# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Anth 237 Measuring Injustice, Analyzing Inequality** | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator)s | **Peter Little, Elizabeth Pfeiffer, Elijah Edelman** | [Home department](#home_dept) | **Anthropology** | | |
| A.4. [Context and Rationale](#Rationale) | **There are a limited number of AQSR courses that do not require students to have fulfilled specific math General Education distribution requirements. This course is open to students who have taken any GenEd math distribution course and therefore serves a population who might not be able to take other AQSR courses. In addition, within the Anthropology Department, Measuring Injustice, Analyzing Inequality provides majors with a course that specifically addresses a wide-range of (often intersecting and overlapping) social injustices and inequalities while also adding to courses that teach anthropological methodologies. The approach taken in this course to understanding various identities (as intersecting social realities) better reflects the current state of the discipline. While not all majors might be interested in this class, being able to offer it as a General Education AQSR and as a course within the major allows the department to serve both groups of students.** | | | | |
| A.5. [Student impact](#student_impact) | **This course will be another option for students who have taken any Gen Ed. math course to fulfill their AQSR requirement. The nature of the prerequisite makes this course accessible to all students. It also provides another anthropology course for Anthropology majors.** | | | | |
| A.6. [Impact on other programs](#impact) | **There is no impact on other programs.** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None, current Anthropology faculty will teach this course.** | | | |
| [*Library*:](#library) | **None, existing resources are sufficient.** | | | |
| [*Technology*](#technology) | **None, existing resources are sufficient.** | | | |
| [*Facilities*](#facilities): | **None, existing resources are sufficient.** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **ANTH 237** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Measuring Inequality, Analyzing Injustice** |
| B.4. [Course description](#description) |  | Students use a variety of anthropological methods to characterize the lived experiences of people. Students learn about these methods and how they can be analyzed to understand inequality and injustice. |
| B.5. [Prerequisite(s)](#prereqs) |  | **Completion of any Math General Education course** |
| B.6. [Offered](#Offered) |  | **Annually** |
| B.7. [Contact hours](#contacthours) |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **| Lecture |Small group | discussion** |
| B.12.[Categories](#required) |  | **Free elective**  **Restricted elective for Anthropology** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **YES**  **category: AQSR** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Papers | Projects |** |
| B.16. [Redundancy statement](#competing) |  | **N/A** |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Critical and Creative Thinking |  | A creative and critical analysis of quantitative data is necessary to better understand a wide-range of conditions of injustice and inequality. Students will learn how anthropologists use and analyze various data pertaining to the lived experiences of people to discern and understand inequalities. They also explore the limitations of these datasets. Upon completion of the course, students will have identified, measured, and analyzed quantitative data and learned how anthropologists interpret the benefits and shortcomings of quantitative methods. For example, students will learn about the relationship between quantitative and qualitative methods in anthropological research, and how exploring this relationship builds stronger critical and creative thinking skills, and the ability to express complex thought through both conventional academic and creative means.  For example, one of the first assignments in this course requires students apply critical and creative thinking through the ‘coding’ (*assigning value or importance*) and analysis of assigned values (*contextualizing and discussing*) to produce novel or new research outcomes. Students may choose their own data set, such as the results from the national census or to collect new data through a small-scale survey. Students will be trained in several different methods for coding (i.e., through highlighting key words or terms or through counting rates of occurrence on an excel worksheet), as well as different methods for analyzing your data (e.g., thematic elements, Critical Discourse Analysis, etc.). For this project students will turn in the data set they used along with a 3-5 paper that 1) discusses the data set (i.e., What is it? Where did it come from? Why is it important?); 2) Methodological approach (i.e., What did you do? Why?); and 3) results from applying this approach to the data (i.e., What did you learn? What came up? Next Steps?). This project is not about creating *generalizable* or *statistically-significant* outcomes but rather is to explore—on a small scale—how all data undergoes interpretation. |
| Quantitative Literacy |  | In both course readings and during in-class exercises students will be provided with quantitative data sets related to the topic under discussion. The presentation of data will vary based on size, format, and context. Students will be trained in how to interpret and construct data presentation styles, including tables, graphs and other commonly used figures. Students will also be trained in and provided with access to software (e.g. SPSS, Excel) in which to structure, input, and code a data set.  Readings will specifically address the kinds of terms and concepts used in the measurement of data and materials used in collecting, housing, analyzing, and discussing data. Readings will include articles, reports, and book chapters that discuss how to interpret, analyze, and create the numbers or text that gets displayed in charts and graphs. Students will also be provided with example ‘code books’ (what variables have been assigned what values) of which are used in extremely large data sets and usually housed in software such as SPSS and STATA.  In-class assignments will be used over multiple classes in which students, meeting as a whole class or in small groups, will be presented with data sets created as examples or from the readings and asked to explain what information can be gained from them and what is missing. The outcome of these in-class assignments provide the basis for discussions on 1) how sampling strategies are used and why; 2) how and what data is used to characterize the social and economic dimensions of a population; 3) methods used to determine indicators of inequality; 4) how to analyze and interpret regionally-specifically socio-economic data (e.g., income, occupation, housing, education, etc.) as it applied to lived experience; and 5) how to analyze and interpret data used at the global scale (e.g., economic development reports, World Bank and International Monetary Fund reports. |
| Scientific Literacy |  | In this course students will learn key concepts used by anthropologists and other social scientists to discuss data as well as develop an understanding of the practices and processes involved in collecting data that measures human experience through 1) course readings, 2) in-class assignments and, 3) final reports  For example, some course readings, such as the public health report analyzing the high mortality rates of African-American infants produced by American statistician Frederick Hoffman in 1896, highlight how racist frameworks were/are justified through selective interpretation of data.  In-class exercises will be used to demonstrate concepts often defined or discussed in the readings. For example during the week exploring ‘Global Health, Inequalities, and the Metrics of Disease Burdens’ one of the in-class activities includes identifying how existing reports produced by the World Health Organization define ‘health’ and whether this definition is truly a global one. During the second and third week of the course, we conduct an in-class exercise on identifying the best methods used to collect, code, and analyze data in 3 different scenarios: a local needs assessment in a town of 1,000, a survey of a community of 5 million and a sample size of 5. This assignment allows students to apply and better understand how the kinds of methods used often rely heavily on the question being asked and the size of the population.  The report analysis assignment explores the strengths and weaknesses of methods and data used to build our knowledge of the complexities of a particular topic of inequality and injustice. For this paper students must pick a topic related to how social condition is counted, including but not limited to: measuring racial, class, geographic, sexual or environmental conditions, rates and quality of healthcare or housing, gender and sexual minority metrics. Students will identify the methods used to generate the categories discussed, a discussion of a data set collected on this topic, a discussion of how the data was analyzed and an analysis of the results. |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| **Possible texts (chapters/readings excerpted)**:  Nader, Laura (1996) *Naked Science: Anthropological Inquiry into Boundaries, Power, and Knowledge.* New York: Routledge.  Gould, Stephen Jay (1996) *The Mismeasure of Man.* New York: Norton.  Foster, John Bellamy and Fred Magdoff (2009) *The Great Financial Crisis: Causes and Consequences.* New York: Monthly Review Press.  Farmer, Paul (1999) *Infections and Inequality: The Modern Plagues.* Berkeley: University of California Press.  Adams, Vincanne, Ed. (2016) *Metrics: What Counts in Global Health.* Durham: Duke University Press.  Cookson, Tara Patricia (2018). *Unjust Conditions: Women’s Work and the Hidden Cost of Cash Transfer Programs*. University of California Press.  Moeller, Kathryn (2018) *The Gender Effect: Capitalism, Feminism, and the Corporate Politics of Development*. University of California Press.  Crane, Johanna (2013). *Scrambling for Africa: AIDS, Expertise, and the Rise of American Global Health Science*. Ithaca, NY: Cornell University Press.  Jasanoff, Sheila, Ed. (2011) *Reframing Rights.* Cambridge, MA: MIT Press.  Bell, Karen (2014) *Achieving Environmental Justice: A Cross-National Analysis.* UK: Policy Press.  Picketty, Thomas (2014) *Capital in the Twenty-First Century.* Cambridge, MA: Harvard University Press.  Ascher, William , Toddi Steelman, and Robert Healy (2010) *Knowledge and Environmental Policy: Re-Imaging the Boundaries of Science and Politics.* Cambridge, MA: MIT Press.  Davis, Mike (2006) *Planet of slums*. London & New York: Verso.  Brown, Peter J. and Svea Closser (2018) *Foundations of Global Health: An Interdisciplinary Reader*. University of Oxford Press.  **Possible Weekly Topics** (all of these cannot be covered in a semester; class time will also be dedicated to students working on their analyses and in other individual and group work):  **Week I**  **Overview of Scientific and Quantitative Reasoning**  **-**What is scientific reasoning?  **-**What is the role of quantification in society?  **-**Systems of knowledge and knowing  -Social science approaches to epistemology  **Week II**  **Ethics and Social Science Research on Inequality**  **-**What do the social sciences know about inequality?  -What social science disciplines investigate inequality and injustice?  -U.S. Census Data Analysis  **Week III**  **Anthropology, Coding, and Quantification**  -How do anthropologists work with quantitative methods?  -What data do anthropologists draw on to study inequality and injustice?  -Approaches to selection and sampling in anthropological research  -Survey methodologies in cultural anthropology  -Quantitative data analysis methods in anthropology (SPSS)  **Week IV**  **Basic Methods of Medical Anthropology and Public Health Sciences**  **-**How do medical anthropologists study inequalities in health, disease, and illness?  -What data do medical anthropologists analyze to study these inequalities?  -How do we interpret epidemiological sciences and use public health data?  -National Epidemiological Health Survey Methodology  **Week V**  **Global Health, Inequalities, and the Metrics of Disease Burdens**  **-**Analyzing Disability Adjusted Life Years (DALY), prevalence, and incidence rates  -Risk analysis methods  -Big Data, Global Health, and HIV/AIDS data analysis  -World Health Organization data analysis  -Funding Global Health Research and Health Interventions (PEPFAR, The Global Fund, and the Bill and Melinda Gates Foundation)  **Week VI**  **Economics, Education, and Tax Inequality**  -How does quantification fuel economic reasoning and planning?  -How do economic development agencies use statistics and survey data?  -Economic indicators analysis and interpretation  -World Bank and International Monetary Fund report analysis  -What are socio-economic indicators?  -How is income measured and analyzed?  -How are taxes structured and reasoned?  **Week VII**  **Race, Nation and Inequality**  -How is race measured? By what standards?  -How is where we are from impact the data collected about us?  -Citizenship, border/boundaries, war/conflict areas  **Week VIII**  **Mapping as a Method for Analyzing Inequality**  -How is housing measured and analyzed?  -How do socio-economic indicators relate to housing patterns?  -What do eviction rates tell us about inequality in our society?  -Providence Housing Authority exercise and analysis  **Week IX**  **Indicator Analysis in Environmental Justice**  -How is environmental justice measured?  -Environmental Justice Indicators Framework  -Evidence-based decision-making in environmental policy  **Week X**  **Climate Science and Measurement in the Anthropocene**  -Climate change data, planetary sciences, and environmental policy  -Big data, scientific consensus, and Anthropocene data  -International Panel on Climate Change (IPCC) and U.S. National Climate Assessment report analysis  **Week XI**  **Inequalities in Gender and Sex**  -How are gender-based inequalities measured?  -How is survey data used to influence rights at the intersection of sex and gender?  -What are “ghost statistics”?  -How is gender-based empowerment measured and by who?    **Week XII**  **Inequalities are Embodied**  -How do we measure ‘ability’ and ‘disability’?  - How are ‘normal’ bodies constructed and measured?  -What gets counted as disability?  -Who and what standards determine disability classification?  -Analyze and interpret various disabilities policies    **Week XIII**  **Quantification and Community Advocacy**  -Community asset methods  -Determining community values  -Analyzing indicators of community advocacy success  **Week IV**  **Course Reflection and Review**  -Student project presentations  -Course reflection and overview |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Praveena Gullapalli | Chair, Anthropology |  |  |
| Earl Simson | Dean, FAS |  |  |
| Gerri August/Julie Horwitz | Co-Deans, FSEHD |  |  |
| Jeffrey Mello | Dean, School of Business |  |  |
| Debra Servello | Interim Dean, School of Nursing |  |  |
| Jayashree Nimmagadda | Interim Dean, School of Social Work |  |  |
| James G. Magyar | Chair, COGE |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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