**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** Sociocultural Anthropology AN 100

**Home Department:** Sociology & Anthropology

**Department Head Name and Contact Information** (phone, email): Alan McEvoy, 227-1687, [amcevoy@nmu.edu](mailto:amcevoy@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every Semester

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

C. Describe the target audience (level, student groups, etc.)

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

E. Provide any other information that may be relevant to the review of the course by GEC

**A. Overview of the course content**

This is an introductory and exploratory class that gives each student opportunities to comparatively study how diverse groups of people, societies, and cultures have adapted to different environments across time and space. The goal of AN 100 is to help students explore, describe, understand, and critically evaluate the cultural ideas, practices, and beliefs of domestic scale and large scale societies worldwide. Over the course of the semester, students will be able to:

1. Identify and describe the five subfields of anthropology
2. Describe the process of anthropological investigation and the social construction of knowledge.
3. Briefly explore the historical origins of anthropology as a discipline and current issues and trends such as post-colonialism, post-modernism, and social constructionism
4. Deconstruct major concepts such as “Non-Western” and “Western,” race, racism, ethnicity, ethnocentricism, nationality, and culture
5. Compare and contrast at least three formal definitions of culture
6. Identify major subsistence strategies: foraging, horticulture, pastoralism, agriculture, and industrialism and deconstruct how these terms are used and have been used historically.
7. Identify social organizations at scales ranging from family to nation-state.
8. Examine historical origins and major elements of globalization
9. Name and define a minimum of five anthropological perspectives or analytical models, e.g. historical particularism, psychological, biological, evolutionary, cultural materialism.
10. Name and demonstrate a minimum of four methods of anthropology, e.g., participant observation, interviews, surveys, genealogies.
11. Define and apply a minimum of ten new vocabulary terms per chapter.
12. Develop and demonstrate conversational and collaborative skills.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes.**

To fulfill the *Evidence* outcome, AN 100 requires students to select ideas presented in ethnographic readings, anthropology texts, classroom lectures, ethnographic films and personal experience that promote their critical analysis of the cultural ideas and practices of diverse societies worldwide. To accomplish the *Integrate* outcome, AN 100 requires students to evaluate, deconstruct, compare, and contrast key concepts from ethnographic and classroom texts, classroom lectures, and film with their intersubjective knowledge and experiences with the goal of broadening perspectives about distinct cultural systems representing a wide array of biological and cultural adaptations to diverse environments. To complete the *Evaluate* outcome, AN 100 requires students to compare and contrast varied theoretical perspectives, methods, and concepts that have shaped anthropology historically and today. To assess all three dimensions, AN 100 requires students to participate in a weekly ethnographic discussion, and the submission of an individually prepared electronic response paper that includes: a) four objective findings from the ethnographic reading, b) three ways in which the ethnographic reading exemplifies key concepts from the class lectures and/or chapter readings, and c) three personal observations in relation to the ethnographic reading.

**Social Responsibility in a Diverse World Component:**

To fulfill the *Knowledge* outcome, AN 100 requires students to demonstrate knowledge of the key ideas, theories, methods and theories used for studying cultures worldwide. Students need to deconstruct major concepts such as “Non-Western” and “Western,” race, racism, ethnicity, ethnocentricism, nationality, and culture; compare and contrast at least three formal definitions of culture; Identify major subsistence strategies and examples of each: foraging, horticulture, pastoralism, agriculture, and industrialism and deconstruct how these terms are used and have been used historically; and explore diverse examples of societies using forms of social organizations at scales ranging from family to nation-state. To accomplish the *Intercultural Engagement* dimension, AN 100 requires students to question and problematize ideas that are sometimes naturalized and/or used indiscriminately in discourse such as gender vs. sex, race vs. ethnicity, universalism vs. particularism, achieved vs. ascribed role, cultural essentialism vs. constructivism. These exercises are done within the context of specific case studies from around the world. Next, to meet the *Ethical Issues* Recognition dimension, students are exposed to historic and contemporary case studies detailing the impacts of such processes as colonialism, neocolonialism, assimilation, acculturation, ethnocide, and genocide. Students participate actively in group exercises that explore their own positionality vis a vis these issues.

To assess the *Knowledge of Cultural Worldviews Frameworks* dimension, students of AN 100 take weekly multiple choice and short answer quizzes, as well as three examinations. To assess the *Intercultural Engagement* dimension, students participate in weekly ethnographic discussion groups as well as the submission of individually prepared 1-2 page critical summaries of ethnographic reading facts, key anthropological concepts as they relate to ethnographic readings, and personal observations on each reading. To assess the *Ethical Issue Recognition* dimension, AN 100 requires students to study several chapters and be tested through written examinations the ways in which culture and power interface. These topics include: Race, Ethnicity, Class, Power, Gender, Ethical Responsibilities in relation to Anthropological Research, Processes of Cultural Change, and Challenges associated with Globalization.

**C. Describe the target audience**

AN 100 appeals to a broad target audience. It is an introductory survey class that is particularly valuable to students interested in the social sciences and humanities. It is especially relevant as a foundations class for student going into anthropology, sociology, international studies, history, native studies, modern languages, English, human geography, outdoor recreation, and political science. AN 100 also attracts students from the natural sciences.

**D. Give information on other roles this course may serve**

AN 100 is a required course for the anthropology minor and ICP in anthropology. It is currently a World Cultures class. AN 100 is a required class and prerequisite for other anthropology courses.

**F. Provide any other information that may be relevant to the review of the course by GEC**

This course is taught by Alex Ruuska. Typically I teach 1-2 sections/semester.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Task Type and Frequency: 1-2 page ethnographic reading response papers done individually, following small group discussions. Completing each assignment requires reading ethnographic readings, analyzing articles, synthesizing information, and comparing to own knowledge base.  Overall Grading Weight: 40%  Expected Proficiency Rate: 80%  Rationale: This exercise helps student to identify key arguments, compare to key anthropological constructs, and to relate to personal experiences. In group exercises, students are able to identify their strengths and weaknesses in these areas. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task Type and Frequency: 1-2 page ethnographic reading response papers done individually, following small group discussions. Completing each assignment requires reading ethnographic readings, analyzing articles, synthesizing information, comparing to own knowledge base  Overall Grading Weight: 40%  Expected Proficiency Rate: 80%  Rationale: This exercise helps student to identify key arguments, compare to key anthropological constructs, and to relate to personal experiences. In group exercises, students are able to identify their strengths and weaknesses in these areas. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Task Type and Frequency: 1-2 page ethnographic reading response papers done individually, following small group discussions. Completing each assignment requires reading ethnographic readings, analyzing articles, synthesizing information, comparing to own knowledge base  Overall Grading Weight: 40%  Expected Proficiency Rate: 80%  Rationale: This exercise helps student to identify key arguments, compare to key anthropological constructs, and to relate to personal experiences. In individually written response papers, students are able to identify their strengths and weaknesses in these areas. |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | Task Type and Frequency: 3 exams per semester. These exams test contemporary, historical, theoretical, and methodological knowledge of diverse world cultures.  Overall Grading Weight: 45%  Expected Proficiency Rate: 75%  Rationale: Anthropology requires students to acquire and master knowledge of diverse societies ranging from small scale foraging societies to complex states. Many students will do well with regular class attendance, regular studying of lecture materials and performance of outside readings. Approximately ¼ will potentially fail to achieve a “proficient” status. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | Task Type and Frequency: Weekly Quizzes  Overall Grading Weight: 15%  Expected Proficiency Rate: 75%  Rationale: Anthropology requires students to acquire and master knowledge of diverse cultures as well as anthropological concepts for critically comparing cultural systems worldwide. Many students will do well with regular class attendance, regular studying of lecture materials and performance of outside readings. Approximately ¼ will potentially fail to achieve a “proficient” status. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | Task Type and Frequency: 1 page ethnographic reading response papers done in small groups of 2-4 people following small group discussions. Completing each assignment requires reading ethnographic readings, analyzing articles, synthesizing information, and comparing to own knowledge base.  Overall Grading Weight: 40%  Expected Proficiency Rate: 80%  Rationale: This exercise helps student to identify key arguments, compare to key anthropological constructs, and to relate to personal experiences. In group exercises, students are able to identify their strengths and weaknesses in these areas.  Approximately 20% will potentially fail to achieve a “proficient” status. |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | Task Type and Frequency: 3 exams per semester. These exams test contemporary, historical, theoretical, and methodological knowledge of diverse world cultures. Students will need to demonstrate knowledge of how culture and power interface. Topics include: Race, Ethnicity, Class, Power, Gender, Ethical Responsibilities in relation to Anthropological Research, Processes of Cultural Change, and Challenges associated with Globalization.  Overall Grading Weight:  Expected Proficiency Rate: 75%  Rationale: Anthropology requires students to acquire and master knowledge of how Race, Ethnicity, Class, Power, Gender, Ethical Responsibilities express themselves historically and today. Many students will do well with regular class attendance, regular studying of lecture materials and performance of outside readings. Approximately ¼ will potentially fail to achieve a “proficient” status. |