

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: 9-01-2011

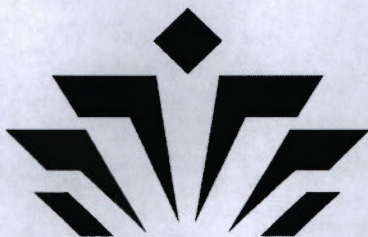
Proposal Title: New Graduate Courses in Anthropology: Act 2

Originating Department: ANTH

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE XX UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
			Approved	<u>DEPARTMENT CHAIR</u> Janet E. Levy
	9/21/11	9/21/11	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here] Jason F. Flores
	9/30/11	9/30/11	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> Stephanie Moller
		9/30/11	Approved	<u>COLLEGE DEAN</u> Charles Brody
NA	NA	NA	Approved	<u>GENERAL EDUCATION</u> (for General Education courses) [print name here]
NA	NA	NA	Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
10-3-11	11-1-11	11-1-11	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

COPY MADE Grad School 11-1-11 ap



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: CLAS Course and Curriculum Committee

From: Department of Anthropology

Date: September 1, 2011

Re: Establishment of additional courses for the M.A. in Anthropology

The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

I. HEADING

University of North Carolina at Charlotte

New Graduate Courses

Course and Curriculum Proposal from Department of Anthropology

TITLE. *New Graduate Courses in Anthropology, Act 2*

II. CONTENT OF PROPOSALS

SUMMARY: The Department of Anthropology proposes to establish the graduate courses listed below, as the second set of courses need to implement the M.A. in Anthropology. This program was reviewed by and approved by the Graduate Council and Faculty Council in 2007 and sent to UNC-GA in March 2008. The program was approved for implementation by the UNC Board of Governors in August, 2010, and admitted its first students for the Fall, 2011, semester.

We submitted a comparable proposal during AY 10-11 to implement the first set of courses. Both the courses in the first set and those proposed in this document were included (in brief description) in the proposal previously approved by UNCC Graduate Council, UNCC Faculty Council, and UNC-GA. A third set of course proposals will be forthcoming, and should complete the basic curriculum.

ANTH 5615 Seminar in Middle East Ethnography (3)
ANTH 5622 Seminar in the Ethnography of Religion. (3)
ANTH 6401 Teaching Anthropology. (1)
ANTH 6602. Seminar in Interdisciplinary Anthropology. (3)
ANTH 6603. Theory in Cultural Anthropology (3).
ANTH 6642. Sociobiology of the Primates (3)
ANTH 6910. Thesis Tutorial. (3)
ANTH 6920. Masters Thesis. (3)
ANTH 7999. Masters Graduate Residency Credit (1)

A. JUSTIFICATION:

- 1) These courses are needed to continue implementing the MA in Anthropology which was approved by UNC-GA in August, 2010, and implemented in August, 2011.
- 2) Prerequisites/co-requisites are included in the draft syllabus for each proposed courses where appropriate. See Attachments for ANTH 6910 and 6920.
- 3) All proposed courses are numbered at the either the 5000-level (these will be cross-listed with existing 4000-level courses) or 6000-level, meant for MA students. The one

exception is ANTH 7999, which is the standard number used across the university for Masters Graduate Residency Credit.

- 4) The proposed courses will provide core courses and electives needed to implement the MA in Anthropology, already approved at all levels on- and off-campus, and implemented in Fall, 2011.

B. IMPACT.

- 1) Graduate students at the M.A. level will be served by this proposal. This will be mainly grad students in ANTH, but may also include M.A. students in HIST, RELS, or other fields who may find a useful course.
- 2) Effect on existing courses and curricula:
 - a. The courses will be taught on the schedule noted in the catalog description (typically once per year or once every other year).
 - b. The *content* of other courses will not be affected. The *frequency* of some undergraduate courses may be decreased in order to provide graduate courses without additional faculty. We will manage this by (i) cross-listing 4000/5000 courses to serve both undergrads and grads; (ii) increasing the size of undergrad courses; (iii) judiciously using part-time faculty and graduate student teaching assistants.
 - c. Anticipated enrollment in each course is between 5 and 15 students. We expect to enroll some students from other MA programs on campus, as indicated in the letters of support from department chairs that were included in the original MA proposal. FYI: Enrollment for equivalent courses in Fall 2011 is:
 - i. ANTH 5120 – 5 (total with undergrad cross-lists – 18)
 - ii. ANTH 5131 – 5 (total with undergrad cross-lists – 25)
 - iii. ANTH 6601 - 10
 - d. No impact on enrollment in other anthropology courses because this is a new program, bringing in new students.
 - e. No previous experience as topics courses.
 - f. No other areas of catalog copy are affected.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

- A. PERSONNEL.** At the time of submission of this proposal, the teaching assignments would be as follows: ANTH 5615 and 5622: Starrett; ANTH 6401: Wayland or Levy; ANTH 6602: Marks; ANTH 6603: Starrett or Peterson; ANTH 6642: Brockman; ANTH 6910, 6920, 7999: full-time faculty serving on MA committees. We have started the program without new faculty. We will continue to request replacement and new faculty through the standard College procedures. Teaching assignments may change as full-time faculty change.
- B. PHYSICAL FACILITY.** No new physical facilities are needed. We will use space already allocated to Anthropology and general classroom space. We have added a small lab space in archaeology.

- C. **EQUIPMENT AND SUPPLIES.** These courses do not require supplies beyond the department's ability to purchase with operating budget.
- D. **COMPUTER.** These courses require only standard access to existing student computing labs and campus wireless and broadband resources.
- E. **AUDIO-VISUAL.** There are no special needs for these courses. No production services needed from Media Services.
- F. **OTHER RESOURCES.** No other resources are needed for these courses. Resources, in general, needed to implement the MA program were included in the original proposal, which has already been approved by UNCC Graduate Council, UNCC Faculty Council, and UNC-GA.
- G. **SOURCE OF FUNDING.** NA.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION:** Library consultation is attached to each syllabus, except for 6910, 6920, and 7999 which are thesis courses and residency credits, and 5615 and 5622 which already exist at the 4000-level.
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** NA. Consultation occurred during review of MA proposal.

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** The Dept. of Anthropology initiated this proposal during Fall 2011. The department faculty worked collaboratively on the proposal.

B. ATTACHMENTS

1. **CONSULTATION:** No consultation with other units.
2. **COURSE OUTLINE:** No undergraduate course outlines attached.
3. **SYLLABUS:** Syllabi, following the Graduate School template, are attached.
 - a. For a new course or revisions to an existing course, check all the statements that apply:
 - This course will be cross listed with another course (ANTH 5615 and ANTH 5622 only).
 - There are prerequisites for this course. (Prerequisites for some courses; indicated in syllabi).
 - There are co requisites for this course. (No co-requisites).
 - This course is repeatable for credit. (ANTH 6920 and ANTH 7999 only)
 - This course will increase/decrease the number of credits hours currently offered by its program.

____ This proposal results in the deletion of an existing course(s)
from the degree program and/or catalog.

For all items checked above, applicable statements and content
must be reflected in the proposed catalog copy.

4. ACADEMIC PLAN OF STUDY: No academic plan of study.

1. ANTH 5615. Seminar in Middle East Ethnography

2. Catalog Description:

ANTH 5615. Seminar in Middle East Ethnography. (3) Cross-listed with ANTH 4615. Seminar exploring both historically significant and recent ethnographies on selected topics. Examples include Israel/Palestine, Women in the Middle East, and Tribe, State, and Nation in the Middle East. May be repeated for credit as topics vary. (*On demand*)

3. Pre- or Co-requisites: None

4. Objectives of the course: Students will:

- Become familiar with anthropological analyses of specific topics in Middle Eastern society and culture.
- Examine the role of local, national, regional, and international processes in shaping the experiences of Middle Eastern peoples.
- Explore the relative merits of historical and anthropological field data in understanding the structure and dynamics of Middle Eastern societies.
- Understand the role of colonialism and international power differentials in shaping bodies of knowledge about the Middle East.

5. Instructional method: Seminar.

6. Means of student evaluation: The course will be graded as A/B/C/U. Grades will be based on class participation and papers.

Class participation: Students are expected to participate in class discussion at every class meeting. Students will be expected to prepare with careful reading of each week's assignment. Participation is worth 40% of grade.

Comparative essays: Undergraduate and graduate students will be required to write two substantial essays, each one comparing the questions and analytical approaches of two or three of the books we discuss in class. Essays will be submitted in draft form for instructor and peer review, and then revised for submission in final form. These essays are each worth 30% of the grade. In addition, graduate students will compile an annotated bibliography of recent periodical literature relating to their own research interests.

7. Policies that apply to this course:

- a. **University Integrity:** All students are expected to abide by the Code of Student Academic Integrity (<http://legal.uncc.edu/policies/ps-105.html>). Should academic dishonesty be proved for any student, I will use the full range of penalties available to me.
- b. **Attendance:** On-time attendance is required. There is no way to make up the class participation part of the grade. Absence from class participation may only be arranged

following the UNCC policy on Religious Accommodation: <http://legal.uncc.edu/policies/ps-134.html> (or superseding documents).

c. Grading policy: A/B/C/Unsatisfactory. Grades equivalent to 90-100% = A; 80-89% = B; 70-79% = C. Below 70% = Unsatisfactory.

d. Disability services: Students with a documented disability, who are registered with University Disability Services (Fret 230) may receive appropriate accommodations. It is the student's responsibility to consult with Disability Services and contact the faculty member to arrange accommodation. Disability services is found at: www.ds.uncc.edu.

e. Electronic equipment: Cell phones, mobile phones, iPhones, pagers, iPods, MPA players, and all similar equipment must be turned to silent mode. Students may use laptop computers for class purposes. The instructor reserves the right to check what students are doing on the computer. If a student is found checking email, playing games, or doing other non-class activities, the student will be asked the first time to desist. If this happens a second time, the student will be asked to leave the class.

f. Diversity and Courtesy: Energetic discussion and disagreement is both acceptable and expected, but courtesy toward instructor, other students, and any visitors is also expected. The Department of Anthropology and UNC Charlotte are committed to fostering the education of all individuals regardless of gender, race, ethnicity, religion, sexuality, age, appearance, national origin, socio-economic background, or other kinds of difference. Students are expected to respect diversity of individuals and opinions in the classroom and in on-line communication. For further information, you may consult the UNCC diversity website at: <http://diversity.uncc.edu/>.

8. Probable textbooks or resources: The following are likely resources for this course.

Examples of Core Textbooks for three possible topics:

Women in the Middle East

Leila Ahmed, *Women and Gender in Islam: Historical Roots of a Modern Debate*

Lila Abu-Lughod, *Veiled Sentiments: Honor and Poetry in a Bedouin Society*

Judith Tucker, *In the House of the Law: Gender and Islamic Law in Ottoman Syria and Palestine*

Anne Meneley, *Tournaments of Value: Sociality and Hierarchy in a Yemeni Town*

Homa Hoodfar, *Between Marriage and the Market: Intimate Politics and Survival in Cairo*

Saba Mahmood, *Politics of Piety: the Islamic Revival and the Feminist Subject*

Rachel Newcomb, *Women of Fes: Ambiguities of Urban Life in Morocco*

Tribe, State, and Nation in the Middle East

Ibn Khaldun, *The Muqaddimah: Introduction to History*

Smadar Lavie, *The Poetics of Military Occupation: Allegories of Mzeini Identity under Israeli and Egyptian Rule*

Andrew Shryock, *Nationalism and the Genealogical Imagination: Oral History and Textual Authority in Tribal Jordan*

David Edwards, *Heroes of the Age: Moral Faultlines on the Afghan Frontier*

Abdellah Hammoudi, *Master and Disciple: the Cultural Foundations of Moroccan Authoritarianism*

Michael Gilsean, *Lords of the Lebanese Marches: Narrative and Violence in an Arab Society*

Lisa Wedeen, *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria*

Esra Ozyurek, *Nostalgia for the Modern: State Secularism and Everyday Politics in Turkey*

Anthropological Perspectives on Israel/Palestine

Gershon Shafir, *Land, Labor, and the Origins of the Israeli-Palestinian Conflict*

Nadia Abu el-Haj, *Facts on the Ground: Archaeological Practice and Territorial Self-Fashioning in Israeli Society*

Rhoda Kanaaneh, *Birth of the Nation: Strategies of Palestinian Women in Israel*

Dan Rabinowitz, *Overlooking Nazareth: the Ethnography of Exclusion in Galilee*

Virginia Dominguez, *People as Subject, People as Object: Selfhood and Peoplehood in Contemporary Israel*

Joyce Dalsheim, *Unsettling Gaza: Secular Liberalism, Radical Religion, and the Israeli Settlement Project*

Rebecca Stein, *Itineraries in Conflict: Israelis, Palestinians, and the Political Lives of Tourism*

Additional Monographic Resources (these are examples; the list may be expanded or modified according to the instructor)

Edward Said, *Orientalism*

Daniel Martin Varisco, *Reading Orientalism: Said and the Unsaid*

Farha Ghannam, *Renegotiating the Modern: Space, Relocation, and the Politics of Identity in a Global Cairo*

Timothy Mitchell, *Rule of Experts: Egypt, Techno-politics, Modernity*

Crista Salamandra, *A New Old Damascus: Authenticity and Distinction in Urban Syria*

Pardis Mahdavi, *Passionate Uprisings: Iran's Sexual Revolution*

Ahmed Kanna, *Dubai: The City as Corporation*

Jenny White, *Money Makes us Relatives: Women's Labor in Urban Turkey*

Brinkley Messick, *The Calligraphic State: Textual Domination and History in a Muslim Society*

Frances Hasso, *Consuming Desires: Family Crisis and the State in the Middle East*

Ted Swedenburg, *Memories of Revolt: the 1936-1939 Rebellion and the Palestinian National Past*

Maya Rosenfeld, *Confronting the Occupation: Work, Education, and Political Activism of Palestinian Families in a Refugee Camp*

Avram S. Bornstein, *Crossing the Green Line between the West Bank and Israel*

David McMurray, *In and Out of Morocco: Smuggling and Migration in a Frontier Boomtown*

Paul Silverstein, *Algeria in France: Transpolitics, Race, and Nation*

Steven Caton, *"Peaks of Yemen I Summon": Poetry as Cultural Practice in a North Yemeni Tribe*

David Crawford, *Moroccan Households in the World Economy: Labor and Inequality in a Berber Village*

Jane Goodman, *Berber Culture on the World Stage: From Village to Video*

Additional Periodical Resources:

- *American Anthropologist* (in library and in JSTOR)
- *American Ethnologist* (in library and in JSTOR)
- *Cultural Anthropology* (online through Wiley Blackwell)
- *Journal of Anthropological Research / Southwestern Journal of Anthropology* (in library and in JSTOR)
- *Journal of the Royal Anthropological Institute* (in library and in JSTOR)
- *Ethos* (in library and in JSTOR)
- *Contemporary Islam* (online through SpringerLink)
- *International Journal of Middle East Studies* (Cambridge Journals Online)
- *British Journal of Middle East Studies* (JSTOR)
- *Ethnology* (in library and in JSTOR)
- *Annual Review of Anthropology* (in library and in JSTOR)
- *Anthropological Theory* (on-line through Sage Publications)
- *Critique: Journal of Critical Studies of Iran and the Middle East* (on-line)
- *Current Anthropology* (in library and in JSTOR)
- *Anthropological Quarterly* (in library and in JSTOR)
- *Comparative Studies in Society and History* (in library and in JSTOR)

9. Topical outline of course:

Varies by topic, following the subject matter of the monographs being used.

{No Library consultation is attached because this course already exists at the 4000-level.}

1. ANTH 5622. Seminar in the Ethnography of Religion

2. Catalog Description:

ANTH 5622. Seminar in the Ethnography of Religion. (3) Cross-listed with ANTH 4622. Seminar exploring both historically significant and recent ethnographies on the anthropology of religion. (*On demand*)

3. Pre- or Co-requisites: None

4. Objectives of the course: Students will:

- Become familiar with different definitions of the scope and import of religious phenomena.
- Understand various theoretical approaches to religion in social and cultural anthropology.
- Examine the relationships between religious narratives, personal experience, and institutional form (including class, gender, and ethnic stratification) in different religions.
- Explore the relative merits of historical, textual, and field data in understanding structure and change in religious practice.

5. Instructional method: Seminar.

6. Means of student evaluation: The course will be graded as A/B/C/U. Grades will be based on class participation and papers.

Class participation: Students are expected to participate in class discussion at every class meeting. Students will be expected to prepare with careful reading of each week's assignment. Participation is worth 40% of grade.

Comparative essays: Undergraduate and graduate students will be required to write two substantial essays, each one comparing the questions and analytical approaches of two or three of the books we discuss in class. Essays will be submitted in draft form for instructor and peer review, and then revised for submission in final form. These essays are each worth 30% of the grade. In addition, graduate students will compile an annotated bibliography of recent periodical literature related to their own area of research interest.

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- c. Grading policy: A/B/C/Unsatisfactory. Grades equivalent to 90-100% = A; 80-89% = B; 70-79% = C. Below 70% = Unsatisfactory.

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e. Electronic equipment: Cell phones, mobile phones, iPhones, pagers, iPods, MPA players, and all similar equipment must be turned to silent mode. Students may use laptop computers for class purposes. The instructor reserves the right to check what students are doing on the computer. If a student is found checking email, playing games, or doing other non-class activities, the student will be asked the first time to desist. If this happens a second time, the student will be asked to leave the class.

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8. Probable textbooks or resources: The following are likely resources for this course.

Core textbooks:

Godfrey Leinhardt, *Divinity and Experience*

Tanya Luhrmann, *Persuasions of the Witch's Craft*

Marcel Griaule, *Conversations with Ogotemmel*

Gananath Obeyesekere, *Medusa's Hair*

Michael Taussig, *The Devil and Commodity Fetishism in South America*

Neil Whitehead, *Dark Shamans: Kanaima and the Poetics of Violent Death*

Webb Keane, *Christian Moderns: Freedom and Fetish in the Mission Encounter*

Additional Monographic Resources (these are examples; the list may be expanded or modified according to the instructor)

Arnold van Gennep *The Rites of Passage*

Emile Durkheim, *The Elementary Forms of Religious Life*

Marcel Mauss, *A General Theory of Magic*

Marcel Mauss and Henri Hubert, *Sacrifice: Its Nature and Functions*

E. E. Evans-Pritchard, *Nuer Religion*

Raymond Firth, *Tikopia Ritual and Belief*

Gerardo Reichel-Dolmatov, *Amazonian Cosmos*

Sabine MacCormack, *Religion in the Andes: Vision and Imagination in Early Colonial Peru*

Carlo Ginzburg, *The Cheese and the Worms*

Carlo Ginzburg, *The Night Battles: Witchcraft and Agrarian Cults in the 16th and 17th Centuries*

Mary Douglas, *Purity and Danger*
Mary Douglas, *Natural Symbols*
Mary Douglas, ed. *Witchcraft and Sorcery in East Africa*
Clifford Geertz, *The Religion of Java*
Peter Worsley, *The Trumpet Shall Sound: A Study of "Cargo" Cults in Melanesia*
Peter Lawrence, *Road Belong Cargo*
Howard Eilberg-Schwartz, *The Savage in Judaism: An Anthropology of Israelite Religion and Ancient Judaism*
Donald Tuzin, *The Voice of the Tambaran: Truth and Illusion in Ilahita Arapesh Religion*
Donald Tuzin, *The Cassowary's Revenge: The Life and Death of Masculinity in a New Guinea Society*
Thomas Csordas, *The Sacred Self: A Cultural Phenomenology of Charismatic Healing*
Joel C. Kuipers: *Power in Performance: The Creation of Textual Authority in Weyewa Ritual Speech*
Karen McCarthy Brown, *Mama Lola: A Vodou Priestess in Brooklyn*
Robert Orsi, *The Madonna of 115th Street: Faith and Community in Italian Harlem*
Susan Harding, *The Book of Jerry Falwell: Fundamentalist Language and Politics*

Additional Periodical Resources:

- *American Anthropologist* (in library and in JSTOR)
- *American Ethnologist* (in library and in JSTOR)
- *Journal of Anthropological Research / Southwestern Journal of Anthropology* (in library and in JSTOR)
- *Journal of the Royal Anthropological Institute* (in library and in JSTOR)
- *Ethos* (in library and in JSTOR)
- *Ethnology* (in library and in JSTOR)
- *Annual Review of Anthropology* (in library and in JSTOR)
- *Anthropological Theory* (on-line through Sage Publications)
- *Critique of Anthropology* (on-line through Sage Publications)
- *Current Anthropology* (in library and in JSTOR)
- *Anthropological Quarterly* (in library and in JSTOR)
- *Ethnography* (on-line through Sage Publications)
- *Journal of the American Academy of Religion* (in library and in JSTOR)
- *History of Religions* (in library and in JSTOR)
- *Comparative Studies in Society and History* (in library and in JSTOR)

9. Topical outline of course:

1. Defining Religion
2. Institutional and Psychodynamic Perspectives

3. Varieties of Religious Specialization
4. Dynamics of Textual and Nontextual Traditions
5. Interpreting Ritual
6. Religion and Violence
7. Magic and Performance
8. Embodiment and Mediation
9. Proselytization and Missionary Encounters
10. Understanding Secularism

{No Library consultation is attached because this course already exists at the 4000-level.}

1. Course Number and Title

ANTH 6401 Teaching Anthropology

2. Course Description (Catalog Description).

ANTH 6401 Teaching Anthropology. (1) Methods and skills for teaching undergraduate students. Students examine and practice teaching skills and classroom procedures. Includes preparation of model teaching materials, such as syllabi, and practice teaching. (*On demand*)

3. Pre- or Co-requisites

There are no pre or co-requisites for this class.

4. Objectives of the course

After completing this course students should be able to:

- Explain and describe the core concepts in critical pedagogy.
- Apply best practices in teaching.
- Utilize Moodle to deliver course content.
- Be knowledgeable about resources for teachers of anthropology.

5. Instructional Method

This course will be taught as a seminar. Students will also be required to attend workshops sponsored by the Center for Teaching and Learning.

6. Means of student evaluation

The course will be graded A/B/C/U. Grades will be based on:

Reflective journals: Students will be required to attend 10 workshops sponsored by the Center for Teaching and Learning. A list of these workshops will be handed out the first day of class. Within one week of attending a workshop the student will write a one page (double spaced) reflective piece that discusses what the student found valuable in the workshop and how they they will apply it in their teaching. Collectively journals are worth 30% of your grade.

Class Participation: The class will meet for 1 hour each week. During this time we will discuss the readings, workshops, and also bounce ideas off of anthropology faculty. You are expected to participate in class discussion on a regular basis (i.e. during **EVERY** discussion). These discussions are important because they help students synthesize information from the readings and CTEL workshops. They are also the primary means I have of assessing whether you are doing the readings. Collectively class participation is worth 50% of your grade.

Leading a Class: At the end of the semester each student is expected to lead one undergraduate anthropology class. This class will be recorded and critiqued by the class. It will also be evaluated by the Anthropology faculty member that regularly teaches the class. This presentation is worth 20% of your grade.

7. Specify policies that apply to this course:

The following policies apply to this course

- a. University integrity: Students caught plagiarizing will be dealt with according to the guidelines stated in the UNCC policy on academic integrity

- b. Attendance: Attendance is required. See above.
- c. Grading policy (A, B, C, and Unsatisfactory). 100-90% is an A, 80-89% is a B, 70-79% is a C, and 69% or lower is Unsatisfactory.
- d. Diversity Policy: UNC Charlotte is committed to fostering the academic growth of all individuals, regardless of gender, race, ethnicity, religion, sexuality, sexual identity, ability or disability, age, language, culture, appearance, or socio-economic background. Especially because this is a class intended to examine what diversity means, students are expected to respect in this classroom at all times. For your reference, the UNCC diversity website is www.provost.uncc.edu/diversity.
- e. Gender neutral language: Students are expected to use gender neutral language during class discussions and in written assignments. For an excellent guide on gender neutral-language, see the Society for Music Theory's website (www.wmich.edu/mus-theo/nsl.html).
- f. Disability services: Students with a documented disability which entitles them to assistance/accommodation with this course need to contact Disability Services in Fretwell 230, and get appropriate information and paperwork to the instructor as soon as possible. Their website is www.ds.uncc.edu.
- g. Cell phones: To be courteous towards classmates, students should turn off cell phones during class.

8. Probable textbooks and additional resources

hooks, bell

1994 Teaching to Transgress. Routledge.

Kottak, Conrad P. et al., editors

1997 The Teaching of Anthropology: Problems, Issues, and Decisions. Mayfield Publishing Co.

Meyers, Chet and Thomas B. Jones

1993 Promoting Active Learning: Strategies for the College Classroom. Jossey-Bass.

Rice, Patricia C. and David W. McCurdy

2007 Strategies in Teaching Anthropology, 5th edition. Prentice Hall.

Selig, Ruth O. et al., editors

2010 Anthropology Explored: the Best of Smithsonian *AnthroNotes*, revised and expanded edition. Random House, for the Smithsonian Institution.

Wink, Joan

2010 Critical Pedagogy: Notes from the Real World. Prentice Hall.

9. Topical outline of course content

- Week 1: Introduction to class
- Week 2: Discuss Teaching to Transgress
- Week 3: Discuss Teaching to Transgress

- Week 4: Discuss Teaching to Transgress
- Week 5: Discuss Critical Pedagogy
- Week 6: Discuss Critical Pedagogy
- Week 7: Discuss Critical Pedagogy
- Week 8: Discuss Critical Pedagogy
- Week 9: Discuss Promoting Active Learning
- Week 10: Discuss Promoting Active Learning
- Week 11: Discuss Promoting Active Learning
- Week 12: Roundtable Discussion with Anthropology Faculty
- Week 13: Roundtable Discussion with Anthropology Faculty
- Week 14: Discuss Teaching Experiences
- Week 15: Discuss Teaching Experiences
- Final exam period: Summarizing Best Practices

Attachments: Library consultation



**J. Murrey Atkins Library
Consultation on Library Holdings**

To: Janet Levy

From: Bridgette Sanders

Date: October 9, 2007

Subject: ANTH 6401 – Teaching Anthropology

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders

Please Check One:

- XXXX** Holdings are superior
 Holdings are adequate
 Holdings are adequate only if Dept. purchases additional items.
 Holdings are inadequate

Comments:

Library holdings are adequate for a course on "Teaching Anthropology." A cursory search in the library's catalog, using the search term "Educational Anthropology," yielded over 200 entries.

The Library has an expansive set of databases that will support the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are Academic Search Premier, Project Muse, JSTOR, Sociological Abstracts, ASSIA: Applied Social Sciences Index, ERIC, Web of Science, and Linguistics and Language Abstracts. The addition of a major database in Anthropology would facilitate research both on and off campus

Overall, Atkins Library has adequate resources to support the proposed course.

Evaluator's Signature

Date

1. ANTH 6602: Seminar in Interdisciplinary Anthropology**2. Catalog Description:**

ANTH 6602. Seminar in Interdisciplinary Anthropology. (3) Analysis of a key issue or debate through the lens of two or more anthropological specialities. Emphasizes the holistic, inter-disciplinary nature of anthropology. May be repeated for credit as topics change. Up to 6 hours may be applied to the degree. (Yearly)

3. Pre- or Co-requisites: None**4. Objectives of the course:** Students will:

- Develop skills in integrating information from more than one sub-field of anthropology.
- Learn how research theory and methodology influence research results in different areas of anthropology
- Gain experience in evaluating scholarly literature in anthropology.
- Learn the ethical structures that influence the practice of modern anthropology.
- Write effectively about anthropological debates for an academic audience.

5. Instructional method: Seminar

6. Means of student evaluation: The course will be graded as A/B/C/U. Grades will be based on class participation and papers.

Class participation: Students are expected to participate in class discussion at every class meeting. Students will be expected to prepare with careful reading of each week's assignment. Each student will lead discussion at one or more classes. Participation is worth 40% of grade.

Analytical essays: Students will be required to write three essays (two shorter and one longer) on the key issue under discussion, integrating the perspective of their chosen specialization in anthropology (e.g., prehistoric archaeology or primatology or medical anthropology, etc.) Each essay must assess some area of scholarly literature. These essays are worth together 60% of the grade.

7. Policies that apply to this course:

- a. University Integrity: All students are expected to abide by the Code of Student Academic Integrity (<http://legal.uncc.edu/policies/ps-105.html>). Should academic dishonesty be proved for any student, the department will use the full range of penalties available.
- b. Attendance: On-time attendance is required. There is no way to make up the class participation part of the grade. Absence from class participation may only be arranged following the UNCC policy on Religious Accommodation: <http://legal.uncc.edu/policies/ps-134.html> (or superseding documents).
- c. Grading policy: A/B/C/Unsatisfactory. Grades equivalent to 90-100% = A; 80-89% = B; 70-79% = C. Below 70% = Unsatisfactory.
- d. Disability services: Students with a documented disability, who are registered with University Disability Services (Fret 230) may receive appropriate accommodations. It is the student's responsibility to consult with Disability Services and contact the faculty member to arrange accommodation. Disability services is found at: www.ds.uncc.edu.
- e. Electronic equipment: Cell phones, mobile phones, iPhones, pagers, iPods, MPA players, and all similar equipment must be turned to silent mode. Students may use laptop computers for class purposes. The instructor reserves the right to check what students are doing on the computer. If a student is found

checking email, playing games, or doing other non-class activities, the student will be asked the first time to desist. If this happens a second time, the student will be asked to leave the class.

f. Diversity and Courtesy: Energetic discussion and disagreement is both acceptable and expected, but courtesy toward instructor, other students, and any visitors is also expected. The Dept. of Anthropology and UNC Charlotte are committed to fostering the education of all individuals regardless of gender, race, ethnicity, religion, sexuality, age, appearance, national origin, socio-economic background, or other kinds of difference. Students are expected to respect diversity of individuals and opinions in the classroom and in on-line communication. For further information, you may consult the UNCC diversity website at: <http://diversity.uncc.edu/>.

8. Probable textbooks or resources: The resources will vary depending on the topic.

Some possible core resources for a course that focuses on Ethnicity and Indigeneity in Anthropological Perspective:

- *The Archaeology of Ethnicity* by Sian Jones (1997)
- "The Return of the Native" by Adam Kuper, *Current Anthropology* 44 (2003)
- *The Human Genome Diversity Project: An Ethnography of Scientific Practice* by A. M'Charek (2005)
- *Ethnicity and Nationalism: anthropological perspectives* by Thomas H. Eriksson (2010)
- *Indigeneity in the Mexican Cultural Imagination* by Analisa Taylor (2009)
- *Medicalizing Ethnicity: the Construction of Latino Identity in a Psychiatric Setting* by Vilma Santiago-Irizarry (2001)
- *An Other Tongue: Nation and Ethnicity in the Linguistic Borderlands* edited by Alfred Arteaga (1994)
- *Native American Language Ideologies* edited by P. Kroskirty and M. Field (2009)
- *The Archaeology of Ethnogenesis* by Barbara Voss (2008)
- *The Archaeology of Race and Racialization in Historic America* by Charles Orser Jr. (2007)
- *Reverse Anthropology: Indigenous Analysis of Social and Environmental Relationships in New Guinea* by Stuart Kirsch (2006)

Additional Periodical Resources useful for this and other topics:

- *American Anthropologist* (in library and in JSTOR)
- *American Antiquity* (in library and in JSTOR)
- *American Ethnologist* (in library and in JSTOR)
- *Annual Review of Anthropology* (in library and in JSTOR)
- *Anthropological Theory* (on-line through Sage Publications)
- *Critique of Anthropology* (on-line through Sage Publications)
- *Current Anthropology* (in library and in JSTOR)
- *Ethnography* (on-line through Sage Publications)
- *Evolutionary Anthropology* (on-line)
- *Historical Archaeology* (JSTOR)
- *Human Organization* (in library and in JSTOR)
- *Journal of Archaeological Theory and Method* (on-line)
- *Journal of Linguistic Anthropology* (on-line)
- *Journal of Social Archaeology* (on-line through Sage Publications)
- *Medical Anthropology* (on-line)
- *Medical Anthropology Quarterly* (JSTOR)
- *Studies in the History and Philosophy of Science* (in library)

9. Topical outline of course:

Ethnicity, nationalism, and race: definitions and debates

Indigenous people and nations

Historical perspectives on anthropological theory about ethnicity and indigeneity

The biology of human difference

The archaeology of ethnicity and race

Language and ethnic identity

Ethnicity and war

Public policy issues

 Genocide

 Land rights

 Native American Graves Protection and Repatriation Act

 Human Diversity Genome Project

{Library consultation follows, from the original MA proposal submitted in 2007.}



**J. Murrey Atkins Library
Consultation on Library Holdings**

To: Janet Levy

From: Bridgette Sanders

Date: October 11, 2007

Subject: ANTH 6602 – Seminar in Interdisciplinary Anthropology

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders

Please Check One:

- XXXX** Holdings are superior
 Holdings are adequate
 Holdings are adequate only if Dept. purchases additional items.
 Holdings are inadequate

Comments:

Library holdings are adequate for a course on "Interdisciplinary Anthropology." The purchase of additional monographs, as funds permit, is recommended to strengthen the collection.

The Library has an expansive set of databases that will support the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are Academic Search Premier, Project Muse, JSTOR, Sociological Abstracts, ASSIA: Applied Social Sciences Index, Web of Science, Linguistics and Language Abstracts, PsycInfo, and America History & Life. The addition of a major database in Anthropology would facilitate research both on and off campus

Overall, Atkins Library has adequate resources to support the proposed course.

Evaluator's Signature

Date

1. ANTH 6603: Theory in Social and Cultural Anthropology

2. Catalog Description:

ANTH 6603. Theory in Social and Cultural Anthropology (3). Discussion of major works that form the theoretical foundation of contemporary social and cultural anthropology. (*Every other year*).

3. Pre- or Co-requisites: None

4. Objectives of the course: Students will:

- Understand the development, utility, and shortcomings of key analytical traditions in social and cultural anthropology.
- Investigate the relationships between social theory and ethnographic data.
- Compare different forms of ethnographic writing.
- Gain knowledge of anthropology's contributions and borrowings from broader trends in social theory.

5. Instructional method: Seminar.

6. Means of student evaluation: The course will be graded as A/B/C/U. Grades will be based on class participation and papers.

Class participation: Students are expected to participate in class discussion at every class meeting. Students will be expected to prepare with careful reading of each week's assignment. Participation is worth 40% of grade.

Analytical essays: Students will be required to write three substantial essays on important monographs from primary anthropological literature. These essays will situate the monographs within the development of social/cultural anthropology and compare their analytical goals, methods, and outcomes. These essays are each worth 20% of the grade.

7. Policies that apply to this course:

- a. **University Integrity:** All students are expected to abide by the Code of Student Academic Integrity (<http://legal.uncc.edu/policies/ps-105.html>). Should academic dishonesty be proved for any student, I will use the full range of penalties available to me.
- b. **Attendance:** On-time attendance is required. There is no way to make up the class participation part of the grade. Absence from class participation may only be arranged following the UNCC policy on Religious Accommodation: <http://legal.uncc.edu/policies/ps-134.html> (or superseding documents).
- c. **Grading policy:** A/B/C/Unsatisfactory. Grades equivalent to 90-100% = A; 80-89% = B; 70-79% = C. Below 70% = Unsatisfactory.
- d. **Disability services:** Students with a documented disability, who are registered with University Disability Services (Fret 230) may receive appropriate accommodations. It is the

student's responsibility to consult with Disability Services and contact the faculty member to arrange accommodation. Disability services is found at: www.ds.uncc.edu.

e. Electronic equipment: Cell phones, mobile phones, iPhones, pagers, iPods, MPA players, and all similar equipment must be turned to silent mode. Students may use laptop computers for class purposes. The instructor reserves the right to check what students are doing on the computer. If a student is found checking email, playing games, or doing other non-class activities, the student will be asked the first time to desist. If this happens a second time, the student will be asked to leave the class.

f. Diversity and Courtesy: Energetic discussion and disagreement is both acceptable and expected, but courtesy toward instructor, other students, and any visitors is also expected. The Department of Anthropology and UNC Charlotte are committed to fostering the education of all individuals regardless of gender, race, ethnicity, religion, sexuality, age, appearance, national origin, socio-economic background, or other kinds of difference. Students are expected to respect diversity of individuals and opinions in the classroom and in on-line communication. For further information, you may consult the UNCC diversity website at: <http://diversity.uncc.edu/>.

8. Probable textbooks or resources: The following are likely resources for this course.

Core textbooks:

Margaret Mead, *Coming of Age in Samoa*

Bronislaw Malinowski, *Argonauts of the Western Pacific*

Claude Levi-Strauss, *Tristes Tropiques*

Edward Dyk, *Son of Old Man Hat*

Fred Eggan, *Social Organization of the Western Pueblos*

Edmund Leach, *Political Systems of Highland Burma*

Michael Taussig, *The Devil and Commodity Fetishism in South America*

Eric Wolf, *Europe and the People Without History*

Aihwa Ong, *Flexible Citizenship: The Cultural Logics of Transnationality*

Additional Monographic Resources (these are examples; the list may be expanded or modified according to the instructor)

Marcel Mauss, *The Gift*

Arnold van Gennep *The Rites of Passage*

E. E. Evans-Pritchard, *The Nuer*

A. R. Radcliffe-Brown, *The Andaman Islanders*

Raymond Firth, *We, the Tikopia*

Mary Douglas, *Purity and Danger*

Jean L. Briggs, *Never in Anger*

Edward Said, *Orientalism*

Pierre Bourdieu, *Outline of a Theory of Practice*

Marshall Sahlins, *Islands of History*
Gananath Obeyesekere, *Medusa's Hair*
Annette Weiner, *Women of Value, Men of Renown*
Ruth Benedict, *Patterns of Culture*
Sidney Mintz, *Sweetness and Power*
Marjorie Shostak, *Nisa*
Kathryn Dettwyler, *Dancing Skeletons*
Richard Lee, *The !Kung: Men, Women, and Work in a Foraging Society*
Benedict Anderson, *Imagined Communities*
Nancy Scheper-Hughes, *Death Without Weeping*
Lila Abu-Lughod, *Writing Women's Worlds: Bedouin Stories*
Clifford Geertz, *Negara: The Theater State*
Elizabeth Povinelli, *The Cunning of Recognition*
Tom Boellstorff, *Coming of Age in Second Life*

Additional Periodical Resources:

- *American Anthropologist* (in library and in JSTOR)
- *American Ethnologist* (in library and in JSTOR)
- *Journal of Anthropological Research / Southwestern Journal of Anthropology* (in library and in JSTOR)
- *Journal of the Royal Anthropological Institute* (in library and in JSTOR)
- *Ethos* (in library and in JSTOR)
- *Ethnology* (in library and in JSTOR)
- *Annual Review of Anthropology* (in library and in JSTOR)
- *Anthropological Theory* (on-line through Sage Publications)
- *Critique of Anthropology* (on-line through Sage Publications)
- *Current Anthropology* (in library and in JSTOR)
- *Anthropological Quarterly* (in library and in JSTOR)
- *Ethnography* (on-line through Sage Publications)
- *Human Organization* (in library and in JSTOR)
- *Comparative Studies in Society and History* (in library and in JSTOR)

9. Topical outline of course:

1. The Fieldwork Tradition
2. Psychological Anthropology/ Anthropological Biography
3. Functionalism
4. Varieties of Structuralism
5. Ecological Approaches
6. Interpretive and Symbolic Anthropology

7. Marxism
8. Practice Theory
9. Feminist Anthropology
10. Postmodern and Experimental Ethnography
11. Multi-Site Ethnography
12. Future Trends / Ethnography of Virtual Worlds

{Library consultation follows, from the original MA proposal submitted in 2007.}



**J. Murrey Atkins Library
Consultation on Library Holdings**

To: Janet Levy

From: Bridgette Sanders

Date: October 11, 2007

Subject: ANTH 6603– Theory in Cultural Anthropology

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders

Please Check One:

- XXXX** Holdings are superior
 Holdings are adequate
 Holdings are adequate only if Dept. purchases additional items.
 Holdings are inadequate

Comments:

Library holdings are adequate for a course on "Theory in Cultural Anthropology." A cursory search in the library's catalog, using the search term "Ethnology," yielded over 2000 entries.

The Library has an expansive set of databases that will support the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are Academic Search Premier, Project Muse, JSTOR, Sociological Abstracts, ASSIA: Applied Social Sciences Index, Web of Science, Linguistics and Language Abstracts, PsycInfo, and America History & Life, Blackwell Synergy, and Sage Premier. The addition of a major database in Anthropology would facilitate research both on and off campus

Overall, Atkins Library has adequate resources to support the proposed course.

Evaluator's Signature

Date

1. ANTH 6642: Selection in Relation to Sex in Primates (previously Sociobiology of the Primates)

2. Catalog Description: (3) Explores the current state of theory and empirical research on sexual selection; discussion will focus on critically evaluating the evidence that sexual selection plays an important role in the evolution and maintenance of particular aspects of morphology, behavior and social organization in nonhuman primates and humans. (*On demand*)

3. Pre- or Co-requisites: Permission of instructor (background in primate behavioral biology/ecology).

4. Objectives of the course: Students will:

- Develop an understanding of sexual selection theory, its history and utility in explaining the evolution of sex differences.
- Gain experience in evaluating scholarly literature and how to critically evaluate evidence for the role of sexual selection in the evolution of divergent mating strategies.
- Develop skills for making effective oral arguments/presentations for an academic audience.
- Learn how to write effectively about evolutionary biology/behavioral research for an academic audience.

5. Instructional method: Seminar/lecture combination; seminar style will predominate.

6. Means of student evaluation: The course will be graded as A/B/C/U. Grades will be based on class participation, oral presentations, and papers.

7. Policies that apply to this course:

a. University Integrity: All students are expected to abide by the Code of Student Academic Integrity (<http://legal.uncc.edu/policies/ps-105.html>). Should academic dishonesty be proved for any student, I will use the full range of penalties available to me.

b. Attendance: On-time attendance is required. There is no way to make up the class participation part of the grade. Absence from class participation may only be arranged following the UNCC policy on Religious Accommodation: <http://legal.uncc.edu/policies/ps-134.html> (or superseding documents).

c. Grading policy: A/B/C/Unsatisfactory. Grades equivalent to 90-100% = A; 80-89% = B; 70-79% = C. Below 70% = Unsatisfactory.

d. Disability services: Students with a documented disability, who are registered with University Disability Services (Fretwell 230) may receive appropriate accommodations. It is the student's responsibility to consult with Disability Services and contact the faculty member to arrange accommodation. Disability services is found at: www.ds.uncc.edu.

e. Electronic equipment: Cell phones, mobile phones, iPhones, pagers, iPods, MPA players, and all similar equipment must be turned to silent mode. Students may use laptop computers for class purposes. The instructor reserves the right to check what students are doing on the computer. If a student is found checking email, playing games, or doing other non-class activities, the student will be asked the first time to desist. If this happens a second time, the student will be asked to leave the class.

f. Diversity and Courtesy: Energetic discussion and disagreement is both acceptable and expected, but courtesy toward instructor, other students, and any visitors is also expected. The Dept. of Anthropology and UNC Charlotte are committed to fostering the education of all individuals regardless of gender, race, ethnicity, religion, sexual orientation, age, appearance, national origin, socio-economic background, or other kinds of difference. Students are expected to respect diversity of individuals and opinions in the classroom and in on-line communication. For further information, you may consult the UNCC diversity website at: <http://diversity.uncc.edu/>.

8. Probable textbooks or resources: Candidate textbooks include:

- 1) Andersson M. (1994) *Sexual Selection*. Princeton University Press.
- 2) Dixon, AF (2009) *Sexual selection and the origins of human mating systems*. Oxford University Press.
- 3) Jones, C.B. (2003) *Sexual Selection and Reproductive Competition in Primates: New Perspectives and Directions*. American Society of Primatology.
- 4) Kappeler, P & van Schaik, CP (2004) *Sexual selection in primates: New and comparative analyses*. Cambridge University Press.
- 5) Zuk, M. (2003) *Sexual Selection: What We Can and Can't Learn About Sex From Animals*. Oxford University Press.

In addition, significant periodical resources will be derived from those shown below.

American Journal of Physical Anthropology (in library and in JSTOR)

American Journal of Primatology (on-line)

Animal Behaviour (on-line)

Annual Review of Anthropology (in library and in JSTOR)

Antiquity (on-line)

Behavioral Ecology & Sociobiology (on-line)

Evolution and Human Behavior (on-line)

Evolutionary Anthropology (on-line)

Journal of Evolutionary Biology (on-line)

Nature (in library and on-line)

Proceedings of the National Academy of Sciences (on-line)

Proceedings of the Royal Society of London, B (on-line)

Science (in library and on-line)

Trends in Ecology and Evolution (on-line)

9. Topical outline of course (sample of potential topics/subject to revision):

- History and applications of sexual selection theory
- Principles and modes of sexual selection
- Divergent reproductive strategies
- Male competition
- Mate choice
- Coercion
- Sexual conflict
- Reproductive skew
- Infanticide
- Role reversed systems
- Sexual selection in humans

{Library consultation attached from original review of MA proposal, submitted in 2007.}



**J. Murrey Atkins Library
Consultation on Library Holdings**

To: Janet Levy

From: Bridgette Sanders

Date: October 29, 2007

Subject: ANTH 6642– Sociobiology of the Primates

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders

Please Check One:

- XXXX** Holdings are superior
 Holdings are adequate
 Holdings are adequate only if Dept. purchases additional items.
 Holdings are inadequate

Comments:

Library holdings are adequate for a course on "Sociobiology of the Primates." A cursory search in the library's catalog, using the subject term, "Primates – Behavior," "Sociobiology and Primates," and "Social behavior in animals," yielded over 200 entries. Additional monograph purchases, as funds permit, are recommended to strengthen this subject area.

The Library has an expansive set of databases that will support the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan.

The major databases that will provide research support for this course are Academic Search Premier, Project Muse, JSTOR, Sociological Abstracts, ASSIA: Applied Social Sciences Index, Web of Science, Linguistics and Language Abstracts, Science Direct, and Blackwell Synergy. The addition of a major database in Anthropology would facilitate research both on and off campus

Overall, Atkins Library has adequate resources to support the proposed course.

Evaluator's Signature

Date

1. ANTH 6910 : Thesis Tutorial

2. Catalog Description:

ANTH 6910. Thesis Tutorial. (3) Prerequisite: Permission of the Graduate Director. Independent study with a faculty advisor, to conduct research for the M.A. thesis. (*Fall, Spring, Summer*)

3. Pre- or Co-requisites: Permission of the Graduate Director

4. Objectives of the course: Students will conduct research for a M.A. thesis.

5. Instructional method: Independent work under supervision of thesis advisor.

6. Means of student evaluation: Graded as Pass/Unsatisfactory (P/U) based on assessment of research diary, research notes, analyses, and written drafts of thesis.

7. Policies that apply to this course:

a. University Integrity: All students are expected to abide by the Code of Student Academic Integrity (<http://legal.uncc.edu/policies/ps-105.html>). Should academic dishonesty be proved for any student, the department will use the full range of penalties available.

b. Disability services: Students with a documented disability, who are registered with University Disability Services (Fret 230) may receive appropriate accommodations. It is the student's responsibility to consult with Disability Services and contact the faculty member to arrange accommodation. Disability services is found at: www.ds.uncc.edu.

8. Probable textbooks or resources: NA

9. Topical outline of course: NA

{No Library consultation attached because this is a tutorial.}

1. ANTH 6920 : Thesis Tutorial

2. Catalog Description:

ANTH 6920. Master's Thesis. (3) Prerequisites: Admission to candidacy and permission of the Graduate Director. Preparation of master's thesis under the supervision of the thesis committee. May be repeated for credit up to six hours. (*Fall, Spring, Summer*)

3. Pre- or Co-requisites: Admission to candidacy and permission of the Graduate Director

4. Objectives of the course: Students will complete a M.A. thesis

5. Instructional method: Independent work under supervision of thesis committee.

6. Means of student evaluation: Graded as Pass/Unsatisfactory (P/U) based on assessment of completed thesis and oral defense.

7. Policies that apply to this course:

a. University Integrity: All students are expected to abide by the Code of Student Academic Integrity (<http://legal.uncc.edu/policies/ps-105.html>). Should academic dishonesty be proved for any student, the department will use the full range of penalties available.

b. Disability services: Students with a documented disability, who are registered with University Disability Services (Fret 230) may receive appropriate accommodations. It is the student's responsibility to consult with Disability Services and contact the faculty member to arrange accommodation. Disability services is found at: www.ds.uncc.edu.

8. Probable textbooks or resources: NA

9. Topical outline of course: NA

No Library consultation attached because this is a thesis-writing course.

1. ANTH 7999: Master's Degree Graduate Residency Credit

2. Catalog Description:

LTAM 7999. Master's Degree Graduate Residency Credit. (1) (*Fall, Spring, Summer*)

3. Pre- or Co-requisites: None

4. Objectives of the course: Students will retain necessary registration for completing MA thesis and graduating.

5. Instructional method: Independent work under supervision of thesis advisor.

6. Means of student evaluation: According to regulations of the Graduate School, the course is graded N (see p. 37 of 2011-2012 Graduate catalog).

7. Policies that apply to this course:

a. University Integrity: All students are expected to abide by the Code of Student Academic Integrity (<http://legal.uncc.edu/policies/ps-105.html>). Should academic dishonesty be proved for any student, I will use the full range of penalties available to me.

b. Disability services: Students with a documented disability, who are registered with University Disability Services (Fret 230) may receive appropriate accommodations. It is the student's responsibility to consult with Disability Services and contact the faculty member to arrange accommodation. Disability services is found at: www.ds.uncc.edu.

8. Probable textbooks or resources: NA

9. Topical outline of course: NA

{No Library consultation attached; not appropriate for this course.}