Term Information

Effective Term   Spring 2023

General Information

Course Bulletin Listing/Subject Area   Anthropology
Fiscal Unit/Academic Org   Anthropology - D0711
College/Academic Group   Arts and Sciences
Level/Career   Graduate, Undergraduate
Course Number/Catalog   5515
Course Title   Wicked Problems Workshop
Transcript Abbreviation   Wckd Prblms Wrkshp
Course Description   The goal of this workshop is for students to develop their transdisciplinary skills though participation in an ongoing project that tackles wicked problems in the metropolitan area of Columbus.
Semester Credit Hours/Units   Variable: Min 1 Max 3

Offering Information

Length Of Course   14 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance education component?   No
Grading Basis   Satisfactory/Unsatisfactory
Repeatable   No
Course Components   Seminar, Field Experience, Workshop
Grade Roster Component   Workshop
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites   ANTHROP 5505, 5510 (or EEOB 5505, 5510), PUBAFRS 5620
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   45.0201
Subsidy Level   Doctoral Course
Intended Rank   Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- The goal of this workshop is for students to develop their transdisciplinary skills through participation in a project that tackles wicked problems in the metropolitan area of Columbus.
- Leverage the diversity among stakeholders to tackle wicked problems.
- Know how to develop rapport, trust, and a sense of community in teams with stakeholders of diverse backgrounds.
- Coordinating a (research) project that is intentionally collaborative, diverse, and equitable.
- Explain wicked problems and the study thereof to broader audiences;
- Communicate research findings on wicked problems to policy makers and/or business leaders.
- Consider moral, ethical, and professional expectations in collaborative research.
- Consider issues of justice, beneficence, and autonomy when conducting research with human or animal subjects.
- Plan a career in tackling wicked problems.
- Recognize individual qualities necessary to be successful in collaborative projects.
- Cultivate the attitude and courage for tackling wicked problems.

Content Topic List

- Wicked problems
- Wicked science
- Ethics
- Stakeholders engagement
- Team science
- Participatory methods
- Translational science

Sought Concurrence   No

Attachments

- ANT 5515 on BS Curriculum Map.docx: Curriculum Map

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

- ANT 5515 on BA Curriculum Map.docx: Curriculum Map

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

- ANTHROP 5515 Capstone syllabus.docx: Syllabus

  (Syllabus. Owner: Healy,Elizabeth Ann)

Comments

- Please consult with EEOB. That dept is not aware of the cross-listing. *(by Vankeerbergen,Bernadette Chantal on 02/08/2022 04:21 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy,Elizabeth Ann	01/21/2022 01:42 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	01/21/2022 03:06 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/08/2022 04:21 PM	College Approval
Submitted	Healy,Elizabeth Ann	04/19/2022 02:11 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	04/19/2022 02:39 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/27/2022 09:51 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/27/2022 09:51 AM	ASCCAO Approval

Wicked Science Capstone

ANTHROP 5515   **Spring 2023**

Course Information

- **Course times and location:** Every other Thursday 2:15 – 4:15 PM
- **Credit hours:** 1
- **Mode of delivery:** In person

Instructor

- **Name:** Mark Moritz
- **Email:** moritz.42@osu.edu
- **Office location:** 4058 Smith Laboratory
- **Office hours:** Tuesdays from 3 – 5 PM
- **Preferred means of communication:** 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

The goal of this course is for students to synthesize what they have learned about wicked science and to demonstrate that they have the competencies of wicked scientists who are able to tackle the grand challenges of today and tomorrow—what are otherwise known as wicked problems.

This course serves as a required one-credit capstone for the Graduate Interdisciplinary Specialization (GIS) in Wicked Science. Students will reflect on what they have learned in the specialization, including both required coursework and related activities undertaken outside of the specialization proper (e.g., research, internships, volunteer service, participation in the community of practicing wicked scientists, and other opportunities).

The main learning activitiy is the development of an ePortfolio in which students will synthesize what they have learned and demonstrate that they have developed the competencies of wicked scientists. This is important because wicked science is more than the sum of the three courses that make up the specialization. Key components of the portfolio are a self-assessment of competencies, reflections on the learning process, and discussion of career plans, including how to leverage wicked competencies in their professional field.

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Students will develop the portfolio over the course of a semester, using the work that they completed in each of the three required courses for the specialization. The students will get formative feedback from instructor(s), peers, professionals, and other members of the community of practice as they develop the portfolio. Students will develop the portfolio for the career and professional field that they plan to pursue.

Course Goal and Learning Outcomes

The goal of this course is for students to synthesize what they have learned about wicked science and to demonstrate that they have the competencies of wicked scientists who are able to tackle the grand challenges of today and tomorrow—what are otherwise known as wicked problems. This entails that students will be able to meet the following learning outcomes.

1. **Explain what wicked problems are.**
   - Explain the primary characteristics of wicked problems.
   - Analyze interdependencies and system dynamics of a wicked problem.
   - Recognize diverse stakeholders and their respective interests in and conceptions of a given wicked problem.
   - Analyze how wicked problems affect the interests of different stakeholders.
   - Recognize how diverse disciplines might approach the wicked problem based upon their respective interests and conceptions
2. **Communicate research on wicked problems to broader audiences, including policy makers and/or business leaders.**
   - Communicate research on wicked problems clearly and compellingly through different media formats to different audiences.
   - Translate research findings into options for actions by policy makers and business leaders that tackle wicked problems.
   - Present clearly, compellingly and in appropriate formats for policy makers and business leaders.
3. **Consider moral, ethical, and professional expectations in collaborative research.**
   - Know historical ethical problems associated with studying of and wrestling with wicked problems.
   - Know ethical and professional guidelines defined by the professional associations relevant to the student's career.
   - Demonstrate an ability to reflect on ethical and moral considerations when working with stakeholders and tackling wicked problems.
4. **Plan a career in tackling wicked problems.**
   - Identify career goals and opportunities, including those in the public sector, the private sector, non-profits, or academia.
   - Build skills for developing and maintaining professional networks.
   - Foster collegial relationships with peers, mentors, and stakeholders.
5. **Recognize one's motivations for tackling a given wicked problem.**
   - Articulate one's personal reasons for tackling a given wicked problem.
   - Consider how one's motivations compare with or differ from other collaborators when addressing a given wicked problem.

6. **Recognize individual qualities necessary to be successful in collaborative projects.**
    o Identify the habits and attributes of effective collaborators that facilitate effective group interactions.
    o Adopt and employ habits used by effective collaborators in diverse, transdisciplinary teams.
    o Seek mentorship and mentor others regarding collaborative behaviors and habits.
7. **Cultivate the attitude and courage for tackling wicked problems.**
    o Articulate what one does not know about a given problem.
    o Question one's own assumptions about one knows about a problem.
    o Appreciate the complexity, politics, and distinctiveness of the problem.
    o Recognize the value of wrestling with wicked problems regardless of the results.
    o Have fun.

How this Course is Organized

All the assignments and course materials can be found on CarmenCanvas. The course is organized in **bi-weekly modules** in CarmenCanvas that are organized as follows:

- An **overview page** that describes the learning goals, activities in class, and homework assignments for that particular week.

- Links to required as well as recommended **readings** / **videos** / **podcasts**. Students will complete the required readings before coming to class.

- **Weekly homework assignments** in which students will work on different components of the ePortfolio. The assignments are due before Friday 5 PM.

- The **capstone assignment** is an ePortfolio composed with the app Pebblepad. Students will include work from each of the three required courses for the specialization that demonstrates their development of the wicked competencies. The portfolio will be organized and curated in a way that allows the instructor and the professionl panel to trace the students' growth as a wicked scientist. While most of the included items will originate from assignments completed for courses in the specialization, students are also encouraged to include work from other courses, internships, extracurricular activities, and relevant life experiences. In their portfolio, students are expected to clearly demonstrate the following learning goals of the specializaton: (1) using a systems-thinking approach that seriously considers politics, i.e., the roles, interests, and perspectives of stakeholders; (2) collaborate effectively with stakeholders and team members from diverse personal and disciplinary backgrounds and experiences; (3) communicate scientific research and ideas to diverse audiences and through different modalities; (4) meet ethical, collegial, and professional expectations and standards in collaborative research and other professional endeavors: and (5) articulate a sense of purpose and develop competencies, skills, and habits that prepare them for life-long

learning about and engaging with wicked problems. The capstone assignment is due at the end of the semester in final's week.

Expectations for graduate students.
- This course can be taken by undergraduate and graduate students. Graduate students complete all the same assignments as the undergraduates.
- As graduate students are more advanced in their studies, they are expected to mentor and support the learning of the undergraduates enrolled in class.
- In addition to the required readings, graduate students will also read some of the recommended readings.
- The ePortfolio for graduate students has additional components that ask students to communicate the findings from their theses to broader audiences, and in particular potential employers.

Credit hours and work expectations: This is a 1 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect around 1 hours per week of time spent on direct instruction (instructor content and CarmenCanvas activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

How Your Grade is Calculated

Assignment Category	Percentage
Participation	20%
Homework assignments (7)	40%
Capstone assignment: ePortfolio	40%

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 11.

Instructor Feedback and Response Time

- **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.

- **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.

- Remember to call 614-688-4357 (HELP) at any time if you have a technical problem.

Grading Scale

Final grades are based on the following grading scheme: S = satisfactory, U = unsatisfactory.

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week 1	**Introduction to the course**: discussion of learning outcomes, class activities, the capstone assignment of the ePortfolio, and the Pebblepad app.
	HW1: introduce yourself, your interest in wicked problems, and your career interests.
Week 3	**Discussion of concept of wicked problems**: revisiting the original contribution by Rittel and Webber, critical analysis of the concept and its applications (Churchman 1967; Rittel and Webber 1973; Kawa et al. 2021). Discussion will focus on how the courses has shaped students' understandings fo wicked problems and wicked science.
	HW2: briefly explain the concept of wicked problems and its components in your own words and discuss how the courses shaped your understanding of the concept and its components. Use specific examples to support your arguments and explanations.
Week 5	**Discussion of the concept of ePortfolios**: key components of the portfolio are a self-assessment of competencies and reflections on the learning process, but they also allow students to communicate their skills to broader audiences (Cambridge 2010; Wakimoto and Lewis 2014).
	HW3: create an annotated outline for the ePortfolio.

Week 7	**Careers in wicked science**: discussion of careers in wicked science in and outside academia with guests from a wide range of different fields (Bolles 2019; Hora et al 2018). **HW4**: research your career field, including requirements, positions, organizations, growth prospects, salaries, alumni who can be contacted for informational interviews, and how you can leverage your wicked competencies
Week 9	**Anatomy of a wicked scientist**: discussion of the competencies of a wicked scientist and the psychometric instruments used in the three required courses to assess wicked competencies (Lotrecchiano et al 2016; Randle and Stroink 2018; Hammer 2011). **HW5**: self-assessment of wicked competencies using results from psychometric assessments taking in the three required courses.
Week 11	**Communicating wicked science:** workshop on how to communicate research on wicked problems clearly and compellingly through different media formats to different audiences, including how to translate research findings into options for actions by policy makers and business leaders that tackle wicked problems (Nisbet and Mooney 2007; Kavanagh 2007; Olson 2015). **HW6**: elevator pitch that explains the value of a wicked science approach in your career field. Bonus points if you record the video in an actual elevator.
Week 13	**Panel evaluation**: an interdisciplinary panel consisting of faculty, members of the community of practice, and professionals from the student's career fields will conduct a formative evaluation of the portfolio and provide critical and supportive feedback for the next career steps. In addition to "celebrate the wins" and "acknowledge the struggles," the panel also provides an external assessment of student competencies **HW7: near-final version of the ePortfolio** shared with panel members one week in advance of class.
Finals week	**Final version of the ePortfolio** is due in finals week.

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Required readings

All the required readings are available in CarmenCanvas.

Bolles, Richard N. 2019. *What color is your parachute? A practical manual for job-hunters and career-changers*. New York: Ten Speed Press.

Cambridge, Darren. 2010. *E-Portfolios for lifelong learning and assessment*. San Francisco (CA): Jossey-Bass.

Churchman, C. West. 1967. Guest Editorial: Wicked Problems. *Management Science* 14 (4):B141-B142.

Hammer, Mitchell R. 2011. Additional cross-cultural validity testing of the Intercultural Development Inventory. International Journal of Intercultural Relations 35:474-487.

Hora, Matthew T., Ross J. Benbow, and Bailey B. Smolarek. 2018. Re-thinking Soft Skills and Student Employability: A New Paradigm for Undergraduate Education. *Change: The Magazine of Higher Learning* 50 (6):30-37.

Kavanagh, Etta. 2007. The Risks and Advantages of Framing Science. *Science* 317:1168-1170.

Kawa, Nicholas C., et al. 2021. Training wicked scientists for a world of wicked problems. *Humanities and Social Sciences Communications* 8 (1).

Lotrecchiano, G. R., T. R. Mallinson, T. Leblanc-Beaudoin, L. S. Schwartz, D. Lazar, and H. J. Falk-Krzesinski. 2016. Individual motivation and threat indicators of collaboration readiness in scientific knowledge producing teams: a scoping review and domain analysis. *Heliyon* 2 (5).

Nisbet, M. C., and C. Mooney. 2007. Science and society. Framing Science. *Science* 316 (5821):56.

Olson, Randy. 2015. *Houston, We Have a Narrative - Why Science Needs Story*. Chicago: University of Chicago Press.

Randle, Jason M., and Mirella L. Stroink. 2018. The Development and Initial Validation of the Paradigm of Systems Thinking. Systems Research and Behavioral Science 35 (6):645-657.

Rittel, Horst W. J., and Melvin M. Webber. 1973. Dilemmas in a general theory of planning. *Policy Sciences* 4:155-169.

Wakimoto, Diana K., and Rolla E. Lewis. 2014. Graduate student perceptions of eportfolios: Uses for reflection, development, and assessment. *The Internet and Higher Education* 21:53-58.

Recommended readings

All recommended readings are available in CarmenCanvas.

Agar, Michael. 2006. An Ethnography By Any Other Name … *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* 7 (4).

Alford, John, and Brian W. Head. 2017. Wicked and less wicked problems: a typology and a contingency framework. *Policy and Society* 36 (3):397-413.

Bammer, Gabriele. 2013. *Disciplining Interdisciplinarity: Integration and Implementation Sciences for Researching Complex Real-World Problems*. Canberra (Australia): Australian National University.

Baron, Nancy. 2010. *Escape From the Ivory Tower: A guide to making your science matter*. Washington DC: Island Press.

Baumgartner, Jeffrey. *The Basics of Creative Problem Solving - CPS*. Innovation Management 2021 cited September 2, 2021. Available from https://innovationmanagement.se/2010/06/02/the-basics-of-creative-problem-solving-cps/.

Bennett, L. M., H. Gadlin, and S. Levine-Finley. 2018. Collaboration and team science: A field guide. Bethesda (MD): National Institutes of Health.

Bhasin, Ritu. 2017. *Authenticity Principle: Resist Conformity, Embrace Differences, and Transform How You Live, Work, and Lead*. Toronto (Canada): Melanin Made Press.

Came, H., and D. Griffith. 2018. Tackling racism as a "wicked" public health problem: Enabling allies in anti-racism praxis. *Social Science and Medicine* 199:181-188.

Civic Laboratory for Environmental Action Research (CLEAR). 2020. Civic Laboratory for Environmental Action Research (CLEAR) Lab Book: A living manual of our values, guidelines, and protocols.

Cockburn, Jessica, and Georgina Cundill. 2018. Ethics in Transdisciplinary Research: Reflections on the Implications of 'Science with Society'. In *The Palgrave Handbook of Ethics in Critical Research*, edited by C. I. Macleod, J. Marx, P. Mnyaka and G. J. Treharne: Springer Verlag.

DeFries, R., and H. Nagendra. 2017. Ecosystem management as a wicked problem. *Science* 356 (6335):265-270.

Hall, Kara L., Amanda L. Vogel, and Robert T. Croyle, eds. 2019. *Strategies for Team Science Success: Handbook of Evidence-Based Principles for Cross-Disciplinary Science and Practical Lessons Learned from Health Researchers*. Cham (Switzerland): Springer Nature.

Liboiron, Max, Alex Zahara, and Ignace Schoot. 2018. Community Peer Review: A Method to Bring Consent and Self-Determination into the Sciences. *Preprints*.

Liboiron, Max, France Liboiron, Emily Wells, Natalie Richárd, Alexander Zahara, Charles Mather, Hillary Bradshaw, and Judyannet Murichi. 2016. Low plastic ingestion rate in Atlantic cod (Gadus morhua) from Newfoundland destined for human consumption collected through citizen science methods. *Marine Pollution Bulletin* 113 (1):428-437.

Mason, Tom H. E., Chris R. J. Pollard, Deepthi Chimalakonda, Angela M. Guerrero, Catherine Kerr-Smith, Sergio A. G. Milheiras, Michaela Roberts, Paul Rodrigue, and Nils Bunnefeld. 2018. Wicked conflict: Using wicked problem thinking for holistic management of conservation conflict. *Conservation Letters* 11 (6):e12460.

Meadows, Donella. 1999. *Leverage Points: Places to intervene in a system*. Hartland (VT): The Sustainability Institute.

Philips, Katherine W. 2017. What is the real value of diversity in organizations? Questioning our assumptions. In *The diversity bonus: How great teams pay off in the knowledge economy*, edited by S. E. Page. Princeton (NJ): Princeton University Press.

Pyrko, I., V. Dorfler, and C. Eden. 2017. Thinking together: What makes Communities of Practice work? *Human Relations* 70 (4):389-409.

Ravitch, Sharon M., and Matthew Riggan. 2012. *Reason & Rigor: How conceptual frameworks guide research*. Los Angeles (CA): Sage.

Sahneh, F., M. A. Balk, M. Kisley, C. K. Chan, M. Fox, B. Nord, E. Lyons, T. Swetnam, D. Huppenkothen, W. Sutherland, R. L. Walls, D. P. Quinn, T. Tarin, D. LeBauer, D. Ribes, D. P. Birnie, 3rd, C. Lushbough, E. Carr, G. Nearing, J. Fischer, K. Tyle, L. Carrasco, M. Lang, P. W. Rose, R. R. Rushforth, S. Roy, T. Matheson, T. Lee, C. T. Brown, T. K. Teal, M. Papes, S. Kobourov, and N. Merchant. 2021. Ten simple rules to cultivate transdisciplinary collaboration in data science. *PLoS Computational Biology* 17 (5):e1008879.

Simpson, Audra. 2007. On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. *Junctures* 9:67-80.

Stroh, David Peter. 2015. *Systems thinking for social change*. White River Junction (VT): Chelsea Green Publishers.

Wade, A.A., A. Grant, S. Karasaki, R. Smoak, D. Cwiertny, A.C. Wilcox, L. Yung, K. Sleeper, and A. Anandhi. 2020. Developing leaders to tackle wicked problems at the nexus of food, energy, and water systems. *Elementa - Science of the Anthropocene* 8 (1):11.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

- **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 CarmenCanvas. To ensure that you are able to connect to CarmenCanvas 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

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Other Course Policies

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.

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 CarmenCanvas discussion.

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

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)

ANTHROPOLOGY MAJOR (BA)

Program Learning Goals:

The general goals of our undergraduate program in Anthropology (BA) are threefold: (1) attract and train an increasingly diverse and competitive student body; (2) make graduates more competitive on the job market and in the applicant pool for graduate/professional school; (3) provide more rigorous and empirically oriented training within each anthropological subfield.

General goals # 2 and # 3 are met by a curriculum designed to achieve the following specific learning goals:

(i)   Students are introduced to the breadth of and acquire foundational knowledge in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).

(ii)   Students master core concepts in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).

(iii)   Students complete elective coursework in each of the three sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).

(iv)   Students gain in depth knowledge in one (or more) field by choosing at least two additional courses in any sub discipline (physical anthropology, cultural anthropology or archaeology) within the major.

CURRICULUM MAP AND PROGRAM LEARNING GOALS: BA

Required Courses	Goal # *i*	Goal # *ii*	Goal # *iii*	Goal # *iv*
ANT 2200	✓			
ANT 2201	✓			
ANT 2202	✓			
ANT 3300 or 3301		✓		
ANT 3401		✓		
ANT 3525		✓		
Elective Courses				
Physical Anthropology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3211			✓	
ANT 3302			✓	
ANT 3304			✓	
ANT 3304			✓	
ANT 3305			✓	
ANT 3315			✓	
ANT 3409			✓	
ANT 3410			✓	
ANT 3411			✓	
ANT 3500			✓	
ANT 3504			✓	
ANT 5600			✓	
ANT 5607			✓	
ANT 5608			✓	
ANT 5609			✓	
ANT 5610			✓	
ANT 5641			✓	
ANT 5644			✓	
ANT 5645			✓	
ANT 5797			✓	

Cultural Anthropology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3005*			✓	
ANT 3050			✓	
ANT 3334			✓	
ANT 3400			✓	
ANT 3403			✓	
ANT 3416			✓	
ANT 3418			✓	
ANT 3419			✓	
ANT 3597.01			✓	
ANT 3597.02			✓	
ANT 3623			✓	
ANT 4100*			✓	
ANT 4597.05H			✓	
ANT 5515				
ANT 5601			✓	
ANT 5602			✓	
ANT 5621			✓	
ANT 5624			✓	
ANT 5625			✓	
ANT 5626			✓	
ANT 5627			✓	
ANT 5797			✓	
Archaeology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3350			✓	
ANT 3402			✓	
ANT 3434			✓	
ANT 3451			✓	
ANT 3452			✓	
ANT 3555			✓	
ANT 3604			✓	
ANT 4597.03H			✓	
ANT 5603			✓	
ANT 5604			✓	
ANT 5605			✓	
ANT 5614			✓	
ANT 5615			✓	
ANT 5651			✓	
ANT 5797			✓	

			✓	
Free Elective # 1				✓
Free Elective # 2				✓
(complete any 2 additional courses from the list of electives above)				

*This course may be used in more than one sub-discipline.

ANTHROPOLOGICAL SCIENCES MAJOR (BS)

Program Learning Goals:

The general goals of our undergraduate program in Anthropological Sciences are to prepare students for (i) employment that combines critical thinking, communication, and analytical skills with an understanding of human diversity in both time and space and/or (ii) continued study in graduate/professional schools.

These general goals are met via the following specific learning outcomes:

(i)   Students will acquire foundational knowledge in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).

(ii)   Students will achieve mastery of core concepts in each of the three major sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology). In so doing, they will acquire rigorous and empirically oriented skills in each sub discipline.

(iii)   Students will accumulate breadth of knowledge by completing elective coursework in each of the three sub-disciplines within the major (physical anthropology, cultural anthropology and archaeology).

(iv)   Students achieve in depth knowledge in one (or more) field by choosing at least two additional courses in any sub-discipline (physical anthropology, cultural anthropology or archaeology) within the major.

(v)   Students achieve competence in basic statistical methods and evolutionary theory.

CURRICULAR MAP AND PROGRAM LEARNING GOALS (BS)

Required Courses	Goal # *i*	Goal # *ii*	Goal # *iii*	Goal # *iv*
ANT 2200	✓			
ANT 2201	✓			
ANT 2202	✓			
ANT 3300		✓		
ANT 3301		✓		
ANT 3401		✓		
ANT 5620		✓		
Elective Courses				
Physical Anthropology Elective			✓	
(Complete at least one of the following)			✓	
ANT 3211			✓	
ANT 3302			✓	
ANT 3304			✓	
ANT 3304			✓	
ANT 3305			✓	
ANT 3315			✓	
ANT 3409			✓	
ANT 3410			✓	
ANT 3411			✓	
ANT 3500			✓	
ANT 3504			✓	
ANT 5600			✓	
ANT 5607			✓	
ANT 5608			✓	
ANT 5609			✓	
ANT 5610			✓	
ANT 5641			✓	
ANT 5644			✓	
ANT 5645			✓	
ANT 5797			✓	

	Goal # i	Goal # ii	Goal # iii	Goal # IV	Goal # V
Cultural Anthropology Elective			✓		
(Complete at least one of the following)			✓		
ANT 3005*			✓		
ANT 3050			✓		
ANT 3334			✓		
ANT 3400			✓		
ANT 3403			✓		
ANT 3416			✓		
ANT 3418			✓		
ANT 3419			✓		
ANT 3597.01			✓		
ANT 3597.02			✓		
ANT 3623			✓		
ANT 4100*			✓		
ANT 4597.05H			✓		
ANT 5515					
ANT 5601			✓		
ANT 5602			✓		
ANT 5621			✓		
ANT 5624			✓		
ANT 5625			✓		
ANT 5626			✓		
ANT 5627			✓		
ANT 5797			✓		
Archaeology Elective			✓		
(Complete at least one of the following)			✓		
ANT 3350			✓		
ANT 3402			✓		
ANT 3434			✓		
ANT 3451			✓		
ANT 3452			✓		
ANT 3555			✓		
ANT 3604			✓		
ANT 4597.03H			✓		
ANT 5603			✓		
ANT 5604			✓		
ANT 5605			✓		
ANT 5614			✓		
ANT 5615			✓		
ANT 5651			✓		

ANT 5797			✓		
			✓		
Free Elective # 1			✓		
Free Elective # 2					
(complete any 2 additional courses from the list of electives above)					

Additional Courses					
EEOB 3310					√
STAT 1450 or 2450					√