

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 want to change the course number and are requesting GE status in the Diversity (Global Studies) and Social Science (Individuals and Groups) categories.

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

This is not an advanced course and we fear the current number would deter otherwise qualified students from enrolling. 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 3597.02
Previous Value 4597.02
Course Title Women, Culture, and Development
Transcript Abbreviation Women,Cult&Develop
Course Description An analysis of the dramatic changes occurring in women's lives in response to development and modernization; developing and developed countries contrasted.
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, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Previous Value

Prereq: Jr or Sr standing.

Exclusions

Not open to students with credit for 597.02 or 4597.02.

Previous Value

Not open to students with credit for 597.02.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.0204

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Previous Value

Junior, Senior

Requirement/Elective Designation

General Education course:

Individual and Groups; Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new)

Previous Value

General Education course:

Cross-Disciplinary Seminar (597 successors and new)

Course Details

Course goals or learning objectives/outcomes

- Introduce essential concepts of anthropology regarding: subsistence patterns, technology, economics, kinship, religion, politics, ethnicity, equality and inequality, gender and age status.
- Examine concepts of culture change, economic development, modernization, and globalization.
- Discuss the impact of colonization, economic development and globalization on the women of the world from an anthropological perspective.
- Explore the ways in which gender inequality is socially constructed, produced, and reproduced by analyzing the dramatic changes that have occurred in women's lives in response to colonialism, economic development, and globalization.
- Investigate the important roles that social institutions, ideology, and cultural practices play in producing and reproducing gender inequality both historically and in the present.

Previous Value

Content Topic List

- An analysis of the dramatic changes occurring in women's lives.
- Developing World
- Women's Rights
- Comparative Cultures

Attachments

- 3597.02 Syllabus.docx: 3597.02 Syllabus
(Syllabus. Owner: Freeman,Elizabeth A.)
- 3597.02 GE Assessment.docx: GE Assessment
(GEC Course Assessment Plan. Owner: Freeman,Elizabeth A.)
- Dr Larsen letter 10 07 14.doc: Chair's Letter
(Cover Letter. Owner: Freeman,Elizabeth A.)
- 3597.02 GE Rationale.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Freeman,Elizabeth A.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Freeman,Elizabeth A.	10/22/2014 04:05 PM	Submitted for Approval
Approved	McGraw,William Scott	10/23/2014 08:51 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/23/2014 12:17 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	10/23/2014 12:17 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

Anthropology 3597.02 (# XXXX)
Women, Culture, and Development

Instructor: Lexine M. Trask, Ph.D.

E-mail: trask.12@osu.edu

Phone: (614) 247 – 2175

Office Hours: TBA, Smith Lab 4100 (and by appointment)

Class Time & Location: 3:30 – 4:50 p.m. Monday & Wednesday, Bolz Hall 0124

Faculty Coordinator: Dr. Jeffrey H. Cohen, 4058 Smith Laboratory, cohen.319@osu.edu

NEW GE LEARNING OUTCOMES WILL BE ADDED IF APPROVED

This course fulfills the Cross-Disciplinary Seminar GE

GE Goals:

Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

GE Expected Learning Outcomes:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

Introduction & Course Objectives

This course serves as an introduction to the specialties of developmental, economic, and political anthropology as they relate to the topics of women, culture, and globalization. This course has several objectives:

- 1) Identify anthropological concepts, methods, and theoretical perspectives associated with the study of economic development and globalization;
- 2) Explore the ways in which gender inequality is socially constructed, produced, and reproduced;
- 3) Discuss the impact of colonialism, economic development, and globalization on the women of the world from an anthropological perspective;
- 4) Promote a greater appreciation for, and understanding of, cross-cultural diversity.

In this course, we will discuss:

- 1) How essential aspects of culture (i.e., subsistence patterns, technology, economics, kinship, religion, politics, ethnicity, equality and inequality, gender and age status) change in response to colonization, economic development, and globalization;
- 2) How anthropologists study the effects of colonization, economic development, and globalization on women's lives;
- 3) How gender inequality is socially constructed and analyze the dramatic changes that have occurred in women's lives in response to colonialism, development, and globalization;
- 4) The important roles that social institutions, ideology, and cultural practices play in producing and reproducing inequality both historically and in the present.

Given the time constraints of this course, we are not able to examine everything related to the topic of how globalization affects women in contemporary societies. Instead we will look at selected works concerning colonialism, development, the global economy, the environment, population policy, women's rights, domestic and structural violence, women's health, resistance, and empowerment. We will explore

women's lives and the challenges they face through cross-cultural comparisons and specific ethnographic examples.

The course is designed to draw upon and strengthen the following skills:

- Critical Reading & Writing
- Research Skills
- Analytical Thinking
- Identification & Evaluation of Deeply Rooted Ideas & Beliefs
- Ability to Integrate/Synthesize Information & Ideas From Different Perspectives

Required Readings: Visvanathan, N. Duggan, L., Wiegersma, N., and L. Nisonoff. 2011. *The Women, Gender, & Development Reader*. Zed Books. ISBN# 1848135871

Additional articles are available on Carmen.

Course Expectations: Attending class, taking detailed notes, participating in discussions, and responding to questions during class are integral to the learning process. Class begins promptly at 3:30 p.m. **AS A COURTESY TO THE INSTRUCTOR AND FELLOW STUDENTS**, you are expected to **BE ON TIME TO CLASS** and **stay the entire period**. I stress these points for three reasons. First, as a student in this course, you belong to a classroom community. Your behavior, influences not only your learning, but also effects the learning environment for other students. I encourage a classroom environment conducive to active learning. Walking in late or leaving early disrupts the learning process, by distracting the students around you as well as the instructor, and is disrespectful. Second, this is an issue of mutual respect. Your performance in this course is important to me. I will do everything I can to enthusiastically present course material in an interesting, challenging, and relevant fashion. I expect you to demonstrate the same level of commitment, interest, and effort in your own education.

To ensure an environment conducive to learning **TURN OFF YOUR CELL PHONE RINGER BEFORE COMING TO CLASS**. You are welcome to bring your laptop to class to aid in note taking. However, I expect you to use this technology appropriately. **Students abusing this privilege in any other manner will be asked to put away their device.**

Students desiring to observe a religious holiday which will result in class absence must notify the instructor in writing no later than the 15th calendar day after the first class. The student is required to take any examinations, within one week of the scheduled assignment, which may have been missed as a result of the absence.

Some lecture material will not be in the text, so it is important to attend every class to do well in the course. If you miss a lecture, **notes will not be provided. DO NOT** ask the instructor for lecture notes or power point presentations. You will be responsible for information from lecture, class discussions, films, and readings. If you miss class, it is your responsibility to obtain notes from your fellow classmates. **Remember, the course outline is only a guideline and is subject to change at the instructor's convenience.**

Class Discussions: Your participation in class discussions should demonstrate that you have read,

understood, and thought about the assigned readings. I will do everything I can to enthusiastically present course material in an interesting, challenging, and relevant fashion. I expect you to demonstrate the same level of commitment, interest, and effort in your own education. Because many topics covered in this course can be controversial or are of a sensitive nature, it is important to remember to be respectful of one another in the classroom and in any discussion format. In this classroom, everyone has the right to (1) be addressed in a respectful manner, (2) be listened to without interruption, and (3) feel safe. No one has the right to threaten, harass or demean others in class. Everyone must maintain a professional demeanor, including addressing others in a respectful manner and listening without interruption; attempt to identify and understand multiple sides of an issue; analyze and critique ideas and not the people presenting those ideas. While discussion is highly encouraged, students **MUST** respect the rights and opinions of other students and the instructor. I will **NOT TOLERATE** vulgar, racist, or slanderous remarks, or disruptive behavior. Please consult the OSU student code of conduct if you have any questions regarding such policies.

Course Requirements

1) **Quizzes (20 points):** During the semester there will be two unannounced quizzes. Quizzes are designed to gauge your understanding of course material. Material covered in lectures, readings, or films are fair game. **There are NO make-up quizzes.**

2) **Exams (180 points):** There is one midterm and one final exam. Exams are not comprehensive and are worth 90 points apiece. Exams are a combination of short answer and essay. Exams are based on course lectures, discussions, readings, and films. Refer to the course outline for the dates of the exams and material covered. **Anyone suspected or caught cheating will be reported to the Board of Academic Misconduct.** Be on time to exams, latecomers will not be given extra time. Latecomers will not be admitted after the first person has completed their exam. Upon completion of the exam, all students will be asked to verify their identity, so **bring your student ID**. All cellular phones, pagers, music / recording devices, translators, and calculators must be stored away during the exam. If you have any conflicts with the exam dates, see the instructor immediately.

3) **Research Paper (100 points):** This assignment is broken into five components: **A) For 5 points due September 15, 2014:** Paper topic and 3 references. The topic should be given as a thesis statement. Three references must be listed in AAA format. The references must be primary sources from peer-reviewed journals. **You must also submit a copy of the first page of each reference. NO FINAL PAPER WILL BE ACCEPTED WITHOUT PRIOR APPROVAL.** **B) For 15 points due November 3, 2014:** An annotated bibliography. The bibliography should be in AAA format with ten to twelve references (e.g. peer reviewed journal articles, edited book volumes, books, etc.). Websites, newspapers, and magazines should be avoided and require the instructor's permission as a valid resource. Annotations must be provided for each reference, provide a summary of the source (with pertinent details) and be at least 5-7 sentences. **C) For 10 points due November 12, 2014:** Each student will turn in a detailed outline of the proposed final paper. **D) For 10 points due November 24, 2014:** Each student will submit a 250-word abstract of the proposed final paper. This is to be written in APA format. When writing your abstract, remember that abstracts are written to give a reader a summary of the paper highlighting any important findings. Abstracts must be logical and concise. If necessary, I reserve the right to have you rewrite your abstracts. **E) For 10 points:** Each student is required to conduct a five to seven minute presentation about their final paper. You will be graded on content, poise, clarity, and creativity. You can use power point,

but must arrive to class on time in order to load your presentation. Any other multimedia tools will be provided, if you inform me of your need in advance. This is your chance to make a statement, make it clear, make it concise, show me that you have assimilated and synthesized the information we have presented in class. **F) For 50 points due December 1, 2014:** Each student will be prepare a10 page term paper. The purpose of these papers is for students to delve into a topic in more depth than was covered in class and to hone writing skills. Students must relate their topic back to material learned in class, either through readings, films, discussions or lectures. Students will be graded on content, clarity, grammar and adherence to instructions.

Grading: Each student’s letter grade is based on a standardized scale using the total points earned for all assignments. Students earn their grades and your final grade is your responsibility. The only legitimate reason to change a grade is if there was a mistake in grading. Any questions about grading must be in writing and given to the instructor within the first week following the exam. The following are not legitimate reasons to request a grade change:

1. You need a higher grade or you will fail to graduate, lose a scholarship or lose athletic eligibility.
2. You are only a point shy of a higher grade. Each time that argument is accepted then many others are also only one point shy.

Due to university policy, grades cannot be given over the phone, through email, nor may exam scores be posted. Please do not call the department office regarding grades. You must contact your instructor directly.

Assignment	Point Value	Letter Grade	Approximation of Performance	Points	Scale
Quizzes	20 Points	A	Excellent	278 – 300	93 – 100
		A-		269 – 277	90 – 92
Exams	180 Points	B+		260 – 268	87 – 89
		B	Good	248 – 259	83 – 86
Research Paper	100 Points	B-		239 – 247	80 – 82
		C+		230 – 238	77 – 79
		C	Average	218 – 229	73 – 76
		C-		209 – 217	70 – 72
		D+		200 – 208	67 – 69
		D	Barely Passing	188 – 199	63 – 66
		D-		179 – 187	60 – 62
Total Available	300 Points	F	Unacceptable for Course Credit	< 178	< 60

Paper Mechanics: Papers must be typed, double-spaced with 1-inch margins, and 10 – 12 font with 10 –12 references. Papers must also include a cover page with your name, the course number and title, and the date. Page numbers are required. Since this is a research paper, you must have a works cited page with a minimum of 10 primary sources for your paper. **Internet sources are not acceptable! Term papers are due in class by December 1, 2014, in Smith Lab room 4100. NO LATE PAPERS WILL BE ACCEPTED!**

Academic Misconduct: All students should become familiar with the rules governing alleged academic misconduct. According to the Code of Student Conduct (#3335-23-04 Prohibited Conduct):

Academic misconduct is any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

(Directly from http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf)

All students should be familiar with what constitutes academic misconduct, especially as it pertains to test taking and plagiarism. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Cases of alleged academic misconduct will be referred to the appropriate university committees.

Plagiarism: (Directly from the Center for the Study and Teaching of Writing handout on plagiarism. http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm)

Fundamentally, plagiarism is presenting another person's words or ideas as your own. While the most blatant violation is the unacknowledged use of another individual's work, the most common is the unintentional misuse of your reference sources. Since you will be working with the writings of others, it is important that you learn and adhere to the scholarly conventions of documentation. An obvious form of plagiarism is copying any direct quotation from your source material without providing quotation marks and without crediting the source. A more subtle form, but equally improper, is the paraphrasing of material or use of an original idea that is not properly introduced and documented. Remember that another author's ideas, interpretations, and words are his or her property; they are in fact protected by law and must be acknowledged whenever you borrow them. Consequently, your use of source materials requires you to conform to certain rules:

1. Acknowledge borrowed material within your text by introducing the quotation or paraphrase with the name of the authority from whom it was taken. This practice serves to indicate where the borrowed materials come from.
2. Enclose all quoted materials within quotation marks.
3. Make certain that paraphrased material is rewritten into your own style and language. The simple rearrangement of sentence patterns and / or substitution of a few new words or phrases are unacceptable.
4. Provide specific documentation for each borrowed item.
5. Provide a bibliographic entry for every book, journal, or other source of information that you refer to in your paper.

For further tips on how to avoid plagiarism, please see the handout "How Not to Plagiarize" from the University of Toronto. (<http://oaa.osu.edu/coam/hownottoplagiarize.pdf>)

Writing Problems? Ohio State provides an excellent resource for students with writing assignments, be that a response paper, a term paper, or a dissertation, in the Center for the Study and Teaching of Writing. The Writing Center is run by the Department of English and is located in 4132 Smith Lab. To arrange an appointment or find out more about services, please visit the following webpage:

<https://cstw.osu.edu/writing-center> or contact the center directly by phone: 688-4291 or email: cstw@osu.edu. Contact the Center early in the semester as spaces fill up and tutoring time is limited. Don't suffer – get help if you need it.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible about their needs. Students with disabilities are responsible for making their needs known to the instructor, and are responsible for seeking available assistance, as soon as possible, and certainly prior to the first examination. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you are not yet registered as a student with a disability, please contact the Office for Disability Services, located in 150 Pomerene hall, 1760 Neil avenue; telephone 614-292-3307; TDD 614-292-0901; <http://www.ods.ohio-state.edu/>.

Late Assignments & Make-Up Work / Exams: In general, no late or make-up work will be accepted. If you have a circumstance requiring special consideration, you will need to contact me with relevant documentation and see what alternatives are available – if any. Make-up exams will be at the instructor's discretion. If you miss an exam, you have 24 hours to contact the instructor. Official documentation is required (doctor's excuse, accident report, etc.) for make-ups. All make-up exams will be essay and must be taken within 1 week after the scheduled exam. Otherwise, the student will receive a "0" for that exam.

Communication: All students are required to check their Ohio State University student e-mail frequently. I will only use your OSU e-mail address to send general announcements. If you e-mail me from a non-OSU account, clearly identify ANTH 1000 in the subject line so I do not treat your e-mail as junk mail. I check my e-mail frequently during the week, so you can generally expect a response within 48 hours or less DURING THE WEEK AND BARRING ANY SYSTEM PROBLEMS. Does it sometimes take longer for me to respond? Yes - from time to time. If you have trouble contacting me by e-mail, please make your concern known to me in person before or after class, or during office hours. Office hours are set-aside for you to address problems, clear up misunderstandings, or to receive extra help with course material. However, office hours are not substitutes for lectures. Please do not wait until just before the exam to come in. Alternate office hours will be announced in class should I have to miss my scheduled hours.

Emergencies and Weather Emergencies: Students who miss class due to living in a Level III weather emergency area, the need to care for children when school systems are closed, or other plausible weather related emergencies are considered to have an excused absence and will be given appropriate opportunities to make-up assignments. In the event of severe weather, students may verify whether the university is open or closed by listening to radio and television statements. Students, who reside in an area that falls under a level I or II emergency, should use their discretion when deciding whether to attempt to drive to class, even if the university remains open.

Study Habits: Courses require a great deal of self-motivation and self-discipline. Per the Ohio Board of Regents, you should plan on spending a minimum of 9 hours per week working on this 3-credit hour course. In classes where one credit hour is equal to one class hour (lecture style classes) the expectation is that for each credit hour the student receives he/she will spend one hour per week in class and 2 hours per week outside class in preparation. For a three credit hour class this means 3 hours of "instructional time" and 6 hours of reading/assignment/preparation time per week. To do well in this course you must:

1. Keep up with each the readings and lectures.
2. Complete unit midterm and final exams by the due dates (you will be tested on all readings, lectures, and videos).

Developing good study skills is essential to doing well in this course and achieving your academic goals. Listed below are some suggestions to assist you in preparing for exams.

Readings: Set aside time and a place during the week to read course texts. Pace yourself with the reading. Do not wait until the last moment (i.e., a couple of days before the exam) to complete the assigned readings. When reading, determine the purpose of your reading. For example, determine whether you are reading for an overview of content, detail, application, or inference. Be critical of what you read. Pose questions regarding the content of material you have read. For questions you are unable to answer or for content you do not understand, bring them up before or after class, during an appropriate moment in class, or email me directly. Take notes while you read. Identify key terms, concepts, and examples. Summarize what you have read in your own words. Integrate what you have learned from course texts with information provided in course notes. For instances, does material in the reading serve as an example for concepts covered during lecture? The textbook also provides a student companion site offering learning activities, flash cards, glossaries, learning objectives, multiple choice quizzes, and power points that may be of assistance to you.

Lecture Notes: Again, set aside time and a place during the week to review your notes from class. Reviewing your notes every day and every week will provide you with sufficient time to learn course material. When reviewing your notes, identify major themes, look for the relationships among concepts and examples, and indicate where your knowledge or understanding is unclear. When you come across material in your notes you do not understand, again, bring this to my attention before, during, or after class, or through email. Some students also find it advantageous to rewrite their class notes, integrating information from assigned readings, and summarizing notes in their own words.

Study Aids: Each individual has a method or learning style they prefer. You must discover what works best for you. Review sheets for exams will be posted on Carmen prior to the exam. Working through the review sheet will assist you in identifying where your notes or understanding of course material may be lacking. Previous students of this course also recommend flash cards and studying with other students in the course. A word of caution regarding flashcards, this method can inadvertently mislead students into thinking rote memorization is sufficient to do well on exams. My exams will evaluate not only your ability to define terms or concepts, but also your capacity to illustrate your understanding of these concepts and terms in the larger framework of anthropological knowledge. For flashcards to be effective, they must be created and reviewed well in advance of the exam, and should include definitions, relevant information, and examples. When studying with other students, stay on task, discuss major points in lecture notes and readings, formulate potential test questions and attempt to answer them, and quiz each other on course material. Verbally explaining course material to another individual will indicate how well you understand and know the material.

Course Schedule: Listed below is a schedule for the topics covered during the semester. All readings may be found in the textbook or on Carmen. Readings for this class are not optional and should be completed before each scheduled discussion or exam. Cultural beliefs or practices presented in the readings may be unfamiliar to you, or contradict your own beliefs and practices, so read with an open mind. Remember, readings and films are fair game on the exam, so take notes. Exam dates are listed below. The schedule of topics below is subject to change at the instructor's convenience.

DATE	TOPIC & READINGS	ASSIGNMENTS
Week 1 08/27 (W)	Syllabus, Introduction Truth (1853)	
Week 2 09/01 (M) 09/03 (W)	Defining Key Concepts & Methods NO CLASS! Required: Chapter 3; Banda (2004); Leacock (1997)	
Week 3 09/08 (M) 09/10 (W)	Legacy of Colonialism: Women's Status & Widespread Poverty Required: Chapter 12; Buvinic (1997); Van Allen (1972) Recommended: Gimenez (1999)	
Week 4 09/15 (M) 09/17 (W)	Neocolonialism Required: Chapters #2 & 21; Goldsmith (1999) Recommended: Lappe & Collins (1977)	Paper Topics Due (9/15)
Week 5 09/22 (M) 09/24 (W)	Structural Adjustments Programs: Implications for Women Required: Chapter #4; McEwan (2001); Welch & Oringer (1998)	
Week 6 09/29 (M) 10/01 (W)	Women & the Global Economy Required: Chapters #16, 18, 23, & 25	
Week 7 10/06 (M) 10/08 (W)	Women & the Global Economy Required: Hodge & Lietz (2007); Warriner (2004) MIDTERM 1	MIDTERM 1
Week 8 10/13 (M) 10/15 (W)	Structural Violence Required: Farmer (2004); Hynes (2004)	
Week 9 10/20 (M) 10/22 (W)	Population Policies & Development Required: Chapter #31; Hartman (1995); Montagu et al. (2011)	
Week 10 10/27 (M) 10/29 (W)	Women's Health Disparities & Development Required: Chapter #9; Moss (2002); Obermeyer (2005)	

DATE	TOPIC & READINGS	ASSIGNMENTS
Week 11 11/03 (M) 11/05 (W)	Human Rights & Women's Rights Required: Chapter #19 & 20; Tharoor (1999/2000) Recommended: UN Declaration of Human Rights; Women's Human Rights Treaty;	Ann. Bib Due (11/03)
Week 12 11/10 (M) 11/12 (W)	Resistance, Protest, Rebellion, & Empowerment Required: Chapter #10 & 34; Asfor (2001) Recommended: Datta (2003)	Outline Due (11/12)
Week 13 11/17 (M) 11/19 (W)	Alternatives & Solutions Required: Chapter #7 & 35 Recommended: Millennium Development Goals	
Week 14 11/24 (M) 11/26 (W)	The Role of Women in Development Required: Chapter #37; Acquaro & Landesman (2003) NO CLASS!	
Week 15 12/01 (M) 12/03 (W)	CLASS PRESENTATIONS! CLASS PRESENTATIONS!	Research Papers Due (12/01)
Week 16 12/08 (M)	CLASS PRESENTATIONS!	
Finals Week	FINAL EXAM	FINAL EXAM

Reading List

- Acquaro, Kimberlee and Peter Landesman. January/February 2003. "Out of Madness, a Matriarchy", *Mother Jones*.
- Ashfor, Lori. 2001. Empowering Women, *Population Bulletin*, March.
- Banda, J. Making Development Gender Sensitive. *The Times of Zambia*, March 12, 2004.
- Buvinic, M. 1997. Women in Poverty: A New Global Underclass. *Foreign Policy*, Fall 1997.
- Datta, R. 2003. From Development to Empowerment: the Self-Employed Women's Association in India. *International Journal of Politics, Culture and Society* 16 (3): 351 – 368.
- Farmer, Paul. 2004. An Anthropology of Structural Violence. *Current Anthropology* 45(3): 305 – 325.
- Gimenez, M. 1999. The feminization of poverty: myth or reality? *Critical Anthropology* 23(2/3): 336-351.
- Goldsmith, Edward. 1999. Empires Without Armies. *The Ecologist*, May/ June.
- Hartman, B. 1995. The Malthusian Orthodoxy. In *Reproductive Rights and Wrongs*. Pp. 13-40. Boston: South End Press.
- Hodge, D.R. & Lietz, C.A. 2007. The international sexual trafficking of women and children: a review of the literature. *Affilia*, 22(2):163-174.
- Hynes, H. P. 2004. On the battlefields of women's bodies: An overview of the harm of war to women *Women's Studies International Forum* 27(5-6): 431-445.
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What change is being proposed?

This course change request details the following changes: (a) course number and (b) General Education Course status.

Rationale for changing course number: Currently, the course is listed as an advanced level undergraduate course (4000 – 4999). Based on student feedback, the proposed change would list the course as an upper level undergraduate course (3000 – 3999) which (a) more accurately reflects course expectations and assignments and (b) makes the course more accessible to a greater demographic of students. Change to 3597.02.

Rationale for General Education Course (GE) status change: The course is currently listed as a cross-disciplinary seminar. The requested changes would add this course to options within the **Diversity – Global Studies** and **Social Science: Individuals and Groups** categories. Given the subject matter and learning objective of the course, we feel the requested change is reasonable, straightforward and long overdue. We justify the position below:

Question: Why does this course qualify for GE status in Diversity (Global Studies)?

General Response: This course is a global examination of the diverse biological and cultural roles women play in various economies. The objectives of this course are four-fold: (1) identify anthropological concepts, methods, and theoretical perspectives associated with the study of economic development and globalization, especially as they pertain to women; (2) explore the ways in which gender inequality is socially constructed, produced, and reproduced; (3) discuss the impact of colonialism, economic development, and globalization on the women of the world from an anthropological perspective; and (4) promote a greater appreciation for, and understanding of, cross-cultural diversity. Over the course of a semester, students will be introduced to a variety of topics including: colonialism, theories of globalization, neocolonialism, poverty, gender inequality, structural violence, women's rights, women's labor, global disparities in women's health, cultural resistance and rebellion, empowerment, and women's roles in economic development. Course readings will introduce students to the topic of colonialism, economic development, globalization, and how anthropologists study these processes and their impact on women's lives in developing nations.

GE Diversity Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes 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.

The course introduces students to the many faces of women and women's roles outside the United States: it is decidedly global in scope. Students will be able to describe how colonialism and globalization have altered the economic, political, and cultural aspects of women's lives in indigenous cultures using various cross-cultural and ethnographic examples presented during the course.

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

Students will be able to explain how their attitudes and values concerning gender equity are shaped by cross-cultural diversity. Students will be able to explain the differential forces that drive gender inequity, particularly that which exists beyond the borders of Ohio, the United States, and the Western world, and how such forces may impact their daily lives.

Question: Why does this course qualify for GE status in Social Science: Individuals and Groups?

General Response: This course is a global examination of the diverse biological and cultural roles women play in various economies. The objectives of this course are four-fold: (1) identify anthropological concepts, methods, and theoretical perspectives associated with the study of economic development and globalization, especially as they pertain to women; (2) explore the ways in which gender inequality is socially constructed, produced, and reproduced; (3) discuss the impact of colonialism, economic development, and globalization on the women of the world from an anthropological perspective; and (4) promote a greater appreciation for, and understanding of, cross-cultural diversity. Over the course of a semester, students will be introduced to a variety of topics including: colonialism, theories of globalization, neocolonialism, poverty, gender inequality, structural violence, women's rights, women's labor, global disparities in women's health, cultural resistance and rebellion, empowerment, and women's roles in economic development. Course readings will introduce students to the topic of colonialism, economic development, globalization, and how anthropologists study these processes and their impact on women's lives in developing nations.

Social Science GE Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural and economic resources.

Expected Learning Outcomes Individuals and Groups:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.

Anthropology 4597.02: Course change, GE rationale, and assessment

Students will be able to describe how anthropologists approach the study of colonialism, economic development, and globalization, and the subsequent changes to women's lives using various cross-cultural and ethnographic examples presented during the course.

2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.

Students will be able to describe how the processes of colonialism, economic development, and globalization altered cultural attitudes, beliefs, customs, life-ways, and values regarding women and continue to influence issues of economic development, using various cross-cultural and ethnographic examples presented during the course.

3. Students comprehend and assess individual and group values and their importance in social problem solving and policy-making.

Students will be able to describe how anthropologists working with multilateral institutions, government agencies, and nongovernmental organizations can mitigate gender inequality caused by globalization and neocolonialism, using various cross-cultural and ethnographic examples presented during the course.

Anthropology 4597.02 GE Assessment Plan

Diversity (Global Studies) GE Assessment: This course will use three instruments to assess learning outcomes.

First, we will use a pre and post course test to gauge the body of knowledge obtained over the course of the semester. A ten-question test will address the first expected learning outcome listed below. The pre and post tests will be administered on the first and final day of the course and graded anonymously.

Second, we will use embedded questions in regular quizzes and examinations administered during the course of the semester. Responses for these questions will be scored as a part of the quiz and/or examination, but will also be tracked annually to provide longitudinal data concerning class performance. Results of the first two assessments tools will be archived in the Department of Anthropology. Based on previous and similar assessment activities conducted by the Department of Anthropology, effective embedded questions have an 80% “correct” response rate. Therefore, pre and post course testing of expected learning outcomes will use 80% as the standard during the first year of administration. If an insufficient number of students achieve this standard, the course will be revised to focus more on those areas that students find problematic (e.g., how colonialism and globalization have altered the economic, political, and cultural aspects of women’s lives in indigenous cultures).

Finally, the second expected learning outcome (GE) will be assessed as part of the student’s research paper. The student is required to incorporate how their views, regarding the researched subject matter, changed in response to their exposure to course material. Responses that employ the concept of cultural relativism and can articulate how the student’s perspective changed will be recorded as successful achievement of the expected learning outcome. As before, an 80% standard will be used to determine whether the class has mastered the expected learning objective. If an insufficient number of students achieve this standard, the course assignments and activities will be revised to focus on this particular area (e.g., students will be assigned reflection papers that aid them in identifying their values and beliefs).

Social Science (Individual and Groups) GE Assessment: This course will use two instruments to assess learning outcomes in the Social Science Individual and Groups category. First, we will use a pre and post course test to gauge the body of knowledge obtained over the course of the semester. A five question test will address each of the three expected learning outcome listed below. The pre and post tests will be administered on the first and final day of the course, graded anonymously, and the results compared. Second, we will use embedded questions in regular quizzes and examinations administered during the course of the semester. Responses for these questions will be scored as a part of the quiz and/or examination, but will also be tracked annually to provide longitudinal data concerning class performance. Results of assessments tools will be archived in the Department of Anthropology. Based on previous and similar assessment activities conducted by the Department of Anthropology, effective embedded questions have an 80% “correct” response rate. Therefore, pre and post course testing of expected learning

outcomes will use 80% as the standard during the first year of administration. If an insufficient number of students achieve this standard, the course will be revised to focus more on those areas that students find problematic (e.g., How anthropologists use anthropological methods to study the influence of colonialism, economic development, and globalization to women's labor and participation in socio-political organizations; How colonialism, economic development, and globalization alters cultural beliefs, values, and practices with regard to gender; or How anthropologists work with multilateral institutions, government agencies, and NGOs to mitigate gender inequality).