

ANTH 211 Cultural Anthropology-CrsRvs-2019-03-05

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS**
- Please be sure to remove the Brackets while renaming the page**

Third Step: Make sure the word **DRAFT** is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS**" (*not EDIT*) and start completing the template. When exiting or when done, click "**SAVE**" (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Ben Ford	Proposer Email*	nywq@iup.edu
Contact Person*	Ben Ford	Contact Email*	nywq@iup.edu
Proposing Department/Unit*	Anthropology	Contact Phone*	724-357-2733

Course Level*	undergraduate-level
----------------------	---------------------

Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:	Category B:
	liberal-studies <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:* <i>Please be specific - this should be have more detail than the Summary for the Senate.</i>	The course is being revised to map the student outcomes to the EUSLOs, and to include assessments.

(B) University Senate Summary of Rationale*	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The course is being revised to map the student outcomes to the EUSLOs, and to include assessments.</p>
(C) Implications of the change on the program, other programs and the Students:*	none

Current Course Information*	
Category A	
(D) Current Prefix*	ANTH
Proposed Prefix	ANTH
(E) Current Number*	211
Proposed Number	211
(F) Current Course Title*	Cultural Anthropology
Proposed Course Title	Cultural Anthropology
(G) Prerequisite(s)	none
Proposed Prerequisite(s)	none

(H) Current Catalog Description	Introduces the major concepts, theories, and research methods of cultural anthropology that are used to study and understand human culture in different parts of the world. An emphasis given to how traditional and nontraditional cultures undergo change as a result of globalization, and how cultural anthropologists study the social, economic, and political consequences that result from integration into an expanding and changing global economy. Topics covered may include, but are not limited to, social organization, economics, power and politics, race and ethnicity, language and communication, technology, religion and ritual, and sex and gender. A wide geographic coverage provides a basis for global comparisons of cultural similarities and differences among human societies.
Proposed Catalog Description	Introduces the major concepts, theories, and research methods of cultural anthropology that are used to study and understand human culture in different parts of the world. An emphasis given to how traditional and nontraditional cultures undergo change as a result of globalization, and how cultural anthropologists study the social, economic, and political consequences that result from integration into an expanding and changing global economy. Topics covered may include, but are not limited to, social organization, economics, power and politics, race and ethnicity, language and communication, technology, religion and ritual, and sex and gender. A wide geographic coverage provides a basis for global comparisons of cultural similarities and differences among human societies.
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week:3 Lab Hours:0 Credits:3
Proposed Number of Credits	Class Hours:3Lab Hours:0Credits:3

<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<ol style="list-style-type: none"> 1. Identify the holistic and cross-cultural approach to the study of human culture unique to cultural anthropology. 2. Explain major theories and research methods used to study human cultures from a global perspective. 3. Recognize cultural differences and cultural diversity found in the United States and in other parts of the world. 4. Apply critical anthropological perspectives to explore ways of addressing and solving contemporary social issues.
--	---

<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">SLO #</th> <th style="text-align: center;">Outcome</th> <th style="text-align: center;">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Identify the holistic and cross-cultural approach to the study of human culture unique to cultural anthropology.</td> <td>Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence for identifying the holistic and cross-cultural approach to studying human culture.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Explain major theories and research methods used to study human cultures from a global perspective.</td> <td>Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence for explaining the theories and research methods used to study culture from a global perspective.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Recognize cultural differences and cultural diversity found in the United States and in other parts of the world.</td> <td>Ethnographic Writing Assignment(s) - Student performance in ethnographic writing assignment (s) will provide evidence of recognizing cultural differences and cultural diversity.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Apply critical anthropological perspectives to explore ways of addressing and solving contemporary social issues.</td> <td>Writing Assignments - Student performance in response papers will provide evidence for applying anthropological perspective to explore means of addressing and solving contemporary social issues.</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Identify the holistic and cross-cultural approach to the study of human culture unique to cultural anthropology.	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence for identifying the holistic and cross-cultural approach to studying human culture.	2	Explain major theories and research methods used to study human cultures from a global perspective.	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence for explaining the theories and research methods used to study culture from a global perspective.	3	Recognize cultural differences and cultural diversity found in the United States and in other parts of the world.	Ethnographic Writing Assignment(s) - Student performance in ethnographic writing assignment (s) will provide evidence of recognizing cultural differences and cultural diversity.	4	Apply critical anthropological perspectives to explore ways of addressing and solving contemporary social issues.	Writing Assignments - Student performance in response papers will provide evidence for applying anthropological perspective to explore means of addressing and solving contemporary social issues.
SLO #	Outcome	How outcome is assessed														
1	Identify the holistic and cross-cultural approach to the study of human culture unique to cultural anthropology.	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence for identifying the holistic and cross-cultural approach to studying human culture.														
2	Explain major theories and research methods used to study human cultures from a global perspective.	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence for explaining the theories and research methods used to study culture from a global perspective.														
3	Recognize cultural differences and cultural diversity found in the United States and in other parts of the world.	Ethnographic Writing Assignment(s) - Student performance in ethnographic writing assignment (s) will provide evidence of recognizing cultural differences and cultural diversity.														
4	Apply critical anthropological perspectives to explore ways of addressing and solving contemporary social issues.	Writing Assignments - Student performance in response papers will provide evidence for applying anthropological perspective to explore means of addressing and solving contemporary social issues.														

<p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <ol style="list-style-type: none"> A. Introduction to Cultural Anthropology <ol style="list-style-type: none"> 1. Introduction to Course 2. Cultural Anthropology, a Sub Field of Anthropology B. Culture <ol style="list-style-type: none"> 1. Culture: What is it? 2. Culture and Language 3. Cultural Relativism C. Explanation in Anthropology <ol style="list-style-type: none"> 1. Culture Concept and Theory 2. Objectives of Explanation in Anthropology 3. Examples of Contemporary Anthropological Theories
---	--

- D. Fieldwork & Ethnography
 - 1. Ethnographic Inquiry
 - 2. Field Work & Research Dissemination
 - E. Kinship, Marriage, and Social Organization
 - 1. Kinship
 - 2. Kinship and Genealogical Inquiry
 - 3. Sex and Gender
 - 4. Marriage and Social Organization
 - F. Traditional Societies, Subsistence, and Economic Activities in the Contemporary Era
 - 1. Foragers
 - 2. Horticulturalists
 - 3. Pastoralists
 - 4. Peasants
 - G. Globalization, Power, and Resistance
 - 1. Globalization and Culture Change
 - 2. Early Colonialism and Anthropology
 - 3. Post-Colonialism and Anthropology
 - 4. Native Responses to Culture Change
 - H. Contemporary Issues and Anthropology
 - 1. Food Security
 - 2. Environment and Native Rights
 - 3. Human, Gender, and Citizen Rights
 - 4. Refugees, Immigrants, Migrants, and Other Diaspora Populations
 - 5. Health Care and Traditional Medicine
 - I. Applying Anthropology
 - 1. Advocacy and Applied Anthropology
 - 2. Making a Differences in Cultural Anthropology
- Final Exam

**(N)
Brief
Course
Outline**

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.

(Give sufficient detail to communicate the

- A. Introduction to Cultural Anthropology
 - 1. Introduction to Course
 - 2. Cultural Anthropology, a Sub Field of Anthropology
- B. Culture
 - 1. Culture: What is it?
 - 2. Culture and Language
 - 3. Cultural Relativism
- C. Explanation in Anthropology

content to faculty across campuses.

It is not necessary to include specific

readings, calendar or assignments)

1. Culture Concept and Theory
 2. Objectives of Explanation in Anthropology
 3. Examples of Contemporary Anthropological Theories
- D. Fieldwork & Ethnography
1. Ethnographic Inquiry
 2. Field Work & Research Dissemination
- E. Kinship, Marriage, and Social Organization
1. Kinship
 2. Kinship and Genealogical Inquiry
 3. Sex and Gender
 4. Marriage and Social Organization
- F. Traditional Societies, Subsistence, and Economic Activities in the Contemporary Era
1. Foragers
 2. Horticulturalists
 3. Pastoralists
 4. Peasants
- G. Globalization, Power, and Resistance
1. Globalization and Culture Change
 2. Early Colonialism and Anthropology
 3. Post-Colonialism and Anthropology
 4. Native Responses to Culture Change
- H. Contemporary Issues and Anthropology
1. Food Security
 2. Environment and Native Rights
 3. Human, Gender, and Citizen Rights
 4. Refugees, Immigrants, Migrants, and Other Diaspora Populations
 5. Health Care and Traditional Medicine
- I. Applying Anthropology
1. Advocacy and Applied Anthropology
 2. Making a Differences in Cultural Anthropology
- Final Exam

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>

Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies liberal-studies
--	--

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	social_science
	global_and_multicultural_awareness

Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>	
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	<i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i> <i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i>	
	Informed Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 	1
	<ul style="list-style-type: none"> The aesthetic facets of human experience 	
	<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 	
	<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 	
	<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 	2
	<ul style="list-style-type: none"> the interrelationships within and across disciplines 	
	Empowered Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> effective oral and written communication abilities 	
	<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 	
	<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 	4
	<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
	<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 	
	<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 	3
	<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
	<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	
	Responsible Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> intellectual honesty 	

	<ul style="list-style-type: none"> concern for social justice 	4
	<ul style="list-style-type: none"> civic engagement 	
	<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	4

<p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence for identifying the holistic and cross-cultural approach to studying human culture.
	2	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence for explaining the theories and research methods used to study culture from a global perspective.
	3	Ethnographic Writing Assignment(s) - Student performance in ethnographic writing assignment(s) will provide evidence of recognizing cultural differences and cultural diversity.
	4	Writing Assignments - Student performance in response papers will provide evidence for applying anthropological perspective to explore means of addressing and solving contemporary social issues.

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.


Please answer the following questions.

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	<p>Course engages the perspectives of female anthropologists, including Margret Meade, Zora Neal Hurston, Mary Leakey, and Mary Douglas, and ethnic minority anthropologists including Zora Neal Hurston (again) and Jason De Leon. The course also includes the perspectives of indigenous peoples including Nisa! and Ongka.</p>
---	--

<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	<p>The courses employ one or more ethnographies. The ethnographies are chosen to be topical and to pair with the expertise of the instructor. The ethnographies vary from semester to semester and instructor to instructor.</p>
--	--

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
<p>Narrative Description of the Required Content</p>	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>