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)?

The course in its current format was originally designed as an online course. This is evident in the following ways: (1) the readings are accompanied by videos that explain the key concepts – similar to how in-person lectures work; (2) the discussions in CarmenCanvas engage students with the material and allow them to connect with each other and the instructor; and (3) the challenges are organized as experiential learning activities that take students outside the classroom and from beyond their computer to engage with the real world.

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
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Previous Value   *Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions   Not open to students with credit for 2202H.
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   45.0204
Subsidy Level   General Studies Course
Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Individual and Groups; Global Studies (International Issues successors); Social and Behavioral Sciences

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)

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

  (Syllabus. Owner: Healy,Elizabeth Ann)

- ANTHROP 2202 syllabus SP21.docx: DL Syllabus

  (Syllabus. Owner: Healy,Elizabeth Ann)

- Challenge 1 Talking to Strangers.pdf: DL Content 1

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

- Challenge 5 Debrief.pdf: DL Content 2

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

- Week 6 Discussion.pdf: DL Content 3

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

- week 14 module screenshot.pdf: DL Content 4

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

- Week 14 Overview page.pdf: DL Content 5

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

- Instructor Comments to Committe Responses.pdf: Responses to Comments

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

Comments

- Please see Panel feedback e-mail sent 12/15/21. *(by Cody,Emily Kathryn on 12/15/2021 08:38 PM)*

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
Revision Requested	Cody,Emily Kathryn	12/15/2021 08:38 PM	ASCCAO Approval
Submitted	Healy,Elizabeth Ann	01/03/2022 10:43 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	01/03/2022 11:13 AM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	01/03/2022 11:13 AM	College 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 (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.

THE OHIO STATE UNIVERSITY

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 (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.

How Your Grade is Calculated

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

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.

Late Assignments

Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. You can always submit assignments late and you will never lose points for late submissions, but it is your responsibility to stay on pace. The final deadline for submitting late assignments is by the end of week 13.

Instructor Feedback and Response Time

Remember that you can call 614-688-4357 (HELP) 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.

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) 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)

- **Email:** servicedesk@osu.edu

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 (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 (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 (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (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 (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (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

- 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 (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom 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](#)
Fri Jan 29, 2021	Assignment [Challenge 2 Debrief](#)
	Assignment [Week 3 Discussion](#)
	Assignment [Challenge 2: Fieldwork of the Familiar](#)
Sun Jan 31, 2021	Assignment [Quiz 2: Lesson Two](#)
	Assignment [Challenge 2 Debrief: Peer Reply](#)
	Assignment [Week 3 Discussion: Peer Reply](#)
Fri Feb 5, 2021	Assignment [Week 4 Discussion](#)
	Assignment [Challenge 3.1: 28 Day Challenge Worksheet](#)
	Assignment [Challenge 3: Try Something New (28-Day Challenge)](#)
Sun Feb 7, 2021	Assignment [Quiz 3: Lesson Three](#)
	Assignment [Week 4 Discussion: Peer Reply](#)
Fri Feb 12, 2021	Assignment [Challenge 4 Debrief](#)
	Assignment [Week 5 Discussion](#)
	Assignment [Challenge 4: Word Weaving](#)

Date	Details
Sun Feb 14, 2021	Assignment [Quiz 4: Lesson Four](#)
	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](#)
Fri Feb 26, 2021	Assignment [Challenge 5 Debrief](#)
	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](#)
Fri Mar 19, 2021	Assignment [Challenge 6 Debrief](#)
	Assignment [Week 10 Discussion](#)
	Assignment [Challenge 6: Get Uncomfortable (Adapted)](#)
Sun Mar 21, 2021	Assignment [Challenge 6 Debrief: Peer Reply](#)
	Assignment [Week 10 Discussion: Peer Reply](#)
	Assignment [Quiz 7: Lesson Seven](#)
Fri Mar 26, 2021	Assignment [Challenge 7 Debrief](#)
	Assignment [Week 11 Discussion](#)
	Assignment [Challenge 7: Another Encounter](#)
Sun Mar 28, 2021	Assignment [Challenge 7 Debrief: Peer Reply](#)
	Assignment [Week 11 Discussion: Peer Reply](#)
Fri Apr 9, 2021	Assignment [Challenge 8 Debrief](#)
	Assignment [Week 12 Discussion](#)
	Assignment [Challenge 8: Global Connections](#)
Sun Apr 11, 2021	Assignment [Quiz 8: Lesson Eight](#)
	Assignment [Challenge 8 Debrief: Peer Reply](#)

Date	Details
	Assignment [Week 12 Discussion: Peer Reply](#)
Fri Apr 16, 2021	Assignment [Challenge 9 Debrief](#)
	Assignment [Week 13 Discussion](#)
	Assignment [Challenge 9: Meaning Making](#)
Sun Apr 18, 2021	Assignment [Quiz 9: Lesson Nine](#)
	Assignment [Challenge 9 Debrief: Peer Reply](#)
	Assignment [Week 13 Discussion: Peer Reply](#)
Fri Apr 23, 2021	Assignment [Week 14 Discussion](#)
Sun Apr 25, 2021	Assignment [Challenge 10 Debrief](#)
	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

Instructor	Course Meeting Information
Mark Anthony Arceño, M.A., 614.292.6466	Tuesdays and Thursdays
arceno.1@osu.edu	11:10am-12:30pm, Journalism Building 375
Faculty Coordinator	**Office Hours and Location**
Dr. Mark Moritz	Tuesdays and Thursdays 1-3pm, and by appt
moritz.42@osu.edu	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 <u>before</u> 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 *The Art of Being Human*; Henrich *et al.* 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** *Meet the Patels* (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** *The Mask You Live In* (optional)	
R	3/19	NO CLASS TODAY – *course assignment TBD*	
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** *Generation Like* (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** *Stealing Africa* (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** *The 16th Man*, *Gandhi*, or *Taking Root* 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	*^^Final class day.*	**Submit** write-up C10 + debrief C10 by 11:59pm

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

There is no final exam for this course!

From:	Moritz, Mark
Sent:	Sunday, January 2, 2022 1:59 PM
To:	Vankeerbergen, Bernadette; Coleman, Mathew
Cc:	Guatelli-Steinberg, Debra; Healy, Elizabeth A.
Subject:	Re: Anthropology 2202
Attachments:	ANTHROP 2202 syllabus SP21.docx; Challenge 1 Talking to Strangers.pdf; Challenge 5 Debrief.pdf; Week 6 Discussion.pdf; week 14 module screenshot.pdf; Week 14 Overview page.pdf

Dear Bernadette et al,

Please find my responses to the committee's questions below in red. I have also attached the correct syllabus and samples for each of the assignments, weekly overview, and a screenshot of a weekly module. Please let me know if you have any additional questions.

Best wishes,

Mark

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Dr. Mark Moritz
Department of Anthropology
The Ohio State University
moritz.42@osu.edu
http://mlab.osu.edu/

From: Cody, Emily <cody.50@osu.edu>
Sent: Wednesday, December 15, 2021 8:36:18 PM
To: Guatelli-Steinberg, Debra <guatelli-steinbe.1@osu.edu>; Healy, Elizabeth A. <healy.152@osu.edu>
Cc: Coleman, Mathew <coleman.373@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Hilty, Michael <hilty.70@osu.edu>; Cody, Emily <cody.50@osu.edu>
Subject: Anthropology 2202

Good evening,

On Thursday, December 2, the Social and Behavioral Sciences Panel of the ASC Curriculum Committee reviewed the course proposal for Anthropology 2202. Please find below the Panel's feedback for the course.

The Panel did not vote on the proposal as they would like the following points addressed:

- Per OSU protocol, the syllabus should be the best representation of the class – especially since the Panel cannot access supplementary tools like Carmen as part of the evaluation process. The Panel appreciates that various features of the course are built into Carmen, but per university policy, the syllabus must also reflect the full complexity of the class so students can make well-informed decisions before formally enrolling. The wrong syllabus was submitted and that may have cause some confusion.

1

The correct syllabus provides all the relevant information for students to make a well-informed decision. I have attached the correct version.

However, I think the panel should consider asking for access to the CarmenCanvas course rather than a paper syllabus, especially when it concerns online courses. I design all my course for and on CarmenCanvas. I do not use paper syllabi in my courses.

- Please include further details on all parts of all assignments in the syllabus, matching the level of specificity from the submitted in-person version of the course. This includes articulating the particulars of each "challenge" assignment, so that students know what to expect from this component of the class. That would make the syllabus a 100-page document because we have detailed instructions for each weekly discussion and each challenge. I do not expect that students will need that much information to make an informed decision. I have attached representative examples for each of the different assignments, the weekly overview, and a screenshot of one weekly module to give the committee an idea of how the course is organized. Again, I happily give committee members access to the course on CarmenCanvas.

- Please provide a more detailed rationale that actively illustrates how this course is "well suited for DL," pointing to specific assignments, activities, and aspects of the class structure.

- Please clarify the specifics of the course delivery format, including:

  o What parts are synchronous and/or asynchronous? The course is organized as an asynchronous course and students can complete the course asynchronously. However, for students who would like to have synchronous interactions with the instructor and other students, we have scheduled one hour each week for discussions. Students can decide, on a whim, each week whether they want to participate in asynchronous discussions in CarmenCanvas or synchronous discussions in Carmen Zoom.

  o When and how do lectures and discussions occur? Which lectures and/or discussions are "optional," if any? There are no lectures. Students can participate in asynchronous discussions in CarmenCanvas or synchronous discussions in Carmen Zoom. In other words, the synchronous session is optional for students who want to connect with the instructor and other students.

  o If this 3-credit-hour class only meets once a week for 55 minutes, what accounts for the remaining hours of direct instruction/contact time? Where, when, and how students will earn this? Please note that a 3CH class comprises 3 hours of direct instruction weekly, and an additional 6 hours of preparation time outside class. Students have the option to meet once a week synchronously using Carmen Zoom to discuss course materials with fellow students and the instructor. The direct instruction takes the form of videos, podcasts, students participation in two weekly discussions, and feedback from the instructor on all their written work.

- The course calendar should outline benchmarks and expectations for students on a day-by-day basis (rather than weekly), including specific due dates for any assignments. The wrong syllabus was submitted. The correct syllabus has specific due dates for all assignments.

- The Panel requests that the course schedule be amended to include the page-range amounts required for each assigned reading. I have added the number of pages for each reading in the weekly overviews on CarmenCanvas (see attachment for an example).

- What is the late assignment policy for the course? Can students turn in late work at all, and if so, is there a penalty? Here is the late policy: Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. You can always submit assignments late and you will never lose points for late submissions, but it is your responsibility to stay on pace. The final deadline for submitting late assignments is by the end of week 13.

- The Panel suggests moving the discussion of particular assignments on page 4 of the syllabus to page 6, with the section explaining how grades are calculated. We moved related sections together.

- The Panel recommends removing any reference to an "OSU standard grading scheme," as Ohio State does not have a standardized grading scheme. I realize that there also other grading systems, e.g., S/U, but there is an OSU Standard Scheme in CarmenCanvas (https://teaching.resources.osu.edu/toolsets/carmencanvas/guides/calculating-final-grades/final-grades-transfer-add-grading). I would be interested in what language the panel recommends for this A-E grading scheme.

- The Panel kindly notes that on page 1 of the in-person syllabus, the "syllabus statement" section is missing a word; it currently reads "the university *condones* violence." I think the wrong syllabus has been submitted.

I will return Anthropology 2202 to the department queue via curriculum.osu.edu in order to address the Panel's requests.

Should you have any questions about the feedback of the Panel, please feel free to contact Mat Coleman (faculty Chair of the SBS Panel; cc'd on this e-mail) or me.

Best,
Emily

THE OHIO STATE UNIVERSITY

Emily K. Cody, Ph.D.
Curriculum and Assessment Assistant
ASC Curriculum and Assessment Services The College of Arts and Sciences
306 Dulles Hall, 230 Annie and John Glenn Ave., Columbus, OH 43210
614-247-9106 Office
cody.50@osu.edu/asccas.osu.edu
Pronouns: she/her/hers / Honorific: Dr.

Challenge 1: Talking to Strangers

✓ **Published**   ✎ Edit   ⋮

For this Challenge and all those which follow: if you are unable to complete this as originally instructed, please contact me to discuss ways to modify the Challenge to accommodate your needs.

Introduction

People are different. These differences represent the vast range of human potential and possibility. Our assumptions, beliefs, values, ideas, ideals – even our abilities – are largely a product of our culture.

Your assignment is to meet a stranger, hear their story, and ask if you can share it here. After briefly explaining why you would like to hear their story, be sure to get verbal permission to share their story. You should introduce yourself, but **do not share their name in your submission**. In fact anonymity is often critical to participants in anthropological studies.

Capturing and telling the stories of humans in compelling ways is an essential component of anthropology, and these days that means mastering multiple forms of storytelling in multiple media (photography, video, audio, as well as text).

But capturing a great story is not just capturing a good picture. You will need to practice using the most important tools in the ethnographic toolkit: communication, empathy, and thoughtfulness. Try to get in a positive mindset as you approach strangers and let that carry you through. Remember that people are different, and these differences represent the vast range of human potential and possibility. The differences between you and the stranger can be seen in a positive way as a representation of our diversity.

Big Talk

Ultimately, I want you to engage not just in "small talk" but "big talk" and here is a little inspiration from Kalina Silverman explaining what I mean:

https://youtu.be/deScHJGoVc8   (https://youtu.be/deScHJGoVc8)

▷

(https://youtu.be/deScHJGoVc8)

 Ideas for starting big talk:

- What would constitute a "perfect" day for you?
- What are you most grateful for in your life?
- If you could change anything about how you were raised, what would it be?
- What roles do love and affection play in your life?
- If you were a character in a movie and the opening scene is an image of you doing something all alone with nobody watching that is supposed to give us a glimpse into the real you, what would we see? (You can do a montage of scenes if one doesn't seem to capture it all.)
- When did you last cry in front of someone? By yourself?
- If you were to die this evening with no chance to communicate with anyone, what would you most regret not having told someone? Why haven't you told them yet?
- What would you do if you knew you would die tomorrow?
- What was the best day of your life? What was the worst day of your life?

~~What was the best day of your life? What was the worst day of your life?~~

For more inspiration, look at the beautiful series Humans of New York (http://www.humansofnewyork.com (http://www.humansofnewyork.com)) and check out the videos from the maker:

- Brandon Stanton's tips on how to talk to strangers: https://www.youtube.com/watch?v=Bcm6kwWv09o   (https://www.youtube.com/watch?v=Bcm6kwWv09o)

  (https://www.youtube.com/watch?v=Bcm6kwWv09o)
- Making Humans of New York: https://www.facebook.com/CommunityVoices/videos/695874787118102/ (https://www.facebook.com/CommunityVoices/videos/695874787118102/)

Instructions

1. Start off by finding a "stranger." For your safety, please follow your local public health guidelines as they relate to gatherings, social distancing, and/or masking:
   - If public health guidelines allow in-person meetings, you may meet your "stranger" and interview them in-person if you are comfortable. Otherwise, here are a few ways you can do this from home.
   - Reach out to strangers on social media and invite them to an interview over FaceTime, Skype, etc.
     - This is similar to what Brandon Stanton of *Humans of New York* (the inspiration for this Challenge) is currently doing.
     - Here's the verbiage Brandon is using: "I will still be sharing stories. No matter where you are, around the world, if you have a happy story—send me an email: honybrandon@gmail.com. Maybe something amazing happened to you. Maybe you overcame something that seemed impossible. Maybe somebody changed your life, and you want the world to know about them. Send me a short description of the story, and if chosen, we'll do a full interview over FaceTime. Humans of New York— Quarantine Edition—is beginning now."
   - You may also reach out to someone who is markedly "less familiar" within your social network. Again, aim to conduct this Challenge only by video conference or phone.
2. (5 points) Post a portrait of the stranger you met (e.g., a screenshot of the two of you, if they agree to a photo) with a short excerpt or a quote that you think best represents the story they told or your conversation with them. (The Humans of New York website (https://www.humansofnewyork.com) shows examples of this). *If the stranger does not agree to a photo, be sure to still include the summarizing statement.*
3. (20 points) Below the short excerpt/quote, compose a thoughtful write-up that summarizes your experience meeting a stranger. Do not forget to edit your work and follow the guidelines presented in the Challenge Rubric.
   - What did you learn about the stranger you met?
   - What did you learn about yourself?
   - What surprised you, if anything?
   - How many people did you have to approach before getting someone to talk big with you, or gaining the confidence I yourself to ask big questions?
   - Anything else you want to share?
   - (10/20 pts.) List 2 learning outcomes you feel you have come closer to meeting after this assignment, and explain why you think this is the case. Be specific, not necessarily lengthy, in how you have moved towards meeting those learning objectives.
4. After submitting your write-up, complete the Challenge 1 Debrief.

Points	25
Submitting	a text entry box, a media recording, or a file upload
File Types	doc, docx, and pdf

Due	For	Available from	Until
Sep 5, 2021	Everyone	-	-

Challenge 1 Rubric

Criteria	Ratings							Pts
Write-up	**10 to >8.75 pts Above and Beyond** An A+ effort that involves several of the following: risk-taking, innovative thinking, resolving a difficult contradiction or paradox, and connecting or synthesizing ideas	**8.75 to >7.5 pts Excellent Work Overall** Clear evidence that the core ideas of the lesson have been understood and applied.	**7.5 to >6.25 pts Good Work** Good start, but there is not clear evidence that the core ideas of the lesson have been understood, or the work could be improved through better writing, more writing, or better visuals.	**6.25 to >5.0 pts Fair Work** Work is complete but it appears rushed and unpolished. Or there is no evidence of understanding and some evidence of misunderstanding.	**5 to >4.95 pts Poor Work** Work was submitted but it is incomplete, wrong, or off the mark.	**4.95 to >0.0 pts Very Poor Work** Something was submitted but it is minimal, incomplete, wrong, or off the mark.	**0 pts No Submission**	10 pts
Learning Outcomes	**10 to >8.0 pts Complete** Identifies two learning outcomes and effectively explains how experiences related to this challenge have moved them closer to meeting them.		**8 to >5.0 pts Partially Complete** Identifies two learning outcomes and begins to explain how they are closer to meeting them, but could use additional support.		**5 to >0.0 pts Partially Incomplete** Fails to provide adequate explanation of how they are closer to meeting identified learning outcomes OR identifies less than two learning outcomes.		**0 pts Incomplete** Does not identify learning outcomes or provide explanation.	10 pts
Presentation Photo of stranger and/or exemplary quote	**5 pts Complete** Includes photo and/or exemplary quote from the conversation with a stranger				**0 pts Incomplete** Does not include photo or exemplary quote			5 pts
							Total Points: 25	

✓ **Published**   ✎ Edit   ⋮

This is a graded discussion: 10 points possible

due Oct 8, 2021

Since this is a group discussion, each group has its own conversation for this topic. Here are the ones you have access to:

- [Part 2 Group 1]

Challenge 5 Debrief

The purpose of this discussion board is to share the results of your challenge with your peers and to discuss what you have learned. Remember: This course is a journey in making connections, trying new things and asking new questions. Sharing with and learning from others is a critical part of the journey.

There are two parts to the debrief:

Part 1 (3 points): Sharing your Challenge write-up. Copy/paste what ever you submitted as your Challenge write-up directly into this discussion post (do not post a document or photo that needs to be downloaded). Challenge write-ups can get personal, and some things you may want to only share with the instructor as part of your original Challenge write-up. If this is the case, feel free to only post what you are willing to share with your classmates to this discussion board.

Part 2 (up to 7 points): A brief, reflective debrief. Look through the debrief discussion board and read some of your peers' challenge write-ups. Reply to at least one of your classmates' posts with a short "debrief" in which you compare/contrast your experiences and reflect on what you have learned.

Your debrief need not be long or elaborate, but they should clearly address at least one of the debriefing methods below. Do not forget to indicate which of the methods you are using to construct your response.

> **Compare and contrast**. How did your experiences with this Challenge differ from others'? What are some possible explanations for these differences?

> **Evaluate**. How are anthropological principles and concepts applied in the write-up? How does the write-up demonstrate the lessons that were learned by completing the challenge?

> **Analyze and Reflect**. Does reading your classmates' write-up provide additional insights or change your assessment of your own? How do your combined perspectives contribute to a better understanding of the learning outcomes?

Search entries or author

Unread

↶ Reply

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✓ Published   **✎ Edit**   **⋮**

</div>

This is a graded discussion: **10 points possible**   **due Oct 1, 2021**

Since this is a group discussion, each group has its own conversation for this topic. Here are the ones you have access to:

- [Part 2 Group 1](#)

Week 6 Discussion   Jun 28, 2021 at 10:12am

Course Material to Consider:

- ["Humans Need Not Apply" video   (https://www.youtube.com/watch?v=7Pq-S557XQU)](#)
- ["Introduction to Youtube" video   (https://www.youtube.com/watch?v=TPAO-IZ4_hU)](#) (optional)

Initial Discussion Post (8 points): Address both of the below prompts.

- Thinking like an anthropologist (see learning outcomes), how do online college courses impact education? What are the pros and cons? In what ways will (or have) online courses change cultural practices and values?
- From your point of view, are tools like social media connecting us to each other, or disconnecting us? Explain your response. Use specific examples or concepts from this week's course material to support your explanation.

Peer Reply (2 points):

Note that your peer reply posts are meant to move the conversation forward. Therefore, do not simply agree or disagree, and do not repeat what was already written by your peer. Instead, ask new questions and share thoughts that further the conversation.

| Search entries or author | Unread | 👁 | ⤒ | ⤓ |

↩ Reply

▾ Week 14: We Make the World

Weekly Overview

📄 Week 14 Overview - We Make the World

Read

🔗 Wesch Lesson 10, Part 1

🔗 Wesch Lesson 10, Part 2

🔗 Careers in Anthropology (AAA) ↗

🔗 McCurdy 2009 - Using Anthropology (optional)

Watch/Listen

🔗 Lesson 10 video ↗

🔗 We Make the World Playlist (choose at least two)

🔗 Invisabilia's "Flip the Script" podcast (optional) ↗

Do

🚀 Quiz 10: Lesson Ten
Dec 12, 2021 | 6 pts

💬 Week 14 Discussion
Dec 10, 2021 | 10 pts

📝 Week 14 Discussion: Peer Reply
Dec 12, 2021

🔗 Student Evaluation of Instruction (SEI) - INSTRUCTOR: Update URL to match your course's link

Challenge

📄 Challenge 10: Instructions

Week 14 Overview - We Make the World

💬 Overview

Lesson Ten: They show us that collectively, we make the world. Understanding how we make the world- how it could be made or understood differently- is the road toward realizing our full human potential. it is the road to true freedom.

This final lesson encourages us to think about how the principles of anthropology can be used constructively to change the world for the better. We cannot afford to be overwhelmed by complex problems or succumb to the doubt and fear telling us that we can never be heroic enough to save the world. Instead, we must craft deliberate strategies for living a life that contributes to the betterment of the human condition.

✓ 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. This week, your course materials aim to help you better understand the **relativistic perspective**, **reflexivity**, the **methodological approach**, and **anthropological praxis**. To learn more about the learning

outcomes for this course, click this link (https://osu.instructure.com/courses/34797/pages/learning-outcomes-thinking-like-an-anthropologist) .

📅 Weekly roadmap

Before you come to class, do the following:

- Watch Wesch's Lesson 10 Video (https://www.youtube.com/watch?v=Fx5bZ4wPWlk&feature=youtu.be&t=1) (51:22).
- Read Lesson Ten, part 1 (https://osu.instructure.com/courses/34797/files/14652958/download?wrap=1) ⤓ (https://osu.instructure.com/courses/34797/files/14652958/download?download_frd=1) (11 pages) and Lesson Ten, part 2 (https://osu.instructure.com/courses/34797/files/14652959/download?wrap=1) ⤓ (https://osu.instructure.com/courses/34797/files/14652959/download?download_frd=1) (13 pages) in *The Art of Being Human*.
- Take Quiz 10 over Lesson 10 reading (https://osu.instructure.com/courses/34797/quizzes/239264) .
- Visit the American Anthropological Association's page on Anthropology Careers and Employment (https://careercenter.americananthro.org/careers/) .

By the end of the week, do the following:

- Watch one of the films assigned for the week (varying lengths).
- If you wish, listen to the "Flip the Script (https://osu.instructure.com/courses/34797/modules/items/1373168) " podcast (1:00:10, optional).
- Post your critical response to the questions posed in the Week 14 Discussion Forum (https://osu.instructure.com/courses/34797/discussion_topics/371792?module_item_id=1373171) .
- Read your classmates posts and add a meaningful response.
- Complete the Student Evaluation of Instruction (SEI) for this course. (https://osu.instructure.com/courses/34797/external_tools/9340)

Before the due date, complete the following challenge activities:

- Complete Challenge 10: Manifesto (https://osu.instructure.com/courses/34797/assignments/567145?module_item_id=1373173) .
- Submit your final debrief post (https://osu.instructure.com/courses/34797/assignments/1369916) , reflecting upon Challenge 10 and the Challenge experience as a whole.

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 an 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.

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☐ 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):

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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.

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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.

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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.

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☐ 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.

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