

New Course for Integrated University

7. Will the course be seeking General Education approval?

No Yes (if yes, go to next section [General Education Approval- click on this link](#))

8. Resources at Each Campus: List any resources, including faculty, facilities, technology, equipment, or library resources necessary at each campus listed above.

The course will be offered within load of current faculty and will be available to all three campuses. For face to face offering there are no additional resources needed beyond current classroom technology. For online offering there are no additional resources needed.

Identify on which campuses the course is intended to be offered in the integrated university (for administration use only):

<input checked="" type="checkbox"/> BU	<input checked="" type="checkbox"/> LHU	<input type="checkbox"/> MU
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9. Identify Departments/Programs/Courses impacted by changes on this form (Identify any programs/departments/courses that may be impacted by course changes. Contact programs, departments to obtain support if you are offering a course that will impact their program:
None

10. Indicate Semester and Year Course will be implemented:

Fall 2023

11. Provide a rationale for how this course relates to the mission and goals of the related program:

A B.A. in Anthropology provides students with skills needed to understand social and cultural systems, and helps them develop critical thinking, analytical, problem-solving, and presentation skills necessary for professional success. The goals of the Anthropology program are to have students be able to: 1. Identify diverse worldviews, 2. Describe anthropological theories, 3. Apply ethical principles in research and practice, 4. Conduct research, 5. Demonstrate effective communication skills, and 6. Evaluate the viability of diverse approaches to contemporary issues.

This course provides students with an in-depth consideration of the theoretical foundations in anthropology (Program Goal 2) necessary to conduct research (Program Goal 4). The course provides the necessary background to enable students to read and interpret anthropological texts dealing with social phenomena, contemporary events, and diverse cultural worldviews and lifeways (Program Goals 1 and 6). Students in the course will demonstrate effective communication skills in their consideration and analysis of theoretical perspectives (Program Goal 5).

12. Abbreviated Title (for Master Schedule, Maximum 20 spaces):

Anthropology Theory

13. Course Description for Catalog (Maximum 75 words -start with an action verb.):

Surveys the leading methods and theories of anthropological and ethnological interpretation. Emphasizes the concept of culture and its practical application to modern problems.

14. Credit(s): 3

Clock Hours: 3 Lecture: 3 hours Recitation: hours Lab: hours

Contract Hours: 3 Lecture: 3 hours Recitation: hours Lab: hours

15. Prerequisites (*Courses completed prior to taking this course*): ANT 120, ANT 130, ANT 140, or consent of instructor.

16. Co-requisites (*Courses which must be taken simultaneously with other courses*):

None

17. Enrollment Restrictions (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*): None

18. Repeatable: Can this course be repeated for credit as a multi-topic class, not just for a grade change?

No Yes: How many times is the course repeatable?

19. Dual-Level or Cross-Listed: Is this course dual-level? Yes No.

20. Estimated Frequency of Offering: Course will be taught once in a two-year cycle.

21. Recommended class size for student success: *Provide the recommended class size number and a clear rationale based on accreditation guidelines, discipline standards, or pedagogical limitations.*

The recommended class size for student success is 25. This course is writing, presentation, and discussion intensive. The recommended class size is to meet the needs of students by allowing for meaningful classroom discussions, more personal communication, inclusion of all students in assessment of performance in formal and informal presentation settings, and working with students on a one-on-one basis, and it is based on review of students' performance.

Submit a Master Course Syllabus – (see attached)

General_Education_Approval

Locate the required Curricular Theme, Program Goal, and Learning Objectives and Desired Outcomes for your selected area of this program in the [General Education Plan \(click on this link\)](#).

GE-1: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below (click on the words *Choose an item*, then click on the arrow and select one option):

None

Choose an item.

GE-2: How does your course fit into the General Education *Curricular Theme* and *Program Goal* to which you are applying (be sure to address all of the required areas of the selected Program Goal)?

N/A

GE-3: List the Course Specific SLOs that correspond to the General Education SLOs of the relevant *Curricular Theme* and *Program Goal* and explain how your course will meet each one of these Course Objectives. Please be specific and use examples to align in column two and to demonstrate how this will be implemented in column three.

Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (SLOs)	How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of General Education and Course Specific SLOs?

Submit the Master Course Syllabus (including assessment) in addition to this form to be considered for General Education approval.

Signatures		
Required Signatures	Name	Date
Department Chairperson	David Fazzino	9/22/2022

By typing my name in the box above, I am electronically signing this form. Dean, ICC Chair, and President/Designee will sign to indicate approval directly in SharePoint.

Final status: Approved



Approved by
Rogers-Adkinson, Diana

The recommended class size is acknowledged. The president (or designee of the president) retains the right to alter the class size as warranted, in support of the mission, vision and operation of the university.

MASTER COURSE SYLLABUS

NORTHEAST Integrated Curriculum Committee

1. **DATE PREPARED:** September 21, 2022
2. **PREPARED BY:** David Fazzino
3. **DEPARTMENT:** Anthropology, Criminal Justice, Sociology
Program:
4. **COURSE PREFIX & NUMBER** (*without space in-between*): ANTH305
5. **COURSE TITLE:** History of Anthropological Thought and Theory
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 25
8. **PREREQUISITES/CO-REQUISITES:** ANT 120, ANT 130, ANT 140, or consent of instructor.
9. **COURSE DESCRIPTION FOR CATALOG:** Surveys the leading methods and theories of anthropological and ethnological interpretation with special emphasis on the concept of culture and its practical application to modern problems.

10. **CONTENT DESCRIPTION:** The following areas of study will be included:

1. Historical Foundations of Anthropological Theory

- a. Nineteenth-Century Unilineal Evolutionism
- b. Foundations of Sociological Thought

2. Early Twentieth-Century Theory

- a. Historical Particularism
- b. Functionalism and Structural-Functionalism
- c. Culture and Personality

3. Theory at Mid-Century

- a. Cultural Ecology and Neoevolutionary Thought
- b. Cultural Materialism
- c. Structuralism
- d. Ethnoscience and Cognitive Anthropology

4. Recent and Emergent Trends in Anthropology

- a. Sociobiology
- b. Feminist Anthropology
- c. Symbolic and Interpretive Anthropology
- d. Post-Modernism
- e. Resistance Theory
- f. Praxis and Applied Anthropology

g. Transnationalism, Globalization, and Diasporas

11. & 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT.

Choose an item.

11. Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (<i>Complete this column for GE courses only</i>)	12. Student Assessment <i>(suggested)</i>
Students analyze the theoretical foundations in anthropology necessary to conduct research.		Students will discuss and write essays related anthropological theory and demonstrate an understanding of theory's relevance to research. Students will differentiate various theorists and theories through quizzes and examinations.
Students demonstrate an understanding of anthropological theory to be able to read and interpret anthropological texts dealing with social phenomena, contemporary events, and diverse cultural worldviews and lifeways.		Students will discuss and write essays related to the application of anthropological theory and social phenomena, contemporary events, and diverse cultural worldviews and lifeways.
Students demonstrate effective communication skills in their consideration and analysis of theoretical perspectives.		Students will actively participate in classroom discussions. Students demonstrate proficiency in theoretical

		<p>knowledge and application in seminar style discussions of anthropological theory and use of Socratic method by the instructor.</p> <p>Students write essays demonstrating understanding of theorists, theoretical perspectives, and the relevance of theory in relation to contemporary issues.</p>
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13. METHODS:

In a traditional classroom setting, the course is taught in a lecture format, supplemented with classroom discussion, homework assignments, in-class assignments and activities, quizzes, and exams.

In a distance education or multi-modal setting, the course makes use of available university classroom management software, and other supplementary web-based applications. The instructor may utilize a variety of methods including the use of discussion boards, recorded lectures, online video and audio, group projects. Exam proctoring may be required at the discretion of the individual instructor.

In a distance education setting: This course may be taught online using synchronous or asynchronous methods based on the instructor.

In a multi-modal setting: (1) the course is taught in a lecture format on-campus and students can participate in person or in zoom, or (2) flex plus zoom format where in one part of the course students can participate in person or in zoom, and the second part will be a zoom-only class.

14. COURSE ASSESSMENT:

The program curriculum committee will assess the objectives of course assessment and recommend changes so that the course better reflects the goals of the program. Course assessment will also be conducted in coordination with and/or upon the request of the Office of Institutional Effectiveness and other relevant bodies. Essays will be reviewed collectively to assess student understanding of key anthropological theories.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):

Appadurai, A. (1988). Introduction: Place and voice in anthropological theory. *Cultural anthropology*, 3(1), 16-20.

Bolles, L., Gomberg-Muñoz, R. , Perley B.C., & Brondo, K.V. (2022). *Anthropological Theory for the Twenty-First Century: A Critical Approach Reprint Edition*. University of Toronto Press.

Erickson, P. A., & Murphy, L. D. (Eds.). (2013). *Readings for a history of anthropological theory*. University of Toronto Press.

Ellen, R. (2010). Theories in anthropology and 'anthropological theory'. *Journal of the Royal Anthropological Institute*, 16(2), 387-404.

Moberg, M. (2018). *Engaging anthropological theory: a social and political history*. Routledge.

Hahn, R. A., & Kleinman, A. (1983). Biomedical practice and anthropological theory: frameworks and directions. *Annual review of anthropology*, 305-333.

Harris, M. (2001). *The rise of anthropological theory: A history of theories of culture*. AltaMira Press.

McGee, R. J., & Warms, R. L. (2007). *Anthropological theory: An introduction*. McGraw Hill.

Moberg, M. (2018). *Engaging anthropological theory: a social and political history*. Routledge.

Moore, H.L., & Sanders T. (2014). *Anthropology in Theory: Issues in Epistemology*. Wiley-Blackwell.

Narotzky, S. (2020). The production of knowledge and the production of hegemony: anthropological theory and political struggles in Spain. In *World Anthropologies* (pp. 133-156). Routledge.