

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>A&amp;S</u>	Department (Full name):	<u>Anthropology</u>		
Major Name (full name please):	<u>Anthropology</u>	Degree Title:	<u>BA and BS</u>		
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____		
Requested Effective Date:	<b>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</b>				
Contact Person:	<u>Mark Whitaker</u>	Phone:	<u>257-2611</u>	Email:	_____

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”*

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>ANT 582 Senior Integrative Seminar</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Anthropology Learning Outcome #2: Graduating majors will demonstrate the ability to combine data, method, and theory in anthropology and communicate what they have learned through written and oral or vial work in a way that satisfies the University of Kentucky's Graduateion Composition and Communication Requirement.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>According to the Graduation Composition and Communication Requirement all students must demonstrate an ability to present their work by writing about it and presenting it, orally or visually or both, before an audience. In the Anthropology major (both the BA and the BS) this requirement is satisfied by taking ANT 582 Senior Integrative Seminar. In that course all sutdents are</u>

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required to write a fifteen page research paper. This paper will be submitted in draft form, revised, and resubmitted in final form at the end of the course.. All students in ANT 582 will also be required to present their research in a ten minute, in-class presentation (this presentation may be oral or visual).

**C. Delivery and Content:**

**1. Delivery specification:** for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): \_

**2. Basic Course Information:** Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

**Course #1:** Dept. prefix, number, and course title: ANT 582

- new or existing course? Existing. (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? No.
- projected enrollment per semester: 30-40 (We usually run two sections).

**Course #2 (if applicable):** Dept. prefix, number, and course title: \_\_\_\_\_

- new or existing course? \_\_\_\_\_ (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? \_\_\_\_\_
- shared or cross-listed course? \_\_\_\_\_
- projected enrollment per semester: \_\_\_\_\_

**Course #3 (if applicable):** Dept. prefix, number, and course title: \_\_\_\_\_

- new or existing course? \_\_\_\_\_ (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? \_\_\_\_\_
- shared or cross-listed course? \_\_\_\_\_
- projected enrollment per semester: \_\_\_\_\_

**3. Shared courses:** If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

• **Contact information of providing program:**

\_\_\_\_\_

• **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

\_\_\_\_\_

• **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

**Date of agreement:** \_\_\_\_\_

**4. Syllabi:** Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR

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<p>assignments for credit);</p> <ul style="list-style-type: none"> <li>• the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;</li> <li>• the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”             <ul style="list-style-type: none"> <li>○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”</li> </ul> </li> </ul>
<p><b>5. Instructional plan:</b> Summarize the instructional plan for teaching the C&amp;C skills specified in the program SLOs and delivered in the course(s). Include the following information in <b>brief</b> statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications <b>where</b> on the syllabus it is found:</p>
<ul style="list-style-type: none"> <li>• <u>overview of delivery model:</u> summarize how the GCCR will be delivered for <b>all</b> program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):</li> </ul>
<p><u>Most anthropology classes above the 200 level involve writing research papers.</u></p>
<ul style="list-style-type: none"> <li>• <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:</li> </ul>
<p><u>ANT 582 students are required to write a fifteen page research paper at the conclusion of that course.</u></p>
<ul style="list-style-type: none"> <li>• <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading &amp; feedback; essay drafting with mandatory revision; peer presentations; etc.):</li> </ul>
<p><u>Students will submit a draft to the professor who will comment on these drafts and return them to the students. They will be required to take these comments into account in their final version. Presentations will be in class with their peers as an audience. It is important to note that ANT 582 is a seminar; students should be commenting on each others work throughout the semester. Students will also be expected to comment helpfully on each other presentations.</u></p>
<ul style="list-style-type: none"> <li>• other information helpful for reviewing the proposal:</li> </ul> <p>_____</p>
<p><b>D. Assessment:</b></p>
<p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> <li>• specify the assessment schedule (e.g., every 3 semesters; biennially):</li> </ul>
<p><u>Every third year.</u></p>
<ul style="list-style-type: none"> <li>• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):</li> </ul>
<p><u>Undergraduate Studies Committee</u></p>
<ul style="list-style-type: none"> <li>• if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):</li> </ul> <p>_____</p>

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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	ANT 582, Anthropology BA and BS
Contact Person Name:	Mark Whitaker, DUS
Phone:	7-2710
Email:	mark.whitaker@uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	02/11/14	Mark Whitaker, DUS / 2-2710 / mark.whitaker@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/1/14	Ruth Beattie, Associate Dean / 3-9925 / reabeat1@uky.edu
		/ /

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee	3/5/2014	

**Comments:**

<sup>1</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

## Sample Syllabus

### ANT 582 Senior Integrative Seminar: Biography and Anthropology

**Professor Mark Whitaker**  
**M 1:00-3:30 PM**  
**Lafferty Hall. Room 108L**  
**Office Hours: TTh 11:00-12:00 AM**

**Spring --**  
**3 credit hours**  
**Office 214**  
**Ext: 7-2611**

#### SYLLABUS

Many fields of human inquiry use biography as a scholarly tool. Most familiar is the practice of writing biographies to better understand ‘extraordinary’ people within the context of their age. But social historians and other studiers of the ‘everyday’ like to reverse this dynamic and use ‘oral histories’ of ‘ordinary’ people to obtain (or retain) some sense of what it is like to live in a particular historical period. Anthropologists, similarly, record ‘life histories’ of unexceptional people to study other social or cultural locations; and sociologists and psychologists, likewise, use ‘case histories’ to grasp the experience of those who have been locked into particular social formations or pathologies. At the same time ‘biographical/autobiographical’ interests are not limited to the cultural wing of anthropology. Many biological anthropologists, for example, use the concept of a ‘life history’ to evaluate the parenting and reproductive strategies of humans exposed to the stress of disease and war – though here ‘life history’ refers to a paradigmatic form of behavior modeling. Closer to biography per. se. are the efforts of archaeologist and forensic anthropologists (such as Clea Koff) to ‘give voice’ to the victims of genocide -- clearly also a kind of ‘biography’. All these uses of ‘biography, of course, are subject to the various critiques of anthropology common to our present age of anxiety. In this course, we are going to learn how to make and use biographies of ‘ordinary people’, and discuss in doing so the strengths and weaknesses of this method. Of course, along the way, we shall look at and challenge notions like ‘ordinary’ and ‘exceptional’.

**Course Goals:** 1) By the end of this course you should be able to understand the strengths and weaknesses of using biography and autobiography in anthropology. 2) You should be familiar with debates regarding the use of ‘life histories’, personal narratives, autoethnography, biography and memoir in various forms of anthropological research. 3) You should be able to either produce or critically evaluate anthropological biographies. 4) Finally, you will have satisfied your Graduation Composition and Communication Requirement by demonstrating the ability to combine data, method and theory in your final written project and in an oral/visual presentation in class ten minutes.

**Course Responsibilities:** During this course, you will read five book-length ‘life histories’ or ‘oral histories’ and a number of other articles and book chapters that illustrate problems related to the use of biography or ‘life history’ as a scholarly tool. You will write a short paragraph in your electronic journal about each article and at least a page-long critical evaluation of each book. These evaluations and paragraphs will be kept in an electronic journal which will be printed out and handed in every third week. Students will also be broken down into teams; each team will lead a discussion of one book. Finally, you will research and write a 10-15 page research paper. This can take one of two forms. 1) You may write a ‘life history’ or ‘oral history’ of your own. This would involve conducting one tape-recorded interview, producing a transcript of this interview, conducting background research to fill in gaps left by the interview, and

writing all this up in a 15 page ethnographic research paper. 2) Or you may write an evaluative critique of the use of biographical techniques in any branch of anthropology. This would involve scholarly research, the production of a preliminary bibliography and thesis, and a 15 page critical review paper. You will be responsible for turning in a draft of this paper by Week 10. You will also be responsible for presenting your research to the class in a 10 minute visual or oral presentation in Weeks 12 and 13.

**Course requirements and method of evaluation:**

**The grades break down as follows:**

Participation (including team presentations).....20 points  
Research presentation.....10 points  
Book reviews and Electronic journal.....40 points  
Final paper .....30 points  
Total: 100 points

Note: A=91-100;B=80-90;C=70-79;D=60-69;E=59 or below.

**Texts:**

**Ishi in Two worlds: A Biography of the Last Wild Indian in North America.**

(1961) By Theodora Kroeber. Berkeley: California University press.  
ISBN: 978-0-520-22940

**Before Freedom: When I Just Can Remember.**

(1989) Edited by Belinda Hurmence  
John F. Blair: Winston-Salem, NC  
ISBN: 0-89587-069-X

**The Bone Woman: A Forensic Anthropologist's Search for Truth in the Mass Graves of Rwanda, Bosnia, Croatia, and Kosovo.**

(2004) By Clea Koff. New York: Random House.  
ISBN 0-8129-6885-9.

**In My Mother's House: Civil War in Sri Lanka.**

(2011) By Sharika Thiranagama. Philadelphia: University of Pennsylvania Press.  
ISBN 9978-0-8122-4342-0

**Mama Lola: A Vodou Priestess in Brooklyn**

( 1991) By Karen McCarthy Brown  
Berkeley: University of California Press  
ISBN: 978-0-520-22475-9

### Additional Readings on Blackboard

**From *Translated Woman***

Behar, Ruth. 1993. "Introduction: The Talking Serpent" in *Translated Woman: Crossing the Border with Esperanza's Story*. Pp. 1-22

**From *Will in the World***

Greenblatt, Stephen. (2004) 'Primal Scenes' in *Will in the World*, Pp 22-54

**From *Moroccan Dialogues***

Dwyer, Kevin. (1982) 'The First Dialogue' in *Moroccan Dialogues: Anthropology in Question*, Pp. 21-35

**From *Biographical Objects***

Hoskins, Janet. (1998) 'The Betal Bag: A sack for Souls and Stories' in *Biographical Objects: How things tell the Stories of People's Lives*, Pp. 25-58

**Whitaker, Mark (1996)**

'Reflexivity'

**Whitaker, Mark (2003)**

'Three Sri Lankan Tamil Diaspora: three Tamil Family Narratives'

From *Ethnic Studies Report, Vol. XXI, No. 1, January 2003, Pp. 62-80.*

**From *Learning Politics from Sivaram***

Whitaker, Mark. (2007). "Learning Politics from Sivaram" in *Learning Politics from Sivaram*. Pp. 18-30.

**From *Anthropology and Autobiography*.**

Okely, Judith. (1992) "Anthropology and autobiography: Participatory experience and embodied knowledge" in *Anthropology and Autobiography*, Pp.1-28

**Key, Catherine. A.**

"The Evolution of Human Life History" in *World Archaeology, Vol 31. No 3, Human Lifecycles (Feb., 2000), pp. 329-350.*

**Lawlor, Mattingly and Jacobs-Huey**

"Race, Gender, and the Play of Cultural Identities" in *American Anthropologist, New Series, Vol. 104, No. 3 (September 2002), pp. 743-753*

**Gosden, Chris and Yvonne Marshall.**

"The Cultural Biography of Objects" in *World Archaeology, Vol 31. No. 2 (Oct. 1999), Pp. 169-178.*

**Obeyesekere, Gananath**

(1981) "Medusa's Hair: Part One" in *Medusa's Hair: An Essay on Personal Symbols and Religious Experience*, Pp. 13-51. Princeton: Princeton University Press.

**Reed-Danahay, Deborah E. (1997)**

"Introduction" in *Auto/Ethnography: Rewriting the self and the social*, Pp. 1-17.

**Jayawardena, Kumari**

(1995) "'Sandals in India and Shoes on the West' Annie Besant's 'Passage to India'" and "From London's West End to Jaffna: Florence Farr as George Bernard Shaw's 'New Woman'" in *The White Woman's Other Burden: Western Women and south Asia During the British Rule, Pp. 123-146.* London: Routledge.

## SCHEDULE

### **WEEK 1: Introduction: biography, anthropology, and autoethnography**

On blackboard: Whitaker, "Learning Politics from Sivaram", Okely, "Anthropology and autobiography", Key, "The Evolution of Human Life History". Reed-Donahay, "Introduction"

### **WEEK 2: Ishi: A biography of the 'other'?**

On Blackboard: A selection from *Will in the World* (2004), pp. 22-53; *Ishi in Two Worlds* (1961), pp. xi-39-183

### **WEEK 3: Ishi's Brain**

Ishi, pp. 184-259; Selections from *Ishi's Brain* (2004) by Orin Starn  
**First Team Presentation.**

(Teams will announce which popular biography they will discuss for week 4).

### **WEEK 4: POPULAR BIOGRAPHY**

(Each team will present its own popular biography.)

### **WEEK 5: REORDERING THE PAST: ARCHAEOLOGICAL AND FORENSIC 'BIOGRAPHY'**

On blackboard: Gosden and Marshall, 'The Cultural Biography of Objects'; Koff's *The Bone Woman*.  
**Second Team Presentation.**

### **WEEK 6 HISTORY, ORAL HISTORY, AND THE PROBLEM OF CONDUCTING INTERVIEWS**

*Before Freedom*  
**Third Team Presentation.**

### **WEEK 7 REFLXIVITY**

Whitaker, 'Reflexivity'; Selection from *Biographical Objects* (1998); Selections from Dwyer, *Moroccan Dialogues: Anthropology in Question* (1982), pp 21-35; Behar, *Translated Woman: Crossing the border with Esperanza's*

*Story*, (1983), 'Introduction: The Talking Serpent', pp. 1-20; *Mama Lola* (1991), ix-19; *Mama Lola*, pp. 1-92

**WEEK 8**      **SPRING BREAK! NO CLASS!**

**WEEK 9**      **THE GAZE REVERSED: WHO IS LOOKING AT WHOM?**

On Blackboard: Jayawardena, "'Sandals in India and Shoes in the West' Annie Besant's 'Passage to India'"; "From London's West End to Jaffna"; Obeyesekere "Medusa's Hair Introduction". *Mama Lola*, pp. 93—381

**Forth team presentation.**

**WEEK 10**     **ETHNOGRAPHY AND POLITICS**

Blackboard: Whitaker, 'Three Sri Lankan Tamil Diaspora: three Tamil Family Narratives'; Whitaker, "The Family Elephant" and "Ananthan and the Readers' Circle". Thiranagam's *In My Mother's House: Civil War in Sri Lanka*, Chapters 1-6

**Fifth team presentation.**

**Draft of research paper due!**

**WEEK 12**     **INDIVIDUAL PRESENTATIONS**

**WEEK 13**     **INDIVIDUAL PRESENTATIONS**

**WEEK 14**     **TEAMS COMMENT ON EACH OTHER'S DRAFTS**

FINAL PAPER DUE: Monday, April 30, by 11:00 A.M in my Lafferty Hall Mail box.

Additional notes:

Paper style: All papers in this course must be turned in typed. They must contain a title, page numbers, standard citations (i.e., any standard style though AAA style is preferred), and a bibliography. Papers that do not have the above will be returned.

Attendance Policy: Unexplained absences will be reflected in your participation grade.

Academic Integrity: Look, this is your capstone course. If you plagiarize here you are, basically, making a mockery of your whole university career. But let me quote the 'boilerplate' phrasing the university recommends: "*Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on*

*cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.*” I’m sure you already know this. Still, it goes remorselessly on: *“Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.”* So let’s not get involved in all this. You know the drill: just do your own stuff and give credit where credit is due.

Adjustments to the Syllabus and Course Schedule: Life being unpredictable, it is likely small changes to the syllabus may have to be made during the course of the semester. These will always be announced in class and through an email and a revised syllabus will be posted on blackboard. If you are absent for several classes please check your email and blackboard to see any possible changes.

Academic Accommodation: If you have a disability that requires accommodations please see me as soon as possible once the course begins. I am willing to work with you to take account of your disability. University policy says that you must have a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754; [www.uky.edu/StudentAffairs/DisabilityResourceCenter/](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/) )

A Useful Website: UK Academic Ombud: [www.uky.edu/Ombud](http://www.uky.edu/Ombud)