



The College at  
**BROCKPORT**  
 STATE UNIVERSITY OF NEW YORK

# 26-10-11GE

Office of the Vice Provost for Academic Affairs

TO: Charles Edwards, Chair  
 Department of Anthropology

FROM: Debbie Lamphron  
 Academic Affairs

RE: General Education Codes

DATE: March 10, 2011

The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

COURSES	CODES APPROVED	CODES NOT APPROVED
ANT 101 – The Human Experience: Introduction to Anthropology	(S) Social Sciences; (W) Perspectives on Women; and (D) Diversity	(O) World Civilization (Non-Western)

**\* It is necessary for our office to request approval from Systems Administration in Albany before this General Education code can be awarded and listed.**

If you wish further clarification of the Committee's decisions, you may contact

**Anne Macpherson, Chair of the General Education Committee**  
 Department of History  
 Email – [amacpher@brockport.edu](mailto:amacpher@brockport.edu)

Copy: Darwin Prioleau, Dean  
 School of The Arts, Humanities  
 & Social Sciences

Peter Dowe  
 Registration and Records

Anne Macpherson, Chair  
 General Education Committee

Adair Korn  
 Faculty Senate

Janice Stewart  
 Registration and Records

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE  
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals may be returned and proposals received after the deadline may not be reviewed until next semester.

<b>Routing Number</b> <i>Routing # assigned by Senate Office</i>	<b>#26_10-11GE</b> <i>Use routing number and title in all reference to this proposal.</i>
<b>This Proposal Replaces Resolution</b>	

**INSTRUCTIONS – please, no multiple attachments – submit each proposal electronically as one Word document.**

- Submit only complete proposals with this cover page, attachments and support letters from your department chair and dean merged into one Word document.
- Signed documents may be submitted as hard copies.
- Use committee guidelines available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).
- **Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.**
- Do not send your proposal as a .pdf file.
- Email your proposal as one attachment to [senate@brockport.edu](mailto:senate@brockport.edu). Signed pages can be sent/faxed as hard copies.
- All revisions must be resubmitted to [senate@brockport.edu](mailto:senate@brockport.edu) with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

**ANT 101, The Human Experience: Introduction to Anthropology, GEN ED S, W, D, O CODES**

2. **BRIEF DESCRIPTION OF PROPOSAL:**

Request GEN ED S, W, D, O CODES FOR AN1 101

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?**  NO  YES EXPLAIN YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

Experience at other universities (Geneseo, U Wisconsin, etc.) indicate that a four fields intro course in anthropology provides undergraduates with a basis for selecting other courses in the discipline and enhancing understanding of human diversity.

5. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**

No different from other Breadth Courses

6. **ANTICIPATED EFFECTIVE DATE:**

Fall, 2011

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2/2/2011 incomplete	3/2/11		

8. **SUBMITTED BY:** (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Charles r Edwards	Anthropology	5708	cedwards@brockport.edu

9. **COMMITTEES TO COPY:** (Senate office use only)

<b>Standing Committee</b>	<b>Forwarded To</b>	<b>Dates Forwarded</b>
<input type="checkbox"/> Bylaws Committee	Standing Committee	3/2/11
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	4/11/11
<input type="checkbox"/> Faculty & Professional Staff Policies	Passed GED's to Vice Provost	3/7/11
<input checked="" type="checkbox"/> General Education & Curriculum Policies	Senate	4/18/11 ANNOUNCE
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:3/7/11: APPROVED FOR S, W, D.  
DENIED O

2/2/11 Waiting for signature pages, then will forward to Michael Fox and GED committee. Received hard copies in mail. Supplemental Course Registration form is missing. 2/3/11. Called Edwards on 2/17 and left message. Emailed 3/1 requesting pages again. Policy is that incomplete proposals not be forwarded. Also, signatures are required, not typed in names.

3/2/11: email supplemental course form to V. Bachelor for signature.

U26\_10-11GE

### GENERAL EDUCATION PROGRAM SUPPLEMENTAL COURSE REGISTRATION FORM OCTOBER 2008 VERSION

COURSE NUMBER: ANT 101 COURSE TITLE: ANTHROPOLOGY: THE HUMAN EXPERIENCE  
COURSE NUMBERS FOR ANY CROSSLISTINGS: No  
SUBMITTED BY: CHARLES EDWARDS DEPARTMENT/PROGRAM: ANTHROPOLOGY  
DATE: 2 / 18 / 2011 ESTIMATED SEATS/SEMESTER? 120  
NEW COURSE?  YES  NO  
RE-REGISTRATION OF EXISTING COURSE?  YES  NO

UPPER-DIVISION "KNOWLEDGE AREA" EXCEPTION FOR TRANSFERS  YES  NO

DEPARTMENT CHAIR'S APPROVAL [Signature] DATE: 2/18/11  
Required before General Education Committee Action  
SCHOOL DEAN'S ACKNOWLEDGEMENT [Signature] DATE: 2 / 23 / 11  
Required before General Education Committee Action  
GENERAL EDUCATION COMMITTEE APPROVAL [Signature] DATE: 3/7/11  
Required after General Education Committee Approval  
ACADEMIC AFFAIRS ACKNOWLEDGEMENT [Signature] DATE: 1 / 1  
Required after General Education Committee Approval 3/2/11

\* All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.

- copy of standard *Course Registration Form* signed by chair and dean.
- completed Student Learning Outcomes Checklist(s) as appropriate
- updated bibliography (if applicable) with full bibliographic citations
- 10-copies submitted

\* Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):

- |  |  |
|--|--|
| <input type="checkbox"/> Fine Arts ("I")                   | <input checked="" type="checkbox"/> Social Sciences ("S")                  |
| <input type="checkbox"/> Fine Arts Performance ("P")       | <input type="checkbox"/> American History ("V")                            |
| <input type="checkbox"/> Humanities ("H")                  | <input checked="" type="checkbox"/> World Civilization (Non-Western) ("O") |
| <input type="checkbox"/> Western Civilization ("G")        | <input type="checkbox"/> Contemporary Issues ("I")                         |
| <input type="checkbox"/> Natural Sciences ("N")            | <input checked="" type="checkbox"/> Perspectives on Women ("W" or "WY")    |
| <input type="checkbox"/> Natural Sciences Laboratory ("L") | <input checked="" type="checkbox"/> Diversity ("D")                        |

**Committee Action**

Approved as requested - course will be filed with Registration Office  
 Not approved - If not approved for inclusion in General Education Program at this time, please see comments below:

*Approved for S, W, D. Not approved for O.*

PLEASE NOTE: After SUNY Brockport's General Education has approved a course, the additional approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY 10" outcomes. This includes all of Brockport's General Education Knowledge Area courses.

b. Additional student learning outcomes: (check all codes that are currently approved)

- |                                     |  |                                     |   |
|-------------------------------------|--|-------------------------------------|---|
| <input type="checkbox"/>            | Contemporary Issues (I)                              | <input type="checkbox"/>            | Upper Level Writing (U)                 |
| <input type="checkbox"/>            | Both Contemporary Issues and Upper Level Writing (J) |                                     |   |
| <input checked="" type="checkbox"/> | Scholarship on Women (W)                             | <input checked="" type="checkbox"/> | Diversity (D)                           |
| <input type="checkbox"/>            | Science & Technology (E)                             | <input type="checkbox"/>            | Other World Civilizations (Non-Western) |

(O)

9. If cross-listed in another discipline(s), give discipline(s)/number(s):  
If there are pre-requisites that are enforced, give discipline(s)/number(s):  
If there are co-requisites, give discipline(s)/number(s):

10. a. Approximate total number of seats/semester expected: 45  
b. How many sections do you expect to offer per semester: 3

11. Sections of this course are (check one): taught by one instructor  taught by a team

12. Planned frequency of offering: EVERY SEMESTER

13. Grading (check any that apply):

- Letter grade  Pass/Fail (S/U) ONLY  Approved for IP grade  
 Course requires a minimum grade of \_\_\_\_\_ for General Education or the major

14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:  
AUDIOVISUAL, POWERPOINT, ETC.

15. If this course is required for any degrees/programs, please list them below:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters. Use action verbs and omit "This course covers..." and similar phrases.

An introduction to the breadth and scope of anthropology, including biological, cultural, archaeological, and linguistic anthropology, intended for students who would like a broad overview of the discipline. Anthropology's goal is to explore the human experience as we have adapted to our natural, human-made and symbolic worlds in the past and present, and to put this knowledge to work addressing today's environmental, social and cultural problems.

17. For all courses, please attach the following information:

- (a) a list of major course objectives
- (b) a topical outline of course
- (c) a list of methods used to evaluate student performance
- (d) a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e
- (e) a current course syllabus, if possible
- (f) a brief statement detailing the additional work required of graduate students in a "swing course."

For General Education courses only, attach also:

- (g) *Supplemental General Education Course Registration Form*

(h) *Student Learning Outcomes Checklist (for specific codes requested).*

(a)

(b) Major course objectives:

- Provide a broad introduction to the four fields of anthropology
- Encourage students to think critically about the complexities of the realities humans faced in the past and face today;
- Provide a time-deep and broad perspective on the human condition.
- Examine the relevance of the human past for addressing contemporary human problems.
- Examine the roots and implications of human behavioral diversity, locally and globally as they relate to “race”, gender, class, etc.

(c) Topical outline (Sample: Order will vary with instructor and text)

Week 1: Introduction: Anthropology, humanity, and science

Theme I: Biological Anthropology

- theory of evolution
- human evolution
- biological variation
- human growth and development
- globalization and the human body
- methods in biological anthropology
- Human biological diversity: “race”, gender, age,

Theme II: Cultural Anthropology

- theories of culture
- cultural variation in politics
- cultural variation in economics
- cultural variation in religion
- cultural variation in kinship
- cultural variation in art
- methods in cultural anthropology
- Human cultural diversity: Ethnicity, social identity, ethnic conflict, perceptions of “race”, gender, class.

Theme III: Linguistic Anthropology

- theories of language
- language and evolution
- language and culture
- communication
- phonology

- morphology
- syntax
- historical linguistics
- methods in linguistic anthropology
- Human linguistic diversity: Ethnicity, social identity, gender, class.

Theme IV: Archaeological anthropology

- material culture
- time and the archaeological record
- geology and the archaeological record
- methods in archaeology
- Human diversity as reflected in the archaeological record: gender, class, ethnicity.

Theme V: Applied Anthropology. Applications of anthropology in:

- health
- education
- environment
- human rights
- economic development
- Human diversity and its implications for social policy, economic development, human rights, gender rights, etc.

(d) Methods used to evaluate student performance

- Midterm Exam
- Final Exam
- Review Quizzes
- Research paper

(e) Instructional Materials: Note: there are many resources available for courses of this type. The specific ones used will vary by instructor and semester But, as a minimum, these include

- A Core Text covering the above themes.
- Articles selected from relevant literature
- Case studies illustrating the above themes.
- Anthropological videos/DVDs

(f) Course Syllabus: Syllabi will vary with instructor, but will conform to the above, and General Education guidelines

(g) Additional work for graduate students: N/A.

**SOCIAL SCIENCES KNOWLEDGE AREA – CODED “S”**  
**STUDENT LEARNING OUTCOMES CHECKLIST – JUNE, 2003 VERSION**

*Please check all student learning outcomes that apply to this course. In the space provided below that/those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course.*

**General Requirements for All Knowledge Area courses**

- Knowledge Area courses for native Brockport students are lower division courses.
- Knowledge Area courses, lower division, may not require prerequisites.
- Knowledge Area course, upper division exception, that transfer students may use complete the SUNY General Education requirements.

**All Knowledge Area courses must have the following student learning outcomes:**

- C3 write a short paper or report reflecting the writing conventions of the disciplinary area, with at least one opportunity for feedback and revision or multiple opportunities for feedback. *Note: A short paper is defined as 2000 words or an equivalent amount in several shorter assignments (FS Res. #04, 1999-2000).*

Students will (i) develop a proposal for a research project based on a critical analysis of a theme covered in the course., (ii) prepare a bibliography, (iii) prepare a draft and, with feedback, (iv) prepare a final draft.

- IL4 identify, analyze, and evaluate arguments as they appear in their own and others' work.

Each theme in the course addresses controversies that relate to interpretation of data, methodology, or social significance. Critical evaluation thereof will be incorporated into review quizzes and exams.

**Social Sciences courses must include both of the following student learning outcomes:**

- SS1 demonstrate understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

Each theme (see outline in course registration, above) addresses the major hypotheses or questions of the subdisciplines and the methodologies used to analyze and/or test them.

- SS2 demonstrate knowledge of major concepts, models and issues of at least one discipline in the

Social Sciences.

Anthropology traditionally includes four sub-disciplines (Biological, Archaeological, Cultural and Linguistic Anthropology). ANT 101 introduces students to each of these, per the outline in the course registration form, above)

### **Additional student learning outcomes that may be included in Social Sciences courses**

#### **Perspectives on Women:**

W1 demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. "Scholarship on women" is defined as a critical awareness of gender issues within the knowledge area. **Courses coded "W."**

Gender and sex constitute a fundamental basis of human variation, and so will be an ongoing focal point of the course throughout the semester, including the role of women in human evolution, the cross-cultural status of women in the contemporary world, the impacts that gender and sex have on language use, and the archaeological record of womens' status in past cultures.

Each of the segments of the course addresses Women/Gender issues as specific anthropological phenomena thusly:

Theme I: Biological Anthropology: Until the late 1960's human evolution, primate behavior, and the revolutions of the Upper Paleolithic (the appearance of fully modern Homo sapiens) was described in male terms and as male phenomena. Classic textbooks, with titles such as "Man the Hunter", "Man the Toolmaker", reinforced this stereotype. Females were often entirely neglected, or described as passive followers of their male counterparts. During the 1960's this started to shift, especially with rising number of women anthropologists (today a majority of PhD graduates are women). Scholarship on hunter-gatherers showed, for example, that with few exceptions, women were the primary food producers and were involved in a number of economic, technological, etc. activities central to human survival. The scholarship also focused on the conflicting and competing survival and reproductive strategies of females vs. males. In primatology, similar change were afoot. Despite the images of aggression in male primates, most non-human primates have matrifocal female-kin-based social systems in which females form the core of the group, are more actively engaged than males in territoriality, and play the primary role in socialization, while adult males coming from the outside. This has implications for the evolution of gender roles and male-vs female strategies in modern humans.

So, for this part of the course, we pay attention to the history of anthropological thought prior to the 1960's and to how the more recent scholarship has challenged these older stereotypes.

Theme II: Cultural Anthropology. In many ways cultural anthropological thinking prior to the 1960's paralleled that of biological anthropology in its focus on male institutions, strategies, etc. The more recent scholarship has likewise challenged these older assumptions.

This part of the course examines how this scholarship has challenged older stereotypes, why some societies are less conducive to women's rights than others, why women in some societies, especially among Native Americans have evolved explicit high status social and political roles, how women in the modern world have capitalized on the dynamics of social-economic change to enhance their

power and status. Applied anthropologists working in to improve the lives of people in developing countries have focused considerable attention to Womens' rights issues and how these can be addressed in ways that are socially, environmentally, and economically realistic.

So, Theme II draws on the literature on women to address how and why women' roles, statuses, and opportunities vary across cultures, and how this understand can be put to work in improving the status of women globally.

Theme III: Linguistic Anthropology: There has been considerable scholarship on gender and language, especially as it relates to sociolinguistics. This is developed as a specific sub-theme within the course with examples from the West and non-western societies.

Theme IV: Archaeological Anthropology. As above, women tended to be ignored in the archaeological literature. More recently, and with the development of new techniques in human osteology and bioarchaeology, the analysis of habitation sites, and inferences from the ethnographic literature, archaeologists have been able to reconstruct in greater detail how roles of women have evolved and changed in different social, ecological and historical contexts.

So: Again, as with the above, this section takes a critical look at older stereotypes and how the new scholarship is challenging them.

SUMMARY: The scholarship on women plays a central role in each of the four sections of ANT 101.

**Oral communication outcomes in "W" courses: NO LONGER APPLICABLE to W code**

**Diversity:**

- RE1 analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as race, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to peripheral or occasional consideration. **Courses coded "D."**

Because Anthropology takes a comparative, global and holistic perspective on the human condition, it must, by definition, look at the many ways the human experiences is expressed. Diversity is thus addressed (i) descriptively (how and why cultural systems vary) and (ii) problematically. In ANT 101, for example, the problem of discrimination will be addressed through several areas of knowledge, including the contemporary human biological critique of race; the cross-cultural analysis of status, ranking, and social inequality; the sociolinguistics of inequality; and the history of inequality as evidenced in the archaeological record.

A central theme is that (1) cultural diversity is understandable, (2) that an understanding of cultural diversity is critical to addressing the ecological, economic, health, political, etc. issues that are confronting us today. Cultural diversity is not just an accident of geography, history or fate. And many practices, beliefs, etc, that strike us as illogical, "superstitious" or bizarre are in fact products of conscious strategies to deal with the realities that people face locally and regionally. A major focus of ANT 101 is to challenge the ethnocentric notions that tend to evaluate the rest of the world in (In this case) White, middle-class American terms. By using case studies from the US and around the

world, this course will expose students, not just to cultural diversity, but also to the implications that this has for our changing world.

**World Civilizations:**

- O1 demonstrate knowledge of either a broad outline of world history OR the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization

**AND**

- O2 compare the perspective of at least one non-Western, third world or developing society with their own. **Courses coded "O."**

The anthropological frame provides the broadest possible view of world history - at least as far as human beings are concerned. ANT 101 will introduce the history of the human species, including the biological evolution of human organisms over more than 7 million years, the material cultural developments of agriculture, social complexity, world systems, industrialism, capitalism, world religions; and the evolution and history of language. In providing students access to this knowledge, students will hopefully develop their capacity for cultural relativist modes of reasoning that will allow them to objectively compare their own society with other societies in both the present and the past. Specific cultural case studies (varying with instructor) will be used as a framework for this comparison,