Date Submitted: 11/03/17 12:41 pm

Viewing: **ANTH 270** ~~370~~ : Cultural Diversity and Ethics

Formerly Known As: **ANTH 370**

Last approved: 08/28/17 3:15 am

Last edit: 11/12/17 9:37 pm

Changes proposed by: jwinking

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In Workflow

1. **ANTH Department Head**
2. **Curricular Services Review**
3. **LA Committee Preparer UG**
4. **LA Committee Chair UG**
5. **LA College Dean UG**
6. **UCC Preparer**
7. **UCC Chair**
8. **Faculty Senate Preparer**
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 11/03/17 12:46 pm Cynthia Werner (werner): Approved for ANTH Department Head
2. 11/12/17 9:45 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 11/13/17 8:40 am Penny Boice (pboice): Approved for LA Committee Preparer UG
4. 11/20/17 2:17 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
5. 11/20/17 8:06 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
6. 11/21/17 9:11 am Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 12/05/17 10:24 am Sandra Williams (sandra-williams): Approved for UCC Chair

History

1. Aug 28, 2017 by sarah.gordon

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Contact(s)

Name	E-mail	Phone
Jeff Winking	**jwinking@tamu.edu**	**9794585627**

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix	ANTH	Course number	**270** ~~370~~

Department   Anthropology

College/School   Liberal Arts

Academic Level   Undergraduate

Undergraduate course level justification (Select One)

College/Program Course Level Rubric

Effective term   **2018-2019** ~~2017-2018~~

Complete Course Title
Cultural Diversity and Ethics

Abbreviated Course Title   CULTURAL DIVERSITY & ETHICS

Catalog course description

Examination of the cultural construction of ethical values and how cultural diversity, including beliefs, values and ways of doing **business, impacts human technological innovation; focuses** ~~business may impact science, technology and engineering projects; focus~~ on developing a holistic, social-science mindset and application of critical thinking skills.

Prerequisites and Restrictions

~~Junior or senior classification or approval of instructor.~~

Concurrent Enrollment   No

Should catalog prerequisites / concurrent enrollment be enforced?   No

Crosslistings   No   Crosslisted With

Stacked   No   Stacked with

Semester Credit Hour(s)	3	Contact Hour(s) (per week):	Lecture:	3	Lab:	0	Other:	0
			Total	3				

Repeatable for credit?   No

CIP/Fund Code   4502010001

Default Grade Mode   Letter Grade(G)

Method of instruction	Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)	**Yes**

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Some sections will be taught as Study Abroad. Instructors of different sections meet prior to semesters to ensure that curricula and learning outcomes are comparable across all sections.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Some sections will be taught as Study Abroad. Face-to-face hours are calculated for each Study Abroad section to ensure they are sufficient. Additional class time is scheduled on campus if necessary.

Will this course be taught as a distance education course?	No
Is 100% of this course going to be taught in Texas?	**Yes**
Will classroom space be needed for this course?	**Yes**

This will be a required course or an elective course for the following programs:

Required (select program)	Program(s)
	(BS-ENGE) College of Engineering
	(BS-ENGE) College of Engineering

Elective (select program)	Program(s)
	(BA-ANTH) Anthropology - BA

Has/will this course be(en) submitted for core curriculum consideration?	**Yes** ~~No~~
Proposed Core Foundational Component Area	**Core Lang, Phil, Culture(KLPC)**
Approved Foundational Component Area	
Has/will this course be(en) submitted for Writing or Communication consideration?	**Yes** ~~No~~
Has/will this course be(en) submitted for ICD consideration?	**Yes** ~~No~~

Course Syllabus

Syllabus:	Upload syllabus
Upload syllabus	**ANTH270_Syllabus V8-1.pdf**
Letters of support or other documentation	No
Additional information	**Course number was changed from 370 to 270 to better reflect the nature of the course given new guidelines concerning class levels.**
Reviewer Comments	**Sandra Williams (sandra-williams) (11/12/17 9:42 pm):** ANTH 370 was previously approved to be taught in a non-traditional format (NTFA).
	Sandra Williams (sandra-williams) (11/12/17 9:45 pm): Wow...what a syllabus.
	Sandra Williams (sandra-williams) (12/05/17 10:24 am): UCC approved in December.

Key: 16982

CCC 18024

Core Curriculum Management

New Core Component Proposal

Date Submitted: 11/03/17 12:40 pm

Viewing: **ANTH 370-GE : Cultural Diversity and Ethics**

Last edit: 11/03/17 12:40 pm

Changes proposed by: jwinking

Contact(s)			
Course Prefix	ANTH	Course Number	370
Academic Level	UG		
Complete Course Title	Cultural Diversity and Ethics		
Abbreviated Course Title	CULTURAL DIVERSITY & ETHICS		
Crosslisted With			
Semester Credit Hour(s)	3		

Proposal for:
   Core Curriculum Addition/Edit

How frequently will the class be offered?
   Multiple sections per semester (including most summers).

Number of class sections per semester — 10

Number of students per semester — 300

Historic annual enrollment for the last three years

Last year: 394   Previous year: 0   Year before: 0

In Workflow

1. **ANTH Department Head**
2. **LA College Dean UG**
3. **CCC Preparer**
4. CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 11/03/17 12:54 pm Cynthia Werner (werner): Approved for ANTH Department Head
2. 11/03/17 1:27 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG

Core curriculum

Foundational Component Area — Core Lang, Phil, Culture(KLPC)

Foundational Component Area: Lang, Phil, Culture

How does the proposed course specifically address the Foundational Component Area definition above?

   ANTH 270, Cultural Ethics and Diversity, is a proposed new course for inclusion in the Language, Philosophy and Culture area of the TAMU Core Curriculum. This course uses real-world examples, experiences and case studies to explore contemporary ethical issues born of the diverse nature of human culture globally and their human intellectual creations and technological innovations. In this writing intensive ('W'), collaborative and reflective class, students are repeatedly challenged to create their own analyses of ethically ambiguous dilemmas while maintaining an awareness of diversity in beliefs and values that inform such decisions. We will use an anthropological mindset to develop the communication and critical-thinking skills needed to effectively examine the human experience holistically; ultimately creating a Final Project which synthesizes and reflects upon the materials learned in class together with information gleaned from one-on-one interviews and conversations with industry representatives.

This course may challenge a student's assumptions of what is 'normal'; through the course material, students should learn to appreciate the diversity of the human condition, learning that "their way" of doing, interacting, and thinking is neither the only way nor sometimes the best way. This course would be especially beneficial to any person intending to work or live in any culturally diverse or international environment, because this course encourages a student's reflection upon their own culture and ethics in relation to regional, national and global contexts. Students should leave this course with a cultural awareness that will inform future evaluations of domestic and global issues.

Core Objectives:

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking: Developing critical thinking is one of this course's main objectives. This class is organized in modules; each module purposefully introduces concepts that add to a student's ability to think critically about their own worldview, their own projects and areas of interest, as well as current global events.

Initial modules will start with exploring some fundamental anthropological and philosophical concepts such as: professionalism, ethics, holism, race, ethnicity, diversity, inclusion, ethnocentrism, epistemology, critical cultural relativism, axiology and ethos. During this time, students will also hone their data collection skills by practicing participant observation and interviewing. In each of these initial modules, students will reflect on how these data and concepts impact their own worldview, personal ethical stance, values and the Code of Ethics of their chosen company, discipline or industry.

After introducing these fundamental concepts together with rudimentary data collection skills, students will engage in Problem Based Learning through the application of Fractious Problem Solving to various ethical dilemmas: e.g. self-driving vehicles, patent laws, professionalism and corporate ethical responsibility. During the second half of the semester, students will purposefully explore varying perspectives, possibilities and ethical principals using various problems for basis of exploration e.g. human rights, drug and chemical development and distribution, space travel and human cloning. Thus students must learn to collect, analyze, evaluate and synthesize new information, facts and perspectives, acknowledge their own assumptions, as well as to critically evaluate principals and decisions based on that information.

The final modules of the class are purposefully aimed at challenging student's assumptions of 'right', 'good' and 'normal'. We will specifically focus on those assumptions that may impact their working careers: for example, fallacious thinking, exploring different cultural norms that effect proxemics and perceptions of sexuality, religion, bribery, nepotism, gift giving, risk and equality. This exposure to different cultural behaviors and norms will not only prepare students for international and culturally diverse assignments, but will aid to the student's critical thinking by exposing them to potentially different perspectives.

Students' critical-thinking skills will be assessed in three ways.

First, students will complete Reflections Journals (RJs) and respond to other student's RJs. A grading rubric will be used for RJs and responses. The overarching remit of the RJ's is to provide evidence that the student has comprehended, evaluated and analyzed the material (using meta-reflection and critical thinking skills) while perhaps challenging their own cultural perspectives. Instructions for the RJs encourage the student to critically synthesize the course material into a bigger picture, global perspective or current problem.

Second, students will create a Final project (FP) for the class. The FP involves contacting and interviewing an industry representative and about how ethics and diversity impact their workplace and daily life. Using guiding questions and prompts, students will also engage in written and verbal critical peer review sessions in effort to hone their thoughts and refine their FP. In the small class meetings students will be expected to present their QT and FP findings to the group. The FP must include synthesis of ideas and application of concepts to problems.

Third, over the course of the semester 10 Quick Tasks (QT) will require students to come to class prepared so they can actively engage in the class, and be prepared to creatively and innovatively evaluate and synthesize that day's topic in an directed discussion.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication: In this course, students are will be exposed to, and expected to participate in, many forms of communication: written, oral, visual, and also non-verbal.

The QT, RJ and FP projects require students to compose, respond, revise and review written submissions that critically synthesize and analyze information presented in class with the world around them. The FP this class involves contacting and interviewing an industry representative.. Using guiding questions and prompts, students will also engage in written and verbal critical peer review sessions in effort to hone their thoughts and refine their FP. In the small class meetings students will be expected to present their QT and FP findings to the group.

In the large class meetings, we will aim to create an interactive environment where students are encouraged to ask questions, answer questions, and comment on topics being presented in class. This will be accomplished in a variety of ways using in class activities such as "Think, Pair, Share" exercises, index card submissions (e.g. muddiest points or paraphrasing a concept), collaborative list making in class, small group break-out sessions and other instructor prompted strategies to encourage active participation. Additionally in the large class meetings student will use polling technology to give them a voice (without actually speaking) in the classroom.

Visual communication skills are developed in this course through class meetings and online modules. Throughout the course, students will encounter and/or generate videos, pictures, charts, and maps expressing or summarizing observations and evidence. For example in small break out groups students may be asked to bring and discuss an image of relevance to the current topic, or create a mind-map brainstorming a concept. The visual communication element is vitally important because many people are visual learners or require visuals to explain concepts (the author included).

Lastly as a discipline, anthropology is very much visually or non-verbally oriented discipline. As part of one of the modules and the FP, students will practice interviewing and observing humans, interpreting their actions and non-verbal communications, and synthesizing these data within their worldview or projects.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social responsibility is an important part of being an anthropologist. Anthropologists have an ethical responsibility of championing cross-cultural knowledge and intercultural competency, spreading knowledge of civic responsibility, and engaging effectively in regional, national, and global communities. Our goals are to educate people about the rich diversity of humanity, why difference is not something to fear but something to embrace, and the benefits of living and working in a highly diverse community. Through the course materials and assignments students of ANTH 270 are instilled with these values and expected to come away from this course with a sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

1) Course content repeatedly demonstrates diversity through exposure to various modern cultural norms, beliefs, ethoses and axiologies: thereby instilling a sense of intercultural competency and sensitivity to other ways of doing, thinking, and being.

2) Course material highlights the value of the diversity seen in today's world and how this could potentially impact their future projects and problem solving. For STEM majors this knowledge could potentially change the perceived boundary, framework or parameters of a project. This will provide students a means of becoming effective, educated members of a global community. This is especially important since the world in which we live is becoming increasingly 'smaller' yet more diverse.

3) Because of the collaborative and interactive nature of this class, students have a social responsibility to each other to submit quality work on time, and provide critical and helpful responses to each other.

4) Student performance on assessments is used as a proxy to gauge their ability to appreciate and synthesize different ways of thinking, believing and doing, and emerging ability to function in a multi-cultural world.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision - making):

Personal Responsibility: The assignments and exercises in this course, specifically the RJs and interactive class activities, require students to consider their own ethical stance and how this stance relates to the big picture. Several of the modules and in-class activities require students to engage in meta-reflexivity; why do they think the way that they do? How does this thinking impact your ability to make decisions and think critically about a problem or encounter? Students will come away from this class with a greater understanding of themselves, and their personal responsibility and position in society.

Because of the collaborative and interactive nature of this class, especially the peer review and feedback on both RJs and FPs, students should have great personal responsibility to submit quality assignments and the associated feedback on time.

Furthermore the FP will encourage students to apply various perspectives (some that may differ from their own) and ethically use sources to craft a persuasive argument/answer to a problem. Student learning of personal responsibility and ethical decision-making is accomplished through evaluation of content of this project.

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus   ANTH270_Syllabus V8-1.pdf

Reviewer Comments   **Steve Oberhelman (s-oberhelman) (11/03/17 1:26 pm):** A course change to move this course to ANTH 270 designation has been submitted.

Key: 473