundy@ncad.edu)

Required Textbook: Basic Human Anatomy by Roberto Osti - ISBN # 978-1-58093-438-1

[https://www.amazon.com/Basic-Human-Anatomy-Essential-Artists/dp/1580934382/ref=sr\\_1\\_1?crid=238985S6F43D7&dchild=1&keywords=roberto+osti+-+basic+human+anatomy&qid=1605827548&srefix=Roberto+o%2Caps%2C201&sr=8-1](https://www.amazon.com/Basic-Human-Anatomy-Essential-Artists/dp/1580934382/ref=sr_1_1?crid=238985S6F43D7&dchild=1&keywords=roberto+osti+-+basic+human+anatomy&qid=1605827548&srefix=Roberto+o%2Caps%2C201&sr=8-1)

### **Materials:**

The supplies for Analytical Figure Drawing are quite simple and you may already have some supplies to start the class with.

**14x17 Pad of Drawing Paper** – Strathmore has some good options but you may use other brands – please check the weight of the paper and be sure it is not too lightweight. Artist & Craftsman has a good selection.

**9x12 Sketchbook** – you may continue to use the one that came in your Drawing class, or buy another especially if it is filled up! Choose the brand and type of paper that works well for you.

Assortment of Drawing Tools – these can vary – Graphite / Charcoal / Pen, etc

Eraser

**Instructor Carli Hillman**  
**COT 151 Color Theory**

**Supply List [Amazon shopping list here]**

- **Gouache Paint (any brand works, but I highly recommend M Graham & Co.)**

Cad Lemon 14ml

Cad Yellow Pale 14ml

Flame Red 14ml

Rose Tyrien 14ml

Turquoise Blue 14ml

Ultramarine 14ml

Permanent White 37ml

Ivory Black 37ml

- **Bristol Pad** 11" x 14" Vellum (surface for painting).
- **Brushes** – Assorted round and flat, at least one ½" or ¾" flat (for water-based paint).
- **Paint Palette** - Any kind with wells for mixing paint.
- **Water Cup** - Any small container(s) for holding water.
- **Eyedropper** – Controlled addition of water to paint
- **X-Acto Knife** - Cutting swatches and other work (utility knife works too).
- **Ruler** - Must be metal and cork backed 10 inches + (I recommend one 12" and one 6" ruler!)
- **Adhesive** - Artist tac adhesive sheets or any double sided tape!
- **Binder** - All work will be kept in a binder that will be graded together.
- **Sheet Protectors** - 3 hole punched clear plastic for use in binder.
- **Scissors** - General use throughout projects.
- **Pencils and Erasers** - For sketching, shading, and layout.
- **Masking tape** - Removable tape for masking artwork. Washi tape works and is fun!

**Instructor Carli Hillman-Advanced  
Painting PAI 301**

**No required textbooks for this studio class**

**Sketchbook:** 9x12 mixed media sketchbook – 90# and/or meant for mixed media (to prevent tearing or warping).

**Drawing tools:** Just use what you're comfortable with – but I personally love mechanical pencils.

**Surfaces Used:** Depending on your medium of choice:  
Canvas, canvas board, or Illustration board - size 11x14”  
For thinner water media: 140lb watercolor paper Cold Press / Hot Press

**Palettes:** Palette with large size mixing areas for medium of choice.  
Your choice of media is up to you. I recommend the following materials for each paint type:

**Oil Paint:** Black, White, and Primaries: Red, Yellow, and Blue. Linseed oil, Galkyd, Walnut Alkyd Medium, or Liquin for faster drying time. Do not use solvents in classroom to clean brushes.

Contain oil (to remove paint off of brushes) inside a jar with a cleaning "coil" at the bottom. The "**Silicoil Brush Cleaning Tank**" jar works well. Then fully clean brushes at home.

**Acrylic Paint:** Black, White, and Primaries: Red, Yellow, and Blue. I recommend Liquitex Professional Heavy Body Acrylic Paint.

**Gouache:** Black, White, and Primaries: Red, Yellow, and Blue. I highly recommend M Graham & co. as they are amazing quality and texture.

**Watercolors:** Watercolor Pencils and/or watercolors. I use Derwent Watercolor Pencils, they blend really well. For watercolor paints, I highly recommend M Graham, & Co.

**Brushes:** Synthetic medium-small brushes, and one larger soft brush for washes of color. I will show you the ones I use! I tend to paint smaller, and use a lot of detail and mid-range brushes. What you will need will depend on what you are creating.

**Additional:** Painter's Tape 1", water cup, Paper Towels or rags, graphite transfer paper.



<b>Anthropology</b>	<b>ANT 301</b>	<b>2 = Credits</b>	<b>30 = Clock Hours</b>
<b>Winter Semester 2025</b>	<b>Sec A: Mondays 8-10a</b> <b>Sec B: Mondays 10-12p</b>	<b>6th Term</b>	<b>15 Weeks</b>
<p><b>Expectation of Work:</b> The semester credit hour is the basic unit of credit awarded at NCAD. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement.</p> <p>A semester credit hour varies according to the content of the course. One semester credit hour of academic credit is given for at least 15 hours of classroom contact, at least 30 hours of supervised laboratory time, at least 30 hours of documented independent study activities, or at least 45 hours of internship experience.</p> <p>Students will typically be expected to spend two hours in preparation outside of class for each hour of lecture. Additional outside work may be required for specific technical/ occupational classes.</p>			
<b>INSTRUCTOR</b>	Name	<b>Dr. Sara Salazar</b>	
	Contact information	<b>sarazalas@gmail.com</b>	
<b>TEXTBOOKS</b>	<p><b>Lavenda, Robert H. and Emily A. Schultz, eds. (2020)</b> <b><i>Anthropology: What Does It Mean To Be Human?</i> 5<sup>th</sup> ed.</b> Oxford University Press.</p> <p><b>Harari, Yuval N. (2015) <i>Sapiens: A Brief History of Humankind.</i></b> Harper.</p>		
<b>MATERIALS/SUPPLIES NEEDED</b>	<b>N/A</b>		
<b>COURSE DESCRIPTION</b>			
<p>What does it mean to be human? The discipline of Anthropology involves the study of the human species by analyzing diverse facets of human experience such as gender, ethnicity, language, politics, economics, and art. This course will provide an introductory exploration of the theories and methods used in anthropological practice by focusing on current controversial issues in the field.</p>			
<b>COURSE CONTENT</b>			

This course will look into the main features of physical anthropology, cultural anthropology, and critical anthropology. We will investigate topics such as the origin of human beings, races, and prehistoric activities; examine kinship, language, economic activities, religion, politics, and the role of art in the human experience.

**COURSE LEARNING OUTCOMES**

- On completion of the course, you will:
1. Explain and historically contextualize the primary objectives, key concepts, modes of analysis and central questions in anthropological enquiry.
  2. Identify patterns of human behavior in local, regional, national, and/or global contexts.
  3. Ask relevant questions about social systems, institutions and/or patterns of human behavior.
  4. Critically evaluate resources found in academic texts and the media.
  5. Conduct independent research and communicate it both orally and in writing

**INSTRUCTION/HOMEWORK**

<b>CLASS ACTIVITIES</b> (Indicate all that apply during the semester)	y / n	Lecture / Discussion	Weekly Homework:	2 – 4 hours
	y / n	Instruction / Demonstration		
	y / n	Critique		
	y / n	Studio		
	y / n	Computer Lab		

**ANTICIPATED SCHEDULE** (List major projects and assignments, not all weekly activities)

1. Exams (2)	Midterm paper (20%) and final paper (20%) will be scaffolded and be based on the assigned textbook readings, analysis of material culture, and weekly class discussions. Details for each will be handed out in class 2 weeks before the due date.
2. Presentations (2)	Oral and visual presentation of midterm (15%) and final project (15%).

<b>ANTICIPATED SCHEDULE</b> (List major projects and assignments, not all weekly activities)	
3. Assignments (3)	<p>Assignments throughout the semester (10% each, marked "A" below) Some weeks students may be assigned a short text to read or an activity to complete (e.g., watching a film, short fieldworks).</p> <p>If an activity is assigned, there will be a handout describing each one in detail. Generally, the weekly assignments are focused on the week's lecture (i.e., "ethnicity", "religion" etc.). In other words, you will need to "engage" with some social and cultural aspects of anthropological inquiry in a critical way, and then write about the experience. If a text is assigned, see below "Instructions for Reading Journal Essays"</p> <p>In evaluating these assignments, I will consider the following aspects:</p> <ol style="list-style-type: none"> <li>1. Completion of assignment (did you watch/read the particular film/article or analyzed a specific case study).</li> <li>2. Thoughtful consideration and inquiry into the subject and your reactions.</li> <li>3. Engagement with and use of course readings, theory, and visual material.</li> <li>4. Clarity and originality of writing.</li> <li>5. Proper citation of work</li> </ol>

<b>ALIGNMENT CHART</b> (Contact the NCAD Director of Education if you don't have the CLOs for your course)												
	ALIGNMENT TO COURSE LEARNING OUTCOMES (Add (X)'s to the CLO's that each project aligns with)											
MAJOR ASSIGNMENTS (i.e., midterm and final, only main projects, etc....make sure to indicate which CLOs the Project directly addresses)	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	Etc.	—	—	—			
1. Exams	X	X	X	X	X							
2. Presentation	X	X	X	X	X							
3. Assignments	X	X	X	X	X							

<b>GRADING SYSTEM AND DESCRIPTIONS</b>					
4.25 Scale	0	1	2	3	4
Single Word Description	N/A	Ineffective	Progressing	Effective	Highly Effective



Corresponding Point Range and Letter Grade	Did not demonstrate, either through absence and/or serious deficiencies, the described criteria.	Struggles to demonstrate practices described in the key grading criteria.				Performs within the described key grading criteria. Showing some improvement over time.			Consistently demonstrates competency regarding the practices described in the key grading criteria.			Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.		
Corresponding Point Range and Letter Grade	<b>0.00</b>	<b>0.75</b>	<b>1.0</b>	<b>1.5</b>	<b>1.75</b>	<b>2.0</b>	<b>2.5</b>	<b>2.75</b>	<b>3.0</b>	<b>3.5</b>	<b>3.75</b>	<b>4.0</b>	<b>4.2</b>	
	<b>F</b>	<b>D-</b>	<b>D</b>	<b>D+</b>	<b>C-</b>	<b>C</b>	<b>C+</b>	<b>B-</b>	<b>B</b>	<b>B+</b>	<b>A-</b>	<b>A</b>	<b>A+</b>	
	0–59.9	62.9 – 60	66.9–63	69.9– 67	72.9 – 70	76.9 – 73	79.9 – 77	82.9– 80	86.9 – 83	89.9 – 87	92.9 – 90	96.9 – 93	100 – 97	
Existing Grade Descriptions	An (F) is a failing grade, which is given to a student who has missed more than 20% of the 15-week course per semester and/or have not produced the work required. The quality and quantity of the work in and out of class is unacceptable.  The work does not qualify the student to progress to a more advanced level.	A (D-) is a barely passing grade—the lowest grade possible for a delivered product.  Although the student has met only the most basic requirements of the class, their work still qualifies them to progress to the next level of study/production.  The work shows little understanding or connection with the material.				A (C+) work accomplishes all of the requirements with basic competency and insight.  A (C) is an average grade, which demonstrates a satisfactory comprehension of the subject matter, meets the minimum requirements, displays little initiative, communicates orally and in writing at an acceptable level, and generally has an acceptable understanding of all basic concepts.  However, while there is understanding, the student has not yet found a way to make their own.			A (B) is an honor grade, which is given to students who demonstrate a solid understanding of the assignments given and have produced work of considerable achievement.  The B student is an active listener and accomplishes more than the minimum work required. The work is good; the focus is clear, however some areas though grasped, have not been used, developed or fully exploited.  A (B) should be considered a high grade given to students of significant potential that have specific areas to be developed.			An (A) is a high honor grade, which is reserved for exceptional students who have excelled in the production required for the class in either visual or written form.  The work leaves little or no room for improvement.  The structure is complete; the content is clear and substantial. In addition, the student has participated actively and helpfully in class critiques.  The student sees many sides of an issue, integrates ideas previously learned and anticipates the next steps in the progression of ideas.		

## INSTRUCTIONAL METHODS

Active student participation is encouraged through a combination of learning activities that may include collaborative learning, lecture, guided discussion, student presentations and individual/group-based projects.

Students should bring all materials they need to work to class. Lack of preparation and preparedness can severely effect grades. Not following instructions will result in the loss of a full letter grade. Time management is an integral part of any learning process or creative project.

This is a mobile/laptop/tablet free class. Please bring a notebook to take notes.

**Submission of late work will not be accepted.**

## ATTENDANCE

Students may not miss more than the following class hours:

- 12 hours for any 3 credit, Technical/Occupational class (4 hour per week class)
- 6 hours for any 2 credit, General Education (2 hour per week class)

These hours are considered excused absences. NCAD recommends students use the absences for illness, doctor's appointments, family emergencies, etc. **Students may not miss more than 20% of a class.**

After missing more than the allowed number of absences, a student will receive a failing (F) grade and will be required to repeat the class.

Arriving late and leaving early will be counted toward the allowed absence. Under extreme circumstances students may request an attendance waiver from the Administration.

The full attendance policy can be found in the NCAD catalog.

## WEEKLY SCHEDULE

WEEKLY PLAN OF ACTIVITY			
Week	Topic	Class Activities	Assignments
Week 1 (January 6)	<b>UNIT 1: INTRODUCTION TO ANTHROPOLOGY</b> <i>What is anthropology? What is culture?</i>	Welcome; Course introduction, syllabus, and discussion	-Read Chapter 1 in <i>What does it mean to be human?</i> (Lavenda and Schultz)
Week 2 (January 13)	<i>Evolution</i>	Discussion and group activity	-Read Chapters 2, 3 4, and 5 in <i>What does it mean to be human?</i> (Lavenda and Schultz) -read Harari, "An animal of no significance" p. 3-19; "History biggest fraud", pp. 77-97. -Watch "What Separates Us from Chimpanzees?" TEDtalk with Jane Goodall <a href="https://www.youtube.com/watch?v=51z7WRDjOjM&amp;t=62s">https://www.youtube.com/watch?v=51z7WRDjOjM&amp;t=62s</a> <b>A1:</b> details in class
Week 3 (January 20)	<b>Martin Luther King Jr. Day (No School)</b>	<b>N/A</b>	<b>N/A</b>
Week 4 (January 27)	<b>UNIT 2: PHYSICAL ANTHROPOLOGY AND ARCHAEOLOGY</b>	Discussion <b>A1 Due to Canvas</b>	-Read Chapter 6 in <i>What does it mean to be human?</i> (Lavenda and Schultz)

Week 5 (February 3)	<i>Studying the Past 2: Archaeology</i>	Discussion:  History, methods and current problems of interpretation	Read Chapters 7 & 8 in <i>What does it mean to be human?</i> (Lavenda and Schultz)
Week 6 (February 10)	<i>Midterm presentations</i>	<b>Midterm paper due to Canvas + in-class presentation</b>	
Week 7 (February 17)	<b>President's Day (No School)</b>	<b>N/A</b>	<b>N/A</b>
Week 8 (February 24)	<b>UNIT 3: CULTURAL ANTHROPOLOGY</b>  <i>Language and Meaning Making</i>	Discussion: Language creation and dissemination across cultures	Read Chapters 9 & 10 in <i>What does it mean to be human?</i> (Lavenda and Schultz)
Week 9 (March 3)	<i>Economics, Political Systems, and Power</i>	Discussion  Welsch and Endicott (2013), Issue 2: "Are Humans Inherently violent?"	Read Chapters 11 & 12 in <i>What does it mean to be human?</i> (Lavenda and Schultz)  Read Diamond 1990, 13-32 <b>A2:</b> details in class
Week 10 (March 10)	<i>Ethnicity, Race, and Gender</i>	Discussion  Harari: "There is no Justice in History", pp. 133-162.  <b>A2 Due</b>	Read Chapter 13 in <i>What does it mean to be human?</i> (Lavenda and Schultz)
Week 11 (March 17)	<i>Families, Kinship, and Marriage</i>	Discussion	Read Chapter 14 in <i>What does it mean to be human?</i> (Lavenda and Schultz)  <b>A2:</b> Identity and Gender (instructions will be given in class).
Week 12 (March 24)	<i>Religion</i>	Discussion:  Diamond: "From egalitarianism to kleptocracy: The evolution of government and religion"  Harari: "The Law of Religion", pp. 209-236.	Read Harari's "The Law of Religion", pp. 209- 236  <b>A3:</b> details in class

Week 13 (March 31)	<i>Art, Society, and Culture</i>	Discussion  <u>Lévi-Strauss</u> : Structural Anthropology  <b>A3 Due</b>	Read: TBD
Week 14 (April 7)	<i>Industrialization and Colonialism</i>	Discussion  TBD	Read: -Harari, "Imperial Visions", pp. 188-208; "The marriage of science and empire" pp, 275-304; "The End of Homo Sapiens", pp. 397-414.
Week 15 (April 14)	<i>Final project paper and presentation due</i>	<b>Final projects due to Canvas + in-class presentations</b>	

# INSTRUCTIONS FOR READING JOURNAL ESSAYS

You will be asked to write three reading journal essays (ca. 1-1.5 pages, typed, double spaced) throughout the term. These papers will respond to the materials we will be discussing in class. Your essay should give a brief overview of the main points of the materials and respond to those aspects of the materials that interest you the most. When you give an overview of the main points, you should describe the main argument (including the author's thesis) and the most important evidence that supports it. At the end of your essay, you should comment on how the materials contributed to your understanding of particular issues and theories in visual communication (ca. one paragraph). For deadlines, see Projected Schedule, p. 5ff). Your grade will be based on the grades of all three of the essays, and thus failure to submit one of them will significantly affect your final grade.

## CLASS MATERIALS POSTED ONLINE:

(Other relevant articles will be added during the semester)

**Diamond, J.** 1999. *Guns, Germs, and Steel: The fates of Human Societies*. Norton. (Prologue "Yali's Question: The regionally different courses of history", pp. 13-32; "From egalitarianism to kleptocracy: The evolution of government and religion").

**Fanon, F.** 1961 [2004] *The Wretched of the Earth*, Ch. 1 "On Violence", pp. 1-51 and Preface by Jean-Paul Sartre.

**Lévi-Strauss, C.; Jacobson, C.; Grundfest Schoepf, B.** 1963. *Structural Anthropology* (Part Four: "Art"). Basic Books Publishers, New York.

**Osiatynski, W.** "On Language and Culture: Noam Chomsky interviewed by Wiktor Osiatynski". In Wiktor Osiatynski (ed.), *Contrasts: Soviet and American Thinkers Discuss the Future* (MacMillan, 1984), pp. 95-101.

**Welsch, R. and Endicott, K.** 2013. *Clashing Views in Anthropology* (5 ed.). McGraw Hill. (Issue 1: "Is race and Useful Concept for Anthropologists?", pp. 2-14; Issue 2: "Are Humans Inherently Violent?", pp. 15-39; Issue 9: "Does Language Shape the Way we Think?", pp. 188-214; Issue 13: "Do Men Dominate Woman in All Societies?", pp. 290-305; Issue 17: "Should the Remains of Prehistoric Native Americans Be Reburied Rather than Studied?", pp. 376-396).