

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Arts & Sciences Date: Feb. 10, 2008

Department/Division offering course: Anthropology

2. What type of change is being proposed? Major Minor*
 *See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: ANT 550 Proposed prefix & number: ANT 450

4. Current Title Symbols and Culture

Proposed Title[†] N/A

[†]If title is longer than 24 characters (including spaces), write a sensible title (24 characters or less) for use on transcripts:

5. Current number of credit hours: 3 Proposed number of credit hours: 3

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

Current:

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE
 () INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
 (X) SEMINAR () STUDIO () OTHER - Please explain: _____

Proposed:

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE
 () INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
 (X) SEMINAR () STUDIO () OTHER - Please explain: _____

9. Requested effective date (term/year): _____ F / 2008

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10. Current teaching method: N/A Community-Based Experience Service Learning Component Both
Proposed teaching method (if applicable): Community-Based Experience Service Learning Component Both

11. Current cross-listing: N/A
- | | | |
|---|----------------------------|--|
| | _____
Prefix and Number | _____
NAME of current cross-listing DEPARTMENT |
| a. Proposed – REMOVE the current cross-listing: | <input type="checkbox"/> | |
| b. Proposed – ADD a cross-listing: | _____
Prefix and Number | _____
Signature of chair of proposed cross-listing department |

12. Current prerequisites:
ANT 220, or consent of instructor
-
- Proposed prerequisites:
N/A

13. Current Bulletin description:
Examines the way in which symbolic systems create the meanings through which we experience life. The course will explore symbols and symboling behavior from a humanistic perspective, and will present examples of non-Western symbolic systems.
-
- Proposed Bulletin description:
N/A

14. What has prompted this change?
I currently teach both 500-level and 700-level seminars on symbolic anthropology. They were designed so that both undergrads and grads could take the 500 level intro to symbolic anthro, and then grads could go on and take the advanced seminar after completing the introductory course. However, this has never happened -- grads take either the 500 level or the 700 level, but not both. In addition, undergrads in the 500 level course feel intimidated in the presence of as many as six graduate students in the course with them. Hence, I would like to drop the level of the undergrad course so that undergrads can take it with confidence. Grads will continue to have the 700-level grad seminar available for them to take.

15. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
N/A

16. Please list any other department that could be affected by the proposed change:
N/A

17. Will changing this course change the degree requirements for ANY program on campus? YES NO
If YES², list below the programs that require this course:

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† In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

18. Is this course currently included in the University Studies Program? Yes No

19. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

20. Within the department, who should be contacted for further information on the proposed course change?

Name: Monica Udvardy Phone: 7-6919 Email: Udvardy@uky.edu

21. Signatures to report approvals:

<u>2/10/08</u>	<u>Chris Pool</u>	<u>[Signature]</u>
DATE of Approval by Department Faculty	printed name	Reported by Department Chair signature
<u>3/25/08</u>	<u>Leonidas Buchas</u>	<u>[Signature]</u>
DATE of Approval by College Faculty	printed name	Reported by College Dean signature
<u>5/6/08</u>	<u>S. Gill</u>	<u>[Signature]</u>
*DATE of Approval by Undergraduate Council	printed name	Reported by Undergraduate Council Chair signature
	/	
*DATE of Approval by Graduate Council	printed name	Reported by Graduate Council Chair signature
	/	
*DATE of Approval by Health Care Colleges Council (HCCC)	printed name	Reported by Health Care Colleges Council Chair signature
	Reported by Office of the Senate Council	
*DATE of Approval by Senate Council	Reported by Office of the Senate Council	
	Reported by the Office of the Senate Council	
*DATE of Approval by the University Senate	Reported by the Office of the Senate Council	

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

<http://www.as.uky.edu/Admin/faculty/viewdocs/summary/>

INVESTIGATING AREA: Soc. & Behav. Sci. COURSE, MAJOR, DEGREE or PROGRAM: ANT 550

DATE FOR EPC REVIEW: 3/25/08 CATEGORY: NEW, CHANGE DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
none
2. If no modifications were made, review considerations that arose during the investigation and the resolutions.
No problems were noted.
3. List contacts with program units on the proposal and the considerations discussed therein.
4. Additional information as needed.
5. A&S Area Coordinator Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Education Policy Committee Recommendation:

APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. Jim Hougland, Jr. Date: 3/25/08

A&S Educational Policy Committee,
Jim Hougland, jehoug2@email.uky.edu 257-4417

File: \InvestigatorRpt

ANTHROPOLOGY 550:
SYMBOLS AND CULTURE

Dr. Monica Udvardy
210 Lafferty Hall
Office Phone: 257-6919
Office Hours: T/Th 2-3 PM
or by appointment

Spring, 2007
Th 3.30-6.00 PM
Lafferty Hall 108
E-mail: Udvardy@UKY.EDU

Course Goals:

Anthropology 550 examines the way in which symbolic systems create the meanings through which we experience life. Drawing upon the major schools of thought of symbolic anthropology, it begins with an exploration of the symbol, followed by symbol systems and the ritual process. Students also become familiar with the development of the sub-discipline, primarily from the 1960s until today. The majority of examples are taken from non-Western societies, in order both to present the scope of human creativity, and so that we may reflect upon our own secular and sacred, symbolic behavior. A major goal is for the participant to achieve the skills necessary for interpreting the meanings of our own symbols and symbolic actions, as well as those of other cultures.

Student Learning Outcomes: At the end of the course, you should be familiar with:

- symbols, their meanings, and how their meanings shift in relation to one another and to context;
- rituals, and main anthropological understandings of their meanings and roles;
- anthropological approaches to understanding the symbolism of space, the human body, and a variety of objects;
- the importance of structure, action and practice in the construction of symbolic meaning.

Required Texts:

Berger, Arthur Asa. 1999 (1984). Signs in Contemporary Culture. An Introduction to Semiotics. Salem, Wisconsin:Sheffield.

Rountree, Kathryn. 2004. Embracing the Witch and the Goddess. Feminist Ritual-Makers in New Zealand. London & NewYork:Routledge.

* Assigned Readings, available as a reading packet at Johnny Print, 547 S. Limestone. Open M-F 8.30-5.30; Sat 10-1. These readings are indicated by an asterisk in the syllabus.

Course Requirements:

Grading Procedures:

Graduate students: Graduate students are graded on the same scale as below, however the requirements for the following categories differ:

- (1) The paper shall be 20 pages long, with at least 20 references; & the oral component will be a total of 20 minutes.
- (2) The participation component includes facilitating a week's readings, i.e., being the lecturer/discussion leader for Weeks 4, 5, 8, 9 or 12.

All students:

Work must be submitted in each category in order to receive a passing grade for this course.

1. <u>Active Learning:</u>	75 pts. (15 %)	3. <u>Midterm:</u>	100 pts. (20 %)
Participation	35 pts. (7 %)	4. <u>Paper:</u>	100 pts. (20 %)
Attendance	25 pts. (5 %)	90 pts. Written	
Evaluators	15 pts. (3 %)	10 pts. Oral	
2. <u>Weekly concept responses:</u>	100 pts (20 %)	5. <u>Final Exam:</u>	125 pts. (25 %)
9 times @ 11 pts;			
1 point for all on-time submissions			
			Total points possible: 500 pts. (100 %)

1. **ACTIVE LEARNING COMPONENT** (75 pts [15 %]): Studies of active learning indicate that students absorb information best if they actively engage it both verbally and in writing. The active learning component of this course is divided into three components:
 - a) **Participation:** Each student is expected to arrive promptly and prepared (having completed all the readings) and able to discuss, ask questions, and comment on the readings.
 - b) **Attendance:** This course is structured in a seminar format, lending a more intense and intimate learning and teaching atmosphere than in a lecture-based course. For these reasons, attendance at all meetings is crucial. If you must miss a meeting for any reason, you are expected to contact the instructor prior to the class meeting, and explain your unavoidable absence. Absences require documentation in accordance with the University's policy on excused absences. More than one unexcused absence will result in a 25 point reduction in your final course grade for EACH unexcused absence.
 - c) **Evaluators:** A selection of participants will evaluate the oral presentations of student papers during Weeks 15 & 16. While student evaluations will not influence the presenter's grade, these evaluations will be collected and submitted to each presenter.
2. **WEEKLY CONCEPT RESPONSES** (worth 100 pts. [20 % of grade]) Beginning in Week 2, you will receive a writing assignment centered on the following week's readings, to be completed and submitted the following week, within the first 10 minutes of the class period. Responses should be 1 page long, typed, with your name, date, course number & Weekly Concept Response number at the top. Use 1 inch margins and 1 ½ inch line spacing.
3. **TWO ESSAY EXAMS**. One midterm, worth 20 % & the final, worth 25 % of the grade.
4. **PAPER** (worth 100 pts. [20 % of grade]). The paper consists of a written portion, & an in-class oral presentation.
 - A. **Written Portion**. 80 pts. Length: 7-9 pages, double-spaced (Graduate students: see above). Select one of the two following options:
 1. Mini-fieldwork based. Choose a secular or religious ritual, ceremony or event to observe. After participant-observation, describe and analyze the event, using one or more of the anthropological theories presented in class. E.g., a religious service; football game; childbirth; sorority tradition; a family meal; a parade.
 2. Library-research based. Select a problem-oriented topic of symbolism or ritual of own choosing, apply any of the anthropological theories presented in the lectures or readings, and

critically analyze the topic selected.

- a) The selection of A or B and topic description is to be made by: **Thursday, Feb. 1.**
 b) The rough draft is due: **Thurs., March 8.**
 c) The final draft, including analysis and conclusions, is due: **Thurs., April 12.**

B. **Oral Presentation.** 20 pts. A 10-minute in-class presentation of the student's paper project is to be made during one of the last two class meetings.

Visual Presentations: Lecturing will be enhanced through the occasional use of film and visual presentations. Students are expected to take notes during these presentations. In addition to the other teaching materials, the exams will cover visual presentations.

Policy on Make-Up Exams, Cheating and Late Assignments: A student may not take a make-up exam without having an excused absence. Excused absences are given only upon presentation of a valid medical or emergency excuse in writing. Deaths in the family require a copy of the obituary, and medical excuses require verification. Students are to present these before the excused event, if possible, or, if not possible, immediately following a valid emergency event. Unless approved through a valid excuse, written assignments turned in after the collection period of class on the day they are due will be marked down one letter grade for each day they are late. Students found cheating, i.e., copying (plagiarizing) from others, or assisting others in such acts, will be assigned a failing grade in the assignment. Further, recommendation will be made to the Dean that these found guilty be suspended from the university.

COURSE OUTLINE

**Week 1. Th., Jan. 11 Introduction to the Course. Review of Syllabus.
 What are Symbols?**

In-Class Assignment: Think of and report on a symbol that represents yourself!

Week 2. Th., Jan. 18 How Do Symbols Work?

Assignment: Bring to class something you think symbolizes United States culture.

Readings: Berger, Chs. 1 through 5

Week 3. Th., Jan. 25 Symbols in Use: The Giriama of Kenya

***** Submit concept responses *****

Readings: *Turner, "Symbols in Ndembu Ritual"
 Berger, Chs. 6-9,15
 *Udvardy, "Gender Metaphors in Medicines..."
 *Udvardy, "Kifudu: A Female Fertility Cult"

Week 4. Th., Feb. 1 Dominant Symbols & the Importance of Context

***** Submit concept responses *****
***** PAPER, PART I DUE *****

Readings: *Geertz, "Religion as a Cultural System"
 *Dubish, "You are what you Eat..."
 *Ortner, "On Key Symbols"
 *Brandes, "Giants and Big-Heads"

Week 5. Th., Feb. 8 The Third Element and Boundary Crossings

***** Submit concept responses *****

Readings: *Douglas, "Secular Defilement"
 *Geertz, "Thick Description: Toward an..."
 *Leach, 1964. "Anthro'al Aspects of Lang..."
 *Douglas, "Animals in Lele Religious Symb..."

Week 6. Th., Feb. 15 * MIDTERM 1 *****

***** Bring a blue book AND Submit concept responses *****

Readings: *Douglas, "The Abominations of Leviticus"
 *Harris, "Pig Lovers and Pig Haters"

Week 7. Th., Feb. 22 Ritual & Communitas

***** Submit concept responses *****

Readings: *Van Gennep, The Rites of Passage, pp. 1-26
 *Turner, "Betwixt & Between"
 * Bourdieu, "Rites of Institution"
 *Jankowiak, "Carnival on the Clipboard."

Class Assignment: Potluck! Bring a dish or drink to share!
Guest Facilitator: To be announced

Week 8. Th., March 1 The Human Body as a Symbol of Social Relations

***** Submit concept responses *****

Readings: Berger, Ch. 10, 13
 *Douglas, "External Boundaries"
 *Douglas, "Pollution"

*Douglas, "The Two Bodies"

Week 9. Th., March 8 The Power of the Unknown: Distance & Secrecy

***** Submit concept responses *****
***** PAPER, PART II DUE *****

Video: The Asmat of New Guinea
Readings: *Helander, "Incorporating the Unknown..."
 *Murphy, "Secret Knowledge as Property..."
 Berger, Ch. 16

Week 10. Th., March 15 SPRING BREAK Have a good one!

**Week 11. Th., March 22 Guest Facilitator: Dr. Jeanmarie Rouhier-Willoughby,
 Linguist and folklorist,
 Department of Russian and Eastern Studies, UK**

***** Submit concept responses *****

Readings: *Lakoff, George. Women, Fire, and Dangerous Things,
 pp. 68-121, 377-415.

(Possible) Oral paper presentations: _____

Week 12. Th., March 29 Post-Structuralism: Practice & Power.

Readings: *Bourdieu, Pierre. 1990. Ch. 4 "Belief..." & Ch. 5 "Logic..."
 pp. 66-98
 *Foucault, M. "Disciplines and Sciences of the Individual,"
 pp. 170-238.
 Rountree, Kathryn. Embracing the Witch and the Goddess,
 Chs. 1-3, pp. 1-50.

**Week 13. Th., April 5 3.30-5 pm: Visit to the University of Kentucky Art Museum
 5-6 pm: Begin discussing Case Study Monograph.**

Readings: Rountree, Kathryn. Embracing the Witch and the Goddess,
 Chs. 4-6, pp. 50-101.

Week 14. Th., April 12 Case Study Monograph

***** PAPER, PART III DUE *****

Readings: Rountree, Kathryn. Embracing the Witch and the Goddess,
 Chs. 7-12, pp. 101-195.

Week 15. Th., April 19 ORAL PAPER PRESENTATIONS

Paper pres. _____
 Paper pres. _____

Week 16. Th., April 26 ORAL PAPER PRESENTATIONS

Paper pres. _____
 Paper pres. _____

Week 17. * FINAL EXAM, Tuesday, May 1, 2007 3.30-5.30 PM *****
***** Lafferty Hall Rm. 108 *****

**FULL REFERENCES FOR ARTICLES USED IN
 SPRING, 2007, ANT 550, SYMBOLS AND CULTURE,
 DR. M.L. UDVARDY**

- Bourdieu, Pierre. 1990. Ch. 4 "Belief and the Body," and Ch. 5 "The Logic of Practice," pp. 66-98 in The Logic of Practice. Polity Press.
- Bourdieu, Pierre. 1991. Ch. 4 "Rites of Institution," pp. 117-127 in Language and Symbolic Power. Cambridge, Mass.:Harvard U.P.
- Brandes, S. 1980. "Giants and Big-Heads: An Andalusian Metaphor." Pp. 77-92 in Symbol as Sense. New Approaches to the Analysis of Meaning. Eds. M.L. Foster & S.H. Brandes. Academic.
- Crothers, George. Forthcoming. "Ritual Use of Mammoth Cave during the Early Woodland Period," in Journeys into the Dark Zone: A Cross Cultural Perspective on Caves as Sacred Spaces, Vols. I & II, edited by Holly Moyes. University Press of Colorado, Boulder.
- Douglas, M. 1992 [1966]. "The Abominations of Leviticus," pp. 41-58, and "External Boundaries," pp. 114-129 in Purity and Danger. Routledge.
- Douglas, M. 1970. "The Two Bodies," pp. 65-82 in Natural Symbols. Explorations in Cosmology. Pantheon.
- Douglas, M. 1992 [1966]. "Secular Defilement." Pp. 29-41 in Purity and Danger. Routledge.
- Douglas, M. 1975. "Animals in Lele Religious Symbolism." Pp. 27-47 and "Pollution," pp. 47-60 in Implicit Meanings. Routledge.
- Dubisch, Jill. "You Are What You Eat: Religious Aspects of the Health Food Movement," pp.115-27 in The American Dimension: Culture Myths and Social Realities, 2nd ed. Mayfield Publ.
- Foucault, M. 1984. "Disciplines and Sciences of the Individual," pp.170-238 in Foucault Reader. Ed. P. Rabinow. Pantheon.
- Geertz, C. 1973. "Religion as a Cultural System." Pp. 87-126 in The Interpretation of Culture. Basic Books.
- Geertz, C. 1973. "Thick Description: Toward an Interpretive Theory of Culture," pp. 3-33, &

- "Deep Play: Notes on the Balinese Cockfight," pp. 412-455 in The Interpretation of Cultures.
- Harris, M. 1974. "Pig Lovers and Pig Haters." Pp. 35-61 in Cows, Pigs, Wars and Witches. Random House.
- Helander, B. 1988. "Incorporating the Unknown..." in Culture, Experience and Pluralism. Purity and Danger.
- Jankowiak, William. 1999. "Carnival on the Clipboard: An Ethnological Study of New Orleans Mardi Gras." Ethnology 38(4):335-49.
- Lakoff, George. 1987. Women, Fire, and Dangerous Things. What Categories Reveal About the Mind. Chicago: University of Chicago Press.
- Leach, 1964. "Anthropological Aspects of Language: Animal Categories and Verbal Abuse." Pp. 23-63 in New Directions in the Study of Language. Ed. E. Lenneberg. M.I.T. Press.
- Murphy, W. 1980. "Secret knowledge as property and power in Kpelle society: elders versus youth." Africa 50:193-207.
- Ortner, S. 1973. "On Key Symbols." American Anthropologist 75:1338-1346.
- Turner, V. 1964. "Betwixt & Between. The Liminal Period in Rites de Passage." Pp. 4-20 in Proceedings of the American Ethnological Society. Univ. of Washington Press.
- Turner, V. 1967. "Symbols in Ndembu Ritual," in The Forest of Symbols. Aspects of Ndembu Ritual. Ithaca, NJ: Cornell University Press.
- Udvardy, M. 1989. "The Gender of Magical Medicines and Malaise: The Symbolism of Protective Charms among the Giriama of Kenya" in Culture, Experience and Pluralism. Essays on African Ideas of Illness and Healing. Eds. A. Jacobson-Widding & D. Westerlund. Almqvist & Wiksell Int'l.
- Udvardy, M. 1990. "*Kifudu*. A Female Fertility Cult among the Giriama of Kenya." Pp. 137-152 in The Creative Communion. African Folk Models of Fertility and the Regeneration of Life. Eds. A. Jacobson-Widding & Walter van Beek. Almqvist & Wiksell Int'l.
- Van Gennep, A. 1960[1916]. The Rites of Passage. Pp. 1-26. Univ. of Chicago Press.