

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Ronald Castanzo	<b>Phone:</b> 1927
<b>DEPARTMENT / DIVISION:</b> Division of Liberal Studies		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):		
Action item 8: New Course; ANTH 110: Cultural Anthropology		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2010		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b>	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

<b>Box 3: ACTION ITEM</b> (check appropriate boxes)		<b>DOCUMENTS REQUIRED</b> (see box 4 below)	<b>IMPACT REVIEWS</b> (see box 5 on back)	<b>APPROVAL SEQUENCE</b> (see box 6 on back)
	1. Experimental Course <sup>1</sup>	NOP	a, c, e	AC
	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
	7. Course Description	NOP		ABCDEF
<b>X</b>	<b>8. New Course</b>	<b>NOP</b>		<b>ABCDEF</b>
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDEHIK
	13. Program Suspension <sup>9</sup>	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHJK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

<b>Box 4: DOCUMENTATION (check boxes of documents included)</b>			
<b>X</b>	N. This Cover Sheet	Q. Full 5-page MHEC Proposal	T. Other
<b>X</b>	O. Summary Proposal	R. Financial Tables (MHEC)	
<b>X</b>	P. Course Definition Document	S. Contract	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)**

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10. Provide:
- evidence that the action is consistent with UJB mission and can be implemented within the existing program resources of the institution.
  - proposed date after which no new students will be admitted into the program;
  - accommodation of currently enrolled students in the realization of their degree objectives;
  - treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - reallocation of funds from the budget of the affected program; and
  - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

<b>Box 5: IMPACT REVIEW</b>	<b>SIGNATURES</b> (see procedures for authorized signers)	<b>DATE</b>
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

<b>Box 6: APPROVAL SEQUENCE</b>	<b>APPROVAL SIGNATURES</b>	<b>DATE</b>
A. Department / Division	Chair: <i>Catherine Albrecht</i>	3-4-09
B. Final faculty review body within each School	Chair: <i>[Signature]</i>	3/27/09
C. College Dean	Dean: <i>[Signature]</i>	3/25/09
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Margaret Weber for Susan Zoccol</i>	3/30/09
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>[Signature]</i>	4/1/09
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

**DOCUMENT O: SUMMARY PROPOSAL**

See Course and Program Development Policy and Procedures for Instructions

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<b>DEPARTMENT / DIVISION:</b> Division of Liberal Studies		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state action item 1-23 and course name & number or program affected):		
Action item 8: New Course; ANTH 110: Cultural Anthropology		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Year: 2010		

O-1: Briefly describe what is being requested:

We are proposing a new course, ANTH 110: Cultural Anthropology, which will fulfill general education requirements in social science.

For new courses or changes in existing courses (needed by Registrar)

<b>OLD Title:</b>	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>
<b>NEW Title:</b> Cultural Anthropology	<b>Course # / HEGIS Code:</b> ANTH 110	<b>Credits:</b> 3

O-2: Set forth the rationale for the proposal:

Exposure to the study of culture from an anthropological perspective will provide University of Baltimore students with more opportunities to learn about non-Western peoples and enhance their global perspective. This course, together with the proposed ANTH 115, will provide interested students with a solid introduction to the field of anthropology.

## **Document P**

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1. Date Prepared: February 10, 2009
2. Prepared by: Ronald Castanzo
3. Department: Division of Liberal Studies
4. Course Number: ANTH 110
5. Course Title: Cultural Anthropology
6. Credit Hours: 3
7. Prerequisites: None
8. Course Purpose: General education, social science
9. Rationale: A course dealing with the study of culture from an anthropological perspective will provide University of Baltimore students with more opportunities to learn about non-Western peoples and enhance their global perspective. This course, together with the proposed ANTH 115, will provide interested students with a solid introduction to the field of anthropology.
10. Catalog Description: This course provides an introduction to the field of cultural anthropology, the study of human cultural variation throughout the world, both past and present. It focuses on the general concepts of anthropology as a discipline, the evolution and structure of human social groups, and in-depth culture description and cross-cultural comparison involving both past and extant societies.
11. Suggested approximate class size: 30
12. Content Outline: Content (especially supplementary readings and special topics discussed) can be expected to vary from instructor to instructor, but the course should involve some treatment of most of the topics listed below.

### TOPICS

What is anthropology?

Culture concept

The beginnings of human culture

Language and communication

Enculturation

Subsistence and economic systems

Sex, gender, and marriage

Family and household

Kinship and descent  
Status, rank, and socioeconomic stratification  
Political organization and social control  
Religion and the supernatural  
Art  
Culture change  
The future of humanity.

13. Learning Goals:

By the end of the course, each student should be able to:

- (1) identify, understand, and discuss the important terminology, concepts, intellectual movements, and issues in ethnology, archaeology, and linguistics;
- (2) discuss how cultural institutions develop, interact, and are affected by their social, biological, and physical environments;
- (3) discuss the kinds of phenomena of interest to anthropologists and ways in which anthropologists conduct scientific studies of human biology and behavior;
- (4) analyze individuals, groups, and societies, of the past and present, using the kinds of quantitative and qualitative methods commonly employed in the academic fields of cultural anthropology;
- (5) apply knowledge of the fundamental characteristics and dynamics of human culture to the solution of problems of the past, present, and future of humankind.

14. Assessment Strategies:

Appropriate methods of student assessment include short quizzes, exams, essays, term papers, class presentations, and individual or group research projects.

15. Text(s) and Materials:

Appropriate texts include:

Ember, C. R. and Ember, M. 2006 *Cultural anthropology, 12<sup>th</sup> edition*. Prentice Hall.

Ferraro, G. 2007 *Cultural anthropology, an applied perspective, 7<sup>th</sup> edition*. Wadsworth Publishing.

Haviland, W. A., Prins, H. E. L., Walrath, D., and McBride, B. 2007 *Cultural anthropology, the human challenge, 12<sup>th</sup> edition*. Wadsworth Publishing.

Nanda S. and Warms, R. L. 2006 *Cultural anthropology, 9<sup>th</sup> edition*. Wadsworth Publishing.

Appropriate supplementary materials include:

Saitoti, T. O. 1986 *The worlds of a Maasai warrior, an autobiography*. University of California Press, Berkeley.

Shostak, M. 1981 *Nisa, the life and words of a !Kung woman*. Vintage Books, New York.

Spradley, J. and McCurdy, D. W. 2003 *Conformity and conflict, readings in cultural anthropology*. Allyn and Bacon, Boston.

16. Lab Fees: None

**ANTH 110 (Cultural Anthropology)  
General Education Review**

**ANTH 110 Learning Goals:**

By the end of the course, each student should be able to:

- (1) identify, understand, and discuss the important terminology, concepts, intellectual movements, and issues in ethnology, archaeology, and linguistics;

[This goal can be assessed through multiple choice, fill-in, matching, or essay questions on quizzes/examinations]

- (2) discuss how cultural institutions develop, interact, and are affected by their social, biological, and physical environments;

[This goal can be assessed through essay questions on quizzes/examinations]

- (3) discuss the kinds of phenomena of interest to anthropologists and ways in which anthropologists conduct scientific studies of human biology and behavior;

[This goal can be assessed through the evaluation of short papers written about case studies in ethnology]

- (4) analyze individuals, groups, and societies, of the past and present, using the kinds of quantitative and qualitative methods commonly employed in the academic fields of cultural anthropology;

[This goal can be assessed through the evaluation of small, individual research projects designed, implemented, and written up by students having to do with aspects of human behavior in the students' immediate social environments]

- (5) apply knowledge of the fundamental characteristics and dynamics of human culture to the solution of problems of the past, present, and future of humankind.

[This goal can be assessed through the evaluation of student oral presentations that (a) use archaeological or ethnohistoric data to assess how past societies dealt with specific social or environmental problems and (b) apply this knowledge to problems faced by people today or in the future]

**UB Goals for GenEd Social and behavior sciences and how they are met by the above-stated learning goals:**

[At the University of Baltimore, s]ocial and behavioral science general education courses enable students to demonstrate:

- (1) an understanding that human conduct and behavior more generally are subject to scientific inquiry;

[This UB goal is met by ANTH 110 learning goals (3) and (4)]

- (2) an understanding of the kinds of questions social scientists ask and the ways they go about answering these questions;

[This UB goal is met by ANTH 110 learning goal (3)]

(3) knowledge of the broad spectrum of fundamental major concepts, models and issues within the field of study;

[This UB goal is met by ANTH 110 learning goal (1)]

(4) an understanding of the numerous factors and institutions that influence individuals, cultures, society, and the natural environment;

[This UB goal is met by ANTH 110 learning goal (2)]

(5) an understanding of the methods social scientists use to explore social phenomena;

[This UB goal is met by ANTH 110 learning goals (3) and (4)]

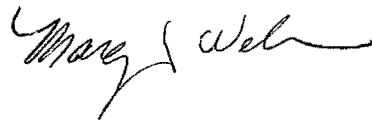
(6) an understanding of the quantitative, qualitative, normative, and abstract models used to analyze past and present behavior of individuals, groups, institutions and societies to identify and evaluate solutions to personal, cultural, societal, national and global problems.

[This UB goal is met by ANTH 110 learning goals (3), (4), and (5)]

Approved:

Ron Costanzo  
Danni Fowler  
Marguerite Weber

February 26, 2009

A handwritten signature in cursive script, appearing to read "Marguerite Weber".