Engaged Anthropology is a multidimensional service-learning course designed to facilitate real-world learning experiences for students on broad social issues; practice a variety of anthropological concept, theories, and methods; and provide service to the local community.

Rationale or Justification for change:
This course is part of a larger service-learning initiative in the Department of Anthropology funded by MN Higher Education and Campus Compact.

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.
### For Program Proposals

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
  - [http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc](http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc)
- d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

### For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

- [http://www.mnsu.edu/acadaf/html/currfmprocesses.htm](http://www.mnsu.edu/acadaf/html/currfmprocesses.htm)

1. **Creation** of an entirely new program.

2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
**Signature Page**

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<th>Department</th>
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Comments: This is a very important addition to our curriculum due to our Campus Complete Service Learning Grant and community demand.

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<th>Assistant Vice President</th>
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Comments:
This course is part of a multi-dimensional Service-Learning (SL) initiative funded by Minnesota Higher Education and Minnesota Campus Compact, the goal of which is to facilitate real-world learning experiences for students and provide service to the local community.

**Course description and objectives:** We live in a multicultural society and are members of a larger global community, thus, it is imperative we gain the necessary skills to become active members of our rapidly changing society. Students will work with the local non-profit community organization Community Assistance for Refugees (CAR). Students and CAR clients will aid each other in acquiring “global citizenship skills” through supervised service-learning projects. You will gain an understanding of broad social issues affecting our society and links between the “global” and “local.” Class projects will allow us to apply anthropological concepts and theories to real world situations. Reflection will be a central and vital component of the course. You will be encouraged to find real meaning in service learning and, ultimately, discover more about yourselves. For many, service learning will provide important preparation for future careers. You will learn improved communication and cultural diversity skills, observation, and problem-solving. Students will demonstrate critical-thinking and an understanding of policy issues through journaling, class discussion, self assessment, and peer review. 1/3 of the course will consist of classroom based reflection, discussion, instruction in ethnographic methods, anthropological concepts and theories. The majority of course time will be spent in service.

You will be expected to:
- Demonstrate your ability to apply anthropological knowledge and skills in service with CAR;
- Accomplish specific program objectives as identified and defined by CAR and CAR clients in conjunction with course participants;
- Exhibit personal reflection, development and leadership skills such as acceptance of responsibility, and respect for others;
- Analyze and evaluate your own attitudes about diversity, pluralism, and the experiences and contributions of diverse groups in the US;
- Formulate a critical perspective about civic responsibility, social problems, cultural patterns and policy issues, the meaning of group identity, and the dynamics of power relations in US.

Students will be required to perform 50-55 hours of service, primarily as citizenship mentors. Individual students will be matched with CAR clients. Mentoring activities, based on individual refugee needs, will ranging from help in navigating bureaucracies to day-to-day living in the US, housework and personal safety.

Course topics to be addressed will include multiculturalism vs. assimilation, the history of immigration in the US, race and ethnicity, culture and ethnic identity, cultural survival, and refugees among others.
Texts:


Evaluation:
- class attendance and participation 10%
- service-learning project(s) 50%
- double entry journal 20%
- two reflection papers 20%

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<th>Learning Outcomes</th>
<th>Activities</th>
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<td>Respect for and appreciation of diversity</td>
<td>Cross-cultural communication and exchanges</td>
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<td>Enhanced leadership and citizenship skills</td>
<td>Team project planning and cooperation</td>
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<td>Deeper understanding of social issues</td>
<td>Interaction with CAR staff and clients, and journaling</td>
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<td>Improved academic understanding</td>
<td>Qualitative research, data collection, and analysis</td>
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<td>Class discussion and writing assignments</td>
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<td>Personal and professional development</td>
<td>Community networking and dissemination of information</td>
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Because the creation of this course is funded by a grant from Minnesota Higher Education and Minnesota Campus Compact, no additional resources are required.

In offering this course the department will need a faculty member with experience in service-learning and Applied Anthropology. These needs are being addressed by the search committee in their review of applicants for the Assistant Professor position currently available.
General Education Competencies

Category 7: Human Diversity
Students will be able to:
- Assess their own attitudes regarding cultural diversity through thoughtful reflection and active engagement with new Americans.
- Illustrate important and vital roles new Americans contribute to society from diverse life experiences and cultural traditions.
- Develop multicultural communication skills through several anthropological research methods, especially through interviewing, participant observation, and cross-cultural comparative analysis.

Category 9: Ethical & Civic Responsibility
Students will be able to:
- Identify and articulate personal ethical viewpoints regarding social justice issues related to the challenges faced by new Americans.
- Understand the dynamics of citizenship expressed by social, private, and government organizations and practical ways in which to fulfill those responsibilities through active social engagement.
- Appreciate the diverse social and political viewpoints expressed by new Americans, their motivations for having these points of view, and methods of conflict resolution and compromise when attempting solutions to ethical dilemmas associated with diverse ideologies.

Category 11: Performance & Participation
Students will be able to:
- Learn effective methods of active engagement in social service environments, especially in relation to diverse cultural and ethnic groups associated with refugee and immigrant agencies.
- Through structured learning experiences, students will be able to interact comfortably with diverse peoples for the purpose of providing practical solutions based upon human needs.

Competencies will be assessed through regular journaling, weekly class discussion, two reflection papers, self assessment, and peer review.

Cultural Diversity Designation
Core Course: As demonstrated by course topics, required texts, and location, well over 75% of the course materials concern diversity in the US.