



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE March 24, 2009

1. ACADEMIC UNIT: School of Human Evolution and Social change

2. COURSE PROPOSED: ASB 194 Anthropology: Understanding Human Diversity  
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Alissa Ruth Phone: 5-4628

Mail Code: 2402 E-Mail: alissa.ruth@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry-L ☐  
Mathematical Studies-MA ☐ CS ☐  
Humanities, Fine Arts and Design-HU ☐  
Social and Behavioral Sciences-SB ☐  
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

Global Awareness-G ☒  
Historical Awareness-H ☐  
Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.

- (1) Course Description
- (2) Course Syllabus
- (3) Criteria Checklist for the area
- (4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

New



Dear General Studies Committee,

We are respectfully asking for a general studies designation for this course. This is a new introductory course that covers the four fields of anthropology, drawing on examples from all over the world. We will be requesting a permanent course number for ASB 194 Anthropology: Understanding Human Diversity in the coming semesters. We are planning for this course to be a large lecture course and we will be teaching the course every semester. We are seeking approval for Fall 2009, when the course will first be offered. We appreciate your consideration of this request.

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: \_\_\_\_\_

Is this multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? \_\_\_\_\_

\_\_\_\_\_  
Chair/Director (Print or Type)

Date: \_\_\_\_\_

  
\_\_\_\_\_  
Chair/Director (Signature)



## Arizona State University Criteria Checklist for

### GLOBAL AWARENESS [G]

#### Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

**Proposer:** Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Course syllabus Textbook table of contents, Film list
		2. Course must be <b>one or more</b> of following types (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Contemporary non-English language courses that have a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Comparative cultural studies in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Course syllabus Textbook table of contents, Film list
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. In-depth studies of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war. Most, i.e., more than half, of the material must be devoted to non-U.S.	Course syllabus Textbook table of contents, Film list



Course Prefix	Number	Title	Designation
ASB	194	Anthropology: Understanding Human Diversity	G

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The long term goals of the course are to create sensitivity to global diversity and understanding of humanity and human diversity.	Course syllabus p. 2 Textbook table of contents Film list
2c.	The course makes extensive cross-cultural comparisons using the ethnographic and archeological records.  There is very little U.S. content, and mainstream U.S. culture is used only as a reference point for students to understand the experiences of other peoples.	See course syllabus: schedule of lectures p.6-7  The world areas listed describe where the examples used in class will be drawn from.  See film list.
2d	The course centers on an integrated scientific understanding of biological, historical, and cultural evolutionary processes of global scope that account for the range of human variation.  The latter part of the course addresses processes of social change, colonialism, and globalization.	See course syllabus: schedule of lectures p.6-7  The world areas listed describe where the examples used in class will be drawn from.  See film list.  See textbook table of contents.

# **Anthropology: Understanding Human Diversity**

*Course number*

ASB 194

*Dates*

Fall 2009

*Schedule*

Monday, Wednesday, Friday

10:45 – 11:35 PM

*Room*

Murdock 161 or equivalent

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<b>INDEX</b>	<b>page</b>
Textbook	1
Instructors	1
Teaching Assistants	2
Course Description	2
Goals	2
Blackboard site	3
How to succeed	3
Classroom policies	5
Academic integrity	5
Student support services	6

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## **TEXTBOOKS**

Anthropology (12th ed.) 2007 Ember, Ember & Peregrine, Prentice Hall.

Not by Genes Alone (P.J. Richerson and R. Boyd, 2006, Univ. Chicago Press)

Anthropologist: Scientist of the People. (2001. M.Batten, Houghton Mifflin).

## **INSTRUCTOR**

Kim Hill, Ph.D., School of Human Evolution and Social Change (SHESC), 3<sup>rd</sup> floor, Room 339,

[Kim.Hill@asu.edu](mailto:Kim.Hill@asu.edu) ; cell phone – 505 507 1469

Office hours: by appointment.

## **TEACHING ASSISTANTS**

Will post their contact information and office hours on the Anthropology 101 Blackboard site.



## COURSE DESCRIPTION

Anthropology is the study of human diversity, and the flip-side of diversity, human universals. The course provides an integrated scientific understanding of biological, historical, and cultural evolutionary processes that account for human variation through time and space, and provides basic explanatory models of cross cultural variation. Specifically we examine how humans evolved and how they obtained the characteristics that make us a unique species. We then trace human cultural history through the archeological record to historic times and explore the ethnographic record in order to learn about the astounding world of cultural diversity. Using information derived from societies that range from Bushmen hunting bands to Amazonian tribes to Pacific Island chiefdoms, to ancient empires and modern nation states we explore kinship systems and social norms and the behaviors that they regulate. We consider cultural and biological models of cooperation, resource acquisition and distribution, marriage, parenting, conflict and warfare, political structures, power and status, sex roles, ritual, religion, and language.

(2d)

(2c)

## GOALS OF THE COURSE

*What are the short term goals of this course?*

....to learn about human diversity from a social science perspective that emphasizes explanatory hypotheses based on uniformitarian assumptions of causality.

...to learn about and appreciate the astounding cultural diversity of human societies around the globe, and the range of variation that existed prior to colonial homogenization and globalization.

(1)

(2d)

....to understand the unique interaction between biological and cultural forces that has made humans a spectacular anomaly in the natural world.

*What are the long term goals...?*

...to create sensitivity to global diversity in order to more effectively navigate the social complexities of a shrinking world.

(1)

...to provide a deeper understanding of humanity, where we came from and why people differ.

*What are the prerequisites?*

Curiosity and a willingness to explore new ideas, and a commitment to explanatory based inquiry that relies on evidence, logic, and search for general principles of cultural organization. Hard work, honesty, diligence, conscientiousness and collegiality will be rewarded in this course.