



Department of Anthropology

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Columbus, November 2, 2020

Deborah Haddad
Associate Dean
114 University Hall
Columbus, Ohio 43210
RE: Redesign of the Graduate Program in Anthropology

Dear Arts and Sciences Curriculum Committee and Associate Dean Haddad,

This letter is to confirm that the proposed revision to the graduate program in the Department of Anthropology (PhD and MA) was approved by the Faculty of the Department of Anthropology on September 9, 2020.

This revision is the outcome of several years of assessment and reflection on the part of our faculty, as well as the feedback provided by the last external review of the department. The department faculty agrees that these revisions will better serve the needs of our students as they pursue the degree and prepare for a career or further study.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kristen J. Gremillion".

Kristen J. Gremillion
Professor and Chair
Department of Anthropology
The Ohio State University
gremillion.1@osu.edu



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Columbus, November 30, 2020

Deborah Haddad
Associate Dean
114 University Hall
Columbus, Ohio 43210
RE: Anthropology MA admission and recruitment

Dear Arts and Sciences Curriculum Committee and Associate Dean Haddad,

As part of the redesign of the graduate program in Anthropology, submitted to your consideration on November 2, 2020, the Department of Anthropology requests approval to stop recruiting and admitting students to the program with intent to earn a terminal Master's degree.

As detailed in the proposal, the revised program will admit qualified students who have earned a Bachelor's degree directly to the PhD program. We anticipate that the vast majority of our students will bypass the MA degree and move directly into preparing for candidacy. However, students who choose not to continue to the PhD may earn their M.A. once the minimum criteria for the M.A. are achieved (coursework + M.A. capstone paper).

For this reason, the department will not be recruiting or admitting students who wish to earn a terminal MA. This change reflects the current academic reality in our department and on the job market. Very few students in the past years have applied to the M.A. program without intending to continue to the Ph.D., since a general Master's degree in Anthropology offers relatively few career options. We would like to preserve a pathway to the MA only for students who decide not to complete the doctorate.

As detailed in the full proposal, this modification will have no impact on current students, because all enrolled students will have the option to continue their current curriculum or adopt the revised one.

This request accompanies the graduate program review, which has the full support of the faculty.

Sincerely,

A handwritten signature in blue ink, reading "Kristen J. Gremillion".

Kristen J. Gremillion
Professor and Chair
Department of Anthropology
The Ohio State University
gremillion.1@osu.edu

Proposed Revision to the Graduate Program in Anthropology (Masters and PhD)

February 18, 2021

GENERAL INFORMATION

Name of program:	Graduate Program in Anthropology
Degree students will receive:	PhD or M.A.
Proposed implementation date:	Fall 2021
Academic unit administrating program:	Department of Anthropology, College of Arts and Sciences

BACKGROUND

The Department of Anthropology's Graduate Program currently consists of M.A. and Ph.D. degrees, with students specializing in one of three sub-disciplines: Archaeology, Biological Anthropology, or Cultural Anthropology. The graduate program aims to prepare graduate students for careers in academia, focusing intensely on research and teaching skills. The program has a cohort of 5-10 students per year, composed of students pursuing both M.A. and Ph.D. degrees. While the M.A. and Ph.D. curricula overlap significantly, they are treated as different programs, and students follow different tracks depending on whether they possess a M.A. degree when they are accepted in the program. It is the expectation of the program that students who receive the M.A. will continue into the Ph.D. program. Around 80% of students are fully funded through fellowships and GTA positions. The median time to degree is between 6 and 7 years, within the national average for Anthropology Programs.

The graduate program last revised its curriculum in preparation for the shift to semesters in the fall of 2012. In 2016, the department underwent a review, which identified areas that could be strengthened, including aspects of the Graduate Program. In 2018 a faculty committee was created to plan the redesign of the graduate program curriculum, taking into account lessons learned from external reviews, our past and present students, and our experiences teaching, administering and advising students in the program in the last years.

RATIONALE

As a result of the self-assessment and reflection with faculty and graduate students, the department developed the revised graduate curriculum presented here. These changes are mostly focused on adjusting coursework to better prepare students for meaningful and productive professional careers inside and outside academia. Additionally, this revised graduate curriculum will streamline student progress to align with shorter commitments of financial support from the university.

The graduate redesign has seven goals that will significantly improve the current graduate program:

1. [Curriculum will build up on department's strengths](#) (Human Evolutionary History, Society and Environment, Biocultural Perspectives on Health).
2. [Curriculum will focus more on training in research methods.](#)
3. [Curriculum will prepare students for professional careers inside and outside academia.](#)
4. [Program will reduce time to graduation, while recognizing the MA and PhD students spend substantial time in the field.](#)
5. [Program will meet NAS graduate STEM education recommendations.](#)
6. [All students will be financially supported through fellowships and TA positions.](#)
7. [Cohorts will be smaller in order to financially support all students \(and follow the right-sizing guidelines of the college\).](#)

GOAL 1: Curriculum will build up on department's strengths. Recent years have seen an increase in interdisciplinary approaches to anthropological research and professional development, which highlight new ways that anthropologists must engage with theory and methods to address research goals. This is a trend that will shape the profile of successful anthropologists, especially in an academic and political environment of limited funding and resources. However, most anthropological training across the country still focuses on specialization in the discipline's traditional subfields, even though many anthropologists work across the borders of these subdisciplines. Therefore, we aim to take advantage of this new trend in the discipline and focus our graduate program on those interdisciplinary themes that are clear strengths of our department: *Human Evolutionary History, Society and Environment*, and *Biocultural Perspectives on Health*. Each faculty in the department identifies themselves with one or more of these themes, and students in the program specialize in them. By building on our strengths and focusing our training efforts on these themes, we will make our program distinctive nationwide, allowing us to compete with top Anthropology programs as we recruit outstanding students and increase the diversity in the department.

Actions proposed to achieve this goal:

- a. Replacement of sub-disciplinary seminars with interdisciplinary theme classes (details [here](#)).
- b. Creation of recurrent 1 CH academic seminar where students of all cohorts interact and exchange experiences and skills (details [here](#)).

GOAL 2: Curriculum will focus more on training research methods. From discussions with graduate students, we identified an interest in having more focus on developing skills related to methods of data collection and data analysis. Although the current curriculum offers training in data analysis, most data collection skills are not learned in the classroom. This limits the exposure of students to alternative methods that could be employed in their research and limits their ability to consider new and novel ways to address their research questions. To address this limitation, the redesigned curriculum revises current data analysis courses and offers new opportunities for students to learn data collection methods from the faculty.

Actions proposed to achieve this goal:

- a. Revision of current seminars on quantitative analyses, qualitative analyses, and advanced methods (details [here](#)).
- b. Creation of a two-semester long 1 CH academic seminar about data collection methods (details [here](#)).

GOAL 3: Curriculum will prepare students for professional careers inside and outside academia.

Anthropology is going through a shift in the number and types of jobs available for graduated PhDs, as a result of: (a) limited number of positions in academic settings (only ~20% of PhDs in anthropology obtain tenure-track positions at BA/BS, MA/MS, and PhD institutions in the US; [Speakman et al. 2018](#)); and (b) an increase in the alternative career paths that recognize and value the contribution of PhDs in the discipline. While alternative careers skill expectations overlap significantly with academic-relevant skills (e.g., data analysis, writing, critical thinking), graduate students still struggle to refine these skills for non-academic careers. With the revision of our current curriculum, the program will be able to offer the students a better pathway to develop the skills for both academic and non-academic career paths.

Actions proposed to achieve this goal:

- a. Replacement of seminar “Writing for Publication” with seminar “Communicating Anthropology” (details [here](#)).
- b. Revision of Teaching Anthropology seminar and addition of class observation credit hour (details [here](#)).

GOAL 4: Program will reduce time to graduation, while recognizing the MA and PhD students spend substantial time in the field.

A big challenge for graduate programs in general, and programs in anthropology in particular, is the time to degree. OSU Anthropology PhDs take an average of 6 to 7 years to graduate, which is a long period of time for students before they start their career and, with limited to funding opportunities, students increase their debts. While anthropology is a discipline that requires long periods of field research in general, there are several ways by which the graduate program can be streamlined to offer the opportunity for students to shorten their time to degree without sacrificing the quality or depth of the program.

Actions proposed to achieve this goal:

- a. Revision of candidacy exam to prepare students more effectively for their dissertation research (details [here](#)).
- b. Continuous assessment of student progress throughout the program, which allows for quick intervention for students performing below expectations (details [here](#)).
- c. Integration of M.A. and Ph.D. program, creating a more streamlined experience that is shared by all students (details [here](#)).
- d. Credit hour allocation to activities that are currently expected from students but that are not formally recognized in the curriculum (details [here](#))

GOAL 5: Program will meet NAS graduate STEM education recommendations. The National Academy of Sciences made a series of recommendations for the graduate programs in STEM to address the challenges of the 21st century. The report (which can be read [here](#)) identifies 12 major recommendations that include supporting teaching and mentoring efforts of students, improving funding opportunities, creating diverse and equitable spaces, and creating a structure of support of students that considers academic progress as well as mental health. Several of the changes proposed here will allow our program to address and incorporate the core recommendation of NAS.

Actions proposed to achieve this goal:

- a. Creation of a continuous assessment tool for student progress in the program, based on yearly reviews of academic portfolio, which allows for quick intervention for students performing below expectations (details [here](#)).
- b. Revision of “Teaching Anthropology” seminar, and the creation of teaching portfolio for students to document and assess their teaching and mentoring work (details [here](#)).
- c. Creation of explicit expectations of the relationship between student, advisor, and faculty committee members, to support students’ success in the program (details [here](#)).
- d. Creation of a long-term 1 credit-hour seminar that focuses on establishing a community of practice and professionalization of students (details [here](#)).

GOAL 6: All students will be financially supported through fellowships and TA positions. The discussions held among faculty, graduate students, and the results of the external departmental review suggest that the graduate program should better support graduate students through fellowships and GA appointments. The revised program aims to fund 100% of the graduate students for at least 5 years, through GA appointments. Although this does not impact the curriculum per se, it requires the program to reduce the number of students accepted in each cohort. The reduced number of students has a significant impact on the curriculum, as discussed in Goal 7. Nonetheless, supporting our students through fellowships and TA appointments is a critical aspect of the redesigned program.

Actions proposed to achieve this goal:

- a. Offer graduate level seminars biannually and combine cohorts, increase the likelihood that minimum enrollment requirements will be met and the courses will not be cancelled (details [here](#)).

GOAL 7: Cohorts will be smaller in order to financially support all students. Given the goal of fully supporting the education of our graduate students, and taking into consideration the limited funding opportunities provided by the university for students, the program will reduce the size of its incoming cohorts to guarantee that students can be funded through GTA appointments. The Department has been able to offer between 18 and 20 GTA appointments per semester, which means that if we accept between 4 and 5 students in every cohort, students will be funded for 5 years. This reduced number of students guarantees our ability to fund students through their years in the program, but it means that cohorts are not big enough to meet minimum enrollment numbers for graduate seminars, which would never be taught if the minimum enrollment of six students is enforced. Naturally, these numbers do not

consider students who receive external fellowships or other funding supports, who would not request or be considered for funding by the department. Therefore, the main change that is associated with achieving this goal is changing how often graduate seminars are offered. As detailed [below](#), we plan to offer graduate seminars every two years, and as such will join two consecutive cohorts into each seminar, guaranteeing an enrollment of around 8 students for each seminar.

Actions proposed to achieve this goal:

- a. Offer graduate level seminars biannually, to meet minimum enrollment (details [here](#)).

PROGRAM DEGREES

The revised program will combine the M.A. and the Ph.D. so they share the same curriculum. All students accepted to the program will be accepted to the Ph.D. program, and may choose to earn their M.A. once the minimum criteria for the M.A. are achieved (coursework + M.A. capstone paper). M.A. degrees will not be considered a prerequisite to apply to program. Students who chose to acquire the M.A. may continue to the Ph.D. program or leave the program after acquiring the M.A.

MAGNITUDE OF REVISION

The proposed changes to the program constitute a revision of less than 50% of the curriculum according to Ohio's Chancellor's Council on Graduate Studies (CCGS) guidelines. The changes proposed consist mostly of replacing or revising existing courses, with the addition of a few seminars to the curriculum. While the new curriculum has 12 Credit Hours more than the current version (see [below](#)), the extra credits are mostly associated with recognizing activities that are already part of the current program expectations (e.g., preparing for candidacy), but that are not associated with credits. The expectations and criteria for post-course work remain the same, and as such these changes represent a change of emphasis of the first five semesters of graduate education, and therefore is not a drastic change of the program.

TRANSITION PLAN

Once approved, the revised program will be offered to all new cohorts. Cohorts currently enrolled will be able to continue with their current program structure or may choose to adopt the new curriculum. As there are significant advantages to the new curriculum in terms of assessment, content and skill-training, we anticipate that most of the current students will transition to the new curriculum. However, given the similarities between the curricula, especially in the period post-coursework, the department is able to support any number of students in both of the curricula offered, without straining our resources.

ADVISING PLAN

All students accepted to the program have a faculty advisor from the first day, as students must be sponsored by a faculty during the application process to be considered eligible to the program. Advisors

will be responsible for assessing the progress of students and support their advancements through the entire program. The advisor and members of PhD committee will be responsible for assessing the progress of the students (see below). During the first year in the program, students will also establish the members of their academic committee, which will support them in the preparation for candidacy exam, PhD research, dissertation writing, and if applicable M.A. examination. Student progress will be assessed in the courses and annually by the faculty when they review the students' academic portfolio, which will document their annual progress. The coursework, academic portfolio, and other activities developed by the students are clearly mapped to the program goals, outcomes and proficiency levels, as detailed below. The integration of comprehensive assessment tools for the different components of graduate education will improve significantly our capacity to support and maximize the chances of success of our students.

CURRICULAR REVISIONS AND ASSESSMENT TOOLS

The curricular revisions proposed are based on a detailed assessment plan created for the revised curriculum. The assessment plan is structured around the Curricular Goals, Learning Outcomes, and Proficiency Levels (see details [below](#)), which were used to guide the design and revision of coursework and activities in the new program. Together, they also constitute the assessment plan for the program. We defined six curricular goals for the program, which relate directly to the larger programmatic goals presented [above](#).

Each curricular goal has specific learning outcomes and proficiency levels that can be assessed across different parts of the program. They are detailed [below](#). The proficiency levels are tied to coursework and activities in the programs, as detailed in [Appendix 1 – Curricular Map](#). Consequently, the revised program has been constructed on top of a clear structure that will support the progress of the students.

Overview and rationale of curricular goals:

- 1. Think like an anthropologist by embracing a comparative, holistic, relativistic, biocultural, and reflexive approach.*

One of the central pillars of a modern approach to anthropology is the contextualization of the discipline inside larger schools of thought that address human biocultural diversity in the past and in the present from a comparative, holistic, and often inter-disciplinary framework. This curricular goal is the core of our aim to build a curriculum that highlights our department's strength ([goal 1](#)), and that recognizes the theoretical, methodological, and epistemological diversity in the field. Students who meet this goal and its associated learning outcomes (see [below](#)) will be able to approach critically several academic and non-academic challenges that are related to anthropology and other social sciences.
- 2. Understand how anthropologists use and have used theory to describe and explain the world.*

Irrespective of the career path pursued by students (see program [goal 3](#)), a central component of the mastery of anthropology is the understanding of the different theoretical frameworks that have contributed to describing and explaining human variation. As a curricular goal, an understanding of theory in Anthropology will confer students who meet this goal (see details [below](#)) the critical view required to address anthropology-related questions in their career.

3. *Understand how to design, conduct, and evaluate research that makes theoretical and practical contributions to anthropology and beyond.*

Given the richness of methods and analytical approaches adopted inside anthropology, which range from qualitative and content driven analyses all the way to multivariate statistics and modeling of complex systems, it is important to bring discussions about research design and execution to the forefront of anthropological education. As already detailed in our programmatic [goal 2](#), this is one of the aspects of anthropological education that must be of primary focus on a graduate education. Students who meet this goal and its associated learning outcomes (see details [below](#)) will be able to effectively contribute their expertise in diverse scientific methods to projects and initiatives in their own careers.

4. *Effectively communicate anthropological research and ideas to different audiences and through different outlets.*

Recent changes in the nature of scientific production and communication require that anthropologists are able to communicate their findings to wide range of different audiences. Given that many anthropological topics are of public interest as well as of importance to discussions about social equity, discrimination, and the history of structured violence across the planet, anthropologist can become important actors in the debates about social change. For this reason, effective communication of anthropological research must be a central point in the training of anthropologists. Students who meet this goal and its associated learning outcomes (see details [below](#)) will be comfortable at presenting the outcome of their own research to multiple audiences, increasing the reach and impact of their own studies and anthropology.

5. *Effectively design and teach courses in anthropology.*

Anthropologists who follow either academic or non-academic career paths are frequently in positions where they can act as educators, bringing together the expectations from the previous curricular goals into the practice of teaching. For this reason, the ability to be an effective and knowledgeable teacher is a central component of the education of anthropologists. Students who meet this goal and its associated learning outcomes (see details [below](#)) will be capable teachers, with the knowledge, tools, and skills required to translate properly the current anthropological knowledge to students from different ages and different educational backgrounds.

6. *Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.*

The previous curricular goals depend intrinsically on the ability of anthropologists to understand the professional expectations in the discipline, making this the final central axis of the education in anthropology. Students who meet this goal and its associated learning outcomes (see details [below](#)) will be able to represent the discipline with distinction and become active members in shaping its future, an important aspect of their careers in both academic and non-academic settings.

Program Assessment:

Assessment of the program will be done through the strategic evaluation of the proficiency levels at different points in the curriculum, guaranteeing that all proficiency levels are assessed at least once during the students' graduate education. The assessment will consider both direct and indirect measurement of success, as detailed below.

The program assessment will be done through the following practices:

1. Semester or course level:

Although seminars and courses have several of the proficiency levels in common, each seminar will assess a few specific proficiency levels, to reduce overlap and make program assessment feasible for instructors and program coordinators. The proficiency levels assessed in each course are detailed in the [curricular map](#) and in the syllabi for each seminar.

Direct measurement of success: program will be considered successful when at least 80% of the students demonstrate proficiency in the goals assessed. Courses that do not meet this goal will be flagged to be revised and redesigned, as needed.

Assessment tool: In class assessment of student assignments following rubrics created for each seminar.

2. Annual or departmental level:

To complement the in-class assessment, the program will be assessed through the academic portfolio submitted by students yearly. For each year in the program, a different set of proficiency levels will be assessed, starting with beginner proficiency levels in the first year, and focusing on advanced levels in following years (see details in [curricular map](#)).

Direct measurement of success: program will be considered successful when at least 80% of the students demonstrate proficiency in the goals assessed. Goals that are not met will be flagged to be discussed by the Faculty to identify where the program is not meeting expectations and to propose solutions for this limitation.

Indirect measurement of success: Student and advisor narratives will be used to evaluate mastery of the learning outcomes by the students, which will be used to discuss ways that the program can improve support and training of specific students.

Assessment tool: evaluation of portfolio following rubric developed for each portfolio year.

3. Degree or committee level:

Student progress towards learning outcomes will be assessed in the candidacy exam and dissertation defense by the advisor and academic committee. Assessment of candidacy and dissertation defenses will complement each other. This assessment will be complemented with exit interviews and data on graduated students' placement, to assess the success of goals on the long term. The program aims to have at least 80% of

graduates working in PhD appropriate jobs (academic or not) within 2 years of graduation. If this goal is not met, the program will be reassessed based on information from exit interviews and assessment of candidacy and dissertation defenses.

Direct measurements of success: Data on student placement, including type of job (academic or alternative to academia), skills associated with job, and if the job is appropriate to the skills of a PhD.

Indirect measurements of success: Assessment of proficiency of students following specific rubrics for candidacy and dissertation exams, plus structured exit interview.

Assessment tools: Exam rubrics for candidacy and dissertation exam, exit interview questionnaire, and online survey for graduated students.

The **assessment information for the students will be gathered annually** and will be presented to the faculty for review and discussion. **Every five years the combined results of student assessments will be evaluated by the faculty** and will be used to review and revise the program and revisit goals and outcomes. This data-driven process will facilitate the continuous improvement of the graduate program.

CURRICULUM COMPARISON

The current and revised curricula are compared in the table below. All seminars in the current curriculum offer 3 Credit Hours. They will be replaced by seminars of 3 Credit Hours in the revised curriculum, unless stated otherwise.

The following key is used:

Replaced – seminar replaced by new seminar in revised curriculum

Added – seminar added in revised curriculum

Removed – seminar removed from current curriculum

Revised – existing course that will be modified to align with new learning outcomes

CURRENT CURRICULUM	REVISED CURRICULUM	OFFERING SCHEDULE
Theoretical Core	Theoretical Core	
7804 – Archaeological Theory	7001 - Society and Environment	Biannually
7703 – Cultural Theory	7002 - Biocultural Approaches to Health	Biannually
8892.01 – Evolutionary Theory	7003 - Human Evolutionary History	Biannually
Methods	Methods	
8892.11 - Quantitative Methods	<u>Quantitative Methods Elective</u>	Annually (undergrad/grad)
Methods Elective	8891.05 - Qualitative Methods	Annually (undergrad/grad)
	<u>Advanced Methods Elective</u>	Annually (undergrad/grad)
	7101 - Research Design	Biannually
	7777 - Data Collection	Annually (grads only)
	(1 Credit Hour x 2 semesters)	
Professional Development	Professional Development	
7720 - Teaching in Anthropology	7720 - Teaching in Anthropology + Teaching observation (4CH)	Annually (grads only)
8827 Writing for Publication	8827 - Communicating Anthropology	Biannually
8828 – Grant Writing	8828 – Grant Writing	Biannually
Complementary and Electives	Complementary and Electives	
Anthropology elective 1	<u>Elective 1</u>	
Anthropology Elective 2	<u>Elective 2</u>	
Anthropology Elective 3	<u>Elective 3</u>	
Anthropology Elective 4		
External Elective 1		
External Elective 2		
	Candidacy Independent Study (6 Credit Hours)	
	7007 - Academic seminar	
	(1 Credit Hour x 10 semesters)	
TOTAL COURSEWORK CREDITS HOURS:	TOTAL COURSEWORK CREDITS HOURS:	
42	58	

Elective courses

The revised program offers the possibility for students to choose different courses for Quantitative Methods, Advanced Methods as well as three free electives. While the department has recommendations for the method electives, students can petition with the support of their advisors to take courses that better fit their own research and academic needs.

Quantitative Methods elective recommended courses:

The program recommends students to take one of the following courses as their Quantitative methods elective. Request to take courses not listed here will be considered based on the individual petitions from students and advisors.

ANTH - 8892.11: Quantitative Methods for Anthropology

STAT - 5301: Intermediate Data Analysis I

STAT - 5302: Intermediate Data Analysis II

SOCI – 8651: Hierarchical Linear Models

Advanced Methods elective recommended courses:

The program recommends students to take one of the following courses as their Advanced Methods elective. Request to take courses not listed here will be considered based on the individual petitions from students and advisors.

ANTH - 8892.12: Quantitative Methods II

ANTH - 5651: Spatial Analysis

Justification for differences in Credit Hours:

The differences between the coursework credit hours of the current and revised programs are due to the addition of 1 Credit-Hour seminars (Data collection, Academic seminar), which in some cases are repeated for more than one semester, and the addition of a 6 Credit Hour Independent Study associated with the preparation for the Candidacy Exam.

The two 1 Credit-Hour seminars (Academic seminar and Data Collection) will significantly improve the ability of the program to offer the students opportunities for professional development. Moreover, the Academic Seminar will join several cohorts together, and will contribute to the creation of networks and academic collaborations among students. Currently most students participate in 1 hour per week comparable activities, like the Departmental Socio-Ecological Systems Seminar for which they receive no formal credit recognition.

Likewise, the independent study for the candidacy exam is arguably not an addition to program, since it is simply recognizing efforts the students currently do to prepare themselves for the exams. By giving it a formal space and credit-hour allocation, the revised program is more transparent about its expectations for the students and creates a structure that permits us to assess and support student progress in this essential component of their graduate education.

CURRICULAR PROGRESSION

The revised curriculum will offer most graduate courses every two years, pooling together two cohorts to guarantee minimum enrollment for classes. For this reason, there are two possible curricular paths, one for students starting in odd years (e.g., FA21) and other for students starting in even years (e.g., FA22).

Advising sheet – graduate seminars that are pooling two cohorts are marked in **red**

	Year 1		Year 2		Year 3		Year 4+	
	Autumn - Odd Year	Spring – Odd Year	Autumn – Even Year	Spring – Even Year	Autumn - Odd Year	Spring – Odd Year	Autumn – Even Year	Spring – Even Year
Cohort 1	Theory 1 (3CH) Teaching (3CH) Research Des. (3CH) Teaching Obs. (1CH) Data Collection Workshop (1CH) Academic Workshop (1CH)	Theory 2 (3CH) Methods 1 (Quant) (3CH) Elective 1 (3CH) Data Collection Workshop (1CH) Academic Workshop (1CH)	Theory 3 (3CH) Methods 2 (Qual) (3CH) Elective 2 (3CH) Academic Workshop (1CH)	Comm. (3CH) Methods 3 (Adv) (3CH) Elective 3 (3CH) Academic Workshop (1CH)	Grant writ. (3CH) IS Candidacy (6CH) Academic Workshop (1CH) Candidacy	Academic Workshop (1CH) Independent studies (2+CH)	Academic Workshop (1CH) Independent studies (2+CH)	Academic Workshop (1CH) Independent studies (2+CH)
			Year 1		Year 2		Year 3	
	Autumn - Odd Year	Spring – Odd Year	Autumn – Even Year	Spring – Even Year	Autumn - Odd Year	Spring – Odd Year	Autumn – Even Year	Spring – Even Year
Cohort 2			Theory 3 (3CH) Methods 1 (Quant) (3CH) Teaching (3CH) Teaching Obs. (1CH) Data Collection Workshop (1CH) Academic Workshop (1CH)	Comm. (3CH) Methods 2 (Qual) (3CH) Elective 1 (3CH) Data Collection Workshop (1CH) Academic Workshop (1CH)	Theory 1 (3CH) Grant Writing (3CH) Research Des. (3CH) Academic Workshop (1CH)	Theory 2 (3CH) Methods 3 (Adv) (3CH) Elective 2 (3CH) Academic Workshop (1CH)	Elective 3 (3CH) IS Candidacy (6CH) Academic Workshop (1CH) Candidacy	Academic Workshop (1CH) Independent studies (2+CH)

REMEDATION AND SUPPORT FOR UNDERPERFORMING STUDENTS

The creation of different levels of assessment tied to the proficiency levels for the program will allow the department to follow the progress of students closely and offer support for those students who are underperforming. These remediation strategies do not replace graduate school requirements (e.g., passing grades, minimum GPA), but are meant to complement them, supporting students that are struggling to perform well. The revised program contemplates several ways that allow students to remediate their poor performance.

1. Student's narrative assessment of proficiencies will be shared between classes, so that faculty teaching the seminars will know at the start of the semester in which areas, if any, the students are not yet meeting the learning outcomes. A dossier tracking these proficiencies serves as a student's formative assessment, currently minimal in our program.
2. Students who do not master core concepts as defined by advisor and mentoring committee will be requested to use the elective seminars to take classes that cover these topics or will be able to petition to develop independent studies with advisors and committee members to master them.
3. Students who do not demonstrate satisfactory progress during the semester of candidacy will be allowed to defer candidacy to the 6th semester and will enroll in another 6 CH independent study to continue preparation for candidacy.
4. Students who fail any of the biannual graduate seminars will have the option to develop mastery of content and skills from that seminar through guided independent studies in following semesters, so that they are not delayed for two years in their curricular progress.
5. Students who do not show satisfactory academic progress, as documented in their annual academic portfolio will be requested to create a remediation plan with their advisors, to prioritize work on areas where they are under-performing.

CURRICULAR GOALS, OUTCOMES AND PROFICIENCY LEVELS

The new program is structured around specific Curricular Goals, which are operationalized and assessed through different Learning Outcomes and Proficiency Levels. Proficiency Levels follow a clear progression from basic to advanced, and it is expected that once students acquire each of the levels in a learning outcome, they are considered proficient in that outcome. Similarly, as they meet the different learning outcomes, they are considered to have meet the curricular goals. In that way, by assessing the proficiency levels, we are able the measure the success of our curricular goals among our students.

Each proficiency level is mapped to specific seminars and activities done by students, as detailed in [Appendix 1 – Curricular Map](#).

Description of Curricular Goals, Learning Outcomes, and Proficiency Levels:

There are three different levels: goals, outcomes, and proficiencies

A. Learning goal

1. Learning outcome

- a. Proficiency (Beginner, Intermediate, Advanced)

A. Students will be able to think like an anthropologist by embracing a comparative, holistic, relativistic, biocultural, critical, and reflexive approach.

1. Explain what culture is and how it shapes humans experience, perception and action in the world.
 - a. Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit). (Basic/Intermediate)
 - b. Analyze how culture shapes their lives and that of others around them. (Advanced)
2. Interpret and represent other cultures without judging them by the standards of their own culture.
 - a. Recognize own beliefs and practices as cultural. (Basic)
 - b. Recognize that their own beliefs and practices are not “normal”. (Basic)
 - c. Recognize cultural differences between individuals and groups. (Basic)
 - d. Interpret cultural differences as differences and not as deficits. (Intermediate)
 - e. Represent other cultural beliefs and practices with respect. (Advanced)
3. Explain how elements of culture are interrelated and should be understood within context.
 - a. Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status). (Basic/Intermediate)
 - b. Analyze cultural phenomena holistically, i.e., studying it within local, global, and historical contexts. (Advanced)
4. Consider the range of human variation when studying human behavior and biology.
 - a. Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage). (Basic)
 - b. Identify examples to show the range of human variation as well as to illustrate anthropological concepts. (Basic)
 - c. Apply relevant theoretical concepts in anthropology to describe human cultural and biological variation. (Intermediate)
 - d. Provide theoretical explanations for cross-cultural variation. (Advanced)
5. Explain how humans are a product of evolutionary and cultural processes.
 - a. Recognize how humans are the product of biological evolutionary processes. (Basic)
 - b. Recognize how humans are the product of cultural processes. (Basic)
 - c. Analyze how the interaction between biology and culture shapes human variation. (Intermediate)

- d. Combine biological and cultural approaches to describe and explain human diversity in the past and present. (Advanced)
 - e. Appreciate the contributions of the different anthropological subfields to the study of human diversity. (Advanced)
6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.
- a. Recognize inequalities within and among human societies. (Basic)
 - b. Identify the ways in which inequity interacts with biological, cultural, and social systems. (Intermediate)
 - c. Analyze how intersecting systems of oppression influence the lived experience of marginalized individuals and groups. (Intermediate/Advanced)
 - d. Engage with the voices of historically excluded scholars and perspectives. (Intermediate/Advanced)
 - e. Apply critical perspectives to their own research design and praxis. (Advanced)

B. Students will understand how anthropologists use and have used theory to describe and explain the world.

1. Evaluate the history of the main theoretical paradigms in anthropology.
 - a. Summarize the history and development of anthropological theory. (Basic)
 - b. Recognize theoretical frameworks in anthropological literature. (Basic)
 - c. Identify current theoretical debates of anthropology. (Intermediate)
 - d. Evaluate various strengths and weaknesses of anthropological theories. (Intermediate)
 - e. Make connections between theories from different subfields. (Advanced)
 - f. Recognize that writing the history of anthropology is an interpretive exercise that shapes what is included and excluded. (Advanced)
2. Connect anthropological theories to research endeavors.
 - a. Examine how theoretical frameworks shape research questions. (Basic)
 - b. Appreciate the contributions of different theoretical frameworks. (Intermediate)
 - c. Evaluate how multiple theoretical frameworks can be used to address a research question. (Advanced)
 - d. Connect appropriate anthropological theories to meaningful research questions. (Advanced)
3. Construct their own conceptual framework drawing from anthropological (and other) theories.
 - a. Reflect on their own worldviews. (Basic)
 - b. Compare own worldviews with theoretical paradigms. (Basic)
 - c. Construct their own conceptual framework integrating relevant theoretical paradigms. (Advanced)
 - d. Articulate clearly their own conceptual framework. (Advanced)

C. Understand how to design, conduct, and evaluate research that makes theoretical and practical contributions to anthropology and beyond.

1. Design a research project that links research questions to data being generated, methods to be used, and data analysis.
 - a. Formulate clear research questions, hypotheses, and objectives. (Basic)
 - b. Identify the necessary data needed to answer research questions, evaluate hypotheses and/or achieve objectives. (Basic)
 - c. Identify the appropriate methods to generate the necessary data. (Basic)
 - d. Identify the appropriate population, sample, sample size, and sampling techniques from which to generate the necessary data. (Intermediate)
 - e. Identify the appropriate methods to analyze the data to answer the research questions and/or evaluate the hypotheses. (Advanced)
 - f. Communicate the research design in a research proposal. (Advanced)
2. Apply anthropological theory to their research questions.
 - a. Identify relevant theoretical frameworks for a research question. (Basic)
 - b. Connect the theoretical frameworks to a meaningful research question. (Intermediate)
 - c. Use conceptual framework to develop research question and rigorous methods. (Advanced)
3. Conduct Research.
 - a. Develop / select relevant methods for data generation. (Basic)
 - b. Apply appropriate data generation methods. (Intermediate)
 - c. Use appropriate data management protocols. (Intermediate)
 - d. Use appropriate quantitative and/or qualitative data analysis methods. (Intermediate)
4. Interpret results to discern their theoretical, methodological and practical implications
 - a. Recognize contributions of findings to anthropology and beyond. (Intermediate)
 - b. Articulate theoretical, methodological and practical implications of research. (Intermediate)
 - c. Communicate the theoretical, methodological and practical contributions. (Advanced)
5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.
 - a. Consider how to respect human subjects, protect their autonomy, and obtain informed consent. (Basic)
 - b. Consider and weigh the costs and benefits of the research activities for human subjects. (Basic)
 - c. Consider how research activities are administered fairly and equally among potential research participants. (Basic)
 - d. Obtain necessary permits, permissions, and approvals for research in a timely manner. (Intermediate)
 - e. Conduct research ethically in accordance with the guidelines of professional organizations. (Advanced)

D. Effectively communicate anthropological research and ideas to different audiences and through different outlets.

1. Write anthropological contribution of their research to academic audience
 - a. Evaluate the different academic venues available for communicating their work. (Basic)
 - b. Select the most appropriate academic venue for their specific work. (Basic)
 - c. Understand the norms and structures of academic communication. (Intermediate)
 - d. Write clearly and in the appropriate format for the selected audience. (Advanced)
2. Orally present anthropological contribution of their research to academic audience
 - a. Evaluate the different academic venues available for communicating their work. (Basic)
 - b. Select the most appropriate academic venue for their specific work. (Basic)
 - c. Understand the norms and structures of academic communication. (Intermediate)
 - d. Present clearly and in the appropriate format for a selected audience. (Advanced)
3. Explain anthropological contribution of their research to broader audience
 - a. Recognize different audiences with different needs (e.g., age, locality, educational background). (Basic)
 - b. Know the requirements and expectations for different outlets (e.g., social media, news feeds, podcasts, blogs). (Intermediate)
 - c. Transmit research clearly through different media formats. (Advanced)

E. Students will be able to effectively design and teach courses in anthropology.

1. Teach with attention to inclusion of multiple perspectives and demographics.
 - a. Identify how diversity shapes student learning. (Basic)
 - b. Reflect on how personal background shapes teaching and learning. (Basic)
 - c. Incorporate multiple perspectives into teaching through course design. (Intermediate)
 - d. Teach with attention to inclusion of multiple perspectives and demographics. (Advanced)
2. Incorporate scholarship of teaching and learning into practice of teaching.
 - a. Identify a range of relevant education and pedagogical theories within the scholarship of teaching and learning. (Basic)
 - b. Design a range of teaching practices that incorporate relevant education and pedagogical theories. (Basic)
 - c. Implement theoretically informed practices in an educational setting. (Intermediate)
 - d. Practice a range of effective pedagogical strategies: lecturing, discussion-leading, class management, and assessment of student learning. (Advanced)
 - e. Assess the effectiveness of teaching strategies in achieving learning outcomes. (Advanced)
3. Develop a teaching portfolio.
 - a. Develop a teaching philosophy. (Basic)
 - b. Compile evidence in support of teaching philosophy. (Intermediate)
 - c. Reflect on teaching effectiveness. (Intermediate)
 - d. Plan a course in anthropology using backward course design. (Advanced)

F. Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

1. Plan a career
 - a. Identify career goals and opportunities, including alternative careers. (Basic)
 - b. Formulate an individual development plan. (Intermediate)
 - c. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (Intermediate)
 - d. Foster collegial relationships. (Advanced)
2. Develop a publication record
 - a. Identify appropriate venues and expectation. (Basic)
 - b. Follow ethical guidelines in publishing and reviewing. (Intermediate)
 - c. Publish papers. (Advanced)
 - d. Foster collegial feedback and support for publication among peers. (Advanced)
3. Develop a grant application record
 - a. Identify appropriate funding organizations and expectations. (Basic)
 - b. Follow ethical guidelines when submitting proposals, administering grants, and reporting. (Intermediate)
 - c. Foster collegial feedback and support in grant writing among peers. (Advanced)
 - d. Submit grant proposals. (Advanced)
4. Develop a teaching record
 - a. Identify professional expectations in teaching (Basic)
 - b. Teach responsibly and ethically (Intermediate)
 - c. Continue professional development as a teacher (Advanced)
 - d. Foster collegial feedback and support in teaching among peers (Advanced)
5. Establish professional collaborations and networks
 - a. Identify the appropriate professional associations and potential collaborators. (Basic)
 - b. Build skills for constructing and maintaining a professional network. (Intermediate)
 - c. Foster collaborations among peers and junior scholars. (Advanced)

Appendix 1 – Curriculum Map

Proficiency levels are mapped to the curriculum, following the tables below. B, I, and A refer to Basic, Intermediate, and Advanced proficiency levels, as detailed in the previous section. In **red** are the proficiency levels that will be assessed in each part of the curriculum (see [assessment](#) section for details)

A – Coursework curricular goals and assessment

	Outcomes to each curricular goal	proficiency level in outcomes	Theory 1 Society and environment	Theory 2 Anthropological Approaches to Health	Theory 3 Human Evolutionary History	Research Design	Communication	Teaching Anthropology	Grant writing	Data collection workshop	Methods 1-3 (Qualitative, Quantitative, Advanced)
A1	1. Explain what culture is and how it shapes humans experience, perception and action in the world.	B/I, A	B/I, A	B/I, A	B/I, A						
A2	2. Interpret and represent other cultures without judging them by the standards of their own culture.	B1, B2, B3, I, A	B1, B2, B3, I, A	B1, B2, B3, I, A	B1, B2, B3, I, A						
A3	3. Explain how elements of culture are interrelated and should be understood within context.	B/I, A	B/I, A	B/I, A	B/I, A						
A4	4. Consider the range of human variation when studying human behavior and biology.	B1, B2, I, A	B1, B2, I, A	B1, B2, I, A	B1, B2, I, A						
A5	5. Explain how humans are a product of evolutionary and cultural processes.	B1, B2, I, A1, A2	B1, B2, I, A1, A2	B1, B2, I, A1, A2	B1, B2, I, A1, A2						
A6	6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.	B, I, I/A1, I/A2, A	B, I, I/A1, I/A2, A	B, I, I/A1, I/A2, A	B, I, I/A1, I/A2, A						
B1	1. Evaluate the history of the main theoretical paradigms in anthropology.	B1, B2, I1, I2, A1, A2	B1, B2, I1, I2, A1, A2	B1, B2, I1, I2, A1, A2	B1, B2, I1, I2, A1, A2						
B2	2. Connect anthropological theories to research endeavors.	B, I, A1, A2	B, I	B, I	B, I	B, I			A1, A2		
B3	3. Construct their own conceptual framework drawing from anthropological (and other) theories.	B1, B2, A1, A2				B1, B2, A1, A2			B1, B2, A1, A2		
C1	1. Design a research project that links research questions to data being generated, methods to be used, and data analysis.	B1, B2, B3, I, A1, A2				B1, B2, B3, I, A1, A2			B1, B2, B3, I, A1, A2	B3, I, A1, A2	B3, I, A1, A2
C2	2. Apply anthropological theory to their research questions.	B, I, A				B, I, A			B, I, A		

	Outcomes to each curricular goal	proficiency level in outcomes	Theory 1 Society and environment	Theory 2 Anthropological Approaches to Health	Theory 3 Human Evolutionary History	Research Design	Communication	Teaching Anthropology	Grant writing	Data collection workshop	Methods 1-3 (Qualitative, Quantitative, Advanced)
C3	3. Conduct Research.	B, I1, I2, I3								B, I1, I2, I3	B, I1, I2, I3
C4	4. Interpret results to discern their theoretical, methodological and practical implications	I1, I2, A									
C5	5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.	B1, B2, B3, I, A1				B1, B2, B3, I, A1			B1, B2, B3, I, A1	B1, B2, B3, I, A1	
D1	1. Write anthropological contribution of their research to academic audience	B1, B2, I, A					B1, B2, I, A				
D2	2. Orally present anthropological contribution of their research to academic audience	B1, B2, I, A					B1, B2, I, A				
D3	3. Explain anthropological contribution of their research to broader audience	B, I, A					B, I, A				
E1	1. Teach with attention to inclusion of multiple perspectives and demographics.	B1, B2, I, A						B1, B2, I, A			
E2	2. Incorporate scholarship of teaching and learning into practice of teaching.	B1, B2, I, A1, A2						B1, B2, I, A1, A2			
E3	3. Develop a teaching portfolio.	B, I1, I2, A						B, A			
F1	1. Plan a career	B, I1, I2, A	I2, A	I2, A	I2, A	I2, A	I2, A	I2, A	I2, A	I2, A	I2, A
F2	2. Develop a publication record	B, I, A1, A2					B, I, A2				
F3	3. Develop a grant application record	B, I, A1, A2, A3							B, I, A1, A2, A3		
F4	4. Develop a teaching record	B, I, A1, A2						B, I, A2			
F5	5. Establish professional collaborations and networks	B, I, A									

B – Non-coursework curricular goals and assessment

	Outcomes to each curricular goal	proficiency level in outcomes	Academic workshop	Candidacy	Dissertation	Teaching Portfolio	Academic portfolio year 1	Academic portfolio year 2	Academic portfolio Year 3	Academic portfolio year 4	Academic portfolio year 5
A1	1. Explain what culture is and how it shapes humans experience, perception and action in the world.	B/I, A									
A2	2. Interpret and represent other cultures without judging them by the standards of their own culture.	B1, B2, B3, I, A									
A3	3. Explain how elements of culture are interrelated and should be understood within context.	B/I, A									
A4	4. Consider the range of human variation when studying human behavior and biology.	B1, B2, I, A									
A5	5. Explain how humans are a product of evolutionary and cultural processes.	B1, B2, I, A1, A2									
A6	6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.	B, I, I/A1, I/A2, A		A	A						
B1	1. Evaluate the history of the main theoretical paradigms in anthropology.	B1, B2, I1, I2, A1, A2									
B2	2. Connect anthropological theories to research endeavors.	B, I, A1, A2		A1, A2	A1, A2						
B3	3. Construct their own conceptual framework drawing from anthropological (and other) theories.	B1, B2, A1, A2		B1, B2, A1, A2	A1, A2						
C1	1. Design a research project that links research questions to data being generated, methods to be used, and data analysis.	B1, B2, B3, I, A1, A2		B1, B2, B3, I, A1, A2	B1, B2, B3, I, A1, A2						
C2	2. Apply anthropological theory to their research questions.	B, I, A		B, I, A	B, I, A						

	Outcomes to each curricular goal	proficiency level in outcomes	Academic workshop	Candidacy	Dissertation	Teaching Portfolio	Academic portfolio year 1	Academic portfolio year 2	Academic portfolio Year 3	Academic portfolio year 4	Academic portfolio year 5
C3	3. Conduct Research.	B, I1, I2, I3			B, I1, I2, I3						
C4	4. Interpret results to discern their theoretical, methodological and practical implications	I1, I2, A			I1, I2, A						
C5	5. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.	B1, B2, B3, I, A1									
D1	1. Write anthropological contribution of their research to academic audience	B1, B2, I, A							A	A	A
D2	2. Orally present anthropological contribution of their research to academic audience	B1, B2, I, A							A	A	A
D3	3. Explain anthropological contribution of their research to broader audience	B, I, A							A	A	A
E1	1. Teach with attention to inclusion of multiple perspectives and demographics.	B1, B2, I, A				B1, B2, I, A					
E2	2. Incorporate scholarship of teaching and learning into practice of teaching.	B1, B2, I, A1, A2				B1, B2, I, A1, A2					
E3	3. Develop a teaching portfolio.	B, I1, I2, A				B, I1, I2, A					
F1	1. Plan a career	B, I1, I2, A	I2, A				B, I1	B, I1	B, I1	B, I1	B, I1
F2	2. Develop a publication record	B, I, A1, A2							A1	A1	A1
F3	3. Develop a grant application record	B, I, A1, A2, A3		B, I, A1, A2, A3					A2	A2	
F4	4. Develop a teaching record	B, I, A1, A2				B, I, A1, A2					
F5	5. Establish professional collaborations and networks	B, I, A	B, I, A	B, I, A			I, A	I, A	I, A	I, A	I, A

Appendix 2 – New Seminar Syllabi

The following pages show the syllabi for the new seminars created for the graduate program redesign, which considers the assessment of proficiency levels, as defined in [Appendix 1](#). Seminars that are updated versions of seminars already offered by the program are not shown here. See [Curriculum Comparison](#) for details on which seminars are revised versions of the current program and which are additions to the new proposal.

Syllabi index (click on links to go to respective seminars):

[7001 - Theory 1 – Society and Environment](#)

[7002 - Theory 2 - Anthropological Approaches to Health](#)

[7003 - Theory 3 – Human Evolutionary History](#)

[7001 - Research Design](#)

[8227 - Communication](#)

[5005 - Quantitative Methods](#)

[7777 - Data Collection Workshop](#)

[7007 - Academic Workshop](#)

ANTHROPOLOGY 7001

THEORY 1:

SOCIETY AND ENVIRONMENT

Instructor: Brutus Buckeye
brutus.1@osu.edu
4034 Smith Laboratory
Tel. (614) 292-4149

Autumn 2021
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION

This course provides an overview of major theoretical paradigms that have shaped anthropological research on humans and their environment. This course will train students to think theoretically as anthropologists by critically examining primary and secondary sources for a selection of theoretical paradigms on social-ecological systems.

COURSE GOAL AND LEARNING OUTCOMES

The goal is to train students to think theoretically as anthropologists, i.e., understand how anthropologists use theory to describe and explain the diversity and dynamics of social-ecological systems, and this entails the following:

1. Explain what culture is and how it shapes human societies and their biocultural environment.
2. Interpret and represent the role societies differ without judging other cultures by the standards of their own culture.
3. Explain how elements of culture are interrelated to our biocultural environment and how this should be understood within specific contexts.
4. Consider the range of human variation when studying human behavior and biology.
6. Evaluate the history of the main theoretical paradigms in anthropology that relate to the discussion about social developments and human environments.
7. Connect anthropological theories to research endeavors.
8. Construct their own conceptual framework drawing from anthropological (and other) theories.
9. Meet ethical, collegial, and professional expectations in and outside the classroom.

READINGS

The required readings will be made available through Carmen. You are expected to have read the assigned readings before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your

classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I recommend you to go over the readings once more after class.

LEARNING OUTCOMES

The following learning outcomes will be assessed in this course. They are part of the curriculum goals for the graduate program.

1. Explain what culture is and how it shapes humans experience, perception, and behavior.
 - a. Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit). (A1a)
2. Interpret and represent other cultures without judging them by the standards of their own culture.
 - a. Recognize own beliefs and practices as cultural. (A2a)
 - b. Recognize that their own beliefs and practices are not “normal”. (A2b)
 - c. Recognize cultural differences between individuals and groups. (A2c)
3. Explain how elements of culture are interrelated and should be understood within context.
 - a. Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status). (A3a)
 - b. Analyze cultural phenomena holistically, i.e., studying it within local, global, and historical contexts. (A3b)
4. Critically assess how privilege and power structures interact with biological, cultural, and social systems.
 - a. Recognize inequalities within and among human societies. (A6a)
 - b. Identify the ways in which inequity interacts with biological, cultural, and social systems. (A6b)
5. Evaluate the history of the main theoretical paradigms in anthropology.
 - a. Identify current theoretical debates of anthropology. (B1c)
 - b. Evaluate various strengths and weaknesses of anthropological theories. (B1d)

ASSESSMENT OF LEARNING OUTCOMES

Seminar. The goal of the seminars is to make sense of the theoretical paradigms in the anthropology of social-ecological systems, i.e., to understand the framework and the debates about the paradigm, to appreciate its contributions, its place in the history of anthropology, and recognize how it continues to shape anthropological research on social-ecological systems. The discussions held in the seminars are not competitive debates in which participants try to 'win' by arguing for their interpretation of the theoretical frameworks. Instead, the goal is to collaboratively come to an understanding of anthropological theories of social-ecological systems (with the understanding that we may arrive at different understandings of the same paradigms). Everyone is responsible for making the seminar discussions an effective learning activity. This entails not only talking, but also listening, and encouraging others to participate.

Addendum. At the end of every week – before Friday midnight – students have to submit a paragraph or two (no longer than one page) in which they reflect on what they learned that week from reading, writing, and seminar discussion with an emphasis on what they learned from discussions with their fellow students. The goal of the assignment is for students to develop their own conceptual framework drawing from the anthropological theories discussed in the course and prepare for the term paper.

Weekly Homework Assignments (WHA). Every week students will complete one written homework assignment in which they can practice and demonstrate one or more learning outcomes. The homework assignments below are examples of the types of assignments that instructors can use to assess student learning.

WHA: Anthropological Perspectives. You will write a short essay in which you (1) explain what the value of an anthropological approach is; and (2) how you will use the different anthropological perspectives in your own research, teaching, and professional career. The essay should be no longer than 4 double-spaced pages. -

WHA: Critical analysis of anthropological theory. In this homework assignment, students will use the following set of instructions to critically analyze the readings for that particular week: (1) explain the theoretical framework and its major concepts; (2) discuss the strengths and weaknesses of the theoretical framework and its contribution to the discipline of anthropology; (3) discuss how this theoretical framework can be used to study your topic; and (4) discuss how different writers assess the theoretical framework. Students are advised to consult secondary sources to complete this homework assignments. Secondary sources can be review articles, like William Roseberry's Annual Review of Anthropology article about 'Marx and Anthropology' (1988) or chapters in a textbook or an encyclopedia, like McGee, R. Jon, and Richard L. Warms. 2012. Anthropological theory: An introductory history. 5th edition ed. Boston: McGraw-Hill. Students have to paraphrase and avoid quotations – in other words, they have to describe and explain these theoretical concepts and frameworks in their own words.

WHA: History of anthropological theory. This homework assignment prompts students to connect the history of anthropology to broader histories of social and epistemological frameworks (in humanism and in science). Students will select for in-class presentation a work of art broadly defined—painting, film, photograph, music, literature. The presentation will be accompanied by a one-page outline that describes how that historical artwork (representing between 1770 and 1970) reflects or amplified intellectual and social trends of its time (or of the time represented) and how, in turn those trends are represented in seminal anthropological works of that time. An example might be the film "Angels & Insects" and its portrayal of the broader context in which evolutionary theory and the Ascent of Man was conceived.

WHA: What is hot? The goal of this homework assignment is to find out what are the "hot" theoretical paradigms of today, i.e., what are popular, contemporary theoretical paradigms or concepts? Contemporary means in the last three to five years. In the essay, students have to do the following: (1) discuss the research strategies that they used to figure out what is "hot"; (2) describe the main players or theorists; (3) explain the theoretical paradigms and the questions they address; (4) discuss the strengths and weaknesses of theoretical paradigms; (5) discuss how it builds on earlier theoretical paradigms; and (6) explain contributions of paradigms to discipline of anthropology.

WHA: Theory and current conditions This assignment builds on the History of Anthropological Theory with students selecting an artwork (conceived broadly) of the past three to five years for in-class presentation. The presentation will be accompanied by a one-page outline that describes how that artwork reflects or amplifies intellectual and socio-economic trends current today. In recursive class discussion and with other exercise explores how in turn those trends are influential in and impacted by anthropology.

WHA: Paradigm detection. In this homework, students will select one recent article from a faculty member in the department that was published in the last five years and identify the theoretical paradigm(s) that are used explicitly and implicitly in the article. Students have to write a two-page analysis in which they (1) explain how they detected the paradigms (e.g., terminology, theorists, questions, explanations, concepts, approaches, citations); and (2) explain how the paradigms have shaped the research and article.

WHA: Linking theory to research. In this homework assignment, students will use the following set of instructions to critically analyze the readings for that particular week: (1) explain the theoretical framework and its major concepts; (2) discuss how the theoretical frameworks shapes empirical research in the assigned research article, for example, how it shapes the research questions, research design, sampling strategies, methods used, data collected, and/or how the data is used to answer the research questions; (3) discuss how the theoretical concepts or frameworks can shape their own research project and/or generate meaningful research questions

about your topic. Here too, students have to paraphrase and avoid quotations – in other words, they have to describe and explain these theoretical concepts and frameworks in their own words.

Peer review. In week 12, students will review the first draft of the term paper of one of their peers. Detailed instructions for peer-review will be made available to the students, drawing from instructions from professional journals and publishers (e.g., Elsevier) and the rubric for the term paper. The reviewer should provide critical and constructive feedback for the author, but in the final paragraph of the review should describe what the reviewer learned from reviewing. The goal of the peer review is for students to develop supportive professional habits and relationships with their peers.

Term paper. The capstone assignment for this course is a term paper in which students draw on theoretical frameworks covered in the course (and others) to develop their conceptual framework and research project. In the term paper, students should: (1) explain what a conceptual framework is; (2) describe clearly their own conceptual framework; (3) convince the reader of the importance of the topic and (4) the rigor of methodology. In addition, students should be discussing (5) how different theoretical frameworks yield different understandings of the topic and (6) what the advantages and disadvantages are of using different theoretical frameworks. Students should not just use the frameworks from their own subfields, but use frameworks from multiple subfields (and disciplines). The term paper should be no longer than 15 pages double-spaced. The term paper should align with the students' research interests and advance their dissertation research. It may be preparation for their doctoral exam.

Evaluation: Course responsibilities will be weighted in the following way:

1. Weekly homework assignments (HWA)(14)	30%
2. Seminar	10%
3. Peer review	10%
4. Addenda (14)	15%
5. Term paper	35%
Total	100%

Final grades will be calculated following this breakdown: A >93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

UNIVERSITY STATEMENTS

Office of Disability Services Statement

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TENTATIVE COURSE SCHEDULE

Week	Content	Assignment	Learning Outcome(s)
1	Conceptual frameworks	WHA: History of anthropological theory, Addendum	B1a, B1e-f, B2a, B3a
2	Historical materialism	WHA: History of anthropological theory, Addendum	B1a-b, B1d-f, B2a-b, B3a-d
3	Cultural ecology	WHA: Critical analysis of anthropological theory, Addendum	B1a-b, B1d-f, B2a-b, B3a-d
4	Behavioral ecology	WHA: Critical analysis of anthropological theory, Addendum	B1a-b, B1d-f, B2a-b, B3a-d
5	Cultural niche construction	WHA: History of anthropological theory, Addendum	B1a-b, B1d-f, B2a-b, B3a-d
6	Environmental archaeology	WHA: Anthropological perspectives, Addendum	A1a – A5e, B2a-b, B3a-d
7	Landscape archaeology	WHA: History of anthropological theory, Addendum	B1a-b, B1d-f, B2a-b, B3a-d
8	Historical ecology	HW WHA Critical analysis of anthropological theory, Addendum	B1a-b, B1d-f, B2a-b, , B3a-d
9	Cultural landscapes	WHA: Critical analysis of anthropological theory, Addendum	B1a-b, B1d-f, B2a-b, B3a-d
10	Political ecology	WHA: Paradigm detection, Addendum	B1c, B2a-b, B3a-d
11	Post-structuralism	WHA: Linking theory to research, Addendum	B2a-d, B3a-d
12	Anthropocene	Peer review, Addendum	F1c, F1d, B3a-d, B2a-b
13	Complex adaptive systems	WHA: What is hot?, Addendum	A1b, B3a-b, B1e
14	Resilience and sustainability	WHA: Theory and current conditions, Addendum	B1a-c, B2a-b, B2d, B3a-d
Exam Week		Term paper	B1d-e, B2a-d, B3a-d

TENTATIVE SCHEDULE WITH COURSE READINGS

W1. Conceptual frameworks

Ravitch, Sharon M., and Matthew Riggan. 2012. Reason & Rigor: How conceptual frameworks guide research. Los Angeles (CA): Sage.

Shore, Zachary. 2016. Grad School Essentials: A crash course in scholarly skills. Berkeley (CA): University of California Press.

W2. Historical materialism

Marx, K. [Selections from Grundrisse]

Childe, V.G. 1963 (1951) Social evolution. Pp. 13-27

W3. Cultural ecology

Steward, Julian. 2000. The patrilineal band. In McGee & Warms (Eds.), Anthropological theory: An introductory history (pp. 228-242). McGraw Hill.

Orr, Yancey, J. Stephen Lansing, and Michael R. Dove. 2015. Environmental anthropology: systemic perspectives." Annual Review of Anthropology 44: 153-168.

Orlove, Benjamin S. 1980. Ecological anthropology. Annual review of anthropology 9: 235-273.

W4. Behavioral ecology

Zeanah, David W. 2017. Foraging Models, Niche Construction, and the Eastern Agricultural Complex. American Antiquity 82:3-24.

Stiner, Mary C. and Steven L. Kuhn. 2016. Are we missing the "sweet spot" between optimality theory and niche construction theory in archaeology? Journal of Anthropological Archaeology.

Bird, Douglas and James O'Connell. 2012. Human Behavioral Ecology. In Archaeological Theory Today, edited by Ian Hodder, pp. 37-61. Polity Press, Cambridge.

Mohlenhoff, K. A. and B. F. Coddling. 2017. When does it pay to invest in a patch? The evolution of intentional niche construction. Evolutionary Anthropology 26:218-227.

W5. Cultural niche construction

Smith, Bruce D. 2009. Resource Resilience, Human Niche Construction, and the Long-Term Sustainability of Pre-Columbian Subsistence Economies in the Mississippi River Valley Corridor. *Journal of Ethnobiology* 29:167-183.

Laland, Kevin, Blake Matthews and Marcus W. Feldman. 2016. An Introduction to Niche Construction Theory. *Evolutionary Ecology* 30:191-202.

Bird, Douglas W., Rebecca Bliege Bird, Brian F. Coddig, and Nyalangka Taylor. 2016. A Landscape Architecture of Fire: Cultural Emergence and Ecological Pyrodiversity in Australia's Western Desert. *Current Anthropology* 57 (S13): S65-S79.

Laland, Kevin N., and Michael J. O'Brien. 2010. Niche Construction Theory and Archaeology. *Journal of Archaeological Method and Theory* 17 (4):303-322.

W6. Environmental anthropology

Vita-Finzi & Higgs 1970 Prehistoric economy in the Mt. Carmel area... *Proceedings of the Prehistoric Society* 36

W7. Landscape archaeology

Leone, Mark 1984 in Miller & Tilley, *Ideology, Power, & Prehistory*;

Cosgrove, D.E. 1984 *Social Formation & Symbolic Landscape*;

Tilley, Christopher 1994 *A Phenomenology of Landscape* Ch 2, 3-4

W8. Historical Ecology

Balée, William. 2006. The Research Program of Historical Ecology. *Annual Review of Anthropology* 35: 75-98.

Hayashida, Francis M. 2005. Archaeology, Ecological History, and Conservation. *Annual Review of Anthropology* 34: 43-65.

Posey, D.A., 1985. Indigenous Management of Tropical Forest Ecosystems: The Case of the Kayapo Indians of the Brazilian Amazon. *Agroforestry Systems* 3(2): 139-158.

W9. Cultural landscapes

Willow, Anna J. 2012. *Strong Hearts, Native Lands: The Cultural and Political Landscape of Anishinaabe Anti-Clearcutting Activism*. Albany: State University of New York Press.

Basso, Keith H. 1996. *Wisdom sits in places: landscape and language among the Western Apache*. Albuquerque (NM): University of New Mexico Press.

W10. Political ecology (structural)

Rosenzweig, Melissa S. 2016. Cultivating Subjects in the Neo-Assyrian Empire. *Journal of Social Archaeology* 16(3): 307-334.

W11. Political ecology (post-structural)

Biersack, Aletta. 2006. Reimagining Political Ecology: Culture/Power/History/Nature. *Reimagining Political Ecology*: 3-40.

Marcos, Subcomandante. 2002. *Our Word Is Our Weapon: Selected Writings*. New York: Seven Stories Press.

W12. Anthropocene

Franklin, Adrian. 2008. A Choreography of Fire: A Posthumanist Account of Australians and Eucalypts. *In The Mangle in Practice: Science, Society, and Becoming*, A. Pickering and K. Guzik, eds. Durham, NC: Duke University Press.

Sagan, Dorion. 2011. The Human is More than Human: Interspecies Communities and the New 'Facts of Life.' *In American Anthropological Association Meeting, Montreal, QC, November*.

Tsing, Anna. 2012. Unruly Edges: Mushrooms as Companion Species: for Donna Haraway. *Environmental Humanities* 1(1):141-154.

Kawa, Nicholas C. 2016. *Amazonia in the Anthropocene: People, Soils, Plants, Forests*. Austin (TX): University of Texas Press.

W13. Complex adaptive systems

Holland, J. H. 1992. Complex adaptive systems. *Daedalus*, 121(1), 17-30.
doi:10.2307/2002541

Lansing, J. S. & S. Downey. 2011. Complexity in anthropology. In Hooker (Ed.), *Handbook of the philosophy of science*, vol. 10 -- philosophy of complex systems. Elsevier

Lansing, J. S. 2003. Complex adaptive systems. *Annual Reviews in Anthropology*, 32(1), 183-204.

Kennett, D. J., et al. 2012. Development and disintegration of Maya political systems in response to climate change. *Science* 338:788-791.

Kohler, Timothy A., et al. 2012. Modelling prehispanic Pueblo societies in their ecosystems. *Ecological Modelling* 241:30-41.

W14. Resilience and Sustainability

Holling CS. 1973. Resilience and stability of ecological systems. *Annual Review of Ecological Systems* 4:1-23

Holling, C. S., & Gunderson, L. H. 2002. Resilience and adaptive cycles. In L. H. Gunderson & C. S. Holling (Eds.), *Panarchy: Understanding transformations in human and natural systems* (pp. 25-62). Washington, DC: Island Press

Downey, Sean S., W. Randall Haas, and Stephen J. Shennan. 2016. European Neolithic societies showed early warning signals of population collapse. *Proceedings of the National Academy of Sciences* 113.35 (2016): 9751-9756.

Adams, Robert McC. 1978. Strategies of Maximization, Stability, and Resilience in Mesopotamian Society, Settlement, and Agriculture. *Proceedings of the American Philosophical Society* 122:329-335.

Stiner, Mary C. and Steven L. Kuhn. 2006. Changes in the "Connectedness" and resilience of paleolithic societies in Mediterranean ecosystems. *Human Ecology* 34:693-712.

W15. Synthesis

Fuentes, A. 2016. The Extended Evolutionary Synthesis, Ethnography, and the Human Niche: Toward an Integrated Anthropology. *Current Anthropology* 57, S13.

Bird, Rebecca Bliege. 2015. Disturbance, Complexity, Scale: New Approaches to the Study of Human-Environment Interactions. *Annual Review of Anthropology* 44 (1):241-257.

ANTHROPOLOGY 7002

THEORY 2:

ANTHROPOLOGICAL APPROACHES TO HEALTH

Instructor: Brutus Buckeye
brutus.1@osu.edu
4034 Smith Laboratory
Tel. (614) 292-4149

Autumn 2021
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION

This course provides an overview of major theories, paradigms and approaches that have shaped anthropological research on the physical, biological, social and cultural factors that shape human health in the past and present. The goal of this course is to provide students with an understanding of how anthropologists define and study health. The course is structured to encourage students to think theoretically and innovatively and to encourage them to apply knowledge and perspectives from across the sub-fields of anthropology in their own research.

COURSE GOAL AND LEARNING OUTCOMES

2. Explain how culture shapes human health, as well as perceptions of health.
3. Interpret and represent how different anthropological approaches understand and contribute to studies of health.
4. Explain how elements of culture and health are interrelated and should be understood within context.
5. Consider the range of human variation when studying human health in the past and present.
5. Explain how humans are a product of evolutionary and cultural processes.
6. Critically assess how privilege and power structures interact with biological, cultural, and social systems, with particular emphasis on access to healthcare and social support.
7. Evaluate the history of the main theoretical paradigms in anthropology that have studied aspects of human health.
9. Connect anthropological theories to research endeavors
10. Construct their own conceptual framework drawing from anthropological (and other) theories
11. Meet ethical, collegial, and professional expectations in and outside the classroom.

READINGS

Most of the required readings will be made available through Carmen. Others will need to be purchased. You are expected to have read the assigned readings before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and

come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I recommend you review the readings once more after class.

LEARNING OUTCOMES

The following learning outcomes will be assessed in this course. They are part of the curriculum goals for the graduate program.

1. Explain what culture is and how it shapes humans experience, perception and action in the world.
 - a. Analyze how culture shapes their lives and that of others around them. (A1b)
2. Interpret and represent other cultures without judging them by the standards of their own culture.
 - a. Interpret cultural differences as differences and not as deficits. (A2d)
 - b. Represent other cultural beliefs and practices with respect. (A2e)
6. Explain how human diversity is a product of evolutionary and cultural processes.
 - a. Combine biological and cultural approaches to describe and explain human diversity in the past and present. (A5d)
 - b. Appreciate the contributions of the different anthropological subfields to the study of human diversity. (A5e)
7. Critically assess how privilege and power structures interact with biological, cultural, and social systems.
 - a. Analyze how intersecting systems of oppression influence the lived experience of marginalized individuals and groups. (A6c)
 - b. Engage with the voices of historically excluded scholars and perspectives. (A6d)
8. Evaluate the history of the main theoretical paradigms in anthropology.
 - a. Make connections between theories from different subfields. (B1e)
 - b. Recognize that writing the history of anthropology is an interpretive exercise. (B1f)

ASSESSMENT OF LEARNING OUTCOMES

Seminar. In this seminar our goals are to: (1) explore the history of the study of modern human variation, especially in terms of health, in effort to appreciate how our understanding has evolved; (2) become familiar with the newest theoretical frameworks from biological and medical anthropology used to explain modern human variation in health; (3) survey the physical, biological, social and cultural factors known to shape human health and observed variation in health including the mechanisms at work; (4) become familiar with the study designs and methods used to study modern human health variation and; (5) gain a better appreciation for the fields of human biology and medical anthropology and its contributions to anthropology.

Seminars are an opportunity to engage with material in a more advanced manner – through active participation and discussion, rather than passive learning. For this educational model to work, we all must come prepared to engage with the material. This

means we have carefully and critically read all the assigned readings in advance and have prepared questions and points of discussion to use to engage with our colleagues.

Furthermore, we should treat the classroom as a learning environment. To maintain that environment, we must be respectful of one another's ideas, effort and time. It is critical that we be respectful of different opinions and engage in civil discussion, especially as we debate ideas. This is essential for the learning process. As is the case in most courses, people's accumulated knowledge on the subjects covered will vary. It is both your and my job to ensure you have an accurate understanding of the material covered. It is ok to be wrong – but we must be willing to confront and correct these misunderstandings and in class discussion is an excellent opportunity to accomplish this important task. Everyone is responsible for making the workshop an effective learning activity. This entails not only talking, but also listening, and encouraging others to participate. **F1d**

Addendum. At the end of every week – before Friday midnight – students have to submit a one-page reflection on what they learned that week from reading, writing, and seminar discussion. The goal of the assignment is for students to develop their own conceptual framework drawing from the anthropological theories discussed in the course and prepare for the term paper. **B2a-b, B3a-d**

Weekly Homework Assignments (WHA). Every week students will complete one written homework assignment in which they can practice and demonstrate one or more learning outcomes. The homework assignments below are examples of the types of assignments that instructors can use to assess student learning.

WHA: Anthropological Perspectives. You will write a short essay in which you (1) explain what the value of an anthropological approach is; and (2) how you will use the different anthropological perspectives in your own research, teaching, and professional career. The essay should be no longer than 4 double-spaced pages.

WHA: Critical analysis of anthropological theory. In this homework assignment, students will use the following set of instructions to critically analyze the readings for that particular week: (1) explain the theoretical framework and its major concepts; (2) discuss the strengths and weaknesses of the theoretical framework and its contribution to the discipline of anthropology; (3) discuss how this theoretical framework can be used to study the student's selected topic; and (4) discuss how different writers assess the theoretical framework. Students are advised to consult secondary sources to complete this homework assignments. Secondary sources can be review articles, or chapters in a textbook or an encyclopedia. Students will avoid paraphrasing and quotations – in other words, they will strive to describe and explain these theoretical concepts and frameworks in their own words.

WHA: History of anthropological theory. This homework assignment prompts students to connect the history of anthropology to broader histories of social and epistemological frameworks (in humanism and in science). For in-class presentation, students will select a work of art broadly defined—painting, film,

photograph, music, literature. The presentation will be accompanied by a one-page review that describes how that historical artwork (representing between 1770 and 1970) reflects or amplified intellectual and social trends of its time (or of the time represented) and how, in turn those trends are represented in seminal anthropological works of that time. An example might be the film "Angels & Insects" and its portrayal of the broader context in which evolutionary theory and the Ascent of Man was conceived.

WHA: What is hot? The goal of this homework assignment is to find out what are the "hot" theoretical paradigms of today, i.e., what are popular, contemporary theoretical paradigms or concepts? Contemporary means in the last 5-10 years. In the essay, students will: (1) discuss the research strategies that they used to figure out what is "hot"; (2) describe the main players or theorists; (3) explain the theoretical paradigms and the questions they address; (4) discuss the strengths and weaknesses of theoretical paradigms; (5) discuss how it builds on earlier theoretical paradigms; and (6) explain contributions of paradigms to the discipline of anthropology.

WHA: Theory and current conditions This assignment builds on the History of Anthropological Theory with students selecting an artwork (conceived broadly) of the past three to five years for in-class presentation. The presentation will be accompanied by a one-page essay that describes how that artwork reflects or amplifies intellectual and socio-economic trends current today. In recursive class discussion and with other exercises, this activity explores how these trends are influential in and impacted by anthropology.

WHA: Paradigm detection. In this homework assignment, students will select one recent article from a faculty member in the department that was published in the last five years and identify the theoretical paradigm(s) that are used explicitly and implicitly in the article. Students will write a two-page analysis of the selected article where they (1) explain how they detected the paradigms (e.g., terminology, theorists, questions, explanations, concepts, approaches, citations); and (2) explain how the paradigm shaped the methods and data interpretation in the article.

WHA: Linking theory to research. In this homework assignment, students will use the following set of instructions to critically analyze the readings for that particular week: (1) explain the theoretical framework and its major concepts; (2) discuss how the theoretical frameworks shapes empirical research in the assigned research article, for example, how it shapes the research questions, research design, sampling strategies, methods used, data collected, and/or how the data is used to answer the research questions; (3) discuss how the theoretical concepts or frameworks can shape their own research project and/or generate meaningful research questions about you topic. Here too, students have to paraphrase and avoid quotations – in other words, they have to describe and explain these theoretical concepts and frameworks in their own words.

Peer review. In week 12, students will review the first draft of the term paper of one of their peers. Detailed instructions for peer-review will be made available to the students, drawing from instructions from professional journals and publishers (e.g., Elsevier) and the rubric for the term paper. The reviewer should provide critical and constructive feedback for the author, but in the final paragraph of the review should describe what the reviewer learned from reviewing. The goal of the peer review is for students to develop supportive professional habits and relationships with their peers.

Term paper. The capstone assignment for this course is a term paper in which students draw on theoretical frameworks covered in the course (and others) to develop their conceptual framework and research project. In the term paper, students should: (1) explain what a conceptual framework is; (2) describe clearly their own conceptual framework; (3) convince the reader of the importance of the topic and (4) the rigor of methodology. In addition, students should be discussing (5) how different theoretical frameworks yield different understandings of the topic and (6) what the advantages and disadvantages are of using different theoretical frameworks. Students will use frameworks from their own subfields, but also those from other subfields (and, potentially, disciplines). The term paper should be no longer than 15 pages double-spaced. The term paper should align with the students' research interests and advance their dissertation research. It may be preparation for their doctoral exam.

Evaluation: Course responsibilities will be weighted in the following way:

1. Weekly homework assignments (WHA)(n=14)	30%
2. Seminar participation	10%
3. Peer review	10%
4. Addenda (n=14)	15%
5. Term paper	35%
Total	100%

Final grades will be calculated following this breakdown: A >93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

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Week	Content	Assignment	Learning Outcome(s)
1	Overview/Fundamentals	Addendum	A4b,c, A5a,
2	Evolutionary Approaches I	WHA: History Anthropological Theory, Addendum	A1b, A4a-d, A5a-e, B1a,b,d,e,g, B2a
3	Evolutionary Approaches II	WHA: What is hot?, Addendum	A1b, A4a-d, A5a-e, B1a,b,d,e,g, B2a
4	Life course approaches I	WHA: Anthropological perspective I, Addendum	A1b, A4a-d, A5a-d, B1a,b,d, B2a,d
5	Life course approaches II	WHA:, Anthropological perspective, Addendum	A1b, A4a-d, A5a-d, B1a,b,d, B2a,d
6	Life course approaches III	WHA: What is hot?, Addendum	A1b, A4a-e, A5a-e, B1a,b,c,d, B2a,d
7	Ecological approaches I	WHA: Theory and current conditions, Addendum	A1b, A4a-e, A5a-e, B1a,b,c,d, B2a,d
8	Ecological approaches II	WHA: Theory and current conditions, Addendum	A1a,b, A3a,b, A4a-e, A5b-e, A6a-d, B1a-e, B2a-d
9	Ecological approaches III	WHA: Critical analysis theory, Addendum	A1a,b, A2a-e, A4a-e, A5a-e, A6a-d, B1a-e, B2a-d
10	Social determinants of health	WHA: What is hot?, Addendum	A1a,b, A2a-e, A4a-e, A5a-e, A6a-d, B1a-e, B2a-d
11	Sociocultural approaches I	WHA: Paradigm detection, Addendum	B2a-d, F1a,b
12	Peer Review	WHA: Link theory to research	A3a,b, A4a-d, A5a-e A6a-d, B1a-e,
13	Sociocultural approaches II	WHA: Paradigm detection, Addendum	A3a,b, A4a-d, A5a-e A6a-d, B1a-e,
14	Semiotic approaches	WHA: Critical analysis theory, Addendum	A3a,b, A4a-d, A5a-e A6a-d, B1a-e,
15	Applied Medical Anthropology	WHA: Theory and current conditions, Addendum	A1a,b, A2a-e, A6a-e,
Exam Week		Term paper	B1a-f, B2a-d, B3a-d

TENTATIVE READING SCHEDULE

W1. Overview of course and fundamentals

[Defining health, anthropological perspectives on health]

1. Defining health
2. Anthropological perspectives on health 1
3. Anthropological perspectives on health 2
4. Anthropological perspectives on health 3
5. Stinson S, Bogin B, O'Rourke D, Huss-Ashmore R. 2012. Human biology: an evolutionary and biocultural approach. In: Stinson S, Bogin B and O'Rourke D, editors. Human Biology: An Evolutionary and Biocultural Perspective. pp. 3-22.

W2. Evolutionary Approaches to Health I

[fundamentals of evolutionary thinking, applications to health]

6. Fundamentals of evolutionary thinking in health
7. Measuring health in the past
8. Health transitions in past: infectious disease I
9. Health transitions in past: infectious disease II
10. Health transitions in past: diet I
11. Health transitions in past: diet II
12. Tishkoff SA et al. 2007. Convergent adaptation of human lactase persistence in Africa and Europe. *Nature Genetics* 39: 31-40.
13. Scott-Phillips TC, Laland KN, Shuker DM, Dickins TE, West SA. 2014. The niche construction perspective: a critical appraisal. *Evolution*, 68(5): 1231-1243.
14. Laland KN, Odling-Smee J, Myles S. 2010. How culture shaped the human genome: bringing genetics and the human sciences together. *Nature Reviews Genetics*, 11(2): 137-148.

W3. Evolutionary Approaches to Health II

[Evolutionary Medicine, the application of evolutionary theory to modern human health]

15. Fundamentals of evolutionary medicine [Book]
16. Application of Evolutionary medicine - infectious disease
17. Application of Evolutionary medicine anatomical/physiological compromise
18. Evolutionary medicine - mismatch and diet
19. Evolutionary medicine in the clinic

W4: Life course approaches to health I

[Life history theory and health]

20. Bogin B, Smith H. 2012. Evolution of the human life cycle. In: Stinson S, Bogin B and O'Rourke D, editors. Human Biology: An Evolutionary and Biocultural Perspective. pp. 515-586. [human baseline]
21. Hill K, Kaplan H. 1999. Life history traits in humans: theory and empirical studies. *Annual Review of Anthropology*, 28(1): 397-430. [basics / tradeoffs]
22. Life history theory – application to health (maintenance / child growth) - McDade
23. Life history theory – application to health (reproductive effort) – Ellison

24. Life history theory – application to health (reproductive effort) – Dufour and Sauther
25. Dettwyler KA. 1995. A time to wean: the hominid blueprint for the natural age of weaning in modern human populations. In: P Stuart-Macadam and Dettwyler KA, editors. New York: Aldine de Gruyter. pp 39-74.
26. Hawkes K, O'Connell JO, Blurton Jones NG, Alvarez H, Charnov EL. 1998. Grandmothering, menopause, and the evolution of human life histories. *Proceedings of the National Academy of Sciences* 95: 1336-1339.

W5: Life course Approaches to Health II

[Developmental origins of health and disease]

27. Barker, D. J. P. 2004. The developmental origins of well-being. *Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences*, 359, 1359-1366.23.
28. Recent work on developmental origins - disease
29. Recent work on developmental origins – reproduction
30. Recent work on developmental origins – critical approaches (adversity)

W6: Life course Approaches to Health III

[Epigenetics in anthropology]

31. Epigenetics background and mechanisms
32. Epigenetics as explanatory mechanism for variation in health
33. Epigenetics in anthropology I
34. Epigenetics in anthropology II
35. Lock M. 2015. Comprehending the Body in the Era of the Epigenome. *Current Anthropology* 56(2): 151-163.

W7: Ecological approaches to health I

[Human adaptability fundamentals]

36. Lasker G. 1969. Human adaptability. *Science* 166(3912): 1480-1486.
37. Katzmarzyk PT, Leonard W. 1998. Climatic influences of human body size and proportions: ecological adaptations and secular trends. *American Journal of Physical Anthropology* 106:483-503.
38. Jablonski N, Chaplin G. 2000. The evolution of human skin color. *Journal of Human Evolution* 39:57-109.
39. Beall CM. 2007. Two routes to functional adaptation: Tibetan and Andean high altitude natives *Proceedings of the National Academy of Sciences* 104: 8655-8660.
40. Human adaptability readings on malaria I: Livingstone
41. Human adaptability readings on malaria: G6PD-deficiency

W8: Ecological approaches to health II

[Critical perspectives, political economy]

42. Colson, A.C. and Selby, K.E., 1974. Medical anthropology. *Annual Review of Anthropology*, 3(1), pp.245-262. Singer, M., 1989. The coming of age of critical medical anthropology. *Social Science & Medicine*, 28(11), pp.1193-1203.
43. Leatherman, T., & Goodman, A. H. 2011. Critical biocultural approaches in medical

- anthropology. In M. Singer & P. I. Erickson (Eds.), *A Companion to Medical Anthropology* (pp. 29–48). Malden, MA: Wiley-Blackwell.
44. McElroy, A. 1996. Should medical ecology be political? *Medical Anthropology Quarterly*, 10(4), 519-522.
45. Singer M. 1996. Farewell to adaptationism: unnatural selection and the politics of biology. *Medical Anthropology Quarterly* 10(4): 496-515.
46. Wiley, A. S. 1992). Adaptation and the biocultural paradigm in medical anthropology: a critical review. *Medical Anthropology Quarterly*, 6(3), 216-236.
47. Farmer AIDS and Accusation: Haiti and the Geography of Blame.

W9. Ecological approaches to health III

[Political Ecology, Syndemics]

48. Singer M, Clair S. 2003. Syndemics and public health: reconceptualizing disease in bio-social context. *Medical Anthropology Quarterly* 17: 423-441.
49. Baer, H. and Singer, M., 2016. *Global warming and the political ecology of health: Emerging crises and systemic solutions*. Routledge.
50. Nading, A.M., 2014. *Mosquito trails: Ecology, health, and the politics of entanglement*. Univ of California Press.

W10. Social Determinants of health

[Embodiment and anthropological critique of bio-determinism]

51. Csordas, T., J. 1990. Embodiment as a paradigm for anthropology. *Ethos*, 18(1), 5-47.
52. Krieger, N. 2005. Embodiment: a conceptual glossary for epidemiology. *Journal of Epidemiology and Community Health*, 59(5), 350-355.
53. Krieger, N. & Davey Smith, G. (2004). "Bodies count," and body counts: social epidemiology and embodying inequality. *Epidemiologic Reviews*, 26, 92-103.
54. Csordas, T. J. 1993. Somatic modes of attention. *Cultural Anthropology*, 8(2), 135-156.
55. Gravlee, C. C. 2009. How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology*, 139(1), 47-57.

W11. Sociocultural approaches to health I

[Alternative/social etiologies]

56. Evans-Pritchard, E.E. 1937. *Witchcraft, Magic and Oracles among the Azande*. Oxford: Clarendon.
57. Scheper-Hughes, N. 1993. *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.
58. Scheper-Hughes, N. and Lock, M.M., 1987. The mindful body: A prolegomenon to future work in medical anthropology. *Medical anthropology quarterly*, 1(1), pp.6-41.

W12. Peer Review

NO READINGS – focus on peer review

W13. Sociocultural approaches to health II

[Health as power and governance]

59. Foucault, M. 2008. *The Birth of Biopolitics: Lectures at the Collège de France, 1978-79*. Palgrave.
60. Foucault, M. 2003. "Governmentality," in *The Essential Foucault: Selections from Essential Works of Foucault, 1954-1984*, eds. Paul Rabinow and Nikolas Rose. New Press.
61. Foucault, M. 1990. "Right of Death and Power over Life" in *The History of Sexuality, Vol. 1*.
62. Fink, S. 2009. "Deadly Choices at Memorial," *New York Times Magazine*.

W14. Semiotic approaches to health

[Language and the meaning of health]

63. Latour, B. 1988. *The Pasteurization of France*. Cambridge: Harvard University Press.
64. Carr, E.S. 2009. *Scripting Addiction: The Politics of Therapeutic Talk and American Sobriety*. Princeton.
65. Mattingly, C. 1991. "The Narrative Nature of Clinical Reasoning." *The American Journal of Occupational Therapy* 45(11): 998-1005.

W15. Applied medical anthropology

[Application of anthropology in global health and clinical settings]

66. Kleinman, A. and Benson, P., 2006. Anthropology in the clinic: the problem of cultural competency and how to fix it. *PLoS Med*, 3(10), p.e294.
67. Pelto, P.J. and Pelto, G.H., 1997. Studying knowledge, culture, and behavior in applied medical anthropology. *Medical anthropology quarterly*, 11(2), pp.147-163.
68. Davenport, B.A., 2000. Witnessing and the medical gaze: how medical students learn to see at a free clinic for the homeless. *Medical Anthropology Quarterly*, 14(3), pp.310-327.
69. Scheper-Hughes, N., 1990. Three propositions for a critically applied medical anthropology. *Social Science & Medicine*, 30(2), pp.189-197.

ANTHROPOLOGY 7003

THEORY 3:

HUMAN EVOLUTIONARY HISTORY

Instructor: Brutus Buckeye
brutus.1@osu.edu
4034 Smith Laboratory
Tel. (614) 292-4149

Autumn 2021
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION

This course provides an overview of major theoretical paradigms that have shaped anthropological research on human evolutionary history. The goal is to train students to think theoretically as anthropologists by critically examining primary and secondary sources for a selection of theoretical paradigms in human evolutionary history. Each week will cover a different topic in the field, seen from the point of view of recent and classic research. While not exhaustive, the readings selected will provide an overview of the topics that will give the students the required overview to continue exploring those aspects of evolutionary theory that best fit their own research interests.

COURSE GOAL AND LEARNING OUTCOMES

The goal is to train students to think theoretically as anthropologists, i.e., understand how anthropologists use evolutionary theory to describe and explain the diversity and dynamics of human biocultural systems. This entails the following:

3. Explain how humans' biocultural nature shaped human evolution, from the origins of our lineage to modern human variation.
5. Explain how different aspects of biology, evolutionary theory, and anthropological theory are interrelated in the study of human evolution and should be understood within context.
7. Consider the range of human and hominin variation past and present when studying human behavior and biology.
8. Explain how human diversity is a product of evolutionary and cultural processes.
9. Evaluate the history of the main theoretical paradigms in anthropology and evolutionary theory that are applied to the study of human evolution.
8. Connect anthropological theories to research endeavors.
12. Construct their own conceptual framework drawing from anthropological (and other) theories.
10. Meet ethical, collegial, and professional expectations in and outside the classroom.

READINGS

The required readings will be made available through Carmen. You are expected to have read the assigned readings before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I recommend you to go over the readings once more after class.

LEARNING OUTCOMES

The following learning outcomes will be assessed in this course. They are part of the curriculum goals for the graduate program.

3. Explain what culture is and how it shapes humans experience, perception and action in the world.
 - a. Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit). (A1a)
6. Consider the range of human variation when studying human behavior and biology.
 - a. Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage). (A4a)
 - b. Identify examples to show the range of human variation as well as to illustrate anthropological concepts. (A4b)
 - c. Apply relevant theoretical concepts in anthropology to describe human cultural and biological variation. (A4c)
 - d. Provide theoretical explanations for cross-cultural variation. (A4d)
8. Explain how human diversity is a product of evolutionary and cultural processes.
 - a. Recognize how humans are the product of evolutionary processes. (A5a)
 - b. Recognize how humans are the product of cultural processes. (A5b)
 - c. Analyze how the interaction between biology and culture shapes humans. (A5c)
6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.
 - a. Analyze how intersecting systems of oppression influence the lived experience of marginalized individuals and groups. (A6c)
7. Evaluate the history of the main theoretical paradigms in anthropology.
 - a. Summarize the history and development of anthropological theory. (B1a)
 - b. Recognize theoretical frameworks in anthropological literature. (B1b)

ASSESSMENT OF LEARNING OUTCOMES

Seminar. The goal of the seminars is to make sense of the theoretical paradigms that contribute to the insertion of biocultural systems in an evolutionary framework, i.e., to understand how human societies have been and continue to be shaped by evolutionary processes. Seminars are an opportunity to engage with material in a more advanced manner – through active participation and discussion, rather than passive learning. For this educational model to work, we all must come prepared to engage with the material. This means we have carefully and critically read all the assigned readings in advance and have prepared questions and points of discussion to use to engage with our colleagues.

To maintain that environment, we must be respectful of one another's ideas, effort and time. It is critical that we be respectful of different opinions and engage in civil discussion, especially as we debate ideas. This is essential for the learning process.

As is the case in most courses, people's accumulated knowledge on the subjects covered will vary. It is both your and my job to ensure you have an accurate understanding of the material covered. It is ok to be wrong – but we must be willing to confront and correct these misunderstandings and in class discussion is an excellent opportunity to accomplish this important task. Everyone is responsible for making the workshop an effective learning activity. This entails not only talking, but also listening, and encouraging others to participate. Therefore, the goal is to collaboratively come to an understanding of evolutionary theories that contribute to the understanding of past and present human societies, which will allow students to connect these discussions with their own research interests.

Addendum. At the end of every week – before Friday midnight – students have to submit a paragraph or two (no longer than one page) in which they reflect on what they learned that week from reading, writing, and workshop discussions with an emphasis on what they learned from discussions with their fellow students. The goal of the assignment is for students to develop their own conceptual framework drawing from the anthropological theories discussed in the course and prepare for the term paper.

Weekly Homework Assignments (WHA). Every week students will complete one written homework assignment in which they can practice and demonstrate one or more learning outcomes. The homework assignments below are examples of the types of assignments that instructors can use to assess student learning.

WHA: Anthropological Perspectives. You will write a short essay in which you (1) explain what the value of an anthropological approach is; and (2) how you will use the different anthropological perspectives in your own research, teaching, and professional career. The essay should be no longer than 4 double-spaced pages.

WHA: Critical analysis of anthropological theory. In this homework assignment, students will use the following set of instructions to critically analyze the readings for that particular week: (1) explain the theoretical framework and its major concepts; (2) discuss the strengths and weaknesses of the theoretical framework and its contribution to the discipline of anthropology; (3) discuss how this

theoretical framework can be used to study your topic; and (4) discuss how different writers assess the theoretical framework. Students are advised to consult secondary sources to complete this homework assignments. Secondary sources can be review articles, like William Roseberry's Annual Review of Anthropology article about 'Marx and Anthropology' (1988) or chapters in a textbook or an encyclopedia, like McGee, R. Jon, and Richard L. Warms. 2012. Anthropological theory: An introductory history. 5th edition ed. Boston: McGraw-Hill. Students have to paraphrase and avoid quotations – in other words, they have to describe and explain these theoretical concepts and frameworks in their own words.

WHA: History of anthropological theory. This homework assignment prompts students to connect the history of anthropology to broader histories of social and epistemological frameworks (in humanism and in science). Students will select for in-class presentation a work of art broadly defined—painting, film, photograph, music, literature. The presentation will be accompanied by a one-page outline that describes how that historical artwork (representing between 1770 and 1970) reflects or amplified intellectual and social trends of its time (or of the time represented) and how, in turn those trends are represented in seminal anthropological works of that time. An example might be the film "Angels & Insects" and its portrayal of the broader context in which evolutionary theory and the Ascent of Man was conceived.

WHA: What is hot? The goal of this homework assignment is to find out what are the "hot" theoretical paradigms of today, i.e., what are popular, contemporary theoretical paradigms or concepts? Contemporary means in the last three to five years. In the essay, students have to do the following: (1) discuss the research strategies that they used to figure out what is "hot"; (2) describe the main players or theorists; (3) explain the theoretical paradigms and the questions they address; (4) discuss the strengths and weaknesses of theoretical paradigms; (5) discuss how it builds on earlier theoretical paradigms; and (6) explain contributions of paradigms to discipline of anthropology.

WHA: Theory and current conditions This assignment builds on the History of Anthropological Theory with students selecting an artwork (conceived broadly) of the past three to five years for in-class presentation. The presentation will be accompanied by a one-page outline that describes how that artwork reflects or amplifies intellectual and socio-economic trends current today. In recursive class discussion and with other exercise explores how in turn those trends are influential in and impacted by anthropology.

WHA: Paradigm detection. In this homework, students will select one recent article from a faculty member in the department that was published in the last five years and identify the theoretical paradigm(s) that are used explicitly and implicitly in the article. Students have to write a two-page analysis in which they (1) explain how they detected the paradigms (e.g., terminology, theorists, questions,

explanations, concepts, approaches, citations); and (2) explain how the paradigms have shaped the research and article.

WHA: Linking theory to research. In this homework assignment, students will use the following set of instructions to critically analyze the readings for that particular week: (1) explain the theoretical framework and its major concepts; (2) discuss how the theoretical frameworks shapes empirical research in the assigned research article, for example, how it shapes the research questions, research design, sampling strategies, methods used, data collected, and/or how the data is used to answer the research questions; (3) discuss how the theoretical concepts or frameworks can shape their own research project and/or generate meaningful research questions about you topic. Here too, students have to paraphrase and avoid quotations – in other words, they have to describe and explain these theoretical concepts and frameworks in their own words.

Peer review. In week 12, students will review the first draft of the term paper of one of their peers. Detailed instructions for peer-review will be made available to the students, drawing from instructions from professional journals and publishers (e.g., Elsevier) and the rubric for the term paper. The reviewer should provide critical and constructive feedback for the author, but in the final paragraph of the review should describe what the reviewer learned from reviewing. The goal of the peer review is for students to develop supportive professional habits and relationships with their peers.

Term paper. The capstone assignment for this course is a term paper in which students draw on theoretical frameworks covered in the course (and others) to develop their conceptual framework and research project. In the term paper, students should: (1) explain what a conceptual framework is; (2) describe clearly their own conceptual framework; (3) convince the reader of the importance of the topic and (4) the rigor of methodology. In addition, students should be discussing (5) how different theoretical frameworks yield different understandings of the topic and (6) what the advantages and disadvantages are of using different theoretical frameworks. Students should not just use the frameworks from their own subfields, but use frameworks from multiple subfields (and disciplines). The term paper should be no longer than 15 pages double-spaced. The term paper should align with the students' research interests and advance their dissertation research. It may be preparation for their doctoral exam.

Evaluation: Course responsibilities will be weighted in the following way:

1. Weekly homework assignments (HWA)(14)	30%
2. Seminar	10%
3. Peer review	10%
4. Addenda (14)	15%
5. Term paper	35%
Total	100%

Final grades will be calculated following this breakdown: A >93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

UNIVERSITY STATEMENTS

Office of Disability Services Statement

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Title IX Statement

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and

seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Committee on Academic Misconduct Statement

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct ([COAM \(Links to an external site.\)](#)[Links to an external site.](#)). 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/>.

TENTATIVE COURSE SCHEDULE

Week	Content	Assignment	Learning Outcome(s)
1	The structure of evolutionary theory	WHA: History of anthropological theory, Addendum	A5a-e, A6a-d, B1a-f
2	Natural selection and early evolutionary thinking	WHA: History of anthropological theory, Addendum	A4a-d, A5a-e, B1a-f
3	Modern synthesis and human diversity	WHA: Theory and current conditions, Addendum	A4a-d, A5a-e, A6a-d, B1a-f
4	Speciation and Punctuated equilibrium	WHA: Critical analysis of anthropological theory, Addendum	A4a-d, A5a-e, B1a-f
5	Sexual selection and other modes of selection	WHA Critical analysis of anthropological theory, Addendum	A5a-e, B1a-f
6	Ecological Interactions and Hybridization	WHA: Anthropological perspectives, Addendum	A3a, A3b, A4a-d, A5a-e, B1a-f
7	Extended synthesis, tinkering and modularity	WHA: Paradigm detection, Addendum	A3a, A3b, A4a-d, A5a-e, B1a-f
8	Evolution of modern human diversity	WHA: Anthropological perspectives, Addendum	A3a, A3b, A4a-d, A5a-e, B1a-f
9	Evolution of niche construction	WHA: Anthropological perspectives, Addendum	A1a, A1b, A4a-d, A5a-e, B1a-f
10	Biological basis of social behavior	WHA: Paradigm detection, Addendum	A1a, A1b, A5a-e, B1a-f
11	Evolution of biocultural systems	WHA: Anthropological perspectives, Addendum	A1a, A1b, A4a-d, A5a-e, B1a-f
12	The evolution of human behavior I	Peer review, Addendum	A2a-e, A3a, A3b, A5a-e, B1a-f, B2a-d, B3a-d, F1c, F1d
13	The evolution of human behavior II	WHA: Linking theory to research, Addendum	A1a, A1b, A2a-e, A3a, A3b, A5a-e, A6a-d, B1a-f, F1c, F1d
14	Human evolutionary history – seminar synthesis	WHA: Linking theory to research, Addendum	A2a-e, A4a-d, A5a-e, A6a-d, B1a-f, B2a-d, B3a-d, F1c, F1d

Exam Week		Term paper	A2a-e, A4a-d, A5a-e, A6a-d, B1a-f, B2a-d, B3a-d, F1c, F1d
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TENTATIVE COURSE READINGS

W1. The structure of evolutionary theory

Gould SJ (2002) The Essence of Darwinism and basis of modern orthodoxy: an exegesis of the Origin of Species. In: Gould SJ The Structure of Evolutionary Theory, pp: 93-169. Harvard University Press, Cambridge.

W2. Natural selection and early evolutionary thinking

Darwin C, Costa JT (2009) Natural selection. In: Darwin C, Costa JT The Annotated Origin: A Facsimile of the First Edition of On the Origin of Species, pp: 80-130. Harvard University Press, Cambridge.

Dawkins R (1986) The Blind Watchmaker. WW Norton & Company, New York. Chapter 3: 43-74.

Nilsson DE, Pelger S (1994) A pessimistic estimate of the time required for an eye to evolve. Proceedings of the Royal Society B 256: 53-58.

W3. Modern synthesis and human diversity

Mayr E (1980) Prologue: Some thought on the history of the evolutionary synthesis. In: Mayr E, Provine BP (Eds) The Evolutionary Synthesis: Perspectives on the Unification of Biology, pp: 1-48. Harvard University Press, Cambridge.

Relethford, J (2012) Human Population Genetics. Wiley-Blackwell, New Jersey. Chapter 2: 23-47.

Lewontin RC (1972) The apportionment of Human Diversity. Evolutionary Biology 6:381-398.

Edwards AWF (2003) Human genetic diversity: Lewontin's fallacy. BioEssays 25: 798-801.

W4. Speciation and Punctuated equilibrium

Gould SJ, Lewontin RC (1979) The Spandrels of San Marco and the Panglossian Paradigm: A Critique of the Adaptationist Programme. Proceedings of the Royal Society of London 205: 581-598.

Gould SJ, Vrba ES (1982) Exaptation – a missing term in the science of form. *Paleobiology* 8: 4-15.

Eldredge N, Gould SJ (1972) Punctuated equilibria: an alternative to phyletic gradualism. In: Schopf TJM (Ed) *Models in Paleobiology*, pp: 82-115. Freeman Cooper, San Francisco.

Dawkins R (2004) *The Ancestor's Tale: a Pilgrimage to the Dawn of Evolution*. Weidenfeld & Nicolson, London. Pages 299-313 (in 2 files!)

Tattersall I (1992) Species concepts and species identification in human evolution. *Journal of Human Evolution* 22, 341:349.

W5. Sexual selection and other modes of selection

Darwin C (1871) *From the Descent of Man and Selection in Relation to Sex*. Chapter VIII, 253-300.

Kuijper B, Pen I, Weissing FJ (2012) A guide to sexual selection theory. *Annual Review of Ecology, Evolution and Systematics* 43, 287:311

Wood B, Strait D (2004) Patterns and resource use in early Homo and Paranthropus. *Journal of Human Evolution* 46: 119-162.

W6. Ecological Interactions and Hybridization

Grant PR, Grant BR (2008) The Biodiversity Problem and Darwin's Finches. In: Grant PR, Grant BR *How and Why Species Multiply*, pp: 1-12. Princeton University Press, Princeton.

Grant PR, Grant BR (2008) Ecological Interactions. In: Grant PR, Grant BR *How and Why Species Multiply*, pp: 65-75. Princeton University Press, Princeton.

Grant PR, Grant BR (2008) Hybridization. In: Grant PR, Grant BR *How and Why Species Multiply*, pp: 92-107. Princeton University Press, Princeton.

Holliday T (2003) Species concepts, reticulations, and human evolution. *Current Anthropology* 44: 653-673.

Duarte C, et al. (1999) The early Upper Paleolithic human skeleton from the Abrigo do Lagar Velho (Portugal) and modern human emergence in Iberia. *Proceedings of the National Academy of Science* 96: 7604-7610.

Tattersall I, Schwartz JH (1999) Hominids and hybrids: The place of Neanderthals in human evolution. *Proceedings of the National Academy of Science* 96: 7117-7119.

Green RE, et al. (2010) A draft sequence of the Neandertal genome. *Science* 328: 710-722.

W7. Extended synthesis, tinkering and modularity

Pigliucci M (2007) Do we need an extended evolutionary synthesis? *Evolution* 61: 2743-2749.

Laland, K. N., T. Uller, M. W. Feldman, K. Sterelny, G. B. Muller, A. Moczek, E. Jablonka, and J. Odling-Smee (2015) The extended evolutionary synthesis: its structure, assumptions and predictions. *Proc Biol Sci* 282(1813):20151019.

Jacob F (1977) Evolution as tinkering. *Science* 196: 1161-1166.

Müller GB (2007) Evo-devo: extending the evolutionary synthesis. *Nature Reviews* 8:943-949.

Laland K, Wray GA (2014) Does evolutionary theory need a rethink? *Nature* 514: 161-164.

W8. Evolution of modern human diversity

Lieberman DE (2011) Modular growth of the fetal and postnatal head. In: Lieberman DE *The Evolution of the Human Head*, pp: 96-143. Harvard University Press, Cambridge.

Scerri EMT, et al. (2018) Did our species evolve in subdivided populations across Africa, and why does it matter? *Trends in Ecology & Evolution*, doi.org/10.1016/j.tree.2018.05.005 1

Ackermann RR, Mackay A, Arnold ML (2016) The hybrid origin of “modern” humans. *Evolutionary Biology* 43: 1-11.

Current debate in the news:

<https://www.nytimes.com/2018/03/23/opinion/sunday/genetics-race.html>

<https://www.buzzfeednews.com/article/bfopinion/race-genetics-david-reich>

<https://www.nytimes.com/2018/03/30/opinion/race-genetics.html>

W9. Evolution of niche construction

Foster KR, Wenseleers T, Ratnieks FLW (2006) Kin selection is the key to altruism. *Trends in Ecology and Evolution* 21: 57-60.

Fuentes A (2016) The extended evolutionary synthesis, ethnography, and the human niche. *Current Anthropology*.

Nowak MA, Tarnita CE, Wilson EO. (2010) The evolution of eusociality. *Nature* 466: 1054-1062.

W10. Biological basis of social behavior

Dawkins R (1989) *The Selfish Gene*, pp: 1-87. Oxford University Press.

Trivers RL (1971) The evolution of reciprocal altruism. *The Quarterly Review of Biology* 46: 35-57.

Wilson EO (1975) *Sociobiology: The New Synthesis*. Chapter 27: Man: From Sociobiology to Sociology.

Axelrod R (1981) The Success of TIT FOR TAT in computer tournaments. In: Axelrod R *The Evolution of Cooperation*, pp: 27-54. Basic Books, New York.

W11. Evolution of biocultural systems

Henrich J, McElreath R (2007) Dual-inheritance theory: the evolution of human cultural capacities and cultural evolution. In: Dunbar R, Barrett L (Eds) *Oxford Handbook of Evolutionary Psychology*, pp: 555-570. Oxford University Press.

W12. The evolution of human behavior I

Cosmides L, Tooby J (2013) Evolutionary psychology: new perspectives on cognition and motivation. *Annual Review of Psychology* 64: 201-229.

Henrich J, McElreath R (2003) The evolution of cultural evolution. *Evolutionary Anthropology* 12: 123-135.

Buller DJ (2006) Evolutionary psychology: a critique. In: Sober E (Ed.) *Conceptual Issues in Evolutionary Biology*, pp: 197-214. MIT Press, Cambridge.

W13. The evolution of human behavior II

Dereks M, Beugin MP, Godelle B, Raymond M (2013) Experimental evidence for the influence of group size on cultural complexity. *Nature* 503: 389-391.

Tehrani JJ (2013) The phylogeny of Little Red Riding Hood. *PLoS One* 8:e78871.

Pagel M (2012) Religion and other cultural “enhancers”. In: Pagel M *Wired for Culture: Origins of the Human Social Mind*, pp: 132-172. W.W. Norton and Company, New York.

Creanza, N., O. Kolodny, and M. W. Feldman (2017) Cultural evolutionary theory: How culture evolves and why it matters. *Proc Natl Acad Sci U S A*.

Mathew, S., and C. Perreault (2015) Behavioural Variation in 172 Small-Scale Societies Indicates That Social Learning is the Main Mode of Human Adaptation. *Proceedings of the Royal Society B-Biological Sciences* 282(1810).

Ross, C. T., and P. J. Richerson (2014) New frontiers in the study of human cultural and genetic evolution. *Curr Opin Genet Dev* 29C:103-109.

W14. Human evolutionary history – seminar synthesis

No reading – student presentations

ANTHROPOLOGY 7101

RESEARCH DESIGN

Instructor: Brutus Buckeye
brutus.1@osu.edu
4034 Smith Laboratory
Tel. (614) 292-4149

Spring 2021
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION: Anthropology is a holistic science that incorporates knowledge and skills from the sciences and the humanities in studies of human cultural and biological evolution. Both qualitative and quantitative methods are employed in research.

In this seminar each student will develop a research design for an anthropological research project. The focus of the seminar is on designing the research project and learning how research results and conclusions are assessed and disseminated. Seminar topics include the relationship between theory and methods, ethics and IRB protocols, data collection methods, analysis of qualitative and quantitative data, and interpretation of research results. Criteria used to evaluate the clarity, significance, feasibility, and broader impacts of research designs and the skills needed to review proposals will also be outlined and discussed.

Research designs include six components: 1. *Formulation* of research objectives, stating the goals of the research and hypotheses to tested, and conducting background research and literature searches, 2. *Implementation*: obtaining permits, permission, and funding, tending to logistics, and insuring that the conduct of the research meets ethical standards, 3. *Data Collection* with appropriate sampling and data recording methods, 4. *Analysis* with relevant analytical frameworks for testing hypotheses, 5. *Interpretation* of the data within broader theoretical frameworks, answering research questions, and assessing the significance of the results, 6. *Dissemination of the Results* in publications and other media that make results and acquired data accessible to a wide audience. The design components will be discussed in detail as students prepare their research designs. Methods and theoretical paradigms employed in research in the sub-disciplines of cultural anthropology, anthropological archaeology, and biological anthropology will all be considered in the seminar.

COURSE GOALS: Students will be trained to design feasible research plans that include significant hypotheses about human behavior and prepare research designs that will allow them to test them. After completing the seminar, Ph.D. students will be able to apply research design principles in their Grant Writing course (Anthropology 8828) when they prepare their dissertation proposals. Specific goals are for students to (1) understand all six of the components of anthropological research designs, (2) show students how to address ethical issues of justice, beneficence, and autonomy when conducting research with human or animal subjects, (3) help students understand theoretical paradigms employed in defining research questions and interpreting results, (4) have students learn which methods of data collection and analysis are appropriate for their research, (5) show students how important it is to disseminate results of their research to a wide audience and be aware of the broader impact of their investigations, and (6) learn the skills needed to review proposals and understand the peer-review process.

REQUIRED READING: Required and recommended readings will be available on the Carmen course page. One of the two required texts will need to be purchased. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for the instructor and/or your classmates. Be prepared to discuss the readings in depth in class. It is also recommended that you go over the assigned readings once more after each seminar meeting.

Required Texts:

H. Russell Bernard, 2017, *Research Methods in Anthropology: Qualitative and Quantitative Methods*, Sixth Edition. Altamira Press.

John W. Creswell, 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. Los Angeles: Sage. – **Available on Carmen as a PDF.**

LEARNING OUTCOMES FOR STUDENTS: The goal is to introduce students to principles of research design in anthropology and to train them so that they can plan feasible research projects, obtain funding, collect and analyze data, and interpret and disseminate their results. Students will also begin to master the skills needed to review proposals and will understand the peer-review process. These goals will be met when students:

1. Connect anthropological theories to research endeavors.
 - a. Explain how theoretical frameworks shape research questions.
 - b. Appreciate the contributions of different theoretical frameworks.
2. Design a research project that links theory to research questions, generated data, methods, and data analysis.
 - a. Formulate clear research questions, hypotheses, and objectives.
 - b. Identify the necessary data needed to answer research questions, evaluate hypotheses and/or achieve objectives.
3. Use anthropological theory to develop research questions.
 - a. Identify relevant theoretical frameworks for a research question.
4. Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.
 - a. Consider how to respect human subjects, protect their autonomy, and obtain informed consent.
 - b. Consider and weigh the costs and benefits of the research activities for human subjects.
 - c. Consider how research activities are administered fairly and equally among potential research participants.

ASSESSMENT OF LEARNING OUTCOMES: Specific goals for the seminar are to (1) train students to prepare feasible anthropological research designs, (2) examine how ethical issues of justice, beneficence, and autonomy should be addressed when conducting research with human or animal subjects, (3) consider which methods of data collection and analysis are appropriate, (4) understand theoretical paradigms that can be employed in interpretations of the results, (5) show how important it is to disseminate results of

research to a wide audience and be aware of the broader impact of anthropological investigations, (6) help students develop skills needed to review and evaluate critically their own research and the research of other anthropologists, and (7) make sure that students meet ethical, collegial, and professional expectations in and outside the classroom.

Each student's research design may be different, but they all include the same components—from the statement of the problem to the publication of the results. To accomplish the goals of the seminar, students must carefully and critically read all the assigned materials in before each class meeting and be prepared to discuss the material in depth. This will help ensure that all students have an accurate understanding of the material covered. In the classroom, students must be respectful of every student's ideas and efforts, be respectful of different opinions, and always engage in civil discussion. Everyone is responsible for making the seminar an effective learning experience, not only by talking, but also by listening others, and encouraging everyone to participate.

The seminar assignments address the following learning outcomes:

- 1. Science and Humanism:** provide an example of two anthropological research projects, one that employed the scientific method, and one that had a humanistic perspective. Prepare a short (two page) written summary of the projects and present a five-minute oral summary in class.
- 2. Theoretical paradigms:** prepare a four-page written summary of an anthropological paradigm that will provide some theoretical context for your research design. Cite your sources and identify and provide background information on some proponents of the paradigm. Be prepared to evaluate the paradigm in class, and to discuss how your worldviews relate to the paradigm.
- 3. Formulation:** prepare a clear, concise written statement of the problem and the questions to be investigated in your project (2 pages). This should be a hypothesis to be tested. Statements will be discussed in class.
- 4. Ethics in Research and IRB protocols:** prepare a written outline of the ethical issues raised in your research project and how you will address them. If human or animal subjects are included in the project, describe how the IRB protocols will be satisfied. These issues will be discussed in class.
- 5. Data Collection Methods:** prepare a two-page written summary of the sampling methods that you will use to collect your data during your investigations. These sampling and data collection methods will be discussed in class.
- 6. Analysis of Qualitative and Quantitative Data:** outline how you will analyze the qualitative and/or quantitative data that will be collected in your research project. These analytical methods will be discussed in class.

7. Interpretation of research results: prepare a two-page written summary that explains how theories are linked to methods in your research design and how you will answer your research questions and test your hypotheses. These summaries will be discussed in class.

8. Peer-review: prepare a short (2-4 page) summary of the general criteria used by peer reviewers in your sub-discipline to evaluate the clarity, significance, feasibility, and broader impacts of research designs. These criteria will be discussed in class.

Final Paper: prepare an abstract for a research grant proposal and discuss its significance and broader impacts in a 3-5 page paper.

Evaluation: Course assignments and participation will be weighted in the following way:

Assignments 1-8 (each worth 10%)	80%
Participation	10%
Final Paper	<u>10%</u>
Total	100%

Final grades will be calculated following this breakdown: A >93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

UNIVERSITY STATEMENTS

Office of Disability Services Statement

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766

and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Title IX Statement

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Committee on Academic Misconduct Statement

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct ([COAM \(Links to an external site.\)](#)[Links to an external site.](#)). 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/>.

TENTATIVE COURSE SCHEDULE

Week	Topics	Assignments or Questions	Learning Outcomes
1	Introduction , course goals, format, and expectations	What is a research design? What are some theoretical approaches to research in your sub-field?	A4b, A4c, A5a,
2	Science and Humanism in Anthropology	1. provided examples of research projects with scientific and humanistic approaches	A1b, A4a-d, A5a-e, B1a, B1b, B1d, B1e, B1g, B2a
3	Worldviews, theory, and methods	2. summarize a theoretical paradigm that provides context for your research	B2d, B3a-B3d, C1a, C2a
4	Formulation: hypotheses, feasibility	3. prepare a problem statement with hypotheses to be tested	B2d, C1a, C1f, C2a
5	Implementation: Logistics, permits	How will you obtain permits and funding? Discuss logistics	C5d
6	Implementation: Ethics and IRB	4. outline how ethical issues and IRB protocols will be addressed	C5a-C5d
7	Data Collection Field methods	What are some field methods used in your sub-field?	C1b
8	Data Collection Sampling methods	5. sampling methods used to collect data in anthropological research	C1c, C1d
9	Analysis of quantitative data	6a. analysis of quantitative data	C1e
10	Analysis of qualitative data	6b. analysis of qualitative data	C1e
11	Interpretation of research results 1	7. theories linked to methods when research questions are answered	B2c, C1e, C2b
12	Interpretation of research results 2	<i>continued discussions of how results are interpreted</i>	B2c, C1e, C2b
13	Dissemination of the results	How will the results of your research will be disseminated?	New
14	Research Proposals	What are examples of research proposals in your sub-field?	A3a,b, A4a-d, A5a-e, A6a-d, B1a-e,
15	Peer-reviews of Research Designs	8. criteria used by peer reviewers to evaluate research designs	New
Exam Week		Final paper: prepare an abstract of a research proposal and discuss its significance and broader impacts	C1f, F1d, F3c

TENTATIVE READING SCHEDULE

Week 1: Introduction, course goals, format, and expectations. *Read these book chapters and Review any other works on Anthropological Methods and Theory that you have read:*

Required Reading:

Antonius C. G., M. Robben and Jeffrey A. Sluka. 2012. Fieldwork in Cultural Anthropology: An Introduction. In C. G. Antonius, M. Robben, & Jeffrey A. Sluka, eds., *Ethnographic Fieldwork: An Anthropological Reader (2nd edition)*, pp. 1-47. Oxford: Blackwell.

Johnson, Matthew. 2020. *Archeological Theory: An Introduction (3rd edition)*. Hoboken: Wiley Blackwell. Read the Preface and Chapter 1.

Stinson, Sara, Barry Bogin, and Dennis O'Rourke, eds. 2012. *Human biology: an Evolutionary and Biocultural approach*. Hoboken: Wiley Blackwell. Read the Introduction.

And Read Preface and Chapters 1-2 in Bernard 2017; and Chapter 1 in Creswell 2014.

Recommended Reading:

Cerwonka, Allaine, and Liisa H. Malkki. 2007. *Improvising Theory: Process and Temporality in Ethnographic Fieldwork*. Chicago: University of Chicago Press. Read first and last chapters.

Week 2: Science and Humanism in Anthropology.

Required Readings:

Feder, Kenneth L. 2011. Epistemology: How you know what you know. In *Frauds, Myths, and Mysteries*, by K. L. Feder, pp. 18-46. McGraw-Hill, New York.

Kuznar, Lawrence A. 2008. *Reclaiming a Scientific Anthropology (2nd edition)*. Lanham: Altamira Press. Read Chapters 1, 3, & 5.

Lett, James. 1997. *Science, Reason, and Anthropology: The Principles of Rational Inquiry*. Lanham: Rowan & Littlefield. Read Chapters 1, 3, & 4.

And re-read section on Humanism in Chapter 1 in Bernard 2017, and Chapter 1 in Creswell 2014.

Also see the Society for Humanistic Anthropology webpage: <http://sha.americananthro.org/>

Recommended Reading:

O'Meara, J. Tim. 1989. Anthropology as Empirical Science. *American Anthropologist* 91:354-369.

Week 3: Worldviews, Theory, and Methods.

Required Readings:

Review Chapter 1 and Read Chapters 2 & 3 in Creswell 2014.

Week 4: Formulation: Problem Statement, Hypotheses, Feasibility.

Required Readings:

Bernard, H. R., P. J. Pelto, O. Werner, J. Boster, A. K. Romney, A. Johnson, C. R. Ember, and A. Kasakoff. 1986. The construction of primary data in cultural anthropology. *Current Anthropology* 27:382-395.

And Chapters 3-5 in Bernard 2017; and Chapters 5-7 in Creswell 2014.

Week 5: Implementation: Logistics, Permits, Funding. *No assigned readings.*

Week 6: Implementation: Ethics and IRB.

Required Readings:

Berremán, Gerald D. 2012. Ethics versus 'Realism in Anthropology. In C. G. Antonius, M. Robben, & Jeffrey A. Sluka, eds., *Ethnographic Fieldwork: An Anthropological Reader (2nd edition)*, pp. 331-352. Oxford: Blackwell.

Bliss, Alan. 2002. Oral History Research. In Robert J. Amdur, & Elizabeth A. Bankert, eds., *Institutional Review Board Management and Function*, pp. 415-418. Sudbury: Jones and Bartlett Publishers.

Sluka, Jeffrey A. 2012. Fieldwork Ethics: Introduction. In C. G. Antonius, M. Robben, & Jeffrey A. Sluka, eds., *Ethnographic Fieldwork: An Anthropological Reader (2nd edition)*, pp. 299-305. Oxford: Blackwell.

Smith Parrott, Elizabeth. 2002. Ethnographic Research. In Robert J. Amdur, & Elizabeth A. Bankert, eds., *Institutional Review Board Management and Function*, pp. 407-414. Sudbury: Jones and Bartlett Publishers.

And re-read section on Ethics and Social Science in Chapter 1 in Bernard 2017, and **Read** Chapter 4 in Creswell 2014.

Recommended Reading:

U.S. Department of Health, Education, and Welfare. 1979. *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research*.

<http://babel.hathitrust.org/cgi/pt?id=pur1.32754076366750;view=1up;seq=1>

Warner, Faith. 2009. Ethical Considerations for Digital Fieldwork: Cyberethnography and IRBs *Anthropology News*, <https://anthrosource.onlinelibrary.wiley.com/doi/epdf/10.1111/j.1556-3502.2009.50627.x> September 2009, p. 27.

Also see these statements on Ethics:

The American Anthropological Association Statement on Ethics:

<http://ethics.americananthro.org/category/statement/>

Biological Anthropology and Ethics (Project Muse):

<http://muse.jhu.edu/books/9780791484067>

Society for American Archaeology Principles of Archaeological Ethics:

<http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>

Week 7: Data Collection: Field methods.

Required Readings:

Faubion, James D., and George E. Marcus, eds. 2009. *Fieldwork Is Not What It Used to Be*. Ithaca: Cornell University Press. Read the Forward and Introduction.

Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder. 2016. *Field Methods in Archaeology, 7th ed.* New York: Routledge. Read Chapters 4 & 5.

And Chapters 9-15 in Bernard 2017.

Week 8: Data Collection: Sampling methods.

Required Readings: Chapters 7 & 8 in Bernard 2017; and Chapters 8-10 in Creswell 2014.

Week 9: Analysis of Quantitative Data.

Required Readings: Chapters 16 & 19-21 in Bernard 2017; Chapters 3 & 8 in Creswell 2014.

Week 10: Analysis of Qualitative Data

Required Readings: Chapters 16-18 in Bernard 2017; *Review:* Chapters 3 & 9 in Creswell 2014.

Week 11: Interpretation of Research Results 1. No assigned readings.

Week 12: Interpretation of Research Results 2. Continued discussions of interpretations of results, *No assigned readings.*

Week 13: Dissemination of the Results.

Required Readings:

AAA Ethics Forum 5. Make your Results Accessible. <http://ethics.americananthro.org/ethics-statement-5-make-your-results-accessible/>

Cooper, Matthew. 2008. Sharing Data and Results with Study Participants: Report on a Survey of Cultural Anthropologists. *Journal of Empirical Research on Human Research Ethics* 3:19-34. <https://journals.sagepub.com/doi/10.1525/jer.2008.3.4.19>

Goldstein, Lynne. 2016. More thoughts from the Archaeology Division of the AAA-Publications, Blogging, and Making Conversations Count. <https://savageminds.org/tag/dissemination/>

Recommended Reading:

Becker, Howard S. 2007. Getting it out the Door. In *Writing for Social Scientists, 2nd ed.*, pp. 121-134. Chicago: University of Chicago Press.

Week 14: Research Proposals.

Required Readings:

Locke, L. F., W. W. Spirduso, and S. J. Silverman. 2007. *Proposals that work: A guide for planning dissertations and grant proposals*, 4th edition. Thousand Oaks, CA: Sage.

Plattner, Stuart. 1992. Anthropology grant proposal handbook. *Cultural Anthropology Methods Newsletter* 4:6-12. <http://fmx.sagepub.com/content/4/1/6.full.pdf+html>

Silverman, Sydel. 1991. Writing Grant Proposals for Anthropological Research. *Current Anthropology* 32(4):485-489.

Recommended Reading:

Yellen, John E. (1994). Women, archaeology, and the National Science Foundation: an analysis of fiscal year 1989 data. In *Equity Issues for Women in Archaeology*, edited by M. C. Nelson, S. M. Nelson and A. Wylie, pp. 53-57. Archaeological Papers No. 5. American Anthropological Association, Washington, D.C.

Week 15: Peer-reviews of Research Designs.

Required Readings:

Hartnett-McCann, Kristen, Laura C. Fulginiti, Alison Galloway, and Katherine M. Taylor. 2019. The Peer review process: expectations and responsibilities. In: L. Fulginiti, K. Hartnett-McCann, and A. Galloway, eds., *Forensic Anthropology and the United States Judicial System*, pp. 123-140. New York: John Wiley & Sons. <https://doi.org/10.1002/9781119469957.ch8>

Przeworski, Adam, and Frank Salomon, 1988. *On the Art of Writing Research Proposals*. New York: Social Science Research Council.

Vora, Neha, and Tom Boellstorff, 2012. Anatomy of an Article: The Peer-Review Process as Method. *American Anthropologist* 114(4):578-583.

ANTHROPOLOGY 8827

COMMUNICATING ANTHROPOLOGY

Instructor: Brutus Buckeye
brutus.1@osu.edu
4034 Smith Laboratory
Tel. (614) 292-4149

Spring 2021
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION

This course will walk students through the process of communicating research across several common platforms available to academics nowadays. The main goal is to work with students on the development of their academic narratives and then discuss how such narratives can (and should) be adjusted to different audiences. Students will work with their own research materials and by the end of the course it is expected that each student will have a diverse set of research outputs that can be used to communicate their academic progress broadly and to diverse audiences. The course will focus on two sets of activities: 1) the discussion of basic concepts of research structure and narrative, guided by readings on different topics regarding philosophy of sciences, empirical research, scientific ethics, and communication strategies; and 2) the creation of a communication portfolio for the student's research, with the support of peer review and in-class discussions. The seminar will adjust itself to the particular needs of the students, adding emphasis to those aspects of research design, writing, and communication most required in a case-by-case manner.

COURSE GOALS

The goal is to train students to effectively communicate anthropological research and ideas to different audiences and through different outlets, and this entails that students will be able to:

1. Write an anthropological research paper for an academic audience
2. Orally present anthropological research to an academic audience
3. Explain their anthropological research to a broader (non-academic) audience
4. Identify personal communication strengths and weaknesses in relation to their intended career path.
5. Develop a research communication portfolio that is appropriate for their intended career path.

REQUIRED READING

Required and recommended readings will be made available through Carmen. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with

questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.

LEARNING OUTCOMES

The following learning outcomes will be assessed in this course. They are part of the curriculum goals for the graduate program.

1. Write an anthropological research paper for an academic audience.
 - a. Evaluate the different academic venues available for communicating their work. (D1a)
 - b. Select the most appropriate academic venue for their specific work. (D1b)
 - c. Understand the norms and structures of academic communication. (D1c)
2. Orally present anthropological research to an academic audience
 - a. Evaluate the different academic venues available for communicating their work. (D2a)
 - b. Select the most appropriate academic venue for their specific work. (D2b)
 - c. Understand the norms and structures of academic communication. (D2c)
3. Explain their anthropological research to a broader (non-academic) audience
 - a. Recognize different audiences with different needs (e.g., age, locality, educational background). (D3a)
 - b. Know the requirements and expectations for different outlets (e.g., social media, news feeds, podcasts, blogs). (D3b)

ASSESSMENT OF LEARNING OUTCOMES

Seminar and class discussions. The goal of the in-class seminar and discussion is to create a space to discuss the weekly topics and evaluate each student's contribution and progress in developing their own communication portfolio. The discussion will focus on and the "dos" and "do nots" in communicating academic research. The seminar will establish comparative frameworks for academic writing, frequently contrasting the different types of academic products (articles, book chapters, ethnographies, etc.) with non-academic venues (opinion pieces, scientific dissemination articles, blogs, webpages, social media). The seminar will be complemented by student presentations and peer-review discussions, as detailed below.

Addendum. At the end of every week – before Friday midnight – students have to submit a paragraph or two (no longer than one page) in which they reflect on what they learned that week from reading, writing, and workshop discussions with an emphasis on what they learned from discussions with their fellow students. The goal of the assignment is for students to develop their own conceptual framework drawing from the anthropological theories discussed in the course and prepare for the term paper.

Weekly Homework Assignments (WHA). Every week students will complete one written homework assignment in which they can practice and demonstrate one or more learning outcomes as they apply the concepts discussed in class to their own academic interests. The WHA will consist of the development of new academic communications of their own research and will be used to compile the communication portfolio of students at the end of the semester.

Student presentations. Every week two students will present their WHA to the class, to open their work for discussion with the peers. The presentations will also serve as exercises in translating the student's products to be delivered orally and will be used as starting point for discussions about effective communication strategies.

Peer review. Every week, each student will review the WHA of one other student. Detailed instructions for peer-review will be made available to the students, drawing from instructions from professional associations and weekly readings. The reviewer should provide critical and constructive feedback for the author, but in the final paragraph of the review should describe what the reviewer learned from reviewing. The goal of the peer review is for students to develop supportive professional habits and relationships with their peers.

Communication portfolio. The capstone assignment for this course is the compilation of all weekly assignments into one portfolio of communication strategies in which students critically assess each strategy and use their own work as specific examples. In the portfolio students should: (1) explain succinctly the advantages and targeted audience for each strategy; (2) describe clearly their relevance to the students' academic goals; (3) convince the reader of the importance of approaching scientific communication from multiple points of view, and (4) critically assess their own ability to engage with each communication strategy. The portfolio should be no longer than 20 pages double-spaced.

Evaluation: Course responsibilities will be weighted in the following way:

Weekly assignments (12)	25%
Peer reviews (12)	25%
Oral presentations (12)	25%
Communication portfolio	25%
Total	100%

Final grades will be calculated following this breakdown: A >93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

UNIVERSITY STATEMENTS

Office of Disability Services Statement

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Mental Health Statement

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Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Committee on Academic Misconduct Statement

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TENTATIVE COURSE SCHEDULE

Week	Content	Assignment	Learning Outcome(s)
1	Metacommunication: Talking about how we talk about things	WHA: analyzing (and critiquing) the structure of the syllabus and what it communicates (and what it doesn't)	D1c
2	Critique, Q&A, and handling audience feedback: How to be critical and constructive? Student presentation 1	WHA: Criticize 1 good article and 1 bad article. Peer review 1	D2c, D2d
3	Messaging, or "telling your story" (for the audience in front of you) Student presentation 2	WHA: Create the structure of the academic narrative of your research. Peer review 2	D1a, D1b, D2a, D3a, F2a
4	Titles: What do they communicate and how? Student presentation 3	WHA: analyze academic research article titles and how news outlets reporting on the same research incorporate them Peer review 3	D1c, D1d, D3b, D3c, F2a
5	Abstract and keyword analysis: Is this legible to humans and/or algorithms? Student presentation 4	WHA: Write an academic abstract and a broad appeal abstract of your research. Peer review 4	D1c, D1d, D3b, D3c, F2a
6	Analyzing implicit and explicit structures of (academic) research articles Student presentation 5	WHA: compare the structure of 1 traditional scientific paper with 1 ethnographic or interpretive works Peer review 5	D1a, D1b, D2a, D3a, F2a
7	Graphical abstracts Student presentation 6	WHA: draw your paper Peer review 6	D3c
8	Posters: The old model vs. the new model (of centralized finding in simplest terms) Student presentation 7	WHA: Compare one poster with its published version. Peer review 7	D1b, D1c, D2d, D3b, D3c

9	Say what you mean: Oral presentations at conferences Student presentation 8	WHA: analyze the structure of one recorded keynote lecture Peer review 8	D1b, D1c, D2d, D3b, D3c
10	Podcasts and TED talks Student presentation 9	WHA: analyze the structure of one podcast episode or TED talk Peer review 9	D1b, D1c, D2d, D3b, D3c
11	Social media and blogs Student presentation 10	WHA: Evaluate the impact and reliability of social media scientific channels Peer review 10	D1b, D1c, D3b, D3c
12	Proposal Drafts Student presentation 11	WHA: Proposal one-pager: hypothesis, goals and methods Peer review 11	D1b, D1c, D3b, D3c, F2c
13	Final oral presentations: 1 idea, multiple communication venues	Peer Review 12	D1b, D1c, D3b, D3c
14	Final paper		D1b, D1c,

COURSE READINGS

Heard SB. 2016. *The Scientist's Guide to Writing: How to Write More Easily and Effectively Throughout Your Scientific Career*. Princeton.

Pinker S, Munger MC, Sword H, Toor R & MacPhail T. 2014. Why academic writing stinks and how to fix it." *The Chronicle of Higher Education*. Available at www.chronicle.com.

Sword H. 2012. *Stylish Academic Writing*. Harvard University Press

Wilkinson C & Weitcamp E. 2016 *Creative research communication: Theory and practice*. Manchester University Press.

Articles and book chapters complementing each week's topics will be made available during the week before each class.

ANTHROPOLOGY 5005

QUANTITATIVE ANALYSES

Instructor: Brutus Buckeye
brutus.1@osu.edu
4034 Smith Laboratory
Tel. (614) 292-4149

Spring 2021
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION

This course will review the most common quantitative techniques applied in the anthropological and other social sciences, focusing on the different research questions that could require these quantitative techniques. The course will focus on research questions that are common in anthropology and will offer the space for advanced undergraduate and graduate students to work with their own datasets, focusing on the discussion and interpretation of results generated by quantitative approaches. Special emphasis will be put on the principles behind quantitative methods and when and how to apply statistics, aiming towards creating a broad knowledge of the application of these techniques instead of the mathematical specificities of each test. In this way, this course will serve as a good complement for other statistical courses taken by students, allowing them to focus on the application of common data analysis techniques in anthropology. This course will train the students in the use of the open-source statistical software R, its open-source IDE RStudio, R Markdown, and some of its most user-friendly packages (R commander).

READING

Required:

- Sirkin, M. 2005. *Statistics for the Social Sciences*. SAGE Publications, Inc.

Complementary readings will be made available through Carmen. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.

COURSE GOALS

The goal is to train students to be proficient in the application of quantitative analysis to research projects in anthropological and other social sciences. This entails that students will be able to:

- Understand basic quantitative analyses and when their application is appropriate.
- Understand the reason why quantitative analyses have become such an important part of scientific research.
- Learn how to design a quantitative research project, caring for appropriate sampling techniques.
- Learn how to handle and explore data and how to deal with outliers and missing values.
- Understand the nature of the different types of variables common in anthropological sciences.
- Learn how to apply and interpret results from the most common statistical analyses, and how to apply them to specific research questions.
- Learn how to use R to run statistical analyses and how to interpret the results outputs.

LEARNING OUTCOMES

The following learning outcomes will be assessed in this course. They are part of the curriculum goals for the graduate program.

1. Design a research project that links theory to research questions, generated data, methods, and data analysis.
 - a. Identify the appropriate methods to analyze the data to answer the research questions and/or evaluate the hypotheses. (C1e)
2. Conduct Research.
 - a. Apply appropriate data generation methods. (C2b)
 - b. Use appropriate data management protocols. (C2c)
 - c. Use appropriate quantitative and/or qualitative data analysis methods. (C2d)

ASSESSMENT OF LEARNING OUTCOMES

Classes will be divided into theoretical lectures and weekly exercises.

The theoretical session will comprise the introduction of the topic for the week and will cover the theoretical background necessary for students to achieve the learning outcomes in this course.

Exercises will consist of two complementary parts:

- a) Practical exercises using data provided by instructor that will allow students to practice the analysis of data using the tools and tests discussed in class. Exercises will be done in RStudio, using R Commander and R Markdown.
- b) The analysis of a scientific article that uses the methods discussed in class, aiming at reconstructing the way by which materials and methods, and results introduced the methods applied, reported the results, and interpreted the statistical analyses. Articles will be selected by students, based on their own academic and career interests. For students who have not yet defined a research program, the instructor will offer articles for their analysis. This activity will allow students to become proficient in the critical analysis of article structures, common research design narratives, and the expectations for their academic career paths.

Final paper:

The final examination will consist of a paper structured as a scientific article with the student's own data or data gathered from the literature. The final paper will be written in parts during the semester (Introduction, Material, Methods, Results, Discussion and Conclusions), and will be used to assess the learning outcomes in the course. Final paper should follow the format guidelines of a **Brief Communication** or **Technical Report**, following the author guidelines from the American Journal of Physical Anthropology (<https://onlinelibrary.wiley.com/page/journal/10968644/homepage/forauthors.html>), which follows a common article design structure in anthropological sciences. Evaluation of the final papers will follow a rubric that evaluates each of the learning outcomes, and this evaluation will be shared with students during the semester, to guide students' efforts to those outcomes they are not meeting.

Graduate Students enrolled in class will also present their project overview and hypotheses justification during the semester, will be used as examples of research design and common anthropological projects for the undergraduate students. Project overview and hypotheses justification will be offered as two different short presentations (<10 minutes) on Weeks 2 and 4 of the course.

Evaluation: Course responsibilities will be weighted in the following way:

Practical Exercises	25%
Article review exercises	25%
Final paper introduction	15%

Final paper Materials and Methods	10%
Final paper Results	10%
Final paper Discussion and Conclusions	15%
Total	100%

Final grades will be calculated following this breakdown: A >93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

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Committee on Academic Misconduct Statement

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TENTATIVE COURSE SCHEDULE

Week	Content	Assignment	Deadlines	Required reading
1	Introduction to course and quantitative methods Research Design; Sampling	Research design narrative		Sirkins, 2005 Chapters 1 and 2 (pp. 1-62)
2	Key concepts; Descriptive stats Probability theory and hypothesis testing	Final paper data selection/presentation	Narrative + Presentation	Sirkins, 2005 Chapter 3 (pp. 63-82)
3	Introduction to R, R Commander, and R Markdown			Sirkins, 2005 Chapter 4 (pp. 83-126)
4	Data Presentation	Exercise 1 – Data presentation Article analysis	Hypotheses + presentation	Sirkins, 2005 Chapter 5 (pp. 127-148)
5	Normal distribution; one sample tests	Exercise 2 – one sample test Article analysis	Exercise 1	Sirkins, 2005 Chapter 7 (pp. 191-224)
6	T-distribution and related tests	Exercise 3 – t-tests Article analysis	Exercise 2 Final paper Introduction	Sirkins, 2005 Chapters 8 and 9 (pp. 225-316)
7	Analysis of frequencies; Chi-square	Exercise 4 – Chi-square tests Article analysis	Exercise 3	Sirkins, 2005 Chapter 6 and 13 (pp. 149-190; 397-442)
8	Analysis of Variance Post-hoc tests	Exercise 5 – ANOVA tests Article analysis	Exercises 4 Final Paper M&M	Sirkins, 2005 Chapter 10 (pp. 317-358)
9	Linear Regression	Exercise 6 – Linear Regression Article analysis	Exercise 5	Sirkins, 2005 Chapter 13 (pp. 443-496)
10	Non-parametric tests	Exercise 7 – Non-parametric tests	Exercise 6	
11	Correlations	Exercise 8 – Correlation tests	Exercise 7 Final Paper Results	Sirkins, 2005 Chapter 14 (pp. 497-560)
12	Analysis of Covariance Partial correlation	Exercise 9 – ANCOVA and Partial Correlation tests	Exercise 8	
13	Review		Exercise 9	
14	Beyond univariate statistics		Final Paper	

ANTHROPOLOGY 8891.05: RESEARCH DESIGN AND ETHNOGRAPHIC METHODS

Dr. Mark Moritz
moritz.42@osu.edu
4058 Smith Laboratory
Tel. (614) 247-7426

Autumn 2019
Hours of instruction TR 9:35-10:55
Classroom: 018 Enarson
Walk-in hours: T2-4PM or by appointment

COURSE DESCRIPTION

The primary focus of this course is on hands-on student research activities. We cover a selection of methods that are central in ethnographic research – participant observation, writing fieldnotes, semi-structured interviews, surveys, and grounded theory. Other techniques and issues will be incorporated as they emerge from the course project. In addition to data-gathering methods, you will also learn to use quantitative and qualitative data analyses. And because methods are meaningless if they are not part of a well thought through research design, you will also learn how to design a research project and write it up in a research proposal. You will learn to design a study and be trained in different research methods by participating in a collaborative research project at the OSU campus. In this collaborative research project, we will design a study, collect data, analyze data, and write up the results in a report or presentation.

COURSE GOALS

The goal is to train students in research design and ethnographic research and this entails that students will be able to:

1. Understand and appreciate the anthropological approach to the study of human behavior (anthropological approach).
2. Recognize how culture shapes their own lives and research activities (reflexivity).
3. Develop their own conceptual framework that guides the design of their own research project (conceptual framework).
4. Design a research project that links research questions to data being collected, methods to be used, and data analysis (research design)
5. Collect data on human behavior using a wide range of ethnographic methods (data collection).
6. Analyze qualitative and quantitative data to answer research questions and/or evaluate hypotheses (data analysis).
7. Consider issues of justice, beneficence, and autonomy when they conduct research with human subjects (ethical conduct)
8. Write a competitive grant proposal that communicates clearly what they want to do, why they want to do it, how they plan to do it, how they will know if they succeed (grant writing).

DISABILITY SERVICES

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

COMMITTEE ON ACADEMIC MISCONDUCT STATEMENT

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READINGS

The following books are required reading and available in the OSU Book Store or through online booksellers like Amazon.com. Additional required and recommended readings will be made available through Carmen.

Bernard, H. Russell

2011 Research methods in anthropology: qualitative and quantitative approaches. Fifth edition. Walnut Creek (CA): Altamira Press.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw

2011 Writing ethnographic fieldnotes. Chicago: University of Chicago Press. Second edition.

All assigned readings are mandatory. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.

COURSE REQUIREMENTS AND EVALUATION

The course organization is relatively simple: on Tuesdays we discuss the readings for that week's topic and how it applies to students' own research projects and on Thursdays we apply the lessons to a collaborative research project. There are two different sets of homework: Tuesday's homework focuses on the readings and how it informs your own research project, while Thursday's homework is all about the collaborative course project.

Attendance and participation: You are expected to be actively engaged in class; that is, coming to class prepared, paying attention, and contributing to discussions and problem

solving, both by making comments and by facilitating other people's participation. Because it is difficult to do well in the course if sessions are missed *attendance at every class meeting is required*. Late arrival and early departure are considered poor participation; they are disruptive to others and make it likely to miss essential information. Please contact me if there is an emergency situation. If you are ill and must miss a class, you are responsible for getting the notes and assignment information from your classmates.

Tuesday homework assignments: You will read the assigned readings for the week and use the prompts to write a reflective note that is no longer than two pages long.

Collaborative course project: You will learn to design a study and train in different research methods by participating in a hands-on collaborative research project. The course project in Autumn 2018 will examine questions about the role of technology in the classroom at OSU. To study this topic, we will use a wide range of different ethnographic methods, including participant observations and semi-structured interviews with students and faculty. We will write up the results and present them to the director and staff of the Office of Distance Education and eLearning (ODEE) and other interested stakeholders.

Research Proposal: You will design and write one proposal for your own research project (real or imaginary). The proposal is divided in six parts: problem statement, literature review, objectives, data collection, data analysis, and project significance. You will write one draft and one final version as a grant proposal for the National Science Foundation. You will receive detailed instructions on what to cover in each section. The complete research proposal is due in finals week. I recommend that you continuously revise and update your proposal over the course of the semester.

Evaluation: Course responsibilities will be weighted in the following way:

Attendance and participation	10%
Reflective Notes (15)	30%
Collaborative Project assignment (9)	30%
Research proposal final version	30%
Total	100%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

SCHEDULE AND TOPICS

WEEK 1: ETHNOGRAPHIC RESEARCH

Read: Agar (2006), Henrich et al. (2010), Bernard (2011- CH1-2), Small (2008)

T8/20: Discussion of anthropological approach

R8/22: Discussion of ethnography and course project

WEEK 2: RESPONSIBLE CONDUCT OF RESEARCH

Read: AAA Code of Ethics (2012), AAA Statement on IRB (2004), Tobin et al. (1991:1-11), Weisner (1997)

- *Complete CITI test*

T8/27: Discussion of ethical issues in students' research

R8/29: Discussion of Preschool in three cultures – an example of ethnography

WEEK 3: CONCEPTUAL FRAMEWORKS

Read: Ravitch and Riggan (2012:1-49), Emerson (2011:1-20)

- *CP assignment due: (1) literature*

R9/3: Discussion of conceptual frameworks

T9/5: Compare and discuss relevant literature

WEEK 4: RESEARCH DESIGN

Read: Johnson (1998:131-167), Bernard (2011:54-112), Cliggett (2005:23-46),

T9/10: Discussion of research design

R9/12: Discuss Cliggett as example of research design

WEEK 5: PARTICIPANT OBSERVATION

Read: Spradley (1980:63-84), Bernard (2011:256-290), Emerson (2011:21-44)

- *CP assignment due: (2) objectives*

T9/17: Lecture on participant observation

R9/19: Discuss objectives and develop observation protocol

WEEK 6: WRITING FIELDNOTES

Read: Bernard (2011:291-336), Emerson (2011:45-88)

- *CP assignment due (3) observations*

T9/24: Lecture on writing fieldnotes

R9/26: Compare and discuss observations, develop a more focused protocol

WEEK 7: SEMI-STRUCTURED INTERVIEWS

Read: Spradley (1979:55-91), Bernard (2011:156-186)

- *CP assignment due: (4) fieldnotes*

T10/1: Lecture on semi-structured interviews

R10/3: Compare and discuss focused observations, develop an interview guide

WEEK 8: QUALITATIVE DATA ANALYSIS I

Read: Bernard (2011:337-345,407-457), Emerson (2011:89-128)

T10/8: Lecture on grounded theory and grant writing

No class because of Autumn Break

WEEK 9: SAMPLING

Read: Bernard (2011:113-155), Emerson (2011:129-170)

- *CP assignment due: (5) semi-structured interviews*

T10/15: Lecture on sampling (and writing grant proposals)

R10/17: Compare and discuss interview reports

WEEK 10: QUALITATIVE DATA ANALYSIS II

Read: Charmaz (2001), Emerson (2011:171-200)

T10/22: Example of grounded theory from Charmaz

R10/24: Grounded theory exercise

WEEK 11: STRUCTURED INTERVIEWS I

Read: Bernard (2011:187-255)

- *CP assignment due: (6) grounded theory*

T10/29: Grounded theory of fieldnotes and interviews

R10/31: Lecture on surveys and survey development

WEEK 12: STRUCTURED INTERVIEWS II

Read: Trochim (2005:76-86)

- *CP assignment due: (7) structured interviews*

T11/5: More work on survey

R11/7: Preparing for quantitative data analysis

WEEK 13: QUANTITATIVE DATA ANALYSIS

Read: Bernard (2011:458-558)

- *CP assignment due: (8) quantitative data analysis*

T11/12: Lecture on quantitative data analysis (and data management)

R11/14: Compare and discuss quantitative data analysis

WEEK 14: PRESENTING RESEARCH (AAA MEETINGS)

Read: Matthews (2005:799-808), Emerson (2011:201-248), Tracy (2012:109-135)

- *CP assignment due: (9) writing*

T11/19: Interpreting all our results

R11/21: Discussion of writing up qualitative research

WEEK 15: REVISITING RESEARCH DESIGN

T11/27: Revisiting research design

No class because of Thanksgiving Break

WEEK 16: WRAPPING UP

T12/3: Presentation of results for stakeholders + SEIs

FINALS WEEK

△ Grant proposal is due Friday 6 December before 12 noon in the Carmen Dropbox.

REQUIRED READINGS

Agar, Michael

2006 *An Ethnography By Any Other Name ...* Forum Qualitative Sozialforschung / Forum: Qualitative Social Research.

Bernard, H. Russell

2006 [1994] *Research methods in anthropology: qualitative and quantitative approaches*. Walnut Creek (CA): Altamira Press.

Charmaz, Kathy

2001 *Grounded theory*. In *Contemporary field research: perspectives and formulations*. R.M. Emerson, ed. Pp. 335-352. Long Grove (IL): Waveland Press.

Cliggett, Lisa

2005 *Grains from grass: aging, gender, and famine in rural Africa*. Ithaca (NY): Cornell University Press. Pp. 23-46.

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw

2011 *Writing ethnographic fieldnotes*. 2nd edition. Chicago: University of Chicago Press.

Henrich, Joseph, Steven J. Heine, and Ara Norenzayan

2010 *Most people are not WEIRD*. *Nature* 466(1 July 2010):29.

Johnson, Jeffrey C.

1998 *Research design and research strategies*. In *Handbook of methods in cultural anthropology*. R.H. Bernard, ed. Pp. 131-171. Walnut Creek (CA): Altamira Press.

Matthews, Sarah H.

2005 *Crafting Qualitative Research Articles on Marriages and Families*. *Journal of Marriage and Family* 67:799-808.

Moritz, Mark. 2016. 'Big data's 'streetlight effect': where and how we look affects what we see'.

The Conversation, May 16, 2016. theconversation.com/big-datas-streetlight-effect-where-and-how-we-look-affects-what-we-see-58122

Ravitch, Sharon M., and Matthew Riggan

2012 *Reason & Rigor: How conceptual frameworks guide research*. Los Angeles: Sage.

Spradley, James P.

1979 *The ethnographic interview*. New York: Wadsworth. Pp. 55-91.

Spradley, James P.

1980 *Participant observation*. New York: Wadsworth. Pp. 63-84.

Tracy, S.J.

2012 *The toxic and mythical combination of a deductive writing logic for inductive qualitative research*. *Qualitative Communication Research* 1:109-141.

Weisner, Thomas S.

1997. *The ecocultural project of human development: why ethnography and its findings matter*. *Ethos* 25 (2):177-190.

RECOMMENDED READINGS

- Agar, Michael H.
1996 [1980] *The professional stranger: an informal introduction to ethnography*. London: Academic Press.
- Angosino, Michael
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LEARNING OUTCOMES

The goal is to train students in designing and conducting ethnographic research, and this entails that students will be able to:

1. Understand and appreciate the anthropological approach to the study of human behavior (anthropological approach).
 - a. Understand other cultures without judging them by the standards of their own culture (relativistic perspective).
 - b. Consider the whole range of cross-cultural variation when formulating hypotheses about human behavior and societies (comparative perspective).
 - c. Understand that elements of culture are interrelated and should be understood within context (holistic perspective)
 - d. Understand what culture is and how it shapes how humans experience, perceive and act in the world (culture concept).
 - e. Understand why and how anthropologists study cross-cultural variation (epistemology).
 - f. Understand how culture shapes their own lives and research activities (reflexivity).
2. Develop their own conceptual framework that guides the design of their own research project (conceptual framework).
 - a. Explain what a conceptual framework is.
 - b. Reflect on what personal motivations drive research.
 - c. Use relevant and appropriate theoretical paradigms.
 - d. Articulate clearly and logically their own conceptual framework.
 - e. Convince reader of importance of topic and rigor of approach.
3. Design a research project that links research questions to data being collected, methods to be used, and data analysis (research design).
 - a. Formulate clear research questions, hypotheses, and objectives.
 - b. Identify the necessary data needed to answer research questions, evaluate hypotheses and/or achieve objectives.
 - c. Identify the appropriate methods to collect the necessary data.
 - d. Identify the appropriate population, sample, sample size, and sampling techniques from which to collect the necessary data.
 - e. Identify the appropriate methods to analyze the data to answer the research questions and/or evaluate the hypotheses.
4. Collect data on human behavior using a wide range of ethnographic methods (data collection).

- a. Develop an observation protocol, conduct systematic observations, and write expanded fieldnotes.
 - b. Develop a semi-structured interview guide, conduct semi-structured interviews, and transcribe the interview.
 - c. Develop a survey instrument, administer the survey online, and manage the survey data in a spreadsheet.
5. Analyze qualitative and quantitative data to answer research questions and/or evaluate hypotheses (data analysis).
 - a. Analyze qualitative data from observations and semi-structured interviews using a grounded theory approach.
 - b. Analyze quantitative survey data using simple descriptive, comparative, and correlational statistics.
6. Consider issues of justice, beneficence, and autonomy when they conduct research with human subjects (ethical conduct)
 - a. Consider how to respect human subjects, protect their autonomy, and obtain informed consent (respect for persons).
 - b. Consider and weigh the costs and benefits of the research activities for human subjects (beneficence).
 - c. Consider how research activities are administered fairly and equally among potential research participants (justice).
 - d. Obtain IRB approval for research with human subjects in a timely manner.
7. Write a competitive grant proposal that communicates clearly what they want to do, why they want to do it, how they plan to do it, how they will know if they succeed (grant writing).
 - a. Explain clearly the questions that the project aims to address and why they are important.
 - b. Describe clearly the theoretical contribution of the project and how the project builds on existing theoretical knowledge.
 - c. Explain what data should be collected and how it will be analyzed to answer the research questions.
 - d. Explain the qualifications of the researcher to be able to successfully conduct the proposed research.
 - e. Explain the broader impacts of the research and potential contributions to society and how these will be assessed.

ANTHROPOLOGY 7777

DATA COLLECTION WORKSHOP

Instructor: Brutus Buckeye
brutus.1@osu.edu
4034 Smith Laboratory
Tel. (614) 292-4149

Autumn 2021 & Spring 2022
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION

The yearlong workshop has as its main goal to introduce several different data collections techniques that are commonly applied in Anthropology. The workshop consists of lectures by the faculty in the department, who will introduce their research and data collection protocols. The lectures by Faculty will be complemented by discussions with the invited Faculty and readings that cover the methods discussed.

COURSE GOALS

The goal of the workshop is to expose students to different research methods and data collection protocols common in anthropological students. At the end of the workshop students will be able to:

1. Identify the research methods used by the Faculty in our department.
2. Discuss the applicability of different research methods to their own research interests.
3. Justify the methods used in their own research projects

REQUIRED READING

Required and recommended readings will be made available through Carmen. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.

LEARNING OUTCOMES

The following learning outcomes will be assessed in this course. They are part of the curriculum goals for the graduate program and are complemented by the outcomes from other courses and non-curricular activities.

1. Design a research project that links research questions to data being generated, methods to be used, and data analysis.
 - a. Formulate clear research questions, hypotheses, and objectives. (C1a)
 - b. Identify the necessary data needed to answer research questions, evaluate hypotheses and/or achieve objectives. (C1b)
2. Conduct Research.
 - a. Develop relevant methods for data generation. (C3a)

ASSESSMENT OF LEARNING OUTCOMES

Invited Lectures. Invited faculty will assign one article to be read before they meet, to introduce the method presented in the weekly lectures. All Faculty in the department will be invited to give one lecture over the year, and will be in charge of a brief presentation and discussion about the methods used in their research projects. The lectures will be followed by a brief discussion with students, where students can address specific concerns, which will allow students to connect these discussions with their own research interests.

Group discussions. On weeks where no faculty is presenting, the course coordinator will lead a discussion with students about articles read or complementary articles that bridge the methods discussed by faculty with broader topics associated with research design, sampling strategies, and bioethics.

Addendum. At the end of every week – before Friday midnight – students have to submit a paragraph or two (no longer than one page) in which they reflect on what they learned that week from reading, writing, and workshop discussions with an emphasis on what they learned from discussions with their fellow students. The goal of the assignment is for students to develop their own conceptual framework drawing from the anthropological methods discussed every week, and reflect on their applicability for their own research. **C5a-d**

Evaluation: Course responsibilities will be weighted in the following way:

Addenda	50%
Participation	50%
Total	100%

Final grades will be calculated following this breakdown: A >93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

UNIVERSITY STATEMENTS

Office of Disability Services Statement

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Title IX Statement

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to

reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Committee on Academic Misconduct Statement

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct ([COAM \(Links to an external site.\)](#)[Links to an external site.](#)).

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/>.

TENTATIVE COURSE SCHEDULE

Week	Content	Assignment
	FALL 2021	
1	Introduction	Addendum
2	Invited Faculty 1	Addendum
3	Invited Faculty 2	Addendum
4	Group discussion	Addendum
5	Invited Faculty 3	Addendum
6	Invited Faculty 4	Addendum
7	Group discussion	Addendum
8	Invited Faculty 5	Addendum
9	Invited Faculty 6	Addendum
10	Group discussion	Addendum
11	Invited Faculty 7	Addendum
12	Invited Faculty 8	Addendum
13	Group discussion	Addendum
14	Group discussion	Addendum
	SPRING 2022	
1	Invited Faculty 9	Addendum
2	Invited Faculty 10	Addendum
3	Group discussion	Addendum
4	Invited Faculty 11	Addendum
5	Invited Faculty 12	Addendum
6	Group discussion	Addendum
7	Invited Faculty 13	Addendum
8	Invited Faculty 14	Addendum
9	Group discussion	Addendum
10	Invited Faculty 15	Addendum
11	Invited Faculty 16	Addendum
12	Group discussion	Addendum
13	Invited Faculty 17	Addendum
14	Group Discussion	Addendum

COURSE READINGS

Will be assigned by invited Faculty and will be made available during the course of the workshop.

ANTHROPOLOGY 7007 ACADEMIC WORKSHOP

Instructor: Brutus Buckeye
brutus.1@osu.edu
4034 Smith Laboratory
Tel. (614) 292-4149

Autumn 2021 & Spring 2022
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION

The yearlong workshop has as its main goal to offer students of all cohorts a place for research presentations, academic discussions and professional development. The workshop consists of weekly meetings with a diversity of topics arranged by the course coordinator.

COURSE GOALS

The goal of the workshop is to expose students to different research methods and data collection protocols common in anthropological students. At the end of the workshop students will be able to:

4. Identify the research methods used by the Faculty in our department.
5. Discuss the applicability of different research methods to their own research interests.
6. Justify the methods used in their own research projects

REQUIRED READING

Required and recommended readings will be made available through Carmen. You are expected to have read the assigned readings once or twice before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I also recommend you to go over the readings once more after class.

LEARNING OUTCOMES

The goal is to create an academic and professional development space for students of all cohorts, to help them throughout their stay as graduate students. This workshop is associated with the following program learning outcomes:

F. Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

6. Plan a career
 - a. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. **F1c**
 - b. Foster collegial relationships. **F1d**
7. Establish professional collaborations and networks
 - a. Identify the appropriate professional associations and potential collaborators. **F5a**
 - b. Build skills for constructing and maintaining a professional network. **F5b**

ASSESSMENT OF LEARNING OUTCOMES

Invited Lectures. Invited faculty and professionals will be responsible for some of the activities during the year, which will focus on academic development and professional training. The course coordinator will organize the year-long schedule, planning these lectures to cover about one third of the course sessions. The lectures will be followed by a brief discussion with students, where students can address specific concerns, which will allow students to connect these discussions with their own research interests.

Student presentations and student-led discussions. On weeks where no invited lecture is scheduled, students will present their own research. There will also be sessions allocated for the discussion of points of interest to the students.

Addendum. At the end of every week – before Friday midnight – students have to submit a paragraph or two (no longer than one page) in which they reflect on what they learned that week from reading, writing, and workshop discussions with an emphasis on what they learned from discussions with their fellow students. The goal of the assignment is for students to develop their own conceptual framework drawing from the anthropological methods discussed every week, and reflect on their applicability for their own research.

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TENTATIVE COURSE SCHEDULE

Week	Content	Assignment
	FALL 2021	
1	Introduction	Addendum
2	Invited Lecture 1	Addendum
3	Fifth Year Student presentations	Addendum
4	Fifth Year Student presentations	Addendum
5	Invited Lecture 2	Addendum
6	Open discussion: student topics 1	Addendum
7	Fourth Year Student presentations	Addendum
8	Fourth Year Student presentations	Addendum
9	Invited Lecture 3	Addendum
10	Open discussion: student topics 2	Addendum
11	Third Year Student presentations	Addendum
12	Third Year Student presentations	Addendum
13	Invited Lecture 4	Addendum
14	Semester conclusion	Addendum
	SPRING 2022	
1	Invited Lecture 5	Addendum
2	Second Year Student presentations	Addendum
3	Second Year Student presentations	Addendum
4	Invited Lecture 6	Addendum
5	Open discussion: student topics 3	Addendum
6	First Year Student presentations	Addendum
7	First Year Student presentations	Addendum
8	Invited Lecture 7	Addendum
9	Open discussion: student topics 4	Addendum
10	Alumni presentation	Addendum
11	Career workshop	Addendum
12	Invited Lecture 8	Addendum
13	Open discussion: student topics 5	Addendum
14	Year conclusion	Addendum

COURSE READINGS

Will be assigned by invited Faculty and will be made available during the course of the workshop.