

**TO: Bethami Dobkin, Provost**

**FROM: Tom Poundstone, Chair  
Academic Senate**

**DATE: March 1, 2010**

**RE: Senate Action S-09/10-12CA  
Anthropology Curriculum Revision**

At the February 11, 2010 General Meeting of the Academic Senate, the attached proposal for a curriculum revision for Anthropology was approved on the Consent Agenda. This action was sent to the Senate from the Undergraduate Educational Policies Committee where the proposal was approved by a vote of 8-0-0. This action was assigned Senate Action # S-09/10-12CA.

Attachment

cc: Br. Ronald Gallagher  
Dean Steve Woolpert

**To:** Prof. Hoang Vu, Chair, and Members of the Undergraduate Educational Policies Committee

**Date:** January 5, 2010

**From:** The Department of Anthropology

Prof. Lynn A. Meisch, Chair

Prof. Dana Herrera

Prof. Jennifer Heung

Prof. Cindy Van Gilder

**Subject:** Department of Anthropology Curriculum Revision

Dear Chair and Members of the UEPC

The Department of Anthropology is proposing a revision of our curriculum. We are submitting this proposal for consideration at the January 25, 2010 UEPC meeting. Prof. Lynn Meisch will attend the meeting to answer questions.

We have followed the steps listed in the New Course Proposal Procedures including agreement on the proposal by the above members of the department, notification of Dean Steve Woolpert, Patty Wade for the library review, chairs and program directors in the School of Liberal Arts, and preparation of new course proposal forms.

**Summary:** We have combined several existing new courses and proposed six new courses, raising the total number of courses in our curriculum from 24 to 29. We are not asking for an increase in the number of courses which we teach each semester, but will include the proposed new courses in our regular rotation, where it has been our practice to teach some courses every other year, or every three years rather than every semester or year.

**Attached please find:**

- 1) An introduction to our curriculum revision
- 2) Proposed new catalog copy for the 2010-2011 catalog
- 3) New Course Proposal Forms for:

Anth 100: Principles of Anthropology

Anth 105: Linguistic Anthropology

Anth 115: Issues of Globalization

Anth 120: Visual Anthropology

Anth 123: Applied Anthropology

Anth: 124: Museum Studies

Thank you very much for your consideration.

## **1. List School, Department, course number and course title**

School of Liberal Arts    Department of Anthropology    Anthropology 123: Applied Anthropology

### **Anth 123 Applied Anthropology**

Anthropologists increasingly are employed in a variety of jobs outside of academia. Applied anthropology involves the practical application of anthropological theory and methods to such areas as business, the environment, medicine, education, social and economic development, and the preservation of cultural heritage. The course introduces students to the methods, theories and roles anthropologists have in the workplace including issues of ethics, analysis, and report writing, enabling students to use their anthropological training in their post-baccalaureate careers.

## **2. Justification for the course**

As noted in the *Department of Anthropology New Curriculum Proposal*, “Besides its academic foci, a major emphasis of anthropology is its application in such fields as education, medicine, business, law, human rights, international development, and conflict resolution.” Applied Anthropology focuses specifically on *how* anthropology is relevant to these 21<sup>st</sup> century concerns. This question is one that is currently being addressed within the discipline by groups such as the National Association of Practicing Anthropologists (a subset of the American Anthropological Association). Further signaling the importance of this exploration: San Jose State University recently developed and implemented a Master’s program specifically for Applied Anthropology.

### **2.1) Objectives of the course**

Students will be expected to

- Understand anthropological theory and methods and how they are applicable in and beyond academia. (This is also a learning outcome for the department.)
- Discuss, understand, and abide by the ethical standards for practicing anthropology as devised by the American Anthropological Association.
- Develop written and oral communication skills that can be used to demonstrate an understanding and application of anthropological thought.

### **2.2) Objectives of the course as related to Department, School, or College goals.**

As “our proposed curriculum aims to prepare all students broadly to be literate, informed, questioning, ethical, and socially aware citizens,” this includes making explicit connections between anthropology and other fields. Anthropology does not exist in isolation and the skills set which students develop serves them well in their post-graduate pursuits. Applied anthropology also fulfills the *Engaging the World* section of the new proposed Core Curriculum as discussed in *Department of Anthropology New Curriculum Proposal*.

### **2.3) Assignments/tasks that will be typical of those used to evaluate the performance of students in the course.**

Students will be asked to read relevant textbooks and case studies; a robust paragraph critically examining these texts can be required. An end of the semester research paper, exams, and/or quizzes is also likely evaluative options. At the discretion of the professor, a real life case study of applied anthropology may be assigned: this project would require students to interview a practicing anthropologist or study a workplace environment that could benefit from an anthropologist’s perspective.

Pass/fail grading option will be allowed only within the guidelines set by the school catalogue.

### **3. Student Population**

The anticipated students for this course are anthropology majors or anthropology minors. Additionally, Business majors with an International Concentration may be able to use this class to fulfill major requirements.

An estimated twenty to twenty-five students will take the course when offered.

### **4. Relationship to present College curriculum**

Applied Anthropology is an upper division course in the Department of Anthropology. It is designed to complement the other upper division courses, not replace any other classes (that is, applied anthropology is *not* being proposed as a replacement for any pre-existing course). As most of the other courses explore specific topics within the study of anthropology, applied anthropology explores how these topics may be utilized in the workplace or other contexts. As noted above, business majors (for example) with the International Concentration might find this class particularly useful as it potentially illustrates the relationship between applied anthropology and the business world; thus, some students from other departments may choose to take this course rather than one in their own discipline.

### **5. Any extraordinary implementation costs**

There is no anticipated need for special classroom or other physical space requirements, special or additional equipment necessary to run the course.

### **6. Library Resources**

We do not anticipate any unusual library expenses, especially with Link, and online access to social science journals. Please also refer to Patty Wade's report.

### **7. Course credit and grading options**

Course credit: 1

Total number of hours student will spend in the classroom during the semester: (3 hours per week)13 weeks = 39 hours

Projected out-of-class time per week (average): 10 hours

Format of the course: lecture/discussion

### **8. Prerequisites**

Anth 001, Anth 005, or permission of instructor.

### **9. Course description wording for the appropriate College catalog**

Given above under #1.

### **10. Course content**

This course was taught once as Anth 135; a copy of that syllabus is attached. Please refer the tentative syllabus below for a sample of the possible course content.

### **11. Review of experimental offering**

N/A

### **Anthropology 123: Applied Anthropology Suggestions for Sample Syllabus**

Tentative reading list:

Applied Anthropology: Tools and Perspectives for Contemporary Practice (2nd Edition)

Alexander M. Ervin (Author)

Allyn & Bacon; 2 edition (June 20, 2004)

ISBN-10: 0205414095

ISBN-13: 978-0205414093

Applied Anthropology: Domains of Application (Paperback)

Satish Kedia (Author), John Van Willigen (Author)

Publisher: Praeger (October 30, 2005)

ISBN-10: 0275978427

ISBN-13: 978-0275978426

The Applied Anthropology Reader (Paperback)

James H. McDonald (Author)

Publisher: Allyn & Bacon (November 1, 2001)

Language: English

ISBN-10: 0205324916

ISBN-13: 978-0205324910

Topics to be covered:

History of Applied Anthropology

Ethics in Research and Practice

Case Studies in:

- Policy Making
- Development
- Health and Medicine
- Business
- Education
- Cultural Resource Management
- Public Archaeology

The Future of Applied Anthropology

Major assignments:

- 10-15 page research paper

potential topics include:

- interviews with practicing anthropologists
- analysis of a corporate business structure from an anthropological perspective
- policy recommendations for distribution of water and other resources in sub-Saharan countries
- cultural resource management in San Francisco

weekly write-ups/ critical analysis of reading

- community presentation of research projects

- at discretion of professor: internship with local business or non-profit agency

## **New Course Proposal Form**

### **1. School of Liberal Arts Department of Anthropology Anth 115: Issues of Globalization**

#### **Anth 115 Issues of Globalization**

Globalization, which can be characterized as the increased speed and frequency by which commodities, people, ideologies, cultural productions, and capital cross national borders, has reorganized the world in fundamental ways not seen since the Industrial Revolution. This class examines the numerous issues, topics, and problems that stem from globalization. The course analyzes the meanings and implications of these movements, as they are experienced at a local and global level. Through reading ethnographies about different world regions, the course explores the changing shape of local culture in relation to larger processes of globalization.

May be repeated for credit as the content varies.

#### **2. Justification for the course:**

While many disciplines deal with globalization, anthropology is uniquely positioned to offer this course precisely because of the ethnographic fieldwork that anthropologists conduct for their research. Due to the extended periods of time anthropologists spend in the field, learning the language and experiencing daily lives with the local population, we are able to offer first-hand accounts of the effects of globalization in various cultures. The experience of ethnographic fieldwork provides “on the ground” examples of how different aspects of globalization are being experienced, resisted, and indigenized at a local level. Understanding the global at the local level is precisely what this course aims to teach our students. Most importantly, an anthropological perspective offers a field-based, cross-cultural, and holistic approach to the issues arising from the processes of globalization. Finally, a course on different issues in globalization speaks to the larger move on campus that asks us to view ourselves as global citizens, and to understand how our location, actions and behaviors can and do have larger global ramifications. These goals have traditionally been inherent to the discipline of anthropology and this course would contribute towards the College’s aims to internationalize. This course on globalization not only strengthens the course offerings of the department but those of SOLA and the College as a whole.

#### **Objectives of the course**

In terms of learning outcomes, when students have completed the course they will:

- Have a working knowledge of the concept of globalization (through culture, economics, geo-politics, and the environment) and be able to articulate the interactivity and connectivity between local, regional, and global scales.
- Be able to understand and explain the fundamental concepts of diversity and globalization and the dynamic relationship between them.
- Be able to critically analyze and evaluate different processes of globalization and how they affect specific populations or cultures at both the local, regional, and global level.
- Gain ethnographic knowledge of several cultures and different world regions in relation to the process of globalization.
- Have conducted independent research and be able to articulate and apply specific theoretical concepts to outside material.

#### **How the objectives listed above relate to department, school, or College goals**

Understanding how globalization works at the international, regional, and local levels certainly fulfills goals that are held by the department, School of Liberal Arts and the College. As mentioned above, a course on globalization is timely and important to the College Curriculum especially since Building on Strengths plan (BoS 2.7) specifically highlights the College’s goal to foster students’ development into “global citizens.” One of the central learning outcomes of the anthropology department is for students to be able to appreciate the “great diversity of human cultures and the

interrelatedness of economic, socio-political and religious systems” (College Catalog 2009-2010:53) and Anthro 115 certainly works towards this goal. A thoughtful examination of different processes that result from and are influenced by globalization helps our students to better understand and more importantly, contribute to an increasingly complex, multicultural, and interdependent world.

### **Assessment of students**

To evaluate and assess critical thinking and students’ ability to apply important concepts of the course, a final research paper is a required component of the final grade. Students will conduct independent research and develop their own ideas on current international problems that are highlighted or created by globalization. An additional in-class exam will assess basic knowledge of important terms and concepts from the course as well as assess how well student have employed their critical reading, thinking and writing skills. The option of pass/fail will be available for students.

### **3. Student Population**

Anthropology majors and minors are anticipated to take this course, as are majors in International Area Studies, History, Communication, Politics, Sociology and Women’s Studies. This course would also fulfill the current diversity requirement. In particular, this course would help 3<sup>rd</sup> and 4<sup>th</sup> year students who still need to fulfill the diversity requirement. Anthro 01 is a very popular course for the diversity requirement but our department limits the introduction courses to 1<sup>st</sup> and 2<sup>nd</sup> year students. Given the broad scope of globalization, an anthropological perspective on globalization would easily compliment a number of different majors. It is estimated that approximately 17-20 students will take the course when offered.

### **4. Relationship to present College Curriculum**

None of the department’s existing courses needs to be modified or deleted if this course is offered. In terms of the larger College curriculum, there are few courses listed in the current course catalog (2009-2010) that take the theoretical structure of globalization as the main organizing concept for a course. Without a doubt many courses and disciplines deal with the concept of globalization, but as mentioned earlier an anthropological perspective provides a unique approach to globalization precisely because it draws from field-based experiences and considers globalization holistically. The one course that is similar to Anth 115 is in the Liberal and Civic Studies Program, 123 Modern Global Issues. This course does focus on various processes of globalization, but it appears from the prerequisites of the course (L&CS 121 or Sem 20/110), it is a class primarily designed for their majors. Also, L&CS 123 is not taught from an anthropological perspective, which in fundamental ways makes the two courses different. Having both Anth 115 and L&CS 123 in the larger College curriculum would not negatively affect either class since they each draw from different student populations, as demonstrated by the different prerequisites. In fact the courses would potentially complement each other since more students would share a common vocabulary and theoretical framework by which to understand the larger world around them. In addition, the Anth 115 would be available to a larger student audience than L&CS 123. By calculating our enrollment numbers in our introduction course (Anth 01), an average of 140 students per year would meet the prerequisites of the course<sup>1</sup>. Since there are very few courses specially focusing on globalization, we do not foresee a negative impact on other departments.

### **5. Extraordinary implementation costs**

There are no special or additional costs anticipated in offering this course. The existing “smart” classrooms will be suitable for the course.

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<sup>1</sup> Normally, the department offers 5 Introduction to Anthropology course each academic year. In each course we have an approximately 29 students.

## 6. Library Resources

Please see Patty Wade's report.

## 7. Course Credit and Grading Options

The course value is 1 credit. Students are expected to spend 39 hours in the classroom during a normal semester. The projected out-of-class time per week is an average of 6-8 hours. The format of the course is lecture, discussion and group work.

## 8. Prerequisites

The prerequisites for this course will be Anthropology 001, Anthropology 005 or consent of the instructor.

## 9. Course Description for College Catalog

Listed under #1, above.

## 10. Course Content

Preliminary Syllabus: Due to the tremendous number of issues that can be used to organize this course, the reading list presents a range of anthropological readings to illustrate the variety of potential topics. The course aims to introduce students to the cultural, political, and economic processes influenced and created by globalization. Themes covered would include gender, transnational migration, identity, race/ethnicity, class, environmental sustainability, human rights and social justice, urbanization, and diversity. The major assignments of the class include a final research paper or project, readings responses, quizzes, attendance of outside events and exams.

Sample Reading List (Four or five of the books will be selected each semester):

Appadurai, Arjun

1996 *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press

Bales, Kevin

2004 *Disposable People: New Slavery in the Global Economy*. 2nd edition. Berkeley: University of California Press.

Bodley, John H.

2008 *Victims of Progress*. 5<sup>th</sup> edition. Lanham: Altamira.

Brettell, Caroline

2003 *Anthropology and Migration: Essays on Transnationalism, Ethnicity, and Identity*. Walnut Creek: Altamira.

Carter, Kathrine and Judy Aulette

2009 *Cape Verdean Women and Globalization: The Politics of Gender, Culture and Resistance*. New York: Palgrave Macmillan

Crate, Susan Alexandra

2006 *Cows, Kin, and Globalization: An Ethnography of Sustainability*. Lanham: AltaMira Press.

Padilla, Mark B. and Jennifer S. Hirsch, editors

2008 *Love and Globalization: Transformation of Intimacy in the Contemporary World*. Nashville: Vanderbilt University Press.

Piot, Charles

1999 *Remotely Global: Village Modernity in West Africa*. Chicago: University of Chicago Press.

Spindler, George and Janice E. Stockard, editors

2007 *Globalization and Change in Fifteen Cultures: Born in One World, Living in Another*. Belmont: Thomson-Wadsworth.

Tsing, Anna Lowenhaupt

2004 *Friction: An Ethnography of Global Connection*. Princeton: University of Princeton Press.

Watson, James, editor

1997 *Golden Arches East: McDonald's in East Asia*. Stanford: University of Stanford Press.

## **Syllabus**

### Weeks 1-4

Theories of globalization, and how globalization plays out at the local level. Student working groups will present on such theorists as Appadurai, Tsing, and the authors in Spindler and Stockard. Quiz during week 4 on the major theoretical approaches.

### Weeks 5-8

Case studies from Spindler and Stockard, with an examination of transnational migration, and how local cultures shape inhabitants' experience of and interface with globalization.

Week 7: Midterm exam.

### Weeks 8-11

Globalization and gender issues, reading Carter and Aulette. Are women positively or adversely affected by globalization or are there local differences? If there are different outcomes, why? Quiz during week 11.

### Weeks 12-14

Globalization and the environment.

Week 14: Globalization, human rights and the environment. Reading: Crate. To what extent do local people have control over what happens to their environment as a result of globalization? For example, what if the nation state permits multinational companies to drill for oil in land occupied by nationals?

Student debates on globalization. (The students will be divided into six groups for this exercise.)

### Week 15 - Finals

Final student research papers due.

## **11. Review of Experimental Offering**

This course has not been offered on an experimental course.

### **1. List School, Department, course number, and course title**

School of Liberal Arts, Department of Anthropology, Anth 105: Linguistic Anthropology

### **Anth 105 Linguistic Anthropology** [new course taught once as Anth 135]

This course introduces students to the major areas of study in anthropological linguistics including ethnolinguistics, historical linguistics, descriptive linguistics and sociolinguistics.

Offered once a year.

### **2. Justification for the course**

In the United States, anthropology has traditionally referred to a discipline dedicated to understanding the human cultural experience in all its variation through space and time. To undertake this daunting task, early anthropologists conceptualized their intellectual mission as comprised of four major areas of inquiry. These were, and are, cultural anthropology (the study of contemporary cultures through ethnographic participant observation); physical anthropology (the study the human physical form including hominid evolution, forensics, comparative primate studies, and all human biological diversity);

archaeology (the study of past human cultures, primarily through their material remains); and linguistics (the study of the form, structure, meaning, history and cultural context of language). Together these four make up the traditional sub-disciplines of American anthropology, and anthropologists are at their strongest when they can bring to bear the data, theories, and methodologies of all four fields to whatever research they are undertaking. Although the sub-disciplines cover a wide range of data and methodologies, we remain a unified discipline in our dedication to understanding human phenomena through the lens of the concept of culture, or learned and shared ideas and patterns of behavior.

To-date, the St. Mary's College Anthropology Department has primarily taught courses in cultural anthropology and archaeology, relying on the Biology Department to offer a lower division Introduction to Biological (Physical) Anthropology (Bio 7) course. At the upper division level we have offered occasional courses in anthropological linguistics and physical anthropology. The three required lower division courses (Anth 1, Anth 5, and Bio7) represent introductions to cultural anthropology, archaeology, and biological anthropology, respectively. Adding a regularly offered, required course in anthropological linguistics will round out the four-field education of our majors, ensuring that as they move forward they fully understand how all four sub-disciplines work together to form Anthropology. It is our thought that this course should be an upper division course because, not surprisingly, modern anthropological linguistics relies heavily on the concepts developed in cultural anthropology to frame its inquiries into the nature of language, clearly a cultural phenomenon. Therefore, to understand the work of socio-linguistics, ethnolinguistics, and historical linguistics, for example, students already need to be fluent in basic anthropological terms covered in Anth 1.

All American anthropologists receive PhDs in "Anthropology," and ideally have a rudimentary competency (or better) in all four sub-fields. Increasingly, graduate schools expect entering students to have this familiarity at entrance, so that they can specialize at the graduate level. We believe that it is important that undergraduate students learn the history and traditions of our discipline as a whole, and are therefore prepared to move into graduate school, or applied careers as well rounded, fully educated anthropologists.

## **2.1) Objectives of the course**

Students successfully completing this course should be able to:

- Demonstrate knowledge of the methods and theories of the five major areas of anthropological linguistics:
  - 1) language origins and primate language studies;
  - 2) structural language studies (vocabulary, syntax, phonology, morphology, etc.);
  - 3) historical linguistics;
  - 4) sociolinguistics and the ethnography of speaking;
  - 5) global language change (including creolization & pidgins)
- Explain and give examples of how the sub-discipline of anthropological linguistics collaborates with the other three sub-disciplines of anthropology
- Employ critical reading skills in the context of anthropological research questions and data
- Research anthropological topics using professional databases, peer-review journals, and scholarly books
- 

## **2.2) Objectives of the course as related to Department, School, or College goals.**

This course supports all seven of the Anthropology Department's learning outcomes:

- Appreciate the great diversity of human cultures
- Approach cultural diversity with thoughtfulness and sensitivity

- Examine their own lives in social and cultural context and assess how their lives are affected by the specific time and place in which they live
- Understand anthropological theory and methods and how they are applicable in and beyond academia
- Employ critical reading, thinking, and writing skills that will allow them to understand and meaningfully contribute to an increasingly complex, multicultural, and interdependent world
- Express themselves with confidence and clarity in both written and oral communication
- Work independently collecting and analyzing primary and secondary data, producing research papers in accordance with the ethical and professional standards of the American Anthropological Association

### **2.3) Assignments/tasks that will be typical of those used to evaluate the performance of students in the course.**

The final project for this class is a portfolio of critical reviews of anthropological linguistics articles, synthesized in an introductory essay. As part of their portfolio projects, students will have to choose one of their articles and teach the content to the class in a lecture/presentation. Students will be tested on their mastery of the course material throughout the semester by means of in-class tests (and one longer take-home essay test). Additionally, students will be responsible for periodic homework assignments to increase comprehension of the primary texts.

### **3. Student Population**

An estimated twenty to twenty-five students will take the course when offered.

This course will be required of all anthropology majors (including those with an archaeology concentration), but will also be open to non-major students who met the prerequisite (passing grade in Anth 1).

### **4. Relationship to present College curriculum**

This course is intended to round out the Anthropology Department's offerings to reflect the traditional four-field organization of the discipline. Although courses in linguistics are offered in other departments on campus (such as Communication and Modern Languages), anthropological linguistics has a unique perspective to bring to the study of language because of its over one-hundred year history of being embedded in the methods and theories of anthropology as a whole. For example, anthropologists are unique in bringing to bear perspectives on the origin of language as a general phenomenon, as well as the histories of specific languages (written and spoken), through the study of prehistoric cultures (archaeology), comparative primate language capabilities (physical anthropology), and hominid evolution data (physical anthropology).

Language is a primary human capability, and its study in a globally-comparative cultural context (which is what anthropology does) is a valuable contribution to several of the College's goals in the BOS strategic plan (such as expanding global awareness, and enhancing the diversity and cultural competency of the student body), as well as a variety of the newly adopted Core Curriculum Learning Goals (see the accompanying materials from the Department as a whole).

### **5. Any extraordinary implementation costs**

There is no anticipated need for special classroom or other physical space requirements, nor is any special or additional equipment necessary to run the course.

## 6. Library Resources

Please refer to Patty Wade's report.

## 7. Course credit and grading options

Course credit: 1

Total number of hours student will spend in the classroom during the semester: (3 hours per week) 13 weeks = 39 hours

Projected out-of-class time per week (average): 10 hours

Format of the course: lecture/discussion/group work

## 8. Prerequisites

Anthropology 001 (Anthropology 005 is recommended, but not required)

## 9. Course description wording for the appropriate College catalog

Listed under #1, above.

## 10. Course content

Please refer the sample syllabus below for an example of the possible course content.

## 11. Review of experimental offering

This course was offered experimentally in the spring of 2005 and extremely well received by our upper-division majors. Several students commented at commencement that it had been one of the most interesting classes they had taken in the department. As a result of taking this class, several students chose to complete linguistic anthropology field research as part of their senior methods projects. Also, students in the capstone courses routinely ask the instructors why they do not have courses in the fourth sub-discipline of anthropology in the curriculum here.

## **Sample Syllabus for Language and Culture (taught experimentally in 2005)**

### An/So 135: Language and Culture

This course will be an introduction to the field of linguistic anthropology, with a focus on the role of language in creating and sustaining cultural practices. Students will study such topics as the evolution of language, historical linguistics, language and gender, sociolinguistics, ritual languages, language and social stratification, and the ethnography of speaking. Careful attention will be paid to how anthropological linguistics contributes to a four-field approach in anthropology. It is recommended that students have successfully completed An/So 1: Introduction to Social and Cultural Anthropology before taking this class.

### **Textbooks:**

- **Linguistic Anthropology** by Nancy Parrott Hickerson (LA)
- *From Grammar to Politics: Linguistic Anthropology in a Western Samoan Village* by Alessandro Duranti
- *You're So Fat: Exploring Ojibwe Discourse* by Roger Spielmann (YSF)
- *Invitations to Love: Literacy, Love Letters, and Social Change in Nepal* by Laura M. Ahearn (IL)

### **Course Requirements:**

1. Four tests (50%)
2. Linguistic Anthropology Portfolio (30%)

3. One presentation with handout (10%)
4. Attendance, homework, group work, and participation (10%)

### Student Responsibilities:

This is an upper division class and it is expected that you will take responsibility for completing readings and assignments on time. Late papers will be penalized at the rate of 1/3<sup>rd</sup> of a letter grade per 24 hour period starting the minute they are late and missed tests can not be made up. Class attendance and participation are mandatory, and will affect your grade (see above). Passive presence is NOT considered participation (see instructor for clarification, if necessary). Grades are based on scholastic achievement and mastery of the material, not just effort. Tests will be a combination of short and long essays, and definitions as appropriate. My office hours are intended to give you an opportunity to talk with me about any aspect of the course you find interesting or confusing, so please take advantage of them. Above all, get involved and have fun!

### Academic Integrity

As you know, Saint Mary's College has adopted a new modified honor code starting in fall 2004. I strongly support this policy and will be asking students to affirm their commitment to the code on each assignment submitted for a grade in this class. If you are unwilling to abide by the code, please do not take this class. Some more detailed information on the honor code has been handed out with this syllabus. If at any time you have questions about the SMC Honor Code, plagiarism, citations, or inappropriate collaboration, please do not hesitate to ask.

### Class Schedule:

2/7 First Day of Class

2/9 LA 1-32

2/11 LA 32-50

**END OF DROP/ADD**

2/14 LA 51-66

2/16 TBA

2/18 LA 67-84

2/21 LA 84-120

2/23 LA 121-140

2/25 Guest Speaker: Language Socialization

2/28 LA 140-150

3/2 Test #1

3/4 Presentation #1

3/7 Presentation #2

3/9 LA 151-188

3/11 LA 189-209

3/14 LA 209-230

3/16 TBA

3/18 FGP 1

3/19 – 3/28 SPRING BREAK: Work on your portfolio!

3/30 FGP 2, 3, 4

4/1 FGP 5, 6

4/4 FGP 7  
4/6 TBA  
4/8 Test #2

4/11 Presentation #3  
4/13 Presentation #4  
4/15 YSF 1 & 2

4/18 YSF 3 & 4  
4/20 YSF 5 & 6  
4/22 YSF 7 & 8

**LAST DAY TO SWITCH TO PASS/FAIL OR WITHDRAW WITHOUT PENALTY**

4/25 YSF 9 & 10  
4/27 YSF 11 & 12  
4/29 TBA

5/2 Test #3  
5/4 IL 1 & 2  
5/6 IL 3 & 4

5/9 IL 5 & 6  
5/11 IL 7 & 8  
5/13 IL 9 & 10 - **Take home test distributed**

**Take home test and Linguistic Anthropology Portfolio due by Wednesday, May 18 @ 4PM.**

### ***Linguistic Anthropology Portfolio Assignment***

- 1) Over the course of the semester you must find and read SIX academic articles on anthropological linguistics. These can be from any established anthropological journal or edited volume of scholarly work written by ANTHROPOLOGISTS. There are many disciplines that have linguistic components, and you must find anthropological sources only.
- 2) Each article must be **approved by me in advance** to be included in your portfolio. My advice is to photocopy only the first page and/or abstract so that you can get approval before you spring for the full cost of the photocopying.
- 3) Five of your articles must fit into the following categories: 1) Language origins or primate language studies; 2) structural language studies (vocabulary, syntax, phonology, morphology, etc.); 3) historical linguistics; 4) sociolinguistics and ethnography of speaking; 5) global language change or creolization or pidgins. The sixth can be anything in anthropological linguistics, although you should still be able to identify its emphasis. You will write a critical summary (3 pages double-spaced) of each of the six articles. This will be most of your portfolio. In your critical summaries you should be sure to cover the following: a) Which area of anthropological language studies (listed above) does this article represent and why? (This can be put in the Introduction – see below) b) What is the author's methodology and data? c) What is the author's theoretical perspective? d) What is your academic opinion of the arguments presented? Don't forget to use proper citations.

- 4) You will choose one of these to TEACH to the class (listed as presentations on the syllabus). Presentations should be 7-10 minutes long and will be evaluated on the following criteria: a) Was the presentation easy to understand and well-organized (including staying in the time limit)? b) After the presentation does the class feel as though they read the article, too? c) Did the presenter cover the four questions listed above (a-d) accurately? D) Does this presentation reflect significant time and effort?
- 5) You will write an Introduction to your portfolio (4-5 pages) explaining what you feel are the major issues in linguistic anthropology and how your articles engage with the discipline as a whole (and, if possible, with each other). Think of this as the introduction to an edited volume. I recommend that you use the Introduction to discuss what area of language studies each article represents and why.
- 6) Your final portfolio will have the following format:
  - Cover
  - Introduction
  - Critical Summary of article on language origins or primates
  - Photocopy of full-text of article on language origins or primates
  - Critical summary of ...
  - Photocopy of ...
  - Etc.
- 7) It is up to you pace yourself and find your articles in a timely fashion. Other than the presentation and article approvals, nothing will be collected on this project until the final portfolio is submitted on May 18. DO NOT wait until the last minute – this is a semester-long project.

## **New Course Proposal Form**

### **1) List School, Department, course number and course title**

School of Liberal Arts    Department of Anthropology    Anth 124: Museum Studies

### **Proposed catalog description                  Anth 124 Museum Studies**

Museum Studies is offered in cooperation with Saint Mary's Hearst Art Gallery and Museum, and as part of the Archaeology/Art and Art History split major. In this course students study the history of museums and the ethical issues involved in the collecting and exhibiting of cultural artifacts. Students will also help design an exhibition at the Hearst Gallery, write the explanatory wall text, poster, and brochure for the show, and learn to serve as docents. This course is offered occasionally when an exhibition appropriate for student involvement is scheduled at the Hearst Art Gallery and Museum.

### **Characteristics of Upper-Division courses**

This Upper Division course (a) has college-level prerequisites (one of the introductory Anthropology or Archaeology courses, Anth 001, Anth 005, or permission of the instructor); (b), requires an in-depth study of the subject; and c) demands rigorous reading/writing/discussion skills as well as an intellectual readiness and personal maturity in handling complex issues that are characteristic of advanced students; and d) promotes high levels of cognitive achievement.

### **2) Justification for the course**

There is increased student interest in the department and across campus in museums, museum studies, and museum careers, so this course meets a demand. It also involves cross-

department cooperation with Art and Art History, and emphasizes student work with the Hearst Art Gallery.

We anticipate that it can draw students to Saint Mary's because of its uniqueness.

### **2.1) Objectives of the course**

The course practical objectives including students' learning how museum operate, how to design a gallery exhibition, write explanatory wall text, design a brochure, and care for artifacts. It also has a strong ethical component including issues about ownership of cultural property, NAGPRA (Native American Graves and Property Repatriation Act), how best to represent (if such is possible)

Another culture. The course also aims to teach students about the history of museums and controversies surrounding their purpose.

### **2.2) Relationship of the course to departmental, SOLA and college goals**

All our Anthropology courses meet the four Core Curriculum Learning Goals listed under Habits of Mind. In addition Museum Studies meets such goals listed under Pathways to Knowledge Pathways to Knowledge as Artistic Understanding; and Social, Historical, and Cultural Understanding

### **2.3) Assignments/tasks typical of those used to evaluate the performance of students in the course**

Please see the attached list of assignments from the Fall 2005 syllabus. Pass/fail grading will be allowed according to the college's guidelines.

### **3) Student Population**

The student population will be primarily Anthropology majors and minors, Sociology majors, who can take one Anthropology course as part of their major, and students in the Archaeology/Art and Art History split major. It will be open to other students with permission of the instructor. The course has been offered once as Anth 135 (Special Topics), in Fall 2005, with an enrollment of 14 students.

### **4) Relationship to present college curriculum**

There are no comparable courses offered on campus. Students in Art and Art History can take an independent study with the Hearst Art Gallery; they are also welcome in the proposed course. This course has the full support of the personnel of the Hearst Art Gallery, who has been highly appreciative of student help.

### **5) Any extraordinary implementation costs**

We do not anticipate any special implementation costs. The course will need one of the campus' smart classrooms, since students will work on an actual museum exhibition at Saint Mary's Hearst Art Gallery, and will be taking and viewing photographs of art and ethnographic artifacts, and working on visuals and text for an exhibition.

### **6) Library Resources**

This proposal has been submitted to librarian Patty Wade for a library review. Because much of the course is based on the required class texts and hands-on student work, we do not anticipate unusual library expenses. Special books for student projects can be obtained through Link. In addition, the library's subscriptions to JStor and to AnthroSource (online journals), means that students will be able to read and download such relevant journals.

7) The course will be one credit. Pass/fail grading will be allowed according to the college's guidelines. Total number of hours student will spend in the classroom during the semester: (3 hours per week) for 13 weeks = 39 hours. Projected out-of-class time per week (average): 12 hours. Format of the course: lecture/discussion/lab (in the sense of taking photographs, and working in the Hearst Art Gallery).

### **8) Prerequisites**

Prerequisites include one of the introductory Anthropology or Archaeology courses Anth 001, Anth 005, or permission of the instructor.

### **9) Course description including actual catalog wording**

The proposed catalog copy is provided at the top of page 1.

### **10) Course content**

A syllabus from the Fall 2005 course is attached.

### **11) Review of Experimental Offering**

Museum Studies was offered once in Fall 2005 as Anth 135: Special Topics. Students worked on two museum exhibitions, including "Touched by Wonder," ethnographic artifacts from the Hearst Art Gallery's collection, curated by Gregory Ghent. Each student chose a piece to research and write the wall text for; they were acknowledged in a plaque inside the exhibit. Students were excited that this exhibition won a "Best of the Bay" award for its ethnographic context. Although the second exhibition at the California Arts and Crafts Museum in Los Angeles was cancelled, the director of the museum accepted the students' work before the cancellation. Four students from the course went on to get jobs in museums or go to graduate school in Museum Studies. Students commented that they loved the hands-on aspect of the course and seeing the results of their work on the gallery's walls.

Because of the success of this course and student interest in museums, we are proposing this course as a permanent offering when relevant exhibitions are available for student participation.

The next planned offering of this course (if it is approved) is Fall 2010. The Anthropology Department is sponsoring and curating an exhibition titled "Sacred Maize: Ethnographic Artifacts from the Americas." It focuses on the U.S. Southwest, Mesoamerica (one of the sites for the domestication of maize) and the Northern Andes. Students will help select the artifacts, photograph them, write the wall text, design the brochure and poster, design the exhibition, and learn how to serve as docents. This exhibition runs from May 7 (just in time for graduation) to July 17, 2011.

The Anthropology Department is inviting campus-wide participation and opening the Museum Studies Course, related Janterm course and other events to students across campus.

## **Applied Anthropology: Museum Studies**

**An/Soc 135-02 Fall 2005  
220**

**Tuesday 1:10-4:10 p.m. GV**

**Prof. Lynn Meisch, Garaventa 309, ext. 4175 Lynnmeis@aol.com**

**Office Hours: Tuesday-Thursday 11:15 a.m. – noon; after class and by appointment**

What is a museum anyway, and why do we have them? Have you ever wondered how museums came about, why certain objects are selected for museums, and how exhibitions are conceived, planned and designed? Do you love to visit museums and are you interested in what

goes on behind the scenes? Have you ever considered a career in this field? This course introduces students to Museum Studies, and will help you find the answers to these questions.

The course has two main components: (1) A study of the history and purpose of museums and how objects are selected for them, the ethical debates about collecting and exhibiting cultural property, new developments and theoretical debates in museology, and possible careers in museum work. (2) Hands-on practice helping design and curate two museum exhibitions. The class includes visits backstage to Saint Mary's Hearst Art Gallery and to Bay Area museums to learn how objects are acquired, cataloged and cared for and what different museum jobs entail. We will meet for three hours once a week to allow time for museum field trips.

I am the curator for an exhibition of textiles from Peru, titled Huamachuco Textiles: Crossroads of Traditions, which will open at the Craft and Folk Art Museum of Los Angeles (CAFAM) on January 19, 2006. Students will help select textiles, and other objects for the show, design exhibition cases, and the placement of mannequins, write captions for the exhibits, and the text for a 4-6-page brochure. You will receive credit in the brochure for your help. Up to three students can apply for development funds from SMC for a Janterm Independent Study to accompany me to Los Angeles to help install the exhibition on January 4th and 5th.

In addition, SMC's Hearst Art Gallery will hold an exhibition from March 11-April 23, 2006, titled Touched by Wonder, consisting of ethnographic pieces (mostly from Africa, Asia and Oceania) from the gallery's collection. A small catalog will accompany this exhibition. Each student in the course will choose a piece from the gallery's collection to research and write about for the catalog and wall tag (the gallery caption). Your name will be attached to your contribution. Class members will also receive credit for their help in both museums' publicity.

**Absences:** The campus policy on absences is one unpenalized absence for each class meeting per week. This means you are allotted one absence for this class. Further absences - and all late arrivals to class will reduce your grade.

**Texts:**

Anderson, Gail, editor

2004 Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift.  
Walnut Creek: AltaMira Press. Paperback. ISBN #0-7591-0170-1

Various handouts; and catalogs, books, articles and book chapters on reserve.

**Grading:** Your grade will be based on class participation and discussion (20%) and on tests, quizzes, written work and projects (80%).

**Academic Honesty:** In 2004, Saint Mary's has instituted an Academic Honor Code, which is binding for all members of our community. Details are in the current Student Handbook or at <http://smcnet.stmarys-ca.edu/ahc/> but basically the pledge requires all of us (students, faculty, administrators and staff) to observe the highest standards of academic integrity, to do our own work using our own words, or to correctly cite and reference others' work, and to avoid inappropriate aid in papers, presentations and exams. In other words, we all pledge not to plagiarize or cheat or to help others to do so. We faculty intend to make it very clear in our assignments what our expectations are, how to cite and reference when this is required, and what is considered "inappropriate aid."

Please also note that the penalties for violations of the Honor Code are high. A first offense now results in an X (for Honor Code violation) F (for fail) grade for the course, which goes on your transcript.

Two notes: (1) Because of exhibition and catalog deadlines, it is essential that your work be turned in on time. Late papers will either be marked down or not accepted at all. (2) I need hard copies of your work; Internet submissions will not be accepted unless specifically requested.

## Syllabus

The syllabus may change depending on the progress of the class, the exigencies of the exhibitions or unavoidable changes in the dates of museum visits. Please note that there are several extremely important deadlines very early in the semester – be ready to hit the ground running.

**Week 1, Tuesday Aug. 30th** Introduction to the course including what constitutes applied anthropology and museum studies, different kinds of museums and their purposes, museum exhibitions and catalogs, the role of a curator, and background on the Huamachuco Textile Project. Hearst Art Gallery, 2:30 p.m.: Talk by Hearst Gallery Registrar and Collections Manager Julie Armistead on her job, followed by each student's choice of her or his art object to research and write about for the Touched by Wonder Exhibition.

**Week 2, Tuesday, Sept. 6th** Introduction to Huamachuco Textiles.

Reading: Anderson, Preface, Introduction, and Part 1 The Role of the Museum: The Challenge to Remain Relevant, Chaps. 1-2. Also, "The Origin and Evolution of Designs in Huamachuco Textiles" by Joseph Fabish; and in Huamachuco Textiles: Crossroads of Traditions, Chapter One by Fabish (5 pp.) and Chapter Two by Meisch (10 pp.) (On reserve). Note: Do NOT photocopy the Huamachuco reading on reserve just yet.

Talk by Joseph Fabish, Director of the Huamachuco Textile Project, on Huamachuco blankets and other textiles, followed by student work selecting blankets for the exhibition and brainstorming on possible exhibition titles.

**\*\*First draft\*\*** (100-150 words) of your Touched by Wonder (TBW) catalog copy due in the box outside my office (GV 309) by 4 p.m. on Thursday, Sept. 8th. Keep a list with full references of any good "field photos" of your object being used or worn for possible inclusion in the catalog. Note: Books on African Art are on reserve for you (see handout). Other books on non-Western art are on the second floor of the library, call numbers 704-709. You can also order books on interlibrary loan. An expanded version (up to 300 words) of your catalog entry will be used for the wall tags (i.e., the gallery captions), so save all your notes for the wall tags assignment. In all your written work, spelling, grammar, punctuation, and correct cites and references count toward your grade.

**Week 3, Tuesday, Sept. 13th** What is the role of the museum (or are there multiple roles) and how does our work on two different exhibitions help the museums fulfill their roles?

Reading: Anderson, Part I The Role of the Museum: The Challenge to Remain Relevant, Chaps. 3-5.

Assignment: Bring a copy of your first draft of TBW catalog copy to read to the class.

**\*\*First draft\*\*** of your Huamachuco brochure text due in the box outside by office (GV 309) by 1 p.m. on Thursday, Sept. 15th.

**Week 4, Tuesday, Sept. 20th** Multiculturalism, Authority and Power.

Reading: Anderson, Part I The Role of the Museum: The Challenge to Remain Relevant, Chaps. 6-7.

**\*\*Final draft\*\*** of catalog copy (100-150 words) for Touched by Wonder due in class. (Hard copy to Prof. Meisch, e-mail attachment to Curator Ghent. <email@gregoryghent.com>.)

Assignment: Bring a copy of your first draft of Huamachuco catalog copy to read to the class

**Week 5, Tuesday, Sept. 27th** Museums, Pluralism, New Agendas

Reading: Anderson, Part I The Role of the Museum: The Challenge to Remain Relevant, Chaps. 8-9.

**\*\*Final draft\*\*** of Huamachuco brochure due in class.

**Week 6, Tuesday, Oct. 4th** The work of curating an exhibition, photographing the art, and editing a catalog.

Reading: Anderson, Part II The Role of the Public: The Need to Understand the Visitor's Perspective, Chapters 10-12.

Talks by Touched by Wonder curator Gregory Ghent and photographer Scott McCue on their work.

**Week 7, Tuesday, Oct. 11th** Objects in context – thinking about explanatory captions (wall tags).

Reading: Anderson, Part II The Role of the Public: The Need to Understand the Visitor's Perspective, Chaps. 13-15.

Reminder! Your Janterm Independent Study Proposals and your Student Research and Development Fund Grant proposals are due in less than two weeks (on October 20th) – get busy if you want to go to Los Angeles!

**Week 8, Tuesday, Oct. 18th** Spreading the work: publicity and public relations.

Reading: Anderson, Part III The Role of Public Service: The Evolution of Exhibitions and Programs, Chaps. 16-17.

Talk by Hearst Art Gallery Education and Public Information Manager Heidi Donner on public relations and publicity 1:10 p.m.

Important Reminder: Your Janterm Independent Study Proposals and your Student Research and Development Fund Grant proposals are due in the Janterm office, and in the Office of Academic Affairs, respectively on October 20th.

**Week 9, Tuesday, Oct. 25th** Museum education.

Reading: Anderson, Part III The Role of Public Service: The Evolution of Exhibitions and Programs, Chaps. 18-19.

**\*\*First version of your wall tags text due in class\*\***

**Week 10, Tuesday, Nov. 1st** More on museum education.

Reading: Anderson, Part III The Role of Public Service: The Evolution of Exhibitions and Programs, Chaps. 19-21.

**Week 11, Tuesday, Nov. 8th** Thinking about museum exhibition design.

Reading: Anderson, Part IV The Role of the Object: The Obligation of Stewardship and Cultural Responsibility, Chaps. 22-25.

Hearst Art Gallery: Talk by Heart Art Galley Director Carrie Brewster on Museum Exhibition Design.

**\*\*Second Version of your wall tags text due in class\*\***

**Week 12, Tuesday, Nov. 15th** More on Museum Exhibition Design, and the Ethics of Collection Cultural Property

Reading: Anderson, Part IV The Role of the Object: The Obligation of Stewardship and Cultural Responsibility, Chaps. 26-28.

**\*\*Final Version of your Huamachuco wall tags text due in class\*\***

Note: Turn in two (2) versions of your wall text. On one, that I will keep, put your name and the description or identification number of the object (especially important for the blankets, but less so for the general tags). On the other, which will go to CAFAM and the printer, leave off your name and any other “unnecessary” information and write your text exactly as it will be appear in the show, including the “loaned by” information for the blankets.

All text should be double spaced!

Reminder: For those going to Los Angeles, your Faculty-Student Research Grant applications are due today in Carole Swain's Faculty Development Office in the chapel arcade (Korth).

**Week 13, Tuesday, Nov. 22nd** Museum Leadership

Reading: Anderson, Part V The Role of Leadership: The Essential Ingredient, Chaps. 29-31.

**\*\*Two copies of your (revised version of the) Exhibition Proposal Form due in class\*\*** (One copy is for me and the other will be sent to the CAFAM director. You might consider rearranging the order of the information asked – anything you can think of that will result in better proposals being submitted to CAFAM, as we discussed in class.)

**Week 14, Tuesday, Nov. 29th** Museum Leadership, continued

Reading: Anderson, Part V The Role of Leadership: The Essential Ingredient, Chaps. 32-34.

**\*\*Touched by Wonder final wall tag text due in class\*\*** (This can be up to 250-300 words, although it doesn't have to be that long if you can't find additional information. Be sure to put your name only in the upper left-hand corner; otherwise type the text as you want it to appear in the TBW exhibition, including the name of the object, "gift of", date acquired or date of object.

**Week 15, Monday, Dec. 5th - Thursday, Dec. 8th:** Finals Week

Good News: No Final in This Course!

**Enjoy the Holidays!**

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## **1. List School, Department, course number, and course title**

School of Liberal Arts    Department of Anthropology    Anth 100: Principles of Anthropology

### **Anth 100 Principles of Anthropology**

This course provides anthropology students with an introduction to the methods and theories of traditional American anthropology. It is an important transition course for majors and minors who have completed their lower division requirements and are preparing for their theory and methods courses. Students will gain an understanding of the basic history of the theory and practice of American anthropology. As there is also an emphasis on research and writing as a social scientist, it is recommended that students enroll in this course as soon as they have completed Anth 1 and Anth 5, and before undertaking the more challenging upper division elective classes.

## **2. Justification for the course**

This course is designed to provide structure and support for anthropology majors and minors as they progress from the introductory level courses to the upper division electives within the department, and finally tackle the intellectually challenging senior capstone courses. The Anthropology Department's faculty has been discussing for some years how to address the fact that students are entering our capstone Theory and Methods classes (Anth 130 and Anth 132, respectively) underprepared for either the level of analytical reading or writing expected. As a Department, we have experimented with integrating research and writing foci, as well as increased theoretical content into our upper division classes, however, this has been found to be suboptimal for at least three reasons: 1) adding a history of anthropological theory and writing skills component to each upper division class was crowding out the subject material of the courses (e.g., anthropological approaches to kinship, or food and culture); 2) some students were having repetitive lessons, while others were missing things, all based on the courses they chose; and finally, 3) students in a single upper division class might be at drastically different levels (e.g., for some a particular class might be their first upper division course, for others their eighth). While this last point, regarding variation in abilities within a class, is always true, it becomes particularly relevant when teaching research and writing skills.

For this reason, the Anthropology Department has proposed the Principles of Anthropology course to give students a chance to focus on reading, research, and writing skills in their chosen discipline in a concentrated way, to bring students at a similar academic level together for cohort formation and standardization of instruction in disciplinary methods and theories. It is thought that this will allow the capstone courses to remain based on challenging primary source material (and with greater numbers of students passing these courses the first time they take them), and remove the burden of mandated theory and writing instruction from our subject-based elective upper-division courses. Although this is not a course that seeks to part of the core curriculum at St. Mary's College, it should be noted that the goals of this course in keeping with the general BOS strategic plan call for more attention to "writing across and in the disciplines."

### **2.1) Objectives of the course**

Students successfully completing this course should be able to...

- describe the major theoretical schools of thought in American anthropology from 1900 to the present
- demonstrate a knowledge of the major themes and debates in modern four-field anthropology
- employ critical reading skills in the context of anthropological research questions and data
- research anthropological topics using professional databases, peer-review journals, and scholarly books

- write an anthropological research paper of the “literature review” style with a robust thesis, appropriate topic analysis, and proper citations

## **2.2) Objectives of the course as related to Department, School, or College goals.**

This course is designed to directly support and enhance mastery of four of the Anthropology Department’s seven learning outcomes. These are as follows:

- Understand anthropological theory and methods and how they are applicable in and beyond academia
- Employ critical reading, thinking, and writing skills that will allow them to understand and meaningfully contribute to an increasingly complex, multicultural, and interdependent world
- Express themselves with confidence and clarity in both written and oral communication
- Work independently collecting and analyzing primary and secondary data, producing research papers in accordance with the ethical and professional standards of the American Anthropological Association

## **2.3) Assignments/tasks that will be typical of those used to evaluate the performance of students in the course.**

Students in this course will be asked to undertake a large, semester-long research paper in a well-established area of anthropological enquiry. The writing process will be broken into stages with assignments relating to research, notes, and peer editing evaluated along the way. Additionally, students will be expected to participate regularly in class discussions, be ready to explain their research project to the professor and fellow students, and run class discussions of assigned readings when requested. Finally, tests (short answer, identification, longer essay) of the content in the assigned readings will be used to evaluate mastery of the history of method and theory portion of the class.

## **3. Student Population**

An estimated twenty to fifteen to twenty-five students will take the course when offered. This course will be required of all anthropology majors and minors (including those with an archaeology concentration).

## **4. Relationship to present College curriculum**

This course is intended to support the development of anthropology majors and minors specifically in their mastery of the discipline. However, as mentioned, it does generally meet the BOS strategic plan’s call for disciplines to intentionally teach effective writing.

## **5. Any extraordinary implementation costs**

There is no anticipated need for special classroom or other physical space requirements, nor is any special or additional equipment necessary to run the course.

## **6. Library Resources**

Please refer to Patty Wade’s report.

## **7. Course credit and grading options**

Course credit: 1

Total number of hours student will spend in the classroom during the semester: (3 hours per week) 13 weeks = 39 hours

Projected out-of-class time per week (average): 10 hours

Format of the course: lecture/discussion/group work

## 8. Prerequisites

Anthropology 001 AND Anthropology 005

## 9. Course description wording for the appropriate College catalog

Listed under #1, above.

## 10. Course content

Please refer the tentative syllabus below for a sample of the possible course content.

## 11. Review of experimental offering

N/A

### **Sample Syllabus for Principles of Anthropology**

#### **WEEKS 1 – 5**

##### **Primary Text: Paul A. Erickson, *A History of Anthropological Theory***

Students will review the history of anthropological theory through a readable secondary source and explore the basic framework of the last 100 years in anthropology. During this time students will also receive an introductory session in the library, begin peer review of their research topics and source ideas, and be evaluated on the material in the primary text through both short answer (straight recall) and essay (analytical and synthetic) tests. Classroom exercises will include review of the principles of paper-planning, research, note-taking, and information organization.

#### **WEEKS 6 - 8**

##### **Primary Text: Matthew Johnson, *Archaeological Theory: An Introduction***

Students will now focus on the theory of one of the two major subdisciplines, archaeology, and come to understand how archaeological theory fits into (and is at times distinctive from) the history of cultural anthropology. This is also an opportunity for students to learn about the ways in which the development of theory in both archaeology and cultural anthropology parallels that in related disciplines such as geography, history, sociology, as well as other social and natural sciences. Students should also have selected their research topics, and be engaged in peer-editing of sample paragraphs, compare-contrast writing exercises, outlining, and proper citations. Evaluation of the students' understanding of the content of the primary text should also occur at this time.

#### **WEEKS 9 - 11**

##### **Primary Text: James Clifford and George Marcus, eds., *Writing Culture: The Poetics and Politics of Ethnography***

Students will self-reflect on their own practice of ethnography by engaging with the legacy of interpretive and reflexive thought within cultural anthropology. Through the series of controversial essays in this volume, students will consider what it means to “write culture” for others in a post-colonial world. At this time students will be presenting partial drafts of their final research paper to their peers for editing, as they undertake classroom exercises designed to promote and support effective anthropological writing. Evaluation of the students' understanding of the content of the primary text in the form of a test should also occur at this time.

#### **WEEKS 12 – 13**

##### **Primary Text: *Reader of articles with contemporary anthropological case studies***

These articles should reflect distinctive and influential methods and theories relevant to the last ten years of anthropological practice, and give students an opportunity to master material from the two under-represented sub-disciplines (linguistics and physical anthropology). Extensive peer-editing projects supported by editing instruction will characterize this final section of the course. Evaluation

of the students' understanding of the content of the primary text in the form of a test should also occur at this time.

#### FINAL EXAM WEEK

Students will submit their final research papers (10 – 15 pages) for evaluation, and complete a cumulative in-class final exam.

## **New Course Proposal Form**

### **1) List School, Department, course number and course title**

School of Liberal Arts    Department of Anthropology    Anth 120: Visual Anthropology

### **Proposed catalog description                      Anth 120 Visual Anthropology**

Film and photography are powerful media for the representation (or misrepresentation) of social and natural worlds. We live in an image-saturated society and need to develop critical awareness of how visual images affect us, and how they can be used and misused. This course examines photographic and cinematic representations of human lives with special emphasis on the documentary use of film and photography in anthropology. The course has historical, theoretical, ethical, and hands-on components including the individual production of several photo essays or short videos.

### **Characteristics of Upper-Division courses**

This Upper Division course (a) has college-level prerequisites (one of the introductory Anthropology or Archaeology courses, Anth 001, Anth 005, or permission of the instructor); (b), requires an in-depth study of the subject; and c) demands rigorous reading/writing/discussion skills as well as an intellectual readiness and personal maturity in handling complex issues that are characteristic of advanced students.

### **2) Justification for the course**

Visual Anthropology is important because it involves new interest in Anthropology in the importance of visual representation in conveying information and misinformation about cultural groups and cultural productions. The course is an elective for Anthropology majors and minors and is also an elective in the Archaeology/Art and Art History split major.

#### **2.1) Objectives of the course**

The course has practical objectives such as students' learning how to do a formal analysis, frame a photograph, and construct a photographic story. There are also theoretical and ethical objectives that fall under the rubric of critical thinking, including awareness of the issues involved in the representation of humans and their environment.

#### **2.2) Relationship of the course to departmental, SOLA and college goals**

All our Anthropology courses meet the four Core Curriculum Learning Goals listed under Habits of Mind. In addition Visual Anthropology meets such goals listed under Pathways to Knowledge

Pathways to Knowledge as Artistic Understanding; and Social, Historical, and Cultural Understanding

#### **2.3) Assignments/tasks typical of those used to evaluate the performance of students in the course**

Please see the attached list of assignments from the Fall 2006 syllabus. Pass/fail grading will be allowed according to the college's guidelines.

### **3) Student Population**

The student population will be primarily Anthropology majors and minors, Sociology majors, who can take one Anthropology course as part of their major, and students in the Archaeology/Art and Art History split major. The course has been offered twice as Anth 135 (Special Topics), with enrollments of 23 (Spring 2004) and 18 (Fall 2006) students.

### **4) Relationship to present college curriculum**

Art and Art History (Art 12 Beginning Design: Visual Literacy) and Communication (Com 125 Introduction to Media, Technology and Culture) offer somewhat similar courses, but their focus is more on the basics of design and visual literacy, while Visual Anthropology strongly emphasizes issues, including ethnical ones, concerned with the visual representation of other cultures, how that has changed historically and affected our ideas about and treatment of others. We do not anticipate any negative effects on these courses, which are usually taken by their majors and minors.

5) We do not anticipate any special implementation costs. The course will need one of the campus' smart classrooms in Garaventa or Dante because of the necessity of moving large poster-board student projects between the classroom and the instructor's office in Garaventa. Students provide their own cameras, including disposable cameras.

6) This proposal has been submitted to librarian Patty Wade for a library review. Because much of the course is based on the required class texts and hands-on student projects, we do not anticipate unusual library expenses. Special books for student projects can be obtained through Link. In addition, the library's subscriptions to JStor and to AnthroSource (online journals), means that students will be able to read and download such relevant journals as Visual Anthropology Review.

7) The course will be one credit. Pass/fail grading will be allowed according to the college's guidelines. Total number of hours student will spend in the classroom during the semester: (3 hours per week) for 13 weeks = 39 hours. Projected out-of-class time per week (average): 12 hours. Format of the course: lecture/discussion/lab (in the sense of taking photographs and/or making short videos.

#### **8) Prerequisites**

Prerequisites include one of the introductory Anthropology or Archaeology courses Anth 001, Anth 005, or permission of the instructor.

#### **9) Course description including actual catalog wording**

The proposed catalog copy is provided at the top of page 1.

#### **10) Course content**

A syllabus from the Fall 2006 course is attached.

#### **11) Review of Experimental Offering**

Although the two prior Visual Anthropology classes were taught as Anth 135: Special Topics, as the professor I (Lynn Meisch) can address what was learned when the course was taught. First, it was a challenge to find contemporary appropriate course books that weren't written in virtually incomprehensible post-modern gobbledy-gook, which irritated all of us. A book that works is Reading National Geographic by Lutz, Catherine A. Lutz and Jane L. Collins. Chicago: The University of Chicago Press, 1993, which is a careful, readable study of how other cultures have been represented in the magazine. We were all surprised to learn, for example, that National Geographic has a standing policy of never showing the naked breasts of European-American white women, but does permit this for women of color. Historically, when emphasizing archaeological projects, the director is always a white male supervising dark-skinned native people (this is changing). In other words, National Geographic operates on an almost subliminal level to affect our view of the world and our presumed dominant position in it.

As for class projects, "the other side of Saint Mary" project has been so illuminating that our Center for International Programs took several of the students' post-board photographic essays to Asia for use in recruiting foreign students. Another student (Allyson Wiley), who was featured in

Saint Mary's Magazine, used what she learned in the course to do an award-winning documentary of AIDS orphans in Zimbabwe. Her photographs were also used for the orphanage's website and brochure.

## **An/Soc 135-02 Applied Anthropology: Visual Anthropology**

**Fall 2006**

**Tuesday-Thursday 9:40 – 11:10 a.m.**

**Sichel 106**

Instructor: Dr. Lynn A. Meisch Telephone: (925) 631-4175 E-mail: Lynnmeis@aol.com

Office Hours: Garaventa 309. TTh 11:15 a.m. - noon and by appointment.



### **Course Description:**

Is a picture worth a thousand words? Can we capture reality with a camera? Film and photography are powerful media for the representation (or misrepresentation) of social and natural worlds. Photographic images are indispensable tools for social scientists, journalists, creative artists, political spinmeisters, and advertising executives, and we need to develop a critical awareness of how such images affect us. This course will examine visual representations of human lives with emphasis on the documentary use of film and photography in anthropology and sociology.

The course has four main goals. The first is to help you become more sophisticated and critical consumers of visual images. The second is to give you an understanding of the history of documentary photography. The third is to help you learn to make your own photographic or video documentaries, which includes an understanding of the technical, ethical and theoretical issues involved, and the fourth is to give you the tools to use visual anthropology to document social or cultural issues including injustices or social problems, and to educate, inspire, and effect change.

The class includes the history of photography and filmmaking in the social sciences, ethical issues, and theories of cross-cultural representation. You will create several photo essays or short videos on assigned topics and those of your own choosing. You must furnish your own cameras, film, and developing, but you do not need expensive equipment. A 35 mm still camera, digital camera, or a video camcorder will be useful, but a snapshot camera or several disposable cameras are fine.

### **Prerequisites, Requirements and Grades:**

Prerequisites: students enrolling in this course must have taken at least one of the introductory courses (An/Soc 001-005) within the department. Priority enrollment will be given to department majors and minors. Students are expected to do the assigned reading, take part in class discussions and critiques, and complete all assignments on time. **\*\*Late Assignments will be marked down two steps for each day they are late.\*\*** Grades will be based on classroom discussions (20%) and written and visual assignments, including presentations, quizzes and reading notes (80%). For this course to count toward your major or minor in Anthropology or Sociology you must get a grade of "C-" or higher.

### **Required Texts:**

El Guindi, Fadwa

2004 Visual Anthropology: Essential Method and Theory. Walnut Creek, CA.: AltaMira Press.

Lutz, Catherine A. and Jane L. Collins

1993 Reading National Geographic. Chicago: The University of Chicago Press.

Various handouts and articles on reserve.

### **Recommended for People Making Videos:**

Ilisa Barbash and Lucien Taylor, Cross-Cultural Filmmaking: A Handbook for Making Documentary and Ethnographic Films and Videos. Berkeley: University of California Press, 1997.

**Course Topics, Lectures, Readings and Assignments (These may be changed at the**

**instructor's discretion):**

**Week 1 (Aug. 29-31)** Introduction to the course, discussion of goals, requirements, and assignments, history of visual documentation, ethical and theoretical issues, learning to do and formal analyses.

**Tues. 8/29:** Instructor's background and use of visual anthropology, and learning to do a formal analysis.

**Reading Thurs. 8/31:** In El Guindi, Preface and Introduction; Meisch, "The Ethics of Ethnographic Filmmaking" (handout).

**\*\*First Assignment due in class - see handout.\*\***

**Week 2 (Sept. 5-7)** The history of visual anthropology, its uses and misuses, the power of images.

**Reading Tues. 9/5:** El Guindi Chap. 1. J. Collier, Jr. pp. 1-25 from Visual Anthropology (on reserve).

**Reading Thurs. 9/7:** El Guindi Chap. 2; Sorenson "Anthropological Film: A Scientific and Humanistic Resource" (on reserve).

**Week 3 (Sept. 12-14)** Film and anthropology: Filming and photographing others and ourselves.

**Tues. 9/12:** **\*\*Second Assignment due in class - see handout.\*\***

**Reading Thurs. 9/14:** El Guindi, Chaps. 3; Lutz and Collins, Preface, Acknowledgements, Chap. 1.

**Week 4 (Sept. 19-21)** Filming selves (indigenous media); and research film.

**Reading Tues. 9/19:** El Guindi, Chap. 4.

**\*\*Third Assignment due in class - see handout.\*\***

**Reading Thurs. 9/21:** El Guindi, Chap. 5.

**Week 5 (Sept. 26-28)** More on indigenous media.

**Reading Tues. 9/26:** Ginsburg, "Mediating Culture: Indigenous Media, Ethnographic Film, and the Production of Identity" (on reserve); David, "Seeing Ourselves, Being Ourselves" (on reserve).

**Reading Thurs. 9/28:** Alia, "Indigenous Peoples and Media Ethics in Canada" (on reserve); Tiessen, "Images and Human Rights," etc.- short selections from Visual Anthropology Vol. 9, pp. 325-351 (on reserve).

**Week 6 (Oct. 3-5)** Anthropology and film; Midterm presentations.

**Reading Tues. 10/3:** El Guindi, Chap. 6.

**Thurs. 10/5:** **\*\*Fourth Assignment: In-class Midterm Presentation, Group 1 - see handout.\*\***

**Week 7 (Oct. 10-12)** Midterm presentations, continued.

**Tues. 10/10:** **\*\* Fourth Assignment: In-class Midterm Presentation, Group 2 - see handout.\*\***

**Thurs. 10/12:** **\*\*No class.\*\*** Work on Fifth Assignment, that is, choose your topic, get permissions and/or make arrangements, and think about your written description of this project.



**Week 8 (Oct. 17-19)** National Geographic and US culture; photography and desire.

**Reading Tues. 10/17:** Lutz and Collins, Chaps. 2, 3. Continuation of Midterm presentations.

**Reading Thurs. 10/19:** Continuation of Midterm presentations.

**\*\*One page written description of your Fifth Assignment due in class - see handout.\*\***

**Week 9 (Oct. 24-26)** Conventions and fashions in "the Ethnic Other"

**Reading Tues. 10/24:** Lutz and Collins, Chap. 4

**Reading Thurs. 10/26:** Lutz and Collins, Chap. 5

**Week 10 (Oct. 31-Nov. 2)** Photographic conventions in the depiction of race and gender

**Reading Tues. 10/31:** Lutz and Collins, Chap. 6.

**Reading Thurs. 11/2:** Lutz and Collins, Chap. 7.

**Week 11 (Nov. 7- 9)** Socially and politically committed media.

**Reading Tues. 11/7:** "At the Edge...: Visual Anthropology and HIV Prevention" (on reserve).

**Thurs. 11/9:** Lutz and Collins, Chap. 8

**Week 12 (Nov. 14-16)** Visual Anthropology and Social Change

**Reading Tues. 11/14:** **\*\*Fifth Assignment due in class - see handout.\*\***

**Thurs, 11/16: No Class - work on final project.**

**Week 13 (Nov. 21-23)** Pleasures and Possibilities in National Geographic.

**Reading Tues. 11/21:** Lutz and Collins, Chap. 9 and Epilogue.

**\*\* Thurs., Nov. 23<sup>rd</sup> Thanksgiving Day! Holiday - no class! \*\***

**Week 14 (Nov. 28-30)** Manipulating images, aesthetic and ethical issues; the pleasures in photos.

**Reading Tues. 11/28:** Brower, "Photography in the Age of Falsification" (on reserve).

**Thurs. 11/30: \*\*Final Assignment: In-class Final Presentations (and 2-page critique of your work; see assignment sheet) - Group 2\*\***

**Week 15 (Finals): \*\*Tues. 12/5: 9:00-11:00 a.m. Final Assignment: In-class Final**

**Presentations (and 2-page critique of your work; see assignment sheet) - Group 1\*\***

**A note on final presentations: You must be ready to go on your day or you get an "F." Also, to get everyone's presentation to fit in the allotted time, limit yourself to 8 minutes; 10 at the maximum. At 10 minutes you will be cut off.**

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## Assignments

**First Assignment: Representation of People in the Media (Learning to be a Critical Consumer of Images): Due in class on Thurs. 8/31.** Bring to class for discussion two images of people from postcards, magazines, newspapers, (features or advertising), books, the Internet, etc. Discuss the formal features of the images and consider the following questions: What do these images suggest about gender, race, class, ethnicity, nationality, ethics, power, and status? Do you think the portrayals are fair? Accurate? What would the people represented most likely think of these images? Is there a subtext or hidden agenda? If so, what is it? Who controls the distribution of these images? Who gains (monetarily and otherwise) and who loses? Are there alternative images that might be better or preferable and what are they?

**Second Assignment: Life at Saint Mary's - the good, the bad and the....? (Photos): Due in class on Tues. 9/12.** Why do all college catalogs look alike? How would you represent life at Saint Mary's? And whose Saint Mary's? That of American students, foreign students, librarians, faculty, gardeners, secretaries, cooks, or security staff? And which aspects of Saint Mary's life? Classes, research, the arts, sports, parties, dating, off-campus life, dorms? Bring between 10 and 12 photos to class, mounted, but without added captions or text of any kind. (Be sure to leave space for the captions, which will be added later - see the third assignment.)

**Third Assignment: (The same visuals above, but with written commentary): Due in class on Tues. 9/19.** Using the same photo essay (above) on people and the mall, add written commentary to your photo essay including whatever you think is necessary to document your photos and convey the meaning of your essay. Be sure to put your name on your assignment and turn it in to me.

**Fourth Assignment (Midterm) Due in class:** Group 1 on **Thurs. 10/5.** Group 2 on **Tues. 10/10.** Choose a documentary photographer (e.g., Dorothea Lange, Walker Evans, Susan Meiselas, Mary Ellen Marks, Sebastião Salgado, Martín Chambi, Robert Capa, Diane Arbus, John Collier, Henri Cartier-Bresson, Walker Evans, Robert Frank, Dickey Chappelle, Ronald Haerberle, etc.) or filmmaker (Tim Asch, Robert Gardner, Margaret Mead, The Maysles Brothers, Les Blank, John Cohen, Karl Heider, etc.) and teach us about her or him, bringing examples of his or her work to class. Discuss the photographer's life, work, philosophy, special projects, renown for particular photo(s), ethical issues, and effectiveness as agent of social change (if applicable) (10-12 minutes each).

**Fifth Assignment: Due in class on Tues. 11/14.** Choose a social, political or environmental issue that interests you (and is feasible to document) For example, litter or abandoned animals on the SMC campus, homelessness, gay marriage, gay families, the war in Iraq and local peace movements, stereotypes of Muslims or immigrants, etc. You can also document solutions to these issues. Turn in an essay of 10 to 12 photos or a 5-10 minute video on the topic of your choice, with as much or as little text or commentary as you choose. Be sure to consider: the ethical issues involved and get permission from your subjects; possible rewards for the participants in your project; the story you want to tell; whom you wish to influence, etc. **Turn in to me in class on Thurs. 10/19 a one-page description of your project including a discussion of the above considerations.**

**Final Assignment: Due in class:** Group 2 on **Thurs. 11/30.** Group 1 during our final exam period on **Tues. 12/5, 9:00-11:00 a.m.:** A documentary photo essay of 10 to 15 photos or an 8-minute video on the topic of your choice (in consultation with the instructor). Include with your project a short (2 page) single-spaced or space-and-a-half paper answering the following four questions: What characterizes a successful photo documentary? What did you learn from this project? What pitfalls or problems do you notice in your own and others' work? How does your work relate to the class reading? You will present your project to the class, briefly discussing your answers to the above four questions and any other relevant points you wish to make about your final project and what you learned in the course (8 minutes each). After the presentation, please turn in your paper and project to me.

**Grading of Visual Projects:** Photographs and videos will be graded on their effectiveness in conveying the photographer's message. This includes technical competence (for example, too dark or out-of-focus photos aren't effective), organization and presentation of the photos or film (i.e., how the photos are arranged and mounted), and appropriateness and helpfulness of text or narration.

**\*\*Late Assignments will be marked down two steps for each day they are late.\*\***

**In 1992, Professor Paola Sensi-Isolani founded a joint Anthropology and Sociology Department at Saint Mary's College, with Professor Phylis Martinelli as the first faculty member in Sociology. In the ensuing years, the joint department grew to include six tenured or tenure-track faculty in Anthropology (including two Irvine Scholars) and four in Sociology, a substantial number of majors and minors with an Anthropology or Sociology emphasis, and the Ethnic Studies minor.**

**Primarily for pedagogical reasons, including the increasing number of students requesting to major in one discipline and minor in the other (impossible under Saint Mary's rules prohibiting a major and minor in the same department), the Anthropology and Sociology department, following approval by the administration, Educational Policies Board (EPB), and Faculty Senate, split into two separate departments in Spring Semester 2007.**

**The original Anthropology-Sociology Department's courses were intertwined. When the departments separated, the purely Anthropology courses were cut out to stand alone, but as such did not represent a comprehensive curriculum. This revision involves the creation of a coherent curriculum appropriate for an independent department.**

**Anthropology studies human life in a comparative, cross-cultural, holistic perspective, and is the only social science to do so. The discipline traditionally has been divided into four subfields: cultural and social anthropology (the comparative study of the range and variability of cultures), archaeology (the study of the human past through material artifacts), linguistics (the origin and development of languages and their use in social contexts), and physical or biological anthropology (encompassing primatology and human evolution). Although we are a small department, we are able to offer a four-field approach, and also include applied anthropology courses. (The required Biological Anthropology course Bio 007 is housed in the Biology Department in the School of Sciences and is offered every other spring. That department recently hired a biological anthropologist; we and our students are looking forward to her teaching this class.)**

**Anthropology is also distinct in its insistence that the foundations for theorizing and the comparison of cultures be based on firsthand ethnographic fieldwork. Originally, the focus was on nonliterate peoples of the past and present, but anthropological theories and methods are increasingly applied to the populations of literate, complex societies. Current faculty in the department have conducted fieldwork in China, the Philippines, Hawaii, American Samoa, Colombia, Ecuador, Peru, Bolivia, Italy, and the Napa Valley, California. Faculty have also led Janterm study trips to China, Hawai'i, the Cook Islands, Ecuador, Guatemala, Las Vegas, Nevada, and San Francisco, California.**

**From its beginning as an academic discipline in the United States in the late 19<sup>th</sup> century, anthropology has argued for the fundamental physical and psychic unity of humankind and against theories of eugenics and racial inequality. Besides its academic foci, a major emphasis of anthropology is its application in such fields as education, medicine, business, law, human rights, international development, and conflict resolution. Most of our graduates enter the working world, but some join such organizations as the Peace Corps or Lasallian Volunteers, and a smaller number go on to graduate or professional study. Our proposed curriculum aims to prepare all students broadly to be literate, informed, questioning, ethical, and socially aware citizens.**

**We offer additional academic preparation in the form of presentation of academic papers at the Santa Clara University undergraduate social science student conference, independent study, National Science Foundation Research Opportunities for Undergraduates mentoring, grants for participation in summer archaeological field schools, field placement at local social service organizations, and an honors thesis for students intending to continue their formal education. (These opportunities are open to all our students, but we encourage them**

for students applying to graduate and professional schools.) All students are encouraged to learn a foreign language and to study abroad.

Students can also take advantage of a course exchange program to enroll in anthropology and archaeology courses at Mills College, the University of California, Berkeley, and California State University East Bay, Hayward.

Our Curriculum revision proposal (below), changes some requirements for our majors and minors, combines old courses and categories, and introduces six new courses in the interest of a more effective program. Please note that many courses are offered every other year or every three or four years in rotation with other courses, which is our current practice. Our old curriculum had 24 courses; our new one has 29.

Anthropology's relationship to the Strategic Plan and Core Curriculum goals:

The new Anthropology Department sees its existence as a separate entity as an incomparable opportunity to revise our curriculum to reflect current theoretical and pedagogical trends in the discipline, to better meet the needs of students in accordance with the college's liberal arts, Catholic, and Lasallian traditions, and to reflect the new Core Curriculum recommendations.

For example, the Saint Mary's Strategic Plan 2007-2012 identifies 23 primary objectives including: "3. Enhance the diversity and cultural competency of faculty, staff, and students" and, "9. Expand global awareness and engagement." With its emphasis on cultural sensitivity, its promotion of Study Abroad and faculty leadership of Janterm Study Trips, Anthropology at Saint Mary's is well positioned academically to help the college attain the above objectives. This also holds for the Core Curriculum Learning Goals posited in the committee's Core Curriculum Model 1 document dated April 16, 2009, which was adopted by the College:

Habits of Mind:

**Critical Thinking**  
**Shared Inquiry**  
**Written and Oral Communication**  
**Information Evaluation and Research Practice**

Our courses meet all four goals listed under Habits of Mind, as described in our catalog-copy learning goals and individual course descriptions (below). We ask students to question their own assumptions, discuss issues in class, and work collaboratively on problems in small groups. Clear written and oral communication are major objectives of our courses, as is learning to do research and evaluate sources of information.

Pathways to Knowledge:

**Mathematical and Scientific Understanding**  
**Artistic Understanding**  
**Theological Understanding**  
**Social, Historical, and Cultural Understanding**

Many of our courses meet these goals. For example, Biological Anthropology involves mathematical and scientific understanding as do our capstone Theory and Methods courses.

Artistic understanding is a goal of Visual Anthropology, Museum Studies, Material Culture, Intro to Archaeology and our World Cultures courses, among others. The understanding of a religion other than Christianity is covered in our Introduction to Anthropology, Religion, Cultures of the Americas, and World Cultures courses. Social, Historical, and Cultural Understanding are

foundational concepts in Anthropology, and these are already learning goals in all our courses (see below).

Engaging the World:

**The Common Good**  
**American Diversity**  
**Global Perspective**  
**Community Engagement**

**Engaging the World is foundational in Anthropology. For example, the anthropological term ethnocentric, meaning judging others cultures negatively based on your own, which is seen as natural and right, is emphasized in all our courses as a common pitfall for all of us. Helping students overcome this tendency to be ethnocentric is a learning goal in all our classes. In addition, the department encourages students to work toward an understanding of the common good while recognizing that this concept is culturally specific. Almost every anthropology course includes material on the United States and its diversity. This is emphasized specifically in our introductory course, Cultures of the Americas, and Global Perspectives on Race. A global perspective and an understanding of the interdependence of different cultures and global communities is a core attribute of Anthropology, so this emphasis is found in all our courses. Community engagement beyond the classroom is found in our Janterm Courses.**

Proposed New Anthropology Curriculum

Faculty

**Lynn M. Meisch, Ph.D., Professor, Chair**

**James Allan, Ph.D., Lecturer**

**Dana Herrera, Ph.D., Associate Professor**

**Jennifer Heung, Ph.D., Associate Professor**

**Paola Sensi-Isolani, Ph.D., Professor**

**Cynthia Van Gilder, Ph.D., Associate Professor**

Learning Outcomes:

**When students have completed the anthropology program they will be able to:**

- **Appreciate the great diversity of human cultures and the inter-relatedness of economic, socio-political, and religious systems.**
- **Approach cultural diversity with thoughtfulness and sensitivity.**
- **Examine their lives in social and cultural contexts and assess how their lives are affected by the specific time and place in which they live.**
- **Understand anthropological theory and methods and how they are applicable in and beyond academia.**
- **Employ critical reading, writing and thinking skills that will allow them to understand and contribute to an increasingly complex, multicultural, and interdependent world.**
- **Express themselves with confidence and clarity in both oral and written communication. This includes an understanding of the difference between primary and secondary sources and how to properly cite and reference those sources.**

Major Requirements

**The anthropology major comprises 13 lower- and upper-division courses. Students are exposed to all four of the traditional sub-disciplines of anthropology while having the choice of majoring in anthropology or anthropology with an archaeology concentration.**

**A grade of C– or higher is required for coursework to count toward the major or minor. In addition, the minimum acceptable grade is C for the capstone courses Anthropology 130: Anthropological Theory, and Anthropology 132: Research Methods.**

Required Lower-Division Courses for Anthropology Major (13 credits total)

**Anth 001, Anth 005, Bio 007 Introduction to Biological Anthropology (The course description is included in the School of Science Biology listings)**

Required Upper-Division Courses for Anthropology Major

**Anth 100, Anth 105, Anth 121, Anth 130, Anth 132 and five electives.**

Required Lower-Division Courses for Anthropology Major with an Archaeology Concentration (13.5 credits total)

**Anth 001, Anth 005, Bio 007 Introduction to Biological Anthropology (The course description is included in the School of Science Biology listings.)**

Required Upper –Division Courses for Anthropology Major with an Archaeology Concentration

**Anth 100, Anth 105, Anth 121, Anth 127, Anth 129, Anth 130, Anth 132 and two electives.**

Required Lower-Division Courses for Anthropology Minor (6 credits total)

**Anth 001, Anth 005 or Bio 007**

Required Upper-Division Courses for Anthropology Minor

**Anth 100, Anth 121 and two electives**

Required Lower-Division Credits for Archaeology Minor (6.25 credits total)

**Anth 001, Anth 005 or Bio 007**

Required Upper-Division Courses for Archaeology Minor

**Anth 100, Anth 127, Anth 129 and one elective**

**Note: Courses are offered on a rotating basis unless otherwise noted.**

#### Course Descriptions - Lower Division

Anth 001 Introduction to Social and Cultural Anthropology [existing course]

**The course examines the nature of culture and the diversity of societies worldwide.**

**It focuses on cultures in Asia, Oceania, Africa and the Americas, and introduces the beginning student to some of the main topics of anthropology including kinship, gender, the world system, fieldwork, magic and religion, race and ethnicity, social change, and the political system of societies throughout the world.**

**Offered every semester.**

Anth 005 Introduction to Archaeology [existing course]

**Students are introduced to the ancient cultures of the world that existed before written records (i.e., prehistory). Cultures from every world area are studied, including the Aztec Empire, Mycenaean Greece, Mesopotamia, the Celts, and the Inca Empire. Additionally, students gain an understanding of the methods and theories of contemporary archaeology through lecture, discussion, and hands-on activities.**

**Please note: Students are encouraged to enroll in Anth 007, but it is NOT required.**

Anth 011 Conservation of Archeological Materials (.25) [existing course, formerly Anth 007]

**Students work in our archaeology lab with various artifact collections. Students sort and catalogue, analyze various classes of artifacts to identify manufacturing techniques, temporal**

**characteristics and cultural affiliations. Basic conservation methodology is also introduced.**

Course Descriptions - Upper Division

**Anth 100 Principles of Anthropology [new course and proposed new number]**

**This course provides majors with an introduction to the methods and theories of traditional American anthropology. It is an important transition course for majors who have completed their Lower-Division requirements and are preparing for their Theory and Methods course. The course will focus on research and writing as well as providing students with a basic history of the development of American anthropology, and students will become familiar with some of the major debates in the discipline.**

**Offered once a year.**

**Anth 105 Linguistic Anthropology [new course taught once as Anth 135]**

**This course introduces students to the major areas of study in anthropological linguistics including ethnolinguistics, historical linguistics, descriptive linguistics and sociolinguistics.**

**Offered once a year.**

**Anth 111 Kinship, Marriage and Family [existing course]**

**For more than a century anthropological research has focused on households, kinship relations, childhood and families across cultures and through time. The anthropological record shows us that concepts such as “marriage,” “childhood, and “family’ have been understood in radically different ways, and this course provides students with a historical and theoretical perspective on the anthropological study of kinship as it relates to different issues connected to the state of marriage, family, and childhood throughout the world.**

**May be repeated for credit as content varies.**

**Anth 112 Global Perspectives on Race [existing course]**

**This course examines the theoretical underpinnings of "race" and "ethnicity" as culturally constructed models. Ethnographic case studies from a variety of international geopolitical regions, including the United States, supplement lectures on such topics as scientific racism and eugenics.**

**Anth 113• Food and Culture [existing course, •suggested new course number. Previously offered as Anth 135]**

**Food touches every aspect of life. It can be a symbol of love, sex, community, and national, ethnic, and gender identity. The cultural complexities behind the symbolic meaning of “food” in a cross-cultural context are vast. Furthermore, the political and economic ramifications of consumption, as well as the production and distribution of food, is fraught with significance about what it means to be a responsible human being in an increasingly global world. This course exposes students to the myriad roles that food plays in all cultures, while critically engaging our own cultural attitudes and assumptions about food.**

**Anth 114 Urban Studies: The Culture of the City [existing course]**

**By 2030, two out of three people will live in an urban world, with most of the explosive growth occurring in developing countries. Taking the city as a subject of investigation, students explore the historical conditions that brought about cities and the subsequent developments that have given us megacities. The course explores how the city functions as a site to negotiate cultural diversity and utopian ideals. Drawing from ethnographic cases throughout the developed and developing world, the course examines the complex structural and cultural forces that shape the lives of those who dwell in cities, and how urban culture is produced and reproduced under the influences of industrialization, colonialism, and globalization.**

**Anth 115 Issues in Globalization [new course, proposed new course number]**

**Globalization, which can be characterized as the increased speed and frequency by which commodities, people, ideologies, cultural productions, and capital cross national borders, has reorganized the world in fundamental ways not seen since the Industrial Revolution. This class examines the numerous issues, topics, and problems that stem from globalization. The course analyzes the meanings and implications of these movements, as they are experienced at a local and global level. Through reading ethnographies about different world regions, the course explores the changing shape of local culture in relation to larger processes of globalization.**

**May be repeated for credit as the content varies.**

**Anth 117 Religion [existing course, new description]**

**This course examines religious beliefs, and spirituality in global cultures. It takes a comparative approach to Western and non-Western beliefs, including spirituality, beliefs in the supernatural, religious specialists, rituals, faith healing, and the intersection of faith and socio-political forces in contemporary life. The exact focus of the course varies, with such topics as New Religious Movements and the Internet alternating with Religion, Ritual, Magic, and Healing, and the Anthropology of Death.**

**May be repeated for credit as the content varies.**

**Anth 118 Health and Illness [existing course]**

**Medical anthropology explores the interaction between health, culture and disease, emphasizing the importance of understanding issues of health and sickness cross-culturally. Medical anthropologists also look at the roles of health care professionals, patients, and medical settings addressing the relationships between health care systems and political and economic systems.**

**Anth 119 Cultures of the Americas [existing course]**

**This course examines the traditional lifeways and contemporary social issues of different North, Central, and South American ethnic groups. While addressing the past, the emphasis is on the contemporary period, with the course focusing on the social, cultural and historical experiences of different ethnic groups. Among the topics covered are assimilation and resistance, the social and political power structure, ethnic identity, family systems and cultural values, labor and migration, the role of religion, and status of women.**

**May be repeated for credit as content varies.**

**Anth 120\* Visual Anthropology [new course, \*existing course number. Previously offered twice as Anth 135]**

**Film and photography are powerful media for the representation (or misrepresentation) of social and natural worlds. We live in an image-saturated society and need to develop critical awareness of how visual images affect us, and how they can be used and misused. This course examines photographic and cinematic representations of human lives with special emphasis on the documentary use of film and photography in anthropology. The course has historical, theoretical, ethical, and hands-on components including the individual production of several photo essays or short videos.**

**Anth 121 World Cultures [existing course]**

**Each World Culture course concentrates on the cultural, historical, political, religious, and geographic factors that shape the lives of people living today in a particular region or country, for example, Central and South America, the Middle East, Asia, and Sub-Saharan Africa, Mesoamerica, Western Europe, India, China, Polynesia, the Philippines, etc. Offered every semester. May be repeated for credit as content varies.**

**Anth 123\* Applied Anthropology [new course, \*suggested new course number. Offered once as Anth 135]**

**Anthropologists increasingly are employed in a variety of jobs outside of academia. Applied anthropology involves the practical application of anthropological theory and methods to such areas as business, the environment, medicine, education, social and economic development, and the preservation of cultural heritage. The course introduces students to the methods, theories and roles anthropologists have in the workplace including issues of ethics, analysis, and report writing, enabling students to use their anthropological training in their post-baccalaureate careers.**

**Anth 124\* Museum Studies [new course, •suggested new course number. Offered once as Anth 135] Museum Studies is offered in cooperation with Saint Mary's Hearst Art Gallery and Museum, and as part of the Archaeology/Art and Art History split major. In this course students study the history of museums and the ethical issues involved in the collecting and exhibiting of cultural artifacts. Students will also help design an exhibition at the Hearst Gallery, write the explanatory wall text, poster, and brochure for the show, and learn to serve as docents.**

**This course is offered occasionally when an exhibition appropriate for student involvement is scheduled at the Hearst Art Gallery and Museum.**

**Anth 125 Gender and Culture [existing course]**

**While sex is biological, gender refers to the set of cultural expectations assigned to males and females. This course takes a four-field anthropological approach to understanding gender, investigating such topics as third and fourth gender diversity, gender among non-human primates, gender roles in prehistory, and the sociolinguistics of gender usage. Special attention is paid to the ways in which gender articulates with other social practices and institutions such as class, kinship, religion, and subsistence practices.**

**Anth 126 Field Experience [existing course]**

**Guided by an anthropology professor of the student's choice, this course provides students with the opportunity to gain hands-on experience conducting anthropological or archaeological analysis in the field. Among other sites, students can select supervised work in archaeological digs, community agencies, government bureaus, museums, and political or industrial organizations.**

**Anth 127 Topics in Archaeology [existing course, new title and description]**

**This course introduces students to a major area of contemporary archaeological thought.**

**Possible topics**

**include cultural resource management, mortuary archaeology, the archaeology of culture contact, gender**

**archaeology, historical archaeology, material culture and ethnicity, an in-depth study of the archaeology of a particular time period (e.g., the Neolithic), and archaeological methods.**

**Please note: Successful completion of Anth 005 is recommended, but NOT required. May be repeated for credit as content varies.**

**Anth 129: Ancient Civilizations [existing course]**

**Ninety-nine percent of human cultural development took place before the advent of written**

records, and therefore archaeology is the primary source of knowledge of these cultures. This course focuses on the practices of prehistoric people, such as how they made stone tools, decorated cave walls, organized their villages, domesticated plants, and built monuments like Stonehenge. Special attention is given to topics such as gender, kinship, religion, and art. Students also learn how cross-cultural comparisons of ancient civilizations have led to insights regarding the emergence of cultural complexity, city life, social classes, and other modern social phenomena.

**Please note: Successful completion of Anth 005 is recommended, but NOT required.**

**Anth 131 Cultural Geography [existing course]**

**Cultural geography studies the way people shape and give meaning to their environment, and allows us to look at the fascinating variety of human activity in the world – the human landscape. Geographic knowledge is vital to understanding national and international issues that dominate daily news reports. This course examines the relevance of geographic methods and concepts to such social science topics as agricultural patterns and practices, ethnic traditions and conflicts, gender, health, migration, political economy, poverty, religion, resource utilization, social change and urban planning.**

**Offered every semester.**

**Anth 130 Anthropological Theory [existing course]**

**This course is Part I of the senior capstone-course sequence for anthropology majors. Through close reading and in-depth discussion of primary theoretical texts, students gain an understanding of the history of American anthropological theory from the nineteenth century to the present. Students must be in their senior year or receive permission of instructor to enroll.**

**Offered every fall.**

**Anth 132 Anthropological Research Methods [existing course]**

**This course is Part II of the senior capstone-course sequence for anthropology majors.**

**Students master**

**specific qualitative and quantitative methodologies that are utilized in the completion of an original research project. Students must be in their senior year or receive permission of instructor to enroll.**

**Offered every spring.**

**Anth 135 Special Topics [existing course]**

**Special topics in anthropology include such issues as criminology, sexuality, international terrorism, popular culture etc.**

**May be repeated for credit as content varies.**

**Anth 195 Special Study Internship [existing course]**

**This course is usually taken by an upper division student who wishes to complete his/her education with related work experience and is maintaining at least a C average. In addition to work experience (6-8 hours per week), outside research and a term project are usually required.**

**Sponsorship by an Anthropology faculty member and approval of the department chair is required.**

**Anth 196\* Senior Thesis [existing course, \*new course number]**

**Honor students undertake individual research, culminating in the senior project and a presentation. This**

**course should be taken in the senior year.**

Anth 199 Special Study: Honors [existing course]

**This course is only available to Upper-Division majors with a B average or higher and entails independent study or research under the supervision of an Anthropology faculty member. Approval of the department chair is required.**

Encl:

**Proposed 2010-2011 Anthropology Catalog Copy**

## ANTHROPOLOGY

**Anthropology studies human life in a comparative, cross-cultural, holistic perspective, and is the only social science to do so. The discipline traditionally has been divided into four subfields: cultural and social anthropology (the comparative study of the range and variability of cultures), archaeology (the study of the human past through material artifacts), linguistics (the origin and development of languages and their use in social contexts), and physical or biological anthropology (encompassing primatology and human evolution). Although we are a small department, we are able to offer a four-field approach, and also include applied anthropology courses.**

**Anthropology is also distinct in its insistence that the foundations for theorizing and the comparison of cultures be based on firsthand ethnographic fieldwork. Originally, the focus was on nonliterate peoples of the past and present, but anthropological theories and methods are increasingly applied to the populations of literate, complex societies. Current faculty in the department have conducted fieldwork in China, the Philippines, Hawaii, American Samoa, Colombia, Ecuador, Peru, Bolivia, Italy, and the Napa Valley, California. Faculty have also led Janterm study trips to China, Hawai'i, the Cook Islands, Ecuador, Guatemala, Las Vegas, Nevada, and San Francisco, California.**

**From its beginning as an academic discipline in the United States in the late 19<sup>th</sup> century, anthropology has argued for the fundamental physical and psychic unity of humankind and against theories of eugenics and racial inequality. Besides its academic foci, a major emphasis of anthropology is its application in such fields as education, medicine, business, law, human rights, international development, and conflict resolution. Most of our graduates enter the working world, but some join such organizations as the Peace Corps or Lasallian Volunteers, and a smaller number go on to graduate or professional schools. Our curriculum prepares all students broadly to be literate, informed, questioning, ethical, and socially aware citizens.**

**We offer additional academic preparation in the form of presentation of academic papers at the Santa Clara University undergraduate social science student research conference, independent study, National Science Foundation Research Opportunities for Undergraduates mentoring, grants for participation in summer archaeological field schools, field placement at local social service organizations, and an honors thesis for students intending to continue their formal education. (These opportunities are open to all our students, but we encourage them for students applying to graduate and professional schools.) All students are encouraged to learn a foreign language and to study abroad.**

**Students can also take advantage of a course exchange program to enroll in anthropology and archaeology courses at Mills College, the University of California, Berkeley, and California State University East Bay, Hayward.**

### Faculty

**Lynn M. Meisch, Ph.D., Professor, Chair**

**James Allan, Ph.D., Lecturer**

**Dana Herrera, Ph.D., Associate Professor**

**Jennifer Heung, Ph.D., Associate Professor**

**Paola Sensi-Isolani, Ph.D., Professor**

**Cynthia Van Gilder, Ph.D., Associate Professor**

Learning Outcomes:

**When students have completed the anthropology program they will be able to:**

- **Appreciate the great diversity of human cultures and the inter-relatedness of economic, socio-political, and religious systems.**
- **Approach cultural diversity with thoughtfulness and sensitivity.**
- **Examine their lives in social and cultural contexts and assess how their lives are affected by the specific time and place in which they live.**
- **Understand anthropological theory and methods and how they are applicable in and beyond academia.**
- **Employ critical reading, writing and thinking skills that will allow them to understand and contribute to an increasingly complex, multicultural, and interdependent world.**
- **Express themselves with confidence and clarity in both oral and written communication. This includes an understanding of the difference between primary and secondary sources and how to properly cite and reference those sources.**

Major Requirements

**The anthropology major comprises 13 lower- and upper-division courses. Students are exposed to all four of the traditional sub-disciplines of anthropology while having the choice of majoring in anthropology or anthropology with an archaeology concentration.**

**A grade of C– or higher is required for coursework to count toward the major or minor. In addition, the minimum acceptable grade is C for the capstone courses Anthropology 130: Anthropological Theory, and Anthropology 132: Research Methods.**

Required Lower-Division Courses for Anthropology Major (13 credits total)

**Anth 001, Anth 005, Bio 007 Introduction to Biological Anthropology (The course description is included in the School of Science Biology listings)**

Required Upper-Division Courses for Anthropology Major

**Anth 100, Anth 105, Anth 121, Anth 130, Anth 132 and five electives.**

Required Lower-Division Courses for Anthropology Major with an Archaeology Concentration (13.5 credits total)

**Anth 001, Anth 005, Bio 007 Introduction to Biological Anthropology (The course description is included in the School of Science Biology listings.)**

Required Upper-Division Courses for Anthropology Major with an Archaeology Concentration

**Anth 100, Anth 105, Anth 121, Anth 127, Anth 129, Anth 130, Anth 132 and two electives.**

Required Lower-Division Courses for Anthropology Minor (6 credits total)

**Anth 001, Anth 005 or Bio 007**

Required Upper-Division Courses for Anthropology Minor

**Anth 100, Anth 121 and two electives**

Required Lower-Division Credits for Archaeology Minor (6.25 credits total)

**Anth 001, Anth 005 or Bio 007**

Required Upper-Division Courses for Archaeology Minor

**Anth 100, Anth 127, Anth 129 and one elective**

**Note: Courses are offered on a rotating basis unless otherwise noted.**

Course Descriptions - Lower Division

Anth 001 Introduction to Social and Cultural Anthropology

**The course examines the nature of culture and the diversity of societies worldwide.**

**It focuses on cultures in Asia, Oceania, Africa and the Americas, and introduces the beginning student to some of the main topics of anthropology including kinship, gender, the world system, fieldwork, magic and religion, race and ethnicity, social change, and the political system of societies throughout the world.**

**Offered every semester.**

Anth 005 Introduction to Archaeology

**Students are introduced to the ancient cultures of the world that existed before written records (i.e., prehistory). Cultures from every world area are studied, including the Aztec Empire, Mycenaean Greece, Mesopotamia, the Celts, and the Inca Empire. Additionally, students gain an understanding**

**of the methods and theories of contemporary archaeology through lecture, discussion, and hands-on activities.**

**Please note: Students are encouraged to enroll in Anth 007, but it is NOT required.**

Anth 011 Conservation of Archeological Materials (.25) [existing course, formerly Anth 007]

**Students work in our archaeology lab with various artifact collections. Students sort and catalogue, analyze various classes of artifacts to identify manufacturing techniques, temporal characteristics and cultural affiliations. Basic conservation methodology is also introduced.**

Course Descriptions - Upper Division

Anth 100 Principles of Anthropology

**This course provides majors with an introduction to the methods and theories of traditional American anthropology. It is an important transition course for majors who have completed their Lower-Division requirements and are preparing for their Theory and Methods course.**

**The course will focus on research and writing as well as providing students with a basic history of the development of American anthropology, and students will become familiar with some of the major debates in the discipline.**

**Offered once a year.**

Anth 105 Linguistic Anthropology

**This course introduces students to the major areas of study in anthropological linguistics including ethnolinguistics, historical linguistics, descriptive linguistics and sociolinguistics.**

**Offered once a year.**

Anth 111 Kinship, Marriage and Family

**For more than a century anthropological research has focused on households, kinship relations, childhood and families across cultures and through time. The anthropological record shows us that concepts such as "marriage," "childhood, and "family" have been understood in radically different ways, and this course provides students with a historical and theoretical perspective on the anthropological study of kinship as it relates to different issues connected to the state of marriage, family, and childhood throughout the world.**

**May be repeated for credit as content varies.**

Anth 112 Global Perspectives on Race

**This course examines the theoretical underpinnings of "race" and "ethnicity" as culturally constructed models. Ethnographic case studies from a variety of international geopolitical**

regions, including the United States, supplement lectures on such topics as scientific racism and eugenics.

Anth 113 Food and Culture

**Food touches every aspect of life. It can be a symbol of love, sex, community, and national, ethnic, and gender identity. The cultural complexities behind the symbolic meaning of “food” in a cross-cultural context are vast. Furthermore, the political and economic ramifications of consumption, as well as the production and distribution of food, is fraught with significance about what it means to be a responsible human being in an increasingly global world. This course exposes students to the myriad roles that food plays in all cultures, while critically engaging our own cultural attitudes and assumptions about food.**

Anth 114 Urban Studies: The Culture of the City [existing course]

**By 2030, two out of three people will live in an urban world, with most of the explosive growth occurring in developing countries. Taking the city as a subject of investigation, students explore the historical conditions that brought about cities and the subsequent developments that have given us megacities. The course explores how the city functions as a site to negotiate cultural diversity and utopian ideals. Drawing from ethnographic cases throughout the developed and developing world, the course examines the complex structural and cultural forces that shape the lives of those who dwell in cities, and how urban culture is produced and reproduced under the influences of industrialization, colonialism, and globalization.**

Anth 115 Issues in Globalization [new course]

**Globalization, which can be characterized as the increased speed and frequency by which commodities, people, ideologies, cultural productions, and capital cross national borders, has reorganized the world in fundamental ways not seen since the Industrial Revolution. This class examines the numerous issues, topics, and problems that stem from globalization. The course analyzes the meanings and implications of these movements as they are experienced at a local and global level. Through reading ethnographies about different world regions, the course explores the changing shape of local culture in relation to larger processes of globalization.**

May be repeated for credit as the content varies.

Anth 117 Religion [existing course, new description]

**This course examines religious beliefs, and spirituality in global cultures. It takes a comparative approach to Western and non-Western beliefs, including spirituality, beliefs in the supernatural, religious specialists, rituals, faith healing, and the intersection of faith and socio-political forces in contemporary life. The exact focus of the course varies, with such topics as New Religious Movements and the Internet alternating with Religion, Ritual, Magic, and Healing, and the Anthropology of Death.**

May be repeated for credit as the content varies.

Anth 118 Health and Illness

**Medical anthropology explores the interaction between health, culture and disease, emphasizing the importance of understanding issues of health and sickness cross-culturally. Medical anthropologists also look at the roles of health care professionals, patients, and medical settings addressing the relationships between health care systems and political and economic systems.**

Anth 119 Cultures of the Americas

**This course examines the traditional lifeways and contemporary social issues of different North, Central, and South American ethnic groups. While addressing the past, the emphasis is on the contemporary period, with the course focusing on the social, cultural and historical**

**experiences of different ethnic groups. Among the topics covered are assimilation and resistance, the social and political power structure, ethnic identity, family systems and cultural values, labor and migration, the role of religion, and status of women.**

**May be repeated for credit as content varies.**

Anth 120 Visual Anthropology

**Film and photography are powerful media for the representation (or misrepresentation) of social and natural worlds. We live in an image-saturated society and need to develop critical awareness of how visual images affect us, and how they can be used and misused. This course examines photographic and cinematic representations of human lives with special emphasis on the documentary use of film and photography in anthropology. The course has historical, theoretical, ethical, and hands-on components including the individual production of several photo essays or short videos.**

Anth 121 World Cultures

**Each World Culture course concentrates on the cultural, historical, political, religious, and geographic factors that shape the lives of people living today in a particular region or country, for example, Central and South America, the Middle East, Asia, and Sub-Saharan Africa, Mesoamerica, Western Europe, India, China, Polynesia, the Philippines, etc.**

**Offered every semester. May be repeated for credit as content varies.**

Anth 123 Applied Anthropology

**Anthropologists increasingly are employed in a variety of jobs outside of academia. Applied anthropology involves the practical application of anthropological theory and methods to such areas as business, the environment, medicine, education, social and economic development, and the preservation of cultural heritage. The course introduces students to the methods, theories and roles anthropologists have in the workplace including issues of ethics, analysis, and report writing, enabling students to use their anthropological training in their post-baccalaureate careers.**

Anth 124 Museum Studies

**Museum Studies is offered in cooperation with Saint Mary's Hearst Art Gallery and Museum, and as part of the Archaeology/Art and Art History split major. In this course students study the history of museums and the ethical issues involved in the collecting and exhibiting of cultural artifacts. Students will also design an exhibition at the Hearst Gallery, write the explanatory wall text, poster, and brochure for the show, and also learn to serve as docents. This course is offered occasionally when an exhibition appropriate for student involvement is scheduled at the Hearst Art Gallery and Museum.**

Anth 125 Gender and Culture

**While sex is biological, gender refers to the set of cultural expectations assigned to males and females. This course takes a four-field anthropological approach to understanding gender, investigating such topics as third and fourth gender diversity, gender among non-human primates, gender roles in prehistory, and the sociolinguistics of gender usage. Special attention is paid to the ways in which gender articulates with other social practices and institutions such as class, kinship, religion, and subsistence practices.**

Anth 126 Field Experience

**Guided by an anthropology professor of the student's choice, this course provides students with the opportunity to gain hands-on experience conducting anthropological or archaeological analysis in the field. Among other sites, students can select supervised work in archaeological digs, community agencies, government bureaus, museums, and political or industrial organizations.**

#### Anth 127 Topics in Archaeology

**This course introduces students to a major area of contemporary archaeological thought.**

##### **Possible topics**

**include cultural resource management, mortuary archaeology, the archaeology of culture contact, gender**

**archaeology, historical archaeology, material culture and ethnicity, an in-depth study of the archaeology of a particular time period (e.g., the Neolithic), and archaeological methods.**

**Please note: Successful completion of Anth 005 is recommended, but NOT required. May be repeated for credit as content varies.**

#### Anth 129: Ancient Civilizations

**Ninety-nine percent of human cultural development took place before the advent of written records, and therefore archaeology is the primary source of knowledge of these cultures. This course focuses on the practices of prehistoric people, such as how they made stone tools, decorated cave walls, organized their villages, domesticated plants, and built monuments like Stonehenge. Special attention is given to topics such as gender, kinship, religion, and art. Students also learn how cross-cultural comparisons of ancient civilizations have led to insights regarding the emergence of cultural complexity, city life, social classes, and other modern social phenomena.**

**Please note: Successful completion of Anth 005 is recommended, but NOT required.**

#### Anth 131 Cultural Geography

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**Offered every semester.**

#### Anth 130 Anthropological Theory

**This course is Part I of the senior capstone-course sequence for anthropology majors.**

**Through close reading and in-depth discussion of primary theoretical texts, students gain an understanding of the history of American anthropological theory from the nineteenth century to the present. Students must be in their senior year or receive permission of instructor to enroll.**

**Offered every fall.**

#### Anth 132 Anthropological Research Methods

**This course is Part II of the senior capstone-course sequence for anthropology majors.**

**Students master**

**specific qualitative and quantitative methodologies that are utilized in the completion of an original research project. Students must be in their senior year or receive permission of instructor to enroll.**

**Offered every spring.**

#### Anth 135 Special Topics

**Special topics in anthropology include such issues as criminology, sexuality, international terrorism, popular culture etc.**

**May be repeated for credit as content varies.**

Anth 195 Special Study Internship

**This course is usually taken by an upper division student who wishes to complete his/her education with related work experience and is maintaining at least a C average. In addition to work experience (6-8 hours per week), outside research and a term project are usually required.**

**Sponsorship by an Anthropology faculty member and approval of the department chair is required.**

Anth 196 Senior Thesis

**Honor students undertake individual research, culminating in the senior project and a presentation. This course should be taken in the senior year.**

Anth 199 Special Study: Honors

**This course is only available to Upper-Division majors with a B average or higher and entails independent study or research under the supervision of an Anthropology faculty member. Approval of the department chair is required.**