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CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only  
Number 154  
Action Approved  
Date 1-24-91

UWUCC Use Only  
Number \_\_\_\_\_  
Action \_\_\_\_\_  
Date \_\_\_\_\_

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE AN/SO 273 Cultural Area Studies: Southeast Asia  
DEPARTMENT Sociology / Anthropology  
CONTACT PERSON Dr. Tom Conolly or Dr. Miriam Chaiken

II. THIS COURSE IS BEING PROPOSED FOR:

\_\_\_\_\_ Course Approval Only  
 Course Approval and Liberal Studies Approval  
\_\_\_\_\_ Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Miriam S. Chaiken  
Department Curriculum Committee

Thomas Morok  
Department Chairperson

Rachel Jody  
College Curriculum Committee

Rachel Jody  
College Dean\*

Charles D. Cashman  
Director of Liberal Studies  
(where applicable)

\_\_\_\_\_  
Provost  
(where applicable)

\*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted  
to LSC \_\_\_\_\_  
to UWUCC \_\_\_\_\_

Semester/Year to be  
implemented FALL 1991

Date to be published  
in Catalog 1991

Revised 5/88

[Attach remaining parts of  
proposal to this form.]

**Catalog Description - CULTURE AREA: SOUTHEAST ASIA****3 Semester Hours Credit**

The class is an introduction to the peoples and cultures of Southeast Asia. It covers prehistory and the development of indigenous states in SE Asia and analyzes the impact of world religions such as Islam and Western colonialism. The class also examines modern hunter-gatherer and farming societies and discusses contemporary issues in social and economic change, including the "Green Revolution", tropical deforestation, the struggle of ethnic minority tribal peoples, and the plight of Indochinese refugees.

**SYLLABUS**  
**CULTURE AREA: SOUTHEAST ASIA**

W. Thomas Conelly  
 Rm. 119 Keith (x2735)

**COURSE DESCRIPTION**

This course provides an anthropological view of the peoples and cultures of Southeast Asia. The countries of mainland SE Asia (Burma, Thailand, Laos, Cambodia, Vietnam) will be covered, but the focus will be on Malaysia and the countries of insular SE Asia (Indonesia, Brunei, and the Philippines). The first section of the class describes the prehistory, archaeology, and initial peopling of the Southeast Asia region. It then covers the development of complex state societies and world religions (Buddhism and Islam) and discusses the culture and everyday life of people in the period just before European colonialism.

The second section examines the impact of colonialism and the response of SE Asian people to the European presence. This includes an analysis of the processes by which European countries exploited the labor and resources of SE Asian peoples and the changes that resulted in SE Asian society because of the colonial presence. Various forms of resistance by SE Asians against colonial rule will be discussed. Knowledge of the early historical and colonial periods is essential for understanding contemporary SE Asia

The course next examines the anthropology of three types of people living in Southeast Asia -- hunter-gatherers and swidden farmers of the tropical forests and lowland irrigated rice farmers. The final part of the class covers issues in current social and economic change, including the "Green Revolution", the fate of SE Asia's once rich tropical forests, the struggle of peasants and ethnic/indigenous peoples for autonomy, and the plight of refugees.

**REQUIRED READING**

1. Reader - collection of photocopied articles
2. Sutlive, Vincent: The Iban of Sarawak
3. Griffiths, Stephen: Emigrants, Entrepreneurs, & Evil Spirits
4. Choose one of four books by SE Asian author for book review

**COURSE REQUIREMENTS**

The final grade will be based on two mid-term exams and final exam as well as a book review of a work of fiction or non-fiction by a Southeast Asian author. The exams will be a combination of short answer and essay. The book review assignment will be explained in detail in a separate handout. Regular participation in class discussions is expected of all students.

The final grade will be computed on the following basis:

	<u>Percent of final grade</u>
Midterm exam #1	25 %
Midterm exam #2	25
Final Exam (not comprehensive)	25
Book review of SE Asian author	25

CLASS SCHEDULE AND ASSIGNED READINGS

Week

Topic

1 CLASS ORGANIZATION / INTRODUCTION

HISTORY AND CULTURE BEFORE EUROPEAN CONTACT

2 OVERVIEW: PEOPLES, CULTURES, & ENVIRONMENT SE ASIA

Reading: Burling, "Hills and Plains"

Reid, "Introduction: Lands Below the Winds"

PREHISTORY, PEOPLING OF SE ASIA, ORIGIN AGRICULTURE

Reading: Hutterer, "Prehistory of Asian Rainforests"

Sardesai, "The Human Fabric"

3 DEVELOPMENT OF EARLY STATE SOCIETIES

Reading: Sardesai, "Early Kingdoms Mainland SE Asia"

INFLUENCE OF ISLAM AND INTERNATIONAL TRADE

Reading: Sardesai, "Advent of Islam to SE Asia"

Kiefer, "The Tausug - Folk Islam and the Supernatural"

4 EVERYDAY LIFE IN SE ASIA IN 1600: POPULATION, DIET, HEALTH, AND SOCIAL RELATIONS

Reading: Reid, "Physical Well-being"

Film: "Bali: Masterpiece of the Gods"

EUROPEAN COLONIALISM

4 EUROPEAN COLONIAL EMPIRES IN SE ASIA

Reading: Sardesai, "European Intrusion ..."

Sardesai, "English & Dutch in E. Indies"

5 IMPACT OF COLONIALISM: PHILIPPINES

Reading: Phelan, "Land, Politics, & Society"

RESISTANCE AND REBELLION AGAINST COLONIALISM

Sardesai, "Filipino urge for Freedom"

6 FILM: "THE U.S. AND THE PHILIPPINES: IN OUR IMAGE"

MIDTERM #1

PEOPLES OF SOUTHEAST ASIA

7 TROPICAL FOREST HUNTER-GATHERERS IN SE ASIA: ECOLOGY AND SOCIAL ORGANIZATION

Reading: Eder, "The Batak ..."

HUNTER-GATHERERS: SOCIAL EQUALITY & STATUS OF WOMEN

Reading: Estioko-Griffin, "Woman the Hunter: Agta"

8 TROPICAL FOREST SWIDDEN FARMERS: CULTURAL ECOLOGY - THE IBAN AND THE TAGBANUA  
Reading: Sutlive: Chps. 1,2,4

TROPICAL FOREST SWIDDEN FARMERS: SOCIAL ORGANIZATION RELIGION AND CULTURE  
Reading: Sutlive: Chps. 3,5,8

9 INTENSIFICATION OF AGRICULTURE: LOWLAND IRRIGATED RICE FARMING  
Reading: Sutlive: Chp. 6

CURRENT ISSUES IN SOCIAL AND ECONOMIC CHANGE

9 OVERPOPULATION AND POVERTY: MIGRATION - CAUSES AND EFFECT ON HOME COMMUNITY  
Reading: Begin Griffiths, "Emigrants, Entrepreneurs, and Evil Spirits"

10 MIGRATION - FRONTIER RESETTLEMENT (PALAWAN AND SUMATRA/KALIMANTAN)  
Reading: Finish Griffiths, "Emigrants ..."  
Davis, "The Indonesian Transmigrants"

FRONTIER SETTLEMENT - DEVELOPMENT AND GROWTH OF SOCIAL INEQUALITY  
Reading: Eder, "Origins of Social Inequality"

MIDTERM #2

11 OVERPOPULATION AND POVERTY: AGRICULTURAL CHANGE AND THE GREEN REVOLUTION I  
Reading: Franke, "Miracle Seeds and Shattered Dreams"  
Lappe and Collins, pp. 129-165

GREEN REVOLUTION II  
Film on Green Revolution and Agribusiness in SE Asia

12 DEFORESTATION IN SE ASIA: CAUSES  
Reading: Gillis, "The Logging Industry in Tropical Asia"

DEFORESTATION IN SE ASIA: IMPACT  
Reading: Endicott, "Effect of Logging on Batek of Malaysia"  
Conelly, "Copal and Rattan Collecting in The Philippines"

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INDIGENOUS PEOPLES AND HUMAN RIGHTS

Reading: Keyes, "Tribal Peoples and the Nation-State  
in Mainland Southeast Asia"  
Kiefer, "Resurgent Islam and Ethnic  
Minorities in the Philippines"

PEASANT RESISTANCE AND REBELLION

Reading: Kerkvliet, "Origins of Rebellion"

14

REFUGEES

Reading: Van Esterik, "Thailand's Response to the  
Refugee Crisis"

BOOK REVIEW DUE

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CONCLUSION AND SUMMARY

## NEW COURSE PROPOSAL

### **COURSE ANALYSIS QUESTIONNAIRE - CULTURE AREA: SOUTHEAST ASIA**

#### Section A - Details of the Course

A1. As noted previously, the course would be appropriate for both anthropology majors and non-majors, and is proposed as a Liberal Studies Elective/Non-Western course. The course does not assume sophisticated knowledge of the discipline of anthropology or the peoples of Southeast Asia, and thus is appropriate for non-majors. All anthropology majors are required to complete at least one culture area studies class, but as there are several offerings representing different geographic regions, there is no reason to assume that all anthropology majors will take this particular course. Generally the culture area studies courses are taken early on in the program, so the non-major students will not find themselves among the most experienced anthropology majors, but rather among the newcomers to the discipline.

A2. No changes in course content of existing courses is anticipated.

A3. This course will add to the diversity of offerings which the department has in culture area studies. While this course is perhaps novel in its effort to examine the issues of contemporary Southeast Asia in a broad context, the offering of regional culture area courses is a standard offering in any anthropology curriculum. It would be akin to any department of English offering basic courses in Shakespeare, American Literature, etc.

A4. This course has been taught at IUP as a 481 course. It was well received by the students (100% above average or superior overall rating by students), and contributed to the overall anthropology curriculum.

A5. This course is not currently proposed as a graduate level class.

A6. This course is not offered for variable credit.

A7. Culture areas courses are offered in almost every major anthropology program in the country. However, IUP will be the only one of the SSHE institutions offering this course, making our course selections more comprehensive and attractive.

A8. The content of the proposed course is not recommended or required by any professional accrediting process or certification required for anthropologists.

Section B - Interdisciplinary Implications

B1. The course will be taught by only one instructor at a time.

B2. There are no additional courses which will be required.

B3. There are a number of disciplines which offer courses with a geographic area as the focus (e.g. geography, history, etc.), but the topical focus of these course would differ from an offering in anthropology. This course will focus on understanding the contemporary cultures of Southeast Asia, and will attempt to demonstrate how certain historical processes or environmental conditions have helped to shape the current patterns, but the course will not go into a great deal of detail about the geography or history of the region. In the past we have offered culture area classes which overlap with regional course offerings in other departments, and the consensus has been that our students can have an enriched understanding of the area by taking the complementary courses in other departments. For example, we would encourage one of our students with an interest in Southeast Asia to also take Religions of Asia, Geography of Southeast Asia, etc. These courses are complementary, not redundant.

B4. Students in Continuing Education will also be welcome in class.

Section C - Implementation

C1. No additional resources will be required to offer this course, except perhaps some additional books in the library. We do not anticipate needing substantial additional funds, rather appropriate titles are being ordered as part of the department's standard library requests.

C2. No resources have been provided by a grant.

C3. This course will probably be offered once per year, it will not matter which semester the course is offered.

C4. We will probably normally offer one section only, though there may some years in which two sections (with same instructor) will be offered if the demand for the course is sufficient to warrant considering that option.

C5. Courses of this sort are usually offered to 25 students per section. This number ensures adequate opportunity to take the course, while not creating undue burden on the instructor given the amount of writing and grading the course will require. In addition, classrooms to accommodate larger numbers are in short supply.

C6. No professional society regulates this type of course.

C7. This course is one of several options which our majors may take to fulfill their requirement for a culture area class. This will not increase their overall number of credit hours required, only their options as to how they accomplish this requirement.



# LIBERAL STUDIES COURSE APPROVAL FORM

**About this form:** Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

**Do not** use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

## PART I. BASIC INFORMATION

**A. For which category(ies) are you proposing the course? Check all that apply.**

### LEARNING SKILLS

- First English Composition Course  
 Second English Composition Course  
 Mathematics

### KNOWLEDGE AREAS

- Humanities: History  
 Humanities: Philosophy/Religious Studies  
 Humanities: Literature  
 Fine Arts  
 Natural Sciences: Laboratory Course  
 Natural Sciences: Non-laboratory Course  
 Social Sciences  
 Health and Wellness  
 Non-Western Cultures  
 Liberal Studies Elective

**B. Are you requesting regular or provisional approval for this course?**

- Regular       Provisional (limitations apply, see instructions)

**C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs?       yes       no**

**If so, which General Education course(s)? \_\_\_\_\_**

**PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.**

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
<b>A. Intellectual Skills and Modes of Thinking:</b>		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u>✓</u>	<u>      </u>
2. Literacy--writing, reading, speaking, listening	<u>      </u>	<u>✓</u>
3. Understanding numerical data	<u>      </u>	<u>      </u>
4. Historical consciousness	<u>✓</u>	<u>      </u>
5. Scientific inquiry	<u>      </u>	<u>      </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u>✓</u>	<u>      </u>
7. Aesthetic mode of thinking	<u>      </u>	<u>      </u>
<b>B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person</b>	<u>✓</u>	<u>      </u>
<b>C. Understanding the Physical Nature of Human Beings</b>	<u>      </u>	<u>      </u>
<b>D. Certain Collateral Skills:</b>		
1. Use of the library	<u>      </u>	<u>      </u>
2. Use of computing technology	<u>      </u>	<u>      </u>

## PART II. LIBERAL STUDIES GOALS MET BY COURSE

### A. Intellectual Skills and Modes of Thinking

1. Inquiry, logical thinking, analysis, synthesis. The course is not a simple relation of facts and events but rather is centered around a series of issues intended to challenge the students' ability to recognize problems or ethical issues and to evaluate alternative modes of explanation or policy options. Students will be presented with case studies, e.g. the deculturation and disappearance of tropical forest hunter-gatherers such as the Batak of the Philippines, and be asked to analyze the causes of this process and consider policy alternatives for protecting the interests of such ethnic minorities. As another example, students will be presented with information on the impact of two world religions in SE Asia - Buddhism and Islam - and be asked to identify common themes in how these foreign religions were modified by interaction with indigenous Southeast Asian cultures.

2. Literacy - writing, reading, speaking, listening. Students will be expected to express effectively their understanding of the course subject matter in written exams (short answer and essay) and in a written review of a book by a Southeast Asian author. There will be significant reading assignments that go well beyond text books - two ethnographies of Southeast Asian cultures by anthropologists and a work of fiction or non-fiction by a Southeast Asian author. Throughout the class students will be called upon to relate their readings to class lectures and to participate in regular class discussions.

4. Historical consciousness. A fundamental assumption of the course is that it is impossible to understand contemporary peoples and cultures of SE Asia without a solid grounding in the history of the region and the interaction of its peoples with Europeans and Americans over the long 500 year era of colonialism.

6. Values. The course covers a wide range of ethical issues that the students will be expected to read about and discuss in class. These ethical issues include the concept of race and assumptions of racial inferiority in the context of Southeast Asian cultures, the impact of Euroamerican colonialism on Southeast Asian peoples, the continuing economic, military, political, and cultural influence that the United States has in the region, the controversy over refugees from Indochina, and the inequalities that exist within the modern Southeast Asian nation states.

### B. Acquiring knowledge and understanding essential to an educated person

As is recognized by the new Liberal Studies curriculum, we are living in an increasingly interconnected and interdependent world, yet most Americans are poorly informed about peoples from other parts of the world, especially those living in developing

countries. Many misleading stereotypes exist concerning the character and ability of these people that this course seeks to dispel. In addition, a complete understanding of the world must recognize the historical and modern connections that exist between our own western society and peoples in the developing world. This class attempts to clarify these connections and help the students to recognize the link between ourselves and the lives and well-being of peoples in SE Asia.

### PART III: GENERAL CRITERIA FOR LIBERAL STUDIES MET BY COURSE

A. Multiple instructor course. Two instructors, W. Thomas Conelly and Miriam S. Chaiken, in the Sociology-Anthropology Department may alternate teaching Culture Area: Southeast Asia. They worked together in designing the syllabus when the course was first taught as a 481 class in Spring 1990 as well as in developing this proposal. Both instructors agree with the goals and format of the course as described in this proposal.

B. Perspectives of ethnic and racial minorities and of women. The course strongly emphasizes the importance of understanding the perspectives of non-western ethnic groups of SE Asia. It specifically addresses the impact of Islam and Colonialism on the status of women in SE Asia and discusses the plight of ethnic minority groups, for example "tribal" minorities in Thailand and the Philippines, whose rights are being threatened by the growing power of SE Asian nation states. In addition, to provide an alternative perspective to the point of view of the instructor and the reading assignments that are primarily by Euroamerican authors, students will be required to read and write a review of a book by a Southeast Asian author.

C. Substantial works of fiction or non-fiction. Though a textbook providing an overview of SE Asian history and culture may be used the course will also require the students to read ethnographies of particular SE Asian peoples written by anthropologists. In addition, students will be required to read and write about a work of fiction or non-fiction written by a Southeast Asian author - for example Noli me tangere by the Philippine nationalist leader Jose Rizal.

D. Introductory Course. This course can be taken by anthropology majors, but it is not required as part of their curriculum nor is it a pre-professional course. It is designed to assume neither prior knowledge of anthropology nor familiarity with Southeast Asia.

E1. Ethical Issues. Throughout the course emphasis will be placed on ethical issues that the students will be required to read about and discuss. These ethical issues include (a) an understanding and evaluation of the impact of European and American colonialism in the region, (b) the conflict between the economic development of SE Asian countries and the rights of indigenous minority groups (e.g. impact of forest clearance on indigenous peoples who live in the remaining tropical forests in the region), and (c) the plight of the millions of refugees in SE Asia. All of these issues will focus the students attention on the connections between our own country and the lives of the peoples of SE Asia.

E2. Define and analyze problems. The course will provide a series of questions/problems for the students to ponder and evaluate. For example, students will be presented with information on the controversy over the initial peopling of SE Asia and the relationship between the two "races" of people in the region - the "Malays" and "Negritos". They will then be asked to discuss and evaluate two alternative hypotheses to explain the origin and relationship of these two populations. The point of this exercise is to help students understand the concept of "race" and the ways in which some races (in this case the SE Asian "Negritos") have in the past been scientifically, but inaccurately, labeled as having a long, separate and, by implication, inferior evolution.

Another example of an effort to have the students define and analyze questions/problems is the issue of the status of refugees in SE Asia. There is great controversy over whether all of these refugees are truly political refugees or simply "economic" refugees. Students will be asked to read about and evaluate recent proposals to forcibly repatriate these "economic" refugees from Hong Kong. They will also be asked to assess the options for American government policy toward the plight of refugees.

E3. Communicate knowledge and exchange ideas. Students will be expected to participate actively in class discussions of the issues summarized above. This will include analysis of how case studies in class may relate to larger ethical issues or theoretical positions. In addition, all students will be required to write a critical book review of a work of fiction or non-fiction by a Southeast Asian author.

E6. Recognize relationship between class topics and current issues. The course will strongly emphasize the relation between the topics covered in the class and contemporary issues and intellectual trends. The course will address issues of race relations (see E2 above), assess the impact of American/European colonialism and evaluate the argument that countries such as the Philippines continue in a "neo-colonial" relationship with the West (e.g. the issue of current negotiations over the status of large American military bases in the Philippines). It will also provide students with an understanding of the link between our own standard of living in the United States and some of the economic and environmental issues that affect Southeast Asia (such as deforestation, the problems of dependency on cash crops marketed primarily to the U.S. and Europe). The course will also help students evaluate the contribution of American technology and "know-how" to SE Asian agriculture (e.g. the "green revolution"), and the role (both positive and negative) of western multi-national corporations.

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

15.

### Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

**Explanation:** Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

## LIBERAL STUDIES ELECTIVES

### Knowledge area criteria met by course

1. Treat concepts/themes in sufficient depth. The course argues that the current culture and problems of development faced by Southeast Asian countries can not be understood without study of the long history of the region and the 500 hundred years of contact between SE Asia and the West. The course attempts to move away from traditional culture area courses that tend to describe culture traits of different groups in the region in isolation without addressing the political, economic, and historical context in which they developed.

2. Discusses major intellectual issues and theories of discipline. The course attempts to use case studies of various peoples of Southeast Asia as a vehicle for understanding major intellectual and theoretical issues of interest to contemporary anthropology. For example, the course will cover theories on the origin of agriculture, the development of indigenous state-level societies, the relationship between systems of subsistence and the status of women, the process and impact of agricultural intensification, the impact of population pressure on traditional systems of production, and the social/economic causes and consequences of rural migration and frontier settlement. These theories will be presented in a way that, while maintaining their integrity, recognizes that many of the students will not have a background in anthropology

3. Allow students to understand and apply methods of discipline. In addressing the major intellectual and theoretical issues of anthropology described above the students will inevitably have the opportunity to learn and evaluate the methodology used in the discipline. The discussion of the derivation of different races in SE Asia, for example, will include an overview of the techniques of biological anthropology (analysis of fossils, use of genetic studies to trace the relationship of different races) and the study of the origins of agriculture in the region will include a discussion of the techniques of archaeology (e.g. the evidence used to identify when domestication of crops or animals has taken place). In discussing the development of indigenous states in SE Asia students will be exposed to the way in which anthropologists build and test theories of social change and cultural evolution. In discussing the impact of agricultural intensification (e.g. the adoption of irrigation) students will learn about methods used by cultural anthropologists to measure labor efficiency and dietary intake. In looking at contemporary issues such as the plight of refugees or the impact of modernization and environmental change (e.g. deforestation), students will be presented with the techniques of applied anthropology and asked to evaluate the ethics of anthropologists attempting to intervene in the affairs of other societies. In all cases these methods will be presented in a way in which non-majors will be able to comprehend the material.



4. Encourage and enhance use of composition and mathematics skills. Composition skills will be fostered in two ways: (a) all tests will require responses in a narrative form to essay questions that will expect the ability to summarize, synthesize, and evaluate significant issues discussed in class. (b) Students will be required to write a critical review of a book written by a Southeast Asian author. In addition, a few of the topics covered, e.g. changes in a community's diet and population characteristics as a result of changes in subsistence will expose the students to simple mathematical techniques such as calculating levels of malnutrition in relation to standards for a child's weight for age (anthropometric measurements) and demographic concepts such as fertility rates, levels of infant mortality, and life expectancy.

**LIBERAL STUDIES ELECTIVE CRITERIA MET BY COURSE**

Meets General criteria which apply to all liberal studies courses and is not a technical, professional or pre-professional course. This course does not focus on developing techniques of the discipline nor is it a pre-professional course. Its purpose is to provide a broad historical and anthropological understanding of Southeast Asian peoples and cultures.

## CHECK LIST -- NON-WESTERN CULTURES

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### **Knowledge Area Criteria which the course must meet:**

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

### **Non-Western Culture Criteria which the course must meet:**

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

### **Additional Non-Western Culture Criteria which the course should meet:**

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

(OVER)

**These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.**

- Although a course may deal with a single culture, . . .
- . . . comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- A variety of perspectives or methodologies—anthropological, geographical, historical, sociological, and so forth—may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.

**NON-WESTERN CULTURES CRITERIA MET BY COURSE**

The course falls clearly within the criteria for a non-western course. It deals with the peoples and cultures of mainland and insular Southeast Asia substantially different than the prevailing cultures in the United States, Western Europe, etc. It presents the culture, as much as possible, from the viewpoint of Southeast Asians and emphasizes an integrated understanding of historical, economic, and cultural dimensions of the region. The course addresses gender issues (e.g. the impact of colonialism on women, the relative status of males and females) and requires the students to consult indigenous materials by assigning a book review of a work by a Southeast Asian author.

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