Term Information

Effective Term	Spring 2025

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	3360
Course Title	The Anthropology of Human-Animal Shared Environments
Transcript Abbreviation	Anth of Hum-An Env
Course Description	This course introduces multispecies studies – a field of research and writing that examines nonhuman life forms as objects of analysis and as beings with relevant social, biological, and political lives. We will explore how multispecies scholars engage with nonhumans across multiple dynamic worlds utilizing a range of classic and emerging theoretical frameworks.
Semester Credit Hours/Units	Fixed: 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	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

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings	

Subject/CIP Code

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

Requirement/Elective Designation

Lived Environments

Course Details

Course goals or learning objectives/outcomes
- Understand the historical approaches to studying human-animal relationships. Key foundational texts will establish the theoretical frameworks that informed early anthropological perspectives.
- Recognize the novel contribution of anthropological multispecies studies.
- Develop an original research project exploring a part of the human-other animal interface that is salient to you.
- Develop oral presentation and discussion skills through participation in classroom discussion and presenting their research to the class.
- Demonstrate knowledge of the complex interface between humans and other animals, across cultures, contexts, and time.

Content Topic List
- Animal behavior
- Animal sacrifice
- Animal kinship
- Politics of nature
- Domestication
- Pest species
- Love and attachment
- Anthropocene

Sought Concurrence
Yes

Attachments

- ANT 3360 on BA Curriculum Map.docx: Curriculum map BA

  (Other Supporting Documentation. Owner: Palazzo,Sarah Rose)

- ANT 3360 on BS Curriculum Map.docx: Curriculum map BS

  (Other Supporting Documentation. Owner: Palazzo,Sarah Rose)

- Ohio_State_Course_Review_Concurrence_Form ANTHROP 3360 by Animal Sciences.pdf: Concurrence Animal Sci

  (Concurrence. Owner: Palazzo,Sarah Rose)

- submission-lived-environments_Peterson.pdf: Lived Environments GE 6/27/24

  (Other Supporting Documentation. Owner: Palazzo,Sarah Rose)

- Revise and Resubmit Document 2.pdf: Cover Letter 9/18/24

  (Cover Letter. Owner: Palazzo,Sarah Rose)

- ANTHROP 3360 - Syllabus - Peterson.pdf: Syllabus 9/18/24

  (Syllabus. Owner: Palazzo,Sarah Rose)

Comments

- Please see Subcommittee email sent 9/13/24. *(by Neff,Jennifer on 09/13/2024 10:47 AM)*

- The submitted document says that the course title has been changed but no change to the title, transcript abbreviation, and perhaps course description has been made in curriculum.osu.edu. Please adjust. *(by Vankeerbergen,Bernadette Chantal on 06/28/2024 09:46 AM)*

- Please see Subcommittee feedback email sent 04/25/2024. *(by Hilty,Michael on 04/25/2024 03:46 PM)*

- See feedback email sent to department 03-01-2024 *(by Steele,Rachel Lea on 03/01/2024 04:17 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Palazzo,Sarah Rose	01/03/2024 10:53 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	01/03/2024 10:58 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/11/2024 02:15 PM	College Approval
Submitted	Palazzo,Sarah Rose	02/06/2024 09:01 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	02/06/2024 09:20 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/12/2024 07:47 AM	College Approval
Revision Requested	Steele,Rachel Lea	03/01/2024 04:17 PM	ASCCAO Approval
Submitted	Palazzo,Sarah Rose	03/05/2024 08:53 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	03/05/2024 08:53 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/07/2024 12:38 PM	College Approval
Revision Requested	Hilty,Michael	04/25/2024 03:46 PM	ASCCAO Approval
Submitted	Palazzo,Sarah Rose	06/27/2024 09:11 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	06/28/2024 09:21 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/28/2024 09:48 AM	College Approval
Submitted	Palazzo,Sarah Rose	07/02/2024 10:17 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	07/02/2024 11:04 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/21/2024 05:41 PM	College Approval
Revision Requested	Neff,Jennifer	09/13/2024 10:47 AM	ASCCAO Approval
Submitted	Palazzo,Sarah Rose	09/18/2024 11:45 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	09/18/2024 11:57 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/18/2024 02:22 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/18/2024 02:22 PM	ASCCAO Approval

Dear members of the Themes 1 Subcommittee of the ASC Curriculum Committee and the Theme Advisory Group for Lived Environments,

Thank you for your careful reading of my materials and your thoughtful comments. Please find my responses and changes detailed below.

Best,

Jeff Peterson

- **Contingency**: The reviewing faculty would like to see additional explanation in the course syllabus about how the final research project will be scaffolded. Are the weekly check-ins (as discussed on pages 4-5 of the course syllabus) part of the research project scaffolding? They believe that this additional explanation will help enhance the student experience, as well as ensure that it is clear how the course assignments are meeting the appropriate goals and ELOs of the Theme.

I have updated the Table on page 5 of the syllabus to more clearly specify the research project scaffolding over the course of the semester. I added a column including each assignment's due date. I enumerated each of the assignments in the first column, and I included a header row. I also added a label for each Research Project Assignment (RPA) in the course schedule in the syllabus.

The weekly check-ins are for course material and not directly related to the research project.

- **Contingency**: The reviewing faculty ask that a cover letter be submitted that details all changes made as a result of their feedback.

Confirming this document as the cover letter.

- *Recommendation*: The reviewing faculty recommend updating the Student Life – Disability Services statement, as it was recently updated for the 2024-2025 academic year. The most recent version of the statement may be found on the ASC Curriculum and Assessment Services website.

The syllabus has been updated to include the most updated Disability Services statement (pg. 8).

- *Recommendation*: The reviewing faculty recommend removing and replacing references to the old course title throughout the syllabus, such as in the header on each page.

Thank you for catching this! I have made these corrections.

The Anthropology of Human-Animal Shared Environments (ANTHROP 3360)
Autumn 2024

Instructor: Dr. Jeffrey Peterson

Email: peterson.807@osu.edu

Office Hours: TBD

Office Location: 4100A Smith Lab

Location: TBD

Format: Lecture, 3 contact hours/week

Long-tailed macaques (*Macaca fascicularis*) at the Ubud Monkey Forest in Bali consuming offerings left for them during the Tumpek Kandang ceremony, June 2017.

Course Description

How do humans relate to nonhumans in shared ecologies and cross-culturally, as beings to think with, live with, love, kill, and consume? This course introduces multispecies studies – a field of anthropological research and writing that examines nonhuman life forms as objects of analysis and as beings with relevant social, biological, and political lives. Central to the framework of multispecies studies is recognizing that the Lived Environment for humans is one they share with other species. Using specific case studies from the Himalayas, the Florida Everglades, and the Australian Outback, students will explore how multispecies scholars engage with nonhumans across multiple dynamic worlds utilizing a range of classic and emerging theoretical frameworks. Assigned readings will highlight wide-ranging geographic and sociocultural contexts, and attend to the myriad ways humans interact with and perceive other animals. Students will engage with topics both familiar and unfamiliar, and some that seem in contrast to conventional wisdom regarding the nature of human-animal relationships. At the end of the semester, students will develop a more critical lens through which they understand human-animal relationship in general, as well as in their own lives.

Required Texts

Baynes-Rock, Marcus (2020) *Crocodile Undone: The Domestication of Australia's Fauna*. Pennsylvania State University Press.

Govindrajan, Radhika (2018) *Animal Intimacies: Interspecies Relatedness in India's Central Himalayas*. The University of Chicago Press.

Ogden, Laura (2011) *Swamplife: People, Gators, and Mangroves Entangled in the Everglades*. University of Minnesota Press.

Course Objectives

- Introduce the concepts, theories, and methods within the field of multispecies studies.
- Foster an appreciation for and understanding of human cultural diversity with respect to human-animal relationships.
- Understand the changes in how scientists study an understand human-animal relationship over time.
- Encourage students to use an anthropological perspective to evaluate and gain insight into their own relationships with other animals.

Learning Outcomes

1. Understand the historical approaches to studying human-animal relationships. Key foundational texts will establish the theoretical frameworks that informed early anthropological perspectives.
2. Recognize the novel contribution of anthropological multispecies studies.

3. Develop an original research project exploring a part of the human-other animal interface that is salient to you.
4. Develop oral presentation and discussion skills through participation in classroom discussion and presenting their research to the class.
5. Demonstrate knowledge of the complex interface between humans and other animals, across cultures, contexts, and time.

General Education Goals meet by this course

The Anthropology of Animals is associated with the following GE categories:

Themes

Lived Environments:

Context:

The Lived Environments theme is intended to enable students to explore issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural and aesthetic space that individuals and groups occupy, and the relationship between humans and these environments.

Goals:

1. Successful students will analyze "Lived Environments" at a more advanced and in-depth level than in the Foundations component.

2. Successful students will integrate approaches to understanding lived environments by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.

4. Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them

Expected Learning Outcomes:

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of lived environments.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.

2.1 Identify, describe, and synthesize approaches or experiences as they apply to lived environments.

2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

3.1 Engage with the complexity and uncertainty of human-environment interactions.

3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.

4.2 Describe how humans perceive and represent the environments with which they interact.

4.3 Analyze and critique conventions, theories and ideologies that influence discourses around environments.

Students will achieve the above Expected Learning Outcomes by engaging with course material across multiple domains, reading across disciplines, time periods, geographic contexts, cultural worldviews, and animal species. Students will read advanced material independently, such as the recent and provocative anthropological works 'Animals Intimacies' by Radhika Govindrajan and 'Crocodile Undone' by Marcus Baynes-Rock. Students will discuss their thoughts, perceptions, and reactions to the material as a class, enhancing their understanding of key themes such as human-environment interactions and how they shape and are shaped by our perceptions of those ecologies. This developing knowledge of the issues, approaches, and tensions in multispecies studies receives direct application in a small-scale research project on human-animal relations that the students will carry out themselves over the course of the semester, with input from their instructor and peers. Students will build this project in stages corresponding to course topics, allowing them to reflect on their own intellectual development and even apply their emerging knowledge directly to a topic of their own interest. The semester culminates with each student giving a presentation of their research project in the style of a talk at a scientific conference, where they will synthesize the myriad scholarly approaches to human-animal relations and articulate them with their own practical engagement with the field of multispecies studies.

Course Expectations & Requirements

1) Participation (5%): Students will be graded on their ability to collaboratively discuss the reading material and broader concepts during classroom meetings. These discussions are critical for understanding, questioning, and critiquing the theoretical frameworks of multispecies studies and their application to the case studies in this course and students' own lives. Participation will be graded on a 3-point scale for every class session. Students may have 3 excused absences that will not count against their participation.

Be collegial in your participation. We will be covering sensitive topics and students may have varying opinions. Remember to treat each other with respect and empathy.

2) Checkpoints (40%): Weekly checkpoints utilizing a mix of subjective and objective responses covering the material will give students the opportunity to think deeply and independently about their impressions of the readings and group discussion, while further applying the general concepts to their own lived experience/environment(s). These checkpoints will be submitted on Carmen by the end of each week.

3) Research project (40%): This assignment allows students to engage with their *own* lived environment using the theoretical and analytical tools of multispecies studies in a way that is meaningful to them. Students will identify their own topic, collect their own (observational) data, analyze those data, and present their results to the class (see: Final Presentation, below). Assignments due throughout the semester will ensure students are on pace with their research project, including: 1) project proposal; 2) peer-review; 3) annotated bibliography; 4) methods outline; 5) research update I; and 6) research update II. The final submission will summarize the research in the format of a scientific paper.

The breakdown of the Research Project assignment scaffolding is presented in the table below:

Research Project Assignment	Grade %	Due Date
1) Project proposal	5%	Week 3
2) Peer-review	5%	Week 5
3) Annotated bibliography	10%	Week 7
4) Methods Outline	10%	Week 9
5) Research update I	5%	Week 11
6) Research update II	5%	Week 13
7) Final submission	60%	Week 15

4) Final presentation (15%): At the end of the semester students will give a short Powerpoint presentation on their research project. This presentation will be a condensed version of their final paper, detailing the research topic, methodology, analysis, results, and conclusion. A brief question and answer session at the end of each presentation will allow students to further engage with each other's perspectives on the environments we live in and share with other species.

Evaluation

Final grades are based on the following grading scale: 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

This is the schedule of topics covered during the semester. All readings can be found in the required books or on Carmen. Readings for this class are not optional and should be completed each week.

Week	Topic	Reading	Due
1	Introduction to The Anth of Human-Animal Shared Environs		Checkpoint 1
2	Thinking about Animals	1) Aristotle, 350 BC: selections from 'History of Animals' (Book 1: Parts 1-8; Book 9: Parts 1-11)	
	Interpreting Animal Behavior	1) Descartes: From the Letters of 1646 and 1649 2) Despret 2016: H for Hierarchy	Checkpoint 2
3	What Do Animals Know?	1) Lamarck 1809, selections from 'Zoological Philosophy' (pp. 401-405) 2) Bateson 1969, "Metalogue: What is an Instinct?"	RPA 1) Project proposal
	Affinity with Animals	1) Darwin 1871, Introduction to 'Descent of Man' 2) Malik et al. 2017, "An Untold Story in Biology"	Checkpoint 3
4	Beyond Biology	1) Lévi-Strauss 1966, selections from 'La Pensée Sauvage' (pp. 46-51) 2) Geertz 1973, "Deep Play: Notes on the Balinese Cockfight"	
	Common Resources	1) Hardin 1974, "Tragedy of the Commons"	Checkpoint 4
5	A Multispecies World	1) Govindrajan 2018, Ch. 1: Introduction 2) Ingold 2000, selections from 'The Perception of the Environment' (pp. 13-15)	RPA 2) Peer-review due
	Animal Sacrifices	1) Govindrajan 2018, Ch. 2: The Goat Who Died for Family 2) Despret 2016: K for Killable	Checkpoint 5
6	Animal Kinship	1) Govindrajan 2018, Ch. 3: The Cow Herself Has Changed 2) Harris 1966, selections from "The Cultural Ecology of India's Sacred Cow" (pp. 146-149)	
	Animal Conflict	1) Govindrajan 2018, Ch. 4: Outsider Monkey, Insider Monkey 2) Dore 2018, selections from "Ethnoprimatology without Conservation" (pp. 929-937)	Checkpoint 6
7	What are Wild Things?	1) Govindrajan 2018, Ch. 5: Pig Gone Wild 2) Cronon 1991, selections from 'Nature's Metropolis' (pp. 15-19)	RPA 3) Annotated bibliography
	Animal Stories	1) Govindrajan 2018, Ch. 6: The Bear Who Loved a Woman 2) Hartigan 2014, Ch. 10: The Fable as Form	Checkpoint 7
8	Landscapes and Politics	1) Ogden 2011, Ch. 1: The Florida Everglades 2) Ogden 2011, Ch. 2: Landscape Ethnography and the Politics of Nature	
	Time, Place, and Being	1) Ogden 2011, Ch. 3: Earth, Fire, and Flesh 2) Ogden 2011, Ch. 4: The Travels of Snakes, Mangroves, and Men	Checkpoint 8

9	Entangled Past, Present, and Future	1) Ogden 2011, Ch. 5: Searching for Paradise in the Florida Everglades 2) Ogden 2011, Ch. 6: Alligator Conservation, Commodities, and Tactics of Subversion	RPA 4) Methods outline
	Disestablished Natures	1) Baynes-Rock 2020, Ch. 1: The Great Unmaking 2) Hartigan 2014, Ch. 14	Checkpoint 9
10	Reverse Domestication	1) Baynes-Rock 2020, Ch. 2: Dingoes 2) Panko 2017, "What Does It Mean to Be a Species?"	
	Trajectories of Domestication	1) Baynes-Rock 2020, Ch. 3: Stingless Bees 2) Laber-Warren 2020, "Can an 'Invasive Species' Earn the Right to Stay?"	Checkpoint 10
11	Domesticating Capital	1) Baynes-Rock 2020, Ch. 4: Crocodiles 2) Tsing 2018, Ch. 10: Salvage Rhythms	RPA 5) Research update I
	Good Fences Make Good Domesticates	1) Baynes-Rock 2020, Ch. 5: Emus 2) Parreñas 2018, selections from 'Decolonizing Extinction' (pp. 157-159)	Checkpoint 11
12	Pest Species	1) Baynes-Rock 2020, Ch. 6: Kangaroos 2) Cornwall 2014, "Why Killing Wolves Might Not Save Livestock"	
	An Ecosystems Approach	1) Baynes-Rock 2020, Ch. 7: Borderlands 2) Mildenberger 2019, "The Tragedy of 'The Tragedy of the Commons'"	Checkpoint 12
13	Love and Attachment	1) Candea 2010, "I Fell in Love with Carlos the Meerkat" 2) Govindrajan, 2018, Epilogue: Kukur aur bagh	RPA 6) Research update II
	Webs of Agency	1) Despret 2016, L for Laboratory 2) Peterson 2018, "Marauding Macaques at a Balinese Temple"	Checkpoint 13
14		Thanksgiving Break	
15	Animals in the Anthropocene	1) Fuentes 2020, Foreword: Undoing the World? 2) Crate 2008, "Gone the Bull of Winter?"	RPA 7) Final submission
	Documentary Film		Checkpoint 14
16	Student Presentations		

AI/ChatGPT Statement

Recent developments in generative artificial tools, including ChatGPT and others, hold great potential for learning in new ways; however, students should not use these tools in the completion of course assignments unless their instructor specifically authorizes the tools' use. Students are encouraged to review the guidelines outlined in the Code of Student Conduct about completing academic activities with fairness and honesty.

All students should be familiar with what constitutes academic misconduct, especially as it pertains to test taking and plagiarism. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Cases of alleged academic misconduct will be referred to the appropriate university committees.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

https://oaa.osu.edu/religious-holidays-holy-days-and-observances

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about

the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Sexual Misconduct and Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Please Note: In case of unexpected instructor absences information will be posted on the web site (below). This site should be consulted during inclement weather to check for class cancellations or delays. Do not call the department, check the web site: https://anthropology.osu.edu/

GE Theme course submission worksheet: Lived Environments

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	*This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:* *Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;* *Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;* *Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)*

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)
	Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.*
	Lecture
	Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.
	Reading
	The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.
	Discussions
	Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.
	Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	*Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.*
	Some examples of events and sites:
	The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	Jazz-Age Montmartre, where a small community of African-Americans– including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I. *The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

Goals and ELOs unique to Lived Environments

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	Course activities and assignments to meet these ELOs
ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.	
ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	
ELO 4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.	
ELO 4.2 Describe how humans perceive and represent the environments with which they interact.	
ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	

Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should response to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

A.   Information from academic unit *initiating* the request:

Initiating Academic Unit: Department of Anthropology   Date: 2/5/2024

Registrar's Listing: ANTHROP 3360

Course Number: Level: U ☑ P ☐ G ☐   Credit Hours: ??

Course Title: The Anthropology of Animals

Type of Request: ☑ New Course   ☐ Group Studies   ☐Workshop ☐Study Tour   ☐Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units): Department of Animal Sciences

Date responses are needed:

B.   Information from academic units *reviewing* the request:

☑   The academic unit *supports* the proposal
☐   The academic unit *does not support* the proposal.
Please explain:

☑   The academic unit suggests:
We already have an established course ANIMSCI 5000 Human Dimension in Animal Sciences. We support

this proposal as long as this new course doing not prohibit us from offering ANIMSCI 5000.

Maurice Eastridge
Signature of Department Chair   Signature of Graduate Studies Chair (if applicable)

Senior Associate Chair and Chair, Academic Affairs

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 3027			✓	
ANT 3050			✓	
ANT 3334			✓	
ANT 3360			✓	
ANT 3400			✓	
ANT 3403			✓	
ANT 3416			✓	
ANT 3418			✓	
ANT 3419			✓	
ANT 3597.01			✓	
ANT 3597.02			✓	
ANT 3623			✓	
ANT 4100*			✓	
ANT 4597.05H			✓	
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 3072			✓	
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)				

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 3027			✓		
ANT 3050			✓		
ANT 3334			✓		
ANT 3360			✓		
ANT 3400			✓		
ANT 3403			✓		
ANT 3416			✓		
ANT 3418			✓		
ANT 3419			✓		
ANT 3597.01			✓		
ANT 3597.02			✓		
ANT 3623			✓		
ANT 4100*			✓		
ANT 4597.05H			✓		
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 3072			✓		
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					√