New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed):
Example: PHL 361 RH

ANTY 221 IS

Course Title:
Anthropology, Pop Culture and Everyday Life
First Semester to be Offered:
Spring 2014

Submitted by:
Tomomi Yamaguchi
994-7288 iyamaguchi@montana.edu

Submitter's Contact Info: Phone, Email:
Instructor:
Larry Carucci, Tomomi Yamaguchi, Jelani Mahiri

Department:
Sociology and Anthropology

College:
L&S

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.
Instructor checks for "equivalent" course in the MUS system and recommends a common or unique course number.

Department Head's signature indicates that course has been approved by the process used within the Department.
The Chair of the College Curriculum Committee signs to indicate College academic approval.
The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost's Office server for distribution to other committees.
Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)
Provost's Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review, Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

APPROVALS

Tomomi Yamaguchi
Registrar
9/18/2013

Submitter *
9/18/13

Department Head *

Chair, College Curriculum Comm. 

Dean *
10/8/13

Chair, Core Subcommittee (if app.)

Chair, CPC

Assoc. Provost *

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qtools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

Course Title: Anthropology, Pop Culture and Everyday Life
Abbrev. Course Title (≤ 30 char): Anth, Pop Cult, Everyday Life
Credits: 3
Department Offering Course: Sociology and Anthropology
College: L&S

Is this course “equivalent” to a course in the MUS System?: ☐ Yes ☐ No

Learning Outcomes for the Course:

1. Demonstrate basic knowledge of sociocultural anthropological principles and practices
2. Explain and apply core sociocultural anthropological approaches and concepts
3. Assess and understand variations in cultural beliefs and social practices in the U.S. and around the world through interpretation of ethnographic and popular cultural materials
4. Understand and explain interactive relationships in anthropological research, writing, and interpretation
5. Understand and analyze critically popular cultural representations using anthropological theories and perspectives
The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

ANTY 221 IS
Anthropology, Pop Culture and Everyday Life

Course Title (for Catalog): Anthropology, Pop Culture and Everyday Life

First Semester to be Offered: Spring 2014

Restricted Entry/Consent of Instructor Required: Yes

Instructor’s GID (last 4 digits only): 5676

Department Offering Course: Sociology and Anthropology

College: L&S

Is the requested course number available? (x4155 to check): Yes

Frequency of course offering: Annually

Semester(s) offered (check all that apply): Summer

Summer Options (check all that apply): First 6 weeks

Credits by mode of instruction: Lecture: 3

Seminar: 

Independent Study: 

Lab/Studio: 

Recitation/Discussion: 

TOTAL CREDITS: 3

Primary Mode(s) of Delivery: Face-to-face

Web-Enhanced (small on-line comp.)

On-Line Only

Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s): M Tu W Th F Sa Su

Assigned Time(s): 13:10-14:00

Assigned Building: Roberts

Assigned Room: 218

Capacity (room capacity, or enrollment “cap”): 50

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s): none

Co-Requisite(s): 

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

Introduction to basic principles and approaches of sociocultural anthropology. Covers diverse thoughts, everyday practices and popular culture in the world. Aimed particularly at students not majoring in Anthropology.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)
   ANTY 221 IS

2. Course Title

   Anthropology, Pop Culture and Everyday Life

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

   The course is an introductory sociocultural anthropology course. Anthropology Program currently has ANTY225 IS (Culture, Language and Society) and offers the course every semester. As the number of Anthropology majors increased, ANTY225 has been overenrolled every semester, and it has been difficult even to enroll all anthropology majors who would like to take the course. With the intensive nature of ANTY225's research project assignment, which is a necessary foundation for upper level courses that Anthropology majors are required to take, it is difficult to increase the cap for ANTY225 class. Thus, the Anthropology Program needs to develop a new 200-level course in Sociocultural Anthropology, with the same IS designation, targeted to non-majors and Anthropology minors. Moreover, the Anthropology program currently offers 200-level courses in Biological Anthropology (Bones, Apes and Ancestors) and Archaeology (Mysteries of the Past), but there is no equivalent to such a course in Sociocultural Anthropology. This course will address that imbalance within the program. Furthermore, it will be an important course to prepare MSU students who are not anthropology majors to come to understand the diverse thoughts and cultures that they are likely to encounter in today's globalized world.

   The learning outcomes of the course are as follows:
   1. Demonstrate basic knowledge of sociocultural anthropological principles and practices
   2. Explain and apply core sociocultural anthropological approaches and concepts
   3. Assess and understand variations in cultural beliefs and social practices in the U.S. and around the world through interpretation of ethnographic and popular cultural materials
   4. Understand and explain interactive relationships in anthropological research, writing, and interpretation
   5. Understand and analyze critically popular cultural representations using anthropological
theories and perspectives

The course consists primarily of lectures, but in-class discussions among students are also essential. Presentations and group works by students are also involved. The course actively utilizes D2L for online discussion and information sharing.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

Student grades are determined based on examinations (short answers and essays), group or individual projects, short papers, in-class discussion and D2L participation.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

> Please see the attached sheet for the list of topics.

6. List required texts or other required references.

This will be the list of texts for the first offering. Similar materials will be used down the line, but some texts may change.

- Nathan, Rebekah. My Freshman Year.
- Kulick ed. Fat
- Condry, Ian. Hip Hop Japan. Duke University Press. (or any other ethnographies based on the instructor’s choice.)

7. What are the estimated enrollment and student credit hour (SCH) production?

\[ \text{SCH} = \{ \text{enrollment} \times \text{credits} \} \]

50

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

The enrollment cap is set 50 on account of the classroom size and also because of the necessity to have substantial interaction among students, and between the students and the instructor.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

No.

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)
The course will be assessed periodically based on the department’s existing assessment plans, by having tenured faculty read sample students’ assignment and evaluate them according to the designated learning outcomes.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

Larry Carucci and Tomomi Yamaguchi are both tenured faculty in the Department of Sociology and Anthropology, and Jelani Mahiri is a non-tenure-track faculty with a Ph.D. in Sociocultural Anthropology who has also taught introductory courses in Anthropology at MSU.

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

No.

13. Justify the level of course offering.

This is an introductory sociocultural anthropology course, particularly targeted toward non-Anthropology majors, who might want to fulfill their core IS requirement.

Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

The course counts toward Anthropology minor curriculum, along with Core 2.0 curriculum. The course logically could be taken as a course more specialized in Sociocultural Anthropology after ANTY101D, Anthropology and the Human Experience, which is the broad introductory, four-field class (Biological Anthropology, Archaeology, Linguistic Anthropology and Sociocultural Anthropology).

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

There could be some minor overlap with ANTY 225IS Culture, Language and Society, although the proposed course targets non-majors and therefore has much more introductory content, with more accessible materials related to popular culture and everyday practices. Unlike ANTY 225IS, the course does not include a major research project. If students are interested, they can take ANTY225IS as a more intensive follow-up to this course.
16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

No program will be impacted by the SCH production of this course. Many more non-majors in a variety of fields, such as majors in Engineering, Business, Nursing, Film, etc. will have access to a basic sociocultural anthropology course, and thus will gain understanding of cross-cultural issues as a result of adding this course.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

The course uses theoretical approaches and content relevant to Sociology, Cultural Studies, and History.

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> The course is designed to serve primarily non-Anthropology majors and Anthropology minors, yet majors interested in the course can also use this credit as an elective, if this is the only 200-level course that they take. As for non-majors, this course might be of great interests for students in all fields, and especially students in Sociology, Liberal Studies, Native American Studies, Modern Languages and Literatures, History, area studies, international business, film, engineering, and so forth. This might be a course that will appeal to international students as well, due to its cross-cultural approach.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

Other than available classroom space, there will be no additional resource issues or fees for students.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

Students will use existing library resources, such as books, journals, newspaper and magazine articles, audiovisual materials, as well as databases and websites, provided by the library. The instructors will work with the liaison librarian to create a course-specific library “guide” page. If assigned books are not owned by the library, the instructors will order the books for purchase at least three months before the semester starts.
Other Supporting Material
21. Include any additional information you feel is needed to support this request.

> Please see the attached draft syllabus.
Draft Syllabus
ANTY221S Anthropology, Pop Culture and Everyday Life

Instructor: Tomomi Yamaguchi (Larry Carucci and Jelani Mahiri may teach the course in other semesters.)

Course Description
This course is designed to provide students interested in Sociocultural Anthropology with a broad introduction to the anthropological approaches to the studies of various societies and cultures in the world. The primary focus of the course will be our everyday practices and popular culture, as well as current controversies in Sociocultural Anthropology widely reported in the media. Over the course of the semester students will be expected to use the method of sociocultural anthropology to critically examine the cultural phenomenon deeply embedded in our everyday life, along with the globalized phenomenon of tourism, popular culture and the technologies, social media and the Internet. The class format will consist of a combination of lectures, films and other audio-visual materials, and discussions of the readings.

Learning Outcomes
1. Demonstrate basic knowledge of sociocultural anthropological principles and practices
2. Explain and apply core sociocultural anthropological approaches and concepts
3. Assess and understand variations in cultural beliefs and social practices in the U.S. and around the world through interpretation of ethnographic and popular cultural materials
4. Understand and explain interactive relationships in anthropological research, writing, and interpretation
5. Understand and analyze critically popular cultural representations using anthropological theories and perspectives

Format and Procedures:
The course involves lectures and classroom discussion based on the close reading of the assigned texts. This is a multi-media course, with many in-class showings of films, videos and images. D2L is used actively in this course. Regular attendance and participation in class are required. Active and thoughtful participation in discussion will be rewarded.

III. Course Requirements:
All requirements must be met for successful completion of the course. Extensions are seldom granted, and make-up examinations are not given. Incompletes are granted in extraordinary circumstances only. I reserve the right to not accept late papers.

1. Class attendance and participation policy:
Attendance is required. Active participation in class discussion will be rewarded in the final participation grade.

2 Readings:
Textbooks (or any other ethnographies based on the instructor’s choice.)

- Kulick ed. *Fat*

Articles will be posted onto D2L.

All books are required for the course; there could be books that show very different cultural perspectives than your own. Reading them and trying to understand the diverse perspectives are key components of the discipline of Anthropology. If you are not comfortable with the readings and materials to be covered in the course, consider taking a different course instead. Articles can be downloaded from D2L.

Films are integral part of the discipline of sociocultural anthropology. The films shown in class are required element of the course, and will be covered in the exams.

Format and Procedures:

I envision this class as a combination of lectures and discussions, involving active classroom discussion based on close reading of the assigned texts. This is a multi-media course, with many in-class showings of films, videos and images.

Regular attendance and participation in class are required. Active and thoughtful participation in discussion will be rewarded.

Grading:

- Participation: 50 points
- D2L Participation: 50 points
- Short Writing Assignments (in-class and take-home assignments): 100 points
- Group Project(s): 100 points
- Exams 200 points
  Take-home exam with short answers and essays.

Course Total: 500 points
A 94-100 percent
A- 90-93 percent
B+ 87-89 percent
B 83-86 percent
B- 80-82 percent
C+ 77-79 percent
C 73-76 percent
C- 70-72 percent
D+ 67-69 percent
D 63-66 percent
D- 60-62 percent
F 0 - 60 percent

Writing:
Writing is an integral part of this class, and in the discipline of anthropology. The quality of writing will be taken account for the evaluation of your papers. If you have trouble in writing, please visit Writing Center so that you can submit good quality writing for your assignments.

4. D2L:
I will use internet resources a lot in this class, especially D2L, to make announcements, post relevant information, and facilitate discussion. Make sure you check the D2L site every day during the semester.

5. Academic Integrity:
Plagiarism is illegal. Even if you are borrowing someone else’s idea and putting in into your own words, you are required to cite that source. Visit [http://www.plagiarism.org/learning_center/what_is_citation.html](http://www.plagiarism.org/learning_center/what_is_citation.html), if you are uncertain about what constitutes plagiarism or other forms of inappropriate academic conduct. Also see the site that describes the University’s procedures for handling such cases: [http://www2.montana.edu/policy/student_conduct/cg400.html](http://www2.montana.edu/policy/student_conduct/cg400.html)
Plagiarized essays (or segments thereof) will receive an “F” (0% credit) for the entire assignment and, if the offense is judged by the anthropology faculty to be intentional, the student may be sent to the academic review board. The MSU academic review board has the power to suspend or expel a student who is found guilty of plagiarism.

Note: I may alter parts of this syllabus as the term progresses. In order to keep up with the changes, please visit D2L frequently to get announcements.

IV. Course Topics (draft) – topics with sample readings (some are subject to change)
Week 1
What is Sociocultural Anthropology?
• Miner, “Body Ritual among the Nacirema”
• On “fieldwork”
Week 2
Ethnographies of College Life
- Nathan - *My Freshman Year*
- Other articles from Kottak’s *Researching American Culture*
- Sanday – excerpts from *Fraternity Gang Rape*
- Kottak, Chapter 2 and 3

Week 3
Food, Restaurants, Cafés and Bars
- Bestor “How Sushi Went Global”
- Excerpts from *Golden Arches East: McDonald’s in East Asia.*
- Kottak, Chapter 5
- Other articles TBD

Week 4
Body and Beauty
- Don Kulick – *Fat* book
- *Beauty Queens on the Global Stage* book – selections
- Selections from Bordo, *Unbearable Weight*
- Kottak, Chapter 8

Week 5
Sports
- Allens – American football
- Articles on Soccer – globalization / gender
- Kelly on Japanese baseball
- Articles on Olympics
- Gym culture

Week 6
Tourism and Theme Parks
-- Perhaps we can assign students to do an assignment to analyze Montana-Bozeman tourist pamphlet/website?
- Chapters from edited volumes on *Anthropology of Tourism*
- *Cannibal tours* film
- On Disneyland and other theme parks

Week 7
Gaming and Gambling
- Allison, *Millennium Monsters* (on pokemon)
- Selections from Darian-Smith, *New Capitalists: Law, Politics, and Identity Surrounding Casino Gaming on Native American Land* 2003
Week 8
Television and Film
• Ginsberg, Faye and Lila Abu-lughod eds. Media Worlds: Anthropology on New Terrain
• Kottak Prime Time Society (on Brazilian telenovela)
• On Star-trek and sci-fi fandom
• Kyrsyal D’Costa “The American Fascination with Zombies” Scientific American
• Ganti, Tejaswini. Producing Bollywood
• Selections from Hollywood Blockbusters: the Anthropology of Popular Films
• Kottak, Chapter 13

Week 9
Music and Dance
• Condry. Hip hop Japan
• Film - Hip Hop: Beyond Beats and Rhymes

Week 10
Internet, Social Networks and Cell Phones
• Daniel Miller and Heather Horst The Cell Phone: An Anthropology of Communication
• Nicole Constable, Romance on a Global Stage, selections
• Articles on Occupy Movement, Arab Spring, etc. (selections from Radical History Review, vol 117)
• Kottak, Chapter 7

Week 11
Ritual and Religion
• Geertz cockfight
• Rites of passage materials – Van Genep, Turner,
• Kottak, Chapter 9

Week 12
Anthropology, National Geographic and Reality TV
• Selections from Reading The National Geographic,
• Reality Shows – controversy on Meet the Hutterites (National Geographic Channel)
• Kottak, Chapter 10

Week 13
Anthropology and its Controversies in the Media
• Mead-Freeman Controversy
• Selections from Taking Sides
Week 14
Anthropology and its Controversies in the Media
  • Yanomamo Controversy
  • Selections from Taking Sides

Week 15
  • Students' Presentations
Proposal Cover Sheet: CORE 2.0

Sociology & Anthropology

CLS

ANTY

Course Number

Spring 2014

First Semester

to be offered

Anthropology, Pop Culture and Everyday Life

Course Title

Core Category (Please check one):

☐ Contemporary Issues in Science ☐ Diversity ☐ Research
☐ Inquiry-Arts ☐ Inquiry-Humanities ☐ Inquiry-Natural Sciences ☐ Inquiry-Social Sciences
☐ Research-Arts ☐ Research-Humanities ☐ Research-Natural Sciences ☐ Research-Social Sciences

Does the course have any prerequisites: ______

Frequency offered: ☑ Annual ☐ Alternate Years ☐ If alternate, starting year ______

Semester(s) offered: ☑ Summer ☑ Fall ☑ Spring

Credits by mode of instruction: Lecture: 3 Seminar: ______ Recitation/Discussion: ______ Lab/Studio: ______

Total credits: 3

Number of sections/year: 1-2 Section capacity: 50

Name of person submitting this proposal: Tomomi Yamaguchi

Phone: 994-7288 E-mail: tyamaguchi@montana.edu

______________________________________________

Required signatures

You need to obtain only those that are marked with an asterisk (*)

9/18/13

*Department Head

Date

+Chair, College Curriculum Committee

Date

+Chair, CORE 2.0 Steering Committee

Date

+College Dean or Assistant Dean

Date

Vice Provost for Undergraduate Education

Date

Revised: 8/27/2003
New CORE Course Narrative  
Montana State University  
Reviewed August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. A draft syllabus must be attached to the New Course Packet. For CORE courses, the syllabus must include:

- The CORE designation after the course rubric and number (e.g., PHL 361 RH)
- The CORE learning outcomes appropriate to the CORE designation.

You may (and are strongly encouraged to) include course learning outcomes in addition to the CORE learning outcomes, but they should be kept in separate lists.

CORE learning outcomes are listed at: http://www.montana.edu/newcore/criteria.html.

General CORE Course Information

1. Requested Rubric, Course Number, and Core Designation
   [CORE Designations: CS, D, IA, IH, IN, IS, Q, R, RA, RH, RN, RS, US, W]

   ANTY 221 IS

2. Course Title

   Anthropology, Pop Culture and Everyday Life

Information on CORE Criteria: http://www.montana.edu/newcore/criteria.html (called “Guidelines” for R courses)

3. For CS, D, I, or R designations, how will the proposed course meet the Criteria (or Guidelines) for the requested CORE designation? [Skip this question for Q, US, or W designations.]

This course is designed as an introductory course on sociocultural anthropology for non-anthropology majors. The course will be devoted to introducing students to basic theoretical and methodological approaches of sociocultural anthropology in order to address questions of cultural diversity in the world. Students are exposed to cultural practices in various cultures through readings, films and lectures, and introduced to comparative approaches that allow anthropologists to study and analyze various societies and cultures. In this course, students will be required to do a project that entails the critical analysis of a popular cultural representation, or conduct an ethnographic analysis of a particular cultural phenomenon in a local community.

4. How will the proposed course prepare students to meet the Learning Outcomes for the requested CORE designation?  
   [Options: CS, D, I, Q, R, US, W]
The learning outcomes for the proposed course are as follows.

1. **Demonstrate basic knowledge of sociocultural anthropological principles and practices.**

   Based on the instructor’s lectures, and an introductory textbook on sociocultural anthropology, the course exposes students to basic principles and practices in the field. Take-home essay exams will be used to assess this outcome.

2. **Explain and apply core socio-cultural anthropological approaches and concepts**

   With in-class discussion on the lectures and readings, students are required to explain core approaches and concepts. Students also practice how to apply those approaches and principals via projects that analyze popular cultural representations, ethnographic films and through small-scale ethnographic research on a local community. This outcome will be assessed via in-class discussion, and written assignments.

3. **Assess and understand variations in cultural beliefs and social practices in the U.S. and around the world through interpretation of ethnographic and popular cultural materials**

   Students will read anthropological ethnographies (books and articles) and newspaper and magazine articles, watch ethnographic and popular films, and discuss their analysis of the texts in class, and also in paper assignments.

4. **Understand and explain interactive relationships in anthropological research, writing, and interpretation**

   Lectures and in-class discussion will engage in critical analysis of ethnographic texts. Students are required to conduct projects to analyze popular cultural texts and/or to conduct ethnographic field research on a local community. By doing so, they experience how research, writing and interpretation are interconnected in the field of sociocultural anthropology.

5. **Understand and analyze critically popular cultural representations using anthropological theories and perspectives**

   Various popular cultural representations, ranging from ads, TV shows, films, magazine articles, websites and SNS (Social Networking Services), will be used to critically analyze them in lectures, in-class discussions, online discussions and paper assignments.
Subject: Re: New Course Gene Expression Lab
Date: Tuesday, October 8, 2013 1:30:06 PM Mountain Daylight Time
From: Yamaguchi, Tomomi
To: Peter Tillack
CC: Zajdel, Melody, Storment, Jennifer, Neeley, Michael

Dear Peter, Jen and Melody,
(cc: Mike Neeley, University committee)

I submitted the course proposal to the CLS committee twice, first with a wrong core proposal form, and then again with a regular course proposal form with a core proposal form. It seems that the wrong version was signed in and forwarded to the University committee. Would you mind signing the correct form (attached) again, and forward it to the university committee as soon as possible? Thanks so much, and sorry for the confusion.

Best,
Tomomi