

LSC Use Only Proposal No:

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UWUCC Action-Date: AP-4/23/13 Senate Action Date: App-4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Sarah Neusius or Victor Garcia	Email Address sawn@iup.edu or garcia@iup.edu
Proposing Department/Unit Anthropology	Phone 7-2133 or 7-2732 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 Revision
- Course Prefix Change
- Course Number and/or Title Change
- Course Deletion
- Catalog Description Change

Current course prefix, number and full title: ANTH 211 Cultural 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
 - Quantitative Reasoning
 - Information Literacy
 - Scientific Literacy
 - Oral Communication
 - Technological Literacy

3. Other Designations, as appropriate

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

4. Program Proposals

- Catalog Description Change
- New Degree Program
- Program Revision
- New Minor Program
- Program Title Change
- Liberal Studies Requirement Changes
- New Track
- 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>Phil D. ...</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>D. J. H. ...</i>	4/23/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schriest</i>	4/23/13

Received

APR 23 2013

Liberal Studies

Received

FEB 27 2013

Liberal Studies

ANTH 211 Cultural Anthropology Syllabus of Record

I. Catalog Description ANTH 211 Cultural Anthropology

3c-01-3cr

Prerequisites: None

Introduces the major concepts, theories and research methods of cultural anthropology that are used to study and understand human culture in different parts of the world. Emphasis given to how traditional and non-traditional cultures undergo change as a result of globalization and how cultural anthropologists study the social, economic, and political consequences that result from integration into an expanding and changing global economy. Topics covered may include, but are not limited to, social organization, economics, power and politics, race and ethnicity, language and communication, technology, religion and ritual, and sex and gender. A wide geographic coverage in the course provides a basis for global comparisons of cultural similarities and differences among human societies.

II. Course Objectives

Upon completing the course, students will be able to:

Objective 1:

Identify the holistic and cross-cultural approach to the study of human culture unique to cultural anthropology.

Expected Student Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

Assignments will require students to demonstrate an understanding of the major perspectives and approaches in cultural anthropology used not only to examine but to understand the differences and similarities in the attitudes, values, beliefs, behaviors, traditions, and other characteristics of the human cultures of the world. Anthropological holism stresses the value of understanding cultures as integrated wholes and humans both as cultural and biological beings while the comparative method in anthropology is dedicated to the exploration of cultural similarities and differences. The wide geographic coverage in the course provides a basis for these global comparisons among human cultures. Students are thus informed about ways in which the social science of anthropology understands the interrelationships within and across cultures and global communities. At the same time students are encouraged to be responsible learners who can examine global issues with awareness of and respect for cross-cultural differences.

Objective 2:

Explain major theories and research methods used to study human cultures from a global perspective.

Expected Student Learning Outcome 2:**Empowered Learners****Rationale:**

This learning goal addresses global and multicultural awareness goals for empowered learners through assignments that expose and encourage students to use major paradigms and research methods to understand how human cultures are part of a global social order and how cultures undergo change as a result of this integration. The same objective also exposes the students to how these same paradigms and methods are used to examine the many social, economic, and political impacts of globalization and the resulting consequences for cultures in the United States and the world.

Thus students will learn to think critically by examining and exploring different theoretical and methodological approaches used in the study of human culture. Reflective thinking is an important part of the process of comparing cultural theories as students are encouraged to think about their own perspectives on the worlds varying cultures and how they are changing.

Objective 3:

Recognize cultural differences and cultural diversity found in the United States and in other parts of the world.

Expected Student Learning Outcomes 1, 2, and 3:**Informed, Empowered, and Responsible Learners****Rationale:**

Assignments will familiarize students with the necessary anthropological tools, such as cultural relativism (a hallmark of anthropology which stresses the study of other cultures from their own points of view rather than imposing our own cultural values), necessary to learn about the differences that exist among the cultures of the world without assigning judgmental values of right or wrong to these differences. In doing so, the students will develop an understanding and sensitivity toward cultures that differ from their own.

Thus, students will be informed about differences across cultures and global communities, encouraged to develop critical and reflective thinking skills about cultural differences as well as to respect the cultures of others.

Objective 4:

Apply critical anthropological perspectives to explore ways of addressing and solving 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 social responsibility and civic engagement and to prepare them to apply critical anthropological perspectives to address and solve the complex nature of social problems facing many disadvantaged populations, such as minorities, immigrants and refugees, and the poor, and the many causes behind these problems from a global perspective. The social issues in the course will include, but will not be limited to, racism and nativism, gender and gender regimes, poverty and structural violence, conservation, and the political economy of health care access. These and other social issues are presented to students as global problems with local and regional consequences found not only in developing nations, such as those in Latin America and Africa, but also in post-industrial countries, such as the United States.

Thus, informing students about the causes of global social issues and empowering them to think critically and honestly about them are both central to this course.

III. Course Outline**A. Introduction to Cultural Anthropology (1 hour)**

1. Introduction to Course
2. Cultural Anthropology, a Sub Field of Anthropology

B. Culture (5 hours)

1. Culture: What is it?
2. Culture and Language
3. Cultural Relativism

C. Explanation in Anthropology (5 hours)

1. Culture Concept and Theory
2. Objectives of Explanation in Anthropology
3. Examples of Contemporary Anthropological Theories

D. Fieldwork & Ethnography (3 hours)

1. Ethnographic Inquiry
2. Field Work & Research Dissemination

Exam 1 (1 hour)

E. Kinship, Marriage, and Social Organization (5 hours)

1. Kinship
2. Kinship and Genealogical Inquiry
3. Sex and Gender
4. Marriage and Social Organization

Assignment 1: Diagramming and Analyzing a Genealogy (In-class activity)

F. Traditional Societies, Subsistence, and Economic Activities in the Contemporary Era (6 hours)

1. Foragers
2. Horticulturalists
3. Pastoralists
4. Peasants

Exam 2 (1 hour)

G. Globalization, Power, and Resistance (6 hours)

1. Globalization and Culture Change
2. Early Colonialism and Anthropology
3. Post-Colonialism and Anthropology
4. Native Responses to Culture Change

Assignment 2: Anthropology's Response to Globalization (Out of class assignment)

H. Contemporary Issues and Anthropology (6 hours)

1. Food Security
2. Environment and Native Rights
3. Human, Gender, and Citizen Rights
4. Refugees, Immigrants, Migrants, and Other Diaspora Populations
5. Health Care and Traditional Medicine

Assignment 3: Reaction Paper: Critique of video *El Norte*

I. Applying Anthropology (3 hours)

1. Advocacy and Applied Anthropology
2. Making a Differences in Cultural Anthropology

Final Exam (2 hours)

IV. Evaluation Methods

(60 Percent) Exams - Three in-class exams: two midterms and one noncumulative final. The exams, which will require essay responses, will address the assigned readings and class presentations. Each exam is worth 20 percent of the grade.

(30 Percent) Assignments - Three out-of-class assignments: one of them is based on a genealogy exercise. The student will diagram his or her family genealogy, spanning at least three generations, and analyze it for residence and immigration, education, and occupation patterns. The other two assignments will be essays. These two assignments will be reaction papers to case studies presented in lecture or a video showing. The reaction papers, not to exceed more than 5 double-spaced pages, will explore a theory explaining globalization and culture change and critique the theory's explanatory value and contribution to understanding the impact globalization has on traditional and western cultures. Each of the three assignments is worth 50 points.

(10 Percent) Critical Reading of Ethnographic Text Assignment - An out-of-class assignment that focuses on *Nisa: The Life and Words of a !Kung Woman*, an ethnography. The assignment consists of two essays based on a series of questions designed to stimulate critical reading and thinking skills. This assignment is presented as the Sample Assignment for a Liberal Studies Course.

V. Grading Scale

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

VI. Attendance Policy

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

VII. Required Textbooks, Supplemental Books, and Readings

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

Eller, J. D. (2009). *Cultural anthropology: Global forces, local lives*. New York: Routledge.

Haviland, W. (2005). *Cultural anthropology: The human challenge*. Belmont, CA: Wadsworth Publishing Company.

Kottak, C. P. (2008). *Mirror for humanity: A concise introduction to cultural anthropology*. New York: McGraw-Hill Inc.

Supplemental/Non-textbook readings (Examples)

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Endicott, K. M., & Welsch, R. L. (2008). *Taking sides: Clashing views on controversial issues in cultural anthropology* (4th ed.). New York: McGraw-Hill/Dushkin Publishers.

Shostak, M. (2000). *Nisa: The life and words of a !Kung woman*. Cambridge, MA: Harvard University Press.

VIII. Special Resource Requirements

No special resources are needed.

IX. Bibliography

Baba, M., & Hill, C. (Eds.). (1997). *The global practice of anthropology*. Williamsburg, VA: Studies in Third World Societies.

Barnard, A. (2000). *History and theory in anthropology*. Cambridge: Cambridge University Press.

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- Narayan, K. (1993). How native is a “native” anthropologist? *American Anthropologist*, 95(3), 671-686.
- Ortner, S. (2006). *Anthropology and social theory: Culture, power, and the acting subject*. Durham, NC: Duke University Press.
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- Rice, P., & McCurdy, D. (2007). *Strategies in teaching anthropology*. New Jersey: Prentice Hall.
- Shaffir, W., & Stebbins, R. (Eds.). (1991). *Experiencing fieldwork: An inside view of qualitative research*. Newbury Park, CA: Sage Publications, Inc.
- Shostak, M. (2000). *Nisa: The life and words of a !Kung woman*. Cambridge, MA: Harvard University Press.
- Strathern, A., & Stewart, P. J. (2001). *Kinship in action: Self and group*. Boston: Prentice Hall.
- Van Willigen, J. (1993). *Applied anthropology: An introduction*. Westport, CT: Bergin & Garvey.
- Van Willigen, J., Rylko-Bauer, B., & McElroy, A. (Eds.). (1989). *Making our research useful: Case studies in the utilization of anthropological knowledge*. Boulder: Westview Press.
- Vélez-Ibáñez, C., & Sampaio, A. (2002). *Transnational Latina/o communities: Politics, process, and cultures*. Boulder: Rowland and Littlefield Publishers, Inc.
- Whiteford, L., & Trotter, R. (2008). *Ethics for anthropological research and practice*. Illinois: Waveland Press, Inc.
- Wulff, R., and Fiske, S. (Eds.). (1987). *Anthropological praxis: Translating knowledge into action*. Boulder: Westview Press.

2. Summary of the Proposed Revisions

2.1. Revision of course objectives

3. Rationale

3.1. The course objectives have been updated to meet current expectations for student-centered measurable objectives.

4. Sample Assignment for Liberal Studies Course Critical Reading of Ethnographic Text Assignment (10%)

Assignment Instructions

For your paper assignment, please write two brief two-page essays that address each of the following questions. Using APA format, please cite your supporting evidence in detail and include page numbers from the text. Your essay should reflect thoughtful consideration of the text and should incorporate a critical analysis reflecting your own thoughts and perspectives on the topic. Your analysis should be grounded in a detailed reading and should demonstrate familiarity with this ethnography.

Essay 1: Discuss the changes Nisa has witnessed over the course of her life, paying special attention to the political and formalized leadership aspects of the !Kung culture. Incorporate materials from the textbook and lecture notes as well, reflecting especially on the concept of political leadership and the notion of an egalitarian society versus a “tribe.”

Essay 2: Using the readings in your primary textbook (Kottak) and your own opinion, address the ways in which Nisa appears to be both a typical and an atypical woman living in !Kung society, as portrayed by Marjorie Shostak.

Essay Rubric (Example based on 30 points total for assignment)

An ‘A’ paper will be thoughtful and analytical and will illustrate critical thinking. It will show a facility with both of the works you’re drawing from. It will draw on the primary concepts discussed in the course (that is, it will be grounded in readings from the primary textbook) and will be illuminated by an appropriate ethnographic example from Shostak. 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 demonstrate 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 it may not completely conform to the guidelines.

A 'D' paper will not demonstrate analytical or critical thinking. It will not apply the arguments from the primary course textbook to the examples of Kottak, or it will do so in a way that illustrates that the author of the paper isn't well versed in one or both of the sources. There may be significant grammatical and spelling errors. It might not have a thesis or may lack one of the three main components of a paper (introduction, body, and conclusion).

An 'F' paper may not have a thesis and may be missing one or more of the three main components of a paper (introduction, body, and 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 211: Liberal Studies Approval Questions

5.1. The course will be taught as a multiple-section, multiple-instructor course in which all three of the cultural anthropologists in the department will 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.

5.2. The course not only addresses issues of ethnicity, race, gender, and social class, it also includes the perspectives and contributions of ethnic and racial minorities and of women to cultural anthropology. Examples of perspectives used in their work, albeit not exclusively, are feminist anthropology, cultural citizenship, and native anthropology. The writings of ethnic and racial minorities and women are also discussed in the course. Examples of these writings are the works of Kirin Narayan (*How Native is a "Native" Anthropologist?*), Yolanda Moses (*Black Feminist Anthropology: Theory, Politics, Praxis, and Poetics*), and Carlos Véllez-Ibáñez and Ana Sampaio (*Transnational Latina/o Communities: Politics, Process, and Cultures*). Full citations are located in the bibliography.

5.3. Instructors will draw from fiction and non-textbook sources including journal articles, text books, book chapters, readers, and ethnographies.

5.4. The course is not an introductory course in the Department of Anthropology.

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

The standards for these objectives are similar and in some instances identical to those outlined in the Liberal Studies Electives Global Citizenship Expected Undergraduate Student Learning Outcomes and Social Science Expected Undergraduate Student Learning Outcomes. The progress of the students in meeting these outcomes is assessed in a number of ways, among them, individual student meetings, exams, in-class assignments, and out-of-class writing examinations. The writing sample, provided as a Sample Assignment for Liberal Studies Course (Critical Reading of Ethnographic Text Assignment), is an example of an assessment. It will reveal whether students not only understand the analytical concepts, perspectives, and issues

covered in class and in the reading assignments but also whether they are able to apply them to real social problems.

**ANTH 211: Cultural Anthropology
Syllabus of Record**

I. Catalog Description**3c-01-3cr****ANTH 211: Cultural Anthropology****Prerequisites: None**

This course introduces the major concepts, theories and research methods of cultural anthropology that are used to study and understand human culture in different parts of the world. Emphasis will be given to how traditional and non-traditional cultures undergo change as a result of globalization and how cultural anthropologists study the social, economic, and political consequences that result from integration into an expanding and changing global economy. Topics covered may include, but are not limited to, social organization, economics, power and politics, race and ethnicity, language and communication, technology, religion and ritual, and sex and gender. A wide geographic coverage in the course provides a basis for global comparisons of cultural similarities and differences among human societies.

II. Course Objectives

Upon completing the course, students will be able to:

Objective 1:

Identify the holistic and cross-cultural approach to the study of human culture unique to cultural anthropology.

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 cultural anthropology.

Objective 2:

Describe major theories and research methods used to study human cultures from a global perspective.

Expected Student Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

Assignments will require students to discuss human cultural change in the past and present from historical, social and spatial perspectives. In so doing, students learn how

cultural anthropology's examination of these issues differs from other subfields in anthropology and other disciplines. These assignments foster a holistic perspective on the cultural interrelationship of human beings.

Objective 3:

Develop an awareness of cultural differences and an appreciation for the cultural diversity in the United States and in other parts of the world.

Expected Student Learning Outcomes 1, 2, and 3:

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will require students to develop a respect for the identities, politics and cultures of others in and outside of the United States. The course offers a detailed and contextually rich analysis of the depth and breadth of human diversity throughout the world and over time. It also gives students the tools to critically analyze the impact of natural and social forces that shape culture and their cultural practices.

Objective 4:

Apply critical anthropological perspectives to explore ways of addressing and solving contemporary social issues.

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible Learners

Rationale:

Assignments will require that the students familiarize themselves with the use of critical anthropological perspectives, such as advocacy anthropology, critical ethnography, and native anthropology, to understand the complex nature of social problems and their many causes. In tandem, this same objective exposes the students to how these critical perspectives in cultural anthropology consider culture and its many characteristics to develop and implement culturally-based social programs and policies aimed at solving challenging contemporary social problems of the world.

III. Course Outline

- A. Introduction to Cultural Anthropology (1 hour)
 - 1. Introduction to Course
 - 2. Cultural Anthropology, a Sub Field of Anthropology
- B. Culture (5 hours)
 - 1. Culture: What is it?
 - 2. Culture and Language
 - 3. Cultural Relativism
- C. Explanation in Anthropology (5 hours)
 - 1. Culture Concept and Theory
 - 2. Objectives of Explanation in Anthropology
 - 3. Examples of Contemporary Anthropological Theories
- D. Fieldwork & Ethnography (3 hours)
 - 1. Ethnographic Inquiry
 - 2. Field Work & Research Dissemination

Exam 1 (1 hour)

- E. Kinship, Marriage, and Social Organization (5 hours)
 - 1. Kinship
 - 2. Kinship and Genealogical Inquiry
 - 3. Sex and Gender
 - 4. Marriage and Social Organization

Assignment 1: Diagramming and Analyzing a Genealogy (In-class activity)

- F. Traditional Societies, Subsistence, and Economic Activities in the Contemporary Era (6 hours)
 - 1. Foragers
 - 2. Horticulturalists
 - 3. Pastoralists
 - 4. Peasants

Exam 2 (1hour)

- G. Globalization, Power, and Resistance (6 hours)
 - 1. Globalization and Culture Change
 - 2. Early Colonialism and Anthropology
 - 3. Post-Colonialism and Anthropology
 - 4. Native Responses to Culture Change

Assignment 2: Anthropology's Response to Globalization (Out of class assignment)

H. Contemporary Issues and Anthropology (6 hours)

1. Food Security
2. Environment and Native Rights
3. Human, Gender, and Citizen Rights
4. Refugees, Immigrants, Migrants, and Other Diaspora Populations
5. Health Care and Traditional Medicine

Assignment 3: Reaction Paper: Critique of video *El Norte*

I. Applying Anthropology (3 hours)

1. Advocacy and Applied Anthropology
2. Making a Differences in Cultural Anthropology

Final Exam

IV. Evaluation Methods

(60 Percent) Exams - Three in-class exams: two midterms and one noncumulative final. The exams, which will require essay responses, will address the assigned readings and class presentations. Each exam is worth 20 percent of the grade.

(30 Percent) Assignments - Three out-of-class assignments: one of them is based on a genealogy exercise. The student will diagram his or her family genealogy, spanning at least three generations, and analyze it for residence and immigration, education, and occupation patterns. The other two assignments will be essays. These two assignments will be reaction papers to case studies presented in lecture or a video showing. The reaction papers, not to exceed more than 5 double-spaced pages, will explore a theory explaining globalization and culture change and critique the theory's explanatory value and contribution to understanding the impact globalization has on traditional and western cultures. Each of the three assignments is worth 50 points.

(10 Percent) Critical Reading of Ethnographic Text Assignment - An out-of-class assignment that focuses on *Nisa: The Life and Words of a !Kung Woman*, an ethnography. The assignment consists of two essays based on a series of questions designed to stimulate critical reading and thinking skills. This assignment is presented as the Sample Assignment for a Liberal Studies Course.

V. Grading Scale

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

VI. Attendance Policy

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

VII. Required Textbooks, Supplemental Books, and Readings

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

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Haviland, W. (2005). *Cultural anthropology: The human challenge*. Belmont, CA: Wadsworth Publishing Company.

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VIII. Special Resource Requirements

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IX. Bibliography

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- Wulff, R., and Fiske, S. (Eds.). (1987). *Anthropological praxis: Translating knowledge into action*. Boulder: Westview Press.

2. Summary of the Proposed Revisions

- 2.1. Catalog description changed
- 2.2. Revision of course objectives
- 2.3. Revision of bibliography
- 2.4. Minor revisions to course outline

3. Rationale

- 3.1. The catalog description has been revised to better reflect recent changes in the Liberal Studies Program.
- 3.2. The course objectives have been updated to meet current expectations for student-centered measurable objectives.
- 3.3. The bibliography was revised to include only references on general and cultural anthropology.
- 3.4. The course outline has been revised to a topic format that can be ordered to match the textbook selected for the course.

4. Sample Assignment for Liberal Studies Course Critical Reading of Ethnographic Text Assignment

Assignment Instructions

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).