

LSC Use Only Proposal No:
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 UWUCC Action-Date: App-9/17/13 Senate Action Date: App-10/8/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit <u>Anthropology</u>	Phone <u>357-2133, 357-2735 or 257-2841</u>

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: ANTH 110 Contemporary Anthropology

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Sarah W. Neusius</i>	<u>1/31/13</u>
Department Chairperson(s)	<i>Chris D. ...</i>	<u>2/11/13</u>
College Curriculum Committee Chair	<i>[Signature]</i>	<u>2/13/13</u>
College Dean	<i>[Signature]</i>	<u>2/27/13</u>
Director of Liberal Studies (as needed)	<i>[Signature]</i>	<u>8/28/13</u>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S. Schuist</i>	<u>9/17/13</u>

Received **Received**
AUG 28 2013 **FEB 27 2013**
Liberal Studies **Liberal Studies**

1.Current Catalog Description and Syllabus of Record:

ANTH 110 Contemporary Anthropology

3c-01-3cr

Provides an introduction to the discipline of anthropology: the study of human beings through time and across cultures. This class is organized around select themes that allow students to explore the nature and relevance of anthropological methods, theories, and perspectives. These themes may include, but are not limited to, human origins, evolution and human behavior, gender roles, the links between environment and culture, and social stratification. There is a strong emphasis on the effects of globalization on human cultures, and the potential for anthropology research to address contemporary issues like cultural and environmental sustainability, public health, and social equity.

**ANTH 110 Contemporary Anthropology
Syllabus of Record**

I. Catalog Description

Anth 110 Contemporary Anthropology

3 class hours

0 lab hours

3 credits

(3c-0l-3cr)

Prerequisites: None

Provides an introduction to the discipline of anthropology: the study of human beings through time and across cultures. This class is organized around select themes that allow students to explore the nature and relevance of anthropological methods, theories, and perspectives. These themes may include, but are not limited to, human origins, evolution and human behavior, gender roles, the links between environment and culture, and social stratification. There is a strong emphasis on the effects of globalization on human cultures, and the potential for anthropology research to address contemporary issues like cultural and environmental sustainability, public health, and social equity.

II. Course Outcomes:

By the end of the semester, students will be able to:

Objective 1:

Identify the unique holistic and comparative nature of anthropology across the four main sub-disciplines.

Expected Student Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

Assignments will require students to demonstrate an understanding of global communities, including the relationships within and between cultures. The comparative nature of anthropology draws out an appreciation on the part of students for the varied global communities discussed in the classroom.

Objective 2:

Explain the key aspects of human biological evolution and culture change.

Expected Student Learning Outcome 2:

Empowered Learners

Rationale:

This learning goal addresses global and multicultural awareness goals for empowered learners through assignments that encourage students to use an anthropological lens, including the ability to synthesize knowledge about human evolution and history, to examine contemporary issues ranging from gender, human biological diversity, social justice, and environmental sustainability, among others.

Objective 3:

Analyze the natural and social forces that have shaped varied cultural practices and led to human cultural diversity.

Expected Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will increase students' recognize the specific problems of social justice and equity. Students learn theoretical perspectives that help them grapple critically with the nature of justice and injustice, equity and inequity. Also, assignments will expose students to a detailed exploration of the lives of people from the Global South, and from minority communities within our own country. Through this exploration, students are able to discuss the nature and importance of cultural relativism – understanding cultures on their own terms, with an appreciation of cultural difference.

Objective 4:

Apply anthropological perspectives and questions as tools to think critically about contemporary social issues.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

The assignments will evaluate students' ability to think critically about contemporary social issues. Upward of 50% of the final course grade will be based on assignments that reflect students' understanding of the nature of global issues and their ability to apply anthropological methods and theory to the expression of such global issues in cultures around the world. Finally, this learning objective meets the Liberal Studies objective for this competency area for responsible learners, as students will be prompted to apply cross cultural research to understand and analyze their own culture and cultural lenses. Ultimately, students will be asked to examine the significance of their cultural biases – an important step towards critical thinking and engaged citizenship.

III. Course Outline

Unit 1. The Nature of Anthropology (6 hours)

- A. What is Anthropology? Understanding anthropology's role in the social and biological sciences;
- B. What are the different kinds of anthropology, how did each originate, and in what larger discipline?
- C. Understanding basic concepts: culture, evolution, population genetics
- D. Methods and ethics in Anthropology research

Unit 2. The Nature of Our Species (12 hours)

- A. Humans as primates;
- B. Human evolution – early hominins;
- C. Human evolution – the genus *homo*;
- D. Early modern humans
- E. Human diversity- race as a cultural construct
- F. Human diversity- the biology and culture of sex and gender

Unit 3. Case Study (3 hours)

- A. Introducing a culture group
- B. Anthropology methods in researching and understanding culture change

Unit 4. Human Cultural Diversity (12 hours)

- A. Modes of livelihood: Foraging, horticulture, and pastoralism

- B. The transition to agriculture
- C. Human social and political organization- traditional leadership and the rise of social classes
- D. Religion, magic, and witchcraft across cultures
- E. Family and kinship across cultures
- F. Language and culture

Unit 5. Globalization and Applied Anthropology Case Studies (6 hours)

- A. Culture change and globalization
- B. AIDS and the Ju/'Hoansi: Case study in medical anthropology
- C. Globalization and Conservation in East Africa: Case study in environmental anthropology
- D. Drug use and abuse in New York City: Case study in urban anthropology
- E. Anthropology in today's world review

In-Class Exams (2 hours)

Essay Exam on Supplemental Readings (1 hour)

Final Exam (2 hours)

IV. Evaluation Methods

- 1.) **(60%) EXAMS** - Three exams will be given during the semester. Each will consist of multiple-choice, short answer or essay questions. Each will be worth 20% of the final grade and will cover the major sections of the course
- 2.) **(20%) EXERCISES** - A total of 10 exercises will be assigned during the semester. All 10 will count in the class grade. For some exercises students will work in groups in the classroom.
- 3.) **(20%) BOOK ESSAY EXAM** –Students will be required to read a supplemental book or set of readings on some aspect of anthropology and write an in-class essay on the book. The essay exam will be given during the final period.

V. Grading Scale

Grading scale: A 90-100 B 80-89 C 70-79 D 60-69 F 59 and below

VI. Undergraduate Course Attendance Policy

The attendance policy will follow the Undergraduate Course Attendance Policy as outlined in the undergraduate catalog.

VII. Required Textbook

Below are three examples of currently available textbooks from which faculty may select:

- 1) Kottak, Conrad. 2010. *Window on Humanity: A Concise Introduction to Anthropology* (4th Edition)
- 2) Park, Michael Alan. 2008. *Introducing Anthropology: An Integrated Approach* (5th Edition)
- 3) Ember, Carol; Melvin Ember; and Peter Peregrine. 2009. *Human Evolution and Culture* (6th Edition)

Supplemental/Non-textbook reading (Examples)

- 1) Bourgois, Philippe 2003 *In Search of Respect: Selling Crack in El Barrio*, 2nd ed. Cambridge University Press
- 2) Bridges, Khiara 2011 *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization* New York: Basic Books
- 3) Deetz, James. 1997. *In Small Things Forgotten: An Archaeology of Early American Life*. New York: Doubleday.
- 4) Dettwyler, Katherine. 1994. *Dancing Skeletons: Life and Death in West Africa*. Illinois: Waveland Press, Inc.
- 5) Lippi-Green, Rosina. 1997 *English with an Accent: Language, Ideology, and Discrimination in the United States* London: Routledge.
- 6) Spindler, George and Janice E. Stockard 2007 *Globalization and Change in Fifteen Cultures: Born in One World, Living in Another* Wadsworth Publishing

VIII. Special Resource Requirements

None

IX. Bibliography

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Barnard, Alan. 2000. *History and Theory in Anthropology*. Cambridge: Cambridge University Press.

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Bodley, John. 2001. *Anthropology and Contemporary Human Problems*. London: Mayfield Publishing Co.

Bourgois, Philippe 2003 *In Search of Respect*, 2nd ed. Cambridge University Press

Boyd, Robert and Silk, Joan. 2006. *How Humans Evolved*. New York and London: W.W. Norton and Co.

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Chiseri-Strater, Elizabeth and Sunstein, Bonne. 1997. *Fieldworking: Reading and Writing Research*. New Jersey: Prentice Hall.

Cremin, Aedeon (Editor). 2007. *The World Encyclopedia of Archaeology: The World's Most Significant Sites and Cultural Treasures* Firefly Books

Deetz, James. 1997. *In Small Things Forgotten: An Archaeology of Early American Life*. New York: Doubleday.

Endicott, Kirk. and Welsch, Robert. 2008. *Taking Sides: Clashing Views on Controversial Issues in Anthropology* (4th Edition). McGraw-Hill/Duskin Publishers.

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Thomas, David Hurst. 2000. *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. New York: Basic Books

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Whiteford, Linda and Trotter, Robert. (2008). Ethics for Anthropological Research and Practice. Illinois: Waveland Press, Inc.

Wulff, Robert and Fiske, Shirley. (Eds). 1987. Anthropological Praxis: Translating Knowledge into Action. Boulder: Westview Press.

2. Summary of the Proposed Revisions

1) Linking revised course objectives to the Global and Multicultural Awareness Learning Skills Area.

3. Rationale:

1) The course description, outline, and objectives were updated in the first round of Liberal Studies revisions to meet requirements as both a Social Science Knowledge Area and a Global and Multicultural Awareness Learning Skills Area. This application explains the strategic link made between the revised objectives and the Global and Multicultural Awareness Learning Skills Area. The discipline of Anthropology, although it developed within the context of Western science, is inherently global and multicultural in its attention to the details of peoples' lives, languages, and cultures around the world. As detailed under objectives, this course is intended to help students identify cultural similarities and differences through cross-cultural comparisons, as well as to empower students to use newly acquired knowledge of the processes of human biological evolution and cultural change to examine contemporary cultural and biological diversity. Finally, the comparative, holistic, diachronic, and scientific perspective of anthropology is presented as a tool for critical thinking about global social issues.

4. Sample Assignment for Liberal Studies Course:

4.) ESSAY EXAM "Texts in Dialogue: Illustrating Wilsons' Arguments with Bourgeois' Ethnography"

Assignment Instructions

- 1) Your paper will compare one key point made by William Julius Wilson in the article you read for class with an ethnographic example from Bourgeois' *In Search of Respect*. You should demonstrate that you've thought critically about Wilson's arguments and the implications of Bourgeois' ethnographic examples, and that you can synthesize information to formulate an independent argument that resonates with the themes of the course.
- 2) Papers should be 3 pages long, numbered and stapled, with one-inch margins all around, double-spaced, and font size no larger than 12. Untyped papers will not be accepted and will result in an F. Papers should have an introduction, a body and a conclusion, with the thesis of the paper written into the introduction.

Essay Rubric

An 'A' paper will be thoughtful, analytical and will illustrate critical thinking. It will show a facility with both of the works you're drawing from. It will draw from one of Wilson's key argument (that is, it will identify the arguments correctly), and will be illuminated by an appropriate ethnographic example from Bourgois. In other words, there will be a high correspondence and a logical fit between the two sources. It will be stylistically and grammatically well written, and will conform to the guidelines.

A 'B' paper will be moderately thoughtful, analytical and critical. The link between the key arguments and the example will be clear, and will show that you understand the arguments you're focusing on. It may have some grammatical or spelling errors, but will conform to the guidelines.

A 'C' paper will not demonstrate analytical or critical thinking. There may be misunderstandings in the key arguments, or the linkages between the argument and the example will not be logical. The arguments from the different sources might not seem to be completely understood. There will be grammatical and spelling errors, and may not completely conform to the guidelines.

A 'D' paper will not demonstrate analytical or critical thinking. It will not apply the arguments from Wilson to the examples of Bourgois, or will do so in a way that illustrates that the author of the paper isn't well versed in either or both of the two sources. There may be significant grammatical and spelling errors. It might not have a thesis, or have one of the 3 main components of a paper (Introduction, Body, Conclusion).

An 'F' paper may not have a thesis, and may be missing one or more of the 3 main components of a paper (Introduction, Body, Conclusion). The student will not develop an argument and might simply relate the details of the readings. There will be significant stylistic, spelling and or grammatical errors in the paper.

5. ANTH 110 Liberal Studies Approval Questions

1.This course will be taught as a multiple-section, multiple-instructor course in which instructors representing the four fields of anthropology in the department teach the course from time to time. The department will maintain equivalency

by sharing syllabi, approaches and information on new resources once a year. This will maintain flexibility and equivalency.

2. By definition anthropology maintains a commitment to understanding human diversity, and it takes as a point of analysis the social construction of race, ethnicity, gender and social class. It's through this commitment that instructors insure that the course will address the perspectives and contributions of under-represented groups.

3. Instructors may draw from non-text book sources including: peer-reviewed journal articles appropriate for non-major undergraduates, readers, chapters from edited volumes and / or ethnographies.

4. This is an introductory course designed for a general student audience and is possibly the only anthropology course students will take in their college careers. This course provides an overview of the four fields of anthropology as they relate to the particular topic selected by the instructor, whereas anthropology majors are each required to take separate courses in each of the four fields of anthropology (physical, cultural, linguistics and archaeology). There is no equivalent course covering all four fields on an introductory level that anthropology majors can take.

Please describe how you are defining your standards for these objectives, and how you will determine they have been met by students.

Students' progress in meeting these goals is assessed in various ways including informal review questions, in-class writing exercises, in-class discussions about the topic, online discussion boards, papers and exam questions. The paper assignment described above is an excellent way to assess whether students not only understand the issues discussed in class and in reading assignments, but also whether they are able to think critically about the ideas put forth in class.

**ANTH 110 Contemporary Anthropology
Syllabus of Record**

I. Catalog Description

Anth 110 Contemporary Anthropology

**3 class hours
0 lab hours
3 credits
(3c-0l-3cr)**

Prerequisites: None

This course provides an introduction to the discipline of anthropology: the study of human beings through time and across cultures. This class is organized around select themes that allow students to explore the nature and relevance of anthropological methods, theories, and perspectives. These themes may include, but are not limited to, human origins, evolution and human behavior, gender roles, the links between environment and culture, and social stratification. There is a strong emphasis on the effects of globalization on human cultures, and the potential for anthropology research to address contemporary issues like cultural and environmental sustainability, public health, and social equity.

II. Course Outcomes:

By the end of the semester, students will be able to:

Objective 1:

Identify the unique holistic and comparative nature of anthropological inquiry across the four main sub-disciplines

Expected Student Learning Outcome 1:

Informed Learners

Rationale:

Assignments will require students to evaluate the various approaches, perspectives and methods used to illuminate the intellectual questions and problems of anthropology.

Objective 2:

Explain key aspects of human biological evolution and culture change

Expected Student Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

Assignments will require students to discuss human change in the past and present from historical, social and spatial perspectives. In so doing, students learn how anthropology's examination of these issues differs from other disciplines. These assignments foster a holistic perspective on the biological and cultural interrelationship of human beings.

Objective 3

Analyze and appreciate the natural and social forces that have shaped varied cultural practices and led to human cultural diversity

Expected Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners

Rationale:

Course assignments and materials focus on developing students' respect for the identities, politics and cultures of others. The course offers a detailed and contextually rich analysis of the depth and breadth of human diversity throughout the world and over time. The course gives students the tools to critically analyze the impact of natural and social forces that mold cultural practices.

Objective 4

Apply anthropological perspectives and questions as tools to think critically about contemporary social issues

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible Learners

Rationale:

This objective helps students develop skills in problem solving, critical thinking, synthesis and a commitment to intellectual honesty. Course assignments will ask students to evaluate their beliefs about the human condition and human diversity against the sensitizing concepts of anthropology to reconsider what they consider to be "true."

III. Course Outline

Unit 1. The Nature of Anthropology

(6 hours)

- A. What is Anthropology? Understanding anthropology's role in the social and biological sciences;
- B. What are the different kinds of anthropology, how did each originate, and in what larger discipline?
- C. Understanding basic concepts: culture, evolution, population genetics
- D. Methods and ethics in Anthropology research

Unit 2. The Nature of Our Species

(12 hours)

- A. Humans as primates;
- B. Human evolution – early hominins;
- C. Human evolution – the genus *homo*;
- D. Early modern humans
- E. Human diversity- race as a cultural construct
- F. Human diversity- the biology and culture of sex and gender

Unit 3. Case Study

(3 hours)

- A. Introducing a culture group
- B. Anthropology methods in researching and understanding culture change

Unit 4. Human Cultural Diversity

(12 hours)

- A. Modes of livelihood: Foraging, horticulture, and pastoralism
- B. The transition to agriculture
- C. Human social and political organization- traditional leadership and the rise of social classes
- D. Religion, magic, and witchcraft across cultures
- E. Family and kinship across cultures
- F. Language and culture

Unit 5. Globalization and Applied Anthropology Case Studies (6 hours)

- A. Culture change and globalization
- B. AIDS and the Ju/'Hoansi: Case study in medical anthropology
- C. Globalization and Conservation in East Africa: Case study in environmental anthropology
- D. Drug use and abuse in New York City: Case study in urban anthropology
- E. Anthropology in today's world review

In-Class Exams	(2 hours)
Essay Exam on Supplemental Readings	(1 hour)
Final Exam	(2 hours)

IV. Evaluation Methods

- 1.) **(60%) EXAMS** - Three exams will be given during the semester. Each will consist of multiple-choice, short answer or essay questions. Each will be worth 20% of the final grade and will cover the major sections of the course
- 2.) **(20%) EXERCISES** - A total of 10 exercises will be assigned during the semester. All 10 will count in the class grade. For some exercises students will work in groups in the classroom.
- 3.) **(20%) BOOK ESSAY EXAM** –Students will be required to read a supplemental book or set of readings on some aspect of anthropology and write an in-class essay on the book. The essay exam will be given during the final period.

V. Grading Scale

Grading scale: A 90-100 B 80-89 C 70-79 D 60-69 F 59 and below

VI. Undergraduate Course Attendance Policy

Students are strongly encouraged to attend class. Individual faculty members may develop their own policies that comply with the university attendance policy.

VII. Required Textbook

Below are three examples of currently available textbooks from which faculty may select:

- 1) Kottak, Conrad. 2010. Window on Humanity: A Concise Introduction to Anthropology (4th Edition)
- 2) Park, Michael Alan. 2008. Introducing Anthropology: An Integrated Approach (5th Edition)
- 3) Ember, Carol; Melvin Ember; and Peter Peregrine. 2009. Human Evolution and Culture (6th Edition)

Supplemental/Non-textbook reading (Examples)

- 1) Bourgois, Philippe 2003 *In Search of Respect: Selling Crack in El Barrio*, 2nd ed. Cambridge University Press
- 2) Bridges, Khiara 2011 *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization* New York: Basic Books
- 3) Deetz, James. 1997. *In Small Things Forgotten: An Archaeology of Early American Life*. New York: Doubleday.
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- 6) Spindler, George and Janice E. Stockard 2007 *Globalization and Change in Fifteen Cultures: Born in One World, Living in Another* Wadsworth Publishing

VIII. Special Resource Requirements

None

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- Marks, Jonathan. 2011. *The Alternative Introduction to Biological Anthropology*. New York and Oxford: Oxford University Press.
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Wulff, Robert and Fiske, Shirley. (Eds). 1987. *Anthropological Praxis: Translating Knowledge into Action*. Boulder: Westview Press.

Checklist for Global and Multicultural Awareness Course Proposals

1. Review the Criteria for Global and Multicultural Awareness – particularly note the section on Differentiating the Global Citizenship competency and the Global and Multicultural Awareness category.
2. Follow the 2011 Undergraduate Curriculum Handbook for new (p. 20-27) or revised courses (p. 15-19).
3. Use the new Curriculum Proposal Cover Sheet (interactive PDF or word document – available at <http://www.iup.edu/senate/uwucc/default.aspx>).
4. Course Outcomes and Assessment (Section II, The Syllabus of Record - p. 23 and 85 in UWUCC Handbook) map to the three required Global and Multicultural Awareness Expected Undergraduate Student Learning Outcomes (EUSLOs): Informed Learners (I), Empowered Learners (II), and Responsible (III) Learners. <http://www.iup.edu/page.aspx?id=113234>.
5. Course content – meets the required course content for a Global and Multicultural Awareness course. While the course outline may not explicitly state the items in the required content, it needs to be clear that the content of the course attempts to address these required elements. <http://www.iup.edu/page.aspx?id=113234>.
6. Proposal includes the assignment instructions for one of the major course assignments and a grading rubric or grading criteria for that assignment (p. 33 UWUCC Handbook).
7. Proposal includes the answers to the four Liberal Studies questions (p. 91 UWUCC Handbook).
8. Proposal meets the spirit of Liberal Studies (p. 30 UWUCC Handbook).

If this is a course revision (p. 18 UWUCC Handbook)

9. Summary of the proposed revisions – address how the revisions are meeting the various required course content elements and the EUSLOs for Global and Multicultural Awareness category.
10. Justification/rationale for the revision – include any departmental discussions of the overall offerings of their Liberal Studies Courses and why this course is included in those offerings.
11. The old syllabus of record.
12. Review the Liberal Studies course approval checklist (p. 90 UWUCC Handbook).