

Course Form *(One form per course, lab, or recitation)*

NORTHEAST Integrated Curriculum Committee



Date: 9/29/2022

1. Contact person: Susan Dauria

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2. Department: Anthropology, Criminal Justice, Sociology

Program: Anthropology

3. Tracking # *(For Provost office use only)*

4. CIP# *(For Provost office use only)*

5. Select which actions you are requesting for X Undergraduate Graduate

Course Modified for Integration Course Not Previously Offered at any campus

6. Click modalities that the course may be offered (80% +)

Face-to-Face/In person Online (100%) Interactive TV Multi-modal

| New University Course Prefix | New University Course Number | New University Course Title |
|---|----------------------------------|----------------------------------|
| ANTH | 333 | Ethnic Identity in the U.S. (GE) |
| Current University Course Prefix | Current University Course Number | Current University Course Title |
| <i>*Only list Current Courses that are equivalent to the New Course</i> | | |
| BU: ANTHRO | 333 | Ethnic Identity in the U.S. |
| LHU: | | |
| MU: | | |

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 checked="" type="checkbox"/> MU |
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9. Identify Departments/Programs/Courses impacted by changes on this form:

No programs/departments/courses impacted by course changes.

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 considers the diversity of worldviews and lifeways expressed by various cultures in the United States (Anthropology Program Goal 1). The course uses a variety of anthropological theories to compare and contrast how cultural groups have been conceptualized in academic accounts both within and outside of the discipline (Anthropology Program Goal 2). Students considers solutions to inequalities between various cultures or ethnicities in the United States through the utilization of anthropological methods and theory (Anthropology Program Goal 6). Students demonstrate an awareness of their own social and ethnic position in the context of the ethnic diversity in the United States by communicating effectively communicate in speech and writing key concepts, ideas, and theoretical perspectives on the diverse lifeways and worldviews of subcultures in the United States (Anthropology Program Goal 5).

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

Ethnic Identity

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

Explores the role of ethnicity in North American society. Students will analyze the concepts of ethnicity, assimilation, pluralism, and identity with special attention paid to social, cultural, political, economic, and symbolic aspects of ethnicity. It is only possible to sample the vast literature concerning ethnicity. Through this exploration significant theoretical approaches will be reviewed and compared. Each semester several groups will be highlighted.

14. Credit(s): 3

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

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

15. Prerequisites (*Courses completed prior to taking this course*): None

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 offered 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):

Interconnections: Diversity

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)?

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? |
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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 | 10/18/2022 |

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.

Northeast Integrated Curriculum Committee

- 1. Date Prepared:** September 29, 2022
- 2. Prepared by:** Susan R. Dauria
- 3. Department:** Anthropology, Criminal Justice, and Sociology
Program: Anthropology
- 4. Course Numbers:** ANTH333
- 5. Course Title:** Ethnic Identity In the United States, GE
- 6. Credit Hours:** 3
- 7. Recommended Class Size:** 25
- 8. Prerequisites:** None
- 9. Catalog Description:**

Explores the role of ethnicity in North American society. Students will analyze the concepts of ethnicity, assimilation, pluralism, and identity with special attention paid to social, cultural, political, economic, and symbolic aspects of ethnicity. Each semester several ethnic groups will be highlighted. Through this exploration significant theoretical approaches will be reviewed and compared.

10. CONTENT DESCRIPTION:

1. Survey of Regional Prehistory and History

- a. The Americas' myth of Expansion
- b. Immigrant communities
- c. Third world immigrant
- d. Race and Ethnic Identity

2. Learning and Education

- a. Attempts at Assimilation
 - i. Boarding Schools
 - ii. Education Standards
- b. Cultural Revitalization
 - i. Place-based strategies and cultural camps
 - ii. Local Languages

3. Immigrant Communities

- a. Northeastern
- b. Southwest
- c. Indigenous
- d. BIPOC

4. The Environment

- a. Worldviews
- b. Spiritual and Cultural Values
- c. Pollution
- d. Resource Management

5. Reflexivity on Cross-Cultural Interactions

- a. Ethnocentrism
- b. Cultural Relativism
- c. Social Inequality
- d. Diverse Worldviews

11& 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT. Use the Table below to document the outcomes and assessment for the course. *If this is a General Education course, be sure to complete the second column as well, if it is not a General Education course, you can leave the 2nd column blank.*

If General Education: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below directly as done on the Course Form above (click on the words *Choose an item*, then click on the arrow and select one option):

Interconnections: Diversity

| 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> |
|--|---|--|
| Student considers the diversity of worldviews and lifeways expressed by various cultures in the United States (Anthropology Program Goal 1). The course uses a variety of anthropological theories to compare and contrasts how cultural groups have been conceptualized in academic accounts both within and outside of the discipline (Anthropology Program Goal 2). | | Lectures on the diversity of worldviews and lifeways expressed by various cultures in the United States over time. Students will discuss and write essays related to the diversity of worldviews and lifeways as well as present data from existing scholars from certain cultural contexts. |
| Student considers solutions to inequalities between various cultures or ethnicities in the United States through the utilization of anthropological methods and theory (Anthropology Program Goal 6). | | Lectures provided historical depth to the continuing encounters with cultures. Students will discuss and write essays related to cultural diversity in the context of the course. |
| Student demonstrates an awareness of their own social and ethnic position in the context of the ethnic diversity in the United States by communicating effectively in speech and writing key concepts, | | Lectures provided in-depth to cultural and biological analysis of human experience. Student discussions of their own individual perspectives on culture and how it relates to the context of the course. |

| | | |
|---|--|--|
| ideas, and theoretical perspectives on the diverse lifeways and worldviews of subcultures in the United States (Anthropology Program Goal 5). | | Students will reflexively write on the student's own cultural and individual background related to cultural diversity. |
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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.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):

Dunbar-Ortiz, R. (2014). *An indigenous peoples' history of the United States* (Vol. 3). Beacon Press.

Nagel, J. (2003). *Race, ethnicity, and sexuality: Intimate intersections, forbidden frontiers* (p. xii308). New York: Oxford University Press: New York. 2013

Ore, T. (2022). *The Social Construction of Difference and Equality: Race, Class, Gender, and Sexuality, Digital, Eighth Edition*

