

Term Information

Effective Term Autumn 2021
[Previous Value](#) Summer 2012

Course Change Information

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

We want this course to be variable from 3-4 credit hours

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

students will be asked to observe into classes for one credit hour to complement their teaching training.

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

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

This change is associated with the grad program redesign.

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7720
Course Title Teaching In Anthropology
Transcript Abbreviation Teaching in Anthro
Course Description Focuses on skills and pedagogy involved in teaching introductory anthropology.
Semester Credit Hours/Units Variable: Min 3 Max 4
[Previous Value](#) Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

| | |
|-----------------------------------|---|
| Prerequisites/Corequisites | Prereq: Grad standing in Anthrop. |
| Exclusions | |
| Previous Value | Not open to students with credit for 720. |
| Electronically Enforced | No |

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|-------------------------|-------------------|
| Subject/CIP Code | 45.0201 |
| Subsidy Level | Doctoral Course |
| Intended Rank | Masters, Doctoral |

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Teach with attention to inclusion of multiple perspectives and demographics.
- Incorporate scholarship of teaching and learning into their practice of teaching.
- Develop a teaching portfolio that demonstrates their professional teaching skills and experience.
- Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

Previous Value

Content Topic List

- Learning objectives
- Anthropology
- Teaching science
- Lesson planning
- Effective lecturing
- Leading discussions
- Planning labs
- Learning
- Cooperation

Sought Concurrence

No

Attachments

- 7720 syllabus teaching.docx: Syllabus

(Syllabus. Owner: Healy, Elizabeth Ann)

Comments

COURSE CHANGE REQUEST
7720 - Status: PENDING

Last Updated: Haddad,Deborah Moore
11/20/2020

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|---|---------------------|------------------------|
| Submitted | Healy,Elizabeth Ann | 11/20/2020 09:39 AM | Submitted for Approval |
| Approved | Guatelli-Steinberg,Debra | 11/20/2020 10:14 AM | Unit Approval |
| Approved | Haddad,Deborah Moore | 11/20/2020 10:30 AM | College Approval |
| Pending Approval | Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal | 11/20/2020 10:30 AM | ASCCAO Approval |

ANTHROPOLOGY 7720

TEACHING ANTHROPOLOGY

Brutus Buckeye
brutus.1@osu.edu
4034 Smith Laboratory
(614) 247-7426

Spring 2021
TR 9:35-10:55
4094 Smith Laboratory
Walk-in hours: W10-12PM or by appointment

Course Description:

This course introduces graduate students to teaching in anthropology. Although the field of anthropology forms a(n) “holistic” study of the human condition, its subfields--cultural anthropology, archaeology, biological anthropology--have substantial differences in their subjects and methods of study. The point is not to deny that there are extremely fruitful intersections of the three subfields. Rather, it is to emphasize that anthropology encompasses such diversity in terms of both content and methodology that the effectiveness of pedagogical approaches varies greatly by sub-discipline. Each sub-discipline also poses unique teaching opportunities and challenges. **Therefore, in this course, pedagogy is taught with respect to the learning objectives (see last pages of syllabus), opportunities, and challenges associated with each anthropological sub-discipline.**

Course Objectives:

As an outcome of this course, students should be able to:

- Plan effective learning units (or modules) in introductory courses in archeology, cultural anthropology, and physical anthropology.
- Master fundamental elements of effective lecturing, discussion-leading, and other teaching methods as appropriate to each sub-discipline.
- Acquire a set of tools for teaching core concepts in each of the anthropological sub-disciplines.
- Constructively assess their own teaching as well as that of others

Learning Outcomes.

This course relates to a series of learning outcomes for the graduate program in Anthropology. The course objectives will allow students to develop the following outcomes:

1. Teach with attention to inclusion of multiple perspectives and demographics.
 - a. Identify how diversity shapes student learning. **(E1a)**
 - b. Reflect on how personal background shapes teaching and learning. **(E1b)**
 - c. Design course that incorporate multiple perspectives. **(E1c)**
 - d. Teach with attention to inclusion of multiple perspectives and demographics. **(E1d)**
2. Incorporate scholarship of teaching and learning into their practice of teaching.
 - a. Identify a range of relevant education and pedagogical theories within the scholarship of teaching and learning. **(E2a)**

- b. Design a range of teaching practices that incorporate relevant education and pedagogical theories. **(E2b)**
 - c. Use appropriate (evidence-based) strategies for teaching different anthropological materials (e.g., concepts, processes, facts, skills) **(E2c)**
 - d. Use a range of effective pedagogical strategies: lecturing, discussion-leading, active-learning activities, and class management. **(E2d)**
 - e. Assess the effectiveness of different teaching strategies in achieving learning outcomes. **(E2e)**
3. Develop professional teaching skills and experience.
 - a. Identify professional expectations in teaching **(F4a)**
 - b. Develop a teaching philosophy drawing from relevant pedagogical theories and evidence-based practices. **(E3a)**
 - c. Plan a course in anthropology using relevant pedagogical theories. **(E3b)**
4. Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.
 - a. Foster collegial feedback and support in teaching among peers. **(F4d)**
 - b. Teach responsibly and ethically and follow professional guidelines defined by institutions and the professional associations. **(F1c)**

Disability Services:

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.

Required reading:

The Joy of Teaching: A Practical Guide for New College Instructors. 2005. Peter Filene. University of North Carolina Press.

Teaching at Its Best, 4th ed. 2010. Linda B Nilson. Josey-Bass: A Wiley Brand.

Carmen (E-Reserve) readings

Occasionally, additional readings may be assigned as topics arise.

Evaluation:

- Attendance and Participation: 15%
- 4 written assignments (all equally weighted): 40% (Objectives, Lecture Plan, Discussion Plan, Exam Questions)
- Unit Plan, written portion: 30%
- Unit Plan, oral presentation: 15%

Policies:

- *Attendance* is mandatory and is part of your participation score. To get the maximum points for *Participation* you must not only come to class (and on time) but also be a **well-prepared and active** participant.
- *Grading*: There is no extra credit and grades are based on a standardized scale (93-100% = A; 90-92.9% = A-, 87-89.9% = B+, 83-86.9% = B, 80-82.9%=B-, etc.)
- *Late Assignments*: Assignments lose 10% of the point total for each day late.
- *Academic Misconduct*: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Expectations of Assignments and Unit Plans:

1. Your assignments are expected to reflect insights gained from reading, discussion, and lecture material. In large part, your grades on assignments will be based on the extent to which you thoughtfully incorporate such insights into your work.

2. Your grade on the unit plan will be largely based on:

- How clearly your learning objectives relate to Anth 2200,2201 or 2202 learning objectives.
- How well you put together a coherent, creative, and logical set of learning components.
- Consistency between your learning objectives, learning components, and measures of student learning.
- Plan for self-assessment.
- Extent to which you incorporate insights from class, discussion, and lecture to shape your plan.

| Week | Schedule of Events | Assignments Due | Required Reading | Learning outcomes |
|---------|--|--------------------------------------|---|--------------------|
| 1 | <ul style="list-style-type: none"> ▪ Introductions and Course Objectives ▪ What makes a good teacher? ▪ First impressions | | <ul style="list-style-type: none"> ▪ Nilson Chs 7 and 8 ▪ Carmen Readings #1-3 | E2a-d |
| 2 | <ul style="list-style-type: none"> ▪ Pt 1 Understanding yourself as a teacher; Understanding your students ▪ Pt 2: Writing objectives as Student Learning Outcomes; Anthropology 2200 learning objectives | | <ul style="list-style-type: none"> ▪ Filene Chs 1-3 ▪ Nilson Chs 1, 2 and 3 ▪ Carmen Readings #4a and 4b; 5 ▪ Anthropology 2200 learning objectives (att'd) | E1a,b |
| 3 | <ul style="list-style-type: none"> ▪ Pt 1: Anthropology 2202 learning objectives and challenges (Guest Lecture: Professor Mark Moritz) ▪ Pt 2: Teaching about science and evolution: Challenges and opportunities | Objectives Assignment Due | <ul style="list-style-type: none"> ▪ Carmen Readings #6-7 ▪ Nilson Chs 16,19 ▪ Anthropology 2202 learning objectives (att'd) | E2a-d |
| 4 | <ul style="list-style-type: none"> ▪ Pt 1: Anthropology 2201 learning objectives and challenges (Guest Lecture: Professor Julie Field) ▪ Planning a “unit” <u>Content example:</u> Basic genetics ▪ “Structuring a Lesson” (Guest lecture: Dan Steinberg) | | <ul style="list-style-type: none"> ▪ Nilson Ch. 11 ▪ Carmen Readings #8-9 ▪ Anthropology 2201 learning objectives (att'd) | E2a-e |
| 5 | <ul style="list-style-type: none"> ▪ Content example: Teaching Hardy-Weinberg ▪ Pt 2: Effective lecturing | | <ul style="list-style-type: none"> ▪ Filene Ch 5 ▪ Nilson Chs. 12 and 23 ▪ Carmen Readings #10-12 | E1c-d, E3a-b |
| 6 and 7 | <ul style="list-style-type: none"> ▪ 20 Minute Lecture Presentations ▪ Teaching on-line classes (Guest Lecture: Leigh Oldershaw) | Lecture Plan and Presentation Due | <ul style="list-style-type: none"> ▪ For 10/4: Carmen Reading # 13 ▪ Nilson Ch.22 | E3a-b, F1c, F4a, d |
| 8 | <ul style="list-style-type: none"> ▪ Pt 1: Leading effective discussions ▪ Pt 2: Planning and conducting structured group work <u>Content example:</u> Theoretical perspectives in cultural anthropology | | <ul style="list-style-type: none"> ▪ Filene Ch. 6 ▪ Nilson Chs. 13, 14, 15 ▪ Carmen Readings #14-17 | E2a-d, F1c |
| 9 | <ul style="list-style-type: none"> ▪ Pt 1 :25-40 minute Discussion Presentations ▪ Pt 2: Unit Assignment Introduction—now renamed MODULE PLAN | Discussion Plan and Presentation Due | <ul style="list-style-type: none"> ▪ Nilson Ch 21 | F4a, d |

| | | | | |
|----|--|------------------|--|--------------------|
| 10 | <ul style="list-style-type: none"> ▪ Pt 1: Writing Exam Questions ▪ Pt 2: Discussion of Class Observations (all classes observed) ▪ Work on MODULE PLAN (if time allows) | | <ul style="list-style-type: none"> ▪ Filene Chapter 8 ▪ Nilson Chapter 25.26 ▪ Carmen Readings 18-19 | E3a-b, F1c, F4a, d |
| 11 | <ul style="list-style-type: none"> ▪ Pt 1: Technology in the Classroom <ul style="list-style-type: none"> ○ <u>Fabio Correa</u>: 15 minute talk on current methods ○ <u>Content example</u>: Teaching about fossils ▪ Pt 2: Discussion: Conduct/dilemmas in the classroom ▪ Work on MODULE PLAN (if time allows) | Exam Qns Due | <ul style="list-style-type: none"> ▪ Nilson Chs 4,9,10 ▪ Carmen Readings #s 20-22 | E3a-b, F1c, F4a, d |
| 12 | <ul style="list-style-type: none"> ▪ Pt 1: Teaching about Race: Discussion with Dr. Crews ▪ Pt 2: Time to work on MODULE PLANS | | <ul style="list-style-type: none"> ▪ Carmen Readings under "Race Resources" module ▪ Filene Ch 10 and Conclusion | E1a-d |
| 13 | <ul style="list-style-type: none"> ▪ MODULE PRESENTATIONS | MODULE PLANS DUE | | |

CARMEN READING TABLE OF CONTENTS

1. Eison, James. 1990. "Confidence in the Classroom: Ten Maxims for New Teachers." *College Teaching* Vol. 38 (1). p. 21-25.
2. Adams, Steve. "Quick Before it Dries: Setting the Pattern for Active Participation from Day One." P.1-2
3. Bain, Ken. "What the Best College Teachers Do." Harvard University Press, P. 98-124.
4. 2007 Anthropology 200 Assessment Report
5. Enerson, Diane M. et al. 1997. "Designing a Class that Motivates Learning." *In The Penn State Teacher II*. University Park, PA: Pennsylvania State University. P.16-27.
6. McComas "The Principal Elements of the Nature of Science: Dispelling the Myths.: Adapted from McComas: *The Nature of Science in Science Education*. The Netherlands, Kluwer, P. 53-70.
7. Nehm, Ross and Leah Reilly. 2007. *Biology Majors Knowledge and Misconceptions of Natural Selection*. *Bioscience* 57: 263-272.

8. Enerson, Diane M. et al. 1997. "Matching Methods to Objectives." *In The Penn State Teacher II*. University Park, PA: Pennsylvania State University.
9. Faust, Jennifer L. and Donald R. Paulson. 1998. "Active Learning in the College Classroom." *Journal on Excellence in College Teaching* Vol. 9 (2): 3-23.
10. Middendorf, Joan and Alan Kalish. "The 'Change-up' in Lectures." Teaching Resources Center. P. 1-12.
11. Joseph, Brian. 2004. "On Questions: Asking them, Answering them, and Learning from them." *In Talking About Teaching: Essays by Members of the Ohio State University Academy of Teaching*. P. 51-57.
12. Frederick, Peter. 1986. "The Lively Lecture—8 Variations." *College Teaching* Vol. 34(2). P. 43-50.
13. Hill (Editor): Distance Education Report: 10 Principles of Effective Online Teaching: Best Practices in Distance Education
14. Frederick, Peter. 1981. "The Dreaded Discussion: Ten Ways to Start." *Improving College and University Teaching*. Vol.29: 109-114.
15. Discussion Planning.
16. Discussion Ground rules (example).
17. Wright, Delivee. 1994. "Using Learning Groups in your Classroom: A Few How-to's." *Teaching at UNL Newsletter* Vol 15(4): 1-4.
18. Staff, Center for Teaching and Learning, University of North Carolina at Chapel Hill. 1990. "Writing and Grading Essay Questions".
19. Clegg, Victoria L. and William E. Cashin. 1986. "Improving Multiple-Choice Tests." Idea Paper No. 16. Center for Faculty Evaluation and Development. P.1-4.
20. Warren, Lee. 2002. "Managing Hot Moments in the Classroom." Cambridge: Derek Bok Center for Teaching and Learning, Harvard University. P. 1-5.
21. Sorcinelli, Mary Deane. "Dealing with Troublesome Behaviors in the Classroom." P. 365-373.
22. "What to Do When Students Don't Do the Reading." 1989. *The Teaching Professor*. Vol. 3(4): 1-4.

GE STATEMENTS AND LEARNING OBJECTIVES FOR INTRODUCTORY ANTHROPOLOGY COURSES (ANTHROPOLOGY 2200,2201, AND 2202)

Course: ANT 2200 and ANT H2200

GE Statement:

This course helps satisfy the Natural Science GEC requirement. Courses in natural sciences foster an understanding of the principles, theories and methods of modern science, the relationship between science and technology, and the effects of science and technology on the environment.

Learning Objectives:

1. Students understand the basic facts, principles, theories, and methods of modern science.
 - a. In Anthropology 2200: To understand the basic facts, principles, theories and methods of modern physical anthropology, including evolution by natural selection, the growth of evolutionary theory, the biological basis for life, structure of DNA, protein synthesis, mutation, cell division, principles of classification, taxonomy, adaptation, primate anatomy and behavior, hominid origins, adaptive significance of human variation and biocultural evolution.
2. Students learn key events in the history of science.
 - a. In Anthropology 2200: To learn key events within physical anthropology, especially pertaining to the development of evolutionary theory, the modern synthesis, molecular evolution, and the major milestones of human evolution.
3. Students provide examples of the inter-dependence of scientific and technological developments.
 - a. In Anthropology 2200: To acquire an appreciation for the inter-dependence of scientific and technological developments particularly as they pertain to the behavior of fossil primates, reconstructing past life-ways, refining dating techniques, exploring the human genome, and battling infectious diseases.
4. Students discuss social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.
 - a. In Anthropology 2200: Many topics covered in this course have profound social, philosophical, and ethical implications. Significant time will be devoted to exploring how scientific discoveries such as those concerning genetics, habitat conservation, excavation and human evolution address problems and impact peoples of the contemporary world.

Course: ANT 2201 and H2201 (World Prehistory: An Archaeological Perspective)

This course helps satisfy the Social Science GE requirement. Courses in social science develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. This course also helps satisfy the International issues (Diversity Experience: International Issues; Non-western or Global GEC Courses) GEC requirement. International issues courses help students become educated, productive, and principled citizens of their nation and an increasingly globalized world.

GE Expected Learning Outcomes:

1. **To understand the theories and methods of social scientific inquiry** as applied to the studies of individuals, groups, organizations, and societies. Students will explore the nature of cultural remains in time and space and apply these concepts while surveying major milestones in human prehistory.
2. **To understand the behavior of individuals, human differences and similarities in the contexts of human existence**(e.g., psychological, social, cultural, economic, geographic, and political), and the **processes by which groups, organizations, and societies function**. By understanding the evolutionary trajectory of extinctions, agricultural impacts, feeding cities, conspicuous consumption, island ecosystems, and human choice in the archaeological record, students will learn the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources.
3. To develop the ability to **comprehend and assess individual and social values**, and recognize their importance in social problem solving and policy-making. This objective will be met through presentation of the **many ethical issues** that accompany archaeological theory and practice. Further, it will be met through an archaeological understanding with its unique perspective of a long time-frame, which teaches about the sustainability of individual and societal decisions with respect to resource use.
4. To understand **the political, economic, cultural, physical, and social differences among the nations of the world**, including a specific examination of non-Western culture. This course is necessarily global; students will gain an appreciation of the **human condition in time and space** by surveying the tremendous diversity of prehistoric human accomplishment.

GE STATEMENTS for ANT 2202 and H2202 Peoples and Cultures: An Introduction to Cultural Anthropology

This course satisfies two GE requirements: **Social Science: Individuals and Groups** and **Diversity: Global Studies**.

The goal of **Social Science: Individuals and Groups** is that students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. The **expected learning outcomes** are:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy-making.

The goal of **Diversity: Global Studies** is to help students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. The **expected learning outcomes** are:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

COURSE GOALS 2202

COURSE MISSION

The goal is to train students to think as anthropologists, both as scientists and individuals.

COURSE GOALS

The goal is to train students to think as anthropologists, i.e., know how to describe and explain cross-cultural variation, and this entails the following:

1. Students will be able to understand other cultures without judging them by the standards of their own culture (relativistic perspective).
2. Students will be able to consider the whole range of cross-cultural variation when formulating hypotheses about human behavior and societies (comparative perspective).
3. Students will be able to understand that elements of culture are interrelated and should be understood within context (holistic perspective)
4. Students will be able to understand what culture is and how it shapes how humans experience, perceive and act in the world (culture concept).
5. Students will be able to understand why and how anthropologists study cross-cultural variation (methodological approaches).
6. Students will be able to understand how culture shapes their lives and that of others around them (reflexivity).

LEARNING OBJECTIVES

1. Students will be able to understand other cultures without judging them by the standards of their own culture (relativistic perspective).
 - a) Recognize own beliefs and practices as cultural (culture concept)
 - b) Recognize that their own beliefs and practices are not “normal” or “natural” (ethnocentrism)
 - c) Interpret cultural differences as differences and not as deficits (cultural relativism)
 - d) Represent other cultural beliefs and practices with respect.
2. Students will be able to consider the whole range of cross-cultural variation when formulating hypotheses about human behavior and societies (comparative perspective).
 - a) Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage)
 - b) Identify examples to show the range of cross-cultural variation as well as to illustrate anthropological concepts.
 - c) Apply relevant theoretical concepts to describe cross-cultural variation (anthropological concepts).
 - d) Explain reasons for cross-cultural variation (explaining cross-cultural variation).
3. Students will be able to understand that elements of culture are interrelated and should be understood within context (holistic perspective)
 - a) Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status).

- b) Analyze cultural phenomena holistically, i.e., studying it within local, global, and historical contexts
4. Students will be able to understand what culture is and how it shapes how humans experience, perceive and act in the world (culture concept).
 - a) Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit)
 - b) Explain how beliefs and practices are cultural and/or a product of the interaction of culture and biology
 - c) Recognize own beliefs and practices as cultural
 - d) Recognize others' beliefs and practices as cultural
 5. Students will be able to understand why and how anthropologists study cross-cultural variation (methodological approaches).
 - a) Articulate the fundamental assumptions of anthropologists about the world (epistemology)
 - b) Explain why anthropological methods of participant observations and semi-structured interviews are the appropriate method
 - c) Employ the methods of anthropologists, including observations and semi-structured interviews
 - d) Analyze cultural behavior recorded in observations and interviews
 6. Students will be able to understand how culture shapes their lives and that of others around them (reflexivity).
 - a) Recognize own beliefs and practices as being cultural (culture concept)
 - b) Recognize that their own beliefs and practices are not normal or natural (ethnocentrism)
 - c) Interpret cultural differences as differences and not as deficits (cultural relativism)
 - d) Reflect on specific example and how the anthropological approach has shaped their personal outlook on life (reflexivity)

ASSESSMENTS OF LEARNING OBJECTIVES

- Conduct ethnographic research in a course project (observations, interviews, analysis, representation) (LO 1-6)
- Reflective essay on own cultural beliefs and practices and cross-cultural encounters (LO 1, 3, 4, 6)
- Quizzes, midterm and final exam with multiple-choice, true-false, fill-in-the-blank, match, and/or short answer questions (LO 1-6)

RECOMMENDED TEXTBOOKS

The following textbooks are recommended because they are more aligned with the department's empirical and scientific orientation that emphasizes teaching and research in evolution, ecology, diet, adaptation, and health in past and living societies:

Bates, Daniel G. and Elliot M. Fratkin (2005). *Human adaptive strategies: ecology, culture, and politics*. Boston (MA): Allyn and Bacon.

Dettwyler, K. A. (2011). *Cultural anthropology & human experience: the feast of life*. Long Grove (IL): Waveland Press.

Ember, C. R., and Ember, M. (2006). *Cultural anthropology* (12th edition). Upper Saddle River (NJ): Prentice Hall.

Harris, Marvin and Orna Johnson. (2007). *Cultural anthropology*. Boston (MA): Prentice Hall.

Miller, B. (2007). *Cultural Anthropology*. Boston (MA): Pearson.

Scupin, R. (2012). *Cultural Anthropology: A global perspective*. Boston (MA): Pearson.

GTAs can also use other textbooks, but I suggest that they select textbooks that not only describe but also explain cross-cultural variation. **Textbooks from Peoples and Bailey and Nancy Bonvillain cannot be used.**

READERS AND ETHNOGRAPHIES

GTAs can also use readers as supplementary materials or create their own custom reader, for example using Pearson's custom readers. GTAs are also encouraged to use ethnographies, for example from Waveland Press, that relate to their own research. Below is list of suggested readers and ethnographies.

Rafferty, Kevin A. and Dorothy Chinwe Ukaegbu. (2011). *Faces of anthropology: A reader for the 21st century*. Boston (MA): Prentice Hall.

Spradley, James and David W. McCurdy. (2008). *Conformity and Conflict: Readings in Cultural Anthropology* (13th Edition). Allyn & Bacon.

Baer, R. D. (1998). *Cooking and Coping among the Cacti*. London: Routledge.

Basso, K. H. (1996). *Portraits of "The Whiteman": linguistic play and cultural symbols among the western Apache*. Cambridge (UK): Cambridge University Press.

Chagnon, N. A. (1997). *Yanomamö*. Belmont (CA): Thompson Wadsworth Learning.

Cliggett, L. (2005). *Grains from grass: aging, gender, and famine in rural Africa*. Ithaca (NY): Cornell University Press.

- Cohen, Jeffrey. (1999). *Cooperation and Community*. University of Texas Press
- Cronk, L. (2004). *From Mukogodo to Maasai: Ethnicity and cultural change in Kenya*. Boulder (CO): Westview Press.
- Fadiman, A. (1997). *The Spirit Catches You and You Fall Down*. New York: Farrar, Strauss and Giroux.
- Jarvenpa, R. (1998). *Northern passage : ethnography and apprenticeship among the subarctic Dene*. Prospect Heights (IL): Waveland Press.
- Fratkin, E. (2012). *Laibon: An anthropologist's journey with Samburu diviners in Kenya*. Lanham (MD): Altamira.
- Lee, R. B. (2013). *The Dobe Ju/'Hoansi*. Belmont (CA): Wadsworth Cengage Learning.
- Lukens-Bull, R. (2005). *A peaceful Jihad : negotiating identity and modernity in Muslim Java*. New York: Palgrave Macmillan.
- Myerhoff, B. G. (1974). *Peyote hunt: the sacred journey of the Huichol Indians*. Ithaca (NY): Cornell University Press.
- Nathan, R. (2005). *My freshman year: what a professor learned by becoming a student*. Ithaca: Cornell University Press.
- Orion, L. (1995). *Never again the burning times: paganism revived*. Prospect Heights (IL): Waveland Press.
- Regis, H. A. (2003). *Fulbe Voices: Marriage, Islam, and medicine in northern Cameroon*. Boulder (CO): Westview Press.