

Term Information

Effective Term Autumn 2015

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 1100
Course Title Introduction to Anthropology
Transcript Abbreviation Intro to Anth
Course Description Introductory exploration of what it means to be human. Course highlights the anthropological sub disciplines of archaeology, biological anthropology, cultural anthropology, and linguistic anthropology.
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? Yes
Is any section of the course offered Greater or equal to 50% at a distance
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
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Organizations and Politics; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Students recognize anthropology as the study of humanity over time and space.
- Students develop an understanding of the four-fields comprising anthropology (cultural anthropology, biological anthropology, archaeology, and linguistics) and how they are integrated.
- Students acquire foundational knowledge of the major themes, theories, discoveries, and milestones within each of the four anthropological subfields.
- Students develop knowledge of how anthropological practice and theory informs citizens of the world about major ethical, philosophical, political and moral issues.

Content Topic List

- Kinship
- Material Culture
- Human Adaptability
- Language and Culture
- Human Evolution

Attachments

- Dr Larsen letter 10 07 14.doc: Chair's Letter
(Cover Letter. Owner: Freeman, Elizabeth A.)
- Anthropology 1100 Tech Review.pdf: Tech Review
(Other Supporting Documentation. Owner: Freeman, Elizabeth A.)
- 1100 GE AssessmentFinal.doc: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Freeman, Elizabeth A.)
- 1100 Rationale2.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Freeman, Elizabeth A.)
- 1100 Syllabus Final2.docx: Syllabus
(Syllabus. Owner: Freeman, Elizabeth A.)
- ANT 1100 Syllabus_Distance Learning.docx: DL Syllabus
(Syllabus. Owner: Freeman, Elizabeth A.)

Comments

- After consultation with Mike Kaylor we have revised our online syllabus to clarify how exams will be proctored.

Per the Arts and Humanities committees suggestions, we have included sample questions addressing both expected learning outcomes and included an indirect assessment tool consisting of a post course exit questionnaire. Thank you for your help. *(by Freeman, Elizabeth A. on 03/31/2015 10:02 AM)*

- See A&H Panel feedback sent on 3-30-15 to S. McGraw and R. Yerkes. *(by Vankeerbergen, Bernadette Chantal on 03/30/2015 11:02 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Freeman,Elizabeth A.	10/22/2014 02:39 PM	Submitted for Approval
Approved	McGraw,William Scott	10/23/2014 08:51 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/23/2014 12:29 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/20/2014 10:07 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	02/19/2015 10:45 AM	Submitted for Approval
Approved	McGraw,William Scott	02/19/2015 10:47 AM	Unit Approval
Approved	Haddad,Deborah Moore	02/19/2015 11:38 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/01/2015 02:45 PM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	03/04/2015 02:26 PM	Submitted for Approval
Approved	McGraw,William Scott	03/04/2015 02:32 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/04/2015 02:40 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/18/2015 09:23 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	03/19/2015 11:14 AM	Submitted for Approval
Approved	McGraw,William Scott	03/19/2015 11:20 AM	Unit Approval
Approved	Haddad,Deborah Moore	03/19/2015 01:11 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/30/2015 11:03 AM	ASCCAO Approval
Submitted	Freeman,Elizabeth A.	03/31/2015 10:07 AM	Submitted for Approval
Approved	McGraw,William Scott	03/31/2015 10:07 AM	Unit Approval
Approved	Haddad,Deborah Moore	03/31/2015 10:48 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	03/31/2015 10:48 AM	ASCCAO Approval



Department of Anthropology

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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

Introduction to Anthropology

ANT 1100

Instructor: Richard Yerkes
Email: Yerkes.1@osu.edu
Phone: 2-1328
Office Hours: TBA
Class Time and Location: 11:30 a.m. – 12:25 p.m. MWF, TBA

Course Description: This course introduces students to Anthropology: the study of human similarities and differences across the world and throughout time. Anthropologists use specific methods and theories to address questions about human origins, biology, thoughts, beliefs, systems, institutions and behaviors. Anthropology is a holistic science comprised of four subfields: cultural anthropology, physical/biological anthropology, archaeology, and linguistics. This course surveys each of the four subfields, demonstrates how they are connected via shared theoretical perspectives and methodological techniques, and examines how anthropological knowledge, skills, and methods are used to identify and resolve contemporary global issues and problems. In addition, we address how evolutionary, ecological, demographic, and cultural factors contribute to variation within and between human populations across the world.

GE statement: *This course helps satisfy the Cultures and Ideas GE requirement. Culture and ideas courses help students learn how to evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. This course may also help satisfy the Social Science (Organizations and Politics) GE requirement. Courses in social science help 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. This course may also help satisfy the Diversity (Global Studies) GE requirement. Diversity courses help 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.*

GE Expected Learning Outcomes:

1. Cultures and Ideas

1.1. Students analyze and interpret major forms of human thought, culture, and expression.

Students will be introduced to the ideology, religion, magic, and arts of past and present societies across the globe, including hunter-gatherers, traditional agriculturalists, and groups that are part of modern nation states. Students will learn about different religious systems and forms of artistic expression and understand their similarities and differences. They will examine and comprehend the relationships between different forms of thought and expression and other aspects of social organization (e.g., cultural ecology, economic systems, and political control).

1.2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Students will begin to understand how ideology and ritual shape human culture from lectures, films, and readings about beliefs, expressions, and meanings in different types of societies. Drawing on examples from several times and places, they will understand how ideology can serve as a form of social control, promote social change, and help people cope with changing conditions. They will also understand why rites of passage rituals include liminal phases where social positions are ambiguous, and how altered states of consciousness may lead to different perceptions of reality, but also reinforce individual beliefs and social norms.

2. Social Science, Organizations and Politics:

2.1. Students understand the theories and methods of social scientific inquiry as they apply to the study of Organizations and Politics.

In this course students will develop an understanding of the four-fields comprising anthropology (cultural anthropology, biological anthropology, archaeology, and linguistics) and how they are integrated. From the lectures, discussions, quizzes and exams, students acquire foundational knowledge of the theories and methods of inquiry that have developed within each of the four anthropological subfields and how they are applied in studies of ancient and contemporary organizations and politics across the globe.

2.2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

Anthropology is the science of human similarity and difference. The comparative approach employed in the lectures, assigned reading, and discussions will help students identify the processes by which different organizations and politics develop and function. Students will understand the processes involved in the development of language in human societies, the creation of inequality, the beginning of food production, the development of religion, and the origin of the state, and appreciate the diversity in the expression of these organizational principles in past and present societies.

2.3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy-making.

The assigned reading, course topics, and discussions address important contemporary concerns about power, inequality, and human rights. The anthropological perspective presented in the course helps students understand the values of people with different lifestyles and languages. Students will learn to appreciate these differences, and to contribute to solving problems and developing policies that will reduce tensions between organizations and politics. Students will learn how anthropologists have dealt with the crucial dilemma of how can dissimilar peoples and cultures get along peaceably in an ever shrinking world.

3. Diversity, Global Studies:

3.1. 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 of the U.S.

In this global course on what it means to be human, students will gain an appreciation of the human condition in time and space by examining important questions about power, human rights,

and inequality from a cross-cultural perspective. Students will also learn how non-western societies dealt with other ethical, philosophical, political and moral issues. The lectures, assigned reading, and discussions help students understand why political, economic, and cultural diversity developed in past and in present societies across the globe.

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

Lectures, assigned reading, and discussions help students understand that we are all part of a diverse global community, and how cooperation between nations is needed to alleviate the impact of food shortages, diseases, and other social and environmental crises. The lessons that they learn from studying numerous past and present societies will help shape their understanding of human diversity - past, present and future, and will help them become informed and engaged global citizens. Students will also learn how anthropological studies can inform citizens of the world about current issues.

Text: *Introducing Anthropology: An Integrated Approach* (M. Park) 2011. McGraw Hill.

Course Objectives

- To provide an introduction to the concepts, theories, and methods within the field of anthropology
- To foster an appreciation and understanding of human cultural diversity and biological variation
- To describe anthropology's holistic and cross-cultural approach to the scientific study of humans
- To encourage students to use an anthropological perspective to evaluate their own cultures

In class expectations: Attending class is integral to the learning process. Class begins promptly at 11:30 a.m. As a courtesy to the instructor and fellow students, you are expected to be on time and stay the entire period. Some lecture material will not be in the text, so it is important to attend every class. **DO NOT** ask the instructor for lecture notes or power point presentations. You will be responsible for information from lecture, films, and readings. If you miss class, it is your responsibility to obtain notes from your fellow classmates. The course outline is a guideline and is subject to change at the instructor's discretion.

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 of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Course requirements: Your final course grade is based on three examinations: two midterm examinations, a final examination; and five quizzes on the assigned reading. Each examination is worth 100 points, and each of the five quizzes is worth 10 points. Exams are not comprehensive and are a combination of multiple choice, true/false, matching, and fill-in-the blank. Exams are based on course lectures, the textbook, and films. Refer to the course outline for the dates of the exams and chapters covered. 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. If you have conflicts with the exam dates, see the instructor immediately. 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.

Exam 1 (October 3)	= 100 points
Exam 2 (November 3)	= 100 points
Exam 3 (Finals week)	= 100 points
<u>Five Quizzes:</u>	= 50 points
Total	= 350 points

Grading: Final grades will be distributed as follows: Final grades will be distributed as follows: A (92-100), A- (90-91), B+ (88-89), B (82-87), B- (80-81), C+ (78-79), C (72-77), C-(70-71), D+ (68-69), D (60-67), E < 60.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

Office Hours: Office hours are set-aside for you to address problems and receive extra help with course material. Office hours are not substitutes for lectures.

Readings: Set aside time and a place during the week to complete the assigned reading. Plan accordingly. 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 texts and think critically. Pose questions regarding the content of material.

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 instance, does material in the reading serve as an example for concepts covered during lecture? The textbook also provides a companion site offering learning activities, flash cards, glossaries, learning objectives, quizzes, and power points that may help you.

Lecture Notes: 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 encounter material you do not understand, bring it 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. The 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. 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. Your ability to explain course material to others can be a useful gauge of understanding.

Course Schedule: Listed below is a schedule for the topics covered during the semester. All readings may be found in the textbook. Readings for this class should be completed before each 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: material from readings *and* films will be covered on the exams, so take notes. Exam and quiz dates are listed below.

DATE	TOPIC	READINGS	ASSIGNMENTS
Week 1 08/27 (W) 08/29 (F)	Syllabus, Introduction Why Study Anthropology?	Chapter 1	
Week 2 09/01 (M) 09/03 (W) 09/05 (F)	NO CLASS! An Anthropological Approach & Themes of Anthropology. First Quiz	Chapter 1	
Week 3 09/08 (M) 09/10 (W) 09/12 (F)	Scientific Method & Evolution Evolution Human Variation & Adaptation	Module 1 Chapter 2	Film: Are We Still Evolving?
DATE	TOPIC	READINGS	ASSIGNMENTS
Week 4 09/15 (M) 09/17 (W) 09/19 (F)	Human Variation & Adaptation Living Primates Living Primates. Second Quiz	Chapter 3 Chapter 4	Film: The New Chimpanzee
Week 5 09/22 (M) 09/24 (W) 09/26 (F)	Human Origins & The Fossil Record Human Origins & The Fossil Record Applying Physical Anthropology.	Chapter 5	
Week 6 09/29 (M) 10/01 (W) 10/03 (F)	Applying Physical Anthropology Forensic Anthropology MIDTERM 1		Film: Body Detectives MIDTERM 1

Week 7 10/06 (M) 10/08 (W) 10/10 (F)	Studying the Past Small Scale Societies Cultivation & Domestication	Chapter 6	Film: The Iceman
DATE	TOPIC	READINGS	ASSIGNMENTS
Week 8 10/13 (M) 10/15 (W) 10/17 (F)	Cultivation & Domestication Neolithic Revolution Cities, States, & Civilization	Chapter 7	
Week 9 10/20 (M) 10/22 (W) 10/24 (F)	Cities, States, & Civilization Cities, States, & Civilization Bioarchaeology. Third Quiz	Chapter 7	Film: Secrets of the Bog People
Week 10 10/27 (M) 10/29 (W) 10/31 (F)	Bioarchaeology Applying Archaeology Applying Archaeology		Film: Bones of Contention
Week 11 11/03 (M) 11/05 (W) 11/07 (F)	MIDTERM 2 Culture Culture.	Chapter 8 & 9	MIDTERM 2
Week 12 11/10 (M) 11/12 (W) 11/14 (F)	Language Symbolic Practices. Fourth Quiz Religious Beliefs	Chapter 10 & 11	Film: Fashioning Faith
Week 13 11/17 (M) 11/19 (W) 11/21 (F)	Economic & Political Relations Kinship Social Inequality	Chapter 12 & 13	
Week 14 11/24 (M) 11/26 (W) 11/28 (F)	Social Inequality. Fifth Quiz NO CLASS! NO CLASS!	Chapter 14	
Week 15 12/01 (M) 12/03 (W) 12/05 (F)	Globalization Globalization Applying Cultural & Linguistic Anthropology	Chapter 15	Film: Guatemala: Human Price of Coffee

Week 16 12/08 (M)	Applying Cultural & Linguistic Anthropology		
Finals Week	FINAL EXAM		FINAL EXAM

Introduction to Anthropology

ANT 1100

Online

Instructor: Richard Yerkes
Email: Yerkes.1@osu.edu
Phone: 2-1328
Office Hours: Monday 10-12, Thursday 10-12 (Carmen page, e-mail, Google+) or by appointment

Contacting me: I will be online on *Carmen Chat* during the hours listed above and available by e-mail. I will also hold a hangout on google+ during these hours if you prefer to talk “face to face.” I can be found for google+ at ([email address here](#)). Use these online office hours as you would use in-person office hours. This is time for you to talk to me to address problems, ask questions, clear up misunderstandings, and receive extra help with course material: it is *not* a substitute for lectures. Please make use of this time throughout the semester – don’t wait until right before an exam!

Text: *Introducing Anthropology: An Integrated Approach* (M. Park) 2011. McGraw Hill.

Course Description: This course is an online introduction to the field of Anthropology: the study of human diversity across the world and throughout time. Anthropologists use specific methods and theories to address questions about human origins, biology, thoughts, beliefs, systems, institutions and behaviors. Anthropology is a holistic science comprised of four subfields: physical/biological anthropology, archaeology, linguistics and cultural anthropology. This course surveys each of the four subfields, demonstrates how they are connected via shared theoretical perspectives and methodological techniques, and examines how anthropological knowledge, skills, and methods are used to identify and resolve contemporary global issues and problems. In addition, we address how evolutionary, ecological, demographic, and cultural factors contribute to variation within and between human populations across the world.

GE statement: *This course helps satisfy the Cultures and Ideas GE requirement. Culture and ideas courses help students learn how to evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation. This course may also help satisfy the Social Science(Organizations and Politics) GE requirement. Courses in social science help 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. This course may also help satisfy the Diversity (Global Studies) GE requirement. Diversity courses help 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.*

GE Expected Learning Outcomes:

1. Cultures and Ideas

1.1. Students analyze and interpret major forms of human thought, culture, and expression.

Students will be introduced to the ideology, religion, magic, and arts of past and present societies across the globe, including hunter-gatherers, traditional agriculturalists, and groups that are part of modern nation states. Students will learn about different religious systems and forms of artistic expression and understand their similarities and differences. They will examine and comprehend the relationships between different forms of thought and expression and other aspects of social organization (e.g., cultural ecology, economic systems, and political control).

1.2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Students will begin to understand how ideology and ritual shape human culture from lectures, films, and readings about beliefs, expressions, and meanings in different types of societies. Drawing on examples from several times and places, they will understand how ideology can serve as a form of social control, promote social change, and help people cope with changing conditions. They will also understand why rites of passage rituals include liminal phases where social positions are ambiguous, and how altered states of consciousness may lead to different perceptions of reality, but also reinforce individual beliefs and social norms.

2. Social Science, Organizations and Politics:

2.1. Students understand the theories and methods of social scientific inquiry as they apply to the study of Organizations and Politics.

In this course students will develop an understanding of the four-fields comprising anthropology (cultural anthropology, biological anthropology, archaeology, and linguistics) and how they are integrated. From the lectures, discussions, quizzes and exams, students acquire foundational knowledge of the theories and methods of inquiry that have developed within each of the four anthropological subfields and how they are applied in studies of ancient and contemporary organizations and politics across the globe.

2.2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

Anthropology is the science of human similarity and difference. The comparative approach employed in the lectures, assigned reading, and discussions will help students identify the processes by which different organizations and politics develop and function. Students will understand the processes involved in the development of language in human societies, the creation of inequality, the beginning of food production, the development of religion, and the origin of the state, and appreciate the diversity in the expression of these organizational principles in past and present societies.

2.3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy-making.

The assigned reading, course topics, and discussions address important contemporary concerns about power, inequality, and human rights. The anthropological perspective presented in the course helps students understand the values of people with different lifestyles and languages. Students will learn to appreciate these differences, and to contribute to solving problems and

developing policies that will reduce tensions between organizations and polities. Students will learn how anthropologists have dealt with the crucial dilemma of how can dissimilar peoples and cultures get along peaceably in an ever shrinking world.

3. Diversity, Global Studies:

3.1. 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 of the U.S.

In this global course on what it means to be human, students will gain an appreciation of the human condition in time and space by examining important questions about power, human rights, and inequality from a cross-cultural perspective. Students will also learn how non-western societies dealt with other ethical, philosophical, political and moral issues. The lectures, assigned reading, and discussions help students understand why political, economic, and cultural diversity developed in past and in present societies across the globe.

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

Lectures, assigned reading, and discussions help students understand that we are all part of a diverse global community, and how cooperation between nations is needed to alleviate the impact of food shortages, diseases, and other social and environmental crises. The lessons that they learn from studying numerous past and present societies will help shape their understanding of human diversity - past, present and future, and will help them become informed and engaged global citizens. Students will also learn how anthropological studies can inform citizens of the world about current issues.

Course Objectives

To provide an introduction to the concepts, theories, and methods within the field of Anthropology

To foster an appreciation and understanding of human cultural diversity and biological variation

To describe anthropology's holistic and cross-cultural approach to the scientific study of humans

To encourage students to use an anthropological perspective to evaluate their own cultures

Expected Learning Outcomes

- (1) Students recognize anthropology as the study of humanity over time and space.
- (2) Students develop an understanding of the four-fields comprising anthropology (cultural anthropology, biological anthropology, archeology, and linguistics) and how they are integrated.
- (3) Students acquire foundational knowledge of the major themes, theories, discoveries, and milestones within each of the four anthropological subfields. Examples include the origins of bipedalism, development of language, emergence of tool use, the agricultural revolution, rise of religion, origin of the state, etc. Moreover, students learn how this information shape our understanding of where human diversity- past, present and future – is situated within the world.
- (4) Students develop knowledge of how anthropological practice and theory informs citizens of the world about major ethical, philosophical, political and moral issues.

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. 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/>.

See this link (below) for complete accessibility information:
<http://www.ada.osu.edu/resources/Links.htm>

The Ohio State University provides various kinds of academic support, services, and resources which can help students succeed. Click on the link below to access academic services:

<http://artsandsciences.osu.edu/current-students/university-resources>

For and overview and contact information for student support services (including the student service center), click this link: <http://ssc.osu.edu>

Course mechanics and requirements: Each week begins with an **introductory video** from the instructor which provides an overview of topical material to be covered that week. The weekly video serves as a tool for reminders about readings, other assignments (e.g., videos) and examinations. During a typical week, you will have two or three online lectures to watch. Lectures are accompanied by required readings in the text and, on seven occasions, a film related to the week's topic. Links to this material will be on Carmen each week. Your final course grade is based on three examinations: two midterm examinations and a final examination. **Exams are closed-book, internet- and cellphone free, and not collaborative.** Respondus Lockdown Browser and an enforced time limit help enforce this. If you miss an exam you have 24 hours to contact me to arrange a make-up exam. All make-up exams must be taken within one week after the scheduled exam, otherwise you will receive a 0% for that exam. All exams will be proctored in person on campus in the Arts and Sciences testing center (060 Denny Hall), or students may use the ProctorU online service at the student's own cost. Below is the online information for ProctorU:

General Website for test access- <http://www.proctoru.com/index.php>

FAQs- <http://www.proctoru.com/faq.php>

Getting Access Page- <https://www.proctoru.com/howitworks.php>

Technical Requirements Page- <https://www.proctoru.com/tech.php>

Anyone cheating will be reported to the Board of Academic Misconduct.

Each examination is worth 100 points. Exams are not comprehensive and are a combination of multiple choice, true/false, matching, and fill-in-the blank. Exams are based on lectures, the textbook, and films. Refer to the course outline for the exam dates and chapters covered. Review sheets for the exams will be posted at least one week before the date of the exam on Carmen. 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.

Exam 1 (October 3)	= 100 points
Exam 2 (November 3)	= 100 points
<u>Exam 3 (Finals week)</u>	= 100 points
Total	= 300 points

Grading: Final grades will be distributed as follows: Final grades will be distributed as follows: A (92-100), A- (90-91), B+ (88-89), B (82-87), B- (80-81), C+ (78-79), C (72-77), C-(70-71), D+ (68-69), D (60-67), E < 60.

Course Technology

Overview: This course can take place entirely online, so some basic technical skills - and familiarity with Carmen - are required. Computers are available in the OIT computer labs on all OSU campuses. This course is designed to be taken using a laptop or desktop computer, not a tablet or a phone. You will need consistent and reliable internet access throughout the semester. Your internet being down is not an excuse for under-performing in this class. There is internet available on all Ohio State campuses. The great majority of this course takes place in Carmen (www.carmen.osu.edu), Ohio State University's course management system (CMS). If you have not used Carmen before, or not very extensively, you may wish to take some time to explore it before the course begins. Please make sure that your computer can handle Carmen. To do so, please go to www.carmen.osu.edu. Click the blue "Login" button. On the next page, click the "Carmen System Check" link beneath the grey "Login" button. A series of green check marks will appear if your system checks out and red marks if you need to make changes or updates. If you cannot make these changes or updates, Carmen is accessible on all computers at OSU libraries and OIT computing centers. During the course you will be required to view **seven films**. In order to access video content, you will need to have the most up-to-date versions of *Adobe Flash*, *Quicktime*, and *Realplayer*. If you do not have the most up-to-date versions, certain videos will not work for you. Should this occur, you will most likely be prompted by your browser program to get updated versions. In order to take your exams, you will need to use the Respondus Lockdown Browser to keep the assessments secure. You will be prompted to download the browser when it is needed. NB: this software does not run on Linux-based Operating Systems.

The **baseline technical skills** necessary for this online course are as follows:

- Successful students will possess basic computer and web-browsing skills
 - Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen: <http://odee.osu.edu/resourcecenter/carmen>)
 - Students will need to be proficient with sending and receiving email communication.
-

Necessary equipment and technology:

- Current computer Mac or PC
- Internet Browser: Internet Explorer 6 or later, or Firefox (Chrome is not supported by Carmen, or CarmenConnect. Further CarmenConnect recommendations are listed on this website <http://resourcecenter.odee.osu.edu/carmenconnect>)
- Robust high-speed internet connection
- Webcam: built-in or external webcam, fully installed

- Microphone: built-in laptop or tablet mic or external microphone
- It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/>) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

Software:

Students in this course will be required to take their exams online using the Respondus Lockdown Browser. Please see below for where to download the software for free. The minimum requirements to install and run the software as well as who to contact for technical support issues are listed below (8-help).

ODEE Respondus Information Page:

<http://resourcecenter.odee.osu.edu/carmen/using-respondus-lockdown-browser>

Respondus System Requirements:

<http://www.respondus.com/products/lockdown-browser/requirements.shtml>

Students requiring Carmen technical support contact: [8-HELP](#)

or <https://odee.osu.edu/resourcecenter/carmen>

Academic Misconduct: All students should be familiar with what constitutes academic misconduct, especially as it pertains to test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Anyone suspected or caught cheating will be reported to the Board of Academic Misconduct.

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. Office hours are set-aside for you to address problems, clear up misunderstandings, or to receive extra help with course material. Office hours are not substitutes for lectures.

Readings: Set aside time and a place during the week to read the assigned texts. Plan accordingly. 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 texts and think critically. Pose questions regarding the content of material. 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 instance, does material in the reading serve as an example for concepts covered during lecture? The textbook

also provides a companion site offering learning activities, flash cards, glossaries, learning objectives, quizzes, and power points that may help you.

Lecture Notes: 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 encounter material you do not understand, bring it 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. 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. 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. Your ability to explain course material to others can be a useful gauge of understanding.

Course Schedule: Listed below is a schedule for the topics covered during the semester. All readings may be found in the textbook. Readings for this class should be completed before each 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.

DATE	TOPIC	READINGS	ASSIGNMENTS
Week 1 08/27 (W) 08/29 (F)	Syllabus, Introduction Why Study Anthropology?	Chapter 1	
Week 2 09/01 (M) 09/03 (W) 09/05 (F)	NO CLASS! An Anthropological Approach & Themes of Anthropology	Chapter 1	
Week 3 09/08 (M) 09/10 (W) 09/12 (F)	Scientific Method & Evolution Evolution Human Variation & Adaptation	Module 1 Chapter 2	Film: Are We Still Evolving?
Week 4 09/15 (M) 09/17 (W) 09/19 (F)	Human Variation & Adaptation Living Primates Living Primates	Chapter 3 Chapter 4	Film: The New Chimpanze
Week 5 09/22 (M) 09/24 (W) 09/26 (F)	Human Origins & The Fossil Record Human Origins & The Fossil Record Applying Physical Anthropology	Chapter 5	
Week 6 09/29 (M) 10/01 (W) 10/03 (F)	Applying Physical Anthropology Forensic Anthropology MIDTERM 1		Film: Body Detectives MIDTERM 1
Week 7 10/06 (M) 10/08 (W) 10/10 (F)	Studying the Past Small Scale Societies Cultivation & Domestication	Chapter 6	Film: The Iceman

DATE	TOPIC	READINGS	ASSIGNMENTS
Week 8 10/13 (M) 10/15 (W) 10/17 (F)	Cultivation & Domestication Neolithic Revolution Cities, States, & Civilization	Chapter 7	
Week 9 10/20 (M) 10/22 (W) 10/24 (F)	Cities, States, & Civilization Cities, States, & Civilization Bioarchaeology	Chapter 7	Film: Secrets of the Bog People
Week 10 10/27 (M) 10/29 (W) 10/31 (F)	Bioarchaeology Applying Archaeology Applying Archaeology		Film: Bones of Contention
Week 11 11/03 (M) 11/05 (W) 11/07 (F)	MIDTERM 2 Culture Culture	Chapter 8 & 9	MIDTERM 2
Week 12 11/10 (M) 11/12 (W) 11/14 (F)	Language Symbolic Practices Religious Beliefs	Chapter 10 & 11	Film: Fashioning Faith
Week 13 11/17 (M) 11/19 (W) 11/21 (F)	Economic & Political Relations Kinship Social Inequality	Chapter 12 & 13	
Week 14 11/24 (M) 11/26 (W) 11/28 (F)	Social Inequality NO CLASS! NO CLASS!	Chapter 14	
Week 15 12/01 (M) 12/03 (W) 12/05 (F)	Globalization Globalization Applying Cultural & Linguistic Anthropology	Chapter 15	Film: Guatemala: Human Price of Coffee
Week 16 12/08 (M)	Applying Cultural & Linguistic Anthropology		

Finals Week	FINAL EXAM		FINAL EXAM
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Goals and Expected learning outcomes for Anthropology 1100, Introduction to Anthropology:

VIII.B.5. Cultures and Ideas: Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Anthropology has clear links to the humanities as it brings a comparative, cross-cultural perspective to forms of creative expression. In this course, Students learn how Anthropologists record and present voices and perspectives from many different times, places, nations, and cultures on aesthetics, ideology, religion, and expressive culture (music, theatre arts, visual arts, storytelling, and legend).

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.

Students will be introduced to the ideology, religion, magic, and arts of past and present societies across the globe, including hunter-gatherers, traditional agriculturalists, and groups that are part of modern nation states. Students will learn about different religious systems and forms of artistic expression and understand their similarities and differences. They will examine and comprehend the relationships between different forms of thought and expression and other aspects of social organization (e.g., cultural ecology, economic systems, and political control).

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Students will begin to understand how ideology and ritual shape human culture from lectures, films, and readings about beliefs, expressions, and meanings in different types of societies. Drawing on examples from several times and places, they will understand how ideology can serve as a form of social control, promote social change, and help people cope with changing conditions. They will also understand why rites of passage rituals include liminal phases where social positions are ambiguous, and how altered states of consciousness may lead to different perceptions of reality, but also reinforce individual beliefs and social norms.

VIII.B.10. Social Science: 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.

Anthropology employs experiments and observations to explain ancient and modern human behavior. This course introduces this field of study and provides an anthropological perspective on how members of past and present human societies developed cultural traditions and institutions that helped them interact, communicate, and cooperate. The course will help students learn about themselves and understand what it means to be human.

Expected learning Outcomes:

Organizations and Politics: 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of Organizations and Politics.

In this course students will develop an understanding of the four-fields comprising anthropology (cultural anthropology, biological anthropology, archaeology, and linguistics) and how they are integrated. From the lectures, discussions, quizzes and exams, students acquire foundational knowledge of the theories and methods of inquiry that have developed within each of the four anthropological subfields and how they are applied in studies of ancient and contemporary organizations and politics across the globe.

Organizations and Politics: 2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

Anthropology is the science of human similarity and difference. The comparative approach employed in the lectures, assigned reading, and discussions will help students identify the processes by which different organizations and politics develop and function. Students will understand the processes involved in the development of language in human societies, the creation of inequality, the beginning of food production, the development of religion, and the origin of the state, and appreciate the diversity in the expression of these organizational principles in past and present societies.

Organizations and Politics: 3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy-making.

The assigned reading, course topics, and discussions address important contemporary concerns about power, inequality, and human rights. The anthropological perspective presented in the course helps students understand the values of people with different lifestyles and languages. Students will learn to appreciate these differences, and to contribute to solving problems and developing policies that will reduce tensions between organizations and politics. Students will learn how anthropologists have dealt with the crucial dilemma of how can dissimilar peoples and cultures get along peaceably in an ever shrinking world.

VIII.B11. Diversity, Global Studies: 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.

This introductory course is necessarily global. Students will gain an appreciation of the human condition in time and space by surveying the tremendous diversity of human accomplishments.

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 of the U.S.

In this global course on what it means to be human, students will gain an appreciation of the human condition in time and space by examining important questions about power, human rights, and inequality from a cross-cultural perspective. Students will also learn how non-western societies dealt with other ethical, philosophical, political and moral issues. The lectures, assigned reading, and discussions help students understand why political, economic, and cultural diversity developed in past and in present societies across the globe.

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

Lectures, assigned reading, and discussions help students understand that we are all part of a diverse global community, and how cooperation between nations is needed to alleviate the impact of food shortages, diseases, and other social and environmental crises. The lessons that they learn from studying numerous past and present societies will help shape their understanding of human diversity - past, present and future, and will help them become informed and engaged global citizens. Students will also learn how anthropological studies can inform citizens of the world about current issues.

GE Assessment: ANTH 1100- *Introduction to Anthropology*

Assessment of GE Expected Learning Outcomes: *Introduction to Anthropology* will use two instruments to evaluate expected learning outcomes for the three GE categories. The primary tool consists of an examination that will be administered on the first and last (or close to the last) day of class. The examination will be taken anonymously and will consist of approximately 20 questions designed to address each of the seven learning outcomes distributed across the three GE categories (as outlined above). Results of these tests will be tracked annually to provide longitudinal data on class performance. Results (paper and electronic) of the assessments will be archived in the Department of Anthropology. Pre and post course testing of expected learning outcomes will use 80% correct as the standard during the first year of administration, similar to measures used by the department in other classes. If an insufficient number of students achieve this standard for a specific GE category (e.g., Global Diversity), we will revise the course to focus more on the areas that the students find problematic.

The second tool is an *indirect measure* of student perceptions of their own learning. This tool consists of a series of open ended questions to be administered anonymously at the conclusion of the course. There is no “target” success rate for these questions, but student responses will be reviewed and discussed in order that they may inform future offerings of the course. All responses will be archived in the department of anthropology. Sample questions are provided below.

Cultures and Ideas expected learning outcome # 1: *Students analyze and interpret major forms of human thought, culture, and expression.* Sample questions addressing this expected learning outcome include:

Which is not true about culture?

- a) it is a key aspect of human adaptability and success
- b) it is transmitted through our genes
- c) cultural forces consistently mold and shape human biology and behavior
- d) culture guides the beliefs and behavior of the people exposed to them
- e) culture is passed on across generations

The Toda of South India practice what form of marriage system:

- a) polyandry
- b) monogamy
- c) polygyny
- d) fission – fusion
- e) dispersed polygyny (noyau)

In Europe during the Middle Ages, it was generally believed that:

- a) all species had evolved from a common ancestor
- b) evolution was the result of natural selection acting upon genetic variation
- c) all forms were created by God and did not change over time
- d) most species had become extinct over time
- e) life was created slowly, over millions of years

True or False: Race, like ethnicity in general, is a cultural category rather than a biological reality.

The 19th century idea that all cultures originated from a few or even a single cultural center(s) was:

- a) evolutionism
- b) diffusionism
- c) ethnology
- d) colonialism
- e) monotheism

The Eugenics movement

- a) had considerable support both in Europe and in the United States
- b) sought to rid society of those deemed unfit through mandatory sterilization programs
- c) proposed governmental policies to regulate marriage and family size
- d) All of these
- e) A and C only

The rate of cultural and technological change

- a) increased dramatically during the Upper Paleolithic
- b) changed very little from australopithecine times to the appearance of modern *H. sapiens*
- c) had nothing to do with cultural innovations in the past or with increased intelligence
- d) did not really increase until after the Upper Paleolithic
- e) was the same for modern *H. sapiens* as it was for archaic *H. sapiens*

Cultures and Ideas expected learning outcome # 2: *Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.*

Sample questions addressing this expected learning outcome include:

The principal that language shapes the thought and experience of its speakers is known as

- a) participant observation
- b) cultural anthropology
- c) cultural relativism
- d) linguistic relativity
- e) immersive experience

Use of the cephalic index to classify people into races was abandoned when:

- a) it was determined that Africans and Europeans had similarly shaped heads
- b) people no longer cared about the "racial" concept
- c) *Homo erectus* migrated out of Africa
- d) *Paranthropus* migrated into Africa
- e) None of the above

Which of the following is considered an achieved status:

- a) father
- b) sibling
- c) forty years old
- d) daughter
- e) African-American

The primary reason that people of South America have lighter skin than those in Africa is:

- a) South Americans and Africans are different races
- b) There is less ultraviolet radiation in Africa
- c) Humans have existed in Africa for a longer period of time
- d) Africans have less melanin
- e) None of the above

One of the major differences between Brazilian and American racial taxonomies is that

- a) Brazilians enjoy a truly race-blind society.
- b) American categories are "purer" than Brazilian categories.
- c) there are no important differences between the two taxonomies.
- d) Brazilian racial categories are based on genotype, whereas American categories are based on phenotype.
- e) in the United States, social race is determined at birth and does not change, but in Brazil, race can change from day to day.

Several myths about Pacific cultures persisted into the 20th century. All were proven wrong EXCEPT:

- a) several groups of people untouched and undiscovered by modern popular culture may still exist in the highlands of New Guinea
- b) Polynesia is a natural and social paradise uncorrupted by politics or wars
- c) skin color is linked to political, economic and social development in traditional cultures
- d) clear cultural and racial distinctions divided Oceania into Melanesia, Micronesia, and Polynesia
- e) Polynesian women traditionally led a natural sex life uncomplicated by Western restraints

We will assess student perceptions of course content (not performance) via an indirect tool consisting of an end of semester questionnaire to be graded anonymously. Sample questions include:

1. How likely are you to take another Anthropology course?
2. Would you suggest this course to your friends?
3. Based on what you have learned, do you think race is a valid concept? If so, do you consider race a biological construct, a cultural construct, or both?
4. How often do you consider cultural differences in your daily life?
5. Has this course changed the way you view the world?

6. Have you become more aware of your own behavior and role in society after taking this course?

Social Science, Organizations and Polities: 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of Organizations and Polities.

Sample Question: **Ethnological** studies of human social organization are:

- a. specific to an organization or polity.
- b. comparative cross-cultural studies.
- c. usually very descriptive.
- d. often based on field data collected by a single investigator.

Social Science, Organizations and Polities: 2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.

Sample Question: In cross-cultural studies of how and why humans changed their political and economic organization during the transition from *tribes* to *chiefdoms*, anthropologists found that:

- a. the power to collect taxes and enforce laws is given to chiefs.
- b. social relations are no longer based on kinship, age, and gender.
- c. permanent political regulation of a territory is established.
- d. agricultural societies turned back to hunting and gathering.

Social Science, Organizations and Polities: 3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy-making.

Sample Question: In studies of how members of rural communities who migrate to cities deal with the problems of urban life, anthropologists found that:

- a. support networks form that are similar to kin-based “tribal” models.
- b. the migrants cut all ties with the rural communities they had left.
- c. most migrants moved into multicultural neighborhoods.
- d. the shift from rural to urban lifestyles was quicker than expected.

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 of the U.S.

Sample Question: In many farming and herding societies, a kinship system is used where mother and mother’s sister are called “mother”, and father and father’s brother are called “father”; but different kin terms are used for mother’s brother and father’s sister. Anthropologists attribute this to the fact that:

- a. there is uncertainty about the identity of the biological parents of children.
- b. people with the same kin term live and work together, while the others do not.
- c. children are forbidden to marry their biological cousins.
- d. households with many fathers and mothers would be wealthier.

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

Sample Question: While all modern humans belong to the same diverse species, *Homo sapiens*, people are often classified as members of a “race.” Anthropologists have shown that racial designations are:

- a. based on biological differences in subspecies of *Homo sapiens*.
- b. directly linked to genetic differences in learning ability.
- c. never related to ethnic violence or discrimination.
- d. socially constructed and based on perceived contrasts between individuals.

Arts and Sciences Distance Education Online Course Component Technical Review Checklist

Course: Anthropology 1000

Instructor: Richard Yerkes

Summary: Online Course

COURSE TECHNOLOGY

Standard	Yes	Yes with Revisions	No	Feedback/Recommendations
1. The tools and media support the course learning objectives.	✓			This course will be delivered online asynchronously. All tools and media integrated into the course, weekly videos, readings, and bi-weekly movies support the overall course goals and learning objectives.
2. Course tools and media support student engagement and guide the student to become an active learner.	✓			Weekly overview topic videos, video lectures, readings and movies will be used to cover course content. Students will engage with the course materials and instructor on a weekly basis in the following ways: Links to all materials will be on Carmen <ul style="list-style-type: none"> • Weekly overview/topic videos will be used to introduce the students to the topics for the weekly assignments and learning objectives • Students will watch 2-3 online video lectures each week • Synchronous online office hours with the Instructor and T.A. for the course • (Weeks 3,4,6,7,9,10,12,15) Film will be viewed related to the weekly topic
3. Navigation throughout the online components of the course is logical, consistent, and efficient.	✓			Recommend that the ODEE Distance Learning Carmen shell template be used for this course. Course materials will be organized within Carmen to match the week-to-week schedule outlined in the course syllabus. Detailed weekly activities will be noted in Carmen.
4. Students can readily access the technologies required in the course.	✓			All technology platforms being used for this course are readily accessible to students (Carmen, Google+, email, Respondus Lockdown Browser). The Respondus Lockdown browser required for the course exams is available as a free download to students. The course technology section of the syllabus provides the students with

				the required technical skills needed to access all parts of this course.
5. The course technologies are current.	✓			All technology platforms being used for this course are current. Carmen is a core common tool offered by the university.
6. Funding and support for the course technologies are sustainable for future sections of the course.	✓			Any additional funding required to support this course should be planned for as a part of the departmental budget planning process. At a minimum, funding should be planned for to have course content videos transcribed for ADA purposes.
7. The course technologies, tools and media will be evaluated and updated as underlying technologies, platforms and approaches change.	✓			Carmen will be the primary platform used to access the online content for this course. Recommend that the students for the course be surveyed on the technology and platforms used and that the technology be modified appropriately based on student feedback.
8. The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			In the course technology section of the syllabus the faculty member should add an overview and instructions for students to access Carmen technical support. (8-Help) https://odee.osu.edu/resourcecenter/carmen
9. Course instructions articulate or link to the institution's accessibility policies and services.	✓			The below link should be included in the syllabus. This text should be in 16pt font for the complete accessibility statement. http://ada.osu.edu/resources/Links.htm
10. Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.	✓			The below link with an overview and contact information for the student academic services offered on the Main campus should be included in the syllabus. http://artsandsciences.osu.edu/current-students/university-resources
11. Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access these services.	✓			The below link with an overview and contact information for student support services offered on the OSU main campus should be included in the syllabus. http://ssc.osu.edu

Reviewer Information

- Date Reviewed: 2/12/15
- Reviewed By: Mike Kaylor
- Feedback: Overall the syllabus works very well! I would recommend that you think about setting up the “Course Technology” section of the syllabus in the following way to help make things explicit as possible for the students taking this course (see below). I would also recommend that you include in the “Course Technology” section of the syllabus a section on the Respondus Lockdown browser letting the students know the specific system requirements to run the software as well as where they can download it from and who to contact if they have technical support issues (8-help). You may want to consider setting up a Carmen Connect virtual meeting room for students to use for the online office hours. This is a core common tool offered by the university and it allows the students to use their OSU credentials to access the meeting so a third party account is not needed like with Google+. This is a chat and video/webinar platform and this would help to simplify the student technology requirements for the course. You may also want to consider using the MediaSite video hosting platform available as a core common tool here at the university. This would allow you to embed the videos for the course directly into the Carmen course shell so that the students would not have to exit Carmen to view the course videos. This would help with the issue of having multiple video players currently required for the course and who will provide the technical support etcetera when a student cannot play a course video for some reason. Please note, my team and I from ASCTech can assist and provide support for all recommendations and suggestions made above. If you would like to meet to talk in more detail about these tools etcetera, it would be great to meet and talk!

“Course Technology”

The baseline technical skills necessary for this online course are as follows:

- Successful students will possess basic computer and web-browsing skills
- Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen: <http://odee.osu.edu/resourcecenter/carmen>)
- Students will need to be proficient with sending and receiving email communication

Necessary equipment and technology:

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- Robust high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/>) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

Software:

Students in this course will be required to take their exams online using the Respondus Lockdown Browser. Please see below for where to download the software for free (need download link). The minimum requirements to install and run the software as well as who to contact for technical support issues are listed below(8-help).

Mac minimum requirements for Respondus Lockdown Browser: ??? Need this information

PC minimum requirements for Respondus Lockdown Browser: ??? Need this information

IMPORTANT NOTE: It is not required that you use Google+ in this course, but we strongly encourage you to try to use Google+ as a way of communicating with the instructor and/or teaching assistant. We will use this platform for online video chat office hours, and we want you to feel comfortable using it as well. To help you, we are happy to arrange one-on-one Google+ sessions with anyone who requests this, just so we can make sure this technology works for you. If you do not use Google+, it's not essential that you have a webcam or a microphone to complete this course.