

Term Information

Effective Term Spring 2016

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3340
Course Title The Anthropology of Mental Health
Transcript Abbreviation Anth Mental Health
Course Description This course provides an introduction to global mental health through the lens of medical anthropology. Students will gain a holistic understanding of prescient concerns in global mental health and the ways in which anthropology can contribute an understanding to the experience, diagnosis, treatment, and management of mental health issues by diverse populations.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Identify some of the common mental health issues that are gaining recognition from researchers and policy makers and describe how political, economic, social and cultural factors shape global mental health disparities.
- Describe the ways that anthropologists conceptualize and understand mental health issues from a cultural perspective, including culture bound syndromes, idioms of distress, and the strengths and weakness of cultural considerations in the DSM V.
- Discuss how historical factors and structural violence including war, genocide, and trauma become embodied as modern mental health issues across the globe.
- Evaluate the role of culture in healing techniques for emotional and psychiatric conditions.
- Identify key contributions that anthropologists can make to mental health research, policy, and programming on a global scale.

Content Topic List

- Medical Anthropology
- Mental Health
- Global
- Depression
- Drug Addiction
- Immigrant Health
- Case Study
- Culture

Attachments

- Dr Larsen letter 10 07 14.doc: Chair's Letter
(Cover Letter. Owner: Freeman, Elizabeth A.)
- 3340 GE Rational.docx: 3340 GE Rational
(GEC Model Curriculum Compliance Stmt. Owner: Freeman, Elizabeth A.)
- 3340 Psychology Concurrence.pdf: 3340 Concurrence Psychology
(Concurrence. Owner: Freeman, Elizabeth A.)
- 3340 GE Assessment Plan.docx: 3340 GE Assessment Plan
(GEC Course Assessment Plan. Owner: Freeman, Elizabeth A.)
- CURRICULUM MAP and ANT 3604 3340 5700 5701 3419s.docx: Curriculum Map
(Other Supporting Documentation. Owner: Freeman, Elizabeth A.)
- 3340 Syllabus.docx: 3340 Syllabus
(Syllabus. Owner: Freeman, Elizabeth A.)
- Anth 3340 Concurrence Public Health.pdf: 3340 Pub Health Concurrence
(Concurrence. Owner: Freeman, Elizabeth A.)

Comments

- See 12-5-14 feedback e-mail to S McGraw and E Freeman. *(by Vankeerbergen,Bernadette Chantal on 12/05/2014 10:25 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Freeman,Elizabeth A.	10/07/2014 09:53 AM	Submitted for Approval
Approved	McGraw,William Scott	10/07/2014 10:33 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/07/2014 12:59 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/08/2014 05:39 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	10/23/2014 08:01 AM	Submitted for Approval
Approved	McGraw,William Scott	10/23/2014 08:52 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/23/2014 12:35 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/05/2014 10:26 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	05/15/2015 12:19 PM	Submitted for Approval
Approved	McGraw,William Scott	05/15/2015 12:52 PM	Unit Approval
Approved	Haddad,Deborah Moore	05/15/2015 04:03 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	05/15/2015 04:03 PM	ASCCAO Approval



Department of Anthropology

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7 October 2014

Dear Curriculum Panel Members,

I am pleased to submit this curricular bundle for your review. This bundle includes a number of new courses, courses for General Education consideration, and several course changes. These submissions reflect the evolving profile of our teaching mission and what we have to offer our students and the institution generally. The Department of Anthropology has taken on one of its biggest curriculum revisions, involving both undergraduate majors (Anthropological Sciences, Anthropology) and graduate program, in its recent history. I am excited to endorse all of these submissions, and look forward to implementing the revisions to the Anthropology curriculum.

Best regards,

A handwritten signature in blue ink that reads "Clark S. Larsen".

Clark Spencer Larsen
Distinguished Professor of Social and Behavioral Sciences and Chair

ANTH 3340:
The Anthropology of Mental Health
Course Instructor: Jennifer L. Syvertsen, PhD, MPH
Email: Syvertsen.1@osu.edu
Office Location: 4046 Smith Laboratory
Office phone: 614-247-6815
Office hours: by appointment
Course schedule: TR, 11:10-12:30

COURSE DESCRIPTION

This course provides an introduction to global mental health through the lens of medical anthropology. Through lecture, readings, discussion, and videos, students will gain a holistic understanding of prescient concerns in global mental health and the ways in which anthropology can contribute an understanding to the experience, diagnosis, treatment, and management of mental health issues by diverse populations. This course takes the perspective of mental health as subjective and bound to culturally defined symptoms and definitions. We will examine social constructions of mental illnesses and how these experiences are shaped by historical, social, and structural factors. Cross-cultural case studies of mental health issues will provide an opportunity to assess how individuals' experiences and worldviews shape their illness. Specific examples include depression, schizophrenia, drug addiction, refugee and immigrant health, and how war, historical trauma, and genocide are embodied as mental health issues in populations. We will conclude with cultural considerations in healing and anthropology's role to play as mediators and advocates for global mental health research, policy, and programming.

GE Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

GE Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course explores the experience, diagnosis, treatment, and management of mental health issues in global context. It uses a variety of cases studies to examine mental health as subjective and bound to culturally defined symptoms. We will discuss concepts such as "culture-bound syndromes" and other attempts to categorize both unique and universal symptoms as experienced by multiple populations. Moreover, the course covers how mental health issues are simultaneously shaped by historical, social, and structural factors. Specific examples include refugee and immigrant health, and how war, historical trauma, and genocide are embodied as mental health issues in diverse populations. By taking a broad survey approach, students gain an appreciation for the variety of psychocultural experiences of illness across the globe, which has direct implications for treatment and care. Students critically examine how diverse cultural traditions shape individuals' perceptions of mental health, including their own. For example, for the major research paper assigned in the class, students must pick a diagnosis from the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association, which is the gold standard for diagnosing mental health conditions in the USA. Students must evaluate this condition from an anthropological perspective that not only considers how the condition is socially constructed according to the DSM, but how that construction has changed over time

through different editions of the manual and to what extent these definitions have applicability to settings outside of the industrial west. This exercise, among others, is designed to highlight ethnocentric conceptions of mental illness to encourage an understanding that there is not one “correct” path to understand, diagnose, and treat mental illness.

Pre-requisites: None.

This course is a cultural elective within the Anthropology (BA) and Anthropological Sciences (BS) major.

LEARNING OBJECTIVES

This course will help you to think critically about global mental health issues and anthropology’s role in understanding and treating these conditions as they are variously understood and experienced. At the end of the course, you will be able to:

1. Identify some of the common mental health issues that are gaining recognition from researchers and policy makers and describe how political, economic, social and cultural factors shape global mental health disparities.
2. Describe the ways that anthropologists conceptualize and understand mental health issues from a cultural perspective, including culture bound syndromes, idioms of distress, and the strengths and weakness of cultural considerations in the DSM V.
3. Discuss how historical factors and structural violence including war, genocide, and trauma become embodied as modern mental health issues across the globe.
4. Evaluate the role of culture in healing techniques for emotional and psychiatric conditions.
5. Identify key contributions that anthropologists can make to mental health research, policy, and programming on a global scale.

COURSE EXPECTATIONS AND LOGISTICS.

Attendance. Students are expected to attend every session. Attendance will be verified by participation in class activities. No make-up work is available for missed class activities. Class participation is critical and student involvement will help create a dynamic and stimulating learning environment.

Creating a Respectful Classroom Environment. Use of laptops as it relates to course activities is permitted; otherwise, multitasking is distracting and disrespectful to classmates and instructors, so please refrain from doing so. Use of cell phones during class is not permitted. Please turn it off and put it away.

Academic misconduct: The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. <http://studentlife.osu.edu/csc/>

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University’s Code of Student Conduct (i.e.,

committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Email. At times, I will email you with information about upcoming assignments and readings, so please read these emails. If you have a question about course material (check the syllabus first), want to set up a time to meet, need to miss a class, or have a particular concern, please contact me. Please put 'ANTH #####' in the subject line and a keyword summarizing your topic.

Disability Accommodations. Please see me the first week of class to make arrangements. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. <http://www.ods.ohio-state.edu/>

COURSE READINGS, GRADING & EVALUATIONS.

Required Readings:

There is no textbook for this course. The readings assigned each week will be available electronically on Carmen.

Discussion. Students are expected to complete the readings for each week prior to attending class and should come to class prepared for discussion. Some readings will be challenging. When reading scientific literature, get in the habit of highlighting text, taking notes, and writing out questions you would like to discuss in class. One of the best parts of these classes is the diversity of ideas that is brought to the classroom. In addition to being respectful of different opinions, I encourage you to see if you can learn from them as well. Moreover, I encourage you to ask your classmates what they think of your point, and do not be afraid to respectfully disagree with others – this is how we advance science!

Assignments & Grading. Readings and assignments are due in class on the day they are noted on the syllabus. I will provide specific instructions and a grading rubric for the assignments. Grades are based on the quality and on-time submission of the deliverables.

1. Readings, in-class discussion, quizzes, and reflective writing assignments (25%). Students will be required to complete weekly assigned readings and arrive to class prepared to engage in a critical discussion. In-class quizzes on the readings and mini reflective writing exercises will be assigned and collected each week. You must be in class to receive credit for participation and writing assignments!
2. Research paper (25%). Provide a cultural analysis of a selected disorder from the Diagnosis and Statistical Manual, Fifth Edition, of the American Psychiatric Association.
3. Mid-term and final exam (25% each). Multiple choice and short answer.

The final course grade will be determined using the following formula: A \geq 93, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 60-67, <60 is a failing grade.

Course Evaluations. In order to assist me in teaching a relevant and meaningful course, I will hand out brief evaluations mid-way and at the end of the semester. You do not have to sign your names on the forms. Your honest feedback is appreciated.

NOTE: The instructor reserves the right to make changes to the syllabus.

GENERAL SCHEDULE OF TOPICS:**Week 1: Global perspectives of mental health****Week 2: Global perspectives, cont.****Week 3: Cultural concepts of “madness” and psychiatric disorders****Week 4: Are there “culture-bound syndromes”?****Week 5: Idioms of Distress****Week 6: Diagnosing disorders: Culture and the DSM****Week 7: Depression & schizophrenia****Week 8: Refugee and immigrant mental health****Week 9: Historical trauma & mental health****Week 10: SPRING BREAK, NO CLASS****Week 11: Genocide, trauma & mental health****Week 12: Cultural concepts of healing****Week 13: Application, advocacy & implementation science: anthropology’s role****Week 14: Flex week****Week 15: Dead week****FINAL EXAM WEEK**

DATE	TOPICS
WEEK 1	Global perspectives of mental health
Class 1	Introduction & course overview
Class 2	Patel, V. (2012). Global Mental Health: From Science to Action. <i>Harv Rev Psychiatry</i> , 20(1):6-12. Patel, V. (2010). Global Mental Health: A new global health field comes of age <i>JAMA</i> , 303(19):1976-1977 Skim: <i>WHO Mental Health Action Plan, 2013-2020</i>
WEEK 2	Global perspectives, cont.
Class 1	Becker, Anne Edith & Arthur Kleinman (2013) Mental health and the global agenda. <i>The New England Journal of Medicine</i> , 369:66-73.
Class 2	Watters, Ethan 2010 “The Americanization of Mental Illness” <i>The New York Times</i> . Jan 8.
WEEK 3	Cultural concepts of “madness” and psychiatric disorders
Class 1	Hacking, Ian (1999). Madness: Biological or Constructed? In: <i>The Social Construction of What?</i> Cambridge, MA: Harvard University Press. pp. 100-124.
Class 2	Kohrt, D (2014). Cultural concepts of distress and psychiatric disorders: literature review and research recommendations for global mental health epidemiology. <i>International</i>

	<i>Journal of Epidemiology</i> , 43:365–406.
WEEK 4	Are there “culture-bound syndromes”?
Class 1	Hahn, Robert A. (1985). Culture-bound syndromes unbound. <i>Social Science & Medicine</i> , 21(2):165-171.
Class 2	Low, S (1985). Culturally Interpreted Symptoms or Culture-Bound Syndromes: A Cross-Cultural Review of Nerves. <i>Social Science & Medicine</i> , 21(2):187-196.
WEEK 5	Idioms of Distress
Class 1	Nichter, M. (1981) Idioms of Distress: Alternatives in the Expression of Psychosocial Distress: A Case Study from South India. <i>Cult Med Psychiatry</i> , 5:379-408.
Class 2	Nichter, M. (2010). Idioms of Distress Revisited. <i>Cult Med Psychiatry</i> , 34:401–416
WEEK 6	Diagnosing disorders: Culture and the DSM
Class 1	Good, Byron, Lin, Keh-Ming, Manson, Spero. Mezzich, Juan E., Kirmayer, Laurence, Kleinman, Arthur, Fabrega, Horacio, Parron, Delores, (1999). The place of culture in DSM-IV. <i>J Nervous and Mental Disease</i> , 187(8): 457-464.
Class 2	Lewis-Fernandez, Roberto. (1998). A cultural critique of the DSM-IV dissociative disorders section. <i>Transcultural Psychiatry</i> , 35(3):387-400. Cultural Concepts in the DSM V (2013). American Psychiatric Association.
WEEK 7	Depression & schizophrenia
Class 1	Mid-term
Class 2	Jenkins & Carpenter-Song. (2005). The new paradigm of recovery from schizophrenia: Cultural conundrums of improvement without care. <i>Culture, Medicine and Psychiatry</i> 29: 379–413.
WEEK 8	Refugee and immigrant mental health
Class 1	Elsass, J.I, Carlsson, J, Jespersen, K, Phuntsok, K. (2009). Questioning Western assessment of trauma among Tibetan torture survivors. A quantitative assessment study with comments from Buddhist Lamas. <i>Torture</i> , 19(3), 194-203.
Class 2	Aroche, J; Coello, M.J. (2004). “Ethnocultural consideration in the treatment of refugees and asylum seekers.” In J.P. Wilson & D. Boris (Eds.): <i>Broken spirits: The treatment of traumatized asylum seekers, refugees, war and torture victims</i> . New York: Brunner-Routledge (53-80).
WEEK 9	Historical trauma & mental health
Class 1	Walters, et al. (2011). Bodies don’t just tell stories: They tell histories: Embodiment of Historical Trauma among American Indians and Alaska Natives. <i>Du Bois Review</i> , 8(1):179-189.
Class 2	Garcia, A. (2008). The Elegiac Addict: History, Chronicity, and the Melancholic subject. <i>Cultural Anthropology</i> , 23(4): 718–746.
WEEK 10	**SPRING BREAK**
WEEK 11	Genocide, trauma & mental health
Class 1	Bolton, Paul. (2001). Local Perceptions of the Mental Health Effects of the Rwandan Genocide. <i>The Journal of Nervous and Mental Disease</i> , 189 (4) pp 243-248
Class 2	Kohrt, B.A.; Hruschka, D.J. (2010). Nepali concepts of psychological trauma: The role of idioms of distress, ethnopsychology and ethnophysiology in alleviating suffering and preventing stigma. <i>Culture, Medicine and Psychiatry</i> , 34(2):322-352.
WEEK 12	Cultural concepts of healing
Class 1	Betancourt, et al., (2011). Understanding locally, culturally, and contextually relevant mental health problems among Rwandan children and adolescents affected by HIV/AIDS. <i>AIDS Care</i> , 23(4):401-412.
Class 2	Jones, C, Baker, F, Day, T. (2004). From healing rituals to music therapy: Bridging the cultural divide between therapist and young Sudanese refugees. <i>The Arts of Psychotherapy</i> , 31(2), 89-100.
WEEK 13	Application, advocacy & implementation science: anthropology’s role
Class 1	Raviola, et al. (2012). Mental Health Response in Haiti in the Aftermath of the 2010 Earthquake: A Case Study for Building Long-Term Solutions. <i>Harv Rev Psychiatry</i> , 20:68–77.
Class 2	Kleinman, Arthur. (2013). Implementing global mental health. <i>Depression and Anxiety</i> ,

	30:503–505.
WEEK 14	Flex week
Class 1	<i>Lee, Kleinman & Kleinman (2007). Rethinking Depression: An Ethnographic Study of the Experiences of Depression Among Chinese. Harv Psych Rev, 15(1):1-8.</i>
Class 2	<i>Catch up, wrap-up & review</i> **Research paper due**
WEEK 15	Course wrap-up
Class 1	<i>Dead week – study for final</i>
	FINAL EXAM WEEK

ANTH 3340: THE ANTHROPOLOGY OF MENTAL HEALTH

Application for GE in Diversity (Global Studies)

Rationale for *The Anthropology of Mental Health* (ANT 3340) as a Diversity GE course.

Specific learning outcome for Global Studies:

- 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.A.**

Response: This course explores the experience, diagnosis, treatment, and management of mental health issues in global context. It uses a variety of cases studies to examine mental health as subjective and bound to culturally defined symptoms. We will discuss concepts such as “culture-bound syndromes” and other attempts to categorize both unique and universal symptoms as experienced by multiple populations. Moreover, the course covers how mental health issues are simultaneously shaped by historical, social, and structural factors. Specific examples include refugee and immigrant health, and how war, historical trauma, and genocide are embodied as mental health issues in diverse populations. By taking a broad survey approach, students gain an appreciation for the variety of psychocultural experiences of illness across the globe, which has direct implications for treatment and care.

- 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.**

Response: Students critically examine how diverse cultural traditions shape individuals' perceptions of mental health, including their own. For example, for the major research paper assigned in the class, students must pick a diagnosis from the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association, which is the gold standard for diagnosing mental health conditions in the USA. Students must evaluate this condition from an anthropological perspective that not only considers how the condition is socially constructed according to the DSM, but how that construction has changed over time through different editions of the manual and to what extent these definitions have applicability to settings outside of the industrial west. This exercise, among others, is designed to highlight ethnocentric conceptions of mental illness to encourage an understanding that there is not one “correct” path to understand, diagnose, and treat mental illness.

GE Assessment plan for ANT 3340 (*The Anthropology of Mental Health*)

Assessment: This course will use two assessment tools to evaluate student learning. First, we will use a pre- and post- course 10 question test to assess GE learning outcomes using basic concepts related to global mental health. These questions directly address the global studies diversity GE: cultural aspects of populations outside of the United States and how national and international diversity shape individual attitudes. The test will be delivered on the first and final day of classes and graded anonymously. Results of the tests will be tracked annually to provide longitudinal data on class performance. Results (paper and electronic) of the assessments will be archived in the Department of Anthropology. Pre and post course testing of expected learning outcomes will use 80% as the standard during the first year of administration, similar to other measures used by the department. If an insufficient number of students achieve this standard, we will revise the course to focus more on areas students find problematic. The second assessment strategy will consist of embedded questions on all exams. These questions will be scored as part of the exam and tracked annually. These questions, and those on the pre- and post – course test will likely change over time as a function of developments in the field; however, they will be selected at levels that provide a longitudinal assessment of how classes are or are not meeting the GE learning outcomes and goals. Again, similar to other Anthropology courses, we will use the 80% correct response rate as the standard and revise the course to emphasize its core objectives if this standard is not met.

Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A. Information from academic unit *initiating* the request:

Initiating Academic Unit: Anthropology Date: 10-3-14

Registrar's Listing: Anthropology

Course Number: 3340 Level: U P G Credit Hours: 3

Course Title: What's wrong with you? Medical Anthropology and Global Mental Health

Type of Request: New Course Group Studies Workshop Study Tour Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed: October 17, 2014

B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal
 The academic unit **does not support** the proposal.
Please explain:

The academic unit suggests: _____

Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

Curricular Map and Program Goals as they pertain to ANT 3604, 3340, 5700, 5701 and 3419s.

The Department of Anthropology seeks to add the following four courses to their offerings:

ANT 3604 – *Introduction to the Methods of Archaeological Sciences*

ANT 3340 – *The Anthropology of Mental Health*

ANT 5700 – *Anthropology, Public Health, and Human Rights*

ANT 5701 – *Health and Healing in Latin America and the Caribbean*

ANT 3419s – *Latin American Migration* (service learning)

Details pertaining to content and specific learning outcomes for each course are provided in other documents (attached syllabi, rationale, etc.). Here we describe each course and their fit with the learning goals of our major programs (Anthropology BA, Anthropological Sciences BS).

ANT 3604 is a general introduction to major methods used in the anthropological sub-discipline of archaeology and is offered by a new departmental hire. It is a non-lab methods course that provides an entry for students interested in taking more advanced methods courses. It may be used as an archaeological elective (highlighted in yellow, below) or, if this distribution is filled by another archaeology course, as a free elective (marked in purple, below) (see outline of Anthropology and Anthropological Sciences major). This course provides a mix of both foundational knowledge and more detailed exposure to the methods of archaeological science and therefore addresses program learning goals i, iii and iv of the BA program and v, vii and viii of the BS program.

ANT 3340 and **ANT 5700** are both cultural anthropology courses (offered by a new departmental hire) that will serve as specialized elective courses for mid-range and advanced students interested in the growing field of medical anthropology. Each course may be used as a cultural anthropology elective (highlighted in grey, below) or, if this distribution is filled by another cultural anthropology course, as a free elective (highlighted in purple, below) (see outline of Anthropology and Anthropological Sciences major) below. Both courses provide mid-range and in- depth knowledge of two critical themes within the field of medical anthropology and therefore address program learning goals iii and iv of the BA program and vii and viii of the BS program.

ANT 5701 is as biocultural examination of health and healing practices in Latin America. The course was designed by Barbara Piperata (recent recipient of a Human Biology Society early career award) who studies the interface between traditional healing practices (shamanism, ethnobotany) and Western medicine (and the resultant inequalities) in Amazonian Brazil. She brings a sound theoretical perspective along with firsthand knowledge to the classroom. The

course is equally biological (physical anthropology) and cultural and may, therefore, be used as either a physical anthropology elective (highlighted in blue, below) or a cultural anthropology elective (highlighted in grey, below) within the Anthropology (BA) or Anthropological Sciences (BS) major. If either distribution is filled with another course, ANT 5701 may be used as a free elective (denoted in purple).

ANT 3419s is the Service-Learning version of our Latin American Migration course. It is a cultural anthropology course that can be used to fulfill the cultural elective (highlighted in grey, below) or, if that has been filled, it can be used as a free elective (highlighted in purple, below). The course provides ethnographic experience and civic engagement in a community setting and therefore address program learning goals ii, iii and iv of the BA program and vii and viii of the BS program.

ANTHROPOLOGY MAJOR (BA)

Program Learning Goals:

The general goals of our undergraduate program in Anthropology (BA) are threefold: (1) attract and train an increasingly diverse and competitive student body, (2) make graduates more competitive on the job market and in the applicant pool for graduate/professional school, (3) provide more rigorous and empirically oriented training within each anthropological subfield.

General goals # 2 and # 3 are met by a curriculum designed to achieve the following specific learning goals:

- (i) Students are introduced to the breadth of and acquire foundational knowledge in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (ii) Students master core concepts in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (iii) Students complete elective coursework in each of the three sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (iv) Students gain in depth knowledge in one (or more) field by choosing at least two additional courses in any sub discipline (physical anthropology, cultural anthropology or archaeology) within the major.

CURRICULUM MAP AND PROGRAM LEARNING GOALS: BA

Required Courses	Goal # <i>i</i>	Goal # <i>ii</i>	Goal # <i>iii</i>	Goal # <i>iv</i>
ANT 2200	✓			
ANT 2201	✓			
ANT 2202	✓			
ANT 3300 or 3301		✓		
ANT 3401		✓		
ANT 3525		✓		
Elective Courses				
Physical Anthropology Elective			✓	
Cultural Anthropology Elective			✓	
Archaeology Elective			✓	
Free Elective # 1				✓
Free Elective # 2				✓

Outline of Anthropology Major (BA)

Courses are color coded as follows: Physical Anthropology, Cultural Anthropology and Archaeology. Free Electives are in purple.

I. Pre-requisites (4 hours)

This course must be completed prior to declaration of the major.

ANT 2200 – Introduction to Physical Anthropology (4 hours)

II. Core Courses (15 hours)

1) Physical Anthropology (choose one of the following)

ANT 3300 – Human Origins (3 hours)

ANT 3301 – Modern Human Physical Variation (3 hours)

2) Archaeology (complete both)

ANT 2201 – Intro to Archaeology (3 hours)

ANT 3401 – Fundamentals of Archaeology (3 hours)

3) Cultural Anthropology (complete both)

ANT 2202 – Peoples and Cultures: An Introduction to Cultural Anthropology (3 hours)

ANT 3525 – History of Anthropological Theory (3 hours)

III. Electives (minimum of 15 hours)

All students must complete 15 hours of electives (normally 5 courses) including at least one course in each of the three sub-disciplines (physical anthropology, archaeology and cultural anthropology). The remaining hours may be completed in any of the three anthropological disciplines and are considered “free” electives.

1) **Physical Anthropology elective** (3 hours)

2) **Archaeology elective** (3 hours)

3) **Cultural Anthropology elective** (3 hours)

4) **Anthropology free elective # 1** (3 hours)

5) **Anthropology free elective # 2** (3 hours)

ANTHROPOLOGICAL SCIENCES MAJOR (BS)

Program Learning Goals:

The *general goals* of our undergraduate program in Anthropological Sciences are to prepare students for (i) employment that combines critical thinking, communication, and analytical skills with an understanding of human diversity in both time and space and/or (ii) continued study in graduate/professional schools.

These general goals are met via the following *specific learning outcomes*:

- (i) Students will acquire foundational knowledge in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (ii) Students will achieve mastery of core concepts in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology). In so doing, they will acquire rigorous and empirically oriented skills in each sub discipline.
- (iii) Students will accumulate breadth of knowledge by completing elective coursework in each of the three sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).
- (iv) Students achieve in depth knowledge in one (or more) field by choosing at least two additional courses in any sub discipline (physical anthropology, cultural anthropology or archaeology) within the major.
- (v) Students achieve competence in basic statistical methods and evolutionary theory.

CURRICULAR MAP AND PROGRAM LEARNING GOALS (BS)

Required Courses	Goal # <i>i</i>	Goal # <i>ii</i>	Goal # <i>iii</i>	Goal # <i>iv</i>	Goal # <i>v</i>
ANT 2200	beginning				
ANT 2201	beginning				
ANT 2202	beginning				
ANT 3300		intermediate			
ANT 3301		intermediate			
ANT 3401		intermediate			
ANT 5620.01		intermediate			
Elective Courses					
Physical Anthropol Elective			advanced		
Cultural Anthropol Elective			advanced		
Archaeology Elective			advanced		
Free Elective # 1				advanced	
Free Elective # 2				advanced	
Additional Course					
EEOB 400					advanced
STAT 145 or 245 or Equiv					intermediate

Outline of Anthropological Sciences Major (BS)

Courses are color coded as follows: Physical Anthropology, Cultural Anthropology and Archaeology. Free Electives are in purple.

I. Pre-requisites (7 hours)

These courses must be completed prior to declaration of the major.

- 1) ANT 2200 – *Introduction to Physical Anthropology* (4 hours)
STATS 1450 – *Intro to Statistics* (or equivalent)

II. Core Courses (18 hours)

- 1) Physical Anthropology (complete both of the following)
ANT 3300 – *Human Origins* (3 hours)
ANT 3301 – *Modern Human Physical Variation* (3 hours)
- 2) Archaeology (complete both of the following)
ANT 2201 – *World Prehistory: An Anthropological Perspective* (3 hours)
ANT 3401 – *Fundamentals of Archaeology* (3 hours)
- 3) Cultural Anthropology (complete both of the following)
ANT 2202 – *Peoples and Cultures: An Introduction to Cultural Anthropology* (3 hours)
ANT 5620 – *Hunters and Gatherers* (3 hours)

III. Electives (minimum of 15 hours)

All students must complete 15 hours of electives (normally 5 courses) including at least one course in each of the three sub-disciplines (physical anthropology, archaeology and cultural anthropology). The remaining hours may be completed in any of the three anthropological disciplines and are considered “free” electives.

- 1) Physical Anthropology elective (3 hours)
- 2) Archaeology elective (3 hours)
- 3) Cultural Anthropology elective (3 hours)
- 4) Anthropology free elective # 1 (3 hours)
- 5) Anthropology free elective # 2 (3 hours)

IV. Additional Required Courses

- 1) EEOB 400 *Evolution* (3 hours)