

Term Information

Effective Term Autumn 2015
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting GE status in the Diversity (Global Studies) category.

What is the rationale for the proposed change(s)?

This course meets the rationale and learning outcomes for the GE category or categories we are requesting, as outlined in the Curriculum and Assessment handbook.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 3416
Course Title Latin American Peoples and Cultures
Transcript Abbreviation Lat A Pepls Cultrs
Course Description Latin American peoples and cultures.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 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

Not open to students with credit for 416.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.0204
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, 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

Previous Value

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Course Details

Course goals or learning objectives/outcomes

- Students will better understand the development of anthropology in and of Latin America.
- Students will be introduced to anthropological research as well as general issues in Latin American studies.
- Discussions of economics, gender and migration will be an opportunity for students to develop their skills as independent, critical thinkers and access the important challenges that face Latin American communities.

Previous Value

Content Topic List

- Spanish
- Maya
- Hispanic
- Home life
- Migration
- Coffee
- Mexico
- Caribbean
- Rain forest
- Amazon
- Panama
- Indios

COURSE CHANGE REQUEST
3416 - Status: PENDING

Last Updated: Haddad,Deborah Moore
10/23/2014

Attachments

- Dr Larsen letter 10 07 14.doc: Chair's Letter
(Cover Letter. Owner: Freeman,Elizabeth A.)
- 3416 GE Rationale.docx: 3416 GE Rational
(GEC Model Curriculum Compliance Stmt. Owner: Freeman,Elizabeth A.)
- 3416 Syllabus.docx: 3416 Syllabus
(Syllabus. Owner: Freeman,Elizabeth A.)
- 3416 GE Assessment.docx: 3416 GE Assessment
(GEC Course Assessment Plan. Owner: Freeman,Elizabeth A.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Freeman,Elizabeth A.	10/22/2014 03:36 PM	Submitted for Approval
Approved	McGraw,William Scott	10/23/2014 08:53 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/23/2014 12:05 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	10/23/2014 12:05 PM	ASCCAO Approval



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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



ANTH3416, Latin American Peoples and Cultures
Jeffrey H. Cohen, PhD

Monday, Wednesday, Friday: 11:30-12:25
Classroom: Enarson 0245

Contact information

Cohen.319@osu.edu

247-7872

Office hours: Monday and Wednesday 1:30-3:00 and by appointment

This introduction to the anthropology and ethnography of Latin America provides students with the background necessary to begin building a critical understanding of the topic. The course emphasizes the ethnographic study of indigenous peoples.

GE LEARNING OUTCOMES WILL BE ADDED IF APPROVED

Specific Course Learning outcomes:

ANTH3416 introduces students to the anthropology of Latin America and focuses on six specific areas of critical concern to researchers. Weekly themes are organized around specific questions. Each week begins with a discussion of the unique perspective that anthropology brings to the study of Latin American people and culture and then uses ethnographic examples to explore specific issues, opportunities and challenges. In this way, students are introduced to anthropological research as well as general issues in Latin American studies.

Readings and lectures focus on ethnographic examples and anthropologists to facilitate learning and for students to better understand the development of anthropology in and of Latin America. Our discussions of economics, gender and migration are an opportunity for students to develop their skills as independent, critical thinkers and access the important challenges that face Latin American communities. Debates around environment and ecology, development and social violence in Latin America are a setting where students begin to build upon the anthropology they learn in the classroom to confront and assess “real world” challenges and opportunities around the physical, social and political life of the region.

Readings:

Linda Green, *Fear as a Way of Life: Mayan Widows in Rural Guatemala*, Columbia University Press.

Jeffrey Cohen, *Cooperation and Community: Economy and Society in Oaxaca*, University of Texas Press.

Additional articles are available on Carmen as .pdf files. You should download and or print them and be prepared to discuss them on the week they are assigned.

This class combines lecture and discussion and only succeeds if you are prepared. You should have the readings complete before class time. Your failure to prepare for class and to miss class meetings can have a detrimental effect on your final grade.

Academic honesty is fundamental and we must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not successful. I regard academic dishonesty as a serious matter with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration in any work you are doing, please consult me.

If you need an accommodation based on a disability, you must contact me as soon as possible. Together we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services (292-3307) for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Assignments and grading:	
Exams (3, 25 points each)	75
Response/reviews (4 total 5 points each)	20
Geography quiz	5
Total	100

Grading follows a standard 4 point scale. In case of a dispute concerning a grade, please contact me and together we will try to reconcile the matter. Ideally, you will do this within a week of receiving your grade. I may ask you to submit supporting materials as we explore the dispute. If reconciliation proves impossible, the matter goes to the Office of Student Advocacy.

Exams will include a variety of questions from multiple choice to True/False and short answers.

The Geography quiz on Monday, January 13 asks you to identify countries we will talk about during the semester.

Response papers ask you to think about class materials. The questions challenge you to critically think about materials and are an opportunity to test your background and comprehension. Each response is worth 5 points. You must submit your completed assignments by the due date and using Carmen. I will not accept emailed papers, original printouts or handwritten assignments. You can earn the five points available on each paper by following these instructions:

- 1) Write in a grammatically complete manner.
- 2) Clearly respond to (and answer) the question(s) posed in the assignment. Please remember, this doesn't mean restating the assignment.
- 3) Brevity. Your response should be no more than 2 pages (double spaced, 11 point font).
- 4) Make a critical point and link your thoughts to our discussions and specific readings/videos.

Topics:

1. What is a traditional approach to the Indian in Latin American and what is one critique? Due Monday, January 27.
2. What is the legacy of violence in Latin America and how is it exemplified by the Guatemalan example? Monday, February 24.
3. How are ecology, ethnicity and economy linked in Latin America? Monday, March 24.
4. How do Latin American migrants create and recreate their cultural worlds in new destinations? Monday, April 14.

Tentative schedule				
	Week	Topic & week's focus	Readings and films	Assignments
1	Jan 6-10	Anthropology <i>How do anthropologists study Latin America?</i>	6 – welcome and goals – basic geography 8 – defining an anthropology of Latin America 10 – Film: <i>Montezuma: Twilight God of the Aztecs</i>	
2	Jan 13 – 17	The past in Latin America <i>The past and contemporary life</i>	Cohen, chapter 1 13, 15 and 17 discussion http://framework.latimes.com/2012/11/20/zapotec-oaxaca/#/2	Geography quiz – Jan 13
Jan 20 MLK day, no class				
3	Jan 22 – 24	Economic life in Latin America <i>Globalism</i>	Cohen, chapters 2 & 3 22 & 24 discussion	
4	Jan 27 – 31	Cooperation and Tradition <i>What is traditional in rural Latin America?</i>	Cohen, chapters 4 & 5 27 & 29 discussions 31 Film: <i>Democracia Indigena</i>	Response paper 1 due, Monday, Jan 27 (submit using Carmen dropbox)
5	Feb 3 - 7	The world system <i>What role do rural folk play in the global system?</i>	Cohen, chapter 6 and conclusion 3 & 5 discussions 7 Film: <i>Weaving the future (Otavalo)</i>	
6	Feb 10 -14	Prep for exam #1	10 Film: <i>Tajimoltik (Five Days Without Name)</i> 12 review 14 exam	Exam #1
7	Feb. 17- 21	Violence in Latin America, I <i>The legacy of violence</i>	Green, part I 17 & 19 21 Film: <i>Guatemala: the human price of coffee</i>	
8	Feb 24 -28	Violence in Latin America, II <i>The legacy of survival</i>	Green, part II 24 & 26 discussions 28 Film: <i>Approach of Dawn: Forging Peace in Guatemala</i>	Response paper 2 due, Monday, Feb 24 (submit using Carmen dropbox)
9	Mar 3 – 7	Prep for exam #2	3 Film: <i>Days of the Dead: A Living Tradition</i> 5 review 7 exam	Exam #2
10	Mar 10- 14	Spring Break		
11	Mar 17 – 21	Ecology <i>Thinking about the environment</i>	Michelle Moran-Taylor 17 & 19 discussion 21 Film: <i>The Korubo People of Amazonia</i>	
12	Mar 24 - 28	Gender <i>Thinking about gender</i>	Ramona Perez 24 & 26 discussion 28 Film: <i>Ecuador: The Indigenous Woman</i>	Response paper 3 due, Monday, Mar 24 (submit using Carmen dropbox)

13	Mar 31 - Apr 4	Healthcare and poverty <i>Inequality and life</i>	TBA 31 & 2 4 Film: <i>At Highest Risk</i>	
14	Apr. 7 -11	Migration in Latin America <i>What is mobility?</i>	Karsten Paergaard 7 & 9 discussion 11: <i>Oaxacalifornia hoops</i>	
15	Apr. 14- 18	Life in Latin America, an anthropological perspective	14 Film: <i>A Man called Bee</i> 16 18-review	Response paper 4 due, Monday, Apr 14 (submit using Carmen dropbox)
16	Apr. 21			Exam #3

Rationale for *Latin American Peoples and Cultures* (ANTH3416) as a Diversity, Global Studies GE course.

Why does this course qualify for GE status Diversity, Global Studies?

ANTH3416 is a comprehensive introduction to the ethnography of Latin America. It takes a problems oriented approach to specific challenges that confront Latin American communities and uses anthropological and ethnographically detailed examples from throughout the region (particularly Mexico, Guatemala and Peru) to explore several topics including economic life, cooperation and tradition; culture, identity and social violence; ecology and environment; development and health; gender, and migration. The structure of the course challenges students to use theory and ethnographic examples to develop critical understanding and their skills as social scientists as they explore and debate diverse examples and topics through in-class discussions, assignments and exams. Students from across the university will likely have a some familiarity with Latin America (perhaps through popular representations of holidays like *dia de los muertos* – day of the dead), and this class uses that background as a foundation to engage core themes and develop their skills as they learn to appreciate and meet the first expected learning outcome for the Diversity GE: to understand “the political, economic, cultural, physical, social, and philosophical aspects of . . . peoples and cultures outside the US”.

The class is organized to use ethnographic examples from throughout Latin America to explore central issues in global diversity and includes six key themes:

- economic life, cooperation and tradition
- culture, identity and social violence
- ecology and environment
- gender
- development and health
- migration

We explore these themes and the challenges they represent for different Latin American groups (particularly indigenous groups) using anthropology and ethnographic research. In this way, students will meet the second learning outcome for the Diversity GE and “recognize the role of national and international diversity in shaping their attitudes and values as global citizens.” The topics covered allow students to develop a critical framework to understand the diversity of cultural in Latin America and what are the unique qualities that anthropology brings to the study of the region. Through the class students will meet the goals of the Diversity, Global Studies GE course as they systematically study diversity in Latin America; understand the structure of Latin American society and culture; and the ecology and economics of the region.

The class is focused on a specific topic and around specific readings. Students are expected to come to class prepared to discuss assigned reading materials.

Learning Outcomes, Diversity – 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.

Students will meet the first learning outcome through reading and discussions throughout the course and that are illustrated by diverse ethnographic examples of rural, indigenous life in Latin America. Specifically, students will be able to articulate differences in culture, social life, traditions and

environment through reading and lecture as well as through assignments that ask them to apply anthropological ideas to ethnographic examples.

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

Our focus on migration and the interaction of populations across borders will support students as they meet the second learning outcome for this class. In readings, lectures and assignments they will develop critical skills that will help them understand the connections between the US and Latin America and how these connections shape attitudes and values.

ANTH 3416 GE ASSESSMENT:

Assessment of GE learning outcomes is fully integrated with assessment of objectives and expected learning outcomes of the course itself. The instructor assesses students in ANTH3416 through short written assignments as well as questions on the course's three exams. There are four short responses papers that ask students to address specific questions around the central themes of the course. These two page papers that are uploaded to CARMEN allow the instructor to evaluate learning and comprehension throughout the semester. The assessments ask students to apply what they learn from readings, lectures and course discussions to thematically based questions that focus on diversity in Latin America and how local communities and cultural groups shape attitudes and values. Questions for the exam included at least one that is specifically focused on GE related themes.

On the first exam, a question asks students to describe use ethnographic examples from class that that defines the role of family in different Latin American settings.

On the second exam, a question asks students to use ethnographic examples from class to define cultural identity in Latin American Society.

The third exam includes a question that asks students to define the meaning of sustainability in Latin American Society and how the term relates to specific ethnographic issues in different settings.

The instructor will use the responses of students to these questions as well as the thematic papers they write to evaluate whether they have gained mastery. Depending on the outcomes, the instructor will revisit the themes and use in-class discussion to further develop student skills. The instructor can also meet with students during office hours and use the time to review, train students in a one-on-one setting and build toward mastery.

Success (mastery) is indicated by the ability of the student to effectively define and describe the central themes of the class including what is unique to the anthropology of Latin America.

The instructor will use the student responses to revise learning outcomes to better meet GE goals. These outcomes will be archived by the instructor.