

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 need beyond current classroom technology. For online offering there are no additional resources need. For multi-modal offering classroom will need to be equipped with proper technology to facilitate synchronous communications with faculty member and 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 the diversity of worldviews and lifeways expressed by various cultures child rearing techniques (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 through the utilization of anthropological methods and theory (Anthropology Program Goal 6). Students demonstrate an awareness of their own social position in the context of their culture, as well as the theoretical perspectives on the diverse childhood experiences and worldviews (Anthropology Program Goal 5).

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

Soc of Child

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

Examines life experience and adjustment of the individual through infancy, middle childhood and youth. Reviews contrasting methods of introducing children to adult economic, social and religious activities. Ethnopediatrics and other biocultural perspectives inform this discipline.

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-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	10/21/2022

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:** 9/29/22
2. **PREPARED BY:** Susan Dauria
3. **DEPARTMENT:** Anthropology, Criminal Justice & Sociology
Program: Anthropology
4. **COURSE PREFIX & NUMBER** (*without space in-between*): ANTH390
5. **COURSE TITLE:** Socialization of the Child
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 25
8. **PREREQUISITES/CO-REQUISITES:** None
9. **CATALOG DESCRIPTION:** Examines life experience and adjustment of the individual through infancy, middle childhood and youth. Reviews contrasting methods of introducing children to adult economic, social and religious activities. Ethnopediatrics and other biocultural perspectives inform this discipline.
10. **CONTENT DESCRIPTION:**

An Anthropologist Looks at Socialization.

- A. A brief review of key concepts.
- B. A general overview of differences between American life and tribal & peasant cultures.

1. individual vs. group values
2. nuclear vs. extended families
3. diversity vs. homogeneity
4. departmentalization vs. continuity

C. Traditional Socialization Practices.

Attitudes towards pregnancy & childbirth.
Perceived capabilities of infants.
Weaning & toilet-training.
Responsibilities of young children.
Punishment & rewards.
Sex role difference

D. Personality & Culture.

Benedict's Patterns of Culture; a critique.
Margaret Mead & her work; a critique.
Coming of Age in Samoa
Growing Up in New Guinea
Sex & Temperament
a. The influence of Freud on the P & C school.
b. Developments in the 50's & 60's.
Correlational studies
Six Cultures
Hsu's cultural types.

E. Schooling as an Institution.

A history of schooling in Third World nations.
Problems of schooling in Third World nations.
School & social stratification in the West.
Schooling & American minorities: case study: American Indians.

V. Socialization in Russia & Japan.

Socialization in Russia.

Russian schooling: strengths & weaknesses.

Japanese socialization.

Japanese schooling: how does it work so well?

VI . Modernization & Traditional Socialization

- A. The general impact of modernization.
- B. Changes in traditional socialization.
- C. Malnutrition & poverty as a consequence of modernization.
- D. Initiation into adulthood.

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 compares and contrasts the diversity of worldviews and lifeways expressed by the various cultures of what is today recognized in certain cultural contexts of childhood and child rearing.	<i>Human Diversity (Individual, Group, Institutional) and its Impact on Behavior</i> The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of human identity.	Students will discuss and write essays related to the diversity of worldviews and lifeways expressed by various cultures as it relates to child training and development.
Student articulates the historic and contemporary encounters between peoples, including research and development initiatives, to evaluate the contemporary issues using a mix of culturally-appropriate methods and approaches.	<i>Historical and Cultural Roots of Inequality</i> The student recognizes historical and cultural roots of inequality, and responds to the need for social justice.	Students will discuss and write essays related to children rearing practices from around the world.
Student considers their own individual and cultural perspectives on the relationship between different groups child rearing practices as well as their	<i>Attitudes, Beliefs, Behaviors Regarding Diversity</i> The student demonstrates awareness of and manages the influence of personal biases.	Student discussions of their own individual perspectives on Indigenous lifeways, worldviews, and the practices of their own culture.

perspectives on childhood as a stage in human development.		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):

Brownig, Deborah (Ed). 2008 Adolescent Identities: A Collection of Readings. NY: Analytic Press
 Crouter, Ann C. and Aland Booth (Eds). 2006. Romance and Sex in Adolescence and Emerging Adulthood. NY: Lawrence Erlbaum Associates.
 Hay, Dale F. 2019. Emotional Development from Infancy to Adolescence: Pathways to Emotional Pathways to Emotional Competence and Emotional Problems. International texts in Developmental Psychology.
 Hurrelmann, Klaus & Friedrich Losel (Eds). 1990. Health Hazards in Adolescence. De Gruyter.
 Lancy, David. 2022. The Anthropology of Childhood: Cherubs, Chattel, Changelings. Cambridge

University Press

Lancy, David F. John Bock & Suzann Gaskins (Eds). 2010. *The Anthropology of Learning in Childhood*. Lanham, MD: Alta- Mira Press

LeVine, Robert (Ed). 2010. *Psychological Anthropology: A Reader on Self in Culture*. Wiley Blackwell.

Lynn Hewlett, Bonnie (Ed). 2012. *Adolescent Identity: Evolutionary, Cultural and Developmental Perspectives*. NY: Routledge.

Nanjunda, D. C. 2009. *Anthropology and Child Labour*. Mittal Publications.

Way, Niobe. 1998. *Everyday Courage: The Lives and Stories of Urban Teenagers*. NYU Press.