



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

519



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.

College: <u>Social and Behavioral Sciences</u>		(Check all that apply):		Proposal # <u>80</u>
Department: <u>Anthropology</u>	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Graduate	Effective Date of Change:	
Program: <u>Undergraduate Major and Minor</u>	CIP #		Academic Year: <u>06-07</u>	
Type of Change: <u>COURSE PROPOSALS</u>			(For Office Use Only)	
Proposed: <u>Change in Credits</u>			Course Designator and Number	Number of Credits
Title Current: <u>People: An Anthropological Perspective</u>			Anth 230	3
Title Proposed: <u>People: An Anthropological Perspective</u>			Anth 230	4
24-Char. Abbrev:			(if applicable)	

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 This introduction to cultural anthropology covers cultural diversity and social organization by examining multiple examples from different cultures. Anthropological methodology and theory and the the opportunity to apply anthropological knowledge to service learning will be important parts of the course.

Rationale or Justification for change:
 Please see attached sheet

*****For General Education or Cultural Diversity Courses Only*****

General Education Course: <table border="1"> <tr> <th>GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> <tr> <td align="center">8</td> <td align="center">Global Perspective</td> </tr> <tr> <td align="center">N/A</td> <td></td> </tr> <tr> <td align="center">N/A</td> <td></td> </tr> </table>		GE Category #	GE Category Name (Maximum of 3 Categories)	8	Global Perspective	N/A		N/A		Cultural Diversity Course: (Please check one.) <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.) <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.)
GE Category #	GE Category Name (Maximum of 3 Categories)									
8	Global Perspective									
N/A										
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:

- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- 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: <u>Lecture</u>	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.)		
<input type="checkbox"/> 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.		



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

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

Paul A. Brown 10/19/06
Department Chair Date

Comments:

College Curriculum Committee

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

David Schultz Ph.D. LICSW
Committee Chair Date
10-25-06

Comments:

College Dean

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

John C. Alvin 11/2/06
Dean Date

Comments:

General Education Subcommittee

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

Ronald H. Neukem 4-12-07
General Education Subcommittee Chair Date

Comments: *It is not clear how much additional faculty - student contact time is added rather than increasing homework.*

Undergraduate Curriculum and Academic Policy Committee

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

UCAP 3/1/07
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 _____)

David J. Janssen 3/12/07
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

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

S. J. Janssen 3/13/07
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Justification for Change

The change from 3 credits to 4 credits for this course is justified by the addition of a significant service learning component that is required to accomplish the goals of ANTH 230, both in fulfilling its role as a General Education course and in comprehensively introducing students to modern cultural anthropology. American society is becoming increasingly multicultural and this process is evident in the demographics of Mankato itself. Lectures, discussions, films and textbooks in this course address multiculturalism in the United States as well as explore and compare cultures around the world. Many refugees and other immigrants have settled and are continuing to settle in Mankato. This and the presence of local organizations such as the Open Door Clinic and Community Assistance for Refugees, which seek to bring culturally appropriate services to populations from diverse cultural backgrounds, provide excellent service learning opportunities for students to apply classroom knowledge to real-life situations and challenges in the community. Requiring ANTH 230 students to engage in service-learning of this kind will not only reinforce what they are learning in the course about the relevance and potential application of cultural anthropology, but will also better prepare them for life in an increasingly multicultural Minnesota and United States.

Anthropology 230 is a Category 8 (Global Perspective) General Education Course with the following outcomes:

After completing Anthropology 230, students will be able to:

1. Describe, analyze and evaluate social and cultural phenomena which influence the contemporary and historical relations among nations and peoples.
2. Demonstrate knowledge of social and cultural differences.
3. Analyze specific international problems and the social and/or cultural differences which influence their solution.
4. Understand the role and responsibility of a world citizen.
5. Apply anthropological knowledge directly to situations outside of the classroom as a result of the service learning component of the course.

ANTHROPOLOGY 230: PEOPLE: AN ANTHROPOLOGICAL PERSPECTIVE

Professor: Dr. Kathryn Elliott

Office: Trafton N336 Phone: 389-6590

Office Hours: Monday 11:00AM to 3:00PM and Thursday 2:00 to 4:00 PM and by
appointment.

Email: kathryn.elliott@mnsu.edu

NOTE: Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see the professor as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office at (507) 389-2825 (V) or 1-800-627-3529 (MRS/TTY).

REQUIRED TEXTBOOKS

Mirror for Humanity: A Concise Introduction to Cultural Anthropology, 5th ed. by Conrad Phillip Kottak. McGraw Hill, 2007.

Culture Sketches: Case Studies in Anthropology, 4th ed. by Holly Peters-Golden. McGraw Hill, 2006.

The Innocent Anthropologist: Notes from a Mud Hut by Nigel Barley. Waveland Press, 1983.

Life in Riverfront: A Middle-Western Town Seen Through Japanese Eyes by Mariko Fujita and Toshiyuki Sano. Harcourt College Publishers, 2001.

Anthropology 230 is a Category 8 (Global Perspective) General Education Course with the following outcomes:

After completing Anthropology 230, students will be able to:

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2. Demonstrate knowledge of social and cultural differences.
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4. Understand the role and responsibility of a world citizen.
5. Apply anthropological knowledge directly to situations outside of the classroom as a result of the service learning component of the course.

COURSE OVERVIEW

This course serves as an introduction to the subfield of anthropology known as cultural anthropology. Cultural anthropology focuses on how cultures differ from or resemble one another, and why, and how different cultures influence each other. Through the work of cultural anthropologists we can gain insight into the beliefs and behaviors of people from societies very different from our own. Through

coming to understand other cultures and comparing them to our own cultural backgrounds we can also gain greater insight into our own beliefs and behaviors. In this sense, cultural anthropology can “make the strange familiar and the familiar strange.” Cultural anthropology addresses all aspects of human beliefs and behaviors, including making a living, political patterns, religious systems, the ways in which humans communicate with each other and the forms that marriage and the family can take in different cultures. Cultural anthropologists also consider how change occurs in all of these and other areas of human belief and behavior.

CLASS ENVIRONMENT

This class strives to maintain a supportive and collaborative learning environment. Students should respect the opinions of others; however, they may critique others’ (including the professor’s) positions if they do so in a reasoned manner; personal attacks are not acceptable. Students are required to know and act in accordance with the “Statement of Student Responsibility”; those who do not will be removed from the class.

Please turn off all cell phones, pagers, etc. during class sessions.

ACADEMIC DISHONESTY

Students are required to follow University policies regarding civility in the classroom and academic dishonesty. Academic dishonesty is defined as follows:

Plagiarism - Submission of an academic assignment as one’s own work, which includes critical ideas or written narrative that are taken from another author without the proper citation. This does not apply only to direct quotes, but also to critical ideas that are paraphrased by the student. Plagiarism includes but is not limited to: submitting the work of others as your own; submitting others’ work as your own with only minor changes; submitting others’ work as your own without adequate footnotes, quotations, and other reference forms; multiple submission of the same work, written or oral, for more than one course without both instructor’s permission, or making minor revisions on work which has received credit and submitting it again as new work.

Cheating – Use of unauthorized material or assistance to help fulfill academic assignments. This material could include unauthorized copies of test materials, calculators, crib sheets, help from another student, etc.

Collusion – Assistance to another student or among students in committing the act of cheating or plagiarism. (<http://www.mnsu.edu/acadaf/pdfs/AcademicHonesty.pdf>)

COURSE REQUIREMENTS

1. **Attendance and participation in class is required (30 points)**. Lectures, readings, discussions, in-class assignments and activities and videos/films are integrated and designed to compliment rather duplicate each other. Throughout the semester there will be a variety of class activities ranging from in-class active learning exercises to small group discussions. 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.
2. **Service-Learning Component (40 points)**: As anthropology is a social science, you will be asked to give three hours of your time to service learning in a task agreed upon by you and the program you will be working with. An orientation will be provided. Students must attend this to participate in the program. **Students must sign up for hours with the Service-Learning Coordinator by Oct 10**. Twenty points will be awarded for completion of your service learning experience, while the other 20 points will be based upon a short (2-3 pages) paper reflecting upon that experience. **Hours must be completed by Nov 28. The reflection paper is due Dec 1st. You must turn in your service-learning log with your paper to receive full credit.**
3. **Three exams** (100 points each; 300 points total): The exams will be of equal weight and non-cumulative; they are spaced equidistantly within the semester, with two occurring within the course period (**Thursday, October 5th** and **Thursday, November 2nd**) and the final exam

scheduled for Thursday, December 14th from 10:15 AM to 12:15 PM in exam week. The exams will employ several types of questions, including short answer and short essay. The covered material will be drawn from your texts, lecture, films and discussions. Exams must be taken on the scheduled date unless prior permission is sought from the professor at least 1 week in advance of the scheduled exam date. Rescheduled exams must be taken before the scheduled exam date. Missed exams cannot be made up and will result in a grade of 0 for the exam (exceptions will only be made in the event a student can provide documented evidence pertaining to an emergency, health crisis, etc.).

4. Response papers (20 points each; 200 points total): You will be assigned 14 supplemental readings from your secondary text (Peters-Golden). For 10 out of 14 of these readings, you will turn in a short response paper the week after the reading is assigned in the syllabus. (These papers are due on Tuesdays. Please check the syllabus for the due date for papers in response to specific chapters). Students are free to write a response paper based on any 10 out of the 14 chapters assigned. Papers should be approximately two pages in length, double-spaced and written in response to the "For Further Discussion" section at the end of each chapter in Peters-Golden. Papers should be typed. For the full 20 pts, papers must be turned in at or before the start of the Tuesday class of the week they are due. Late papers will be accepted, but will receive only ½ credit (10 pts.). Papers that are not consistent with the requirements (i.e. approximately two pages in length, typed and specific responses to each chapter's "For Further Discussion" section as opposed to factual summaries of the chapter) will receive either partial or no credit.

Total Points: 570

****Students can earn extra credit by writing response papers to more than ten chapters in the Peters-Golden readers.**

TENTATIVE COURSE SCHEDULE

(Note: Subject to change as needs of the course may demand.)

Week 1 – Introduction to Course

Anthropology; Ethics & Methods

Reading: a) Chapters 1 & 2 in Kottak

b) Chapter 1 in Peters-Golden. ****Response Paper due Sept 5th**

Week 2 – Doing Ethnographic Fieldwork

Reading: a) Chapters 1 to 7 in The Innocent Anthropologist

b) Chapter 3 in Peters-Golden. ****Response Paper due Sept 12th**

Week 3– Ethnographic Analysis

Reading: a) Chapters 8 to 12 in The Innocent Anthropologist

b) Chapter 4 in Peters-Golden. ****Response Paper due Sept 19th**

Week 4 – Culture

Reading: a) Chapter 3 in Kottak

b) Chapter 5 in Peters-Golden. ****Response Paper due Sept 26th**

Week 5 – Ethnicity & Race

Reading: a) Chapter 4 in Kottak

b) Chapter 6 in Peters-Golden. ****Response Paper due Oct 3rd**

**** Week 6 – First In-class Exam ****

Week 6 – Language & Communication

Reading: a) Chapter 5 in Kottak
b) Chapter 7 in Peters-Golden. ****Response Paper due Oct 10th****

Week 7 – Making a Living

Reading: a) Chapter 6 in Kottak
b) Chapter 8 in Peters-Golden. ****Response Paper due Oct 17th****

Week 8 – Political Systems

Reading: a) Chapter 7 in Kottak
b) Chapter 9 in Peters-Golden. ****Response Paper due Oct 24th****

Week 9 – Families, Kinship & Marriage

Reading: a) Chapter 8 in Kottak
b) Chapter 10 in Peters-Golden. ****Response Paper due Oct 31st****

****Week 10 – Second In-class Exam****

Week 10 – Gender

Reading: a) Chapter 9 in Kottak
b) Chapter 11 in Peters-Golden. ****Response Paper due Nov 7th****

Week 11 – Religion

Reading: a) Chapter 10 in Kottak
b) Chapter 12 in Peters-Golden. ****Response Paper due Nov 14th****

**Week 12 – The Modern World System
Colonialism & Development**

Reading: a) Chapter 11 & 12 in Kottak
b) Chapter 13 in Peters-Golden. ****Response Paper due Nov 21st****

Week 13– Cultural Exchange & Survival

Reading: a) Chapter 13 in Kottak
b) Chapter 14 in Peters-Golden. ****Response Paper due Nov 28th****

***** No Class on Thanksgiving *****

Week 14 – Wisconsin Seen By Non-Western Eyes

Reading: a) Chapters 1 to 5 in Life in Riverfront
b) Chapter 15 in Peters-Golden. ****Response Paper due Dec 5th****

**Week 15 – Learning About Ourselves Through Cross-Cultural
Comparison**

Reading: Chapters 6 to 9 and Epilogue in Life in Riverfront

*****FINAL EXAM – Exam Week*****

Rationale for change from 3 to 4 credits

In addition to lectures, students are required to participate in at least 15 hours of service learning activities throughout the semester. Five reflection papers of 2-3 pages discussing service learning experiences are required. The instructor will also meet with students weekly in small groups to discuss service learning experiences.



April 26, 2007

To: Brenda Flannery, Assistant Vice President for Undergraduate and International Studies
From: Ron Nickerson, Chair
General Education Committee

Re: Credit Conversion Proposals: 3 - 4 credits

The General Education Committee recently reviewed several course proposals from the Anthropology and Women's Studies departments to convert General Education courses from 3 credit courses to 4 credit courses. The Undergraduate Curriculum and Academic Policy Committee (UCAP) recommended approval of the credit conversions for the affected courses in February/March, 2007. These proposals were part of larger program redesigns in the two departments that involved both General Education and non-General Education courses.

The General Education Committee requested the opportunity to review these course proposals because we were concerned with the impact of the conversion on the General Education Curriculum. The committee also wished to see the rationale for the conversions because current General Education Guidelines stipulate that courses bearing more than 3 credits may be included in the General Education curriculum with "justification" for the additional credit hours.

The General Education Committee has struggled with these proposals for a variety of reasons ranging from a concern over the overall impact on the General Education Curriculum of converting 3 credit courses to 4 credit courses within the curriculum to ensuring that the increase in credit hours actually resulted in increased faculty to student contact hours or sufficient addition of course content/requirements for students.

The committee's initial recommendation on these proposals was to reject the conversions because the documentation justifying the conversions that the departments supplied did not clearly show how much increased contact hours or course content/requirements for students was associated with the revised courses. The result of this recommendation would have been: a) withdrawal of the course proposals and continuing to teach them as 3 credit courses; b) conversion of the courses to 4 credits and their removal from the General Education curriculum; or c) conversion to 4 credit courses for purposes of total credits earned, but only 3 General Education credits. None of these alternatives seemed to be acceptable to all of the parties involved in the discussion.

In an uncharacteristic move to accommodate the departments, the General Education Committee chose to reconsider the proposals in question if the departments provided more explicit

documentation supporting how the credit conversion would result in increased faculty to student contact hours or increased content/requirements. This move was taken largely because the proposals arrived late in the year and the departments were largely unaware of the General Education guidelines regarding courses greater than 3 credits. Both departments provided the requested information.

At its April 25, 2007 meeting, the General Education Committee reconsidered the proposals and reluctantly voted to reverse its original recommendation. The committee recommends that the 3 to 4 credit hour conversions be allowed and that the courses be retained in the General Education curriculum for the following course proposals:

Proposal Number	Department	Course Number	Course Name
68	Women's Studies	WOST 110	Introduction to Women's Studies
70	Women's Studies	WOST 220	Global Perspectives on Women and Change
71	Women's Studies	WOST 225	Introduction to Lesbian, Gay, Bisexual and Transgender Studies
72	Women's Studies	WOST 251	Coming of Age: Gender & Culture
77	Anthropology	ANTH 240	Language and Culture
80	Anthropology	ANTH 230	People: An Anthropological Perspective

The committee requests that a copy of this memo and the attached documentation be added to the relevant course proposals as a record of the justification provided to support the conversions. The committee also voted to recommend approval of proposal #79 to convert Anthropology 102 from a 3 credit to a 4 credit course.

The General Education Committee also recommends that the Office of Academic Affairs, UCAP and the General Education and Diversity Committee work together next year to develop a better understanding of what constitutes a reasonable rationale for conversion of courses from 3 credits to 4 or more credits so that we can respond to future course proposals with greater consistency and efficiency.

- cc: John Alessio, Dean, College of Social and Behavioral Sciences
 Susan Freeman, Chair, Department of Women's Studies
 Paul Brown, Chair, Department of Anthropology
 Dan Cronn-Mills, Chair, UCAP
 Gen Ed Committee Members
 Kim Pederson, Administrative Assistant, Academic Affairs