

# 2012-2013 LONG SIGNATURE SHEET

**RECEIVED**  
10/26/12

Revised version  
**RECEIVED**  
11/21/12



**UNC CHARLOTTE**

Proposal Number:        ANTH 10-26-2012       

Proposal Title:        Add ANTH 6605 to M.A. in Anthropology       

Originating Department:        ANTH       

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
		10/26/12	Approved	<u>DEPARTMENT CHAIR</u> <i>Janet E. Levy</i> [print name here:] Janet E. Levy
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>Kent L. Brintnall</i> [print name here:] Kent L. Brintnall
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> <i>Chiff Scott</i> [print name here:] Chiff Scott
	4/29/12	4/29/12	Approved	<u>COLLEGE DEAN</u> <i>C. Brody</i> [print name here:] C. BRODY
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
10-24-12	12-4-12	12-4-12	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) <i>Rob Roy M. Gregor</i>
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

NEW GRADUATE COURSE

COURSE AND CURRICULUM PROPOSAL FROM DEPARTMENT  
OF ANTHROPOLOGY



**UNC CHARLOTTE**  
**LONG FORM**  
**COURSE AND CURRICULUM PROPOSAL**

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\*To: CLAS Course and Curriculum Committee  
Graduate Council

From: Department of Anthropology

Date: October 30, 2012

Re: New course, ANTH 6605, in Anthropology

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**II. CONTENT OF PROPOSALS**

**A. PROPOSAL SUMMARY.**

The Department of Anthropology proposes to add ANTH 6605, Evolutionary and Biological Anthropology, to the M.A. curriculum.

**B. JUSTIFICATION.**

1. This is one of several core courses in the M.A. in Anthropology, focusing on biological anthropology. This course (titled "Evolutionary Theory" at that time) was already approved in principle as part of the proposal for the M.A. in Anthropology, which has already been fully approved by the campus curriculum process and by the UNC General Administration.
2. Admission as a graduate student at UNC Charlotte is the only pre/co-requisite.
3. Course numbering at the 6000-level is appropriate for M.A.-level courses.

4. This is the last of the basic courses needed to implement the M.A. in Anthropology, which was inaugurated in August, 2011. The other courses were implemented through curriculum proposals processed in two separate sets in 2011.
5. This course has not been previously offered.

**C. IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. Graduate students in the M.A. in Anthropology will be impacted by this proposal, gaining an additional option for a core course. The course will be available as an elective to M.A. students from other programs (as are all M.A.-level courses in ANTH).
2.
  - a. This course will be taught once every 4 semesters, as described in the original M.A. proposal
  - b. Content and frequency of other courses will not be affected, as previously described and approved in original M.A. proposal.
  - c. Based on experience of the first three semesters of the M.A. in Anthropology, enrollment will be between 7 and 12 M.A.-level students.
  - d. Because we take care in scheduling M.A. courses in Anthropology, enrollment in other courses will not be affected. That is, we only have enough faculty to schedule the minimum number of courses needed by our graduate students in any one semester.
  - e. One update is needed in the program description of the MA in Anthropology: <http://catalog.uncc.edu/graduate-catalogs/current/MA-anthropology>. Under “Degree Requirements,” subsection labeled “Any two of the following”: The title of ANTH 6605 should be modified to read **Evolutionary and Biological Anthropology** (not “Evolutionary Anthropology”). There are no relevant articulation agreements.

### III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

- A. PERSONNEL.** Prof Jonathan Marks and Dr. Diane Brockman are both qualified to and interested in teaching this course. No additional personnel are needed.
- B. PHYSICAL FACILITY.** Adequate space is available, in Fret 419 and 415, space allocated to the Dept. of Anthropology.
- C. EQUIPMENT AND SUPPLIES:** Any additional supplies, which should be minimal, can be supported through the Anthropology Lab budget, which supports biological anthropology in the undergraduate program. Supplies in biological anthropology can be shared between undergrad and grad courses.
- D. COMPUTER.** Computer resources are adequate. There are desktop computers in Fret 415, with appropriate software for biological anthropology.

- E. **AUDIO-VISUAL**. No additional requirements for audio-visual facilities. The classroom podiums provide what is needed..
- F. **OTHER RESOURCES**. No other resources needed for this course. As noted above, the existence of this course has already been approved through the campus curriculum process for the overall proposal for the M.A. in Anthropology.
- G. **SOURCE OF FUNDING**. NA.

#### IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION**. Library holdings were assessed as “Adequate” by Bridgette Sanders on October 17, 2007. A copy of that form is attached.
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS**. No other consultation.

#### V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT**. The Graduate Committee of the Dept. of Anthropology approved this proposal on October 19, 2012 with no dissenting opinions.
- B. **CREDIT HOUR**. Review statement and check if applicable
  - The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).
- C. **ATTACHMENTS**
  1. **CONSULTATION**: Library consultation attached.
  2. **COURSE OUTLINE/SYLLABUS**: Boiler Plate Syllabus for New Graduate Courses attached.
  3. **PROPOSED CATALOG COPY**: Proposed catalog copy is included in the Boiler Plate Syllabus.
    - a. For a new course or revisions to an existing course, check all the statements that apply:
      - No\_ This course will be cross listed with another course.
      - No\_ There are prerequisites for this course.
      - No\_ There are corequisites for this course.
      - No\_ This course is repeatable for credit.
      - No\_ This course will increase/decrease the number of credits hours currently offered by its program.
      - \_No\_ This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

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

4. ACADEMIC PLAN OF STUDY: There is currently no Academic Plan of Study for the M.A. Program; our understanding is that this is not used for Graduate programs.
5. STUDENT LEARNING OUTCOMES: This course does not change the SLOs for the M.A. in Anthropology, nor the process of assessment, which is conducted through evaluation of thesis proposal, thesis, and oral defense. For your information, the SLOs for the MA in Anthropology are attached.
6. TEXTBOOK COSTS: The use of the on-line course management program, Moodle, allows us to use electronic resources for texts and other required readings.

## 1. ANTH 6605: Evolutionary and Biological Anthropology. (3)

### 2. Catalog Description:

**ANTH 6605. Evolutionary and Biological Anthropology. (3)** Discussion of theories, concepts, and controversies informing biological anthropology, including evolutionary theory as applied to primate and human evolution, behavioral ecology, genetics, and modern human variation. (Every other year)

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

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

- Develop an understanding of biological anthropology, its history, utility, and the strengths/ shortcomings of key analytical traditions.
- Gain knowledge of biological anthropology's contributions to and borrowings from broader theoretical trends.
- Gain experience in evaluating scholarly literature and how to critically evaluate the role of scientific empiricism in the development of evolutionary theory.
- Develop skills for making effective oral arguments/presentations for an academic audience.
- Learn how to write effectively and read critically about the role of evolutionary theory in shaping our current understanding of primate/human evolution, behavioral ecology, genetics, and human variation.

### 5. Instructional method: Seminar.

**6. Means of student evaluation:** The course will be graded as A/B/C/U. Grades will be based on class participation/discussion questions, literature summaries, research paper, and oral presentations.

*Class participation (20%):* 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 and formulate a list of three questions/thoughts related to the readings for that week.

*Article presentation and discussion (25%).* Students are expected to lead classroom discussion on an article related to the topic for that week. *Annotated bibliography (20%):* Students are expected to compile an annotated bibliography that summarizes any three of the readings from each week.

*Research paper (25%):* Students are expected to write a 15-page research paper (double-spaced, 12-pt font) on a course-related topic of their choice. These papers are designed to be an exercise in synthesis and critical thinking, not merely literature reviews of a topic.

*Oral presentation (10%):* On the last day of class, students are expected to give a 10-minute presentation of professional meeting quality on the topic of their research paper.

### 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, and more.

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. Diversity and Courtesy: Energetic discussion and disagreement is both acceptable and expected, but courtesy toward instructor, other students, and any visitors is also expected. The Department of Anthropology and UNC Charlotte are committed to fostering the education of all individuals regardless of gender, race, ethnicity, religion, sexual orientation, age, appearance, national origin, socio-economic background, or other kinds of difference. Students are expected to

respect diversity of individuals and opinions in the classroom and in on-line communication. For further information, you may consult the UNCC diversity website at: <http://diversity.uncc.edu/>.

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

Potential core texts:

- 1) Susan McKinnon, *Neo-Liberal Genetics*, 2006
- 2) R. Robbins and M. N. Cohen, eds. *Darwin and the Bible: The Cultural Confrontation*. New York: Pearson Education.
- 3) Landau, M. *Narratives of Human Evolution*. Yale University Press, 1993. 4) Michael P.
- 4) Muehlenbein, *Human Evolutionary Biology*. Cambridge University Press, 2010
- 5) Crickette Sanz, Josep Call, and Christophe Boesch, *Tool Use in Animals*. Cambridge University Press, 2013
- 6) Campbell, C. J., Fuentes, A., MacKinnon, K. C., Panger, M. and Bearder, S. K. *Primates in Perspective*, 2nd ed. Oxford University Press, 2010. 7) Bernard A. Wood, Lawrence B. Martin, 7) Peter Andrews, *Major Topics in Primate and Human Evolution*. Cambridge University Press, 2009.
- 8) Rees, A. *The Infanticide Controversy: Primatology and the Art of Field Science*. University Of Chicago Press, 2009.

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

#### *Anthropology*

Kroeber, A. L. (1950) Anthropology, *Scientific American* 183(3): 87-94(1950).

Boas, F. (1904) The history of anthropology, *Science*, 20:513-522 (1904).

Malinowski, B. (1926) Anthropology. *Encyclopedia Britannica* (1926).

Kuper, A. (1994) Culture, Identity and the Project of a Cosmopolitan Anthropology. *Man*, 29:537-554.

#### *Science*

Marks, J. (2007) On rescuing science from scientists. In: *The Joys of Teaching Anthropology*, ed. by P. Rice, C. Kottak, and D. MacCurdy. New York: McGraw-Hill, pp. 55-62.

Wade, N. (1977) Thomas S. Kuhn: Revolutionary Theorist of Science. *Science*, 197:143-145.

Broad, W. (1979) Paul Feyerabend: Science and the anarchist. *Science*, 206:534-537.

Landau, M. (1984) Human evolution as narrative. *American Scientist*, 72:262-268.

#### *Theory*

Schultz, E. (2009) Resolving the Anti-Antievolutionism Dilemma: A Brief for Relational Evolutionary Thinking in Anthropology *American Anthropologist*, 111:224-237.

Fuentes, A. (2009) A new synthesis: Resituating approaches to the evolution of human behaviour. *Anthropology Today*, 25:12-17.

#### *Adaptation*

Hooton, E. A. (1930) Doubts and suspicions concerning certain functional theories of primate evolution. *Human Biology*, 2:223-249.

Washburn, S. L. (1951) The new physical anthropology. *Transactions of the New York Academy of Sciences, Series II*, 13:298-304.

Lewontin, R. C. (1978) Adaptation. *Scientific American*, 239(3):212-230.

Harris, E. E. (2008) Searching the genome for our adaptations. *Evolutionary Anthropology: Issues, News, and Reviews*, 17:146-157.

#### *Systematics*

Marks, J. (2009) What is the viewpoint of hemoglobin, and does it matter? *History and Philosophy of the Life Sciences*, 31:239-260.

Mayr, E. (1981) Biological Classification: Toward a Synthesis of Opposing Methodologies. *Science*, 214:510 - 516.

#### *Primatology*

Harcourt, A. H. And Stewart, K. J. (2007) Gorilla Society: What We Know And Don't Know. *Evolutionary Anthropology*, 16:147-158.

Mitani, J. (2009) Cooperation And Competition In Chimpanzees: Current Understanding And Future Challenges.

*Evolutionary Anthropology*, 18:215-227.

Furuichi, T. (2011) Female Contributions to The Peaceful Nature Of Bonobo Society. *Evolutionary Anthropology* 20:131-142 (2011):

Rees, A. (2006) Ecology, Biology and Social Life: Explaining The Origins Of Primate Sociality. *Hist. Sci.*, (2006), 44:409-434.

Matsuzawa, T. And McGrew, W. C. Kinji Imanishi And 60 Years Of Japanese Primatology. *Current Biology*, 18:R587-R591.

#### *Fossils*

Ward, C. (2003) The evolution of human origins. *American Anthropologist*, 105:77-88.

Cartmill, M. (2002) Paleoanthropology: Science or mythological charter? *Journal of Anthropological Research*, 58:183-201.

Forth, G. (2005) Hominids, hairy hominoids and the science of humanity. *Anthropology Today*, 21:13-17.

Sommer, M. (2007) The Neandertals, in: Icons of Evolution. An Encyclopedia of People, Evidence, and Controversies, edited by Regal, B. Westport, CT: Greenwood, pp. 139-166.

*Human bio-cultural evolution*

Childe, V. G. (1946) Archaeology and anthropology. *Southwestern Journal of Anthropology*, 2:243-251.

Steward: Cultural evolution. *Scientific American*, 194: 69-80 (1954).

Lowie: Evolution in cultural anthropology. *American Anthropologist* 48:223- 233 (1946).

White: Evolutionism in cultural anthropology. *American Anthropologist* 49:400-413 (1947).

Ingold, T. (2007) The trouble with 'evolutionary biology'. *Anthropology Today*, 23:13-17.

Additional Periodical Resources:

- *American Anthropologist* (in library and in JSTOR)
- *American Journal of Physical Anthropology* (in library and in JSTOR)
- *American Journal of Primatology* (in library and in JSTOR)
- *Animal Behaviour* (in library and in JSTOR)
- *Antiquity* (in library and in JSTOR)
- *Behavioral Ecology & Sociobiology* (in library and in JSTOR)
- *Evolution and Human Behavior* (in library and in JSTOR)
- *Evolutionary Anthropology* (in library and in JSTOR)
- *Journal of Anthropological Research / Southwestern Journal of Anthropology* (in library and in JSTOR)
- *Journal of the Royal Anthropological Institute* (in library and in JSTOR)
- *Nature* (in library and on-line)
- *Proceedings of the National Academy of Sciences* (in library and on-line)
- *Proceedings of the Royal Society of London, B* (in library and on-line)
- *Science* (in library and on-line)
- *Trends in Ecology and Evolution* (in library and on-line)
- *Trends in Genetics* (in library and on-line)
- *Human Biology* (in library and on-line)

**9. Topical outline of course:**

- (1) Introduction
- (2) Anthropology
- (3) Science
- (4) Evolution (History)
- (5) Evolution (Theory)
- (6) Genetics
- (7) Adaptation
- (8) Systematics
- (9) Primatology
- (10) Fossils
- (11) Bio-cultural Evolution
- (12-16) Student presentations

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





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

**To: Janet Levy**

**From: Bridgette Sanders**

**Date: October 17, 2007**

**Subject: ANTH 6605– Evolutionary Theory**

**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 "Evolutionary Theory." A cursory search in the library's catalog, using the subject terms "Evolution," and the search terms "Evolutionary Theory," yielded over 400 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, Basic Biosis, Genetics Abstracts, and Blackwell Synergy. The addition of a major database in Anthropology would facilitate research both on and off campus

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

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

**Anthropology**  
**STUDENT LEARNING OUTCOMES 1-4**  
**SCORING RUBRIC**

SLO #1: Anthropology M.A. students will be able to apply anthropological literature to the analysis of an anthropological research problem or issue. Evaluated through thesis proposal or project proposal.

SLO #2: Anthropology M.A. students will be able to apply methodological skills to understand an anthropological research problem or issue. Evaluated through thesis or applied project report.

SLO#3: Anthropology M.A. students will be able to present research with effective written communication skills. Evaluated through thesis or applied project report.

SLO #4: Anthropology M.A. students will be able to present research with effective oral communication skills. Evaluated through oral defense of thesis or applied project report.

Note: Numbering of SLO #3 and SLO #4 is reversed from original report (annual report for AY 2011-12).

Elements	Unacceptable	Acceptable	Accomplished
<b><u>SLO #1 – problem definition and literature review (evaluated through research/practicum proposal)</u></b>			
Statement of problem	A clear problem is not expressed. No evidence is provided to support the significance of the study. The study is not linked to a theoretical perspective in anthropology.	A clear problem statement is provided. It is linked to a theoretical perspective in the field. There is a clear explanation of the relevance to the field. (Relevance may be applied/policy-driven or not, as is appropriate.)	The proposed work has the potential to make an original and significant contribution to the field. (Contribution may be applied/policy-driven or not, as is appropriate.)
Review of literature	The material reviewed is not relevant to the goals/focus of the study. The material reviewed is out of date, omits important work, or is insufficient. The quality of the material reviewed is marginal or not appropriate for scientific research.  In the case of applied projects, there is also no reference to policy implications	The literature review is well-organized . The review is thoughtful and clarifies the area of study, the theoretical perspective (or policy relevance in the case of applied projects), and the methodology. Cited materials are relevant and timely.	The literature review is well-organized, extensive, but well-focused . The review provides strong support for the aims of the project and the research design. The review integrates appropriate sources.  In the case of applied projects, the literature review includes effective attention to policy implications.
<b><u>SLO#2 – Method and analysis (evaluated through thesis or report)</u></b>			
Methodology	Methodology is not clear and/or methodology is not appropriate for research problem. There is no link between the methodology chosen and the theoretical perspective or policy relevance (in the case of applied projects).	The methodology is well-chosen and described to help solve the research problem. Problems with the methodology are clearly discussed. There is a clear link between methodology and theoretical perspective or policy relevance (in the case of applied projects).	The methodology is effectively linked to theoretical perspective or policy relevance (in the case of applied projects). The methodology contributes original and/or significant insights to the research area.

Analysis	The analysis is not appropriate or accurately described. The described methodology is not applied clearly. Little or no analysis, only description.	Described methodology is applied clearly. Analysis is described accurately. The author maintains distinctions between data and interpretations.	Described methodology is applied with clarity and originality necessary for publication in a refereed scholarly outlet. Rich analysis, with creative links to theoretical or policy (for applied projects) context.
Interpretations and Conclusions	Draws unrelated, inaccurate, or overstated conclusions, or does not provide conclusions. Does not provide implications for future research and/or practice.	Draws appropriate conclusions from analysis; provides interpretation that clarifies limitations of the study. Provides thoughtful implications for future research and/or practice.	Draws appropriate and insightful conclusions from analysis. Conclusions add an original conclusion to the knowledge base of the field, and contribute significantly to future research and/or practice.
<b><u>SLO #3 – Writing (evaluated through thesis/report)</u></b>			
Appropriate organization and format	Poor flow of topics; writer jumps confusingly from topic to topic; writer does not conform to AAA format (or other appropriate anthropological format).	Clear organization leads reader through paper in understandable way. Conforms to format from appropriate anthropological publication.	Clear structure organizes complex material and holds readers' attention; excellent flow from topic to topic. Structure effectively expresses a complex argument in a clear and engaging fashion.
Correct grammar and mechanics	Spelling mistakes; numerous grammatical mistakes; overly long and wordy sentences; does not use citation and referencing formats appropriate to anthropology.	Spell-checked by both human and computer. Minimal grammatical mistakes. Uses appropriate citation and referencing formats	Grammatically correct and interesting writing; attracts readers' attention; no mistakes with citations and references; publishable quality.
<b><u>SLO #4 – Oral presentation (evaluated through defense)</u></b>			
Content	Presentation has significant errors or omissions; disorganization limits audience's understanding. Responses to questions demonstrate lack of understanding.	Presentation has few errors or omission of content. Well-organized. Responses to questions demonstrate good understanding of literature and research findings.	Presentation is accurate and comprehensive. Flow and organization focuses audience's attention. Responses to questions demonstrate in-depth knowledge.
Verbal delivery	Presentation is erratically paced; audibility is poor; speaker does not engage audience; monotone. Incorrect grammar and frequent use of "um," "you know," or comparable filler	Steady pacing throughout; appropriate speed; avoids monotone; audibility is appropriate for space. Syntax and grammar are correct; rare use of "um" and other fillers.	Intonation and pacing attract audience attention and facilitate understanding; builds interest through presentation. Professional vocabulary, but does not overuse jargon. Appropriate for a scholarly meeting. Almost no use of filler words.
Non-verbal delivery	Unprofessional dress; lack of eye contact with audience; excessive gestures	Professional dress; appropriate eye contact; limited gestures that strengthen presentation.	Professional dress; good eye contact with audience; uses appropriate gesture to building interest. Presenter demonstrates confidence.