

Term Information

Effective Term Autumn 2022

Course Change Information

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

We would like this course taught 100% online.

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

This course is well suited for distance learning.

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?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
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
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

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

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 - asc-distance-approval-cover-sheet-fillable.pdf: DL Approval

(Other Supporting Documentation. Owner: Healy, Elizabeth Ann)

- DL ANTHROP 2202 syllabus AU21.docx: DL Syllabus

(Syllabus. Owner: Healy, Elizabeth Ann)

- In-person Syllabus_ANTHROP 2202 - SP 20_Final.pdf: In-person Syllabus

(Syllabus. Owner: Healy, Elizabeth Ann)

Comments

COURSE CHANGE REQUEST
2202 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/22/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	11/18/2021 08:48 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	11/18/2021 02:18 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/22/2021 03:41 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/22/2021 03:41 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.

How this Online Course Works

Mode of delivery: This course is 100% asynchronous delivery. 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. We are using the textbook and videos that he created. 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. 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.nationalsuicideline.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
Sun Feb 21, 2021	Assignment Quiz 5: Lesson Five
	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

ANTH 2202 (15618): Introduction to Cultural Anthropology
Spring 2020

<u>Instructor</u> Mark Anthony Arceño, M.A., 614.292.6466 arceño.1@osu.edu	<u>Course Meeting Information</u> Tuesdays and Thursdays 11:10am-12:30pm, Journalism Building 375
<u>Faculty Coordinator</u> Dr. Mark Moritz moritz.42@osu.edu	<u>Office Hours and Location</u> Tuesdays and Thursdays 1-3pm, and by appt Smith Laboratory 4005

Course Description/Introduction:

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. This course teaches you to try new things, make connections, and ask new questions about yourself and the world you live in. It will take you out of the classroom and from behind the 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. More information about the anthropological way of thinking can be found on the page with learning outcomes: <https://osu.instructure.com/courses/71926/pages/learning-goal-outcomes-and-proficiencies>

Organization in Weekly Modules:

The course is designed as a journey that guides students through ten lessons of *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 on Carmen: <https://osu.instructure.com/courses/71926/modules>, which contain the following:

- An overview page that describes the learning goals and activities for that particular week.
- Links to required readings / videos / podcasts / assignments.
- Quizzes for the assigned readings, which are due before the first day of class each week.
- Instructions for Challenges, the write-ups of which are due before midnight on Saturday.
- Oh, by the way, there are no midterm or final exams.

Syllabus Statements: <https://osu.instructure.com/courses/71926/pages/new-syllabus-statements>

The University strives to make all learning experiences as accessible as possible, and we will make accommodations because of disability. The university condones violence and harassment based on sex and gender, affirms the importance and value of diversity in the student body, and is committed to the mental health and well-being of all its members. We do not tolerate academic misconduct. This course meets two GEC requirements: **Social Science: Individuals and Groups**, and **Diversity: Global Studies**.

The Other Instructor:

The course is based on ANTH 101, an online Cultural Anthropology course of Dr. Michael Wesch, an award-winning professor at Kansas State University. Mike 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.

Grading Overview:

- *Challenges (45%):* There are 10 Challenges that you will be tasked to complete throughout the semester. In class, we will review what I expect from each Challenge, which you must submit to Carmen by the assigned due date (11:59pm on Saturdays). For information regarding the overall Challenge rubric, visit: https://osu.instructure.com/courses/71926/pages/challenge-rubric?module_item_id=2988383
- *Challenge Debriefs (10%):* The purpose of the Debrief Post is to allow you to connect with and learn from your classmates. You are all completing the same Challenges and learning to apply the same concepts. In this regard, you should think of the Challenge assignments as a collective journey in which you stand to learn as much from your peers' experiences and insights as from your own. Challenge debriefs are due on Carmen by 11:59pm on Mondays. For information regarding the Challenge debrief rubric, visit: https://osu.instructure.com/courses/71926/pages/debrief-rubric?module_item_id=3025075
- *Quizzes (20%):* Following each complete lesson is an online reading quiz, which you must complete on Carmen before class begins on the date assigned.
- *In-Class Participation (25%):* This score reflects your active and engaged participation in this course. Being both on time and prepared for class is factored into your grade. To be considered present means you must be present both physically and mentally. Participation requires active listening, asking relevant questions, engaging with the material and your classmates during in-class exercises, discussions, and debriefs, and completing informal assessments. *While attendance is not strictly mandatory, it is in many respects necessary given that, in order to participate, you must be present in class.*

Also included as part of this score are **daily fieldnotes**. Time will be set aside after each class period for you to reflect on the day's lesson, inclusive of your observations regarding the course material, similarities and differences you've noticed between and among your peers' work, etc. Journals will be checked regularly and will be of particular benefit to you, as it will be especially important for completing Challenge 10. *While preference will be given for updating fieldnotes posted on Carmen, students may elect to hand-write their observations and submit the journal (or photos of journal pages) for instructor review.*

- *Optional Assignments:* There are podcasts and videos marked as (optional) on the syllabus. If you wish, you may listen to a podcast or watch a video; after writing up an acceptable 250-word response, I will replace one of your quiz or Challenge debrief grades with the response score. "Acceptable" responses are those which provide a *brief* summary of the podcast/video, with the bulk of the response focusing on at least one learning outcome AND at least one course concept. If you choose to complete an optional assignment, you have until the start of class on the day the podcast/video is listed. You are permitted to complete no more than two (2) optional assignments throughout the course of the semester.

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.

Course Schedule

Unless otherwise noted, all assigned readings are from *The Art of Being Human*, which will be made available to you on Carmen along with any other readings, videos, podcasts, etc., you are assigned.

Complete the following activities *before* coming to class, or by the deadline as assigned.

D	Date	Before-class assignments	Additional assignments
PART 1: MAKE CONNECTIONS, ASK QUESTIONS, AND TRY NEW THINGS			
WEEK 1: What is anthropology? What do anthropologists do?			
T	1/7	Watch 2202: Advice from Students	
R	1/9	Read introduction to <i>The Art of Being Human</i> ; Henrich <i>et al.</i> 2010; Davidson 2017	
WEEK 2: People are different			
T	1/14	Read Lesson 1 Complete Intro + Lesson 1 quiz Watch Lesson 1 video Read Michelle Miller 2019	
R	1/16	Listen “Professor’s Night Out” podcast Read Miner’s 1953 article	
S	1/18		Submit write-up C1 + debrief C1 by 11:59pm
M	1/20		Post debrief C1 peer reply by 11:59pm
WEEK 3: Opening up to new questions			
T	1/21	Read Lesson 2, part 1 Watch Lesson 2 video	
R	1/23	Read Lesson 2, part 2 Complete Lesson 2 quiz	
S	1/25		Submit write-up C2 + debrief C2 by 11:59pm
M	1/27		Post debrief C2 peer reply by 11:59pm
WEEK 4: Being human			
T	1/28	Read Lesson 3, part 1 Watch Lesson 3 video	
R	1/30	Read Lesson 3, part 2 Complete Lesson 3 quiz Watch 5 videos from “Human Potential” playlist Post Challenge title and photo to debrief C3 page	
S	2/1		Submit 28-Day Challenge worksheet
PART 2: CHALLENGE YOUR ASSUMPTIONS			
WEEK 5: Hidden assumptions			
T	2/4	Read Lesson 4 Complete Lesson 4 quiz Watch Lesson 4 video	
R	2/6	Post new word and explanation to the debrief C4 page Watch Lera Boroditsky TED talk Listen “Words” podcast (optional)	
S	2/8		Submit write-up C4 + debrief C4 by 11:59pm
M	2/10		Post debrief C4 peer reply by 11:59pm

WEEK 6: Our Tools and Us, Part 1		
T	2/11	Read Lesson 5, part 1 Watch Lesson 5 video
R	2/13	NO CLASS: Instead, watch “Introduction to YouTube” and submit responses to guided questions by 11:59pm Post title and photo of what you are giving up to debrief C5 page by 11:59pm
WEEK 7: Our Tools and Us, Part 2		
T	2/18	Read Lesson 5, part 2 Complete Lesson 5 quiz
R	2/20	Listen “Our Computers, Ourselves” podcast (optional)
S	2/22	Submit write-up C5 + debrief C5 by 11:59pm
M	2/24	Post debrief C5 peer reply by 11:59pm
WEEK 8: Real-izations, Part 1 (dis/abilities)		
T	2/25	Watch Lesson 6 video Listen “Becoming Batman” podcast
R	2/27	Listen “The Problem with the Solution” podcast
S	2/29	Submit write-up C3 + debrief C3 by 11:59pm
M	3/2	Post debrief C3 peer reply by 11:59pm
WEEK 9: Real-izations, Part 2 (gender, sex, and sexual orientation)		
T	3/3	Read Lesson 6, part 1 Watch <i>Meet the Patels</i> (optional)
R	3/5	Read Lesson 6, part 2 Complete Lesson 6 quiz Submit Challenge 6 pre-fieldwork proposal
WEEK 10: NO CLASS THIS WEEK (SPRING BREAK)		
WEEK 11: Real-izations, Part 3 (race and ethnicity)		
T	3/17	Read “Parable of the Polygons” Watch TEDxColumbus video Watch <i>The Mask You Live In</i> (optional)
R	3/19	NO CLASS TODAY – <i>course assignment TBD</i>
S	3/21	Submit write-up C6 + debrief C6 by 11:59pm
M	3/23	Post debrief C6 peer reply by 11:59pm
PART 3: GET OUT OF YOUR BUBBLE AND CONNECT		
WEEK 12: Why we hate		
T	3/24	Read Lesson 7, parts 1 and 2 Watch Lesson 7 video
R	3/26	Read Lesson 7, part 3 Complete Lesson 7 quiz Read Weiss and Peyser 2018 Watch <i>Generation Like</i> (optional)
S	3/28	Submit write-up C7 + debrief C7 by 11:59pm
M	3/30	Post debrief C7 peer reply by 11:59pm

WEEK 13: Tragedy of our times			
T	3/31	Read Lesson 8 Complete Lesson 8 quiz Watch Lesson 8 video	
R	4/2	Watch <i>Stealing Africa</i> (optional) Be prepared to share in class who you will interview for Challenge 8!	
S	4/4		Submit write-up C8 + debrief C8 by 11:59pm
M	4/6		Post debrief C8 peer reply by 11:59pm
PART 4: BE A HERO. TOWARD TRUE FREEDOM			
WEEK 14: Wisdom of the world			
T	4/7	Read Lesson 9, parts 1 and 2 Complete Lesson 9 quiz Watch Lesson 9 video	
R	4/9	Participate/Watch “Solve Climate by 2030” webinar Be prepared to discuss in class!	Submit “Solve Climate by 2030” journal entry by 11:59pm
S	4/11		Submit write-up C9 + debrief C9 by 11:59pm
M	4/13		Post debrief C9 peer reply by 11:59pm
WEEK 15: We make the world			
T	4/14	Read Lesson 10, parts 1 and 2 Complete Lesson 10 quiz Read McCurdy 2009	Watch <i>The 16th Man, Gandhi, or Taking Root</i> BEFORE submitting Challenge 10 write-up.
R	4/16	Listen “Flip the Script” podcast (optional) Be prepared to share with your peers a draft of Challenge 10! That is, bring a hardcopy or electronic draft of Challenge 10 write-up to class.	
Su	4/19	^^ <i>Final class day.</i>	Submit write-up C10 + debrief C10 by 11:59pm

As noted above, your Manifesto and final debrief are due **Sunday, 4/19, by 11:59pm.**

There is no final exam for this course!

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by _____ on _____

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.