

Term Information

Effective Term Autumn 2022
Previous Value Spring 2015

Course Change Information

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

REG GE Foundation approval

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

The current course is a foundational study in anthropology of the GE foundational theme: Race, Ethnic and Gender Diversity.

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)?

We anticipate that adding this theme will encourage greater enrollment. The course counts as an elective for majors in Anthropology. The course will be useful to students and majors in our growing Medical Anthropology program.

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 3334
Course Title Zombies: The Anthropology of the Undead
Transcript Abbreviation Anth of Undead
Course Description Students will understand how culture and social organization help us define the living, the dead and the undead in the contemporary and archaeological record, and how we create social categories that organize our world and our place.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 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, Mansfield

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Race, Ethnic and Gender Diversity

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

Previous Value

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

- Understand how and why anthropologists study the living, the dead and the undead.
- Be able to talk about research in anthropology and critically evaluate the role the undead play in world cultures and social organization

Content Topic List

- Zombies
- Cannibalism
- Voodoo
- Death
- Culture
- Society

Sought Concurrence

No

Attachments

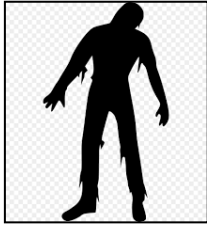
- ANT 3334 on BA Curriculum Map.docx: BA Map
(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)
- ANT 3334 on BS Curriculum Map.docx: BS Map
(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)
- Syllabus and Rational ANTH3334 REGD GE.doc: Syllabus and GE Rational
(Syllabus. Owner: Healy, Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	11/01/2021 02:54 PM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	11/01/2021 05:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/08/2021 03:27 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/08/2021 03:28 PM	ASCCAO Approval

Revised Syllabus for GE foundations: Race, Ethnicity and Gender Diversity



ANTH3334 ZOMBIES: the anthropology of the undead

Jeffrey H. Cohen, cohen.319@osu.edu

Times: TBA

Office hours: TBA

Cultural anthropologists divide life between the living, the dead and the undead. In North America we often refer to the undead as “zombies.” **ANTHROP 3334 creates an intersectional learning environment and uses zombies, and concerns around death, the undead and funereal practices, to explore, discover, and understand the foundations of anthropological theory and the study of race, ethnicity, and gender diversity.**

Beliefs concerning death, the undead, funereal practices and the supernatural were associated with intelligence and culture in historical encounters between colonial and indigenous systems. Contemporary anthropologists remain interested in these areas, but we have learned that while practices and beliefs can be different, we have the tools to understand diversity as part of a holistic approach to culture and society. Anthropological theory and anthropologists’ interest in the study of death, funereal rituals and the role, value and meaning of the undead and afterlife is a window into learning about human diversity, understanding and analyzing the misuse of race in history and the present, as well as an appreciation for ethnic and gender diversities.

Our course carries GE foundational credit in the race, ethnicity and gender diversity area. Lectures, readings, and films, as well as quizzes, group reviews of reading and films and America’s got Zombies web page: <https://u.osu.edu/apop/2019/10/17/americas-got-zombies/> meet the following Foundational ELOs:

GE Foundation Category: 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.

Expected Learning Outcomes (ELOs)

1.1 Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

1.2 Successful students are able to 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 Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

1.4 Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

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

Expected Learning Outcomes (ELOs)

2.1 Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities.

2.2 Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behavior.

2.3 Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course is a foundational introduction to anthropological theory and illuminates the intersectionality of race, ethnicity and gender through the lens of anthropological research on death, the undead and funereal practices. Building upon the popular image of the zombie and student familiarity with the zombie, the course explains how relations of power create, maintain and reproduce beliefs, traditions and assumptions about others, their racial identity, ethnic belonging and gender diversity among other things. Lectures and readings emphasize how the study of death, the undead and funereal rituals developed from their historical roots serving to dehumanize indigenous societies and support colonialism, racism, as well as ethnic and gender inequality; to the present where they enhance our understanding of social and cultural diversity. Students learn how the zombie came to the US from Haiti as well as the role of the undead in societies from around the world and across time. We explore how ideas of death and the afterlife challenge beliefs about race, ethnicity and gender; and student led discussions as well as participation in America's Got Zombies allows for critical self-reflection around the assumptions we make concerning humanity, race, modernity and ethnic as well as gender identity. Finally, students will realize the value of anthropology as they learn how to understand difference, reflect on their own identities, and consider how ideas can be both used and abused in our struggle with social inequality. **Lectures, readings, films, discussions, and participation in America's Got Zombies are an opportunity for students to learn foundational theory in anthropology, understand intersectionality of our assumptions concerning race, ethnicity and gender as they develop their skills as critical thinkers.**

Readings:

- David Castillo, David Schmid, David Reilly and John Edgar Browning, **Zombie Talk: Culture, History, Politics**, Palgrave, 2016 (ZT on the syllabus).

- Marina Levina and Diem My Bui (editors), **Monster Culture in the 21st Century: A Reader**, 2013, Bloomsbury academic (MC on the syllabus).

The following articles for class are available on Canvas. Articles are noted on the syllabus by their author and should be read before Monday's class:

1. S. J. Lauro and K. Embry, 2008. **A Zombie Manifesto: The Nonhuman Condition in the Era of Advanced Capitalism**, *Boundary 2* (35), excerpt.
2. Jerome J. Cohen, 1996. **Monster Culture (Seven Theses)**.
3. H. Ackermann and J. Gauthier, 1991. **The Ways and Nature of the Zombi**. *The Journal of American Folklore*, 104 (4), 466-494.
4. R. Littlewood, 2009. **Functionalists and Zombis: Sorcery as Spandrel and Social Rescue**. *Anthropology and Medicine*, 16(3):241-252
5. Zora Neale Hurston, 1938, **Tell My Horse**, excerpt. If you'd like to read more about her, check out this website: <http://www.zoranealehurston.com/>
6. A. Trefzer, 2000, **Possessing the Self: Caribbean Identities in Zora Neale Hurston's Tell My Horse**. *African American Review*, 34, excerpt.
7. G.D. Keyworth, 2006. **Was the Vampire of the Eighteenth Century a Unique Type of Undead corpse?** *Folklore*, 117:241-260
8. S. Lindenbaum, 2008. **Understanding Kuru: The Contribution of Anthropology and Medicine**. *Philosophical Transactions of the Royal Society B*, 363: 3715-3720.
9. J. Comaroff and J. Comaroff, 2002, **Alien-nation: zombies, immigrants, and millennial capitalism**. *The South Atlantic quarterly*, 101(4): 779-805.
10. T. White, 2001, **Once were Cannibals**.
11. S. Everts, 2013, **Europe's Hypocritical History of Cannibalism**. *Smithsonian Magazine*.
12. S. Dein, 2016, **The Anthropology of Uncertainty: Magic, Witchcraft and Risk and Forensic Implications**, *Journal of Forensic Anthropology*.

Requirements: The course includes (1) quizzes, (2) responses/discussions to readings and films, and (3) "America's Got Zombies."

Students are organized into teams to develop reading and film responses and discussions and to facilitate the completion of America's Got Zombies. There are also three quizzes based upon

readings, films and lectures. Students are randomly assigned to groups and your responses/discussion questions will be posted on canvas. Groups present their work in class and led discussions. Your groups' responses are due on canvas by the morning of the day your group is assigned to direct present. Missing quizzes, assignments and failing to effectively link your creative efforts with the serious business of critical learning will mean lost points and more metaphorically joining the undead.

There are 15 films associated with our class (see below). Your working group will upload responses to our canvas site. With a few exceptions, you will watch films outside of class. There are many ways to watch full films. Several are available on-line for free, others can be found at your local library. In addition, films can be rented or might appear on a streaming service, or on a television station. A great way to watch these films is with your classmates and members of your group. Once you've watched a piece, together you can develop your questions and discussion.

1. Real Zombies of Haiti: Does Haitian Voodoo Resurrect the Dead?
2. 9 Real Zombies in Nature
3. White Zombies
4. Night of the living Dead
5. Warm Bodies
6. Last Man on Earth
7. I am Legend
8. Dracula
9. Kuru: The Science and the Sorcery
10. 28 Days Later
11. World War Z
12. Shaun of the Dead
13. Pride Prejudice and Zombies
14. Train to Busan
15. The Girl with All the Gifts

Films and videos available without a fee (links may expire, so please check on their status):

- *Real Zombies of Haiti: Does Haitian Voodoo Resurrect the Dead?*
<https://www.youtube.com/watch?v=UP1hzKnDfdk>
- *9 Real Zombies in Nature:* <https://www.youtube.com/watch?v=SZB13oZ24-A>
- *White Zombies:* https://archive.org/details/white_zombie
- *Night of the Living Dead:* <https://www.youtube.com/watch?v=H91BxkBXttE>
- *Thriller:* <https://www.youtube.com/watch?v=sOnqjkJTMaA>
- *Kuru: The Science and the Sorcery:* https://www.youtube.com/watch?v=vw_tClcS6To
- *Last Man on Earth:* https://archive.org/details/TheLastManOnEarth_72

There are many Dracula films, and some are also without a fee (again links may expire). Here are a few:

- *Nosferatu*: (silent, 1922) <https://www.youtube.com/watch?v=FC6jFoYm3xs>
- *Dracula* (Bela Lugosi, 1931) https://archive.org/details/Dracula1931_938 (link may not work)
- *Dark Prince: The True Story of Dracula* <https://www.youtube.com/watch?v=OUwUiGdKTYs>

Assignments: Class assignments are described below. All the responses/discussion questions must be uploaded to Canvas by your group leader. Quizzes will be available online and include multiple choice questions that ask you to build upon course materials and readings. For the quizzes, you are welcome to work with classmates and access readings as well as notes, however, you are responsible for completing the quiz and uploading your responses.

Quizzes: There are three quizzes that are online. The first is in week 5, the second in week 10 and a final quiz on week 15. The quizzes include a variety of questions and may include multi-choice, short answers and definitions that relate to class materials, readings and film topics (30 points each for a total of 90 points). You can work with your group and fellow classmates if you chose, you can also access your notes. However, your responses should be yours and yours alone! Once you have submitted your questions, you will receive a score. You are welcome to defend your responses and explain your choices made on the quiz. Defending your responses is a way to earn the points for a question, however, points are not guaranteed.

Reading and Film Responses/discussions: All students are assigned to a group. One member of the group is named leader. This person is responsible for uploading your group work to Carmen where the entire class can access your presentation. Groups and leaders are randomly assigned as are the dates for your responses. Your group is meant to be a resource for completing assignments. Your team is randomly assigned and must complete six responses throughout the semester that correspond to four readings and two films. Your team's response schedule will be posted on Canvas in week 2. Work together as a group to develop summaries and a minimum of three questions for each of your reading and film response slots.

Your team should use PowerPoint and develop slides that your group leader will share with class during discussion. Make sure that the names of each group member are listed on the slides. We will spend some class time on how to develop your questions. Responses must be ready for class. Your team will lead the discussion and your team leader must upload your group's responses to Carmen to earn points (each response is worth 10 points for a total of 60 points).

Reading responses (4 total): Reading response include summaries and questions that clearly relate the content of the reading to anthropological theory and the issues of race, ethnicity and gender. This is an opportunity to get creative, critical and provocative as you probe our readings. It is not enough to ask *are zombies important*, instead ask: how do the authors relate zombies and death to ethnicity and belonging?

Film Responses (2 total): Film responses include summaries and questions that build upon anthropological theory and the ways that the films relate to race, ethnicity and gender. Be

bold, critical and probing with your questions. Asking “is Thriller good?” will not help to develop our skills, asking *how Jackson’s statement that he does not embrace the occult reflect assumptions about witchcraft and death* is a better choice.

America’s got Zombies. What is a zombie? Can you create a zombie that scares the living and captures themes in anthropological theory? In America’s got Zombies, you will vie with your classmates to become the King or Queen of the Undead. You can earn up to 50 points of your grade through your efforts: 20 points for your design and 30 points for your analysis. Zombies do not always roam alone, often they are members of undead packs. You can work together with other members of your group to facilitate completing the assignment. If you have any questions, concerns or alternative ideas, please see me as soon as possible. Failure to complete the assignment will be detrimental to your final grade.

Part I, America’s Got Zombies: you become a zombie. You can do this as part of a group or independently, however, working together – with your team can be useful as you prepare to present your zombie to class. If you have a conflict around your date, please let me know immediately.

Part II, America’s Got Zombies: you will respond to a series of prompts that ask you to analyze your zombie according to anthropological theory and issues of race, ethnicity and gender diversity. There is a rubric for you to use on Carmen. You can work with your group, but your responses are your own. Part II is due on Canvas during the last week of class (date TBA).

Assignments and points			
America’s got Zombies	Parts I & II	20 points for your analysis 30 points for your design	50
Responses	4 Reading, 2 Film response	10 points each	60
Quizzes	3 quizzes	30 points each	90
Total			200
OSU standard grading scale: 93-100% (A), 90-92.9% (A-), 87-89.9% (B+), 83-86.9% (B), 80-82.9% (B-), 77-79.9% (C+), 73-76.9% (C), 70-72.9% (C-), 67-69.9% (D+), 60-66.9% (D), Below 60% (E)			

Academic Misconduct: While Zombies may be fantasy, academic misconduct is not. 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, 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.

Disability (and Covid-19): The university strives to make all learning experiences as accessible as possible. 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. 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

Sexual Misconduct and Relationship Violence: 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:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
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.

Grievances and problem solving: According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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. 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 Counseling and Consultation Services (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 Prevention Hotline at 1-(800)-273-TALK or at www.suicidepreventionlifeline.org

Diversity: 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.

Triggers: While I do my best to create a welcoming classroom, there may be occasions when class materials discussions and so forth are triggers for you. This can be particularly true thinking about death, the undead and funereal practices. Please do let me know if this is the case so that together we can find solutions and improve the quality of the course.

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Tentative Schedule (presentations TBA):

Week 1: The living, dead and undead as anthropological categories and their value and meaning in the study of race, ethnicity and gender diversity.

Reading: Lauro and Embry

Week 2: Zombies-race, ethnicity and gender in colonial history, the changing nature of anthropology and intersectionality.

Readings: ZT Introduction, Ackermann and Gauthier, MC introduction.
Film: Last Man on Earth

Week 3: “Real” zombies and biology-why anthropological holism matters in the analysis of death.

Readings: ZT chapter 1, MC introduction

Film: White Zombies

Week 4: Functionalism: What zombies do and what they stand for when we gender the undead.

Readings: Littlewood, MC chapters 1-3

Film: Night of the Living Dead

Week 5: Quiz #1, prep and discussion*

Week 6: Cannibalism: Being a human, social divisions and how accusations of cannibalism drive racism.

Readings: White, Everts, MC chapters 4-6

Film: 28 Days Later

Week 7: Sorcery, science and health: How ethnicity is implicated in death and discrimination.

Readings: Lindenbaum, MC chapters 7-9

Film: I am Legend

Week 8: Zombies in Haiti and the colonial encounter-defining Haitian humanity and racism.

Readings: Hurston, Trefzer, MC chapters 10-12

Film: Train to Busan

Week 9: Quiz #2, prep and discussion*

Week 10: Zombies, symbolic anthropology and meaning-coding gender in communication.

Readings: ZT chapter 2, MC chapters 14-16

Film: Shaun of the dead

Week 11: Death and witchcraft-why race, ethnicity and gender matter in our discussions.

Reading: Dein

Film: Dracula

Week 12: Cross cultural studies of monsters in anthropology and folklore-responding to racism, social inequality and gender discrimination in the stories we tell.

Readings: Keyworth, MC chapters 17-19

Film: Warm Bodies

Week 13: Decolonizing the dead-shifting the conceptualizations of race, ethnicity and gender toward a recognition of inequality.

Readings: ZT chapters 3-4
Film: Pride Prejudice and Zombies

Week 14: The future of death-the anthropology of popular culture and why race, ethnicity and gender matter.

Readings: ZT afterword, Jerome Cohen
Film: The Girl with All the Gifts

Week 15: Quiz #3, prep and discussion*

*during quiz weeks we will use time to catch up and complete lectures , review materials and discussions as needed.

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course and for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

GE MATERIALS:

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.

ANTHROP 3334 is an intersectional introduction to anthropology, death, race, ethnicity and gender diversity. In the past, a society's approach to death were assumed to be racially biased and associated with lower intelligence and limited morality. Anthropologists have learned that while a society's practices may seem different, they are not a marker of intelligence or morality. In fact, we have developed the tools to understand differences and make sense of difference and embrace diversity. Welcoming students to learn more about anthropological theory and the study of race, ethnicity and gender. The course builds toward intersectionality as students use their knowledge and familiarity with zombies (other monsters and death as portrayed in popular media) to become critical thinkers and consider how death, the undead and funereal practices reflect upon concepts of race, ethnic identity and gender diversity through time.

Intersectionality is clear as the course follows the development of anthropological theory and the study of the undead from its discriminatory origins in colonial Haiti to facilitating medical research. The belief in zombies in Haiti was used by French colonialists to develop dehumanizing and racist policies of control. In the present, the zombie is used to sow fear and limit political protests and misrepresent Haitians in the US. Creating an intersectionality that brings anthropology, death, race, ethnicity and gender together, students learn how the concepts of race has changed through time; how the construction of ethnicity continues to foster discrimination in the present; and reflect on how the place and meaning of the zombie in contemporary America creates a unique way to think about death. Intersectionality develops further as we review how the practice of mortuary cannibalism--when the dead are ritually consumed--is misrepresented in describing European/indigenous encounters. Finally, we look at the ways in which funeral practices around death are gendered and impact health status. For example, among the Fore of Papua New Guinea, a disease known as kuru was interpreted associated historically with witchcraft. Affecting a small, indigenous group, and typically only women and children, there was little effort to discover what was happening. Anthropologists and medical researchers combined their strengths as researchers and discovered that a prionic disease was the root cause of the ailment and developed a community-based response to the disease.

Zombies and the undead are often described as throwaway symbols. ANTHROP3334 is an opportunity for students to develop their intersectional, critical skills as thinkers and find the value of death and the undead in anthropological theory and the study of race, ethnicity and gender. Success is evaluated through quizzes; in-class group assignments, and participation in America's Got Zombies. Multiple choice quizzes (3 total) gauge command of material. In group lead discussions (4 total) students engage readings and popular films and develop questions that probe anthropology, race, ethnicity, and gender. In America's Got Zombies, students

create a creature and interpret their creations in response to a series of prompts that tie their efforts to anthropology and issues of race, ethnicity, and gender.

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.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ANTHROP 3334 develops intersectional learning and critical skills in our students through lectures, readings, films and participation in student led discussions and *America's Got Zombies*. The course follows the growth and development of anthropological theory from its origins in the early 20th century functional determinism to contemporary models that emphasize the political nature of most behavior. Through a series of examples that include Haitian zombies as well as the zombie's roots in West African traditions, Kuru (a disease found in among the Fore people of New Guinea), witchcraft and monsters in Asia and Europe, and global popular culture the course follows anthropology's growth, the rejection of colonial assumptions about racial, ethnic and gender that emphasized difference, and challenges the continued weight that xenophobia places on global understanding. Learning through the prism of the zombie, students are encouraged to engage the subject through their own experiences and build upon those experiences to become intersectional, critical thinkers as they learn anthropological theory; understand how our approach to the study of race, ethnicity and gender diversity has changed, and how we can effectively study and learn from the diverse experiences of people around the world.

There are three sets of assignments that students complete to demonstrate their proficiency and meet ELOs: quizzes; in-class group assignments, and *America's Got Zombies*. Three multiple-choice quizzes evaluate the student's command of course materials. One innovation I have brought to the exams is to allow students to write about which option on a multiple-choice question they select. Giving students an opportunity to argue for their answer is a way they can demonstrate understanding and thoroughly answer a question. Students are assigned randomly to groups of 5 or 6 students and assigned four readings and two films to discuss as part of class. Students are given guidelines to develop their work and it is critical that their discussions engage anthropological theory. For the reading assignments (4 in total), students summarize their piece and develop questions keyed to course themes and engaging issues of race, ethnicity and gender diversity to which the entire class responds during open discussions. The format helps guarantee that students complete their readings, as their responses are critical to a good discussion. Groups are also asked to develop two presentations including a

summary and questions, around the popular films we watch outside of the classroom. The questions the groups develop around films are an opportunity to apply lessons in anthropology, as well as race, ethnicity, and gender diversity to popular films that they likely have viewed several times. This exercise brings anthropology and issues of race, ethnicity and gender diversity home and asks them to be the anthropologist. America's Got Zombies is an opportunity for students to become a zombie. This is one of the favorite activities for my students and a way to creatively engage with course materials. Throughout the years, students have made documentaries, music videos, written short plays among other things. The second part of the assignment asks the students to interpret their creations in response to a series of prompts that tie their efforts to anthropology and issues of race, ethnicity, and gender diversity. Combined the quizzes, in-class discussions and America's Got Zombies activities are an opportunity for students to demonstrate their knowledge and for me to evaluate their efforts.

Expected Learning Outcome 1.2: Successful students are able to 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ANTHROP 3334 engages students in the intersectional, scholarly exploration of the development of race, ethnicity and gender studies in anthropology through readings, films, student led in-class discussions, and through their work to create and analyze a zombie as apart of America's Got Zombies. The readings are largely primary sources in anthropology and affiliated fields and include diverse voices from the past and present including work by Zora Neal Hurston, Shirley Lindenbaum, and John and Jean Comaroff among others. The pieces selected for this class explore death, funerals, witchcraft and the undead (and zombies in several cases) and do so as part of a larger discussion of anthropological theory (*Functionalists and Zombies*), race (*Europe's Hypocritical History of Cannibalism*), ethnicity (*Tell my Horse*) and gender (*Understanding Kuru*). In class, we work through these readings. Lectures explain aconnections, follow the growth of anthropological theory, and create an opportunity to critical engage and emphasize intersectionality with the subject as students are encouraged to ask questions and through their discussions of readings and films as well and explore how the subject matter engages and impacts their lived experiences. For example, we read *Alienation; zombies, immigrants and millennial capitalism* by Jean and John Comaroff, leading voices in anthropological theory. The authors apply contemporary anthropological theory and a concern with the ways in which access to power influences how we talk about non-natives/non-citizens (in the case of the article this includes undocumented Zimbabwean immigrants to South Africa). The result is a critique of contemporary politics, anthropological concepts like race and ethnicity, and an awareness of the ways in which xenophobia can penetrate daily speech. **ELO is met through quizzes, in-class group assignments, and participation in America's Got Zombies.** Quizzes include questions that capture intersectionality as students respond to question that follow the changing ways death, the undead and funereal practices are study and how different ethnic groups integrate beliefs into

everyday life. Student led discussions encourage intersectionality as groups develop questions that relate readings and films to race, ethnicity and gender diversity. Participation in America's Got Zombies is the opportunity to demonstrate proficiency as students become zombies and respond to a series of questions that relate their creation to anthropological theory, and critical concepts in racial, ethnic and gender studies.

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ANTHROP 3334 offers students opportunities to identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as global citizens in an ongoing discussion of race, ethnicity and gender diversity. Learning how to study death and the undead and the role that zombies play in organizing cultural knowledge offers students the intersectional tools they need to understand global diversity and become effective leaders and global citizens. The course examines a wide range of different belief systems and the role that death and the undead can play, as well as why groups revere the undead and use them to bond the living to the dead in creative and powerful ways. Students review examples from across the globe and in class are able to discuss the role that death and the undead (and in many cases an afterlife) can play as groups organize, survive and thrive in the modern world. By inviting my student to engage in critical and reflective debates around themes in class, they are better able to understand global diversity as well as the place that diversity serves even in central Ohio. Group work around readings and films as well as in becoming a zombie is an opportunity for student to work together on common topics and build upon their creative and strengths. **The ELO – how race, ethnicity and gender diversity shape lived experience – is met through quizzes, in-class group assignments, and participation in America's Got Zombies.** Quizzes include questions that focus on diversity of practice around death and in different societies and the changing ways death, the undead and funereal practices are study and integrated in everyday practices. Student led discussions encourage questions that relate readings and films to daily practices of diversity. Participation in America's Got Zombies is the opportunity to demonstrate proficiency as students become zombies and respond to questions that relate their creation to everyday practices in diverse cultural settings.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ANTHROP3334 is an introduction to the anthropological theory through the lens of research on death, the undead, the afterlife and funereal practices. Students will use their own unique experience with popular media and specifically zombie films, to learn and evaluate the social and ethical implications of study race, gender and ethnicity. **There are three key pathways**

through which students will demonstrate successful learning and meet the ELO – implications of studying race, gender and ethnicity: quizzes, group discussions and their participation in America’s got Zombies. The quizzes include multiple choice questions that ask students to demonstrate knowledge from readings and lecture materials focused on how gender choices for example, influence beliefs in the afterlife and the undead. The group discussions of readings and films are an opportunity for students to develop questions that apply the lessons learned in class to implications of racial ideals, ethnic identity and gender diversity in everyday life. Finally, in America’s got Zombies, students must respond to a series of questions that allow them to creatively apply what they have learned about different belief systems to becoming a “zombie” and describing their invention.

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

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self-reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ANTHROP 3334 asks students to develop their skills as self-reflective learners and critique their social positions, meeting the ELO as discussion leaders and through their participation in America’s Got Zombies. First, students, as parts of groups, are responsible to lead six weekly discussions on class readings (four articles) and popular films (two films) that we watch outside of the classroom. In the discussions, students are asked to summarize and generate questions that relate to anthropological theory, race, ethnicity and gender diversity and use those questions to motivate and shape active learning. Often times, the questions that students’ author are focused on how readings and films connect with their lives. For example, when students organize discussions around the film “Night of the Living Dead” they typically ask how the issues of racial inequality that pervade the film (including a scene where the film’s hero, an armed African American, is shot and killed) echo in the present day and around continued social injustice. Second, students are asked to become zombies and use their creativity to present an example of the undead to our class as a group. Students are scored and judged by their peers and the critiques often ask about social position and the complexities of identity including for example, if zombies are gendered (they typically are not, though they typically appear to be cis-male or cis-female), and how gender norms and inequalities are often recreated. Finally, students are asked to analyze their creations using themes in anthropology and ideas from class and engage class materials. This final activity in the class allows students to articulate central ideas in the class, react to anthropological theory and define how race, ethnicity and gender impact the choices they are making in their design of their zombie. In the past, students have done an amazing job in this process, creating short documentaries that pick up on the ways in which anthropology has developed through time, music videos and short plays that engage racial, ethnic and gender biases and even a few examples of poetry that engages and reframes the central themes from the class.

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ANTHROP 3334 is subtitled *The Anthropology of the Undead* and throughout the semester, many different examples of death, funereal practices and the meaning of the afterlife are presented and support students as they successfully meet the ELO and understand how perception shapes beliefs. For example, during our discussion of cannibalism, students are introduced to the Wari, an indigenous group living in Brazil. We use the discussion of the Wari to highlight the difference between anthropological and colonial discussion of cannibalism. Where the colonialist, and today the xenophobe, uses the practice of cannibalism to argue that native peoples are dangerous, uneducated and barbaric; the anthropologist builds a holistic approach that contextualizes cannibalism, its relationship to a group's worldview, and a way to commemorate the deceased and celebrate the cycle of life (in fact, in most examples of cannibalism that anthropologists have found and analyzed, the consumption of the deceased is a minor piece of the practice, and often means that a small portion of the ashes that remain after a cremation are sprinkled on food and consumed). **Students meet ELO-recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors-through participation in student led discussions and America's Got Zombies, as well as through quizzes.** The point is that students are able to reflect on the differences that characterize an anthropologist's perceptions of the other and how our field embraces racial, ethnic and gender diversity. In the quizzes, group discussions and America's got Zombies, students embrace this perspective and are able to recognize and comment on the ways in which their perceptions are organized.

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

ANTHROP 3334 is an opportunity to follow the growth and development of anthropological theory through the examination, critique and evaluation of the field's approach to the study of death, the undead, funereal practices, witchcraft and popular culture and in the process. **Students demonstrate they meet the ELO-how the categories of race, gender and ethnicity influence lived experience through student led discussions, quizzes and participation in America's Got Zombies.** With ethnographic examples from around the world, the field is brought to life in celebration of race, ethnicity and gender diversity. For example, the latter half of the semester includes discussions of archaeology and the historical study of death, monsters from around the world and decolonialization of theory. These themes are founded in a diversity of examples that help students understand the lived experiences of others in both space and time. The effectiveness of this approach is born out in the discussions led by student

groups and a focus on the ways that race, ethnicity and gender are approached and how the approaches change through time and in relation to popular media.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits) Requesting a GE category for a course implies that the course all expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

ANTHROP 3334 is an introduction to anthropological theory and study of race, ethnicity and gender diversity. Anthropologists have a long interest in the study of death, funereal rituals and the role, value and meaning of the undead and afterlife (in the US this often means studies of ghosts, spirits and zombies) as we learn about human diversity. In the past, ideas about death were assumed to be racially biased and associated with intelligence. We have learned that these practices are diverse and markers of ethnic difference that may seem weird but can be understood. Welcoming students to learn more about anthropological theory and the study of race, ethnicity and gender. The course uses their knowledge and familiarity with zombies (other monsters and death as portrayed in popular media) as foundation upon which they can become critical thinkers as they learn to appreciate central concepts in anthropology and how anthropological theory has changed through time.

Following the study of the death in anthropology, the course tracks the development of theory and how interest in the undead has been used to counter discrimination against indigenous populations and capture the cross-cultural diversity of human life. For example, our discussion of the Wari reveals that funereal practices are not about cannibalism, rather these practices are about managing a balance between humans and the animals living around them. The popular discussion of witchcraft is often used to sow xenophobia and mistrust. By analyzing witchcraft through the lens of the afterlife, we can begin to appreciate the ways in which practices are keyed to culturally specific beliefs. Rather than fearing difference, the class allows students to evaluate difference and learn to appreciate diversity, a critical part of anthropology.

Zombies and the undead are often thought of as throwaway symbols found in horror films. ANTHROP3334 is an opportunity for students to develop as critical thinkers and find the value of these symbols as they learn and master anthropological theory. Success is evaluated in three ways: quizzes; in-class group assignments, and in America's Got Zombies. Multiple choice quizzes (3 total) gauge command of material. In group lead discussions (4 total) students engage readings and popular films and develop questions that probe anthropology, race, ethnicity, and gender. In America's Got Zombies, students create a creature and interpret their creations in response to a series of prompts that tie their efforts to anthropology and issues of race, ethnicity, and gender.

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Though ANTHROP 3334 is focused on death, funereal practices, the undead and afterlife; it is also an effective introduction to anthropological theory. Each week focuses on a specific anthropological theme: The living, dead and undead as anthropological categories, 1) anthropological categories and the value of holism; 2) concepts of race, ethnicity and gender; 3) functionalism; 4) cannibalism as a part of culture; 5) combining studies of sorcery and science to address health outcomes; 5) zombies in Haiti, racial identities and colonialism; 6) symbolic anthropology; 7) archaeology of death; 8) cross cultural studies of monsters in anthropology and folklore; 9) decolonizing the study of the undead; and 10) the future of race, ethnicity and gender studies in anthropology. Students will demonstrate their mastery of these central themes and specify the details associated with anthropological theories through quizzes, group presentations and America's got Zombies. For example, quizzes ask students to identify the central themes that are part of functional anthropology and how symbolic anthropology, while founded in functionalism, explores how populations interpret the world around them. **The ELO – explain basic facts, principles, theories and methods of social and behavioral science – is met through quizzes, in-class group assignments, and participation in America's Got Zombies.** Quizzes include questions that focus on diversity of practice around death and in different societies and the changing ways death, the undead and funereal practices are studied and integrated in everyday practices. Student led discussions encourage questions that relate readings and films to theory in anthropology. Finally, participation in America's Got Zombies is the opportunity to demonstrate proficiency as students become zombies and respond to questions that relate their creation to anthropological theory as well as diverse cultural practices.

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Anthropology is founded in the study of human variation. A critical goal of ANTHROP3334 is to teach students how anthropologists use ethnographic research and a focus on human variation to develop theories around concepts like death that will aid in explaining and evaluating the

similarities and differences we find across societies and within human cultures. For example, our discussion of vampires, monsters and zombies in anthropology is organized around Keyworth's cross cultural analysis of folktales. His discussion notes how different groups in different times and place create supernatural creatures (vampires and other kinds of monsters) that share similar qualities—a thirst for blood, unnatural powers and abilities and live apart from centers of human life. Building on this reading, students are able to effectively develop their skills as cross-cultural scholars as they compare and contrast the similarities and differences, they find in the films they view and through participation in America's got Zombies. **The ELO – explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science – is met through quizzes, in-class group assignments, and participation in America's Got Zombies.** Quizzes include questions that focus on similarities and disparities in practices surrounding death in different societies and the changing ways death, the undead and funereal practices are studied. Student led discussions encourage questions that relate readings and films to social inequality and disparities. Participation in America's Got Zombies is the opportunity to demonstrate proficiency as students become zombies and respond to questions that relate their creation to racial, ethnic and gender inequalities and disparities.

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Following the development of anthropological theory is central to ANTHROP3334. Understanding how anthropological theory has changed in response to research on death, the undead and afterlife, monsters and so forth is critical to supporting students. This is particularly important as students learn to analyze how social factors—including political and economic forces—drive and impact social structures, policies and decision-making. For example, Week 11 on death and witchcraft is subtitled *reading the supernatural to include race, ethnicity and gender*. During this week, class lectures and readings highlight the ways in which groups manipulate death, dying, funereal practices and more are adapted to the political and economic realities of everyday life. This means that rather than reading funereal practices as a reflection of the deceased's position in life, those practices are approached as symbolic and manipulated in response to political and economic possibilities that may have little to do with everyday life. Put simply, the dead can, in death, be made into someone they were not in life. They may be given status or power and a gender that contradicts their lived experiences. **Students demonstrate proficiency and meet the ELO- analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions as they are asked to reflect on and show they understand this week in their preparation of reading and film**

questions and in their effective completion of America's got Zombies and the analysis of their creation.

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Concerns over the dead, the undead, the afterlife and funereal practices in ANTHROP 3334 are critical to evaluating the social and ethical implications of anthropological theory and its development. Learning to thinking cross-culturally, holistically and in a way that understands there is not one "right" way to believe is a hallmark of anthropologists and anthropology.

ANTHROP3334 is an important step in learning how to think cross-culturally and to evaluate racial, ethnic and gender diversity as we meet ELO – evaluate social and ethical implications of social scientific and behavioral research – through quizzes, in-class group led discussions and America's Got Zombies. For example, reading from **Monster Culture in the 21st Century: A Reader** are spread across the semester. Each chapter asks the reader (student) to evaluate their positionality in American society and to think about how that positionality affects and is affected by our beliefs about death, the undead and the afterlife. This perhaps most clearly demonstrated in Loza's chapter "Playing Alien in post-racial times" a piece assigned during Week 4, and an opportunity for students to evaluate their place in social life and how shifting identities can affect what others think. In their reading responses and class discussion, students are able to put their ideas into action and talk about the place of evaluation in thinking about race, ethnic and gender diversity.

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Like many mythical creatures, places, and people, it is easy to misrepresent death, the undead, the afterlife and the powers of monsters and witches; ANTHROP 3334 is designed to help students to learn the basics of anthropological theory; and understand and critically evaluate death and dying in a cross-cultural perspective. By effectively completing the semester students gain the skills to understand and responsibly use anthropological information. For example, throughout the semester, we read chapters from **Monster Culture in the 21st Century: A Reader**. Many chapters ask the student-reader to consider their positionality and the ways in which race, ethnicity and gender affect beliefs, social status and cultural value. The chapters also ask how the reader's positionality affects and is affected by our beliefs about death, the undead and the afterlife. This demonstrated in several chapters that include race: *Killing Whiteness: The Critical Positioning of Zombie Walk Brides in Internet Settings* by Michele White; *Domesticating the Monstrous in the Globalizing World*; ethnicity, *On the Frontlines of the Zombie War in the Congo: Digital Technology, the Trade in Conflict Minerals, and Zombification*,

and gender, *Gendering the Monster Within: Biological Essentialism, Sexual Difference, and Changing Symbolic Functions of the Monster in Popular Werewolf Texts* and *The Monster in the Mirror: Reflecting and Deflecting the Mobility of Gendered Violence*. **Meeting the ELO – critically evaluate and responsibly use information from the social and behavioral sciences – through quizzes, in-class, led group discussions and America’s Got Zombies, are able to put their ideas into action and debate how to evaluate and responsibly use anthropological theory around the concepts race, ethnic and gender diversity.**