

13-21e.

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: ~~12-95e.~~
 LSC Action-Date: AP-3/7/13 UWUCC Action-Date: AP-9/17/13 Senate Action Date: App-10/8/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Sarah Neusius or Anastasia Hudgins	Email Address sawn@iup.edu or stasiah@iup.edu
Proposing Department/Unit Anthropology	Phone 7-2133, 7-2117 or 7-2841

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 273 Cultural Area Studies: Southeast Asia**

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 Neusius</i>	1/31/13
Department Chairperson(s)	<i>Christina</i>	2/1/13
College Curriculum Committee Chair	<i>[Signature]</i>	2/13/13
College Dean	<i>[Signature]</i>	2/27/13
Director of Liberal Studies (as needed)	<i>[Signature]</i>	8/28/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sedrquist</i>	9/20/13

Received
SEP 20 2013
Liberal Studies
Received
AUG 28 2013
Liberal Studies
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FEB 27 2013
Liberal Studies

1. Catalog Description and Syllabus of Record

Current Catalog Description

ANTH 273 Cultural Area Studies: Southeast Asia (3c-01-3cr)

An introduction to the peoples and cultures of Southeast Asia. Prehistory and the development of indigenous states in the area and analysis of impact of world religions, such as Islam, and Western colonialism. 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 people, and the plight of Indochinese refugees.

Proposed Catalog Description

ANTH 273 Cultural Area Studies: Southeast Asia (3c-01-3cr)

Introduces the peoples and cultures of mainland and island Southeast Asia. Traces prehistory and the development of indigenous states in the area and considers the impact of: world religions, trade, and Western colonialism. Course themes include: the state, violence, marginality and gender. Issues include: ethnic minority tribal peoples, tropical deforestation, gender, effects of genocide, art and tourism, and migration.

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, and to reflect contemporary scholarship in anthropology about the region.

1. PROPOSED COURSE SYLLABUS

I. Catalog Description

ANTH 273 Cultural Area Studies: Southeast Asia

3 class hours – 0 lab hours – 3 credits

Prerequisites: None

(3c-01-3cr)

Introduces the peoples and cultures of mainland and island Southeast Asia. Traces prehistory and the development of indigenous states in the area and considers the impact of: world religions, trade, and Western colonialism. Course themes include: the state, violence, marginality and gender. Issues include: ethnic minority tribal peoples, tropical deforestation, gender, effects of genocide, art and tourism, and migration.

II. Course Outcomes

Students will be able to:

Objective 1: Describe the political and natural geography of island and mainland Southeast Asia.

Expected Student Learning Outcomes 1

Informed Learners

Rationale:

Quizzes will require students to identify and locate countries, landmasses and waterways on a map, and overlay the geospatial area with a representation of the linguistic diversity of Southeast Asia. This will prepare them for realizing the social effects of historical trends.

Objective 2: Interpret the link between the early historical trends in Southeast Asia and the breadth of contemporary cultural and linguistic diversity there.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Rationale:

Assignments will require students to define historical trends and analyze the influences and the resulting cultural outcomes. In completing assignments, students will demonstrate their understanding of the relationship between macrosocial historical forces and peoples and their practices, and will be able to articulate the relevance of history to culture.

Objective 3: Recognize the themes that emerge from anthropological literature on Southeast Asia by drawing from particular case studies.

Expected Student Learning Outcomes 1, 2 and 3

Informed, Empowered and Responsible Learners

Rationale:

Assignments require students to demonstrate a command of the themes that have emerged in anthropological scholarship, including violence and the state, gender, and marginality of ethnicities, identities and practices. By integrating assignments and course materials, students develop fluency with anthropological literature.

Objective 4: Connect primary anthropological theories the effects of history on local populations in Southeast Asia.

Expected Student Learning Outcome 2 and 3

Empowered and Responsible Learners

Rationale:

Writing assignments help students develop intellectual connections with anthropological theory by requiring students to synthesize multiple societies' practices with different historical trajectories. The writing assignments stress academic integrity and honesty, and allow students to understand the human consequences of macrosocial events, consequences that include war, and cultural destruction.

Objective 5:

Apply important theoretical frameworks to current issues in Southeast Asia.

Expected Student Learning Outcome 2 and 3

Empowered and Responsible Learners

Rationale:

By integrating assignments and course materials, students develop insight into current cultural and geopolitical events in Southeast Asia. Students acquire the anthropological tools to understand the relationship between localized practices and macro-social forces.

III. Course Outline

Theme One: Ancient Roots of Southeast Asia (8 hours)

- A. How did geography influence early settlement patterns?
- B. How did geography and ecology influence modes of production?
- C. What are the social and cultural differences between highlanders and lowlanders?
- D. What was the influence of seafaring and maritime populations on coastal and inland Southeast Asian populations?

Theme Two: Islam, Sinocization and Indianization: Trade and Migration in Southeast Asia (4 hours)

- A. What were the influences China and India exerted on peoples of Southeast Asia?
- B. How are Islam and trade linked to the cultures of Southeast Asia?
- C. How did Vietnamese oral history help Vietnamese resist sinocization?
- D. What was the trajectory of early state development?

Theme Three: Colonization and Its Effects (8 hours)

- A. What countries were colonized and by whom?
- B. What resources and other forms of capital were extracted?
- C. What were the social effects of colonization in the region?
- D. What are the parallels you can draw between colonization and neo-colonization today?
- E. How does anthropological theory analyze colonization?
- F. How did colonization create dependency of the colonized on the colonizer?
- G. In what countries and in what ways was there resistance to colonization?
- H. How did Thailand escape colonization?
- I. What was the role of the US regarding colonization?

Theme Four: Violence and the State (6 hours)

- A. What gave communism leverage in independence movements?
- B. Define state, nation, nation-state and nationalism.
- C. How is nationalism an artifact of colonization and the diverse populations colonization brought together?
- D. Where did nationalism as a post-colonial response lead to war?
- E. What is the relevance of ethnic identity in post-colonial states, and how is this linked to state violence?
- F. How did the colonizing states' ideology of democracy influence paths towards war?
- G. Case Study of Khmer Rouge in Cambodia.

Theme Five: Marginality (6 hours)

- A. How do the economic after-effects of colonization affect the labor migration that takes place as Southeast Asians seek work abroad and families rely on their remittances?
- B. How does the global military reach of the US create marginal identities and citizens in Southeast Asia?
- C. How are displaced refugees treated as they immigrate around the world?
- D. How are traditional art forms altered by global tourism?

Theme Six: Gender (6 hours)

- A. What is the difference between media representations of Southeast Asian women and their actual gender roles?
- B. How do states rely on sex tourism as a source of foreign exchange, and how can we use anthropological theory to understand that social process?
- C. How is masculinity affected by global representations of masculinity, especially in terms of rap music?
- D. How do countries use women's reproductive capacity to attend to the needs of the nation state?
- E. What cultural processes are co-opted to fit same-sex erotic relationships within the landscape and lexicon of traditional forms of pairing?

In-class Midterm Exam (3 hours)

Map Quizzes (1 hour)

Final Exam (2 hours)

IV. Evaluation Methods

- 1) (10%) **MAP QUIZZES**—Two map quizzes will be given during the semester and will evaluate students' geographic knowledge of countries, major cities, waterways, landmasses and linguistic patterns. The quizzes are worth 5% each.
- 2) (30%) **MAP ASSIGNMENT**— Using either software available online, or three-dimensional materials, students will build an interactive map of Southeast Asia that reflects the themes and issues of the course. Using colors and patterns symbolically, students will map out geological points relevant to their thesis, and overlay those with pertinent social patterns including trade, religion, language patterns, colonization (specifying country), war and conflict, population density, etc. Maps are intended to be a representation and analysis of the complex history of Southeast Asia and the emerging social patterns. This assignment provides an opportunity to think creatively and independently, and is linked to a structured 3-page paper that provides a summary of the argument embedded in the visuals of the map. The paper is worth 10% and the map project is worth 20%.
- 3) (10%) **EMAIL CORRESPONDENCE**— Using social media, students will correspond with a college student in Southeast Asia. Students will select a country, identify the universities there, and use social media linked with the university to contact three students. There should be an exchange of information regarding what students learn in class and how Southeast Asian students interpret it. Students should endeavor to

learn about the country and the personal experience of people there. Think of it as a modern day pen pal with an anthropological twist.

- 4) (10%) **HOMEWORK ASSIGNMENTS**— Homework assignments will vary but generally they are writing assignments based on the reading assignment for that day. Together the assignments make up ten percent of the total grade.
- 5) (40%) **EXAMS**— Two exams will be given during the semester: a midterm and a final. Both exams are essay exams that cover major sections of the course and are graded according to a student's ability to integrate lecture materials with films and reading assignments. The exams are worth 20% each.

V. Example 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(s), Supplemental Books and Readings

Below is a sample of potential readings.

Bishop, Ryan and Lillian Robinson, 1998. "A Very Political Economy" in *Night Market: Sexual Cultures and the Thai Economic Miracle*. New York: Routledge. 92-111.

Blackwood, Evelyn. "Tombois in West Sumatra: Constructing Masculinity and Erotic Desire". *Cultural Anthropology*. 13, 4 (November 1998):491-521.

Foley, Kathy 2001 "Burmese Marionettes: Yokthe Thay in Transition" in *Asian Theatre Journal*. 18(1):69-80.

Heng, Geraldine and Janadas Devan. "State Fatherhood: The Politics of Nationalism, Sexuality, and Race in Singapore". In *Bewitching Women, Pious Men: Gender and Body Politics in Southeast Asia*. Edited by Aihwa Ong and Michael G. Peletz. Berkeley: University of California Press, 1995, pp. 195-215.

Him, Chanrithy 2001 *When Broken Glass Floats: Growing Up Under the Khmer Rouge*. W. W. Norton & Company

Hinton, Alexander 1998 "A head for an eye: revenge in the Cambodian genocide," in *American Ethnologist* 25(3):352-377.

Keeler, Ward 2009 "What's Burmese about Burmese rap? Why some expressive forms go global." In *American Ethnologist* 36(1): 2-19

Lockard, Craig A. 2009 *Southeast Asia in World History*. New York: Oxford University Press.

Ong, Aihwa 2003 *Buddha is Hiding: Refugees, Citizenship, the New America*. Berkeley: University of California Press.

Ong, Aihwa and Michael G. Peletz, eds. 1995. *Bewitching Women, Pious Men: Gender and Body Politics in Southeast Asia*. Berkeley: University of California Press.

Sharma, Aradhana and Akhil Gupta, eds. 2006. *The Anthropology of the State: A Reader*. New York: Blackwell

Yong, Kee Howe 2007 "The Politics and Aesthetics of Place-Names in Sarawak" in *Anthropological Quarterly*. 80(1):65-91.

Zenner, Charles, ed. 2003. *Culture and the Question of Rights: Forests, Coasts and Seas in Southeast Asia*. Durham: Duke University Press.

Films:

"Beautiful Boxer" by Ekachai Uekrongtham. Here Media. 2004.

"Blue Collar and Buddha" by Taggart Siegel. Collective Eye. 1987.

"Left by the Ship" by Emma Rossi-Landi and Alberto Vandemmiati. Independent Lens. 2010.

"New Year Baby" by Socheata Poouv. Broken English Productions. 2006.

"Sentenced Home" Film by Nicole Newnham and David Grabias. Independent Lens. 2007.

VIII. Special Resource Requirements

There are no special resource requirements.

IX. Bibliography

Barbieri, Magali and Daniele Belanger, eds. 2009. *Reconfiguring Families in Contemporary Vietnam*. Stanford: Stanford University Press.

Biehl, Jaoa, Byron Good, Arthur Kleinman, eds. 2007. *Subjectivity: Ethnographic Investigations*. Berkeley: UC Press.

Bishop, Ryan and Lillian Robinson "A Very Political Economy" in *Night Market: Sexual Cultures and the Thai Economic Miracle*. New York: Routledge. 92-111.

Blackwood, Evelyn. "Tombois in West Sumatra: Constructing Masculinity and Erotic Desire". *Cultural Anthropology*. 13, 4 (November 1998):491-521.

Cannell, Fenella 1995 "The Imitation of Christ in Bicol, Philippines". *The Journal of Royal Anthropological Institute*. 1(2): 377-394.

Carsten, J. 1997. *The heat of the hearth. The process of kinship in a Malay fishing community*. Oxford: Clarendon Press.

Chandler, David 1996 *A History of Cambodia, 2nd edition*. Boulder, CO: Westview.

Drexler, Elizabeth 2008 *Aceh, Indonesia: Securing the Insecure State*. Philadelphia: University of Pennsylvania Press.

Ehrenreich, Barbara and Arlie Russel Hochschild, eds. 2000. *Global Woman: Nannies, maids and sex workers in the new economy*. New York: Owl Books.

Fadiman, Anne 1997 *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Strauss and Giroux.

Faier, Leiba 2007 "Filipina Migrants in Rural Japan and Their Professions of Love". *American Ethnologist*. 34(1): 148-162.

Foley, Kathy 2001 "Burmese Marionettes: Yokthe Thay in Transition" in *Asian Theatre Journal*. 18(1):69-80.

Geertz, Clifford 1980. *Negara: The theatre-state in nineteenth century Bali*. Princeton: Princeton University Press.

Hawkins, Michael C. 2007 "Disrupted Historical Trajectories and Indigenous Agency: Rethinking Imperial Impact in Southeast Asian History". *SOJOURN*. 22(2):274-285.

Hefner, Robert Patricia Horvatic, eds.1997, *Islam in an Era of Nation-States: Politics and Religious Renewal in Muslim Southeast Asia*. Honolulu: University of Hawaii Press.

Hellwig, Tineke and Eric Tagliacozzo, eds. 2009 *The Indonesia Reader: History, Culture, Politics*. Durham: Duke University Press.

Heng, Geraldine and Janadas Devan. "State Fatherhood: The Politics of Nationalism, Sexuality, and Race in Singapore". In *Bewitching Women, Pious Men: Gender and Body Politics in Southeast Asia*. Edited by Aihwa Ong and Michael G. Peletz. Berkeley: University of California Press, 1995, pp. 195-215.

Him, Chanrithy 2001 *When Broken Glass Floats: Growing Up Under the Khmer Rouge*. W. W. Norton & Company

Hinton, Alexander 1998 "A head for an eye: revenge in the Cambodian genocide," in *American Ethnologist* 25(3):352-377.

Hinton, Alexander 2005 *Why Did They Kill? Cambodia in the Shadow of Genocide*. Berkeley: UC Press.

Inda, Jonathan Xavier and Renato Rosaldo, eds. 2002. *The Anthropology of Globalization: A Reader*. New York: Blackwell Publishing.

Keeler, Ward 2009 "What's Burmese about Burmese rap? Why some expressive forms go global." In *American Ethnologist* 36(1): 2-19

Keown, Damien, 2005, *Buddhist Ethics: A Very Short Introduction*, New York, NY: Oxford University Press.

Ledgerwood, Judy, and Anne Ruth Hansen, eds. *At the Edge of the Forest: Essays on Cambodia, History and Narrative in Honor of David Chandler*. Cornell University Press.

Lockard, Craig A. 2009 *Southeast Asia in World History*. New York: Oxford University Press.

Ly, Boreth. 2003 "Devasted Vision(s): The Khmer Rouge Scopic Regime in Cambodia". *Art Journal*. 62(1): 67-85.

Marston, John, ed. 2011 *Anthropology and Community in Cambodia: Reflections on the Work of May Ebihara* (Monash Papers on Southeast Asia). Monash Asia Institute

Mills, Mary Beth. "Contesting the Margins of Modernity: Women, Migration, and Consumption in Thailand". *American Ethnologist*. 24, 1 (February, 1997): 37-61.

Ness, Sally Ann 2003 *Where Asia Smiles: An Ethnography of Philippine Tourism*. Philadelphia: University of Pennsylvania Press.

Ong, Aihwa 2003 *Buddha is Hiding: Refugees, Citizenship, the New America*. Berkeley: University of California Press.

Ong, Aihwa 1987 *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia*. Albany: State University of New York.

Ong, Aihwa and Michael G. Peletz, eds. 1995. *Bewitching Women, Pious Men: Gender and Body Politics in Southeast Asia*. Berkeley: University of California Press.

Ovesen, Jan and Ing-Britt Trankel 2010 *Cambodians and Their Doctors: A Medical Anthropology of Colonial and Post-Colonial Cambodia*.

Pattana, Kitiarsa 2008 "Thai Migrants in Singapore: State, Intimacy, and Desire". *Gender, Place and Culture*. 15(6): 595-610.

Prebish, Charles S., and Damien Keown, 2006, *Introducing Buddhism*, New York, NY: Routledge.

Reid, Anthony 1988 *Southeast Asia in the Age of Commerce, Vol. I*. New Haven: Yale University Press.

Reynolds, Frank E., and Jason A. Carbine, eds., 2000, *The Life of Buddhism*, Berkeley, CA: University of California Press.

Scupin, Raymond, ed. 2006 *People and Cultures of Asia*. Upper Saddle River, NJ: Pearson.

Sharma, Aradhana and Akhil Gupta, eds. 2006. *The Anthropology of the State: A Reader*. New York: Blackwell

Skidmore, Monique 2004. *Karaoke Fascism: Burma and the Politics of Fear*. Philadelphia: University of Pennsylvania Press.

Taylor, Philip 2004 *Goddess on the Rise: Pilgrimage and Popular Religion in Vietnam*. Honolulu: University of Hawaii Press.

Thu Huong Duong and Nina McPherson 2002 *Paradise of the Blind: A Novel*. New York: Harper Collins.

Wallerstein, Immanuel 1979. *The Capitalist World Economy*. Cambridge: Cambridge University Press.

Wallerstein, Immanuel and Etienne Balibar 1991. *Race, Nation, Class: Ambiguous Identities*. London: Verso.

Wilson, Ara 2004 *The Intimate Economies of Bangkok: Tomboys, Tycoons, and Avon Ladies in the World City*. University of California Press, 2004

Winzeler, Robert L. 2011 *The Peoples of Southeast Asia Today: Ethnography, Ethnology, and Change in a Complex Region*. Lanham: Altamira Press.

Yong, Kee Howe 2007 "The Politics and Aesthetics of Place-Names in Sarawak" in *Anthropological Quarterly*. 80(1):65-91.

Zenner, Charles, ed. 2003. *Culture and the Question of Rights: Forests, Coasts and Seas in Southeast Asia*. Durham: Duke University Press.

2. SUMMARY OF PROPOSED REVISIONS

- a. Catalog description changed
- b. Revision of course objectives
- c. Updating of the bibliography
- d. Updating course outline

3. RATIONALE

- a. The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program, and to reflect contemporary scholarship in anthropology about the region. Specifically with respect to Global and Multicultural Awareness, the course objectives are designed to increase student comprehension of Southeast Asia people, cultures and histories. Then anthropological theory and perspectives then are used to help students critically explore contemporary ethnic diversity and social issues in Southeast Asia promoting insights concerning the diversity of cultures in this area.
- b. The course objectives have been updated to meet current expectations for student centered measureable objectives.
- c. The bibliography has been updated to reflect recent scholarship in the contemporary anthropology.
- d. The course outline has been revised to reflect the organization of recent scholarship into sequential themes.

4. ASSIGNMENT INSTRUCTIONS FOR ONE MAJOR COURSE ASSIGNMENT AND GRADING RUBRIC.

(20%) **MAP ASSIGNMENT**— Using either software available online, or three-dimensional materials, students will build an interactive map of Southeast Asia that reflects the themes and issues of the course. Using colors and patterns symbolically, students will map out geological points relevant to their thesis, and overlay those with pertinent social patterns including trade, religion, language patterns, colonization (specifying country), war and conflict, population density,

etc. Maps are intended to be a representation and analysis of the complex history of Southeast Asia and the emerging social patterns. This assignment provides an opportunity to think creatively and independently, and is linked to a structured 3-page paper that provides a summary of the argument embedded in the visuals of the map.

Grading Rubric for “Map Assignment” Paper Portion (10%):

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 the authors’ key argument (that is, it will identify the arguments correctly), and will be illuminated by appropriate ethnographic example from the different sources. 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 one author to the examples of another, 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.

Map Portion (20%)

An ‘A’ map will be thoughtful, analytical and will illustrate critical thinking. It will be completed with a high level of geographic and factual accuracy, and it will be detailed and visually logical. It will show the relationship between micro-level

social phenomenon and larger influences of political economy and history. There's an excellent symmetry between the map and the paper.

A 'B' map will be moderately thoughtful, analytical and critical. It will be completed with a high level of geographic and factual accuracy, and it will be somewhat less detailed and mostly visually logical. It should show the relationship between micro-level social phenomenon and larger influences of political economy and history, but may do that with less of an awareness of those influences. There's a good symmetry between the map and the paper.

A 'C' map will not demonstrate analytical or critical thinking. It will be mostly geographically and factually accurate, and it will lack the detail and a clear use of symbols to render it visually logical. It will lack key elements that show the relationship between micro-level social phenomenon and the larger influences of political economy and history. Its focus might be different from what the corresponding paper discusses.

A 'D' map will not demonstrate analytical or critical thinking. It will lack geographic and factual accuracy, and it will be sloppy, lack detail and won't be visually logical. It will fail to illustrate connections between micro-level social phenomenon and larger influences of political economy and history. Its message is not discernable without reading the corresponding paper.

An 'F' map will not be geographically or factually accurate, and it will have been executed such that its message is not discernable without reading the corresponding paper. It may not make note of micro-level social phenomenon (or may confuse what these are), nor will it indicate any political economic or historical influences.

5. LIBERAL STUDIES QUESTIONS AND ANSWERS

- a. **What are the strategies your department will use to assure that basic equivalency exists.**

Basic equivalency among courses is not a concern for this course as this course will not be taught in multiple sections. While under normal circumstances this course will be taught by one sole professor, other professors may occasionally teach the course. In this event, professors will meet before the planning stages for the new semester and will discuss the overarching objectives of the course.

- 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 in your response to this answer, please describe how your course will meet this criterion.**

This course explicitly addresses cultural diversity as indicated in Objective Two. Themes in the anthropological study of Southeast Asia include violence and the state, gender, and marginality of ethnicities, identities and practices as indicated under Objective Three. In the course outline the fifth section focuses directly on marginality while the sixth focuses directly on gender.

- c. **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. How will your course meet this criterion?**

The assigned books are ethnographies and the other assignments are articles from anthropology journals or edited volumes.

- d. **If this is an introductory course intended for a general student audience, how is it different from what is provided for beginning majors?**

This course is not an introductory Anthropology course designed for a general student audience. It focuses on the history and culture of Southeast Asia. It is a class oriented toward anthropology majors, but open to other students with a particular interest in Southeast Asia, including those pursuing Asian Studies as a minor.

6.Old Syllabus of Record

No syllabus of record could be located either in departmental files or through the UWUCC.