

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

NORTHEAST Integrated Curriculum Committee



Date: 10/19/2022

1. Contact person: David Fazzino
Phone: 570-389-4859 Email: dfazzino@bloomu.edu
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	380	Anthropology of Gender
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	380	Men and Women
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 teaching 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. For multi-modal offerings, classroom will need proper technology to facilitate synchronous communications with faculty member, students in-person, and those students that are accessing the class remotely.

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 cross-cultural and evolutionary perspectives on sex role behavior in past and contemporary cultures (Anthropology Program Goal 1) using a variety of anthropological theories from the subfield of Anthropology (Anthropology Program Goal 2). Students recognize historical and cultural roots of gender and sex role inequality, and reflexively respond to the need for social justice (Anthropology Program Goal 6). Students demonstrates understanding of key concepts through effective communication in writing and presentation assignments related to gender and sex roles cross-culturally (Anthropology Program Goal 5).

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

Anthro of Gender

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

Considers cross-cultural and evolutionary perspective on sex role behavior in past and

contemporary cultures. Examines sex roles in nonhuman primates and humans. Examines sex roles in hunting and gathering, horticultural, pastoralist, peasant and other preindustrial societies are described as well as sex roles in modern industrial societies. Covers genetic and environmental theories of sex role behavior.

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*): 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 – not repeatable**

No Yes: How many times is the course repeatable? Note – this course is not 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. In addition, substantive and detailed individual student presentations require a large portion of the class time which is limited in synchronous delivery contexts.

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-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	10/19/22

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:** October 18, 2022
2. **PREPARED BY:** David Fazzino
3. **DEPARTMENT:** Anthropology, Criminal Justice, and Sociology
Program: Anthropology
4. **COURSE PREFIX & NUMBER** (*without space in-between*): **ANT380**
5. **COURSE TITLE:** Anthropology of Gender GE
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 25
8. **PREREQUISITES/CO-REQUISITES:** None
9. **COURSE DESCRIPTION FOR CATALOG:** Considers cross-cultural and evolutionary perspectives on sex role behavior in past and contemporary cultures. Examines sex roles in nonhuman primates and humans. Examines sex roles in hunting and gathering, horticultural, pastoralist, peasant and other preindustrial societies as well as sex roles in modern industrial societies. Covers genetic and environmental theories of sex role behavior.

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

1. Introduction
 - A. Assumptions & field methods in anthropology
 - B. A brief history of the anthropological study of sex roles.
 - C. Cultural, biological, & environmental determinism.
 - D. Women and men as anthropologists: the impact of gender on the discipline.
2. Sex Roles in Non-Human Primates.
 - A. Sex roles in monkeys and apes.
 - B. Case studies of gender organization among non-human primates.
 - C. Implications for human evolution; sociobiological theories of sex roles.
3. Sex Roles in Prehistory.
 - A. Patterns of human evolution.
 - B. Theories of sex role interaction in human evolution.
 - C. Human sexuality contrasted with non-human primate sexuality.
 - D. Archaeological evidence of sex roles.
4. Sex Roles in Preindustrial Societies.
 - A. Sex roles among hunters & gatherers.
 - B. Sex roles among agriculturalists.
 - C. Theories & implications of sex roles in the transition from hunting & gathering to agriculture.
 - D. Other preindustrial societies.
5. Sex Roles in Modern Industrial Societies.
 - A. A history of sex roles in the West.
 - B. Sex roles in cross-cultural selection of societies.
6. Anthropological Issues Relating to Gender.
 - A. Female infanticide.
 - B. Genital cutting.

- C. Gender & reproduction.
- D. Gender & religion.
- E. Women in the Third World - transitions.

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>
Students compare the diversity of cross-cultural perspectives on gender and sex roles using a variety of anthropological theories from the subfields of Anthropology.	<i>Human Diversity (Individual, Group, Institutional) and its Impact on Behavior</i> The student understands how diversity and difference characterize and shape human experience and are critical to the formation of identity.	Students will engage with one another in intensive classroom discussions. Students will author essays related to expressions and practices of gender and sex roles cross-culturally drawing from literature from each of the subfields of Anthropology. Students will complete exams that demonstrate their knowledge of theories and approaches to studying gender diversity.
Students recognize historical and cultural roots of gender and sex role inequality, subsequent	<i>Historical and Cultural Roots of Inequality</i>	Students will engage with one another in intensive classroom discussions.

structural violence enacted on women and non-gender binary persons, and reflexively responds to the need for social justice by drawing from feminist theories including intersectionality.	The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.	Students will author essays related to gender and sex role inequality cross-culturally, including actions to mitigate inequalities and work towards social justice.
Students recognize the impact of their own culture and cultural traditions in shaping their attitudes, beliefs and behaviors regarding gender expression and intersectionality associated with personal identity.	<i>Attitudes, Beliefs, Behaviors Regarding Diversity</i> The student demonstrates awareness of and manages the influence of personal biases.	Students will draw from their own experiences and the course materials to discuss author essays related to their own personal attitudes, beliefs, and behaviors regarding gender diversity and associated aspects of power.

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 program's goals. Course assessment will also be

conducted with and/or upon the Office of Institutional Effectiveness and other relevant bodies' request.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):

Brettell, C., & Sargent, C. F. (Eds.). (2017). *Gender in cross-cultural perspective* (Seventh Edition). Routledge.