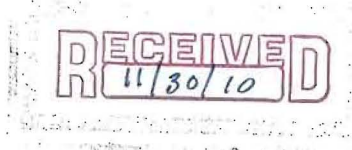


# LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: ANTH 11-23-2010

Proposal Title New Graduate Courses for the M.A. in Anthropology

Originating Department Anthropology

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE X UNDERGRADUATE & GRADUATE \_\_\_\_\_  
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
11/15/2010	11/22/2010	11/23/2010	Approved	<u>DEPARTMENT CHAIR</u>  [print name here] Janet E. Levy
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  Print name: Cheryl L. Brown
1/20/11	1/21/11	1/21/11	Approved	<u>COLLEGE FACULTY CHAIR</u>  Print name: Joseph B. Kuhns
1/21/11	1/21/11	1/21/11	Approved	<u>COLLEGE DEAN</u>  Print name here if signing on behalf of Dean: CHARLES BRODY
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
2/18/11	3/1/11	3/18/11	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) 
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

**COPY MADE**  
 Grad School  
 3/18/11 ap

## I. HEADING

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

NEW GRADUATE COURSES

COURSE AND CURRICULUM PROPOSAL FROM: DEPARTMENT OF ANTHROPOLOGY

**TITLE: ESTABLISHMENT OF NEW COURSES FOR THE M.A. IN ANTHROPOLOGY**

## II. CONTENT

**A. Summary:** The Department of Anthropology proposes to establish the courses listed below to implement the M.A. in Anthropology. The M.A. in Anthropology was reviewed by and approved by the Graduate Council and Faculty Council in 2007, sent to UNC-GA in March 2008; and approved for implementation by UNC Board of Governors in August 2010.

The MA program will begin in Fall, 2011. Therefore, we need to have the courses established in time for pre-registration in Spring, 2011.

[This is the first of several proposals that will eventually implement the entire M.A. curriculum.]

New courses at the 5000-level to be cross-listed with existing 4000-level courses:

ANTH 5122	Ethnographic Methods (cross-listed with ANTH 4122)
ANTH/WGST 5131	Culture, Pregnancy, and Birth (cross-listed with 4131)
ANTH 5453	Field Project in Archaeology (cross-listed with ANTH 4453)

New courses:

ANTH 6010	Advanced Topics in Cultural Anthropology/Linguistics
ANTH 6040	Advanced Topics in Biological Anthropology
ANTH 6050	Advanced Topics in Archaeology
ANTH 6400	Anthropology Practicum
ANTH 6601	History of Anthropology
ANTH 6604	Issues in Archaeological Theory and Practice
ANTH 6611	Seminar in Applied Anthropology
ANTH 6800	Directed Readings/Research

Courses to be cross-listed with existing courses in other programs:

ANTH 6612	Theoretical Approaches to Gender (cross-listed with existing WGST 6602)
-----------	--

**Catalog Copy:** The proposal for each individual course includes a course description for the catalog, following the Graduate Schools' Graduate Course Guidelines. Catalog copy for the overall program will be established by consultation with the Registrar's Office. The overall program has already been reviewed and approved by the Graduate Council.

**B. Justification:** These courses are needed to implement the M.A. in Anthropology, which has already been reviewed and approved by the Graduate Council, the Faculty Council, UNC-GA, and the UNC Board of Governors. These courses were outlined in the original proposal for the M.A. program.

Prerequisites/co-requisites are included in the draft syllabus for each proposed course, following the Graduate School's Graduate Course Guidelines.

All proposed courses are numbered either at the 5000- or 6000-level. Core courses only available to M.A. students are listed at the 6000-level. Courses that are available as elective credit for graduate students and which are cross-listed with undergraduate courses are numbered at the 5000-level. For each of these courses, the proposal indicates additional work to be completed by graduate students.

### **C. Impact:**

Graduate students at the M.A. level will be served by this proposal. This proposal will allow us to implement the M.A. in Anthropology, about which we have been receiving inquiries for over two years.

- a) Frequency of courses: Each individual proposal indicates the frequency of the course.
- b) Effect on other courses: There will be no impact on *content* of other courses. We expect that there will be a decrease in *frequency* of some of the undergraduate courses taught by the Department of Anthropology. We will manage that impact by (i) cross-listing more undergrad/grad courses; (ii) increasing the size of some undergrad courses; (iii) using undergrad advising to help students make more efficient use of undergraduate offerings.
- c) Anticipated enrollment in each proposed course is between 5 and 10 students for credit to start. We expect that numbers will begin at the low end, and increase over time. We expect to enroll students from other M.A. programs as well (documented in letters of support from other programs included in the M.A. proposal)
- d) No impact on enrollment in other courses in Anthropology.
- e) A graduate version of ANTH 4453, Field Project in Anthropology has been offered twice as topics, ANTH 5090, but has only had one student enrolled. A graduate version of ANTH 4122 has been offered twice as topics, ANTH 5090; enrollment was 1 student each time. Both offerings were for the benefit of students in other programs.
- f) New catalog copy describing the M.A. program is required.

### **D. Resources**

Personnel: All full-time Department of Anthropology Faculty will participate in teaching these courses. At the time of submission of this proposal, teaching assignments would be as follows: 5122: Fuentes, Wayland; 5131: Wayland; 5453: Levy, Ogburn; 6601: Marks, Starrett; 6602: departmental faculty; 6604: Levy, Ogburn; 6611: Peterson. We have requested support for GAs, following the proposed budget of the M.A. program. This budget was already reviewed and approved by the Graduate Council and the Faculty Council. We can start the program with existing faculty; we have requested new faculty lines through the regular College process. Teaching assignments may change as faculty are added.

Physical facility: No new physical facilities are needed. Classes can be taught in space already dedicated to Anthropology (Fret 419, Denny 106 – as of Spring 2011, Barnard 244) or in general classroom space.

Equipment and Supplies: Currently, we do not require additional equipment nor supplies. If needs develop, we can provide what is needed through the department's existing lab budget.

**Computer:** These courses require only standard access to existing student computing labs and campus wireless and broadband resources. ANTH 5122 requires specialized software which the department purchases from its existing budget, and which is already accessible in the student computing lab in Fret 421 which Anthropology shares with Sociology and Political Science.

**Audio-visual:** There are no needed resources for most courses. The department has acquired small audio recording devices for field research through its existing budget. No production services needed from Media Services.

**Other resources:** No other resources are needed for these courses. Resources needed for the M.A. program as a whole were included in the original proposal, which has already been reviewed and approved both on campus and at UNC-GA.

**Sources of funding:** NA

#### **E. Consultation with Library and other units**

Library consultation attached with each individual course proposal. Some of the Library Consultations date to 2007 because they were part of the original M.A. proposal. Other consultations are recent.

Consultation with Women's and Gender Studies is attached.

#### **F. Initiation and Consideration**

The Department of Anthropology initiated this proposal during Fall, 2010, after receiving approval from UNC-GA at the end of August, 2010, to implement the M.A. in Anthropology. The department worked collaboratively on these proposals.

There was consultation with the interdisciplinary program in Women's and Gender Studies because we are proposing to cross-list some courses.

No other programs voted on these course proposals. As noted elsewhere, the original proposal for the M.A. program, with attached brief course descriptions, were approved by all levels of faculty governance at UNC Charlotte prior to March 2008.

#### **G. Attachments**

- Boiler plate syllabus for ANTH 5122 (with Library consultation)
- Boiler plate syllabus for ANTH/WGST 5131 (with Library consultation; library consultation refers to ANTH 5617, but we are using a different number for the same course) (consultation with WGST also attached)
- Boiler plate syllabus for ANTH 5453 (with Library consultation)
- Boiler plate syllabi for ANTH 6010, 6040, 6050, all topics courses (Library consultation from 2007 for a generic topics course, 6090, is attached)
- Boiler plate syllabus for ANTH 6400 (with Library consultation)
- Boiler plate syllabus for ANTH 6601 (with Library consultation)
- Boiler plate syllabus for ANTH 6604 (with Library consultation)
- Boiler plate syllabus for ANTH 6800 (no Library consultation because this is a Directed Readings course that will vary with each student)
- Boiler plate syllabus for ANTH 6612, to be cross-listed with existing course WGST 6602; no Library consultation attached because this course already exists; consultation with WGST attached.

**1. Course Number and Title**

ANTH 5122. Ethnographic Methods

**2. Course Description (Catalog Description).**

ANTH 5122. Ethnographic Methods (3). This course is designed to introduce students to the methodological approaches used in ethnography and to provide a basic mastery of several key methods used in ethnographic research. This course includes a discussion of the nature of inquiry in the social sciences; the development and implementation of different kinds of research designs to investigate a range of questions; issues of sampling and informant selection; research ethics; participant observation, interviewing techniques; data management and analysis. (*Alternate years*)

**3. Pre- or Co-requisites**

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

This course is cross-listed with existing course ANTH 4122; see below under #6 for information about the difference between undergraduate and graduate requirements.

**4. Objectives of the course**

- explore the nature of inquiry in anthropology
- learn basic ethnographic data collection techniques
- gain experience collecting ethnographic data
- learn basic methods of data management and analysis

**5. Instructional Method**

This course will be taught as a lecture/seminar.

**6. Means of student evaluation**

The course will be graded A/B/C/U. Grades will be based on class participation, a class presentation, a reading journal and a research paper.

*Homework assignments:* There are a series of hands-on assignments throughout the semester. These assignments are about experiential learning. The objective is not to get everything "right". Instead, these assignments are designed to give you experience with various aspects of the research process and to get you to reflect on what you learned. The total number of points for all of the assignments is 150. Detailed descriptions of the assignments will be available on Moodle.

*Book review:* You will select a reflective book on ethnographic fieldwork, read it, and write a review of it. This will be worth 25 points.

*Class participation:* Students are expected to actively and regularly participate in class discussions. Class participation can take many forms including presenting the reading material, leading and participating in discussions, asking questions, and reflecting on the weekly assignments. To get points towards class participation, students must take part in class discussions every week. This class participation portion of your grade is worth 25 points.

*Group participation:* In this course you will be placed in groups and work on a research project collaboratively. All group members are expected to actively participate and contribute to group projects. Your group members will periodically grade the quality and quantity of your group participation. Group participation is worth 25 points.

**Final Exam:** There is a comprehensive final exam at the end of the semester. The format is an essay exam. It will be open book and note. This is worth 75 points.

Graduate students in 5122 will do more writing than undergraduates in 4122. Their weekly journal assignments, book review and final exam are longer. Also, they are expected to participate at a different level in class. For example, during group work they are assigned the role of group leader. Finally, they are expected to do more for their assignments than undergraduates. For example, undergraduates are required to conduct one participant observation. Graduate students are required to conduct two.

### **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. Grades will be lowered in the case of excessive absences.
- 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. Because this is a class intended to examine diversity, students are expected to respect diversity in this classroom at all times. For your reference, the UNCC diversity website is [www.provost.uncc.edu/diversity](http://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/music-theo/nsl.html](http://www.wmich.edu/music-theo/nsl.html)).
- f. Disability services: Students with a documented disability that 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](http://www.ds.uncc.edu).
- g. Cell phones: To be courteous towards classmates, students should turn off cell phones during class.

### **8. Probable textbooks or resources**

The selection below is an example of the reading list for this course:

Phillipe Bourgois

2002 In Search of Respect. Cambridge University Press.

Kathleen Dewalt and Billie Dewalt

2001 Participant Observation: A Guide for Fieldworkers. Altamira Press

Ann Lewins and Christina Silver

2007 Using Software in Qualitative Research. Sage Publications

### **9. Topical outline of course content**

**Week 1: The Nature of Inquiry**

8/23 Introduction to class

- Syllabus
- *Get to know the members of your group*

8/25 What is Ethnography

- Characteristics of ethnography
- Origins of ethnography
- *Watch Part 1 of "Off the Verandah"*

Reading: Dewalt & Dewalt Ch. 1

**Week 2: The Nature of Inquiry continued**

8/30 Ethnography: Science or Humanities?

- Positivism v. Humanism
- Where does ethnography fit in?
- *Debate In Search of Respect, Introduction, Ch. 1, & Ch. 2 from both perspectives*

Read: ISOR: Introduction, Ch.1 & 2

9/1 Research design

- Elements of a successful proposal
- Reliability & Validity in Ethnography
- *Group work: ideas for proposals*

Read: Bias, Reliability, Validity in *Key Concepts in Social Research*, Dewalt & Dewalt Ch. 6

**Week 3: Literature reviews**

9/6: *Labor Day-No Class*

9/8 Literature review

- Purpose of the literature review
- Strategies for doing one
- Citation style
- *Online databases*

Read: Continue reading ISOR

**Week 4: Ethics**

9/13 Research ethics

- Historical precedents
- Do no Harm
- Disclosure
- Informed Consent
- *Case studies*

Read: American Anthropological Association Code of Ethics available on Moodle

Dewalt & Dewalt Ch. 10

9/15 Discuss *In Search of Respect*

Read: Finish *In Search of Respect*.

**Week 5: Getting started (and giving you time to get ready for experiential learning)**

9/20 Participant Observation

- What is it
- Levels of Participation
- What do you need ,
- Skills of a participant observer

Read: Dewalt & Dewalt Ch. 2

9/22 Getting started in the field

- Gatekeepers and key informants
- Unofficial rules
- Things to start you off

Read: Dewalt & Dewalt Ch. 3 & 4

**Week 6: Participant Observation**

9/27 Fieldnotes

- Diaries
- Logs
- Field Jots
- Field notes
  - Method
  - Descriptive
  - Analysis

Read: Dewalt & Dewalt Ch. 8

9/29 Sampling strategies

- Why you do it
- Probabilistic sampling strategies
- Non-probabilistic
- *Group work: How this applies to your project*

Read: Bernard Ch.

**Week 7: Participant Observation**

10/4 Participant Observation exercise

10/6 Faculty Experiences of Fieldwork Panel

**Week 8: Semi-structured Interviewing**

**10/11 No class: Fall break**

10/13 Interviewing

- "Structure" in interviews
- Interview Skills
- Things to avoid

Read: Dewalt & Dewalt Ch. 7

**Week 9: Semi-structured Interviewing**

10/18 Preparing for and doing an interview

- Getting Ready



- Doing it
- Turning it into data

10/20 Practice/critiquing interview skills

**Week 10: Structured Interviewing**

10/25 Issues with administering surveys

10/29 Survey Design

- Variables
- Scales/Indexes

**Week 11:**

11/1 Introduction to MaxQDA

11/3 Coding in MaxQDA

**Week 12: Data Analysis**

11/5 Memoing in MaxQDA

11/7 Searching with MaxQDA

**Week 13: Qualitative Data Analysis**

11/15 What is analysis

Read: Dewalt & Dewalt Ch. 10

11/17 SPSS: The data editor

**Week 14: Qualitative Data Analysis**

11/22 Work on project in computer lab

11/24 *No class- Thanksgiving break*

**Week 15: Quantitative Data Analysis**

11/29 SPSS: Summary statistics

12/1 Work on SPSS

**Week 16: Data Analysis (wrap up)**

12/6 Finish working with computer programs

12/8 Finish working with computer programs

**Attachments:** None



## Consultation on Library Holdings

To: Janet Levy

From: Bridgette Sanders

Date: September 28, 2010

Subject: ANTH 5122 – Ethnographic Methods

---

### Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders Date: September 28, 2010

#### Please Check One:

Holdings are superior \_\_\_\_\_

Holdings are adequate XX

Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_

Holdings are inadequate \_\_\_\_\_

#### Comments:

The Library has an expansive set of databases in 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 Sociological Abstracts, JSTOR, Project Muse, Web of Science, and Academic Search Premier. The Library has an excellent collection of journals, both print and electronic, that can support this course.

The library also has adequate monographs to support the proposed course. A cursory search in the library's catalog, searching the subject "Ethnography" produced over 600 items.

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate.

Bridgette Sanders  
Evaluator's Signature

9-28-10

Date

### **1. Course Number and Title**

WGST 5131/ANTH 5131 Culture, Pregnancy and Birth

### **2. Course Description (Catalog Description).**

**WGST 5131/ANTH 5131 Culture, Pregnancy and Birth (3)** This course explores how culture shapes the experience and practice of pregnancy and birth. Some of the topics we will explore include the birthing experience, midwifery, infertility, new reproductive technologies, and surrogate motherhood. (*On demand*)

### **3. Pre- or Co-requisites**

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

See below under #6 for differences between undergraduate and graduate requirements.

### **4. Objectives of the course**

- Familiarize students with the history of childbirth in the West.
- Introduce students to the idea that birth socializes people into a specific view of the world.
- Examine contemporary social and political issues surrounding pregnancy and childbirth.
- Compare and contrast approaches to pregnancy and birth around the world.

### **5. Instructional Method**

This course will be taught as a seminar.

### **6. Means of student evaluation**

The course will be graded A/B/C/U. Grades will be based on attendance and participation, weekly assignments, a class presentation, and a research paper.

**Journals:** Every Monday you will be required to turn in a 3 page, double spaced journal assignment where you reflect on the readings and discussion from the previous week. At times, you will be assigned a theme or issue to focus on in your journal. Other times, what you write about will be at your discretion. You will turn in journals throughout the semester. Each journal will be worth 10 points for a total of 130 points.

**Class Participation:** You are also 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 lectures. They are also the primary means I have of assessing whether you are doing the readings. Class participation is worth a total of 130 points.

**Attendance:** If you do not attend class on a regular basis, you cannot participate. Since there are 15 days in this semester, perfect attendance is worth 30 points. For every day that you miss (regardless of whether it is an excused or unexcused absence), you will lose 2 points. If you miss more than 15 minutes of class, you will be counted as tardy, and 1 point will be deducted.

**Paper:** You will also be expected to write a 15 page paper on a birth related topic. Details on the paper will be discussed in class. The paper is worth 75 points.

**In class report:** You will be expected to do one in class report. This consists of finding out information on a assigned topic, preparing a short power point and presenting your information in class. This is worth 10 points.

**Quizzes:** We will periodically have short, unannounced quizzes to make sure students are keeping up with the reading. Quizzes will consist of 1 or 2 questions and should be easily answered if you have done the reading (i.e. they are not the type of thing you need to study for). The quizzes will count for a total of 25 points.

Graduate students in 5131 will do more writing than undergraduates in 4131. Their weekly journal assignments are longer and their final paper is longer. Also, they are expected to participate at a different level in class. For example, during group work they are assigned the role of group leader. Finally, undergraduates are not required to do an in-class report.

### 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](http://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/music-theo/nsl.html](http://www.wmich.edu/music-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](http://www.ds.uncc.edu).
- g. Cell phones: To be courteous towards classmates, students should turn off cell phones during class.

### 8. Probable textbooks or resources

Judith Walzer Leavitt

1988 Brought to Bed: Childbearing in America: 1750-1850. New York: Oxford University Press

Brigitte Jordan

1992 Birth in Four Cultures. Prospect Heights, IL: Waveland Press.

Robbie E. Davis-Floyd

2003 Birth as an American Rite of Passage. Berkeley, CA: University of California Press.

Barbara Ehrenreich and Deirdre English

1993 *Witches, Midwives and Nurses: A History of Women Healers*. New York: The Feminist Press at CUNY.

Brigitte Jordan

1992 *Birth in Four Cultures*. Prospect Heights, IL : Waveland Press.

Cecilia Van Hollen

2003 *Birth on the Threshold*. Berkeley, CA: University of California Press.

Laura Mamo

2007 *Queering Reproduction: Achieving Pregnancy in the Age of Technoscience*. Durham, NC: Duke University Press.

Susan Markens

2007 *Surrogate Motherhood and the Politics of Reproduction*. Berkeley, CA: University of California Press.

## **9. Topical outline of course content**

August 24: Introduction to class, writing your birth plan  
August 31: History of Childbirth- 18<sup>th</sup> and 19<sup>th</sup> century  
September 7: No Class  
September 14: History of Childbirth- early 20<sup>th</sup> century  
September 21: Screening of the Business of Being Born  
September 28: The Technological Model of Birth  
October 5: Birth as Socialization  
October 12: No Class  
October 19: Experiencing Birth in the U.S.  
October 16: Birth Professionals-Doulas, Midwives, OB's  
November 2: Birth in Europe  
November 9: Birth in Latin America  
November 16: Birth in India  
November 23: Assisted Reproductive Technologies  
November 30: Queering Reproduction  
December 7: Surrogate Motherhood  
December 14: Surrogate Motherhood

## **Attachments**

**Levy, Janet**

---

**From:** Wayland, Coral  
**Sent:** Monday, November 22, 2010 2:49 PM  
**To:** Levy, Janet  
**Subject:** WGST Supporting Email for Course and Curriculum Proposal

Hello Janet,

The purpose of this email is to document that the Women's and Gender Studies Program supports creating ANTH 5131, Culture Pregnancy, and Birth and ANTH 6612, Theoretical Approaches to Gender. Both of these course have been previously offered as WGST 4131/5131 (Culture, Pregnancy, and Birth) and WGST 6602 (Theoretical Approaches to Gender).

Sincerely,  
Coral Wayland

Coral Wayland, Ph.D.  
Director of Women's and Gender Studies and Assoc. Prof. of Anthropology

UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223

704-687-2290 (phone)  
704-687-3209 (fax)



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

**To: Janet Levy**

**From: Bridgette Sanders**

**Date: October 3, 2007**

**Subject: ANTH 5617 – Culture, Pregnancy, and Birth**

**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 "Culture, Pregnancy, and Birth." 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, Sage Premier, Project Muse, JSTOR, CINAHL, Sociological Abstracts, America History & Life, and Blackwell Synergy.

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

**Evaluator's Signature**

**Date**

**1. ANTH 5453: Field Project in Archaeology****2. Catalog Description:**

**ANTH 5453 (1-4)** Cross-listed with ANTH 4453. Prerequisite: permission of the instructor. Practical experience in archaeological techniques. Students will participate in field research on an historic or prehistoric archaeological site. Research may include field reconnaissance, excavation, mapping, systematic description and analysis of cultural material, and/or other techniques appropriate to the site and research problem. Students will supervise undergraduates under the guidance of the instructor. Course may be repeated for credit with up to 6 hours applied to the M.A. degree. (*Summer*)

**3. Pre- or Co-requisites:** Permission of the instructor is required so that potential students understand the requirements of the course for outdoors, hands-on activity before enrolling.

This course is cross-listed with existing course, ANTH 4453. Information about different requirements for graduate students is shown below in #6.

**4. Objectives of the course:** Students will:

- Learn basic methods of archaeological mapping and excavation (for students with previous experience: strengthen skills in archaeological mapping and excavation)
- Gain experience in teaching field methods to undergraduates.
- Gain experience in recording and managing data records from excavation and laboratory processing of archaeological materials.
- Learn to make effective oral presentation about archaeology to undergraduate and/or general public audiences.
- Explore the relationship between a research problem and practical methods applied to it.

**5. Instructional method:** Field work (hands-on practice); limited lecture

**6. Means of student evaluation:** The course will be graded as A/B/C/U. Grades will be based on class participation, daily journal, take home exam, and (for graduate students only) essays on additional scholarly readings.

*Class participation:* Students are expected to participate in hands-on activities during field excavation and/or laboratory processing at every class meeting. Students are expected to collaborate with others in the class and help communicate to visitors. Participation is worth 60% of grade.

*Daily journal:* Students will complete a daily entry describing the field activities of the day, and linking them to the research goals of the project; they also will integrate the required reading. See model at the end of this syllabus. This is worth 15% of grade.

*Final exam:* There will be a take-home final exam based on the core assigned reading. This is worth 10% of the grade.

*Essays on scholarly reading:* Graduate students only will read 4 scholarly articles chosen from a list, and write 1-2 pages on each that summarizes the main points and links them to the prehistory of North Carolina (if working at a prehistoric site) or links them to the practice of historic archaeology (if working at a historic period site). See attachment. This will be worth 15% 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. Success in this class is heavily dependent on participation. 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 if it is possible within the field context of this course. However, archaeological sites may not be accessible by vehicle; if a student's mobility is impaired, we advise her or him to substitute another course. 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](http://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.
- 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/>.
- g. Students must be familiar with and abide by the Guidelines for Safety provided by the instructor (see attachment at end of this syllabus).
- h. Students must purchase liability insurance through UNC Charlotte (provided by the UNC system).

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

Core textbooks:

Orser, Charles E., Jr., *Historical Archaeology*, 2<sup>nd</sup> edition. Pearson Prentice Hall, 2004 ( for excavations at a historic period site)

or

Ward, H. Trawick and R.P. Stephen Davis, Jr., *Time Before history: The Archaeology of North Carolina*. University of North Carolina Press, 1999 (for excavations at a prehistoric site).

Additional readings: Readings will vary depending on the nature of the site being investigated. See attachment giving assignment for graduate students, as an example of additional readings.

**9. Topical outline of course:**

Background to prehistory in North Carolina (or background to historical archaeology in NC, as appropriate)

Research plan for our site

Significance of our site

Field methods: mapping, setting a grid, record-keeping

Field methods: excavation, screening, record-keeping

Lab methods: basic artifact processing

Lab methods: identifying and dating artifacts

DAILY JOURNAL  
ANTH 4453/ANTH 5453 – FIELD PROJECT IN ARCHAEOLOGY

Background

All students participating in ANTH 4453/5453, Field Project in Archaeology, are asked to keep a daily journal as one of the requirements of the course. You will turn your journal in on the last day of class or the following Monday, and it counts 25% of the grade for the course for undergraduates and 15% for graduate students.

You may wonder: WHAT IS THE POINT? Why do I have to keep this journal? And, how do I do a good enough job to get a good grade? So, here are some answers.

The journal assignment has four major goals. Some of these goals are more relevant to the instructor than to the student; some the reverse; and, some are relevant to both the instructor and the student.

Provide feedback to the instructor(s) about: what students are learning; what might be confusing students; what skills need to be reviewed more than once; etc.

Help students review the skills they are learning. By summarizing each day's activities (this can include illustrations as well as text), students clarify their understanding and can figure out what they really didn't understand and want to ask about. Just as reviewing your lecture notes after every class helps strengthen your understanding of the material, so does summarizing your activities for a journal.

Help you integrate any lecture material (mostly the first day or, possibly, during the field trip), reading assignments, and hands-on experience.

Provide an opportunity for structured reflection on the field school experience. This is useful for students to help think through their goals for the future and consider their skills and deficits in different learning circumstances. It's useful for the faculty to learn about good points and weak points in the teaching of field school. If we see in the reflections that most students had a problem with the presentation of a particular topic, then we know that this needs to be changed in the future.

Now, you might be asking yourself: How can I do this without getting the instructors pissed off at me and giving me a bad grade? This is one reason why there is a systematic template for your journal entries suggested below. More generally, we ask that you be honest but polite, clear but constructive, and avoid whenever possible *ad hominem* critiques. "Ad hominem" means "toward the person"; basically, it refers to negative comments about a individual's character or personality. It's better to frame your critique (if any) in terms of activities that can be improved, rather than in terms of personalities.

Here's an example:

Not very constructive, *ad hominem*:

Dr. X and Dr. Y just never got their heads together. Why were they always fighting about what to do next? Don't they know how to do archaeology? And, Dr. X is so blind that she never noticed that Z didn't do any real work.

Much more constructive:

Because there were two supervisors, instructions got confusing sometimes. I would like to see better coordination between the supervisors. I also noticed that not all students were supervised adequately; it is very important that all students pull their weight during the excavation, and the supervisors should focus on this.

### Template for your Journal

In fact, you can keep your journal in any format that you want. It can be hand-written (very neatly!) in a notebook, or kept on your home computer and printed out at the end of class. The template on the next page is meant to give you some guidance about what to include and some suggestions about how to organize the material. But, you are free to adapt this template to your own needs. The spacing is only meant to be suggestive. Some people will include sketches in their text material, in order to clarify what they are talking about.

While you may decide to organize your journal in a different format, please be sure to include the main categories of information: what you did each day, what you learned, what questions you have.

Template on next page.

Date:	Name:
Location:	Weather (this is an archaeology thing):
<b>Lecture Notes or notes on reading (as appropriate):</b> <ul style="list-style-type: none"> <li>• what are the key points in this chapter (article, lecture, presentation)?</li> <li>• How do they connect to the research problem at this site?</li> </ul>	
<b>My major activities:</b> <ul style="list-style-type: none"> <li>• who I worked with</li> <li>• where on the site I worked</li> <li>• skills I used and/or started to develop</li> <li>• problems I had</li> <li>• how today's activities connect to previous day's</li> <li>• any special notes or questions</li> <li style="padding-left: 40px;">or</li> <li>• what I saw at another archaeological site</li> <li>• how it connects to our site</li> <li>• etc.</li> </ul>	
<b>Self-reflection on today's activities:</b> <ul style="list-style-type: none"> <li>• what I enjoyed doing and why</li> <li>• what I didn't enjoy and why</li> <li>• how this fits with my earlier ideas about archaeology</li> <li>• how my reading is integrated with what's going on at the site</li> <li>• etc.</li> </ul>	
<b>Summary self-reflection (final entry in the journal):</b> <ul style="list-style-type: none"> <li>• were my expectations realistic?</li> <li>• how does this experience relate to my general goals?</li> <li>• what could I have done (if anything) to make this experience better?</li> <li>• what could the instructors have done (if anything) to make this experience better?</li> <li>• where do I want to go from here, in archaeology or anthropology or another field?</li> <li>• etc</li> </ul>	

**Additional Assignments for Graduate Students  
ANTH 4453/5453 – Field Project in Archaeology**

In courses that are open to both advanced undergraduates and to graduate students, the latter must complete additional required assignments that are appropriate for post-B.A. education. If you are registered for ANTH 5453, you are required to complete the same assignments as the undergraduates (daily journal, take-home exam on textbook) and the following additional assignment.

**Assignment**

Read four articles (total) selected from the categories below (one each from categories #1 and #2; two from category #3). For each article, write a 1-2 page essay which includes the following sections.

- a summary of the main points of the article
- a discussion of how it links to the prehistory of North Carolina as presented in the textbook

**Access**

All of the articles below, except #31, are available in paper in the UNCC library. Most of the articles, except those in *Southeastern Archaeology*, are available electronically in full text from the on-line repository, JSTOR. The library at UNCC has a license for JSTOR, so you can access any of these articles from any on-campus computer. You can also access the articles from off-campus through the library's web page. Go to: <http://www.library.uncc.edu/>; click on "Remote Access"; log-in with your Novell user ID and password. Once you are logged in, click on "Electronic Resources" and then "Full Text," then scroll down and click on JSTOR.

**Categories**

**1) Overall review:** all graduate students should read this article:

"Prehistoric Archaeology in the Southeastern United States, 1970-1985" by V. Steponaitis  
*Annual Review of Anthropology*, vol. 15, pp. 363-404 (1986)

**2) Archaeology and the public:** all graduate students should read one of the following articles:

A) "Public Opinion and Archaeological Heritage" by D. Pokotylo and N. Guppy  
*American Antiquity* vol, 64, #3, pp. 400-416 (1999)

B) "Clients, Contracts, and Profits: Conflicts in Public Archaeology" by L.M. Raab et al.  
*American Anthropologist* vol. 82, #3, pp. 539-551 (1980)

C) "The Many Publics for Archaeology" by F. McManamon  
*American Antiquity* vol 56, #1, pp. 121-130 (1991)

**3) Prehistory in the southeastern U.S.:** all graduate students should read two of the following, chosen from your interests. The articles are listed more or less in order of their chronological focus, from early prehistoric periods to the period of contact with Europeans.

A) "Stone Raw Material Availability and Early Archaic Settlement" by I.R. Daniel, Jr.  
*American Antiquity* vol 66, #2, pp. 237-265 (2001)

B) "The Culture History of Bannerstones in the Savannah River Valley," by Kenneth E. Sassaman and Asa R. Randall.  
*Southeastern Archaeology*, vol 26, #2, 2007

C) "Gender and the Early Cultivation of Gourds in Eastern North America" by G. Fritz  
*American Antiquity* vol. 64, #3, pp. 417-429 (1999)

D) "Biological Changes in Human Populations with Agriculture" by C. Larsen

*Annual Review of Anthropology* vol. 24, pp. 185-213 (1995)

E) "Dietary Variability among Prehistoric Forager-Farmers" by K. Gremillion and K. Sobolik  
*Current Anthropology* vol. 37, #3, pp. 529-539 (1996)

F) "The Adoption of the Bow and Arrow in Eastern North America" by M. Nassaney and K. Pyle  
*American Antiquity* vol 64, #2, pp. 243-263 (1999)

G) "Problems of Ceramic Chronology in the Southeast," by James K. Feathers.  
*American Antiquity* vol. 74, #1, 2009.

H) "The Institutional Organization of Mississippian Religion: by V. J. Knight Jr.  
*American Antiquity* vol 51, #4, pp. 675-687 (1986)

I) "Sixteenth-Century Flintknapping Kits from the King Site, Georgia" by C. Cobb and M. Pope  
*Journal of Field Archaeology* vol. 25, #1, pp. 1-18 (1998)

J) "Measuring Chickasaw Adaptation on the Western Frontier of the Colonial South: A correlation of Documentary and Archaeological Data," by Jay K. Johnson et al.  
*Southeastern Archaeology*, vo. 27, #1, 2008.

**ANTH 4453/ANTH 5453 - Field Project in Archaeology**  
**GUIDELINES FOR DRESS, EQUIPMENT, SAFETY, AND BEHAVIOR**

Please read these instructions with care. You cannot participate until after you have read them. If you have any questions, please ask a supervisor before beginning to work on the archaeological site. You must share responsibility for safety on this project. If you cannot follow these guidelines, you should withdraw from the project.

These instructions are meant to help us all have a safe and pleasant field experience. Although some of these instructions may sound petty or pedantic, they are all important. We will make every effort to provide a safe and enjoyable environment and you are responsible for acting in an appropriate fashion to support that environment.

The sites where we are working are private property. The landowners are doing us a big favor by allowing access to the properties. We must respect the property and take care with all safety considerations or we will not be able to continue our project.

- Do not come to the property except with the instructor and the class.
- Do not tinker with fences, outbuildings, farm equipment, etc.
- Please remember to collect any trash and take it with you at night.
- Do not go near any stray animals.
- Please follow all parking instructions. Car pools are recommended.

**Automobile Safety:**

You are responsible for your own safety during any car travel associated with the field project. This means that you should drive your own vehicle with care and act responsibly while in anyone else's vehicle. We will arrange carpools to the site so that we do not have numerous cars to park. There is a great deal of both truck traffic and construction traffic throughout both Mecklenburg and Gaston Counties. You *must* take extreme care driving on these roads, watch out for construction vehicles, turning vehicles, etc.

**Dress and Equipment:**

You will need comfortable, sturdy shoes and work clothes that can get dirty and wet. Sneakers or running shoes are acceptable; sandals or flip-flops are not acceptable. You will need appropriate clothing to protect yourself from the sun, such as hat, long-sleeved shirt, etc. A long-sleeved shirt and jeans will also protect you from poison ivy. You may wish to carry a rain slicker of some kind.

- You must bring a hat and you must wear it.
- You must bring cotton or leather work gloves and be prepared to use them.
- You must eat breakfast before coming to the site. We will work through until 1 p.m., so you probably want to bring lunch with you to eat when we are finished. Mid-morning cookies will be provided. You can also bring your own snacks.
- There will be drinking water available on the site, but please bring a bottle or canteen of water; this is better than soft drinks.
- **DO NOT BRING ALCOHOLIC BEVERAGES TO THE SITE.**
- Do not bring pets to the site. Do not bring children to the site without consulting the instructors first.
- You will use the woods for bathroom breaks. Be prepared.

A backpack to carry your daily gear would be useful. You will need a notebook for taking notes in lectures and for keeping your journal. You do not need to bring any archaeological equipment unless you already have some with which you are comfortable.

**Safety Guidelines:**

It is important to avoid excessive exposure to the sun and heat. Therefore, you should be prepared to protect yourself from the sun by hats, long-sleeved shirt, sun block, or other means. You should also be responsible for avoiding dehydration by drinking liquids throughout the work day (water is better than soft drinks). It is important to take precautions against sun and heat before you feel their effects; therefore, drink before you are thirsty and cover up before you feel sun-burned. It is also important that you eat and drink sensibly at home after the day in the field and that you get adequate rest.

Insects should not be too bad at this time of year; nevertheless, be aware of mosquitoes, bees, sweat bees, spiders, ticks, and flies. If you choose, you should be prepared with insect repellent or you may find that long pants and long sleeves are better protection for you.

If you require medication for allergic reactions to bee stings or other insect bites, please come prepared.

If you require medication for any chronic medical condition, please come prepared. You should inform the supervisors of any special needs.

At the end of the field day, wash yourself thoroughly, taking care to wash any bites, and **check all over for ticks** (and we do mean all over!). Ticks can be removed fairly easily if caught early. Remember we live in an area where both Rocky Mountain Spotted Fever and Lyme Disease are risks. These diseases can be treated easily if they are diagnosed early. We do not expect anyone to get ill. However, should you fall ill, especially with a rash, a large irritated insect bite, and/or flu-like symptoms, be sure to check with a doctor and make sure that your doctor knows that you have potentially been exposed to ticks. Be aware that fever, headaches, stiff neck, or blurred vision may be symptoms of these diseases and may appear some days after the field project is over. Make sure that someone else at home, or a friend, knows where you have been and could report this to a doctor if necessary.

Careful dress and use of gloves are your best protection against poison ivy. **Do not wipe your face or eyes with your gloved hands if you have been working in a densely vegetated area; you don't know what those gloves have been touching.** A good wash at the end of the day will also lessen poison ivy reactions. You can also avoid poison ivy by being aware of your environment. You should watch carefully where you are going and where you are putting your hands. It is best to wash your archaeology clothes in hot water and detergent separately from the rest of the laundry.

Avoid knocking over shovels, wheelbarrows, stakes, surveying instruments, etc. and handle all tools with care and respect. Do not swing shovels around and do not point or throw tools. You are responsible for the continued good conditions of any tools at the site. Please do not lose track of them, leave them lying around, or abandon them to dirt and wet. Please be aware of the excavation units and avoid crumbling the edges or tripping in them.

Please remember that there is rabies in our region. Don't pet or touch or go near any raccoons, foxes, unidentified dogs or cats, or other animals. Please do not bring any pets to the site.

We will have a first aid kit on hand. Any cuts or scratches should be cleaned and treated immediately. Any other injuries should be brought to supervisors' attention immediately.

If, during the day, you feel tired or ill or feel that you need to stop working for a while, please talk to one of the supervisors and rest for a while. Participation is important, but not to the detriment of safety. The best advice is use your common sense and move carefully. Adequate rest in the evenings will also make the experience more comfortable.





Consultation on Library Holdings

To: Janet Levy

From: Bridgette Sanders

Date: September 28, 2010

Subject: ANTH 5453 – Field Project in Anthropology

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders Date: September 28, 2010

Please Check One:

- Holdings are superior \_\_\_\_\_
- Holdings are adequate XX
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
- Holdings are inadequate \_\_\_\_\_

Comments:

The Library has an expansive set of databases in 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 Sociological Abstracts, JSTOR, Project Muse, Web of Science, and Academic Search Premier. The Library has an excellent collection of journals, both print and electronic, that can support this course.

The library also has adequate monographs to support the proposed course.

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate.

Bridgette Sanders  
Evaluator's Signature

9-28-10  
Date

## 1. ANTH 6010: Advanced Topics in Cultural Anthropology/Linguistics

### 2. Catalog Description:

**ANTH 6010: Advanced Topics in Cultural Anthropology/Linguistics.** (3) Prerequisite: Permission of the department. Intensive treatment of a topic in cultural anthropology or linguistic anthropology, depending on student needs and faculty resources. May be repeated for credit. (*On demand*).

### 3. Pre- or Co-requisites: None

### 4. Objectives of the course: Students will:

- Learn data and theory about a specialized topic in cultural anthropology or linguistic anthropology.
- Develop understanding of the ethical questions that are related to this topic.
- Write effectively about anthropological research for an academic audience.
- Make an effective oral presentation about archaeological research for an academic audience.

**5. Instructional method:** A balance of seminar and lecture as appropriate for topic; may include hands-on practicum as appropriate for the topic.

**6. Means of student evaluation:** The course will be graded as A/B/C/U. Grades will be based on a combination of class/practicum participation, class oral presentation, exams and/or independent scholarly paper, as is appropriate for each topic.

### 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](http://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:** Will vary with topic. Significant periodical resources shown below. Because of the interdisciplinary nature of anthropology, students will also benefit from Library resources in History, Religious Studies, Public Policy, Sociology, and many other subjects.

*American Anthropologist* (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)

*Cross-cultural Research* (on-line through Sage Publications)

*Current Anthropology* (in library and in JSTOR)

*Discourse and Communication* (on-line through Sage Publications)

*Discourse and Society* (on-line through Sage Publications)

*Ethnography* (on-line through Sage Publications)

*Human Organization* (in library and in JSTOR)

*Journal of Linguistic Anthropology* (on-line)

*Medical Anthropology* (on-line)

*Medical Anthropology Quarterly* (JSTOR)

**9. Topical outline of course:** Will vary with course topic.

## 1. ANTH 6040: Advanced Topics in Biological Anthropology

### 2. Catalog Description:

**ANTH 6040: Advanced Topics in Biological Anthropology.** (3) Prerequisite: Permission of the department. Intensive treatment of a topic in biological anthropology, depending on student needs and faculty resources. May be repeated for credit. (*On demand*).

### 3. Pre- or Co-requisites: None

### 4. Objectives of the course: Students will:

- Learn data and theory about a specialized topic in biological anthropology.
- Develop understanding of the ethical questions that are related to this topic.
- Write effectively about anthropological research for an academic audience.
- Make an effective oral presentation about archaeological research for an academic audience.

**5. Instructional method:** A balance of seminar and lecture as appropriate for topic; may include hands-on practicum as appropriate for the topic.

**6. Means of student evaluation:** The course will be graded as A/B/C/U. Grades will be based on a combination of class/practicum participation, oral class presentation, exams and/or independent scholarly paper, as is appropriate for each topic.

### 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](http://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:** Will vary with topic. Significant periodical resources shown below. Because of the interdisciplinary nature of anthropology, students will also benefit from Library resources in Biology, Bioinformatics, Earth Science, Public Health and other health sciences.

*American Anthropologist* (in library and in JSTOR)

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

*American Journal of Primatology* (on-line)

*Annual Review of Anthropology* (in library and in JSTOR)

*Current Anthropology* (in library and in JSTOR)

*Evolutionary Anthropology* (on-line)

*Journal of Paleontology* (on-line)

*Nature* (in library and on-line)

*Science* (in library and on-line)

**9. Topical outline of course:** Will vary with course topic.

## 1. ANTH 6050: Advanced Topics in Archaeology

### 2. Catalog Description:

**ANTH 6050: Advanced Topics in Archaeology.** (3) Prerequisite: Permission of the department. Intensive treatment of a topic in archaeology, depending on student needs and faculty resources. May be repeated for credit. (*On demand*).

### 3. Pre- or Co-requisites: None

### 4. Objectives of the course: Students will:

- Learn data and theory about a specialized topic in archaeology.
- Develop understanding of the ethical questions that are related to this topic.
- Write effectively about archaeological research for an academic audience.
- Make an effective oral presentation about archaeological research for an academic audience.

**5. Instructional method:** May be seminar/lecture combination; may include hands-on laboratory component as appropriate for topic.

**6. Means of student evaluation:** The course will be graded as A/B/C/U. Grades will be based on a combination of class/lab participation, oral class presentation, exams and/or independent scholarly paper, as is appropriate for each topic.

### 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](http://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:** Will vary with topic. Significant periodical resources shown below. Because of the interdisciplinary nature of anthropological archaeology, students will also benefit from Library resources in History, Geology and Earth Science, Religious Studies, and other subjects.

*American Anthropologist* (in library and in JSTOR)

*American Antiquity* (in library and in JSTOR)

*American Journal of Archaeology* (in library and in JSTOR)

*Current Anthropology* (in library and in JSTOR)

*European Journal of Archaeology* (on-line through Sage Publications)

*Historical Archaeology* (JSTOR)

*Journal of Archaeological Theory and Method* (on-line)

*Journal of Social Archaeology* (on-line through Sage Publications)

*Latin American Antiquity* (JSTOR)

*Southeastern Archaeology* (in library)

*World Archaeology* (JSTOR)

**9. Topical outline of course:** Will vary with course topic.



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

**To: Janet Levy**

**From: Bridgette Sanders**

**Date: October 5, 2007**

**Subject: ANTH 6090 – Topics in 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 "Topics in Anthropology." A cursory search in the library's catalog, using the subject term "Anthropology, yielded over 600 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, Science Direct, Project Muse, JSTOR, Sociological Abstracts, America History & Life, Web of Science, Linguistics & Language Abstracts, PsycInfo, and Blackwell Synergy. The addition of a major database in this area 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 6400: Anthropology Practicum****2. Catalog Description:**

**ANTH 6400 Anthropology Practicum (3)** Prerequisite: Permission of the department. Prerequisite or co-requisite: ANTH 6611. Supervised practical experience in the application of anthropological principles in an agency, organization, or facility not part of the department. Following the needs of the agency, students will conduct applied research and write a report as part of this practicum. May be repeated for credit; 6 credits may be applied to the degree program. (*Fall, Spring, Summer*).

**3. Pre- or Co-requisites:** Pre-requisite: Permission of the department. Pre-requisite or co-requisite: ANTH 6611.

**4. Objectives of the course:** Students will:

- Gain experience in applying anthropological concepts and data in an agency, organization, or company.
- Expand understanding of ethical issues in applied anthropology.
- Develop skills in collaborative research.
- Write effectively about anthropological research for a non-academic audience.

**5. Instructional method:** Independent study and hands-on work with outside agency, with regularly scheduled oversight by a faculty member.

**6. Means of student evaluation:** The course will be graded as A/B/C/U. Grades will be based on a combination of:

- Reflective journal of daily experiences
- Research report
- Evaluation by agency supervisor

**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, we will use the full range of penalties available to us.

b. **Attendance:** Students must meet with supervising faculty member at scheduled times. Students must fulfill contract with external agency by being present for responsibilities at all scheduled times.

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](http://www.ds.uncc.edu).

e. **Diversity and Courtesy:** Energetic discussion and disagreement is both acceptable and expected, but courtesy toward supervisors, agency clients, 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, in the work setting of the practicum, and in on-line communication. For further information, you may consult the UNCC diversity website at: <http://diversity.uncc.edu/>.

f. Students must purchase liability insurance through the UNC Charlotte campus student insurance plan.

**8. Probable textbooks or resources:** Will vary with agency and student.

**9. Topical outline of course:** Not appropriate for this kind of practicum.



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

**To: Janet Levy**

**From: Bridgette Sanders**

**Date: October 8, 2007**

**Subject: ANTH 6400 – Anthropology Practicum**

**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 "Anthropology Practicum."

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, Science Direct, Project Muse, JSTOR, Sociological Abstracts, America History & Life, Web of Science, Linguistics & Language Abstracts, PsycInfo, and Blackwell Synergy. The addition of a major database in this area 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 6601: History of Anthropology

### 2. Catalog Description:

**ANTH 6601. History of Anthropology.** (3) Development of the field of anthropology; key concepts, focusing on concepts of “race” and “culture”; debates in anthropological method and theory; implications for ethical practice in contemporary anthropology. (*Yearly*)

### 3. Pre- or Co-requisites: None

### 4. Objectives of the course: Students will:

- Learn the historical background of the development of anthropology as a discipline, including theoretical and methodological developments.
- Understand the historical changes in the definition and influence of key concepts, including “race” and “culture.”
- Learn the ethical structures that influence the practice of modern anthropology.
- Write effectively about anthropological theory for an academic audience.

### 5. Instructional method: Seminar/lecture combination; seminar style will be dominant.

### 6. Means of student evaluation: The course will be graded as A/B/C/U. Grades will be based on class participation, exams, 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 25% of grade.

*Exams:* Students will write two exams that require using historical analysis to understand the development of anthropology. Exams are worth 50% of the grade.

*Analytical essays:* Students will be required to write two essays on an important monograph from primary anthropological literature. These essays will situate the monograph historically both in anthropology and in the larger social context. These essays are worth 25% 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](http://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 following are likely resources for this course.

Core textbooks:

- Paul Erickson and Liam Murphy, *A History of Anthropological Theory*, 3d ed.(2008)
- Paul Erickson and Liam Murphy, *Readings for a History of Anthropological Theory*, 3d ed.(2010)
- Henrika Kuklick (ed), *A New History of Anthropology*(2008)

Additional Monographic Resources (these are examples; the list may be expanded; each student chooses two from this list to focus on)

- Lévi-Strauss, *Tropiques* (interpretive ethnography)
- Goodall, *In the Shadow of Man* (primatology)
- Benedict, *Patterns of Culture* (culture-and-personality)
- Mintz, *Sweetness and Power* (political economy)
- Shostak, *Nisa* (feminist ethnography)
- Dettwyler, *Dancing Skeletons* (medical anthropology)
- Douglas, *Purity and Danger* (symbolic anthropology)
- Dawkins, *The Selfish Gene* (sociobiology)
- Deetz, *In Small Things Forgotten* (historical archaeology)
- Spector, *What This Axl Means* (feminist archaeology)

Additional Periodical Resources:

- *American Anthropologist* (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)
- *Cross-cultural Research* (on-line through Sage Publications)
- *Current Anthropology* (in library and in JSTOR)
- *Discourse and Communication* (on-line through Sage Publications)
- *Discourse and Society* (on-line through Sage Publications)
- *Ethnography* (on-line through Sage Publications)
- *Human Organization* (in library and in JSTOR)
- *Journal of Linguistic Anthropology* (on-line)
- *Medical Anthropology* (on-line)
- *Medical Anthropology Quarterly* (JSTOR)
- *Studies in the History and Philosophy of Science* (in library)

**9. Topical outline of course:**

- The Scientific Revolution
- Enlightenment political and scientific philosophy
- The idea of antiquity and the American School; Biological theory
- Darwinism, Social Darwinism, and the Evolutionists
- Marx and Durkheim
- The origins of British and German anthropology
- The Boasians and the eugenicists
- Early 20<sup>th</sup> century physical anthropology and archaeology
- British social anthropology
- Mid-century evolutionism
- The transformation of physical anthropology
- The sixties: The New Archaeology and French structuralism
- Power, Colonialism, Globalization
- Reinventing kinship as gender, rethinking culture
- Concluding thoughts



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

**To: Janet Levy**

**From: Bridgette Sanders**

**Date: October 9, 2007**

**Subject: ANTH 6601 – The History of 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 "The History of Anthropology." A cursory search in the library's catalog, using the subject terms "Anthropology - History," "Anthropology - Philosophy," and "Anthropology Methodology," yielded over 100 entries. 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 6604: Issues in Archaeological Practice

### 2. Catalog Description:

**ANTH 6604. Issues in Archaeological Practice.** (3) Exploration of current theory and practice in anthropological archaeology. Topics include: major theoretical perspectives; the relationship of theoretical choices with the formation of research problems and choice of research methods; discussion of the legal and ethical framework of contemporary archaeology; examination of the influence of multiple stakeholders on the practice of archaeology. (*Alternate years*)

### 3. Pre- or Co-requisites: None

### 4. Objectives of the course: Students will:

- Become conversant with the major theoretical approaches used in anthropological archaeology today.
- Learn the legal and ethical structures that influence the practice of modern archaeology.
- Understand how to connect a theoretical perspective with a research problem and methods in archaeology.
- Write effectively about archaeological research for an academic audience.
- Make an effective oral presentation about archaeological research for an academic audience.

### 5. Instructional method: Seminar/lecture combination; seminar style will be dominant.

### 6. Means of student evaluation: The course will be graded as A/B/C/U. Grades will be based on class participation, class presentation, reading journals, and a research paper.

*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 30% of grade.

*Reading journal:* Students are expected to attend class with 2-4 typed pages that respond to that week's assigned readings. These pages should include a summary of the core goals of the assigned reading, the relationship of the reading to previous assignments, and questions for further discussion. Reading journal assignments will be submitted via Moodle by noon on the day of class. This will be worth 20% of the grade.

*Class presentation:* Each student will be responsible for one 20-minute class presentation, related to the assigned readings. The student will prepare background and lead the class discussion. This will be worth 20% of the grade.

*Research paper:* Students will be required to write a 15-20 page research paper on a topic that links archaeological theory to a specific research problem. Students are required to follow a schedule for submitting their topics, developing a bibliography and outline, and submitting a rough draft. Students will be expected to revise the paper based on comments from instructor and peers. The paper, including participation in the entire process, is worth 30% 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](http://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 following are likely resources for this course.

Core textbooks:

Johnson, Matthew, *Archaeological Theory: An Introduction*, 2<sup>nd</sup> edition. Wiley-Blackwell, 2010

Little, Barbara, ed., *Public Benefits of Archaeology*. University of Florida Press, 2002

Trigger, Bruce, *A History of Archaeological Thought*, 2<sup>nd</sup> edition. Cambridge University Press, 2006.

Zimmerman, Larry J., Karen Vitelli, and Julie Hollowell-Zimmer, eds., *Ethical Issues in Archaeology*. Altamira Press, 2003.

Additional Monographic Resources:

Brodie, Neil, ed., *Archaeology, Cultural Heritage, and the Antiquities Trade*. University of Florida Press, 2006.

Hamilakis, Yannis and Philip Duke, eds., *Archaeology and Capitalism: from Ethics to Politics*. Left Coast Press, 2007.

Hodder, Ian, *Archaeology Beyond Dialogue*. University of Utah Press, 2003.

Kohl, Philip, L. and Clare Fawcett, eds., *Nationalism, Politics, and the Practice of Archaeology*. Cambridge University Press, 1995

Mihesuah, Devon A., ed., *Repatriation Reader: Who Owns American Indian Remains?* University of Nebraska Press, 2000.

Nelson, Sarah M., ed., *Handbook of Gender in Archaeology*. Altamira Press, 2006.

Scarre, Chris and Geoffrey Scarre, eds., *The Ethics of Archaeology: Philosophical Perspectives on Archaeological Practice*. Cambridge University Press, 2006.

Schiffer, Michael B., ed., *Social Theory in Archaeology*. University of Utah Press, 2000.

Silliman, Stephen, ed., *Collaborating at the Trowel's Edge: Teaching and Learning in Indigenous Archaeology*. University of Arizona Press, 2008.

Skibo, James M., Michael W. Graves, and Miriam T. Stark, eds., *Archaeological Anthropology: Perspectives on Method and Theory*. University of Arizona Press, 2007.

VanPool, Todd L. and Christine S. VanPool, eds., *Essential Tensions in Archaeological Method and Theory*. University of Utah Press, 2003.

Watkins, Joe, *Indigenous Archaeology: American Indian Values and Scientific Practice*. Altamira Press, 2000.

**Additional Periodical Resources:**

*American Anthropologist* (in library and in JSTOR)

*American Antiquity* (in library and in JSTOR)

*Current Anthropology* (in library and in JSTOR)

*Historical Archaeology* (JSTOR)

*Journal of Archaeological Theory and Method* (on-line)

*Journal of Social Archaeology* (on-line through Sage Publications)

*Southeastern Archaeology* (in library)

*World Archaeology* (JSTOR)

**9. Topical outline of course (may be covered in more than one week):**

19<sup>th</sup> century history of archaeology

20<sup>th</sup> century history of archaeology

Contemporary themes in anthropological archaeology: scientific approaches

Contemporary themes in anthropological archaeology: critical theory

Contemporary themes in anthropological archaeology: gender

Linking theory and research problems

Law and archaeology

Ethics and archaeology

Public and community archaeology



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

**To: Janet Levy**

**From: Bridgette Sanders**

**Date: October 17, 2007**

**Subject: ANTH 6604– Archaeological Practice**

**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 "Archaeological Practice." A cursory search in the library's catalog, using the subject terms "Archaeology – Methodology," "Archaeology – Philosophy," and "Archaeological Practice," 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, Web of Science, Linguistics and Language Abstracts, PsycInfo, America History & Life, Blackwell Synergy, Arts & Humanities Citation Index, and Kluwer Journals. 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. Course Number and Title**

ANTH 6611. Seminar in Applied Anthropology

### **2. Course Description (Catalog Description).**

ANTH 6611. Seminar in Applied Anthropology (3) Theories, methods, and ethics of applied anthropology in medical, educational, business, and development fields. Cultural perspective on the program evaluation in community settings; culturally competent evaluations using ethnographic methods; role of anthropology in program development and evaluation at the regional, national, and international levels. (Yearly)

### **3. Pre- or Co-requisites**

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

### **4. Objectives of the course**

- Understand the history, domains of application, and roles of applied anthropology
- Gain knowledge and familiarity with the way applied anthropologists employ anthropological research methods, concepts, and perspectives
- Examine the ethical issues involved in applied anthropology
- Acquire skills in rapid ethnographic research techniques, report writing, professional networking, and job searches

### **5. Instructional Method**

This course will be taught as a lecture/seminar.

### **6. Means of student evaluation**

The course will be graded A/B/C/U. Grades will be based on internship journals, class participation, a final paper, and a class presentation.

*Internship assignments:* Each student is expected to spend 20-25 hours volunteering for an organization (of their choice) during the semester. The nature of the organization should be relevant to topics covered in the course. As part of this work they will keep a log and journal of volunteer activities and work throughout the semester. The organization and volunteer activity must be cleared by the instructor.

*Class participation:* Students are expected to actively and regularly participate in class discussions. Class participation can take many forms including presenting the reading material, leading and participating in discussions, asking questions, and reflecting on the weekly assignments. To get points towards class participation, students must take part in class discussions every week.

*Final paper:* The final paper for the course requires students to write about their internship experience in terms of a "needs assessment" for the organization. This format is applicable to a variety of applied anthropology careers, and examines the gaps between current organizational goals and practices, and suggests potential avenues for connecting these.

*Class presentation:* Students will present on their internship experiences and their needs assessment.

**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. Grades will be lowered in the case of excessive absences.
- 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: Because this is a class intended to examine diversity, students are expected to respect diversity in this classroom at all times. For your reference, the UNCC diversity website is [www.provost.uncc.edu/diversity](http://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/music-theo/nsi.html](http://www.wmich.edu/music-theo/nsi.html)).
- f. Disability services: Students with a documented disability that 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](http://www.ds.uncc.edu).
- g. Cell phones: To be courteous towards classmates, students should turn off cell phones during class.

**8. Probable textbooks or resources**

The selection below is an example of the reading list for this course:

McDonald, James H. *The Applied Anthropology Reader*. Boston: Allyn and Bacon, 2002.

Riall, Nolan. *Anthropology in Practice*. Lynn Rienner Publishers, 2003.

Ervin, Alexander. *Applied Anthropology: Tools and Perspectives for contemporary practice*, Prentice Hall, 2005, 307 pages.

Kedia, Satish and van Willigen, John, eds., *Applied Anthropology: Domains of Application*, Westport, Connecticut: Praeger, 2005, 370 pages.

Wallace, James T., ed. *Practicing Anthropology in the South*. Athens, GA: U. of Georgia Press, 1997.

**9. Topical outline of course content**

**Week 1:** History and scope of applied anthropology, and its relation to social, biological, and archaeological anthropology

**Week 2:** Ethics in applied anthropology

**Week 3:** Methods in applied anthropology: participant observation and needs assessments

**Week 4:** Methods in applied anthropology: Rapid assessment procedures and focus group discussions

**Week 5:** Methods in applied anthropology: Program evaluations and social impact assessments

**Week 6:** Development and applied anthropology

**Week 7:** Environment and applied anthropology

**Week 8:** Medicine and applied anthropology

**Week 9:** Education and anthropology

**Week 10:** Business and consulting in anthropology

**Week 11:** Cultural resources management

**Week 12:** Careers, skills, and employment in applied anthropology

**Week 13:** Emerging issues in applied anthropology

**Week 14:** Presentations

**Week 15:** Presentations and course wrap-up

**Attachments:** None



UNC CHARLOTTE  
J. Murrey Atkins Library

Consultation on Library Holdings

To: Bridgette Sanders  
From: Janet Levy, Dept. of Anthropology  
Date: October 22, 2010  
Subject: ANTH 6611 - Seminar in Applied Anthropology

Summary of Librarian's Evaluation of Holdings:

Evaluator: Bridgette Sanders Date: October 22, 2010

Please Check One:

- Holdings are superior \_\_\_\_\_
- Holdings are adequate XX
- Holdings are adequate only if Dept. purchases additional items. \_\_\_\_\_
- Holdings are inadequate \_\_\_\_\_

Comments:

Library holdings are adequate for this course.

The Library has an expansive set of databases in the proposed area of study. Journal articles and books that are not held by the Library can be obtained through Interlibrary Loan. The databases include JSTOR, Project Muse, Academic Search Premier, Science Direct, and Web of Science. The Library has an excellent collection of journals, both print and electronic, that can support this course.

Overall, Atkins Library has adequate resources to support the proposed course. I would suggest buying monographs as funds permit to keep the collection current. Otherwise, the collection is adequate.

Bridgette Sanders  
Evaluator's Signature

10-22-10  
Date

**1. ANTH 6800: Directed Readings/Research**

**2. Catalog Description:**

**ANTH 6800 Directed Readings/Research (1-3)** Prerequisite: Permission of the department. Study of specialized topic through individually designed reading program and scheduled conferences with a faculty member. May be repeated for credit. (*Fall, Spring, Summer*).

**3. Pre- or Co-requisites:** Permission of the department.

**4. Objectives of the course:** Students will:

- Know how to utilize bibliographic resources for anthropological research.
- Learn data and theory about a specialized topic in anthropology.
- Write effectively about anthropological research for an academic audience.

**5. Instructional method:** Independent study, with regularly scheduled oversight by a faculty member.

**6. Means of student evaluation:** The course will be graded as A/B/C/U. Grades will be based on evaluation of student research process and final written product, as is appropriate for each student.

**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, we will use the full range of penalties available to us.

b. **Attendance:** Students must meet with supervising faculty member at scheduled times.

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](http://www.ds.uncc.edu).

e. **Diversity and Courtesy:** Energetic discussion and disagreement is both acceptable and expected, but courtesy toward supervisor, 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:** Will vary with topic and student. Because of the interdisciplinary nature of anthropology, students will also benefit from Library resources in History, Religious Studies, Public Policy, Sociology, Biology, Bioinformatics, Geology and Earth Science, and other subjects.

**9. Topical outline of course:** Will vary with course topic and student.



### **1. Course Number and Title**

ANTH 6612: Theoretical Approaches to Gender

[This class already exists in the catalog; consultation with the WGST program is attached; no Library Consultation is attached.]

### **2. Course Description (Catalog Description).**

**ANTH 6612 Theoretical Approaches to Gender (3)** Cross-listed with WGST 6602. An interdisciplinary examination of the core theories about the role of gender in identity formation and social organization. Topics covered include the feminist critique of biological essentialism; gender as a continuum; the social construction of gender; gender performativity; historical changes in gender; masculinity studies; the intersection of race, class and gender; and the economics of gender. (*Alternate years*)

### **3. Pre- or Co-requisites**

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

### **4. Objectives of the course**

- To become conversant in the basic theoretical frameworks current in gender studies.
- To demonstrate skill in critical thinking regarding biological constructions of gender.
- To know how gender has changed in diverse historical and cultural contexts.
- To understand the ways that race and class intersect with and influence the experience of gender.
- To understand the economic dimensions of gender.
- To write a well-written research paper investigating a particular dimension of gender studies in depth.

### **5. Instructional Method**

This course will be taught as a seminar.

### **6. Means of student evaluation**

#### **6. Means of student evaluation**

The course will be graded A/B/C/U. Grades will be based on class participation, a class presentation, a reading journal and a research paper.

*Class participation:* Students will be required to participate in class on a regular basis (i.e. every class). Class participation will require students to have carefully read and thought about the assigned readings for the day. Class participation will be worth 40% of the grade.

*Reading Journal:* Students are expected to come to each class with 3-4 double-spaced, typed pages written in their reading journal. This journal is where students react to the assigned readings. These journals should jump start their critical thinking about the readings and should inform their contributions to class discussion. This will be worth 10% of the grade.

*Class presentation:* Students will be responsible for one 20 minute class presentation. This presentation will be related to the assigned readings for the day. The student will then be expected to lead the class discussion for that day. This will be worth 10% of their grade.

*Papers:* Students will be required to write a 15 page research paper on a topic related to gender. Students will be required to turn in a complete rough draft of this paper 3 weeks prior to the end of the semester. This rough draft is worth 10% of the student's grade. They will then be expected to revise the paper

based on comments from the instructor and fellow students. The final version of the paper will be due at the end of the semester. It will be worth 30% of the 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](http://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](http://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](http://www.ds.uncc.edu).
- g. Cell phones: To be courteous towards classmates, students should turn off cell phones during class.

### 8. Probable textbooks or resources

The selection below is an example of the reading list for this course:

- Bornstein, Kate  
1995 Gender Outlaw: On Men, Women, and the Rest of Us. Vintage Press. New York.
- Lacquer, Thomas  
1992 Making Sex: Body and Gender from the Greeks to Freud. Harvard University Press: Cambridge.
- Fausto-Sterling, Anne  
1992 Myths of Gender: Biological Theories about Men and Women. Basic Books: New York.
- Kimmel, Michael  
2005 Manhood in America: A Cultural History. Oxford University Press.
- Herd, Gilbert  
1996 Third Sex, Third Gender: Beyond Sexual Dimorphism in Culture and History. Zone Books: New York.-articles instead of this one.
- Butler, Judith  
2006 Gender Trouble: Feminism and the Subversion of Identity. Routledge: New York.
- Hill-Collins, Patricia  
2005 Black Sexual Politics: African Americans, Gender, and the New Racism. Routledge: New York.
- Enloe, Cynthia  
2007 Globalization and Militarism: Feminists Make the Link. Rowman & Littlefield.

### 9. Topical outline of course content

- Week 1: Introduction, Syllabus, orientation to class content  
Week 2: Social Construction of Gender  
Week 3: History of Gender in the West

**Week 4: History of Gender in the West**

**Week 5: Critiques of Biological Essentialism**

**Week 6: Critiques of Biological Essentialism**

**Week 7: Third Genders**

**Week 8: Gender in Cross Cultural Perspective**

**Week 9: Masculinities**

**Week 10: Masculinities**

**Week 11: Intersections of Race, Class and Gender**

**Week 12: Intersections of Race, Class and Gender**

**Week 13: Intersections of Race, Class and Gender**

**Week 14: Gender and Globalization**

**Week 15: Gender and Globalization**

**Levy, Janet**

---

**From:** Wayland, Coral  
**Sent:** Monday, November 22, 2010 2:49 PM  
**To:** Levy, Janet  
**Subject:** WGST Supporting Email for Course and Curriculum Proposal

Hello Janet,

The purpose of this email is to document that the Women's and Gender Studies Program supports creating ANTH 5131, Culture Pregnancy, and Birth and ANTH 6612, Theoretical Approaches to Gender. Both of these course have been previously offered as WGST 4131/5131 (Culture, Pregnancy, and Birth) and WGST 6602 (Theoretical Approaches to Gender).

Sincerely,  
Coral Wayland

Coral Wayland, Ph.D.  
Director of Women's and Gender Studies and Assoc. Prof. of Anthropology

UNC Charlotte  
9201 University City Blvd.  
Charlotte, NC 28223

704-687-2290 (phone)  
704-687-3209 (fax)