

Minnesota State University, Mankato
Curriculum Proposal

ORIGINAL 377 ✓

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal #	89
College: Social and Behavioral Sciences	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:	
Department: Anthropology	<input type="checkbox"/> Graduate	Academic Year	05-06
Program:	CIP #	(For Office Use Only)	
Type of Change: COURSE PROPOSALS		Course Designator and Number	Number of Credits
Proposed: Change in Credits		Anth 101	3
Title Current: Introduction to Anthropology			4
Title Proposed:		(if applicable)	
24-Char. Abbrev: Intro to Anthropology			

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

This course surveys human biological and cultural diversity through time and space. You will learn about questions like: "how did humans evolve?" and "how do anthropologists collect and interpret information about human beings and their ancestors and their ancestors?"

Rationale or Justification for change:

We wish to enhance Anth 101: Introduction to Anthropology in order to improve teaching methods and student learning. The plan includes the addition of one hour weekly recitation sections, a service-learning component, computer and web-based components, and the integration of more active learning. Introduction to Anthropology is the department's largest and most recognized course. Moreover, it is often the only course in Anthropology that most students take. As a result, it should reflect the particular talents of our faculty and be among the best of our department's regular course offerings. ANTH 101 is a sound and effective course. Our primary goal of introducing students to the holistic study of the diversity and unity of human societies remains, but the course structure and method of delivery need to change in order to meet the needs of today's students, adapt to the strengths of our current faculty, and reflect new College and University goals.

For General Education or Cultural Diversity Courses Only

General Education Course:		Cultural Diversity Course:
GE Category #	GE Category Name (Maximum of 3 Categories)	(Please check one.)
5	History and the Social and Behavioral Sciences	<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)
8	Global Perspective	<input checked="" type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
N/A		

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

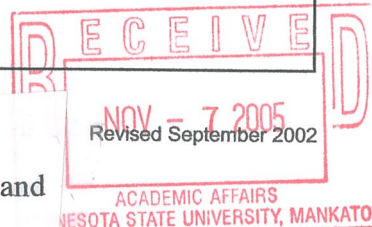
Attach paper copies of the following:
a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

For New Courses

(Check all that apply):	Instructional Type: Lecture	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.



Please note: Intro to Anthropology is already approved for gen ed categories 5 and 8, and Cultural Diversity "related."



Minnesota State University, Mankato
Curriculum Proposal

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.mnscu.edu/academicaffairs/assessment>
- 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.mnscu.edu/academicaffairs/programapproval>

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 removal 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.

Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Paul Brown 10/4/05

 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Fred Alonzo 10-25-05

 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

William F. Hager 11/7/05

 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies 5+8)
 Not Recommended (Category/ies _____)

Ronald M. Neuman 12/9/05

 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Mark Tomije 12/10/05

 UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

W. [Signature] 12/21/05

 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

S. [Signature] 12/28/05

 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Anthropology 101: Introduction to Anthropology

Meeting Time and Place:

Instructor: Dr. Susan Schalge, Assistant Professor
TRN 331
389-5337
susan.schalge@mnsu.edu

Office Hours:

Teaching Assistant:

Course Description: This course is a basic introduction to anthropology. It covers each of the four main sub-disciplines of anthropology: biological, archaeology, sociocultural, and linguistic. This course is both a comparative and an historical study of human evolution, cultures and societies around the world. We will address such topics as natural selection, primate and human evolution, food production and adaptive strategies, material culture, kinship, politics, belief systems, and language, among others. In this course students will develop an anthropological perspective based on comparing human history and diversity, social institutions and cultural products over time and from around the world. The goal is that you will better understand your own origins and society, and appreciate the diversity and unity of human lifestyles.

Required Texts:

Park, Michael A. 2003 *Introducing Anthropology: An Integrated Approach*. Boston: McGraw-Hill with PowerWeb.

Note: DO NOT purchase a used copy of Park. *You must purchase a new copy with PowerWeb.* Each week you will be assigned additional readings and/or activities from PowerWeb as indicated in the course schedule.

Class environment: In this class we are striving to create a supportive and collaborative learning community. The ground rules to maintain this environment in the classroom are: 1) students may assert or refute any position they wish, but must do it respectfully using examples, analyses and arguments. 2) Students may critique a person's position and/or methods (including the professor's and TA's), but cannot make personal attacks.

Evaluation Criteria:

1. Attendance and Participation (5 points/week)	75 points
2. Assignments (10 points each)	120 points
3. Service-Learning	55 points
4. Tests (2 @ 100 points each)	200 points
5. Cumulative Final Examination	<u>150 points</u>
TOTAL	600 points

1. Your attendance and participation are required. Lectures, readings, discussions, class activities and videos compliment rather than duplicate one another. Throughout the semester we will have a variety of class activities ranging from in-class active learning exercises to small group discussions. Students are responsible for all class materials presented in the course.

2. We will have weekly assignments that review the main topics and provide you with an opportunity to work with the theories and issues addressed in the course. You will earn up to 10 points for completing 12 of the 15 assignments outlined in the syllabus. Weekly assignments are due in class each Friday, unless otherwise specified. You may decide which 12 out of 15 assignments you would like to do. Or, you may do all 15 assignments for up to 30 extra credit points. Weekly assignments will be evaluated according to a +/- scale (+=10 points, ✓=8 points, -=4 points).
3. You will be required to do three hours of service-learning and write a brief (1-2 pages) reflection paper on your experience. Further instructions will be handed out in class.
4. You will have two in-class tests over the course of the semester. Tests will be made up of multiple choice and short answer questions based on the required readings, classroom lectures, videos and activities. Please refer to the schedule for test dates.
5. You will have a cumulative final examination. The final will be made up of multiple choice and short answer questions based on the required readings, classroom lectures, videos and activities. Please refer to the schedule for the final exam date.

To receive a grade in this class, you must attend class regularly and complete *all* assigned work. ***Late work will not be accepted*** except in cases of illness or with the professor's prior approval, this includes regular course work as well as extra credit.

Final grades will be assigned according to the grading system outlined in the 2003-2004 Undergraduate Bulletin (p. 36) and the following point scale: A= 600-541, B=540-481, C=480-401, D=400-301, F=300-0.

If you have any questions about any aspect of the course please see me as the need arises. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet the course requirements. Every attempt will be made to accommodate qualified students with disabilities. Students with disabilities are encouraged to contact me to discuss their individual needs for accommodation and/or contact the Disability Services Office at 389-2825 (V) or 1-800-627-3529 (MRS/TTY).

NOTE: This syllabus is subject to change as the needs of the course demand.

Course Schedule and Assignments

Week I

- Readings: Park, ch. 1 "Doing Anthropology"
Powerweb articles 17 and 44 (articles 1 and 2 recommended)
- Assignment: Check the current news items available through Powerweb and at Texas A&M University's "Anthropology in the News" (www.tamu.edu/anthropology/news, a link is provided in Powerweb).
What are some of the hot topics? Which articles do you find interesting?
Do you think anthropology is more or less relevant to your life?

Monday- Course Overview and Introductions
Wednesday – The Basics of Anthropology
Friday - Video, "Franz Boas: The Shackles of Tradition"

Week II

- Readings: Park, ch.2 "Methods of Inquiry"
Powerweb articles 3 and 21
- Assignment: Observe a minimum of three people interacting for a period of at least 30 minutes. This should be an observation of public behavior. Take notes on what you see and try to analyze the interaction.

Monday – no class, Labor Day
Wednesday – Methods
Friday 5 – Participant-Observation Research in Dar es Salaam, Tanzania

Week III

- Readings: Park, ch. 3 "Evolution"
Powerweb article 8 (article 7 recommended)
- Assignment: Go to CreationWise at <http://members.aol.com/dwr51055/humor.htm>.
What are the major differences between creationism and evolution?
How would a scientist studying evolution respond to the cartoons?

Monday – Natural Selection
Wednesday – Video, "The Origin of Species"
Friday – Evolution

Week IV

- Readings: Park, ch. 4 "Our Place In Nature"
Powerweb articles 10 and 22
- Assignment: Go to the living links video collection at Emory's Center for the Advanced Study of Ape and Human Evolution. Watch at least two of the videos. Then, visit KokoTV at www.gorilla.org/world/kokotv.html.
Explore the site and write a summary of what you learned from the sites.

Monday – Primates
Wednesday – Video, "Baboon Tale"
Friday – Test #1

Week V

- Readings: Park, ch. 5 "Anatomy"

Powerweb articles 12 and 13
Assignment: Explore the Smithsonian Institution Hall of Human Ancestors Web site (www.mnh.si.edu/anthro/humanorigins) and the MSU E-museum's human origins display (<http://emuseum.mankato.msus.edu>). Based on what you have learned, construct a hominid phylogeny.

Monday – Primate Evolution
Wednesday – Video, “In Search of Human Origins”
Friday - Hominid evolution

Week VI

Readings: Park, ch. 6 “Reproduction”
Powerweb articles 31 and 37
Assignment: Watch 1 hour of prime-time network television. Pay attention to and take notes on how sex, gender, and sexuality are addressed/expressed. Don't forget to watch the commercials too! Bring your notes to class.

Monday – Reproduction
Wednesday – Sex and Gender
Friday – Video, “Kypseli: men and women apart”

Week VII

Readings: Park, ch. 7 “Learning How To Survive”
Powerweb article 27 (32 recommended)
Assignment: Can you identify an American world view? What do you think are five of the most important aspects/concepts of this worldview? How are they expressed?

Monday – The concept of culture
Wednesday - Adaptation
Friday – Video, “Netsilik: Eskimo Fight for Life”

Week VIII

Readings: Park ch. 8 “Food”
Powerweb articles 25 and 53
Assignment: internet exercise #2, p. 342

Monday – Subsistence Strategies
Wednesday – Economic systems
Friday – no class

Week IX

Readings: Park, ch. 9 “Nature of The Group”
Powerweb articles 28 and 32 (35 recommended)
Assignment: Visit the E museum (<http://emuseum.mankato.msus.edu>), review the sections on kinship and do the tutorial. Briefly explain why anthropologists study kinship. Also, based on you readings, do you believe that marriage is a cultural universal? Why/why not?

Monday – Test #2
Wednesday – Video, “Duka's Dilemma”

Friday – Social Organization

Week X

Readings: Park, ch. 10 “Material Culture”
Powerweb articles 5 and 15

Assignment: visit the web site for the Institute for Minnesota Archaeology at www.fromsitetostory.org and the archaeology section of the MSU E-museum. Answer the following questions: Who does archaeology in Minnesota? What are Minnesota archaeologists working on currently? What is CRM and why is it important?

Monday – Archaeological methods and material culture

Wednesday – guest lecture

Friday – Video, “Bones of Contention”

Week XI

Readings: Park, ch. 11 “Communication”
Powerweb articles 23 and 58

Assignment: Watch 1 hour of children’s programming (such as “Sesame Street” on PBS). Record which show(s) you watch and detail how children are being taught language and communication, both explicitly and tacitly. Is it necessary to teach children language? Why/why not? (Again, don’t forget about the commercials.)

Monday – Language Acquisition

Wednesday – Video, “Acquiring the Human Language”

Friday – Language and Communication

Week XII

Readings: Park, ch 12 “Maintenance of Order”
Powerweb articles 39 and 43

Assignment: Go to Harvard University’s Pluralism Project at www.fas.harvard.edu/~pluralism/ click on About the project to get a general overview and read the mission statement. Then click on Images and explore the various slides in Images of America. Write a statement about what you saw and what you learned.

Monday – Religious Systems

Wednesday – Video, “To serve the gods”

Friday – Test #3

Week XIII

Readings: Park, ch. 13 “The Evolution of Our Behavior”
Powerweb article 16 (26 recommended)

Assignment: Explore the United Nations web site at www.un.org. What are some of the current issues on the UN agenda? Go to the UN international criminal tribunal to learn about current cases such as genocide in Rwanda. Write a statement about what you saw and what you learned.

Monday – Political systems

Wednesday – Video, “We Are All Neighbors”

Friday – no class, study day

Week XIV

Readings: Park ch 14 “Human Variation”
Powerweb articles 4 and 51

Assignment: Read the official statements of the American Anthropological Association on race (www.aaanet.org/stmts/racepp.htm) and race and intelligence (www.aaanet.org/stmts/race.htm). How do anthropologists define race? Due in class on Wednesday.

Monday – Human diversity

Wednesday – Race

Friday – no class, Happy Thanksgiving!

Week XV

Readings: Park, chs. 15 and 16 “Culture Change” and “The State of the Species”
Powerweb article 48 (24 recommended)

Assignment: Look at the UN web site on HIV/AIDS at www.unaids.org. Check out the latest statistics on the prevalence of HIV/AIDS. Write a statement about what you learned.

Monday – Guest Lecture, Carrie Johnson-McHugh

Wednesday – Video, “First Contact”

Friday – Culture change and applying anthropology

Final Examination – Thursday 11 December 8:00-10:00

Recitation section schedule and activities

Recitation sections are organized around principles of active learning. You will be divided into small discussion groups and assigned specific tasks. Each group should produce a written account of its work, which will be collected and reviewed for credit. Following the small group discussion and activities, the whole class will reassemble to share ideas.

- Week 1:** Introduction to each other and anthropology
Active learning exercise "Zoom"/"Name Game"
- Week 2:** Methods
Active Learning Exercise "Fieldwork in Anthropology"/"Zoom"/"Campus Observation"
- Week 3:** Evolution
Active Learning Exercise "Mechanisms of Evolution"
- Week 4:** Non-Human Primates
Active Learning Exercise "Primate Behavior"
- Week 5:** Hominid Evolution
Active Learning Exercise "Speciation"
- Week 6:** Gender, Sex and Reproduction
Active Learning Exercise "Gender"
- Week 7:** Culture and Adaptation
Active Learning Exercise "Culture"/ "Adaptation"
- Week 8:** Subsistence Strategies and Economics
Active Learning Exercise "Life of an Object"/ "Exchange"
- Week 9:** Social Organization
Active Learning Exercise "American Kinship"
- Week 10:** Material Culture
Active Learning Exercise "Garbology"/ "Excavating in the Classroom"
- Week 11:** Language and Communication
Active Learning exercise "Language and Communication" / "Give me the cup"
- Week 12:** Religious Organization
Active Learning exercise "Ritual"
- Week 13:** Political Organization
Active Learning exercise "Mock Trial"
- Week 14:** Human diversity
Active Learning exercise "Race"
- Week 15:** Change
Active Learning exercise "Culture Change" / "Applying Anthropology"

CATEGORY 5: HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES

Category	Course activity	Assessment
(a) employ the methods and data that historians and social and behavioral scientists use to investigate the human condition	<ol style="list-style-type: none"> 1) recitation section activities 2) weekly course assignment 3) service-learning activities and reflection paper 	<ol style="list-style-type: none"> 1) evaluation of class participation 2) evaluation of journals 3) reflection papers on readings and service-learning activities
(b) examine social institutions and processes across a range of historical periods and cultures	<ol style="list-style-type: none"> 1) reading on archaeology, sociocultural and linguistic anthropology 2) class discussion and active learning exercises which address human behavior across time and space. 3) Service activities and interaction with local refugees and immigrants. 	<ol style="list-style-type: none"> 1) evaluation of in-class participation 2) reports of student activities from CAR staff 3) weekly assignments 4) reflection papers on service activities
(c) use and critique alternative explanatory systems or theories	<ol style="list-style-type: none"> 1) readings on ethnocentrism, naïve realism, and cultural relativity. 2) class discussions on aforementioned topics coupled with active learning exercises. 3) weekly assignments. 4) Interaction with CAR clients 	<ol style="list-style-type: none"> 1) evaluation of in-class participation 2) reports of student activities from CAR staff 3) evaluation of weekly assignments and tests 4) reflection papers on service activities
(d) develop and communicate alternative explanations or solutions for contemporary social issues.	<ol style="list-style-type: none"> 1) case studies of Nuer in Minnesota 2) class discussion 3) recitation section activities 4) interaction with CAR clients 5) exams 	<ol style="list-style-type: none"> 1) evaluation of in-class participation 2) reports of student activities from CAR staff 3) reflection papers on service activities 4) evaluation of exams

CATEGORY 8:GLOBAL PERSPECTIVE

Category	Class Activity	Assessment
(a) describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements which influence relations of nations and peoples in their historical and contemporary dimensions	1) reading and class discussion of cross-cultural variation and communication 2) Service activities off campus 3) weekly assignments and active learning exercises	1) evaluation of in-class participation 2) reports of student activities from CAR staff 3) evaluation of weekly assignments and tests 4) reflection papers on service activities
(b) demonstrate knowledge of cultural, social, religious and linguistic differences	1) class lectures on human unity and diversity 2) recitation section activities 3) weekly course assignment 4) service-learning activities and reflection paper 5) exams	1) evaluation of in-class participation 2) reports of student activities from CAR staff 3) evaluation of written assignments and exams
(c)analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solution	1) reading and class discussion of cross-cultural variation and communication and immigration in MN 2) Service activities off campus 3) weekly assignments and active learning exercises	1) evaluation of in-class participation 2) reports of student activities from CAR staff 3) evaluation of written assignments and exams
(d) understand the role of a world citizen and the responsibility world citizens share for their common global future	1) reading and class discussion of cross-cultural variation and communication 2) Service activities off campus 3) weekly assignments and active learning exercises	1) evaluation of in-class participation 2) reports of student activities from CAR staff 3) evaluation of weekly assignments and tests 4) reflection papers on service activities
(e) identify ways to exercise the rights and responsibilities of citizenship.	1) class discussion, particularly of applied anthropology 3) service learning activities and reflection paper	1) evaluation of in-class participation 2) evaluation of service-learning activities and reflection paper