



LSC Use Only  
Number:  
Submission Date:  
Action-Date:

189  
6-15-94  
9-15-94

UWUCC USE Only  
Number: \_\_\_\_\_  
Submission Date: \_\_\_\_\_  
Action-Date: \_\_\_\_\_

**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Anja Olin-Fahle/Miriam Chaiken Phone ext.3937  
Department ANthropology

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

AN/SO 314 COURSE AN/SO 314 NATIVE AMERICANS  
Suggested 20 character title

New Course\* \_\_\_\_\_  
Course Number and Full Title

Course Revision \_\_\_\_\_  
Course Number and Full Title

Liberal Studies Approval+ AN/SO 314 NATIVE AMERICANS  
for new or existing course Course Number and Full Title

Course Deletion \_\_\_\_\_  
Course Number and Full Title

Number and/or Title Change \_\_\_\_\_  
Old Number and/or Full Old Title

\_\_\_\_\_ New Number and/or Full New Title

Course or Catalog Description Change \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:** \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_ Track

New Program\* \_\_\_\_\_  
Program Name

Program Revision\* \_\_\_\_\_  
Program Name

Program Deletion\* \_\_\_\_\_  
Program Name

Title Change \_\_\_\_\_  
Old Program Name

\_\_\_\_\_ New Program Name

**III. Approvals (signatures and date)**

[Signature] 5/12/94 [Signature]  
Department Curriculum Committee Department Chair

[Signature] [Signature] 6/8/94  
College Curriculum Committee College Dean

[Signature] 9-15-94  
+ Director of Liberal Studies (where applicable) \*Provost (where applicable)

Department of Sociology  
Indiana University of Pennsylvania  
Keith Hall  
Indiana, Pennsylvania 15705-1087

(412) 357-2730

June 10, 1994



Laurence Kruckman, Ph.D.  
Anthropology Department  
Indiana University of Pennsylvania  
Indiana, PA 15705

The Department of Sociology supports the approval of the proposed course AN/SO 314, Native Americans, as a non-Western Liberal Studies elective. As a cross-listed course, it is of great value to both anthropology and sociology majors.

Sincerely,

A handwritten signature in black ink, appearing to read 'Herbert M. Hunter', with a large, sweeping flourish extending to the right.

Herbert M. Hunter, Ph.D.  
Chairperson

HMH:slr

## Liberal Studies Course Approval Form Instruction Sheet

Use this form only if you wish to have a course included in a Liberal Studies Learning Skill or Knowledge Area category. Do not use this form for synthesis or writing-intensive sections; different forms are available for these. If you have questions, contact the Liberal Studies Office, 352 Sutton Hall, telephone 357-5715.

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee (UWUCC). When you have finished, your proposal will have these parts:

- Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)
- Completed copy of LS General Information Check-List--Parts 1-3 of this form. (one page)
- One sheet of paper for your answers to the four questions in Part IV of this form. (one page)
- Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each) [Check-lists are found in Appendix to this Handbook.]
- Course Syllabus in UWUCC Format.

**Note:** If this is a new course not previously approved by the University Senate, you will also need answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures for new courses or course revisions, see appropriate sections of this Handbook.

Submit one (1) copy of the completed proposal to the Liberal Studies Office (352) Sutton Hall). The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

**Please Number All Pages .**

**LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST**

I. Please indicate the LS category(ies) for which you are applying:

**LEARNING SKILLS:**

First Composition Course  
 Mathematics

Second Composition Course

**KNOWLEDGE AREAS:**

Humanities: History  
 Humanities: Philos/Rel Studies  
 Humanities: Literature  
 Natural Sci: Laboratory  
 Natural Sci: Non-laboratory

Fine Arts  
 Social Sciences  
 Non-Western Cultures  
 Health & Wellness  
 Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A
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**A. Intellectual Skills and Modes of Thinking:**

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
2. Literacy--writing, reading, speaking, listening.
3. Understanding numerical data.
4. Historical consciousness.
5. Scientific inquiry.
6. Values (Ethical mode of thinking or application of ethical perception).
7. Aesthetic mode of thinking.

**B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person**

**C. Understanding the Physical Nature of Human Beings**

**D. Collateral Skills:**

1. Use of the library.
2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.

2. Define and analyze problems, frame questions, evaluate available solutions and make choices.

3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.

4. Recognize creativity and engage in creative thinking.

5. Continue learning even after the completion of their formal education.

6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

## LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3:

### I. KNOWLEDGE AREAS:

Non-Western Culture. The course acquaints students with the rich heritage within the great variety of Native American cultures. The "culture area" approach is used wherein, in this case, the entire Native North America is divided into nine large geographical areas within which the various tribes developed closely related ways of life reflecting similar adaptations to the environment. This is a useful device for giving a bird's eye view of some 400 tribal groups which are examined at the height of their development. The consequences of "the European contact" are emphasized in the latter half of the course.

### II. LIBERAL STUDIES GOALS:

The development of "historical consciousness" is inherent to the study of past and present Native American Cultures. The forced relocation and exploitation of tribes, the loss of native land along with subsequent poverty and ill-health are all covered. The impact of recent developments, such as the 1988 law granting tribes rights to set up casinos on their land, are also explored. Students are encouraged in their readings, writings, discussions and research to strive to develop significant aspects of critical thinking such as the ability to differentiate between fact and opinion, to determine data accuracy and completeness, to determine cause and effect, and to draw logical conclusions; for example, in regard to the above 1988 law.

### III. CONTRIBUTIONS TO STUDENTS' ABILITIES:

Efforts are made to help students avoid ethnocentric bias (e.g. seeing Native Americans as inherently poverty-stricken, inept and lazy), and apply, instead, the principles of cultural relativism wherein one struggles to observe cultures on their own terms and evaluate them within the context of their own particular problems, opportunities and ethical issues (e.g. to understand the Eskimo practice of infanticide or gerontocide, at the time of dramatic food crises, as a reflection of values placing the group's survival above that of its nonproductive individuals). Since prior knowledge of anthropological concepts or theories is not a prerequisite, students are given handouts explaining how to gather data, and how to define and analyze the problems of their research projects. It is also known that many Native American groups suffer from factionalism, often polarized into traditionalists vs. modernists. In role playing, students take a side, explore this issue and test, at the same time, social theories of change (such as acculturation). The specific strengths and limitations of anthropological and sociological research are also pointed out. These skills will be useful no matter what field is entered later. Attempts are made to keep the material primarily at an introductory level.

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6

IV A. This is not a multiple section, multiple instructor course.

B. It focuses on an ethnic minority, the Native Americans and is "specifically designed to challenge stereotypes about race and ethnicity, sex and gender, social class and age." (syllabus p.1) Thus attempts are made throughout the course to correct images of Native Americans as either "noble savage" or "barbarian." Also, students learn that women's position varied: the Chipewyan abused their women while Iroquois women appointed and dismissed the tribal leaders, the Sachems. Among the Blackfoot "manly-hearted" women went hunting and raiding, while among Comanche, men who did not want to become warriors could become "berdaches" and lead the life of women. Stereotypes are challenged throughout the course.

C. Although students are required to read a textbook, they also read primary sources: an ethnography on the Pueblo Indians, as well as a number of articles elucidating native's views of their world and its problems. The syllabus on page two refers to works by a Cheyenne, Mohawk, Seneca and a Hopi. The instructor adds another dimension to the course by sharing her own fieldwork experiences on the Cherokee, Klamath, Menominee, Navajo and Hopi reservations.

D. This course has no prerequisites. It meets the General Liberal Studies criteria.

V. NON-WESTERN CULTURES CRITERIA

A. The course meets the non-western cultures criteria.

B. Knowledge Area Criteria

1. As the syllabus states, important anthropological concepts and theories such as cultural relativism, ethnocentrism, descent principles, ecology and diffusionism are defined and explained as the course goes along. This enables the students to fully appreciate the readings and discussions.

2. As the syllabus states (purpose) many Native American cultures are examined as they relate to the evolutionist, functionalist, diffusionist and other important social theories. Theory is introduced at a level introductory students can comprehend and they are utilized to analyze various groups and events (e.g. the Northwest Coast cultures' adaptation to their particular ecological conditions or The Ghost Dance Religion's diffusion over a vast area).

3. Students are expected to use the terms and methods of the discipline to analyze the assigned reading materials and the data of their individual research projects.

4. Compositional skills are emphasized in relation to the essay exams, unannounced quizzes and, in particular, the research projects.

C. Non-western Culture Criteria

1. According to Liberal Studies Criteria, Native American courses meet Non-Western Criteria. This particular course meets the Non-western Culture Criteria because it includes material relating to the precontact times as well as the era and consequences of contact with various European cultures. It delineates the differences in customs and values between the many varieties of American indigenous culture and the dominant main stream culture. Various aspects of native American culture are explored, including the political, religious, economic, gender and artistic.

2. Students are encouraged to use indigenous materials. A field trip to the Carnegie Museum helps them appreciate the rich variety of Native American culture more deeply.

3. A variety of perspectives are used, anthropological and sociological in particular, but also historical and geographical. The culture area approach is used with a comparative emphasis.

VI. COURSE SYLLABUS

AN/SO 314 NATIVE AMERICANS  
 Spring 1994  
 Dr.A.H.Olin-Fahle  
 Office: Keith #4  
 Ext.3937

Office hours:  
 T/R 9.40-10.30 a.m.  
 1.00-2.25 p.m.  
 W. 4.30 - 5.00 p.m.

### S Y L L A B U S

CATALOG DESCRIPTION: AN/SO 314 NATIVE AMERICANS 3 credits  
 Survey of culture history and culture area characteristics of the Indians of North America. Detailed study of representative groups related to historical, functional, and ecological concepts.

PURPOSE: The aim of the course is to acquaint students with the prehistorical, historical and culture area characteristics of Native Americans. General aspects of Native American cultures will be discussed. Representative groups will be examined as their cultures relate to evolutionist, functionalist, diffusionist, and ecological concepts and theories. Relations between the native culture and the dominant culture will be explored. Government policies toward Native Americans and the specific problems of this much ignored minority will be covered. The course material is specifically designed to challenge stereotypes about race and ethnicity, sex and gender, social class and age. We will develop some of the basic elements of critical thinking. Comparative viewpoints will be stressed.

PROCEDURE: This is a lecture and discussion course including some in-class exercises and films. A possible trip to the Carnegie Museum and a guest lecture will be included.

EXAMS AND OTHER REQUIREMENTS: Two major examinations and unannounced quizzes (no make-ups of the quizzes); a research paper or an oral presentation. Make-up exams will be given only by appointment, a written medical excuse required. Each major examination worth 60 points (30 %), quizzes 15 points (7.5%), research paper worth 65 points (32.5%). Total 200 points (100%)

#### PART I PREHISTORY OF NORTH AMERICA

Theories of early settlers:	2. Early cultivators
Hunters of Big Game	Southwest
Archaic tradition	East
Woodland tradition	The Great Plains

#### PART II CULTURE AREAS OF NORTH AMERICA

Culture area and other concepts, theories and methods as they relate to Native Americans

- Arctic and Subarctic
- Plateau and Northwest Coast
- California; Great Basin and Southwest
- Plains and Prairie; East

## PART III GENERAL ASPECTS OF NATIVE AMERICAN CULTURES

Social and political systems  
Kinship and family  
Technology, art and religion

## PART IV NATIVE RESPONSES AND ADJUSTMENTS TO CHANGES

Conflicts between cultures  
Native America --White relations  
Government policies toward Native Americans  
Tribal governments and self-determination  
Specific problems of Native Americans  
Revitalization and future

## PART V The Pueblo Indians (Ethnography)

REQUIRED READINGS: NATIVE AMERICAN HERITAGE by Merwyn Garbarino,  
Waveland Press 1988

THE PUEBLO INDIANS OF NORTH AMERICA by Edward  
Dozier Waveland Press 1983

## Additional required readings:

"Basic concepts and Theories in Native American  
Studies" Synopsis compiled by A.H.Olin-Fahle  
"Oknainewk, an Eskimo Hunter" by E. Carpenter  
"Witness at Akwesasne" by Phil Esmonde  
"Proposal for Utilization of Alcatraz Island"  
"No More War, Forever" by Emily Benedek (On the  
Hopi-Navajo land dispute).  
"Wovoka's Ghost Dance Message" by Black Short Nose  
(A Ceyenne) In NATIVE AMERICAN TRADITIONS by Sam  
D.Gill  
"The Revelation of Handsome Lake" recounted by Edward  
Cornplanter (A Seneca) In NATIVE AMERICAN  
TRADITIONS by Sam D. Gills  
"One More Smile for A Hopi Clown" by Emory  
Sekaquaptewa (A Hopi) In NATIVE AMERICAN TRADITIONS  
by Sam D. Gill  
STATE AND RESERVATION: New Perspectives on Federal  
Indian Policy by G.P. Castile and R.L.Bee (eds)1992  
excerpts (11-55)  
"A Modern Iroquois Love Story" by Tom Porter(A Mohawk)  
"The Pequots" (Use of the Casino Dollars) by Francis  
X.Clines 1994  
"The Apaches" (The Indian Gaming Regulatory Act in  
1988) by Erik Eckholm 1994  
"Changing Portraits of the 'Whiteman'" by Keith Basso  
In PORTRAITS OF "THE WHITEMAN" Linguistic Play  
and Cultural Symbols Among the Western Apache.

The articles either will be on reserve in the library or loaned  
to you by the professor.

## ASSIGNMENTS

Jan 18-20 Syllabus and Basic Terms ... (handout)

TEXT (Garbarino)



Jan.25-27	Populating the Continent Paleo-Indians; Archaic and Woodland traditions	Ch.1
Feb.1-3	Early cultivators:Mogollon,Hohokam,Anasazi The Eastern area and the Great Plains The Culture Area Scheme Read Carpenter's article (handout)	Ch.2 pp.73-77
Feb.8-10	The Arctic and the Subarctic	Ch.3
Feb15-17	Plateau and Northwest Coast California Culture area	Ch.4 Ch.5
Feb 23.	The Pueblos and Southern Athabascans Start to read the Pueblo ethnography "One More Smile for a Hopi Clown"	Ch.6
Feb 24	EXAMINATION # ONE	
March 1-3	The life on the Great Plains	Ch.7
March 8 - 10	SPRING BREAK	
March 15 - 17	East. Native American art "A Modern Iroquois Love Story"	Ch.8 Ch.9
March 22-24	Native American religion and world view " The Revelation of Handsome Lake" Wovoka's Ghost Dance Message"	Ch9
March 29	Social and Political organization	Ch.10
March 31	Conflicts between cultures "Changing Portrait of the Whiteman"	Ch.11
April 7	Problems of Native Americans today	Ch.12
April 12	Reservation and urban Indians STATE AND RESERVATION: New Perspectives	
April 14	Revitalization and Native Activism "Witness at Akwesasne"; "Alcatraz..." and "No More War, Forever."	
April 19	ALL RESEARCH PAPERS DUE Changing Economic Climate: "The Pequots" & "The Apaches"	
April 21	EXAMINATION # TWO	
April 26-28	Pueblo Ethnography	
May 3	Final evaluation of the Pueblo Ethnography	
May 6.8-10am	Final activity: a film and a reaction paper.	

## 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 coverage 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 culture.

### 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.

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

### 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 coverage 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 preprofessional 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 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 "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

## CHECK LIST -- SOCIAL SCIENCES

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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 coverage 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.

### Social Science Criteria which the course must meet:

- Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- Acquaint students with the various approaches, perspectives and methodologies used to examine the intellectual questions and problems of the discipline(s).
- Include, where appropriate, discussion of other cultures and subcultures, including minorities and the roles of women.

### Additional Social Science Criteria which the course should meet:

- Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- Promote an understanding of individuals, groups and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

**LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:**

IV. On a separate sheet of paper, please answer these questions. (Do not include this sheet or copies of the questions in your proposal; submit only the answers.)

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation here, please describe how your course will meet this criterion.

If you would like suggestions or assistance in meeting this criterion, you may request a copy of "Including Gender and Minority Issues in Liberal Studies Courses," from the LS office.

- C. Liberal Studies courses require the reading and use by students of at least one but preferably more substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks or manuals). By explicit reference to specific items in the syllabus and/or by an explanation here, please describe how your course will meet this criterion.

(The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify.)

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

V. Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format. Select the one or more that apply, mark them appropriately, and include them with your proposal. These check-lists are available in the UWUCC Curriculum Handbook or from the LS Office.

VI. Please provide a course syllabus in UWUCC format. (See UWUCC Curriculum Handbook for example.)