

# ANTH 110 Contemporary Anthropology-CrsRvs-2019-03-01

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

Form Information

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

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

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

**Second Step:** Click "SAVE" on bottom right

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

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

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

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

*\*Indicates a required field*

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

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

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

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

<b>Current Course Information*</b>	
<b>Category A</b>	
<b>(D) Current Prefix*</b>	ANTH
<b>Proposed Prefix</b>	ANTH
<b>(E) Current Number*</b>	110
<b>Proposed Number</b>	110
<b>(F) Current Course Title*</b>	Contemporary Anthropology
<b>Proposed Course Title</b>	Contemporary Anthropology
<b>(G) Prerequisite(s)</b>	none
<b>Proposed Prerequisite(s)</b>	none
<b>(H) Current Catalog Description</b>	<p>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. A strong emphasis on the effects of globalization on human cultures, and the potential for anthropology research to address contemporary issues such as cultural and environmental sustainability, public health, and social equity.</p>
<b>Proposed Catalog Description</b>	<p>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. A strong emphasis on the effects of globalization on human cultures, and the potential for anthropology research to address contemporary issues such as cultural and environmental sustainability, public health, and social equity.</p>

*If changing Category A, no further action required.*

**Category B (if no change, leave blank)**

**(I)  
Repea  
table  
Course**

NO

This  
is for  
a  
course  
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If YES, please complete the following:

Number of Credits that May be Repeated:

Maximum Number of Credits Allowed to be Repeated:

Multipl  
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e.g.  
Interns  
hip

**Pro  
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Repea  
table  
Course**

NO

If YES, please complete the following:

Number of Credits that May be Repeated:

Maximum Number of Credits Allowed to be Repeated:

**(J)  
Numb  
er of  
Credits**

Class Hours per week:3

Lab Hours:0

Credits:3

**Pro  
posed  
Numb  
er of  
Credits**

Class Hours:3Lab Hours:0Credits:3

**(K)  
Curre  
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Cours  
e Stud  
ent**

1. Identify the unique holistic and comparative nature of anthropological inquiry across the four main sub-disciplines
2. Explain key aspects of human biological evolution and culture change
3. Analyze and appreciate the natural and social forces that have shaped varied cultural practices and led to human cultural diversity
4. Apply anthropological perspectives and questions as tools to think critically about contemporary social issues

**Learni  
ng  
Outco  
mes  
(SLOs)**

<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	Note that the text box in the table expands		
	SLO #	Outcome	How outcome is assessed
	1	Identify the unique holistic and comparative nature of anthropological inquiry across the four main sub-disciplines	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating knowledge of holistic and comparative anthropological inquiry across the four sub-disciplines.
	2	Explain key aspects of human biological evolution and culture change	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating knowledge of key aspects of human biological evolution and culture change.
	3	Analyze and appreciate the natural and social forces that have shaped varied cultural practices and led to human cultural diversity	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating analysis of natural and social forces that shaped cultural practices and led to cultural diversity.
4	Apply anthropological perspectives and questions as tools to think critically about contemporary social issues	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), provide evidence demonstrating the application of anthropological perspectives and critical thinking to contemporary social issues.	

**(M)  
Previous  
Brief  
Course  
Outline**

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

*(It is  
acceptable  
to  
copy  
  
from  
old  
syllabus)*

**Unit 1. The Nature of Anthropology**

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

**Unit 2. The Nature of Our Species**

1. Humans as primates;
2. Human evolution – early hominins;
3. Human evolution – the genus *homo*;
4. Early modern humans
5. Human diversity- race as a cultural construct
6. Human diversity- the biology and culture of sex and gender

**Unit 3. Case Study**

1. Introducing a culture group
2. Anthropology methods in researching and understanding culture change

**Unit 4. Human Cultural Diversity**

1. Modes of livelihood: Foraging, horticulture, and pastoralism
2. The transition to agriculture
3. Human social and political organization- traditional leadership and the rise of social classes
4. Religion, magic, and witchcraft across cultures
5. Family and kinship across cultures
6. Language and culture

**Unit 5. Globalization and Applied Anthropology Case Studies**

1. Culture change and globalization
2. AIDS and the Ju/'Hoansi: Case study in medical anthropology
3. Globalization and Conservation in East Africa: Case study in environmental anthropology
4. Drug use and abuse in New York City: Case study in urban anthropology
5. Anthropology in today's world review

<p><b>(N) Brief Course Outline</b></p> <p><i>(Give sufficient detail to communicate the content to faculty across campuses. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</p> <p><b>Unit 1. The Nature of Anthropology</b></p> <ol style="list-style-type: none"> <li>1. What is Anthropology? Understanding anthropology's role in the social and biological sciences;</li> <li>2. What are the different kinds of anthropology, how did each originate, and in what larger discipline?</li> <li>3. Understanding basic concepts: culture, evolution, population genetics</li> <li>4. Methods and ethics in Anthropology research</li> </ol> <p><b>Unit 2. The Nature of Our Species</b></p> <ol style="list-style-type: none"> <li>1. Humans as primates;</li> <li>2. Human evolution – early hominins;</li> <li>3. Human evolution – the genus <i>homo</i>;</li> <li>4. Early modern humans</li> <li>5. Human diversity- race as a cultural construct</li> <li>6. Human diversity- the biology and culture of sex and gender</li> </ol> <p><b>Unit 3. Case Study</b></p> <ol style="list-style-type: none"> <li>1. Introducing a culture group</li> <li>2. Anthropology methods in researching and understanding culture change</li> </ol> <p><b>Unit 4. Human Cultural Diversity</b></p> <ol style="list-style-type: none"> <li>1. Modes of livelihood: Foraging, horticulture, and pastoralism</li> <li>2. The transition to agriculture</li> <li>3. Human social and political organization- traditional leadership and the rise of social classes</li> <li>4. Religion, magic, and witchcraft across cultures</li> <li>5. Family and kinship across cultures</li> <li>6. Language and culture</li> </ol> <p><b>Unit 5. Globalization and Applied Anthropology Case Studies</b></p> <ol style="list-style-type: none"> <li>1. Culture change and globalization</li> <li>2. AIDS and the Ju/'Hoansi: Case study in medical anthropology</li> <li>3. Globalization and Conservation in East Africa: Case study in environmental anthropology</li> <li>4. Drug use and abuse in New York City: Case study in urban anthropology</li> <li>5. Anthropology in today's world review</li> </ol>
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## Distance Education Section

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

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

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

## Liberal Studies Section

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

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b> liberal-studies
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<b>Liberal Studies Course Designations (Check all that apply)</b>	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	social_science
	global_and_multicultural_awareness

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



	<ul style="list-style-type: none"> <li>concern for social justice</li> </ul>	
	<ul style="list-style-type: none"> <li>civic engagement</li> </ul>	
	<ul style="list-style-type: none"> <li>an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
	<ul style="list-style-type: none"> <li>an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	3

<p><b>How will each outcome be measured</b></p> <p>(note should mirror (L) Student Learning</p> <p><b>Outcomes* (SLO) from the course proposal</b></p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating knowledge of holistic and comparative anthropological inquiry across the four sub-disciplines.
	2	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), provide evidence demonstrating knowledge of key aspects of human biological evolution and culture change.
	3	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating analysis of natural and social forces that shaped cultural practices and led to cultural diversity.
4	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating the application of anthropological perspectives and critical thinking to contemporary social issues.	

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


**Please answer the following questions.**

<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	<p>Course engages the perspectives of female anthropologists, including Margret Meade, Zora Neal Hurston, Mary Leakey, Mary Douglas, and Janet Spector, and ethnic minority anthropologists including Zora Neal Hurston (again) and Jason De Leon. The course also includes the perspectives of indigenous peoples including Nisa!, Kristin Barnett, and Ongka.</p>
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<p><b>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</b></p>	<p>This requirement is most often met by assigning an ethnography. Common ethnographies include <i>Dancing Skeletons</i>, <i>The Gebusi</i>, and <i>Nisa!</i>. At other times the instructor has used an archaeological case study.</p>
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## Teacher Education Section

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

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

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