Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

<table>
<thead>
<tr>
<th>Course Number and Title: ANTH 102: Social-Cultural Anthropology</th>
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</table>

Type of Foundational Studies Course – (Choose One):

[x] DLS (Disciplinary Lens – Social Science)
[  ] DLL (Disciplinary Lens – Literature and Humanities)
[  ] DLV (Disciplinary Lens – Visual and Performing Arts)
[  ] DLM (Disciplinary Lens – Mathematics)
[  ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
  Includes Lab: [ ] Yes [ ] No
[  ] CID (Communication in the Discipline)
[  ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):

[x] Face to Face
[x] Fully Online
[  ] Hybrid
[  ] Concurrent Enrollment
[  ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. ANTH 102 satisfies 3 credits of the Foundational Studies Program's Disciplinary Lens – Social Science requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 11. Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

ANTH 102: Social-Cultural Anthropology is designed to introduce the comparative cross-cultural study of living human communities. Comparisons across cultures are multidimensional, including analysis of kinship and other social institutions, landscape, economy, power, religion, demographics, and intergroup relationships. This course critically evaluates the methods used to obtain anthropological data, as well as the explanatory frameworks, core concepts, and ethical perspectives of social cultural anthropology. Opportunities are provided to discuss and write about scientific inquiry into human behavior and institutions. The scientific approach, cross-cultural comparisons, and the global, inclusive vision of social cultural anthropology achieves the goals of the Foundational Studies Program on the following learning outcomes in the Social Science requirement.

After successful completion of this course, you will be able to:

- Compare the creative accomplishments valued by another culture (such as indigenous social safety nets and institutions, and cosmological ties to the environment), to those of your own culture (such as material wealth and celebrity status) [thus, demonstrating understanding of individuals as members of a particular culture and/or community].
- Identify and evaluate cross-cultural evidence showing human diversity and continuity across a broad variety of beliefs, behaviors, and institutions (such as property relations, political leadership, kinship ties, religious systems, or armed conflict) [thus, demonstrating understanding of historical and/or cultural forces].
- Identify and evaluate the distinctive methods of inquiry (e.g., participant observation), methodological commitments (e.g., cultural relativism), and theoretical frameworks of social cultural anthropology, including how alternative hypotheses are explored in relation to key disputes about methods, ethics, and explanations of human behavior [thus, demonstrating reasoning, inquiry, and problem-solving].
- Recognize the challenges and responsibilities of active citizenship brought to light by anthropological research, such as understanding how colonialism has impacted aboriginal land rights or the impacts of consumerism in the industrialized world on the global environment and peoples relying on subsistence resources [thus, demonstrating responsibility, personal reflection].
Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

ANTH 102: Social-Cultural Anthropology: Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center. All posted PDF reading assignments will be checked for readability by a screen reader (Academic Technologies will be asked to assist with a review of these electronic materials). When available, videos chosen for use in the course will be those that have been close-captioned by the content producer, or links to internet transcripts will be provided. PowerPoints used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis.

ANTH 102: Social-Cultural Anthropology: Online sections will include narrated lectures combining PowerPoint presentations with the instructor's voice. Instructors will be encouraged to provide PowerPoint files with a textual transcript of the lecture in the notes section of each slide. Images used in the Blackboard site will have appropriate textual descriptions that can be read by screen reader software. In all sections, students will be able to submit assignments in a variety of formats, including written papers and podcasts. Extra time on tests and other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 11 Criteria</th>
<th>Foundation ULO 11 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 11.1: Understanding of individuals as members of a particular culture and/or community</td>
<td>* Demonstrates an understanding that members of different cultures and/or communities see, interpret, and experience the world differently</td>
<td>Compare the creative accomplishments valued by another culture (such as indigenous social safety nets and institutions, or cosmological ties to the environment), to those of your own culture (such as material wealth, the profit motive, or celebrity status).</td>
<td>In-class or online exams combining objective and short answer responses focused on learning outcomes; written summaries of and responses to the primary ethnographic literature; and meaningful participation in peer discussions.</td>
<td>In-class or online instructor presentations, combined with readings from exemplary case studies and ethnographic films; peer group discussions and individual reflections relating materials to the students own values and experience.</td>
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<tr>
<td>ULO 11.2: Understanding of historical and/or cultural forces</td>
<td>* Demonstrates an understanding of the historical and/or social forces that shape individuals and institutions</td>
<td>Identify and evaluate the cross-cultural evidence for human diversity and continuity across a broad variety of beliefs, behaviors, and institutions (such as property relations, political leadership, kinship ties, religious systems, or armed conflict)</td>
<td>In-class or online exams combining objective and short answer responses focused on learning outcomes; written summaries of and responses to the primary ethnographic literature; and meaningful participation in peer discussions.</td>
<td>In-class or online instructor presentations, combined with readings from exemplary case studies and ethnographic films; small group discussions and/or individual reflections relating materials to the students own values and experiences.</td>
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<tr>
<td>ULO 11.3: Reasoning, inquiry, and problem-solving</td>
<td>Notions of Exemplary Work</td>
<td>Course Learning Outcomes: By the end of this course, each student should be able to…</td>
<td>Assessment Method: Evidence of Student Learning</td>
<td>Planned Teaching &amp; Learning Activities / Pedagogy</td>
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<td>* Demonstrates an understanding of the theoretical framework that is behind various approaches to education</td>
<td>Identify and evaluate the distinctive methods of inquiry (e.g., participant observation), methodological commitments (e.g., cultural relativism), and theoretical frameworks of social cultural anthropology, including how alternative hypotheses are explored in relation to key disputes about methods, ethics, and explanations of human behavior.</td>
<td>In-class or online exams combining objective and short answer responses focused on learning outcomes; written summaries of and responses to the primary ethnographic literature; and meaningful participation in peer discussions.</td>
<td>In-class or online instructor presentations, combined with readings from exemplary case studies and ethnographic films; peer group discussions and I or individual reflections relating materials to the students own values and experience.</td>
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<tr>
<td>* Analyzes own and others’ assumptions and evaluates the relevance of contexts</td>
<td>* Uses information and analysis to capture the critical elements of the discussion</td>
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</tbody>
</table>

| ULO 11.4: Responsibility, personal reflection | Demonstrates (through personal reflection and action) an understanding of the importance of an active commitment to support community | Recognize the challenges and responsibilities of active citizenship brought to light by anthropological research, such as understanding how colonialism has impacted aboriginal land rights or the impacts of consumerism in the industrialized world on the global environment and peoples relying on subsistence resources. | In-class or online exams combining objective and short answer responses focused on learning outcomes; written summaries of and responses to the primary ethnographic literature; and meaningful participation in peer discussions. | In-class or online instructor presentations, combined with readings from exemplary case studies and ethnographic films; peer group discussions and I or individual reflections relating materials to the students own values and experience. |

5-16-2013

Foundational Studies Program Director Signature

Date