

Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

FACULTY SENATE MEETING
Monday, March 23, 1992

UC BALLROOM
3 P.M.
AGENDA

- I. Call to Order
- II. Approval of Minutes of February 24, 1992 meeting
- III. Additions to and/or deletions from the agenda
- IV. Senate President's Report - J. Michael Thomson
 - A. Budget Cuts Feedback
- V. Committee Reports
 - A. Benefits - Gary Scott (5 minutes)
 - B. Budget & Commonwealth Affairs - Dennis Lye (5 minutes)
 - C. Curriculum Committee - Mack Osborne (30 minutes)
 1. Program Change -
 - a. Biology - Voting Item (Enclosed last month)
 - b. Sociology & Anthropology - Voting Item (enclosed)*
 - c. Accountancy - Voting Item (enclosed)*
 2. General Studies
 - a) Race Gender Coursework (Voting item: Below)
"The UCC endorses the need for race/gender sensitivity throughout our curriculum, but not random inflation of new courses specifically dealing with either race or gender. This endorsement definitely does not include addition of race/gender courses to General Studies requirements."
(NOTE: Tabled Friendly Amendment of February 24 meeting disapproved unanimously by UCC)
 - D. Professional Concerns - Ray McNeil (5 minutes)
 1. Handbook Review
- VI. Old Business
- VII. New Business
- VIII. Adjournment

*** Voting Items enclosed for At-Large Senators only**

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Remaining Fy '91 - '92 Senate Meetings
3 p.m. UC Ballroom

April 20
May 14 (Noon)

Faculty Senate

Northern Kentucky University

Highland Heights, Kentucky 41099

MINUTES OF THE MARCH 23, 1992, 3:00 PM SENATE MEETING, BALLROOM

Senators present: Joseph Akbary, Valeria Amburgey, Mike Avey, Carole Bredemeyer, Gary Clayton, Y Datta, Tripta Desai, Sudesh Duggal, Nancy Firak, Chuck Frank, Stephen Goacher, Randy Holt, Vinay Kumar, Dennis Lye, Phil McCartney, Cheryl McKenzie, Ray McNeil, Margaret Myers, James Niewahner, L. MacKenzie Osborn, Terry Pence, Michael Prioleau, Brad Scharlott, Vince Schulte, Mark Stavsky, Jim Thomas, J. Michael Thomson, Bill Wagner, Stephen Walker, Wendy Wood.

Senators absent: Don Kelm, Sally Jacobsen, Mike King, Nan Littleton, Gary Scott,

Guests present: Tom Isherwood, Gayle Vaughn, Jerry Warner, Dennis Taulbee, Mary Ryan, Sandy Easton, Rosetta Mauldin

I. Call to order: 3:05 pm

II. Approval of minutes of February 24 1992 meeting

- no corrections, minutes approved as presented

III. Additions to and/or deletions from agenda:

- none

IV. Senate President's Report - Mike Thomson

1. Legislative update:

- NKU tried to get funding for the new science building (early commitment to), but was unsuccessful in both the house and senate. NKU can spend \$1.2 million of its own money, but we don't have it,
- Ceramic sculpture building still alive at this time, but status might change later
- \$400,000 for bond fund remains
- New procedures for RP&T files might be distributed as a result of the open-records act

2. Budget matters:

- NKU currently has \$1.6 million in scholarships, the administrative budget proposal listed \$58,600 as a "fixed cost increase" to prevent the scholarship fund from being eroded by inflation. A significant portion of the fund may be tied to reciprocity, the Administration will supply detailed information on scholarships to the Executive Committee.
- Health Insurance, (co-pay, the proposed delay period for new hires, and the generic drug rider) were discussed at length.
- The \$200,000 accounting error concerning summer school was debated. Recommendations were offered suggesting that it be spread out or picked up by the reserve fund.
- The reserve fund that serves as a "financial cushion" for contingencies has a current balance of about \$700,000.
- Mike Thomson suggested that he summarize the Senate's concerns on the summer school overrun, health insurance and demise of lectureships to the administration. Motion was made by Ray McNeil, seconded by Nancy Firak. Discussion ensued concerning the prioritization of health care vs lectureships, informal vote on priorities were as follows:

Lectureships over Health Care	7 votes
Health Care over Lectureships	9 votes
Equal treatment	12 votes

- Vote on motion for option three above: 14 for, 10 abstentions and negative votes. Vote for letter to be sent, yeas (voice vote) carried.

V. Committee Reports (and voting items):

A. Benefits - Gary Scott, Chair

- no report

B. Budget & Commonwealth Affairs - Dennis Lye, Chair

- Last meeting of the budget committee was 3/9/92. No further meetings scheduled because of the cooperation shown by the administration.
- The committee members welcome input from the faculty on any aspect of the current budget developments.

C. Curriculum - Mac Osborne, Chair

- Voting item: Race and Gender
 - Amendment to race and Gender issue offered, Ray McNeil moved to delete everything after the comma in the first sentence, Mike Avey seconded.
 - Randy Holt moved to table the discussion and the Amendment, motion seconded
- VOTE: Yes: 14 No: 4 Amendment tabled***
- Biology voting item passed by voice vote
- Remaining voting items (Sociology/Anthropology, Accountancy) not acted on for lack of a quorum

D. Professional Concerns -- Ray McNeil

- Revised edition of the Faculty Handbook to be available in April
- Need formal amendments (in writing to be made at the April meeting for consideration by the PC committee.

VI. Old Business- None

VII. New Business - None

VIII. Adjournment: 4:35 pm

Minutes submitted by Gary Clayton, Secretary

DEPARTMENT OF BIOLOGICAL SCIENCES
NORTHERN KENTUCKY UNIVERSITY
HIGHLAND HEIGHTS, KY 41099-0400

MEMORANDUM

November 20, 1991

To: University Curriculum Committee

From: Jerry W. Warner

Subject: Departmental Selective Admissions Policy

During the spring semester of 1991, several members of our faculty began to develop a selective admissions policy for the Department of Biological Sciences. The motivation for this policy is that we, with over 300 majors, frequently have majors show up who are poorly prepared for such a major and, thus, have very little chance of being successful without extensive remedial or preparatory work. Their deficiencies are often not recognized until they develop severe academic difficulties.

Our policy will do several things which should help to improve this situation. First, it will send a strong message to area high school students that they must complete the pre-college curriculum while in high school. To come without it will cost them money as well as increase the length of time that it will take them to complete all degree requirements by possibly a year or more. Second, we have already collected solid data which indicates that mastery of mathematics is an important predictor of performance in the biology program. In fact we have already added a mathematics prerequisite to our introductory biology courses (BIO 150 and 151). A third reason for the institution of this policy is that increases in student enrollment in recent years have pushed the number of class sections and the size of classes to new levels while physical facilities (laboratories and laboratory equipment) and operating budgets have remained relatively constant.

It is not our intention to lock students out of the possibility of a degree in biology. But, we do feel that we are somewhat obligated to make sure that they are adequately prepared and that they have a reasonable chance of success when we accept them as majors. Those students who do not meet departmental eligibility requirements would be able to indicate that they are pre-biology majors and would be advised and counseled by Advising and Curriculum for Entering Students (ACES). While there, they will be advised about the deficiencies which they need to correct in order to become a biology major.

Another advantage of this policy is that our Departmental Admissions Committee will get to know eligible students much earlier than usual and that from the selection process we will develop good advising folders on all new majors. This should help

us to further improve the quality of our advising program. The long term dividend of this policy is that we expect to see considerable improvement in the quality of our majors and we feel that we will be better able to support them.

I thank you for your consideration of this proposed policy. I hope that you will agree with us that it is a desirable move and that you will grant your approval.

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Our policy will do several things which should help to improve this situation. First, it will send a strong message to areas high school students that they must complete the pre-college curriculum while in high school. To come without it will cost them money as well as increase the length of time that it will take them to complete all degree requirements by possibly a year or more. Second, we have already collected solid data which indicates that mastery of mathematics is an important predictor of performance in the biology program. To that we have already added mathematics prerequisites for our introductory biology courses (BIO 139 and 141). A third reason for the initiation of this policy is that increases in student enrollment in recent years have pushed the number of class sections and the size of classes to new levels within physical facilities (laboratories and laboratory equipment) and operating budgets have remained relatively constant.

It is not our intention to lock students out of the possibility of a degree in biology. But we do feel that we are somewhat obligated to make sure that they are adequately prepared and that they have a reasonable chance of success when we accept them as majors. Those students who do not meet departmental minimum requirements would be able to indicate that they are pre-biology majors and would be advised and encouraged by advising and Curriculum for Entering Students (ACES). While there, they will be advised about the deficiencies which they need to correct in order to become a biology major.

Another advantage of this policy is that our Departmental Admissions Committee will not be asked to select students much earlier than usual and that the selection process we will develop should be a more equitable one. This should help

**RATIONALE AND JUSTIFICATION FOR SELECTIVE ADMISSIONS IN
THE DEPARTMENT OF BIOLOGICAL SCIENCES**

Beginning in Fall semester 1992, the Department of Biological Sciences at Northern Kentucky University will become a selective admissions department. This means that students wishing to declare any major area of study offered by the department must first meet specific admissions standards. The formation of an Admissions Committee and the adoption of admissions criteria for students are justified for the following reasons.

1. We feel that a complete pre-college curriculum is essential for successfully completing the rigorous course requirements in our department. Secondly, we also know that mastery of mathematics is an important predictor of performance in the biology program. Rather than enrolling all students and then advising them into remedial courses (specifically mathematics courses), we hope to send a message to the local high schools that students wishing to enter our program must complete the pre-college curriculum. Over the long-term, student quality in our department should improve.
2. The Department of Biological Sciences is attempting to improve its academic reputation. Selective admission, over the long-term, is one way to do this. Hopefully we will be able to attract the highly motivated and accelerated students that would normally go to other universities.
3. Increases in student enrollment over the last several years have pushed class size and class number to new levels while physical facilities (i.e., laboratories and laboratory equipment) have remained relatively constant. In order to optimize facilities and faculty resources, we need to stabilize enrollment at least until the time when our space and equipment needs catch up with student populations.

CHECKLIST FOR ADMISSION TO THE BIOLOGY PROGRAM

To be considered for admission to the biology program at Northern Kentucky University, students should arrange to have the following information delivered to the Admissions Committee: a completed Declaration of Major form, a transcript of all high school and college-level coursework, an official statement of high school grade-point average (GPA), and official scores from college entrance examinations. Students must demonstrate acceptable levels of performance in all three areas below in order to be admitted. Prior to admission, students may declare pre-biology as a major. Until the time that admission to the biology program is granted, students may enroll in 100- and 200-level biology courses only.

	Accept	or	Not
A. <u>HIGH SCHOOL GPA</u>			
Is the overall high school GPA greater than or equal to a C? (i.e. ≥ 3.00 on a scale of 5 or ≥ 2.00 on a scale of 4)	_____		_____
B. <u>COLLEGE ENTRANCE EXAMINATIONS</u>			
Is the Mathematics ACT > 20? and	_____		_____
Is the Reading ACT > 20? and	_____		_____
Is the Science Reasoning ACT > 50 percentile?	_____		_____
C. <u>PRE-BIOLOGY CURRICULUM</u>			
1. Does the student have high school coursework (grade C or higher) in at least five of the following seven areas? algebra I, algebra II, geometry, calculus, chemistry, physics, and biology.	_____		_____
or			
2. Has the student completed at least two college-level courses that count toward the biology degree requirement at Northern Kentucky University and earned grades of at least a B and a C? (see list of accepted courses below)	_____		_____

Exceptions: Non-traditional students (here defined as individuals graduating from high school at least 5 years prior to this application) and those students who fail to demonstrate acceptable levels in one or more of the above areas may achieve entrance into the program by earning grades of at least a B and a C in two selected college level courses that count toward the biology degree requirement at Northern Kentucky University. Acceptable courses are BIO 150, CHE 120, MAT 120, MAT 205, PHY 211, and PHY 220.

Approved by the Department of Biological Sciences on September 13, 1991.

We propose that the following changes be made in the Applied Sociology/Anthropology Degree Program [ASAN]:

- 1) Change the program name to Applied Cultural Studies.
- 2) Rearrange and streamline course requirements to ensure that the program in fact integrates the sociological and anthropological perspectives.
 - a) Require students to take ANT 325 (Applied Anthropology), eliminating the option to take SOC 322 (Applied Sociology);
 - b) Maintain the Core Requirements component of the program but change the Topical Areas, Perspectives, and Skills Areas components to the Sociological Perspective, the Anthropological Perspective, and Topics in Cultural Diversity.
 - c) eliminate Juvenile Delinquency (SOC 202), Sociology of Corrections (SOC 203), Police and Society (SOC 208), and Criminology (SOC 305) as choices.
 - d) add World Cultures (ANT 201), Peoples of Africa (ANT 240), Peoples of Latin America (ANT 245), Japanese Culture and Society (ANT 220), and Canadian Society (SOC 302) as choices.
- 3) offer a minor in Applied Cultural Studies

Rationale
for
Proposed Changes

With the exception of the Core Requirements component of the Applied Sociology/Anthropology Program, students have considerable flexibility in how they choose to fulfill the remaining requirements. In fact, the choice is structured in such a way that students can now complete all the requirements for an ASAN degree and take only two courses in anthropology (ANT 100: Cultural Anthropology and ANT 340: Ethnographic Methods). Although the students in the ASAN program are attracted to the integrative promise of the program, they end up taking mostly sociology courses. We trace this to two factors: 1) All students in the program must take SOC 320 (Social Research) and SOC 321 (Applied Social Research). They then have the option of taking either SOC 322 (Applied Sociology) or ANT 325 (Applied Anthropology). Almost everyone in the program opts to take SOC 322 instead of ANT 325 because they have taken the two courses of the three-course research sequence from a sociologist and it makes sense to them to finish the sequence in that discipline (i.e., they are familiar with instructor expectations, they fear changing professors). 2) The ASAN program offers eight 200-level sociology courses and only one 200-level anthropology course. Because students often take 200-level courses as second-semester freshman

and as sophomores they have accidentally "chosen" sociology courses to complete the Topical Areas component of the program.

It is for these reasons that we propose the changes listed above. The name change from Applied Sociology/Anthropology Degree Program to Applied Cultural Studies retains the applied focus but demonstrates the shared interest in culture that both disciplines have. Furthermore the name reflects more accurately and succinctly the core objective of the ASAN program which is to provide students with broad background in the logic and methods of social research so that they have the skills to conduct research in diverse cultural settings. Such a background is important in light of the increase in service and information-oriented occupations and in the context of a global economy and an increasingly diverse American workforce.

We eliminate the option to take ANT 325 or SOC 322 so we can be sure that students are sure to be exposed to practical uses to which anthropology can be put in solving problems through research, policy, development, and administration. We believe that students acquire knowledge of the practical uses to which sociology can be applied in SOC 320 and SOC 321.

We eliminate criminology courses (point 2c above) because many are 200-level and because students interested in criminology are likely to major, minor, or concentrate in the new Justice Studies Program. We add ANT 201, ANT 220, ANT 240, ANT 215, and SOC 302 because they strengthen the course offerings in the new component, Topics in Cultural Diversity.

We eliminate the Skills component and replace it with Topics in Cultural Diversity because we need a component that reflects the shared interests of both disciplines. Although we consider the courses in the Skills areas to be important, as it now stands students choose two among eight possible courses which means that they can come away with 28 combinations of courses. In addition, we believe that students are exposed to these "skills" in other ASAN course requirements or that they are likely to take them as part of their general requirements. For example, we require MAT 205 so we feel comfortable eliminating MAT 110 or MAT 111 as choices. Students also receive a solid background in computers and software packages in SOC 320 and SOC 321 so we are comfortable with eliminating IFS 100 as a choice. In addition, students take four research methods courses (SOC 320, SOC 321, ANT 325, and ANT 340) and two research practicums which require proposal and report writing and which incorporate essential reasoning skills. Finally, we believe that interested students can choose to take BUS 100, BUS 210 and PAD 300 as electives.

In view of the increase in service and information jobs, the increased interdependence among the nations of the world, and the increasing diversity of American population, we have decided to offer a minor in applied cultural studies. In our view this minor would enhance the overall marketability of any major.

Program Requirements under this renewed integrative vision are as follows (old requirements are listed in the appendix)

Core Requirements

Students are required to complete each of the following courses (21 semester hours).

SOC 100	Introductory Sociology
ANT 100	Cultural Anthropology
MAT 205	Elementary Statistics
SOC 320	Social Research
SOC 321	Applied Social Research
ANT 325	Applied Anthropology
ANT 340	Ethnographic Methods

The Sociological Perspective

Students must complete at least 6 semester hours from the following courses. Other courses may fulfill the requirements for this area with written approval of the program coordinator and the department chairperson.

SOC 303	Social Psychology
SOC 307	Social Stratification
SOC 308	Social Organization
SOC 310	Social Change
SOC 315	Marriage and Family
SOC 318	Occupations
SOC 322	Applied Sociology
SOC 330	Sociological Theory
SOC 335	Popular Culture
SOC 340	Population
SOC 360	Technology and Society
SOC 380	Deviance and Social Control
SOC 400	Urban Society (Same as ANT 400 in 92-93 catalog)
SOC 425	Political Sociology
SOC 450	Medical Sociology
SOC 490	Sociology of Law

The Anthropological Perspective

Students must complete at least 3 semester hours from the following courses. Other courses may fulfill the requirements for this area with written approval of the program coordinator and the department chairperson.

ANT 317	Ecological Anthropology (in 92-93 catalog)
ANT 345	Environmental Anthropology
ANT 312	Social Organization
ANT 330	People in Cities (ANT 400/SOC 400 in 92-93 catalog)

ANT 401 Culture Theory

Topics in Cultural Diversity

Students must complete at least 9 semester hours from the following list of courses. The nine semester hours can not be in only one discipline. Other courses may fulfill the requirements for this area with written approval of the program coordinator and the department chairperson.

ANT 201 World Cultures
SOC 213 Sociology of Aging
ANT 220 Japanese Culture and Society
ANT 231 Modern American Indians
ANT 250/SOC 250 Women in Society
or ANT 251 Sex Roles and Culture
ANT 240 Peoples of Africa
ANT 245 Peoples of Latin America
SOC 300 Race & Ethnic Relations
or SOC 301/ANT 301 World Patterns of Race & Ethnicity
SOC 302 Canadian Society
ANT 320 Religion and Culture

Practicum Area

Students must complete each of the following courses (7 semester hours).

SOC/ANT 460 Practicum Preparation
SOC/ANT 461-462 Research Practicum I and II

The Minor In Applied Cultural Studies

A minor in applied cultural studies is awarded to students completing at least the following:

a. Four core courses: Introductory Sociology (SOC 100), Cultural Anthropology (ANT 100), Social Research (SOC 320), and Applied Anthropology (ANT 325) or Ethnographic Methods (ANT 340).

b. Three Topic in Diversity Courses (The three courses can not be in one discipline).

ANT 201 World Cultures
SOC 213 Sociology of Aging
ANT 220 Japanese Culture and Society
ANT 231 Modern American Indians
ANT 250/SOC 250 Women in Society
or ANT 251 Sex Roles and Culture
ANT 240 Peoples of Africa
ANT 245 Peoples of Latin America
SOC 300 Race & Ethnic Relations

or SOC 301/ANT 301 World Patterns of Race & Ethnicity
SOC 302 Canadian Society
ANT 320 Religion and Culture

THE MAJOR IN APPLIED SOCIOLOGY AND ANTHROPOLOGY

The objectives of the program in applied sociology and anthropology are to provide students with a broad background in the logic and methodologies of social research, to conduct social research in different settings, and to gain the academic background necessary to pursue graduate work. To accomplish these objectives, students take introductory and basic methods courses in sociology and anthropology, applied courses in one of the two disciplines, individually selected content courses in particular topic areas, and selected courses leading to skills useful in applied careers. The capstone of the program is on-the-job experience in gathering and analyzing data, and reporting the results in an agency or institution through the practicum courses. Practica are arranged for students in close association with the program coordinator. An overall grade-point average of at least 2.00 must be maintained in courses for the major.

Program Requirements

Requirements for the major in applied sociology and anthropology leading to the degree of Bachelor of Science are listed below.

Core Requirements

Students are required to complete each of the following courses (21 semester hours).

- SOC 100 Introductory Sociology
- ANT 100 Cultural Anthropology
- MAT 205 Elementary Statistics
- SOC 320 Social Research
- SOC 321 Applied Social Research
- SOC 322 Applied Sociology (or ANT 325 Applied Anthropology)
- ANT 340 Ethnographic Methods

Topical Areas

Students must complete at least 6 semester hours from the following courses. Other courses may fulfill the requirement for this area with written approval of the program coordinator and the department chairperson.

- SOC 202 Juvenile Delinquency
- SOC 203 Sociology of Corrections
- SOC 205 Current Social Issues
- SOC 208 Police and Society
- SOC 213 Sociology of Ageing
- ANT 231 Modern American Indians
- ANT 250/SOC 250 Women in Society
- ANT 251 Sex Roles and Culture
- SOC 300 Race and Ethnic Relations
- SOC 305 Criminology
- SOC 315 Marriage and the Family
- SOC 335 Popular Culture
- ANT 345 Environmental Anthropology
- SOC 360 Technology and Society
- SOC 425 Political Sociology
- SOC 450 Medical Sociology
- SOC 490 Sociology of Law

Perspectives

Students must complete at least 6 semester hours from the

sociological perspective or the anthropological perspective.

The Sociological Perspective

- SOC 301 World Patterns of Race and Ethnicity
- SOC 303 Social Psychology
- SOC 307 Social Stratification
- SOC 308 Social Organization
- SOC 310 Social Change
- SOC 318 Occupations
- SOC 330 Sociological Theory
- SOC 340 Population
- SOC 380 Deviance and Social Control
- SOC 400 Urban Society

The Anthropological Perspective

- ANT 294 Cultural Ecology
- ANT 301 World Patterns of Race and Ethnicity
- ANT 312 Social Organization
- ANT 320 Religion and Culture
- ANT 330 People in Cities
- ANT 401 Culture Theory

Skill Areas

Students must complete at least 6 semester hours from the following courses. Other courses may fulfill the requirement for this area with written approval of the program coordinator and the department chairperson.

- BUS 100 Introduction to Business (or BUS 210 Women in Business)
- IFS 100 Introduction to Computer Information Systems
- MAT 110 Introductory Probability (or MAT 111 Introductory Linear Mathematics)
- PHI 164 Practical Reasoning
- PAD 300 Introduction to Public Administration
- ENG 347 Technical Writing

Practicum Area

Students must complete each of the following courses (7 semester hours).

- SOC/ANT 460 Practicum Preparation
- SOC/ANT 461-462 Research Practicum I and II

General Studies Requirements

Courses in the applied sociology and anthropology program that may be used to satisfy general studies requirements are: behavioral sciences—SOC 100, SOC 205, ANT 100, ANT 231; mathematics—MAT 205, MAT 110, MAT 111; and non-western perspective—ANT 231.

ANTHROPOLOGY

Anthropology is the investigation of humankind—past and present. Specifically, it includes the subfields of cultural anthropology—study of the great variety of societies and cultures in the world today; archaeology—study of past societies and cultures; physical anthropology—study of the origin and biological nature of humans; anthropological linguistics—study of language and its relationship to culture; and applied anthropology—the use of anthropological knowledge to help solve practically oriented problems. Through these subfields, anthropology explains difference and similarities among all human groups, at all times, and in all places.

Courses in anthropology are designed to provide

Anthropology 100
Cultural Anthropology
Spring 1992

Dr. Barbara Thiel
Office: Landrum 248
Phone: 572-5524, 572-5259
Office Hours: MW 2:00-3:00
MWF usually 12:00-1:00,
or by appointment

Cultural Anthropology is the study of the various types of cultures of all groups of people throughout the world. This includes such aspects as economics, language, kinship, political organization, and religion and magic. The types of societies anthropologists study range from small bands, tribes, chiefdoms, to complex modern civilization. In this course we will study a variety of types of cultural practices in different types of societies throughout the world.

TEXTBOOK: Cultural Anthropology, 6th edition, by William A. Haviland
The Forest People, by Colin Turnbull

The following is a list of lecture topics and assigned readings. There are approximately 30 pages of assigned reading per week. Readings are to be completed by Friday of the week for which they are assigned.

<u>Week Of</u>	<u>Topic</u>	<u>Chapter</u>
Jan. 13	Nature of Anthropology	1
Jan. 20	Concept of Culture	2
Jan. 27 & Feb 3	Physical evolution, early hominids	3
Feb. 10	Cultural evolution	3
Feb. 17	Language	4
Feb. 24	Culture and Personality	5
Mar. 2	Subsistence patterns	6
Mar. 9	Economics	7
Mar. 23	Marriage and the Family	8, 9
Mar. 30, Apr. 6	Kinship, Social Organization	10, 11
Apr. 13	Political organization, social control	12
Apr. 20	Religion and Magic	13
Apr. 27	The Arts	14
May 4	Cultural Change	15

COURSE REQUIREMENTS:

1. Tests. The probable dates are:
Feb. 12 Will cover material presented in lectures, films, and the textbook from the beginning of the course through Feb. 10.

Mar. 13 Will cover material presented from Feb. 14 through Mar. 11.

Apr. 13 Will cover material presented from Mar. 23 through Apr. 10.

2. An assignment on the book The Forest People is due April 24.
3. A final examination will be given. About half the exam will cover material presented from April 15 through May 4, the other half will cover the more important concepts presented throughout the course.

Grade percentages:	1st test-----	20%
	2nd test-----	20%
	3rd test-----	20%
	Assignment on Forest People-----	10%
	Final Exam-----	30%

Grading scale:	A = Excellent	90-100
	B = Good	80- 89
	C = Average	70- 79
	D = Poor	60- 69
	F = Failure	below 60

There may be some variation in the above grading scale.

Makeup tests will be given only in cases of extreme illness or other dire misfortune. Arrangements must be made by the student to take a makeup test within two weeks following the regular test date. Students must notify the instructor before the time of the test that he or she will not be able to take the test at the regular time, or ten points will be deducted from the makeup test grade.

Class attendance is not required, but material for which students are responsible will be covered in class that is not in the textbook, so regular class attendance is to the student's advantage.

Extra Credit: Read an ethnography and write a report. Both the book and the format of the report must be approved by the instructor. Up to five points will be added to the course grade score.

Cheating: Cheating is giving or receiving help on a test from another person either verbally, in writing, or by sign, from one's own or someone else's notes or text during a test, by looking at someone else's test answers during a test, or by

other means. Cheating will not be tolerated. A student who cheats on a test or exam will receive a grade of zero for that test or exam, and may receive an F for the course.

If a student knows that another student is cheating, he or she should inform the instructor.

Each student must do his or her own work on the Forst People assignment. If I receive two assignments that are sufficiently the same I will assume that the students collaborated. Each student will receive a zero for the assignment and may receive an F for the course.

January 31 is the last day to withdraw without a grade appearing on the student's record.

March 6 is the last day to drop a course with a grade of W.

In extreme circumstances a student may late withdraw.

If necessary, this syllabus may be changed by the instructor.

CATALOG INFORMATION - COURSE CHANGE FORM

1. CURRENT CATALOG INFORMATION: ANT 100 Cultural Anthropology (3,0,3) Definition and nature of culture, its content and structure (e.g. kinship, politics, and religion); basic field methods; emphasis on non-western cultures. A general studies course (behavioral sciences).

2. Current CIP Code

450201

Proposed CIP Code

450201

3. PROPOSED COURSE CHANGE(S) INCLUDE(S):

1) Number _____

4) Prerequisite/Cosquisite _____ (circle one)

2) Title _____

5) Description x

7) Deletion of this course _____

3) Hours _____

6) Designator _____

8) Addition of computer usage _____

Note: Course Change: Any two of the first five
New Course: Three or more of the first five

4. PROPOSED CATALOG INFORMATION: (To be exactly as it is to appear in the catalog, double-spaced, complete, etc.; limit course description to 50 words)

ANT 100 Cultural Anthropology (3,0,3) Definition and nature of culture, its content and structure (e.g. kinship, politics, and religion); basic field methods; ~~emphasis on non-western cultures.~~ A general studies course (behavioral sciences and non-western perspective).

J. W. T. 6 Feb 92
University Editor Signature

5. JUSTIFICATION: The course change is that it is being listed as a non-western perspective because it fulfills the criteria for a non-western course. The course is about living peoples, cultural traditions, and belief systems that have developed outside of the influence of the western cultural tradition.

APPROVAL FORM FOR A NEW DEGREE PROGRAM/MINOR OR CHANGE/DELETION OF A PROGRAM

1. Department Submitting Proposal: SOCIOLOGY, ANTHROPOLOGY, AND PHILOSOPHY
2. Action Proposed: (a) _____ New Degree Program (c) XX New Minor
(b) XX Program Change (d) _____ Program Deletion
3. Title of Proposed New Degree/Minor or Program to be Changed/Deleted: APPLIED CULTURAL STUDIES
(was Applied Sociology & Anthropology) and MINOR IN APPLIED CULTURAL STUDIES

4. Proposed Date of Initiation (Semester and Year): Fall, 1992 or as soon after as possible

5. Originator(s) of Proposal: Joan Ferrante and the Applied Soc. & Anthro. faculty

6. Approvals:

Departmental Curriculum Committee	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	<u>Joan Ferrante</u>	<u>2-19-92</u>
			Chairperson	Date
Departmental Chair	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	<u>[Signature]</u>	<u>24 Feb 92</u>
			Chairperson	Date
Teacher Education Committee (if appropriate)	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____	_____
			Chairperson	Date
College Curriculum Committee	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____	_____
			Chairperson	Date
Dean	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____	_____
			Dean	Date
University Curriculum Committee	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____	_____
			Chairperson	Date
Graduate Council (if appropriate)	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____	_____
			Chairperson	Date
Faculty Senate (if appropriate)	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____	_____
			President	Date
Provost	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____	_____
			Provost	Date
President (if appropriate)	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____	_____
			President	Date
Board of Regents (if appropriate)	<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	_____	_____
			Chairperson	Date

Distribution: Registrar, Department Chair, Dean, Provost, University Curriculum Committee Chair, and/or University Editor