

Term Information

Effective Term Autumn 2022

Course Change Information

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

New GE

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

This course fits perfectly in the new Foundations: Race, Ethnicity, and Gender Diversity GE

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

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

N/A

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2202
Course Title	An Introduction to Cultural Anthropology
Transcript Abbreviation	Intro Cultr Anthro
Course Description	Introduction to anthropological perspectives on cross-cultural variation in human behavior and societies.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 2202H.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.0204

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups; Global Studies (International Issues successors); Social and Behavioral Sciences; Race, Ethnic and Gender Diversity

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups; Global Studies (International Issues successors); Social and Behavioral Sciences

Course Details

Course goals or learning objectives/outcomes

- The goal of the course is for students to live their way into a new way of thinking – an anthropological way of thinking – through experiential learning activities.

Content Topic List

- Comparative survey of traditional and contemporary peoples in the several world culture regions.
- Culture
- Ethnography
- Marriage and Gender
- Political Evolution

Sought Concurrence

No

Previous Value

Attachments

- ANTHROP 2202 syllabus.docx: Syllabus
(Syllabus. Owner: Healy, Elizabeth Ann)
- GE-foundations DIVERSITY 2202.docx: GE Rational
(GEC Model Curriculum Compliance Stmt. Owner: Healy, Elizabeth Ann)

Comments

COURSE CHANGE REQUEST
2202 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/13/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	09/01/2021 09:42 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	09/01/2021 12:00 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/13/2021 12:10 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/13/2021 12:10 PM	ASCCAO Approval

Introduction to Cultural Anthropology

ANTHROP 2202

Spring 2021

Course Information

- **Course times and location:** Thursdays 10:20 – 11:15 AM in Zoom
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Brutus Buckeye
- **Email:** buckeye.1@osu.edu
- **Office location:** 4034 Smith Laboratory
- **Office hours:** Tuesdays from 1 – 3 PM
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

You cannot think your way into a new way of living; you have to live your way into a new way of thinking. This is the idea behind Anthropology 2202. You will try new things, make connections, and ask questions about yourself and the world you live in. It will take you out of the classroom and from behind your computer into the real world where you learn to think as an anthropologist.

Anthropology is the study all aspects of all humans of all times and all places. It offers students new ways of thinking about themselves and the world. The anthropological way of thinking about the world can be applied in a wide range of majors, fields of studies, professional careers, and personal journeys.

Course Goal and Learning Outcomes

The goal of the course is for students to live their way into a new way of thinking – **an anthropological way of thinking** – through experiential learning activities. Thinking like an anthropologist entails that students will be able to meet the following learning outcomes.

1. **Culture concept:** Understand what culture is and how it shapes how humans experience, perceive, and act in the world.
2. **Reflexivity:** Understand how culture shapes our own lives by questioning assumptions previously taken for granted.
3. **Relativistic perspective:** Understand other cultures without judging them by the standards of our own culture and recognize that differences are not deficiencies.
4. **Humanistic perspective:** Make meaningful connections with others across cultural differences.
5. **Holistic perspective:** Understand that elements of a culture are interrelated and should be understood within context.
6. **Comparative perspective:** Consider the whole range of cross-cultural variation when studying human behavior and societies.
7. **Biocultural perspective:** Understand how humans are shaped by both evolutionary and cultural forces.
8. **Methodological approach:** Understand why and how anthropologists study cross-cultural variation.
9. **Critical perspective:** Challenge the "common sense" of the social construction of reality.
10. **Anthropological praxis:** Apply anthropological ways of thinking to make the world safe for human differences.

GE Expected Learning Outcomes

As part of the **Social and Behavioral Sciences** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- 1.1 explain basic facts, principles, theories and methods of social and behavioral science.
- 1.2. explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
- 2.1 analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.



- 2.2 evaluate social and ethical implications of social scientific and behavioral research.
- 2.3 critically evaluate and responsibly use information from the social and behavioral sciences.

This course fulfills these learning outcomes through the following activities: (1) Ten challenges in which students live their way into an anthropological thinking. By preparing, completing, reflecting, sharing, and analyzing the lessons of the challenges, students will master the ten course learning outcomes. (2) Weekly discussions in which students critically examine readings, videos, and podcasts that explore the social construction of reality and how it shapes the lives of individuals and groups in the world.

As part of the **Race, Ethnic and Gender Diversity** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- 1.1 describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues
- 1.3 analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 evaluate social and ethical implications of studying race, gender, and ethnicity.
- 2.1 demonstrate critical self- reflection and critique of their social positions and identities.
- 2.2 recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3 describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course fulfills these learning outcomes through the following activities: (1) Ten challenges in which students live their way into an anthropological thinking. By preparing, completing, reflecting, sharing, and analyzing the lessons of the challenges, students will master the ten course learning outcomes. (2) Weekly discussions in which students critically examine readings, videos, and podcasts that explore the social construction of race, gender, and disability. Through these activities, students critically examine how the social construction of gender shapes the representations, social positions, and lived experiences of self and others

How this Online Course Works

Mode of delivery: This course is 100% online. There is one optional synchronous (real-time) Zoom discussion session each week on Thursdays 10:20 – 11:15 AM. The rest of your work is found in Carmen.

Pace of online activities: This course is designed as a journey that guides students through ten lessons of the textbook *The Art of Being Human*. To learn these lessons, students will complete ten challenges, watch videos, listen to podcasts, discuss with their peers and more. The course is organized in **weekly modules** that are organized as follows:

- An **overview page** that describes the learning goals and activities for that particular week.
- Links to required **readings / videos / podcasts**.
- **Quizzes:** for the assigned readings, which are due by the end of the week. I **highly** suggest completing the readings before the quizzes, and completing the quizzes by Tuesday or Wednesday at the absolute latest. These quizzes are timed: you will have 30 minutes to complete the 15 questions in each quiz, and you will have 2 attempts on each quiz (only your highest score will count). The quiz questions come from larger question banks, **so be aware that you may not see the same questions in each attempt**.
- **Discussions:** Initial **posts** are due on Friday. This allows everyone enough time to read through posts and compose a meaningful **peer-reply** to one of your classmates' posts on Sunday.
- **Challenges:** You will complete ten challenges. Each challenge has four main parts: (1) the challenge itself; (2) your challenge-write-up; (3) your debrief - parts 1, 2, and 3 are due Fridays - and (4) your challenge debrief peer-reply (due Sundays). Instructions for each challenge can be found at the link for the challenge in the weekly modules.
- **Zoom meetings and office hours: optional**
All live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.

All the assignments - discussions, challenge write-ups, and challenge debriefs - are all due before midnight. Oh, by the way, **there are no midterm or final exams!**

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

The Other Instructor

The course is based on [ANTH101](#), an online Cultural Anthropology course of Dr. Michael Wesch, an [award-winning professor](#) at Kansas State University. Mike Wesch is the other instructor in the course. You will learn a lot about his research in Papua New Guinea, his research of social media and how it shapes our lives, and you will get to know his family and students too.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

CarmenCanvas Access

You will need to use [BuckeyePass](#) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](#) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for this Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](#) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](#) (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

How Your Grade is Calculated

Assignment Category	Percentage
Quizzes (10)	20%
Discussions (14)	25%
Challenges (10)	45%
Challenge debriefs (10)	10%

See [Course Schedule](#) for due dates.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

Instructor Feedback and Response Time

Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](#) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

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.

Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.]

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Student Well-Being

The well-being of students is of primary importance. If you are facing any challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to get in touch to discuss ways we can put you in the best possible position to succeed.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates. **All the assignments - discussions, challenge write-ups, and challenge debriefs - are due before midnight.**

Date	Details
Fri Jan 15, 2021	Assignment Week 1 Discussion
Sun Jan 17, 2021	Assignment Week 1 Discussion: Peer Reply
Fri Jan 22, 2021	Assignment Week 2 Discussion
	Assignment Challenge 1: Talking to Strangers (Adapted)
Sun Jan 24, 2021	Assignment Challenge 1 Debrief

Date	Details
	Assignment Quiz 1: Lesson One
	Assignment Challenge 1 Debrief: Peer Reply
	Assignment Week 2 Discussion: Peer Reply
	Assignment Challenge 2 Debrief
Fri Jan 29, 2021	Assignment Week 3 Discussion
	Assignment Challenge 2: Fieldwork of the Familiar
	Assignment Quiz 2: Lesson Two
Sun Jan 31, 2021	Assignment Challenge 2 Debrief: Peer Reply
	Assignment Week 3 Discussion: Peer Reply
	Assignment Week 4 Discussion
Fri Feb 5, 2021	Assignment Challenge 3.1: 28 Day Challenge Worksheet
	Assignment Challenge 3: Try Something New (28-Day Challenge)
	Assignment Quiz 3: Lesson Three
Sun Feb 7, 2021	Assignment Week 4 Discussion: Peer Reply
	Assignment Challenge 4 Debrief
Fri Feb 12, 2021	Assignment Week 5 Discussion
	Assignment Challenge 4: Word Weaving

Date	Details
	Assignment Quiz 4: Lesson Four
Sun Feb 14, 2021	Assignment Challenge 4 Debrief: Peer Reply
	Assignment Week 5 Discussion: Peer Reply
Fri Feb 19, 2021	Assignment Week 6 Discussion
	Assignment Quiz 5: Lesson Five
Sun Feb 21, 2021	Assignment Week 6 Discussion: Peer Reply
	Assignment Challenge 5 Debrief
Fri Feb 26, 2021	Assignment Week 7 Discussion
	Assignment Challenge 5: The Unthing Experiment
Sun Feb 28, 2021	Assignment Challenge 5 Debrief: Peer Reply
	Assignment Week 7 Discussion: Peer Reply
Fri Mar 5, 2021	Assignment Challenge 3 Debrief
	Assignment Week 8 Discussion
Sun Mar 7, 2021	Assignment Challenge 3 Debrief: Peer Reply
	Assignment Week 8 Discussion: Peer Reply
Fri Mar 12, 2021	Assignment Week 9 Discussion
Sun Mar 14, 2021	Assignment Week 9 Discussion: Peer Reply



Date	Details
	Assignment Quiz 6: Lesson Six
	Assignment Challenge 6 Debrief
Fri Mar 19, 2021	Assignment Week 10 Discussion
	Assignment Challenge 6: Get Uncomfortable (Adapted)
	Assignment Challenge 6 Debrief: Peer Reply
Sun Mar 21, 2021	Assignment Week 10 Discussion: Peer Reply
	Assignment Quiz 7: Lesson Seven
	Assignment Challenge 7 Debrief
Fri Mar 26, 2021	Assignment Week 11 Discussion
	Assignment Challenge 7: Another Encounter
	Assignment Challenge 7 Debrief: Peer Reply
Sun Mar 28, 2021	Assignment Week 11 Discussion: Peer Reply
	Assignment Challenge 8 Debrief
Fri Apr 9, 2021	Assignment Week 12 Discussion
	Assignment Challenge 8: Global Connections
	Assignment Quiz 8: Lesson Eight
Sun Apr 11, 2021	Assignment Challenge 8 Debrief: Peer Reply

Date	Details
	Assignment Week 12 Discussion: Peer Reply
	Assignment Challenge 9 Debrief
Fri Apr 16, 2021	Assignment Week 13 Discussion
	Assignment Challenge 9: Meaning Making
	Assignment Quiz 9: Lesson Nine
Sun Apr 18, 2021	Assignment Challenge 9 Debrief: Peer Reply
	Assignment Week 13 Discussion: Peer Reply
Fri Apr 23, 2021	Assignment Week 14 Discussion
	Assignment Challenge 10 Debrief
Sun Apr 25, 2021	Assignment Quiz 10: Lesson Ten
	Assignment Challenge 10: Your Manifesto
Mon Jun 21, 2021	Assignment Week 14 Discussion: Peer Reply



GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

The motto of *ANTHROP 2202: Introduction to Cultural Anthropology* is that students live their way into an anthropological way of thinking. To achieve that the course is organized around ten challenges that take students out of the classroom and from beyond the computer and into the real world. By preparing, completing, reflecting, sharing, and analyzing the lessons of the challenges, students master the ten course ELOs. The ninth learning outcome is to challenge the "common sense" of the social construction of reality, in particular that of gender, disability, race, and ethnicity. All the other nine learning outcomes are equally important in meeting the learning outcomes of the GE Foundations: Race, Ethnicity, and Gender Diversity (see syllabus). In this sense, the course is foundational for the study of race, ethnicity, and gender diversity because an anthropological way of thinking fundamentally changes the way students view, experience, and act in the world and addresses all forms of human differences. To give a few examples of how the course ELOs align with the ELOs of GE Foundations: Race, Ethnicity, and Gender Diversity: ELO 2: understand how culture shapes our own lives by questioning assumptions previously taken for granted (reflexivity) means that students also critically reflect on their social positions and identities; ELO 5: understand that elements of a culture are interrelated and should be understood within context (holistic perspective) means that students critically examine how systemic racism affects all aspects society and how the intersection of different forms of oppressions affects all aspects of people's lived experience; finally, the last learning outcome, ELO 10, drawing from Ruth Benedict, apply anthropological ways of thinking to make the world safe for human differences (anthropological praxis) means that we expect students to leverage their anthropological way of thinking to work towards social justice.

In the second part of the course - *Challenge your Assumptions* - students use the analytical framework of the triad of real-ization: beliefs, behavior, and structures, to critically examine the social construction of race, gender, and disability in weeks 8 - 10. Each week, they read a chapter of the textbook, take a quiz about the chapter, watch a video about the main lessons of that week, read / listen / watch additional materials about the week's topic, participate in weekly discussions (online or in-person), and prepare for and complete one of the challenges. In this sense, the course is introductory for the study of race, ethnicity, and gender diversity because, for example, we do not comprehensively examine all the forms and dimensions of systemic racism in the USA. But we do examine systematic racism as it manifests itself in the creation and perpetuation of the racial wealth gap through housing and lending practices that continue up to today.

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

1.1 describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

As mentioned above, one of the main learning outcomes is for students to challenge the "common sense" of the social construction of reality, included that of gender, disability, and race. In week nine, students are critically examining the social construction of gender. In addition to reading about the social construction of gender in the textbook, students watch one of two documentaries: *Gender Revolution: A Journey with Katie Couric* (2016) or *The Mask You Live In* (2015). Key themes in the textbook and documentaries are representations of gender and how they affect social positions. Then in the weekly online discussion, students post a reflection in which they address three main questions: (1) what did they learn about the social construction of gender; (2) how did they learn about their own gender identity when they grew up, and in particular, how did beliefs, behaviors, and structures shape their gender identity; and (3) how have their ideas about gender changed or stayed the same as they moved into adulthood. After students post their reflections, they respond to the reflections of other students.

1.2 explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues

Students examine the social construction of race, gender, and disability in three consecutive weeks and examine how it impacts individual lived experiences. For example, in the week that the students examine the social construction of race, they read about the history of structural racism in the United States in the textbook, watch a video about *How the Racial Wealth Gap was Created*, which is part of the three-part documentary series, *Race: The Power of an Illusion* (2003) or the TEDxColumbus talk by OSU professor Dr. Trevon Logan *Urban Revitalization or Planned Extinction?* Then in the weekly online discussion, students post a reflection in which they address two questions: (1) how is racial inequality realized through beliefs, behaviors, and structures; and (2) how to address racial inequality in the contemporary USA using the same framework of realization. After students post their reflections, they respond to the reflections of other students.

1.3 analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

In the second part of the course, students examine the social construction of race, gender, and disability in three consecutive weeks and examine how it impacts individual lived experiences. For example, in the week that the students examine the social construction of

race, they watch Dr. Kimberlé Crenshaw's TED talk *The Urgency of Intersectionality*, and examine in the weekly discussions how people who are the intersection of two or more -isms, e.g., racism, sexism, ablism, are more vulnerable and how the concept of interactions offers a framework to make these intersections not only visible, but also offer a conceptual tool for change.

1.4 evaluate social and ethical implications of studying race, gender, and ethnicity.

In week ten, students complete *Challenge Six: Get Uncomfortable*, in which they stretch themselves to experience a different cultural or sub-cultural reality that makes you uncomfortable. For example, if they are young, they are encouraged to volunteer at a nursing home or seek an elderly person to speak with; if they are an immigrant, they can have dinner with their Ohioan neighbors; if they are not a first responder, they can go on a police ride-along. In short, they are encouraged to do something they would probably never otherwise do and open themselves up to the experience. Before they start the fieldwork for the challenge, they have to describe in a worksheet where they want to conduct their fieldwork, with what group, and in what activity. In addition, they have to reflect in advance on their assumptions about the culture they plan to experience and think about appropriate ethical behavior in the field and potential ethical issues that may come up during their fieldwork. To prepare them for thinking through the ethical issues of fieldwork, they read the chapter *Anthropological Ethical Problem-Solving Guide* from Whiteford and Trotter's book *Ethics for Anthropological Research and Practice* (2008). In particular, students are asked to think about their own positionality when they conduct their fieldwork and write up the challenge.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

2.1 demonstrate critical self-reflection and critique of their social positions and identities.

The motto of *ANTHROP 2202: Introduction to Cultural Anthropology* is that students live their way into an anthropological way of thinking. A key component of learning to think as an anthropologist is to be self-reflective, i.e., understand how culture and society shapes our own lives by questioning assumptions previously taken for granted. In the second part of the course, students "challenge their assumptions" and the social construction of reality, and in the third part they take the next step "get out of their bubble and connect". One way that students get out of their bubble and beyond their social positions and identities is by connecting with people with different identities, positions, and/or ideologies. For example, in *Challenge Seven: Another Encounter*, students engage in conversation with someone whose beliefs, ideas, or ideals they find very difficult to understand. The point of this challenge is to go beyond the differences and make a real human connection. Students achieve this by not talking about the issue they disagree about but engage in big talk to really get to know someone. Students use questions adapted from *36 Questions to Make you Fall in Love* to get the conversation going beyond small talk. In the write up of the challenge,

students have to critically reflect on how the conversation has changed (or not) their ideas about their social positions and identities.

2.2 recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.

The motto of *ANTHROP 2202: Introduction to Cultural Anthropology* is that students live their way into an anthropological way of thinking. A key component of learning to think as an anthropologist is to be self-reflective, i.e., understand how culture and society shapes our own lives by questioning assumptions previously taken for granted. Students develop self-reflection throughout the course, for example, in *Challenge Six: Get Uncomfortable*, students stretch themselves to experience a different cultural or sub-cultural reality that makes you uncomfortable. For example, if they are young, they are encouraged to volunteer at a nursing home or seek an elderly person to speak with; if they are an immigrant, they can have dinner with their Ohioan neighbors; if they are not a first responder, they can go on a police ride-along. In short, they are encouraged to do something they would probably never otherwise do and open themselves up to the experience. The instructions for this challenge explicitly ask students to be aware of their “common sense” and challenge their assumptions about the world.

2.3 describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Students examine the social construction of race, gender, and disability in three consecutive weeks and examine how it impacts individual lived experiences. For example, in week eight, students critically examine the social construction of disability using the analytical framework of the triad of real-izations: beliefs, behaviors, and structures. In addition to reading the textbook, which describes how disability is a social construction, students listen one of Invisibilia's podcasts: *Becoming Batman* (2015) about blindness or *The problem with the Solution* (2016) about mental illness. Then in the weekly online discussion, students post a reflection in which they think about the impact of a disability and the very definition of disability as being socially constructed and apply that to other health or healthcare concepts that are also socially constructed and shape the lived experience of others. After students post their reflections, they respond to the reflections of other students.