

BEHAVIORAL AND SOCIAL SCIENCES
Institutional (ILO), Program (PLO), and Course (SLO) Alignment

Program: Anthropology	Number of Courses: 13	Date Updated: 10.02.2014	Submitted by: Eduardo Muñoz, ext. 3740
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ILOs	1. Critical Thinking <i>Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.</i>	2. Communication <i>Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.</i>	3. Community and Personal Development <i>Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.</i>	4. Information Literacy <i>Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.</i>
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SLO-PLO-ILO ALIGNMENT NOTES:

Mark boxes with an 'X' if: SLO/PLO is a major focus or an important part of the course/program; direct instruction or some direct instruction is provided; students are evaluated multiple times (and possibly in various ways) throughout the course or are evaluated on the concepts once or twice within the course.

DO NOT mark with an 'X' if: SLO/PLO is a minor focus of the course/program and some instruction is given in the area but students are not formally evaluated on the concepts; or if the SLO/PLO is minimally or not at all part of the course/program.

PLOs	PLO to ILO Alignment			
	<i>(Mark with an X)</i>			
	1	2	3	4
PLO #1 Four Field Approach Students will demonstrate an understanding of the four-field approach in anthropology by outlining each field, identifying which aspects of the study of human beings each field addresses and provide examples of specializations within each field.	X			X
PLO #2 Holistic Approach Students will demonstrate an understanding of the holistic approach by identifying how it applies to anthropological research.	X			
PLO #3 Stages of Research Students will demonstrate an understanding of the stages of research in the discipline of anthropology by properly identifying each step and its critical significance.	X			X

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
ANTH 1 Intro to Physical Anthropology: SLO #1 Natural Selection In a written assignment, students will explain how natural selection is related to environmental factors by using an example that identifies key processes of natural selection and illustrates how selective pressures can change.		X		X			
ANTH 1 Intro to Physical Anthropology: SLO #2 Primate Arboreal Adaptation Adaptation in an in-class assignment or objective exam question, students will demonstrate an understanding of primate adaptation by describing the major anatomical characteristics of primates associated with movement and the senses, and indentifying how they evolved as adaptations to arboreal environments.		X					
ANTH 1 Intro to Physical Anthropology: SLO #3 Human Evolution In a written assignment or objective exam question(s), students will demonstrate an understanding of human evolution by comparing and contrasting the anatomical and behavioral features of modern Homo sapiens with various extinct species of the Genus Homo (e.g. Neanderthals, H. erectus, H. habilis).		X					
ANTH 10 Medical Anthropology: SLO #1 Socio-Cultural Construction of Illness In a written assignment or objective exam question(s), students will demonstrate knowledge of the socio-cultural construction of illness by identifying and analyzing various examples of culture-bound syndromes.	X	X		X			
ANTH 11 Anthropology of Magic, Religion, and Witchcraft: SLO #1 Shamans and Priests In an in-class assignment, students will demonstrate an understanding of the relationship between religion and social structure by discussing the ways in which the roles of shamans and priests reflect egalitarianism and stratification, respectively.		X		X			
ANTH 11 Anthropology of Magic, Religion, and Witchcraft: SLO #2 Animism In a written assignment, students will demonstrate a conceptual understanding of the supernatural by (1) defining the terms animism and animatism; (2) outlining and explaining each of the characteristics of animistic beings; and (3) providing one culturally relevant example for both animism and animatism.		X					
ANTH 11 Anthropology of Magic, Religion, and Witchcraft: SLO #3 Rites of Passage In an in-class assignment, students will demonstrate an understanding of a rite of passage by defining the process and explaining each of its stages.		X					

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
ANTH 12 Ancient Civilizations of the World: SLO #1 Archaic State-Level Societies In a multiple choice exam, students will demonstrate and be able to distinguish between those organizational characteristics that are invariably associated with archaic state-level societies, and those that often but not always occur in these contexts. Moreover students should be able to identify those characteristics that archaeologists use to recognize states in lieu of written records. Finally, students will recognize the differences in organization, and in the amount of authority wielded by the leaders of complex chiefdoms and archaic states.	X	X		X			
ANTH 12 Ancient Civilizations of the World: SLO #2 Mesopotamian Epic of Gilgamesh In a written exam, students will critically evaluate the Mesopotamian Epic of Gilgamesh. They will be able to identify the text's metaphors, the identity and role of the goddess Ishtar, the cosmological significance of the cedar forest, Enkidu as a symbol of nature, the political system of Uruk, the significance of the rituals discussed by the text and the similarities of episodes in the myth to Greek myths and biblical stories.		X					
ANTH 12 Ancient Civilizations of the World: SLO #3 First Written Language In a multiple choice exam students will display a mastery of the key facts and issues concerning the origins and evolution of the world's first written languages. The facts of the study of early written languages that the student will have to be aware of concern the conditions for a successful decipherment, the relation of written symbols to the sounds and morphemes of the language. Furthermore, the student will recognize the patterns in the evolution of written systems, and the earliest uses to which written language was put.	X	X					
ANTH 2 Introduction to Cultural Anthropology: SLO #1 Holistic Approach In an objective exam, students will demonstrate an understanding of the holistic approach in anthropology by identifying its appropriate definition.		X		X			
ANTH 2 Introduction to Cultural Anthropology: SLO #2 Subsistence Strategies In an in-class objective assignment, students will demonstrate their understanding of subsistence strategies by identifying three of the four types recognized by anthropologists and by explaining five features that correspond to each.		X					
ANTH 2 Introduction to Cultural Anthropology: SLO #3 Political Organization In an in-class objective assignment, students will demonstrate their understanding of political organization by identifying the four types recognized by anthropologists and by explaining three features that correspond to each.	X	X					
ANTH 20A Introduction to Museum Studies: SLO #1 Handling and Caring for Museum Objects Upon completion of this course the student will be able to competently handle and care for objects under the care of a museum. This includes being proficient in the techniques and safeguards for the movement of different categories of objects, and maintaining the optimum storage environment for an object.		X		X			

SLOs	SLO to PLO Alignment <i>(Mark with an X)</i>			COURSE to ILO Alignment <i>(Mark with an X)</i>			
	P1	P2	P3	1	2	3	4
ANTH 3 Introduction to Archaeology: SLO #1 Radiocarbon Dating After completing this course, students will gain knowledge about the radiocarbon dating technique and its application only to organic materials of the last 100,000 years.		X		X			
ANTH 3 Introduction to Archaeology: SLO #2 Remote Sensing In a multiple choice and matching questions type objective exam, students will demonstrate an understanding of the techniques of remote sensing in archaeology including aerial photography, electrical resistivity, use of a proton magnetometer, ground penetrating radar, and photos taken by satellites.		X					
ANTH 3 Introduction to Archaeology: SLO #3 Sample Sherds In a two page report, students will demonstrate an understanding of the process of pre-modern pottery making. The report will document their findings from the examination of sample sherds from archaeological contexts. In the report they will correctly recognize the mineral make-up of the paste and slip, identify the steps the pottery went through to form the vessels, identify the firing environment and its effects on the paste, identify the likely forms of the vessel, and identify the functions of the vessels.		X					
ANTH 4 Language and Culture: SLO #1 Language Extinction In a written assignment or objective exam question(s), students will demonstrate an understanding of language extinction by identifying the various cultural and historical factors that contribute to language loss and describing the preservation efforts applied to languages targeted for extinction.		X		X			
ANTH 4 Language and Culture: SLO #2 Language and Social Factors In a written assignment or objective exam question(s), students will demonstrate an understanding of the relationship between language and social factors such as gender, ethnicity and class.	X	X					
ANTH 4 Language and Culture: SLO #3 'Pidgin' In a written assignment or objective exam question(s), students will demonstrate an understanding of the language variety known as 'pidgin' by identifying several features regarding its structure (as compared to a standard language) and identifying the social and historical conditions under which a pidgin develops.		X					
ANTH 5 Physical Anthropology Laboratory: SLO #1 Human Karyotypes In an in-class lab activity, students will compare and contrast human karyotypes to identify potential abnormalities and chromosomal mutations.		X		X			
ANTH 5 Physical Anthropology Laboratory: SLO #2 Determining the Sex of Human Remains In an in-class lab activity, students will determine the sex of human skeletal remains by visually observing various pelvic and cranial features and applying the techniques used by forensic anthropologists to measure various post-cranial bones.		X					
ANTH 5 Physical Anthropology Laboratory: SLO #3 Hominin Evolution In an in-class lab activity, students will demonstrate an understanding of hominin evolution by identifying the distinguishing cranial and dental features that characterize members of the genera Australopithecus, Paranthropus and Homo.		X					

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	P1	P2	P3	1	2	3	4
ANTH 6 Native Peoples of North America: SLO #1 Culture as Holistic In a written assignment or objective exam, students will demonstrate an understanding of culture as an integrated system. Using a selected native group as a case study, students will need to identify a minimum of 3 parts of culture that may be interconnected and describe how these parts are interrelated.		X		X			
ANTH 6 Native Peoples of North America: SLO #2 Four-Field Approach In a written assignment or objective exam, students will demonstrate an understanding of the four-field approach in anthropology as it relates to the study of native peoples of North America. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and describe how each field might approach the study of native peoples.	X	X					
ANTH 6 Native Peoples of North America: SLO #3 European Contact In a written assignment or objective exam, students will demonstrate an understanding of how contact with Europeans dramatically altered native populations and their various cultures. Using a selected case study, students will need to identify specific areas of native culture that were changed by contact and describe the changes that took place.	X	X					
ANTH 7 Native Peoples of South America: SLO #1 Cultural Ecology Approach In an in-class written assignment, students will demonstrate an understanding of the cultural ecology approach by explaining the relationship between the level of sociopolitical organization achieved by two South American indigenous groups (one from the Patagonia and another from the Amazon Basin) and the particular environmental zone each group occupies. In addition, students will need to address the subsistence strategy employed by each group and the limiting factors to population growth that each environment presents.	X	X		X			
ANTH 7 Native Peoples of South America: SLO #2 Vertical Integration In an in-class assignment, students will explain how vertical integration provides for an adequate adaptation to the environmental conditions characterizing the Andean region by choosing an Andean group as an example, identifying each of the microenvironments utilized by the group, describing the particular subsistence activity carried out in each microenvironment, and listing the main resources procured.	X	X					
ANTH 7 Native Peoples of South America: SLO #3 European Contact In a written assignment or objective exam, students will demonstrate an understanding of how contact with Europeans dramatically altered native populations of South America and their various cultures. Using a selected case study, students will need to identify specific areas of native culture that were changed by contact and describe the changes that took place.	X	X					

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ANTH 8 Ancient Civilizations of Mesoamerica: SLO #1 Locating Mesoamerica After completing this class students will gain knowledge about Mesoamerica's anthropological characteristics including being described as an ancient cultural region that encompasses Northern, central and southern Mexico, Guatemala, Honduras, Belize, and El Salvador.	X	X		X			
ANTH 8 Ancient Civilizations of Mesoamerica: SLO #2 Quiche Maya Myths In a written exam students will demonstrate a critical understanding of the Quiche Maya myths contained in the Popol Vuh. Specifically, they will answer questions concerning the identities of deities and the cosmological provenance of deities and animals that appear in the book. They will also answer questions concerning Mesoamerican concepts concerning the body and life cycle, and afterlife.	X	X					
ANTH 8 Ancient Civilizations of Mesoamerica: SLO #3 Mesoamerica's Indigenous In a multiple choice exam students will display a mastery of the key facts and issues concerning Mesoamerica's indigenous written and spoken languages. Specifically these questions will cover key concepts of historical linguistics pertaining to spoken languages, and the concepts, analytical approaches, and achievements in the decipherment of pre-Columbian written languages.	X	X					
ANTH 9 Women, Culture, and Society: SLO #1 Four-Field Approach and Gender In a written assignment or objective exam, students will demonstrate an understanding of the four-field approach in anthropology as it relates to the topic of gender. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and how gender might be analyzed within each field.	X	X		X			
ANTH 9 Women, Culture, and Society: SLO #2 Integrated System In a written assignment or objective exam, students will demonstrate an understanding of culture as an integrated system. Using a selected case study, students will need to identify at least two areas of culture that are related to gender and describe how they are interconnected.	X	X					
ANTH 9 Women, Culture, and Society: SLO #3 Gender as a Cultural Construction In a written assignment or objective exam students will demonstrate an understanding of gender as a cultural construction. Students will correctly define the term gender, and using selected case studies, they will describe the tremendous variation in the expectations for gender cross-culturally.		X					