To: Faculty Curriculum Committee

From: Heath C. Hoffmann  
Chair, Department of Sociology and Anthropology

Date: February 18, 2013

Reason: Curriculum Committee Forms Being Submitted

Enclosed are the following curriculum change forms:

- Course Form for ANTH 203: Biological Anthropology (change credit hours and change course description)
  - This is currently a 4 credit class, containing a 3 credit lecture and 1 credit (3 contact hours) biological anthropology lab. We are eliminating the lab portion of this class, making it a 3 credit class. This change requires that we change the credit hours of the course and change the course description, deleting the words, “Lectures three hours per week; laboratory three hours per week.”

- Course Form for new course, ANTH 353: Cultural and Social Contexts of Education
  - This course has been offered as a special topics course 3 times. We are now requesting to regularize the course.

- Change Major/Program Form:
  - To change number of credit hours in the major.
  - To change ANTH 203: Biological Anthropology credit hours to 3 (this is a required course for the major)
  - Add ANTH 353: Cultural and Social Contexts of Education to the list of electives options for the Anthropology major
  - Add HONS 168: Honors Intro to Archaeology (new course being proposed by the Honors College) to the list of courses that satisfy the major requirements.

- Change of Minor/Program Form:
  - Revising list of elective course options to reflect course changes described above and deactivation of courses described below.

- Course Deactivation:
  - Deactivating ANTH 316: Ecological Anthropology
  - Deactivating ANTH 334: Human Variation and Adaptation

- Course Form: Change description of ANTH 323 to remove reference to SOCY 363, a class that was deleted from the catalog several years ago.
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. **If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.**
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. **FORMS COVERED BY THIS SIGNATURE PAGE.** List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

   ANTH 203, Course Form (reducing course credit hours); ANTH 353, Course Form (new course);
   ANTH 323, Course Form (change course description); ANTH 316 and ANTH 334, Course Form (Deactivations)
   ANTH, Change of Major Form ANTH, Change of Minor Form

B. **APPROVAL AND SIGNATURES.**

1. Signature of Department Chair or Program Director:
   
   ________________________________ Date: 2/19/13
   
   ________________

2. Signature of Academic Dean:
   
   ________________________________ Date: 2/19/13
   
   ________________

3. Signature of Provost:
   
   ________________________________ Date: 3/7/13
   
   ________________

4. Signature of Business Affairs (only for course fees):

   ________________________________ Date: ________________
   
   □ fee approved on ____________
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:

   ________________________________ Date: ________________

6. Signature of Budget Committee Chair (only for new programs):

   ________________________________ Date: ________________

7. Signature of Academic Planning Committee Chair (only for new programs):

   ________________________________ Date: ________________

8. Signature of Faculty Senate Secretary:

   ________________________________ Date: ________________

Date Approved by Faculty Senate: ________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Heath Hoffmann    Phone: 953-8182    Email: hoffmannh@cofc.edu

Department or Program: Sociology and Anthropology    School: HSS

Subject Acronym and Course Number: ANTH203

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☒ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☒ Course Description
  ☒ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

ANTH 203: Biological Anthropology is currently a 4 credit class—a 3 credit lecture and a 1 credit biological anthropology lab (3 contact hours). The Anthropology faculty have decided to eliminate this 1 credit lab and thus reduce the course credits of ANTH 203 from 4 credits to 3. The lab portion of the class will be expanded and offered as an upper-level class under ANTH 491, our special topics research methods class that focuses on a specific anthropological methodological concentration consistent with the instructor’s area of expertise. This will change the number of credit hours in the Anthropology major and a Change Major form has been submitted to make this and other changes.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

We anticipate no impact on existing programs and courses.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: Sociology and Anthropology  School: HSS  Subject Acronym: ANTH  Course Number: 203

Credit hours:  _3_ lecture  __ lab  __ seminar  __ independent study
Contact hours:  _3_ lecture  __ lab  __ seminar  __ independent study

Course title: Biological Anthropology

Course description (maximum 50 words, exactly as it appears in the catalog):

An introduction to the study of human evolution including a survey of human variation, our relationship to other primates and the interaction of biology and culture.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

None

Cross-listing, if any: NA

Is this course repeatable?  □ yes  ☒ no  If yes, how many total credit hours may the student earn? ____

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department:  School:  Subject Acronym:  Course Number:

Credit hours:  __ lecture  __ lab  __ seminar  __ independent study
Contact hours:  __ lecture  __ lab  __ seminar  __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course?  ☒ yes  □ no  What is the fee? $__50____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  ☒ no
If so, which course? ________________

Note: You must deactivate that course by submitting an additional Course Form.
F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No expected costs or cost savings associated with these changes.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Demonstrate competence with concepts central to biological anthropology and the evolutionary perspective.  
  Students in ANTH 203 will complete a graded writing assignment or exam questions that measure their competence on this learning objective once each semester that the course is taught. 70% of students should “meet” or “exceed” expectations based on the rubric used to grade the assignment/essay question.

2. Students will demonstrate the ability to apply the theoretical perspectives inherent to the study of human evolution, variation and adaptation.  
  Students in ANTH 203 will complete a graded writing assignment or exam questions that measure their competence on this learning objective once each semester that the course is taught. 70% of students should “meet” or “exceed” expectations based on the rubric used to grade the assignment/essay question.

3. Understand the interconnected relationship between human biology and culture.  
  Students in ANTH 203 will complete a graded writing assignment or exam questions that measure their competence on this learning objective once each semester that the course is taught. 70% of students should “meet” or “exceed” expectations based on the rubric used to grade the assignment/essay question.

4.  

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Anthropology is the study of human cultural and biological diversity from past to present. ANTH 203 is central to providing students the knowledge of and practice exploring the interconnected nature of culture and biology. This course also supports the program’s goal of developing within students the competence to apply anthropological theories and understand the range of methods of inquiry used by anthropologists to understand the social and biological worlds. These content areas are introduced, reinforced in the course and opportunities for students to demonstrate competence are provided.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor and/or Change Major/Program Form as appropriate.

This is already a required course for the ANTH major and an elective for the ANTH minor. This proposed change will be reflected in the degree advising worksheets and Change Minor and Change Major forms have been submitted.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus. NOT APPLICABLE

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department. NOT APPLICABLE

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee. NOT APPLICABLE

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Heath Hoffmann  Phone: 953-8182  Email: hoffmannh@cofc.edu

Department or Program: Sociology and Anthropology  School: HSS

Subject Acronym and Course Number: ANTH 323

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☒ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☒ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The description of ANTH 323 includes a reference to SOCY 363, a class that was deleted from the catalog several years ago. We are proposing the deletion of that language.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

There will be no impact on existing programs and courses. This class is an elective for the AAST minor and I have included an email from Consuela Francis, Director of AAST, confirming knowledge of this change.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: Sociology and Anthropology    School: HSS    Subject Acronym: ANTH    Course Number: 323

Credit hours:     __ lecture __ lab __ seminar __ independent study
Contact hours:     __ lecture __ lab __ seminar __ independent study

Course title: African American Society and Culture

Course description (maximum 50 words, exactly as it appears in the catalog):

A survey of African American society and culture beginning with the African homeland and ending with an exploration of contemporary issues facing New World African communities.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

PR: ANTH 101 or instructor permission

Cross-listing, if any: Not applicable.

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? ___

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department:    School:    Subject Acronym:    Course Number:

Credit hours:     __ lecture __ lab __ seminar __ independent study
Contact hours:     __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course?  □ yes  □ no  What is the fee? $_____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  □ no
If so, which course? ___________________

Note: You must deactivate that course by submitting an additional Course Form.
F. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There be no new costs or cost savings associated with this change.

H. **STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate the ability to analyze the historical, cultural, spiritual, and/or political influences West African cultures have had on the development of African diasporan communities and cultures</td>
<td>Students in ANTH 323 will complete a writing assignment or graded exam questions. This learning outcome will be assessed in this class when it aligns with the program-level assessment plan. 70% of students should “meet” or “exceed” expectations based on the rubric designed to assess the signature assignment for this learning outcome.</td>
</tr>
<tr>
<td>2. Apply anthropological theory and methodologies to elucidate the ways in which language, folklore, ritual, kinship, gender, and/or religion work in traditional West African cultures and investigates their influences on the cultural traditions of “New World” Africans.</td>
<td>Students in ANTH 323 will complete a writing assignment or graded exam questions. This learning outcome will be assessed in this class when it aligns with the program-level assessment plan. 70% of students should “meet” or “exceed” expectations based on the rubric designed to assess the signature assignment for this learning outcome.</td>
</tr>
<tr>
<td>3. Articulate the influences African and African American culture has had on the West, and most prominently on American society</td>
<td>Students in ANTH 323 will complete a writing assignment or graded exam questions. This learning outcome will be assessed in this class when it aligns with the program-level assessment plan. 70% of students should “meet” or “exceed” expectations based on the rubric designed to assess the signature assignment for this learning outcome.</td>
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</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The Anthropology program expects majors to understand and be able to apply anthropological theory and methods of inquiry to issues of anthropological interest. The African diaspora and its influence on contemporary Western and American society is of critical importance—ANTH 323 is critical to this program-level learning outcome. This content is introduced, reinforced and students are challenged to demonstrate these leaning objectives in ANTH 323.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor and/or Change Major/Program Form as appropriate.

Not applicable.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus. NOT APPLICABLE

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee. NOT APPLICABLE

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Hi Heath---

This change would have no adverse effect on the AAST curriculum.

~conseula

Consuela Francis
Director, African American Studies
Associate Professor, English
College of Charleston

On Feb 16, 2013, at 10:02 PM, "Hoffmann, Heath C" <HoffmannH@cofc.edu> wrote:

Consuela,

The course description for ANTH 323 contains a reference to SOCY 363, a class we deleted from the catalog several years ago. Thus, I am submitting a change of course form to the faculty curriculum committee to correct this. Since this course is an elective for AAST, would you please reply to this email to confirm that you are aware of and support this change?

The old and new descriptions are below.

Old Description: A survey of African American society and culture beginning with the African homeland and ending with an exploration of contemporary issues facing New World African communities. Credit cannot be received for both ANTH 323 and SOCY 363.

New Description: A survey of African American society and culture beginning with the African homeland and ending with an exploration of contemporary issues facing New World African communities.

Thank you in advance.

heath
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Heath Hoffmann       Phone: 953-8182       Email: hoffmannh@cofc.edu

Department or Program: Sociology and Anthropology       School: HSS

Subject Acronym and Course Number: ANTH 353

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are proposing a new course, ANTH 353: Cultural and Social Contexts of Education. This class has been offered 3 times and we are now regularizing it.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

There will be no impact on existing programs and courses.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: ___________________________ School: ___________________________ Subject Acronym: ___________________________ Course Number: ___________________________

Credit hours: ______ lecture ______ lab ______ seminar ______ independent study
Contact hours: ______ lecture ______ lab ______ seminar ______ independent study

Course title: ___________________________

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes ☒ no If yes, how many total credit hours may the student earn? ______

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Sociology and Anthropology School: HSS Subject Acronym: ANTH Course Number: 353

Credit hours: ______ lecture ______ lab ______ seminar ______ independent study
Contact hours: ______ lecture ______ lab ______ seminar ______ independent study

Course title: Cultural and Social Contexts of Education

Course description (maximum 50 words, exactly as it appears in the catalog):

This class examines the cultural and social context of teaching and learning within and outside of schools, emphasizing the interplay of language, learning, culture, and social structures. The course focuses on education in the United States and abroad to both make the familiar strange and the strange familiar.

Restrictions (pre-requisites, co-requisites, majors only, etc.): PR: ANTH 101 or instructor permission

Cross-listing, if any (submit approval from relevant department): Not applicable.

Is this course repeatable? □ yes ☒ no If yes, how many total credit hours may the student earn? ______

Is there an activity, lab, or other fee associated with this course? □ yes ☒ no What is the fee? $_______

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes ☒ no
If so, which course? ___________________

Note: You must deactivate that course by submitting an additional Course Form.
F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There be no new costs or cost savings associated with this change.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Understand the theoretical foundations of anthropological study of education</td>
<td>Students in ANTH 353 will complete a graded writing assignment or essay question that measures students' competence on this learning objective once each semester that the course is taught. 70% of students should “meet” or “exceed” expectations based on the rubric used to grade the assignment/essay question.</td>
</tr>
<tr>
<td>2. Articulate the distinction between socialization and formal education</td>
<td>Students in ANTH 353 will complete a graded writing assignment or essay question that measures students' competence on this learning objective once each semester that the course is taught. 70% of students should “meet” or “exceed” expectations based on the rubric used to grade the assignment/essay question.</td>
</tr>
<tr>
<td>3. Analyze the influence of culture and social structure of schools and classrooms on students and teachers</td>
<td>Students in ANTH 353 will complete a graded writing assignment or essay question that measures students' competence on this learning objective once each semester that the course is taught. 70% of students should “meet” or “exceed” expectations based on the rubric used to grade the assignment/essay question.</td>
</tr>
<tr>
<td>4. Analyze the role of schools in students' developing sense of self and identity</td>
<td>Students in ANTH 353 will complete a graded writing assignment or essay question that measures students' competence on this learning objective once each semester that the course is taught. 70% of students should “meet” or “exceed” expectations based on the rubric used to grade the assignment/essay question.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course aligns with Anthropology’s learning outcomes by challenging students to consider the methodological and theoretical traditions of anthropology within the context of a study of educational systems in a cross-cultural context. Students’ ability to apply theoretical perspectives in ANTH 353 supports the program-level learning outcome and will be introduced, reinforced and demonstrated throughout the course.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor and/or Change Major/Program Form as appropriate.

Yes, ANTH 353 will be included in a long list of Anthropology courses that students can take as an elective to satisfy the requirement for the Anthropology major and minor. Change Minor and Change Major forms are enclosed.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee. NOT APPLICABLE

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Meeting Time and Place  TR 12:15 – 1:30 PM ECTR 216
Instructor          Dr. Christine Finnan
Office Hours:       Tuesday 2:00 – 4:30, Thursdays 9:00 – 11:30 and by appointment
Office Location    311 – 86 Wentworth (School of Education Building)
Phones Email        Office: 843-953-4826, Cell: 843-906-4708, finnanc@cofc.edu

Course Texts
Levinson, Bradley

Lareau, Annette
2003 *Unequal Childhoods.* Berkeley: University of California Press

Additional readings available on OAKS

Course Description
This class examines the cultural and social context of teaching and learning within and outside of schools. We will explore the difference between socialization and formal education and how culture is transmitted and transformed in schools and classrooms.

The course emphasizes how culture and social structures affect learning and the school experience for students. Although the importance of adults in the education process is undeniable, we will also explore how children and youth function as active producers and transformers of learning and how they contribute to the culture of schools and classrooms. The course focuses on education in the United States and abroad in an effort to make the familiar strange and the strange familiar.

Course Objectives
1. Understand the theoretical foundations of anthropological and sociological study of education
2. Articulate the distinction between socialization and formal education
3. Place the movement to extend formal education to all within a cultural and social context
4. Analyze the influence of culture and social structure of schools and classrooms on students and teachers
5. Analyze the congruence, conflict and discontinuity between students and schools
6. Analyze the role of schools in students’ developing sense of self and identity

Assignments and Assessment

*Tests* – Three tests provide an opportunity to display your knowledge of and ability to analyze and synthesize course material.

<table>
<thead>
<tr>
<th>Test</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1 &amp; 2</td>
<td>100 points</td>
</tr>
<tr>
<td>Part 3</td>
<td>100 points</td>
</tr>
<tr>
<td>Part 4</td>
<td>50 points</td>
</tr>
</tbody>
</table>

*Fieldwork* – Fieldwork assignments aligned with course readings and discussion provide opportunities to deepen understanding of topics by grounding them in real experience and integrating them with course readings. Specific fieldwork assignments are listed at the end of the syllabus.

3 @ 100 points each = 300 points
Journal Article Review and Discussion
60 points

Discussion Board Participation We will engage in two discussions of films shown in class. You are expected to participate actively in the discussions.
2 @ 10 points each = 20 points

Final exam – The final exam provides an opportunity for you to creatively synthesize your understanding of the major themes presented in class. You will have the opportunity to play with a wide variety of communication tools as you present your synthesis to the class.
70 points

Participation: Participation includes attendance, timely completion of homework assignments, and active participation in discussions. Points are not allocated to participation but it makes a difference if your grade is at the borderline.

Total points available = 700

Evaluation Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-92</td>
</tr>
<tr>
<td>B+</td>
<td>89-90</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
</tr>
<tr>
<td>C</td>
<td>79-81</td>
</tr>
<tr>
<td>C-</td>
<td>77-78</td>
</tr>
<tr>
<td>D+</td>
<td>75-76</td>
</tr>
<tr>
<td>D</td>
<td>74-71</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

Special Considerations and Agreements

The instructor reserves the right to make changes to the syllabus but not add new graded assignments.

As a class we will develop an agreement about appropriate behavior of students and instructor. This agreement will be revisited throughout the semester.

Course Policies and Procedures

Attendance: Class attendance and punctuality are expected behaviors. Students are responsible for all content and assignments for each class. If, for medical or serious personal reasons, you will miss more than four classes, the instructor should be informed of the reasons. A student may receive a “WA/F” for excessive absences, (i.e., more than 15% (5.25 hours/4 classes) of the scheduled classes).

Class Participation: Students are expected to read the text and all assigned materials before class and be prepared to participate in class discussions. Assessment activities (tests, essays, final exam) will require responses based on the readings, class discussions and personal experiences.

Due Dates: Due dates for course assignments and exams are listed in the syllabus. Any changes will be announced in class. If, for medical or serious personal reasons an assignment is late, the instructor(s) should be informed of the reasons. Otherwise, all late course assignments will receive a 5-point deduction each day the assignment is late (up to 50% of assignment points).

Fieldwork Assignments: Fieldwork assignments will be word-processed using the style of the American Anthropological Association or American Sociological Association (available on OAKS) or (http://www.aaanet.org/publications/style_guide.pdf). Do not include a cover page or abstract.
ADA Accommodations: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to "reasonable accommodations." Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodation by 1st week of class.

Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Plagiarism With easy access to internet sources, plagiarism has become a major problem on campuses. The following resource on plagiarism is provided to better explain what constitutes plagiarism.

Indiana University provides examples of how to prevent plagiarism in the attached
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Procedures for addressing Honor Code violations: I will address incidents where I determine the student's actions are clearly related to a misunderstanding. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

### Calendar (subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Focus</th>
<th>Reading*</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Part One: Cultural and Social Foundations of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td></td>
<td>We will use this class session to go over the syllabus, focusing on course objectives, class activities, readings, and assignments. In addition we will create a class pact describing our collective expectations for ourselves and each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/10</td>
<td>Introduction to course</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>This week focuses on the interplay between culture and learning. We will discuss the concept of culture and examine the Geertz article in depth and discuss it in relation to Levinson's introduction. We will also explore how culture is transmitted and acquired in different cultures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/15</td>
<td>Learning culture</td>
<td>Levinson Introduction, pp. 1-11&lt;br&gt;Geertz (Ch 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/17</td>
<td>Cultural transmission and acquisition</td>
<td>Spindler (OAKS)&lt;br&gt;Basso (chapter 4)&lt;br&gt;Becker (chapter 8)</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>1/22</td>
<td>Education and society&lt;br&gt;Doing fieldwork</td>
<td>Durkheim (Ch 6)&lt;br&gt;Henry (Ch 5)&lt;br&gt;Lareau (Appendix B)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/24</td>
<td>Distinguishing socialization &amp; education</td>
<td>Sutton (pp. 77-81)&lt;br&gt;Cohen (Ch 9)</td>
<td></td>
</tr>
</tbody>
</table>

* You are expected to have readings completed prior to class on the date indicated. For example, have read Geertz, Bateson, & Levinson Introduction before class on January 15.
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four</td>
<td>1/29</td>
<td>Schooling and childhood in global perspective</td>
<td>Anderson-Levitt (OAKS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1/31</td>
<td>Local communities meet formal education</td>
<td>Rival (Ch 10) Flinn (Ch 11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/5</td>
<td>Formal education meets culture</td>
<td>Bledsoe (Ch 12) Bolten (OAKS)</td>
<td></td>
<td>Fieldwork 1 due</td>
</tr>
<tr>
<td>Five</td>
<td>2/7</td>
<td>Case study: School experience in India</td>
<td>Tooley (OAKS) ASER report Inside Primary Schools (OAKS) – Skim pp 1-45</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/12</td>
<td>Test on Parts 1 &amp; 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six</td>
<td></td>
<td>Part Three: Culture and Social Structures: Classrooms, Schools, and Communities</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Three class sessions are devoted to the examination of culture within the school setting. Educational, social science, and business research points to the importance of understanding organizational culture before attempting to change organizations. Although there are features of schools, classrooms, and playgrounds that are common across settings, there are also important differences that have a critical influence on students' learning experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seven</td>
<td>2/14</td>
<td>Classroom culture</td>
<td>Valli &amp; Chambless (OAKS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/19</td>
<td>School culture</td>
<td>Finnian &amp; Swanson (OAKS) Chattopadhyay (OAKS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2/21</td>
<td>Playground culture</td>
<td>Bergen &amp; Promin Fromberg (OAKS) Pellegrini &amp; Bohn (OAKS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eight</td>
<td>2/26</td>
<td>Cultural difference in school structure and expectation: Early childhood</td>
<td>Tobin (OAKS)</td>
<td></td>
<td>Discussion board participation</td>
</tr>
<tr>
<td></td>
<td>2/28</td>
<td>Cultural differences in school structure and expectations: High school</td>
<td></td>
<td></td>
<td>Discussion board participation</td>
</tr>
<tr>
<td>Nine</td>
<td>3/6-3/8</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ten</td>
<td>3/12</td>
<td>Language in schools and classrooms</td>
<td>Brice-Heath (Ch 13) Monzo &amp; Rueda (OAKS)</td>
<td></td>
<td>Start examining journals for Essay 3</td>
</tr>
<tr>
<td></td>
<td>3/14</td>
<td>Discontinuity between home and school</td>
<td>Foster pp. 161-165 Lareau (Chapters 1 &amp; 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleven</td>
<td>3/19</td>
<td>Social class and schools</td>
<td>Lareau (Part III)</td>
<td></td>
<td>Fieldwork 2 due Article abstract due</td>
</tr>
<tr>
<td></td>
<td>3/21</td>
<td>Opposition and conformity</td>
<td>Ogbu (Ch 14) Reed-Danahay (Ch 16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twelve</td>
<td>3/26</td>
<td>Article discussion Review for test</td>
<td></td>
<td></td>
<td>Article review due</td>
</tr>
<tr>
<td></td>
<td>3/28</td>
<td>Test on Part 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thirteen</td>
<td>4/2</td>
<td>Self &amp; other in context of schools</td>
<td>Finnian (OAKS) Holland, et.al. (OAKS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Part Four: Identity Development in the Context of Schooling*

Not only do students learn academic content and interact within socially and culturally determined spaces while in school, they also develop, adjust, and create identities and senses of self. Consistent with some of the readings above, schools reward certain behaviors, attitudes, and values and discourage others. As the readings this week point out, children must make many adjustments to their sense of self/identity in order to navigate the expectations within and outside of school.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/9</td>
<td>Self and intelligence</td>
<td>Elder (Ch 17), Mehan (Ch 18)</td>
</tr>
<tr>
<td>4/11</td>
<td>Race and class</td>
<td>Ezekiel (OAKS), Rothstein (OAKS)</td>
</tr>
<tr>
<td>4/16</td>
<td>Girls, school, race and class</td>
<td>Froerer (OAKS), Connell et. al (Ch 20), Fordham (Ch 21)</td>
</tr>
<tr>
<td>4/18</td>
<td>Final exam</td>
<td>Fieldwork 3 due</td>
</tr>
<tr>
<td>5/1</td>
<td>Final exam</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Since self is socially constructed, the labels society places on people, or that they place on themselves, have a profound affect on their sense of self and on their experience of school. The following three course sessions delve into how labels (i.e., handicapped, minority, poor, at-risk, female/male) are enacted in the context of schooling.
Fieldwork Assignments

All fieldwork assignments should be about three to four pages double-spaced and follow AAA or ASA format guidelines for citations. You do not need to include a cover sheet or an abstract.

Fieldwork 1: Reflection on cultural and social influences on your career as a student
This assignment provides an opportunity for you to examine how the values, assumptions, and expectations imparted through your culture and the opportunities afforded you through your social class led you to your role as a student at the College of Charleston. You will reflect on your school experiences and interview someone who has known you most of your life to better understand family, community, and societal expectations for you in relation to education. The paper should clearly reflect the following:
- In depth personal reflection
- Thoughtful interview of a parent, guardian or someone who knew you when you were young to determine their implicit and explicit expectations for you and your siblings
- Critical, thorough understanding of the readings

Grading criteria:
- Depth of understanding of cultural and social context of your educational experience
- Quality of interview with parent or significant person in your life
- Thorough use of readings to frame your reflection
- Quality of writing (clarity, organization, grammar, spelling)

Due February 5, 2013

Fieldwork 2: Choose ONE of the following three options

Fieldwork 2A: Film critique of Two Million Minutes
We have compared schools and the schooling experience in the United States and India during this course. This provides us with considerable background to serve as film critics of the video Two Million Minutes. Take on the role of film critic (assume you work for the LA Times or New York Times) and discuss your opinion of the film, relying heavily on class readings and discussion to make your case. In the review, posit what you think his intention in making the film was and in what ways he succeeded and failed in this intention. Discuss your analysis of the accuracy of the points he makes in the film.

Grading criteria:
- Depth of understanding of educational issues in the US and India
- Ability to critically examine a film and write a persuasive film critique
- Thorough use of readings to frame your analysis
- Quality of writing (clarity, organization, grammar, spelling)

Fieldwork 2B: Stories beneath school culture
We examined the importance of school and classroom cultures on children’s and teachers’ lives. As we discussed in class, schools often have an official story but each person connected to the school has different stories to tell; all of these stories comprise the school culture. Focus on one school, most likely a school you attended, and tell the official story of the school which presents the official version of the school culture. In addition, interview at least three people connected to the school that may have different conceptualizations of the school's culture and different stories to tell about the school.

Grading criteria:
- Depth of understanding of school culture and multiple stories of the school
- Quality of interview with three people about school culture
- Thorough use of readings to frame your analysis
- Quality of writing (clarity, organization, grammar, spelling)

Fieldwork 2C: Examination of playground culture
Play that occurs on the school playground (before and after school and during recess) is an important part of the school experience for most children. It is on the playground that a different kind of education takes place. Children, if given the opportunity, create a playground culture that differs from that created in the school and classrooms. Interview three people (you can interview adults or children. If you interview children, be sure to obtain their parent’s permission) about their experience of playground play and the culture that developed among peers. In addition, reflect on your own playground experience and our readings related to children’s play and recess.

Grading criteria:
- Depth of understanding of how children create a culture on the playground
- Quality of interview with three people about playground culture
Thorough use of readings to frame your analysis
- Quality of writing (clarity, organization, grammar, spelling)

Due March 19, 2013

Fieldwork 3: Identity development in the context of schooling
This course examines how students fit or do not fit within schools and classrooms. We have talked about how the schooling experience influences our sense of self and how students take on multiple identities in relation to school. For this assignment, interview someone whose educational experience was different than your own. Frame questions to better understand how school shaped his or her sense of self and if the person developed multiple identities while in school. Compare the person’s experience to your own (providing enough description of your own experience so that I will understand the connection you are making) and to those discussed in the readings.

Grading criteria:
- Depth of interview and vividness of presentation of findings
- Clarity of explanation for interviewee selection
- Quality of comparison to your own experience
- Quality of links to course readings
- Quality of writing (clarity, organization, grammar, spelling)

Due April 16, 2013

Article review
New anthropological and sociological research provides an opportunity to explore areas of interest related to cultural and social context of education and schooling. Select an article from either Anthropology and Education Quarterly or the Journal of Sociology of Education (dated 2005 to 2012) on a topic you want to explore in more depth. Prior to submitting the paper, copy the abstract and submit in class on March 15.

For your essay:
- Summarize the article (do not just copy the abstract) including the theoretical framework, methods, findings and conclusion/significance
- Explain why you selected it
- Draw parallels to other course readings (definitely those we have read in this class but also to relevant readings in other classes).
- Come to class on March 26 prepared to discuss your article with a small group of your classmates. You will each have approximately five minutes to talk about why you are excited about this article.

Grading criteria:
- Quality and depth of article summary
- Quality of explanation for selection
- Clarity of connection to other readings
- Participation in small group discussions
- Quality of writing (clarity, organization, grammar, spelling)

Copy of abstract due: March 19, 2013
Paper due: March 26, 2013
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Heath Hoffmann  Phone: 953-8182  Email: hoffmannh@cofc.edu

Department or Program: Sociology and Anthropology  School: HSS

Subject Acronym and Course Number: ANTH 316 and ANTH 334

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are asking to deactivate two courses—ANTH 316 and ANTH 334—because these courses have not been offered in at least 5 years and it is unlikely they will be offered any time in the near future.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

ANTH 316 is an elective within the ENVT Minor. I have enclosed the ENVT Director’s acknowledgement of this change.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: Sociology and Anthropology  School: HSS  Subject Acronym: ANTH  Course number: 316 and 334

Credit hours:  _3_ lecture  _ lab  _ seminar  _ independent study  Pass/fail?  □ yes  □ no
Contact hours:  _3_ lecture  _ lab  _ seminar  _ independent study

Course title:
ANTH 316: Ecological Anthropology
ANTH 334: Human Variation and Adaptation

Course description (maximum 50 words, exactly as it appears in the catalog):

Courses are being deactivated.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

PR: ANTH 101 or instructor permission

Cross-listing, if any: Not applicable

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department:  School:  Subject Acronym:  Course Number:

Credit hours:  _ lecture  _ lab  _ seminar  _ independent study  Pass/fail?  □ yes  □ no
Contact hours:  _ lecture  _ lab  _ seminar  _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course?  □ yes  □ no  What is the fee? $_____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  □ no
If so, which course?  ________________  Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No anticipated costs or cost savings.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. NOT APPLICABLE: COURSES ARE BEING DEACTIVATED.

2.

3.

4.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

These two deactivated courses were elective options for ANTH majors and minors. Change Minor and Change Major forms are included to reflect these course deactivations.
J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus. NOT APPLICABLE

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee. NOT APPLICABLE
Hi Heath,

I am aware of this change. Thanks for the note.

Seth

Seth Pritchard
Associate Professor of Biology
Director of Undergraduate Environmental Studies Minor
College of Charleston
66 George Street
Charleston, SC 29424

Tel. 843-953-5995
Fax. 843-953-5453
Laboratory web site: http://pritchards.people.cofc.edu/pritchard_website/Welcome.html

Seth,

ANTH 316: Ecological Anthropology is an elective for the ENVT Social Science and Humanities Courses option but has not been offered in at least 6 years. Thus, we are going to deactivate the course. Doing so requires that we have confirmation from you that you are aware of the deactivation of this course. Would you please reply to this email to confirm that you are aware of this change?

Thank you in advance.

Best,

heath

Chair, Department of Sociology and Anthropology
Instructions:

- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Heath Hoffmann  Phone: 953-8182  Email: hoffmannh@cofc.edu

School: HSS  Department or Program: Sociology and Anthropology

Name and Acronym of Major: Anthropology (ANTH)

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☒ Change Request (fill out all sections)
☐ Add an existing course to requirements or electives
☒ Add a new course to requirements or electives (attach completed course form for each)
☒ Delete courses from requirements or electives
☐ Add or modify concentration, emphasis, or track (Note that emphases under 18 hours will not be noted on the transcript. All concentrations, emphases, tracks, etc., with 18 hours or more are called “concentration” on the transcript.)

☐ Terminate Program (fill out C, F, G, and H)
☐ Terminate degree
☐ Terminate major
☐ Terminate emphasis, concentration, or track

C. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it.

The ANTH faculty have decided to change ANTH 203: Biological Anthropology from a 4 credit class to a 3 credit class by eliminating the 1 credit lab (3 contact hours, similar to a natural science lab). This will change Anthropology from a 34 hour major to a 33 hour major. The content from the biological anthropology lab will be expanded and offered as its own upper level research methods class (ANTH 491, our special topics research methods class in which content changes each semester depending on the expertise of the faculty member who is teaching the class).

Second, the Honors College is regularizing the Honors version of our Introduction to Archaeology class, which is a requirement for ANTH majors. We are updating the requirements for the major to indicate that students must take ANTH 202: Introduction to Archaeology or HONS 168: Honors Introduction to Archaeology (the Honors College has submitted the paperwork for this new course).

Third, We are also deactivating two courses (ANTH 316 and ANTH 334) and need to delete those two courses from the list of elective options that students can take to satisfy the requirements of the Anthropology major.

Finally, we are regularizing a course we have offered several times as a special topics titled, The Cultural and Social Contexts of Education (new course offering as ANTH 353). This class will be an elective in the Anthropology major.
D. CURRICULUM. For revised programs, please attach the complete curriculum. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

E. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
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<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment? 24 objective questions were selected by the Anthropology faculty to measure students’ knowledge of and ability to apply each of the 9 concepts. All students enrolled in ANTH 101: Introduction to Anthropology in the fall of 2011 (~500 students in 8 different sections) will be asked to complete a 30 question assessment tool at the end of the Fall ’11 semester. Students will answer the questions using a Scantron sheet which, once processed, will allow us to identify students’ proficiency for each concept. We expect that the average score on the assessment tool will be 70% of the questions answered correctly.</td>
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<td>1. Students possess knowledge of and apply key anthropological concepts including the following: Culture Cultural Relativism, Kinship/Marriage/Family, Language &amp; Communication, Evolution/Archaeology, Holism, Race, Adaptation, Social Organization, Subsistence Patterns</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the various methods of anthropological inquiry.</td>
<td>Students in ANTH 202: Introduction to Archaeology and/or ANTH 491: Research Methods will complete a writing assignment, research project and/or graded essay exam question that challenges students to practice and/or apply an anthropological method of inquiry and analysis. These signature assignments will be evaluated using a rubric and we estimate that 70% of students will “meet” or “exceed” expectations.</td>
</tr>
<tr>
<td>3. Demonstrate the ability to apply the major theoretical perspectives in the discipline.</td>
<td>Students in ANTH 210: Development of Anthropological Thought will complete a writing assignment, research project and/or graded essay exam question that challenges students to practice and/or apply an anthropological method of inquiry and analysis. These signature assignments will be evaluated using a rubric and we estimate that 70% of students will “meet” or “exceed” expectations.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>
F. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

These changes will have no foreseeable impact on other programs or courses.

G. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

There are no expected costs or cost savings in association with these changes.

H. CHECKLIST

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ I have attached a Course Form for each newly-created or modified course.

☒ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☒ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
Anthropology Major Requirements
Degree: Bachelor of Science
Credit Hours: 33

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://advising.uccs.edu/general-ccd for more information.

Required Courses

☐ ANTH 101  Introduction to Anthropology (3) PR: None
☐ ANTH 201  Cultural Anthropology (3) PR: None

☐ ANTH 202  Archaeology (3) PR: None OR HONS 168: Honors Introduction to Archaeology (3) PR: None
☐ ANTH 203  Introduction to Biological Anthropology (1) PR: None

☐ ANTH 205  Language and Culture (3) PR: None

☐ ANTH 210*  Development of Anthropological Thought (3) PR: ANTH 101 or instructor permission

☐ ANTH 491  Research Methods (3) PR: ANTH 101 and 210 or instructor permission

☐ ANTH 493  Field School in Archaeology (8) PR: ANTH 202 or instructor permission

☐ ANTH 494  Field Work (3-4) PR: Instructor permission

Note: *It is recommended that ANTH 210 be taken within the first 15 credit hours of the major.

Choose one of the following ANTH geographic area courses (320's):

☐ ANTH 320  Peoples and Cultures of North America (3) PR: ANTH 101 or instructor permission
☐ ANTH 322  Peoples and Cultures of Africa (3) PR: ANTH 101 or instructor permission
☐ ANTH 323  African American Society and Culture (3) PR: ANTH 101 or instructor permission
☐ ANTH 325  Peoples and Cultures of Latin America (3) PR: ANTH 101 or instructor permission
☐ ANTH 326  Peoples and Cultures of Europe (3) PR: ANTH 101 or instructor permission
☐ ANTH 327  Peoples and Cultures of the Caribbean (3) PR: ANTH 101 or instructor permission
☐ ANTH 328  Aztec Maya and their Ancestors (3) PR: ANTH 101 or ANTH 202 or instructor permission
☐ ANTH 329  Special Topics: Geographical Areas (3) PR: ANTH 101 or instructor permission

Choose three additional 300-level ANTH courses totaling 9 credit hours from the following:

☐ ANTH 302  Archaeology of North America (3) PR: ANTH 101 or ANTH 202 or instructor permission
☐ ANTH 303  Paleolithic Archaeology (3) PR: ANTH 101 or ANTH 202 or instructor permission
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 304</td>
<td>Rise of Complex Civilization (3) PR: ANTH 101 or ANTH 202 or instructor</td>
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<td>ANTH 305</td>
<td>Prehistoric Ritual and Art (3) PR: ANTH 101 or a 100-level ARTH course or ANTH 202 or instructor</td>
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<td>ANTH 306</td>
<td>Historical Archaeology (3) PR:</td>
<td>None</td>
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<tr>
<td>ANTH 307</td>
<td>Southeastern Prehistoric Archaeology (3) PR: None</td>
<td></td>
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<tr>
<td>ANTH 309</td>
<td>Special Topics in Archaeology (1-4) PR: ANTH 101 or ANTH 202 or instructor</td>
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<tr>
<td>ANTH 314</td>
<td>Anthropological Perspectives on Time (3) PR: ANTH 101 or instructor permission</td>
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<tr>
<td>ANTH 316</td>
<td>Ecological Anthropology (3) PR: ANTH 101 or instructor permission</td>
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<td>ANTH 318</td>
<td>Theories for the Origin of Agriculture (3) PR: ANTH 101 or instructor permission</td>
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<td>Special Topics: Geographical Areas (3) PR: ANTH 101 or instructor</td>
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<td>ANTH 333</td>
<td>Human Evolution (3) PR: ANTH 101 or BIOL 102 or GEO 105 or ANTH 203 or instructor permission</td>
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<td>ANTH 334</td>
<td>Human Variation and Adaptation (3) PR: ANTH 101 or BIOL 102 or GEO 105 or ANTH 203 or instructor permission</td>
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<td>ANTH 335</td>
<td>Primate Behavior and Evolution (3) PR: ANTH 101 or BIOL 102 or PSYC 103 or ANTH 203 or instructor permission</td>
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<td>ANTH 336</td>
<td>Osteology and Forensics (3) PR: None</td>
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<td>ANTH 340</td>
<td>Medical Anthropology (3) PR: ANTH 101 or ANTH 203 or instructor permission</td>
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ANTH 352  Folklore of Ireland and the British Isles (3) PR: ANTH 101 or instructor permission
ANTH 353  Cultural and Social Contexts of Education (3) PR: ANTH 101 or instructor permission
ANTH 356  Anthropological Perspectives on Religion (3) PR: ANTH 101 or instructor permission
ANTH 362  Social and Cultural Change (3) PR: ANTH 101 or instructor permission
ANTH 381 Internship (1-6) PR: Completion of at least 6 hours in the anthropology major or minor, GPA of 3.00 in anthropology, an overall GPA of 2.50, and instructor permission. Course prerequisites may vary depending on the nature of the placement.

ANTH 382 Student Research Apprenticeship in Anthropology (1-6) PR: GPA of 3.00 in anthropology, a major or minor in anthropology, and instructor permission. Other course prerequisites may vary depending on the nature of the apprenticeship project.

ANTH 383 Student Academic Apprenticeship in Anthropology (1-6) PR: GPA of 3.00 in anthropology, a major or minor in anthropology, and instructor permission. Other course prerequisites may vary depending on the nature of the apprenticeship project.

ANTH 399 Tutorial (3 repeatable up to 12) PR: Completion of at least 6 hours in the anthropology major or minor and department chair and instructor permission.

ANTH 490 Independent Study (1-3) PR: Completion of at least 6 hours in the anthropology major, GPA of 3.00 in anthropology, overall GPA of 2.50, and instructor permission.

ANTH 491 Research Methods (3) PR: ANTH 101 and ANTH 210 instructor permission

ANTH 492 Seminar in Anthropology (1-3) PR: ANTH 101 and any 200-level course or instructor permission

ANTH 493 Field School in Archaeology (8) PR: ANTH 202 or instructor permission

ANTH 494 Field Work (4-8) PR: Instructor permission

ANTH 499 Bachelor's Essay (6) PR: Instructor permission; a project proposal must be submitted in writing and approved by the department prior to registration for the course.

Notes:

× The number of 300-level Anthropology elective credit hours you must take depends on whether you complete ANTH 491 Research Methods (3 credit hours) or ANTH 493 Field School in Archaeology (8 credit hours) or ANTH 494 Field Work (4-8 credit hours) to satisfy the research methods requirement for Anthropology. For example, if you complete the 8 credit hour ANTH 493 Field School, 3 credit hours will satisfy the Research Methods requirement and the remaining 5 credit hours will count toward your electives in the Anthropology major.

× Students majoring in anthropology are encouraged to include courses in sociology, history, political science, international studies, psychology, economics, statistics and computer programming in their program of study.

× The anthropology faculty strongly recommends that anthropology majors take MATH 104 Elementary Statistics or a higher level statistics course as one of the two math courses fulfilling the general education requirements. This requirement should be fulfilled as early in an individual's program as possible and certainly within the first 6 credit hours after declaration of the anthropology major.
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: **Heath Hoffmann**  
Phone: **953-8182**  
Email: **hoffmannh@cofc.edu**

School: **HSS**  
Department or Program: **Sociology and Anthropology**

Name and Acronym of Minor: **Anthropology (ANTH)**

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Minor (complete all portions)

☒ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☐ Add existing course or courses to requirements or electives
  ☒ Add new course(s) to requirements or electives (attach completed course form for each)
  ☒ Delete courses from requirements or electives

☐ Terminate a Minor (complete D, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Hours (for existing minors): **18**
Number of Proposed Hours (for new or changing minors): **18**

Catalog year in which changes will take effect: Fall **2013**

☐ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

☒ Yes—Which major(s) or concentration(s)? **Anthropology**

☐ No
D. RATIONALE AND EXPLANATION. Please describe the request you are making and explain why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

We are requesting the addition of 2 courses to the list of electives that students can complete to satisfy the requirements of the Anthropology minor—HONS 168: Honors Introduction to Archaeology and ANTH 353: Cultural and Social Contexts of Education. HONS 168 is a new course being proposed by the Honors College to regularize the honors version of Introduction to Archaeology (ANTH 202); ANTH 353 has been taught as a special topics course three times before and we are regularizing that course.

We are also deactivating two courses (ANTH 316 and ANTH 334) and need to delete those two courses from the list of elective options that students can take to satisfy the requirements of the Anthropology minor.

Also, a change to ANTH 203 requires a change to the credit hours for ANTH 203 as listed as an option for the minor.

E. CURRICULUM. Please attach the complete curriculum for the minor. Distinguish between required and elective courses, and note any prerequisites, co-requisites, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
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<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
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<td>1. Students possess knowledge of and apply key anthropological concepts including the following: Culture Cultural Relativism, Kinship/Marriage/Family, Language &amp; Communication, Evolution/Archaeology, Holism, Race, Adaptation, Social Organization, Subsistence Patterns</td>
<td>2-4 objective questions were selected by the Anthropology faculty to measure students' knowledge of and ability to apply each of the 9 concepts. All students enrolled in ANTH 101: Introduction to Anthropology in the fall of 2011 (~500 students in 8 different sections) will be asked to complete a 30 question assessment tool at the end of the Fall '11 semester. Students will answer the questions using a Scantron sheet which, once processed, will allow us to identify students' proficiency for each concept. We expect that the average score on the assessment tool will be 70% of the questions answered correctly.</td>
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<td>3.</td>
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<td>4.</td>
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</tbody>
</table>

How does this minor align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this minor? The minor provides a significant introduction to the anthropological perspective, including broad exposure to the 4 sub-fields of anthropology (archaeology, biological anthropology, linguistic anthropology and cultural anthropology). There are core anthropological concepts that constitute one of the learning outcomes for the major and we expect anthropology minors to demonstrate competence with these concepts, too. The content that we offer majors is available to minors and reinforced in the courses that declared minors choose to take as electives in the minor.
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

We do not expect there to be any impact of these change on existing programs and courses.

H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

We expect to new costs or cost savings to result from these proposed changes.

I. CHECKLIST.

☐ I have completed all relevant parts of the form.
☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.
☐ I have attached a Course Form for each newly-created or modified course.
☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department. Not applicable
☐ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.
☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Anthropology Minor Requirements
Degree: Minor
Credit Hours: 18

“PR” indicates a pre-requisite. “CO” indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://advising.cofc.edu/gevel-edeu for more information. At least nine hours in the minor at the 200 level or above must be earned at the College of Charleston.

Required Courses

☐ ANTH 101  Introduction to Anthropology (3) PR: None

Any two 200-level courses in anthropology

☐ ANTH 201  Cultural Anthropology (3) PR: None

☐ ANTH 202  Archaeology (3) PR: None OR HONS 168: Honors Introduction to Archaeology (3) PR: None

☐ ANTH 203  Introduction to Biological Anthropology (3) PR: None

☐ ANTH 205  Language and Culture (3) PR: None

☐ ANTH 210* Development of Anthropological Thought (3) PR: ANTH 101 or instructor permission

Choose three additional 300-level ANTH courses totaling 9 credit hours from the following:

☐ ___________________ ☐ ___________________ ☐ ___________________

ANTH 302  Archaeology of North America (3) PR: ANTH 101 or ANTH 202 or instructor permission
ANTH 303  Paleolithic Archaeology (3) PR: ANTH 101 or ANTH 202 or instructor permission
ANTH 304  
Rise of Complex Civilization (3) PR: ANTH 101 or ANTH 202 or instructor

ANTH 305  
Prehistoric Ritual and Art (3) PR: ANTH 101 or a 100-level ARTH course or ANTH 202 or instructor

ANTH 306  
None.

ANTH 307  
Southeastern Prehistoric Archaeology (3) PR: None.

ANTH 309  
Special Topics in Archaeology (1-4) PR: ANTH 101 or ANTH 202 or instructor

ANTH 314  
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ANTH 316  
Ecological Anthropology (3) PR: ANTH 101 or instructor permission

ANTH 318  
Theories for the Origin of Agriculture (3) PR: ANTH 101 or instructor permission

ANTH 319  
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ANTH 326  
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ANTH 333  
Human Evolution (3) PR: ANTH 101 or BIOL 102 or GEOG 105 or ANTH 203 or instructor permission

ANTH 334  
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ANTH 335  
Primate Behavior and Evolution (3) PR: ANTH 101 or BIOL 102 or PSYC 103 or ANTH 203 or instructor permission

ANTH 336  
Osteology and Forensics (3) PR: None.

ANTH 340  
Medical Anthropology (3) PR: ANTH 101 or ANTH 203 or instructor permission

ANTH 341  
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ANTH 342  
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ANTH 345  
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<thead>
<tr>
<th>Course</th>
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<tr>
<td>ANTH 352</td>
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ANTH 493  Field School in Archaeology (8) PR: ANTH 202 or instructor permission

ANTH 494  Field Work (4-8) PR: Instructor permission

ANTH 499  Bachelor's Essay (6) PR: Instructor permission; a project proposal must be submitted in writing and approved by the department prior to registration for the course

Notes:

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