Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Anthropology

Course Number: ANTY 122

Course Title:

Type of Request: New One-time Only Renew* Change Remove

Rationale: This a foundation course for the anthropology major and the cultural and ethnic diversity option.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

II. ENDORSEMENT / APPROVALS

* Instructor: Gregory R. Campbell
  Phone / Email: 243-2478/ gregory.campbell@msou.montana.edu

Program Chair: Tully Thibeau
Dean: Christopher Comer

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;

   N/A *Since the course has not changed since the last review and is taught by the same tenure-track faculty member, the instructions state that I may skip sections III-V.
2. analyze individuals, groups, or social problems and structures; and/or

N/A *Since the course has not changed since the last review and is taught by the same tenure-track faculty member, the instructions state that I may skip sections III-V.

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

N/A *Since the course has not changed since the last review and is taught by the same tenure-track faculty member, the instructions state that I may skip sections III-V.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

N/A *Since the course has not changed since the last review and is taught by the same tenure-track faculty member, the instructions state that I may skip sections III-V.

2. use theory in explaining these individual, group, or social phenomena; and/or

N/A *Since the course has not changed since the last review and is taught by the same tenure-track faculty member, the instructions state that I may skip sections III-V.

3. understand, assess, and evaluate how conclusions and generalizations are justified based on data.

N/A *Since the course has not changed since the last review and is taught by the same tenure-track faculty member, the instructions state that I may skip sections III-V.
VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED?  Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

1. Student General Education learning goals and performance are measured by two multiple-choice examinations. Each examination consists of 50 questions worth two points per correct answer (100 point examination). Each test is designed to assess the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships as it relates to the impact of race and minority status among major U.S. ethnic groups.

2. Prior to each exam, students are given a study guide containing terms associated with the nature, structure, and historical development about the social phenomena of race, ethnicity, and racism. Students also attend an in-class review session to ask questions, clarify issues, and gain a broader understanding of the concepts and events that affect human behavior, organizations, and societal relationships.

3. Students are afforded the opportunity to extend their comprehension of U.S. race and ethnic relations by selecting one or more recommended readings and writing a book review that will broaden their understanding of selected issues.

4. At the conclusion of the course through lectures, readings, questions and discussions as well as testing, students will comprehend the political economic nature, structure, and historical development of race and ethnicity in the United States and how those constructs have affected societal relationships. Acquire a basic understanding the role of critical race theory in explaining social phenomena using qualitative and quantitative data to assess and evaluate the significance of race and ethnicity as social phenomena.

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS
[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.

2.

3.
C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)
D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]
Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
Course: Anthropology 122S: Race and Minorities
Professor: Gregory R. Campbell
Office: Social Science Building, Room 231
Office Phone: 243-2478
gregory.campbell@mso.umt.edu

Course Description: Race, ethnicity, and minority statuses are powerful cultural and social constructs in American society. This course will explore from a critical anthropological perspective the concept of race to assess its validity as a biological and socio-cultural category. In the latter portion of the course, we will examine the relationship between race, ethnicity, and minority status among the major ethnic groups of the United States, outlining their political, economic, and cultural struggles for societal equality.

Course Objectives: 1. Students will comprehend the political economic nature, structure, and historical development of race and ethnicity in the United States and how those constructs have affected societal relationships. 2. Students will understand the role of critical race theory in explaining social phenomena. 3. Students, employing qualitative and quantitative data, will assess and evaluate the significance of race and ethnicity as social phenomena.


Course Reading Assignments: Students are required to read materials as assigned in class by the instructor. You are responsible for all the materials, including movies, for the tests.

Optional texts: The works below offer you supplemental reading and insight into issues of race, racism, and ethnicity. Those of you that are interested in acquiring a more in-depth comprehension select topics discussed in class should read and have these works in your library.


Rodriguez, M., Rethinking the Chicano Movement. Routledge Press.


Extra credit: For those who would like to strive for a superior grade, a student can obtain one or more of the optional readings and write a critical book review. The book review must by 3.5 to 5 double spaced pages. The review must address the following: What the book was about, how the work relates to the course content, and a substantive opinion about the work. The extra credit will be worth 20 possible points per book. The assignment is due the last lecture day of class. No late assignments will be accepted after that day.
Course requirements: There are two multiple choice exams during the course, a midterm (100 points) and final (100 points). Students, prior to the test will be provided a study guide and an in-class review session will be held to provide an opportunity to clarify and gain a broader understanding of the concepts, associated events, and issues. Grading is on a straight point system.