Term Information

Effective Term   Autumn 2025

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   5605
Course Title   Anthropology of Children
Transcript Abbreviation   Anth of Children
Course Description   Childhood is a uniquely human period of development with significant impact on human biology and societies. This course covers the anthropology of children from a biocultural perspective, including the biology and evolution of childhood, the role of children in different cultures around the world and across time, and the impact of children on transforming societies.
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?   Yes
Is any section of the course offered   100% at a distance
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   Prereq: Jr standing or above.
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Traditions, Cultures, and Transformations
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	• Describe the evolutionary significance and biological characteristics of "childhood" as a phase in human life history.
	• Compare and contrast conceptualizations of "childhood", child-rearing, children's activities, and children's health across cultures and apply different theoretical frameworks in biocultural anthropology to help explain these patterns.
	• Evaluate the role of children in sociocultural change and transformation.
	• Apply knowledge about cross-cultural variation in children's experiences and evolutionary understanding of the significance of childhood to personal experiences of childhood and current social issues.
	• Conduct rigorous scientific research and critically evaluate research to derive well-supported answers to anthropological questions about children and childhood.
Content Topic List	• Biology of childhood
	• Child health
	• Evolution
	• Childcare and caregivers
	• Child rights
	• Parents and children
	• Children transforming societies
	• Roles of children
	• Children across cultures
	• Children through history
Sought Concurrence	No

Attachments

- ANTHROP5605GETraditions.docx: GE Cover sheet

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

- ANTHROP5605DistanceApproval.pdf: ASC Distance approval

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

- ANT 5605 on BA Curriculum Map.docx: ANTH BA Curricular map

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

- ANT 5605 on BS Curriculum Map.docx: ANTH BS Curricular map

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

- Anthro 5605 on Med Anth Curricular Maps.docx: MED ANTH Curricular maps

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

- ANTHROP5605OnlineSyllabus.docx: DL Syllabus

  (Syllabus. Owner: Palazzo,Sarah Rose)

- ANTHROP5605InPersonSyllabus.docx: IP Syllabus

  (Syllabus. Owner: Palazzo,Sarah Rose)

- ANTHRO5605Concurences.docx: CONCURRENCES

  (Concurrence. Owner: Palazzo,Sarah Rose)

Comments

- Concurrence received from requested departments, see doc. *(by Palazzo,Sarah Rose on 12/03/2024 12:10 PM)*

- Please request concurrences from: The College of Education and Human Ecology (contact Peter Locascio),

  Sociology, Psychology, and History. Thank you. *(by Vankeerbergen,Bernadette Chantal on 10/30/2024 01:47 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Palazzo,Sarah Rose	10/24/2024 02:49 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	10/24/2024 02:50 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/30/2024 01:48 PM	College Approval
Submitted	Palazzo,Sarah Rose	12/03/2024 12:10 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	12/03/2024 12:17 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/07/2025 07:31 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/07/2025 07:31 AM	ASCCAO Approval

Syllabus
ANTHROP 5605

Anthropology of Children
Fall 2024
3 Credit Hours
Online

Course overview

Instructor

- Dr. Elizabeth Holdsworth
- Holdsworth.35@osu.edu
- Student consult (office) hours:
- Zoom link:

Note: My preferred method of contact is email. For longer questions, please visit my student consult (office) hours on zoom.

Course description

Childhood is a uniquely human period of development with significant impact on human biology and societies. It is a period of transformation with the capacity to transform whole populations. This course covers the anthropology of children from a biocultural perspective, including the biology and evolution of childhood, the role of children in different cultures around the world and across time, and the impact of children on transforming societies.

Course expected learning outcomes

By the end of this course, students should successfully be able to:
1. Describe the evolutionary significance and biological characteristics of "childhood" as a phase in human life history
2. Compare and contrast conceptualizations of "childhood", child-rearing, children's activities, and children's health across cultures and apply different theoretical frameworks in biocultural anthropology to help explain these patterns.
3. Evaluate the role of children in sociocultural change and transformation.
4. Apply knowledge about cross-cultural variation in children's experiences and evolutionary understanding of the significance of childhood to personal experiences of childhood and current social issues.
5. Conduct rigorous scientific research and critically evaluate research to derive well-supported answers to anthropological questions about children and childhood.

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General education goals and expected learning outcomes

As part of the Traditions, Cultures, and Transformations category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goal 1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
 ELO 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
 ELO 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
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.
 ELO 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
 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.
Goal 3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
 ELO 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
 ELO 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
 ELO 3.3. Examine the interactions among dominant and sub-cultures.
 ELO 3.4. Explore changes and continuities over time within a culture or society.
Goal 4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.
 ELO 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
 ELO 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

How this online course works

Mode of delivery

This course is 100% online. You may schedule synchronous meetings with Dr. Holdsworth over Zoom to discuss questions you have about the course.

Pace of online activities

Course assignments are due twice a week, Mondays and Thursdays. It is recommended to complete the reading and reading response first, then complete the group/discussion forum

activity. It is easiest to take one day to read and write your reading response, then another day to complete the group/discussion forum activity.

There will also be weekly instructor announcements that will clear up any misunderstandings from the previous week, add any helpful context for the week's activities, and provide updates of any changes to the week's activities.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Twice a week, students will participate in discussion forums with various activities. Instructions for each activity are included in the forum, which specify how many posts are required for full participation. Typically, a "discussion" requires 1 original post and 2 replies to other students while other activities simply require that you post your final product in the forum. For group activities, only one member of the group needs to post the assignment, listing all group members, for you to receive credit for the assignment. You should actively participate in the development of the group product. I encourage all students to use the group discussion forums to work on their group product, so that if there is any conflict over student participation in the group, your work/contribution is clearly documented.

Office hours and live sessions

Office hours on Zoom are optional. There are no required live sessions.

Course communication guidelines

Writing style

Any writing in the course (e.g., in discussion forums, assignments, reading responses, papers, email) should be professional. All writing should be proofread for spelling, grammar, and clarity.

Tone and civility

All students are expected to be civil in any interaction with other students or the instructor. When reading others' comments, assume good faith. If you aren't sure what someone meant, ask questions to clarify. Disagreements are common in academic spaces, but they must be guided by research and evidence. When disputing someone else's points, you should provide clear evidence from the readings or other scholarly sources, with quotes or page numbers as needed.

Citing your sources

In reading responses, discussion forums, and group activities, you do not need to cite the reading you are responding to. However, if referencing a specific idea or detail in the reading, please provide a page number or the relevant quote. If you refer to another reading from the course, you can simply provide an in-text citation in APA format.

For all other assignments, you should provide in-text citations and a bibliography using APA format.

Protecting and saving your work

You must compose and save your work in a program outside of Carmen. For example, writing your responses in a saved Word document. I recommend that your work be saved in cloud storage (e.g., OneDrive, Google Drive). This way you will have backups in case you have any issues with browser time-outs, failed submission attempts, or internet connectivity.

Course materials and technologies

All course materials are available on Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

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
  - Webcam and microphone are needed only if you would like to meet for instructor office hours or with other students over Zoom.
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen 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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- 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.
- Download the Duo Mobile application to 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.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Reading responses	30%
Group activities/Discussion forums	30%
Midterm Literature Review	10%
Midterm Literature Review peer review	2%
Final paper draft	5%
Final paper peer review	3%
Final paper revised	15%
Learning reflections	5%
Total	**100%**

Description of major course assignments

Reading Responses

- #### Description

Reading responses are brief writing assignments that encourage you to critically analyze and contextualize the reading. These include 3-5 questions that you will answer with short responses (4-5 sentences). Reading responses may also prompt you to make connections across other readings in the course. Excellent reading responses will demonstrate thorough understanding of the reading (i.e., main ideas are identified, no wrong information), critical analysis of the logic of the reading, well-supported points, and clear, concise writing.

- #### Academic integrity and collaboration guidelines

You are expected to complete reading responses on your own, without collaboration from other students and without the use of generative AI.

Group activities/Discussion forums

○ Description

Group activities and discussion forums are assignments that are designed for collaborative work or sharing ideas. The type of assignment will vary and may include working with a group to draw a concept map of course ideas from the readings, sharing and reflecting on observations you conduct, or engaging in discussion about a specific topic. Expectations for each assignment are defined in the instructions. Generally, discussions require you to post one initial post and two replies to other students' posts. Group activities typically require only one member of the group to post the assignment. For group activities, you should collaborate at least some using the provided group discussion forum – while this group discussion forum will not be graded, it is recommended so that your contribution to the group's work is documented, in case of any conflict.

○ Academic integrity and collaboration guidelines

Group activities are collaborative, which means that all members of the group should work together to produce the final assignment. Generative AI should not be used, as the goal is to practice thinking through these questions.

Midterm literature review and peer review

○ Description

You will choose a topic relating to health from the provided list (or choose your own). Following instructions, you will generate a table of possible hypotheses about the role of children in this topic based on the theoretical frameworks previously covered in the course. You will then choose one of those hypotheses to explore in a literature review. For the literature review, you will evaluate your hypothesis to determine where the current research stands, incorporating both evidence for and against the hypothesis. Your literature review will be of 10-15 scholarly, peer-reviewed sources relevant to the topic. You will create a table summarizing the articles and write a brief summary of your search methods and conclusions. This project is intended to encourage critical, rigorous evaluation of scholarly sources and the quality of their evidence for or against a hypothesis.

You will then also peer review two other students' literature review tables and summaries, following provided prompts. This allows you to practice applying the critical questions you should apply to your own research, such as evaluating the strength of the evidence, the research methods used in finding sources, and potential missteps in drawing conclusions from the literature.

o **Academic integrity and collaboration guidelines**

You should complete these activities on your own without the use of generative AI. You will provide detailed search methods so that your search can be replicated.

Final paper draft, peer review, and revision

o **Description**

You will complete a short final paper (5-7 pages double-spaced) to answer a prompt regarding children and climate change. This is a scholarly research paper, so you will use scholarly, peer-reviewed sources to support your points. It should incorporate some of the course readings, as well as outside references, to support your points. Papers will be evaluated on the quality of the central thesis (the main argument/point you are making), the strength of the argument including how well the points are supported by scholarly references, and on clarity and conciseness of your writing. It is important to make your points as clearly and concisely as possible – including a lot of "fluff" will not result in a good grade. You are welcome to send me an outline or a draft of your paper to review at least 2 weeks before the deadline for feedback.

You will review 2 other students' paper drafts, following a provided guide for peer reviewing papers.

After receiving your reviews from 2 other students, you will revise your paper and resubmit it for your final grade.

o **Academic integrity and collaboration guidelines**

This assignment should be completed on your own, without the use of generative AI.

Learning reflections

o **Description**

You will complete 3 brief learning reflections throughout the semester, following provided prompts. These reflections will ask you to set learning goals and plans for the semester, then evaluate whether you have met these goals. You will provide evidence from your work (e.g., a quote from a reading response or discussion post, or your literature review/final paper) to demonstrate your progress on your learning goals. You will receive full credit on these assignments if you complete them, they are not graded on content (except that your responses must be related to the prompts).

o **Academic integrity and collaboration guidelines**

These assignments should be completed on your own, as they are about your own learning, without the use of generative AI.

Late assignments

There is no penalty for late assignments. However, all work must be submitted before the last day of class, otherwise you will receive an incomplete (if less than 10% of your assignments are missing) or 0's for any missing assignments (if more than 10% of your assignments are missing). Additionally, if you miss submitting your literature review or final paper draft on time, you will not receive peer reviews of your work.

Grading Scale

- 93-100: A
- 90-92: A−
- 87-89: B+
- 83-86: B

- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−

- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

I provide individual feedback on each assignment. If there are common points of confusion across students, I will also make an announcement or upload another resource to clarify. It will take me approximately 1 week to grade a reading response or a discussion forum/group activity. It will take me approximately 2 weeks to grade the midterm literature review and final paper.

Preferred contact method

For general questions about the course that may benefit other students, please post them to the Course Q&A discussion forum in Carmen. For questions and concerns specific to you, please email me. I will respond within 2 business days (Monday-Friday).

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.
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/.

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 web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

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

Statement on title IX

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

Commitment to a diverse and inclusive learning environment

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.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.
More information on OSU's land acknowledgement can be found here:
https://mcc.osu.edu/about-us/land-acknowledgement

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. 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.

Accessibility accommodations for students with disabilities

Requesting accommodations

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. 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.

Policy: Religious Holidays, Holy Days and Observances

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.
Please see below for full citations of the readings and longer descriptions of assignments and activities.

Week	Date	Topics	Assessments Due
1	Mon	Reflection on childhood	Learning reflection Discussion post
	Thurs	Theory and history of anthropology of children	Reading response Discussion forum
2	Mon	Biology of childhood	Reading response Group graphic
	Thurs	Biology of childhood	Reading response Case study response
3		Cross-cultural comparisons	Reading response Group response
		Life history of childhood	Reading response Discussion forum
4		Evolution of childhood	Reading response
		Evolution of childhood	Reading response Group news article analysis
5		Influences on child health and biology	Reading response Group case study response
		Influences on child health and biology	Reading response Group concept map
6		Childcare and caregivers	Reading response
		Childcare and caregivers	Reading response Discussion forum
7		Midterm synthesis	Learning reflection Research hypotheses table
		Midterm synthesis	Lit review table Peer review of table
8		Definitions of "child" and "childhood"	Reading response Group case study response
		Definitions of "child" and "childhood"	Reading response Group comparison table

Week	Date	Topics	Assessments Due
9		What is a good child?	Reading response
		What is a good parent?	Summary of interview or observation Group comparison table
10		Roles and activities of children	Summary of observation Group table of hypotheses
		Roles and activities of children	Reading response
11		Roles and activities of children	Reading response
		Roles and activities of children	Reading response Group comparison table
12		Child rights	Scorecard of UNCRC for a state or country Group comparison table
		Child rights	Reading response Discussion forum
13		Children transforming societies	Reading response Example of child labor Discussion forum
		Children transforming societies	Reading response Example of child-led activism Discussion forum
14		Influences on child health and biology (pt. 2)	Reading response Group comparison table
		Influences on child health and biology (pt. 2)	Reading response Group Columbus city re-design
15		Final synthesis	Paper draft Peer review of papers
		Final synthesis	Learning reflection
Finals			Final revised paper

Detailed reading and assignment schedule

Week 1

Monday

- Reading: None

- Assignment due: Complete "Learning Reflection 1" assignment in Carmen

- Assignment due: Make one post in discussion forum "Reflection on Childhood" following prompts in the instructions.

Thursday

- Reading: Heather Montgomery. (2009). Childhood within Anthropology. In *An Introduction to Childhood: Anthropological Perspectives on Children's Lives* (pp. 17–49). Wiley-Blackwell.

- Assignment due: Reading response

- Assignment due: Make one post in discussion forum "Reflection on Childhood (pt 2)" following prompts in the instructions. Respond to two other students' posts.

Week 2

Monday

- Reading: Thompson, J. L., & Nelson, A. J. (2016). Childhood and Patterns of Growth in the Genus Homo. In C. L. Meehan & A. N. Crittenden, *Childhood: Origins, Evolution, & Implications* (pp. 75–102). Santa Fe: School for Advanced Research Press.

- Reading: Powerpoint on biology of childhood

- Assignment due: Reading response

- Assignment due: Submit group's graphic of biological developments by age to the discussion forum "Biology of childhood."

  - Only one student needs to submit the graphic, listing all participating group members' names. Please use your group discussion forum to work together, so that your contribution to the group's final product is evident.

Thursday

- Reading: Trevathan, W. R., & Rosenberg, K. R. (2016). Human Evolution and the Helpless Infant. In *Costly and Cute: Helpless Infants and Human Evolution* (pp. 1–28). University of New Mexico Press.

- Reading: Powerpoint on cognitive development

- Assignment due: Reading response

- Assignment due: Submit group's response to case study activity detailed in discussion forum "Biology of Childhood (pt. 2)."

  o Only one student needs to submit the response, listing all participating group members' names. Please use your group discussion forum to work together, so that your contribution to the group's final product is evident.

Week 3

Monday

- Reading: LeVine, R. and Norman. (2008). Attachment in anthropological perspective. In *Anthropology and Child Development: A Cross-Cultural Reader.*

- Reading: Johnson, C. Y. (2024, August 29). The Marshmallow Test and other predictors of success have bias built in, researchers say. *Washington Post*. Retrieved from https://www.washingtonpost.com/science/2024/08/29/research-bias-cognitive-studies-executive-function-marshmallow-test/

- Assignment due: Reading response

- Assignment due: Submit group's response to the discussion forum "Cross-Cultural Comparisons of Children."

  o Only one student needs to submit the response, listing all participating group members' names. Please use your group discussion forum to work together, so that your contribution to the group's final product is evident.

Thursday

- Reading: Bogin, B., Bragg, J., & Kuzawa, C. (2016). Childhood, biocultural reproduction, and human lifetime reproductive effort. In C. L. Meehan & A. N. Crittenden, *Childhood: Origins, Evolution, & Implications* (pp. 45–72). Santa Fe: School for Advanced Research Press.

- Assignment due: Reading response

- Assignment due: Make 1 post in the discussion forum "Life history of childhood" following assignment prompts. Respond to 2 other students' posts.

Week 4

Monday

- Reading: Bock, J. (2010). An Evolutionary Perspective on Learning in Social, Cultural, and Ecological Context. In D. F. Lancy, J. Bock, & S. Gaskins, *The Anthropology of Learning in Childhood*. Rowman Altamira.

- Reading: Powerpoint of different theoretical frameworks

- Assignment due: Reading response

- Assignment due: Submit group's concept map to the discussion forum "Evolution of childhood" following prompts.

  o Only one student needs to submit the concept map, listing all participating group members' names. Please use your group discussion forum to work together, so that your contribution to the group's final product is evident.

Thursday

- Reading: Bernstein, R. M. (2016). Hormones and the evolution of childhood in humans and nonhuman primates. In C. L. Meehan & A. N. Crittenden, *Childhood: Origins, Evolution, & Implications* (pp. 103–122). Santa Fe: School for Advanced Research Press.

- Assignment due: Reading response

- Assignment due: Submit group's analysis of news article, following prompts, in discussion forum "Evolution of childhood (pt. 2)"

  o Only one student needs to submit the analysis, listing all participating group members' names. Please use your group discussion forum to work together, so that your contribution to the group's final product is evident.

Week 5

Monday

- Reading: Kuzawa, C. W., & Quinn, E. A. (2009). Developmental Origins of Adult Function and Health: Evolutionary Hypotheses. *Annual Review of Anthropology*, *38*(1), 131–147. https://doi.org/10.1146/annurev-anthro-091908-164350

- Assignment due: Reading response

- Assignment due: Submit group's response to case studies in discussion forum "Influences on child biology."

    o Only one student needs to submit the response, listing all participating group members' names. Please use your group discussion forum to work together, so that your contribution to the group's final product is evident.

Thursday

- Reading: Crooks, D. L. (1998). Poverty and nutrition in eastern Kentucky: The political economy of childhood growth. In A. H. Goodman & T. L. Leatherman, *Building a new biocultural synthesis: Political-economic perspectives on human biology* (pp. 339–355).

- Assignment due: Reading response

- Assignment due: Submit group's flowchart of effects on child health outcome, following prompts, in discussion forum "Influences on child biology (pt. 2)". Respond to 1 other group's flowchart following prompts.

    o Only one student needs to submit the flowchart, listing all participating group members' names. However, all students should write their own response to another group's flowchart.

Week 6

Monday

- Reading: LeVine, R. A., Dixon, S., LeVine, S. E., Richman, A., Keefer, C., Liederman, P. H., & Brazelton, T. B. (2008). The comparative study of parenting. In R. A. LeVine & R. S. New, *Anthropology and child development: A cross-cultural reader* (pp. 55–65). Malden, MA: Blackwell Publishing Ltd.

- Assignment due: Reading response

- [Catch up on any missed posts/replies from last week]

Thursday

- Reading: Tronick, E. Z., Morelli, G. A., & Winn, S. (2008). Multiple caregiving in the Ituri forest. In R. A. LeVine & R. S. New, *Anthropology and child development: A cross-cultural reader* (pp. 73–83). Malden, MA: Blackwell Publishing Ltd.

- Assignment due: Reading response

- Assignment due: Make 1 post in the discussion forum "Childcare and caregivers" following assignment prompts. Respond to 2 other students' posts.

Week 7

Monday

- Assignment due: Midterm learning reflection

- Assignment due: Based on a topic of your choice either from the provided list or another topic related to health/human biology, create a table of possible hypotheses using each theoretical framework described so far to describe how children and/or childhood may impact/explain the issue. See assignment for more details.

Thursday

- Assignment due: Literature review of 10-15 sources based on one hypothesis that you selected from your table on Monday. Create literature review table according to instructions in assignment.

- Assignment due: Submit your evaluation of 2 other students' literature reviews, following the prompts in the assignment.

Week 8

Monday

- Reading: Heather Montgomery. (2009). What is a Child? In *An Introduction to Childhood: Anthropological Perspectives on Children's Lives* (pp. 50–78). Wiley-Blackwell.

- Assignment due: Reading response

- Assignment due: Submit group's response to case studies, following prompts, in discussion forum "Definitions of child and childhood".

  o Only one student needs to submit the response, listing all participating group members' names.

Thursday

- Reading: Goldstein, D. M. (1998). Nothing bad intended: Child discipline, punishment, and survival in a shantytown in Rio de Janeiro, Brazil. In N.

Scheper-Hughes & C. Sargent, *Small Wars: The Cultural Politics of Childhood* (pp. 389–415). Berkeley: University of California Press.

- Assignment due: Reading response

- Assignment due: Submit group's comparison table of legal policies, following prompts, in discussion forum "Definitions of child and childhood (pt. 2)." Make 1 post reflecting on comparisons, following instructions.

  o Only one student needs to submit the group table, listing all participating group members' names. However, every student needs to make the 1 post reflection.

Week 9

Monday

- Reading: Whiting, B. B. (1996). The Effect of Social Change on Concepts of the Good Child and Good Mothering: A Study of Families in Kenya. *Ethos*, *24*(1), 3–35.

- Assignment due: Reading response

- [Catch up on any missed posts or replies]

Thursday

- Reading: Göransson, K. (2023). Play with a purpose: Intensive parenting, educational desires and shifting notions of childhood and learning in twenty-first century Singapore. *Childhood*, *30*(1), 24–39. https://doi.org/10.1177/09075682221138460

- Assignment due: Response to your interview of a family member/friend or observation of parenting (see assignment instructions for more detail) – post in **group** discussion forum "What are good parents?"

- Assignment due: Submit group's comparison of parenting practices based on group's posts in "What are good parents?", following prompts, in discussion forum "What are good parents?"

  o Only one student needs to submit the group comparison, listing all participating group members' names.

Week 10

Monday

- Reading: Fortes, M. (2008). Tallensi childhood in Ghana. In R. A. LeVine & R. S. New, *Anthropology and child development: A cross-cultural reader* (pp. 34–41). Malden, MA: Blackwell Publishing Ltd.

- Assignment due: Response to observation of child behavior, posted in discussion forum "Roles and activities of children."

Thursday

- Reading: Lew-Levy, S., Reckin, R., Kissler, S. M., Pretelli, I., Boyette, A. H., Crittenden, A. N., … Davis, H. E. (2022). Socioecology shapes child and adolescent time allocation in twelve hunter-gatherer and mixed-subsistence forager societies. *Scientific Reports*, *12*(1), 8054. https://doi.org/10.1038/s41598-022-12217-1

- Assignment due: Reading response

Week 11

Monday

- Reading: New, R. S. (2008). Child's play in Italian perspective. In R. A. LeVine & R. S. New, *Anthropology and child development: A cross-cultural reader* (pp. 213–226). Malden, MA: Blackwell Publishing Ltd.

- Assignment due: Reading response

Thursday

- Reading: Scheper-Hughes, N., & Hoffman, D. (1998). Brazilian apartheid: Street kids and the struggle for urban space. In N. Scheper-Hughes & C. Sargent, *Small Wars: The Cultural Politics of Childhood* (pp. 352–388). Berkeley: University of California Press.

- Assignment due: Reading response

- Assignment due: Make 1 post in discussion forum "Roles and activities of children (pt. 4)", following prompts. Reply to 2 other students' posts.

Week 12

Monday

- Reading: Unicef. (1989). *Convention on the Rights of the Child*.

- Assignment due: Develop scorecard of UNCRC rights for a state or country of your choosing, following assignment prompts. Post in discussion forum "Child rights."

- Assignment due: After reviewing students' scorecards, submit 1 post reflecting on the patterns across these examples, following prompts in the instructions.

Thursday

- Reading: Fay, F. (2019). Decolonizing the child protection apparatus: Revisiting child rights governance in Zanzibar. *Childhood*, *26*(3), 321–336. https://doi.org/10.1177/0907568219847256

- Reading: Holzscheiter, A., Josefsson, J., & Sandin, B. (2019). Child rights governance: An introduction. *Childhood*, *26*(3), 271–288. https://doi.org/10.1177/0907568219854518

- Assignment due: Reading response

- Assignment due: Make 1 post in discussion forum "Child rights (pt. 2)", following prompts. Reply to 2 other students' posts.

Week 13

Monday

- Reading: Chapter 1 from Bartoletti, S. C. (1999). *Kids on Strike!* Houghton Mifflin Harcourt.

- Assignment due: Reading response

- Assignment due: Post an example of child labor in your **group** discussion forum on "Children transforming societies."

- Assignment due: Post group's summary of discussion following prompts to the discussion forum "Children transforming societies."

  o Only one student needs to submit the summary, listing all participating group members' names. Please use your group discussion forum to work together, so that your contribution to the group's final product is evident.

Thursday

- Reading: Chapter 4 from Franklin, V. P. (2021). *The Young Crusaders: The Untold Story of the Children and Teenagers Who Galvanized the Civil Rights Movement*. Beacon Press.

- Assignment due: Reading response

- Assignment due: Post an example of child-led activism in discussion forum "Children transforming societies (pt. 2)"

- Assignment due: Respond to 2 other student's posts following prompts.

Week 14

Monday

- Reading: Gray, P., Lancy, D. F., & Bjorklund, D. F. (2023). Decline in Independent Activity as a Cause of Decline in Children's Mental Well-being: Summary of the Evidence. *The Journal of Pediatrics*, *260*, 113352. https://doi.org/10.1016/j.jpeds.2023.02.004

- Reading: Gibson, C. (2023, October 24). Children today have less independence. Is that fueling a mental health crisis? *Washington Post*. Retrieved from https://www.washingtonpost.com/parenting/2023/10/24/youth-mental-health-independence/

- Assignment due: Reading response

- Assignment due: Post group's comparison of child mobility and independence, following prompts, to discussion forum "Influences on child health and biology (pt. 3)"

  o Only one student needs to submit the comparison, listing all participating group members' names. Please use your group discussion forum to work together, so that your contribution to the group's final product is evident.

Thursday

- Reading: Vidal, D. G., & Castro Seixas, E. (2022). Children's Green Infrastructure: Children and Their Rights to Nature and the City. *Frontiers in Sociology*, *7*. https://doi.org/10.3389/fsoc.2022.804535

- Assignment due: Reading response

- Assignment due: Post your redesign of Columbus to the discussion forum "Influences on child health and biology (pt. 4)" following instructions.

- Assignment due: Respond to 2 other student's posts following prompts.

Week 15

Monday

- Assignment due: Final paper draft

- Assignment due: Peer review of 2 other students' papers, following prompts.

Thursday

- Assignment due: Final learning reflection

Finals

- Assignment due: Revised final paper (incorporating comments from peer reviews)

Syllabus
ANTHROP 5605

Anthropology of Children
Fall 2024
3 Credit Hours
In Person

Course overview

Instructor

- Dr. Elizabeth Holdsworth
- Holdsworth.35@osu.edu
- Student consult (office) hours:
- Office: Smith Laboratory 4048
- Zoom link:

Note: My preferred method of contact is email. For longer questions, please visit my student consult (office) hours in person or on zoom.

Course description

Childhood is a uniquely human period of development with significant impact on human biology and societies. It is a period of transformation with the capacity to transform whole populations. This course covers the anthropology of children from a biocultural perspective, including the biology and evolution of childhood, the role of children in different cultures around the world and across time, and the impact of children on transforming societies.

Course expected learning outcomes

By the end of this course, students should successfully be able to:
1. Describe the evolutionary significance and biological characteristics of "childhood" as a phase in human life history
2. Compare and contrast conceptualizations of "childhood", child-rearing, children's activities, and children's health across cultures and apply different theoretical frameworks in biocultural anthropology to help explain these patterns.
3. Evaluate the role of children in sociocultural change and transformation.
4. Apply knowledge about cross-cultural variation in children's experiences and evolutionary understanding of the significance of childhood to personal experiences of childhood and current social issues.
5. Conduct rigorous scientific research and critically evaluate research to derive well-supported answers to anthropological questions about children and childhood.

General education goals and expected learning outcomes

As part of the Traditions, Cultures, and Transformations category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goal 1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
ELO 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
ELO 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
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.
ELO 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
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.
Goal 3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
ELO 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
ELO 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
ELO 3.3. Examine the interactions among dominant and sub-cultures.
ELO 3.4. Explore changes and continuities over time within a culture or society.
Goal 4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.
ELO 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
ELO 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

How this course works

Mode of delivery

This course is in person. Readings and assignment materials will be provided in-class or on Carmen. Any assignments completed outside of the class period will be submitted online.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade

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of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

There is no grade for in-class participation. However, we will complete many assignments in groups during the class period. If you are unable to attend class and you miss the in-class assignment, you will have to complete it individually and submit it online.

For in-person discussions, you are expected to contribute at least comment that is directly related to the readings. If it is coming to the end of the discussion and you haven't spoken yet, I will prompt you to provide a comment so you get credit for the discussion.

For in-person group assignments, each student will submit their work individually and be graded individually. You will work together to complete the assignments, but should not simply copy your work from someone else. If I see students simply copying each others' work, rather than all participating in the activity, I will ask you to stop. If I observe it again, I will ask you to complete a new assignment. If it is a chronic problem, I will ask you to complete all group work in the course on your own.

Course communication guidelines

Writing style

Any writing in the course (e.g., assignments, reading responses, papers, email) should be professional. All writing should be proofread for spelling, grammar, and clarity.

Tone and civility

All students are expected to be civil in any interaction with other students or the instructor. When discussing topics with your fellow students, assume good faith. If you aren't sure what someone meant, ask questions to clarify. Disagreements are common in academic spaces, but they must be guided by research and evidence. When disputing someone else's points, you should provide clear evidence from the readings or other scholarly sources, with quotes or page numbers as needed.

Citing your sources

In reading responses and group assignments, you do not need to cite the reading you are responding to. However, if referencing a specific idea or detail in the reading, please provide a page number or the relevant quote. If you refer to another reading from the course, you can simply provide an in-text citation in APA format. For all other assignments, you should provide in-text citations and a bibliography using APA format.

Protecting and saving your work

For any assignments completed outside of class and submitted on Carmen, you must compose and save your work in a program outside of Carmen. For example, writing your responses in a saved Word document. I recommend that your work be saved in cloud storage (e.g., OneDrive, Google Drive). This way you will have backups in case you have any issues with browser time-outs, failed submission attempts, or internet connectivity.

Course materials and technologies

All course materials are available on Carmen.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)

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
  - Webcam and microphone are needed only if you would like to meet for instructor office hours or with other students over Zoom.
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication
- If you do not have a computer to submit assignments on Carmen, you can use one of the computers provided across the university (e.g., in the libraries).

Recommended software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen 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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- 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.
- Download the Duo Mobile application to 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.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Reading responses	30%
In-class activities/Discussions	30%
Midterm Literature Review	10%
Midterm Literature Review peer review	2%
Final paper draft	5%
Final paper peer review	3%
Final paper revised	15%
Learning reflections	5%
Total	**100%**

Description of major course assignments

Reading Responses

- #### Description

Reading responses are brief writing assignments that encourage you to critically analyze and contextualize the reading. These include 3-5 questions that you will answer with short responses (4-5 sentences). Reading responses may also prompt you to make connections across other readings in the course. Excellent reading responses will demonstrate thorough understanding of the reading (i.e., main ideas are identified, no wrong information), critical analysis of the logic of the reading, well-supported points, and clear, concise writing.

Reading responses are submitted on Carmen. You may want to bring a copy of your response to class to reference during discussion or other in-class activities.

- #### Academic integrity and collaboration guidelines

You are expected to complete reading responses on your own, without collaboration from other students and without the use of generative AI.

In-class activities/Discussions

- #### Description

In-class activities and discussions are assignments that are designed for collaborative work or sharing ideas. The type of assignment will vary and may include working with a group to draw a concept map of course ideas from the readings, sharing and reflecting on observations you conduct, or engaging in discussion about a specific topic. Expectations for each assignment are defined in the instructions. Generally, discussions require you to contribute at least one comment directly related to the

assigned reading. For group activities, you will work collaboratively within your group to make decisions about the activity and all submit your own assignments individually.

o **Academic integrity and collaboration guidelines**

Group activities are collaborative, which means that all members of the group should work together to produce the final assignment. Generative AI should not be used, as the goal is to practice thinking through these questions.

Midterm literature review and peer review

o **Description**

You will choose a topic relating to health from the provided list (or choose your own). Following instructions, you will generate a table of possible hypotheses about the role of children in this topic based on the theoretical frameworks previously covered in the course. You will then choose one of those hypotheses to explore in a literature review. For the literature review, you will evaluate your hypothesis to determine where the current research stands, incorporating both evidence for and against the hypothesis. Your literature review will be of 10-15 scholarly, peer-reviewed sources relevant to the topic. You will create a table summarizing the articles and write a brief summary of your search methods and conclusions. This project is intended to encourage critical, rigorous evaluation of scholarly sources and the quality of their evidence for or against a hypothesis.

You will then also peer review two other students' literature review tables and summaries, following provided prompts. This allows you to practice applying the critical questions you should apply to your own research, such as evaluating the strength of the evidence, the research methods used in finding sources, and potential missteps in drawing conclusions from the literature.

o **Academic integrity and collaboration guidelines**

You should complete these activities on your own without the use of generative AI. You will provide detailed search methods so that your search can be replicated.

Final paper draft, peer review, and revision

o **Description**

You will complete a short final paper (5-7 pages double-spaced) to answer a prompt regarding children and climate change. This is a scholarly research paper, so you will use scholarly, peer-reviewed sources to support your points. It should incorporate some of the course readings, as well as outside references, to support your points. Papers will be evaluated on the quality of the central thesis (the main argument/point you are making), the strength of the argument including how well the points are supported by scholarly references, and on clarity and conciseness of your writing. It is

important to make your points as clearly and concisely as possible – including a lot of "fluff" will not result in a good grade. You are welcome to send me an outline or a draft of your paper to review at least 2 weeks before the deadline for feedback.

You will review 2 other students' paper drafts, following a provided guide for peer reviewing papers.

After receiving your reviews from 2 other students, you will revise your paper and resubmit it for your final grade.

○ Academic integrity and collaboration guidelines

This assignment should be completed on your own, without the use of generative AI.

Learning reflections

○ Description

You will complete 3 brief learning reflections throughout the semester, following provided prompts. These reflections will ask you to set learning goals and plans for the semester, then evaluate whether you have met these goals. You will provide evidence from your work (e.g., a quote from a reading response or discussion post, or your literature review/final paper) to demonstrate your progress on your learning goals. You will receive full credit on these assignments if you complete them, they are not graded on content (except that your responses must be related to the prompts).

○ Academic integrity and collaboration guidelines

These assignments should be completed on your own, as they are about your own learning, without the use of generative AI.

Late assignments

There is no penalty for late assignments. If you miss any in-class activities or discussions, you must make them up online. If you miss any group activities, you will have to complete the activity on your own. However, all work must be submitted before the last day of class, otherwise you will receive an incomplete (if less than 10% of your assignments are missing) or 0's for any missing assignments (if more than 10% of your assignments are missing).

Additionally, if you miss submitting your literature review or final paper draft on time, you will not receive peer reviews of your work.

You do not have to provide an excuse for late or missed work. However, you must email me if you miss any in-class activities so that I can make the activities available for you on Carmen. If you miss more than a week of classes, please email me so we can make a plan for you to complete your work. I will contact you if I haven't seen you in the past week.

Grading Scale

- 93-100: A
- 90-92: A−
- 87-89: B+
- 83-86: B

- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−

- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Grading and feedback

I provide individual feedback on each assignment. If there are common points of confusion across students, I will clarify the issue in the next class period. It will take me approximately 1 week to grade a reading response or a group activity. It will take me approximately 2 weeks to grade the midterm literature review and final paper.

Preferred contact method

For general questions about the course that may benefit other students, please ask them in class or post them to the Course Q&A discussion forum in Carmen. For quick questions and concerns specific to you, please email me. I will respond within 2 business days (Monday-Friday). For longer questions and concerns specific to you, please visit my office hours.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/.

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:

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.

Accessibility accommodations for students with disabilities

Requesting accommodations

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. 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.

Policy: Religious Holidays, Holy Days and Observances

Course Schedule

Please see below for full citations of the readings and longer descriptions of assignments and activities.

Week	Date	Topics	Assignments Due	In-class activity
1	Mon	Reflection on childhood	Learning reflection	Discussion
	Wed	Theory and history of anthropology of children	Reading response	Discussion
2	Mon	Biology of childhood	Reading response	Group graphic
	Wed	Biology of childhood	Reading response	Group case study
3	Mon	Cross-cultural comparisons	Reading response	Group response
	Wed	Life history of childhood	Reading response	Discussion
4	Mon	Evolution of childhood	Reading response	Group news article analysis
	Wed	Evolution of childhood	Reading response	Group news article analysis
5	Mon	Influences on child health and biology	Reading response	Group case study
	Wed	Influences on child health and biology	Reading response	Group concept map
6	Mon	Childcare and caregivers	Reading response	Lecture
	Wed	Childcare and caregivers	Reading response	Discussion
7	Mon	Midterm synthesis	Learning reflection Research hypotheses table (bring to class)	Refine hypothesis table, work on lit review table
	Wed	Midterm synthesis	Lit review table (bring to class)	Peer review of table
8	Mon	Definitions of "child" and "childhood"	Reading response	Group case study
	Wed	Definitions of "child" and "childhood"	Reading response	Group comparison table
9	Mon	What is a good child?	Reading response	Lecture
	Wed	What is a good parent?	Summary of interview or observation (bring to class)	Group comparison table

Week	Date	Topics	Assignments Due	In-class activity
10	Mon	Roles and activities of children	Summary of observation (bring to class)	Group table of hypotheses
	Wed	Roles and activities of children	Reading response	Discussion
11	Mon	Roles and activities of children	Reading response	Discussion
	Wed	Roles and activities of children	Reading response	Group comparison table
12	Mon	Child rights	Scorecard of UNCRC for a state or country (bring to class)	Group comparison table
	Wed	Child rights	Reading response	Discussion
13	Mon	Children transforming societies	Reading response Example of child labor (bring to class)	Discussion
	Wed	Children transforming societies	Reading response Example of child-led activism (bring to class)	Discussion
14	Mon	Influences on child health and biology (pt. 2)	Reading response	Group comparison table
	Wed	Influences on child health and biology (pt. 2)	Reading response	Group Columbus city re-design
15	Mon	Final synthesis	Paper draft (bring to class)	Peer review of papers
	Wed	Final synthesis	Learning reflection	Workshop for final paper
Finals			Final revised paper	

Detailed reading and assignment schedule

Week 1

Monday

- Reading: None

- Assignment due: Complete "Learning Reflection 1" assignment in Carmen

Wednesday

- Reading: Heather Montgomery. (2009). Childhood within Anthropology. In *An Introduction to Childhood: Anthropological Perspectives on Children's Lives* (pp. 17–49). Wiley-Blackwell.

- Assignment due: Reading response

Week 2

Monday

- Reading: Thompson, J. L., & Nelson, A. J. (2016). Childhood and Patterns of Growth in the Genus Homo. In C. L. Meehan & A. N. Crittenden, *Childhood: Origins, Evolution, & Implications* (pp. 75–102). Santa Fe: School for Advanced Research Press.

- Reading: Powerpoint on biology of childhood

- Assignment due: Reading response

Wednesday

- Reading: Trevathan, W. R., & Rosenberg, K. R. (2016). Human Evolution and the Helpless Infant. In *Costly and Cute: Helpless Infants and Human Evolution* (pp. 1–28). University of New Mexico Press.

- Reading: Powerpoint on cognitive development

- Assignment due: Reading response

Week 3

Monday

- Reading: LeVine, R. and Norman. (2008). Attachment in anthropological perspective. In *Anthropology and Child Development: A Cross-Cultural Reader.*

- Reading: Johnson, C. Y. (2024, August 29). The Marshmallow Test and other predictors of success have bias built in, researchers say. *Washington Post*. Retrieved from https://www.washingtonpost.com/science/2024/08/29/research-bias-cognitive-studies-executive-function-marshmallow-test/

- Assignment due: Reading response

Wednesday

- Reading: Bogin, B., Bragg, J., & Kuzawa, C. (2016). Childhood, biocultural reproduction, and human lifetime reproductive effort. In C. L. Meehan & A. N. Crittenden, *Childhood: Origins, Evolution, & Implications* (pp. 45–72). Santa Fe: School for Advanced Research Press.

- Assignment due: Reading response

Week 4

Monday

- Reading: Bock, J. (2010). An Evolutionary Perspective on Learning in Social, Cultural, and Ecological Context. In D. F. Lancy, J. Bock, & S. Gaskins, *The Anthropology of Learning in Childhood*. Rowman Altamira.

- Reading: Powerpoint of different theoretical frameworks

- Assignment due: Reading response

Wednesday

- Reading: Bernstein, R. M. (2016). Hormones and the evolution of childhood in humans and nonhuman primates. In C. L. Meehan & A. N. Crittenden, *Childhood: Origins, Evolution, & Implications* (pp. 103–122). Santa Fe: School for Advanced Research Press.

- Assignment due: Reading response

Week 5

Monday

- Reading: Kuzawa, C. W., & Quinn, E. A. (2009). Developmental Origins of Adult Function and Health: Evolutionary Hypotheses. *Annual Review of Anthropology*, *38*(1), 131–147. https://doi.org/10.1146/annurev-anthro-091908-164350

- Assignment due: Reading response

Wednesday

- Reading: Crooks, D. L. (1998). Poverty and nutrition in eastern Kentucky: The political economy of childhood growth. In A. H. Goodman & T. L. Leatherman, *Building a new biocultural synthesis: Political-economic perspectives on human biology* (pp. 339–355).

- Assignment due: Reading response

Week 6

Monday

- Reading: LeVine, R. A., Dixon, S., LeVine, S. E., Richman, A., Keefer, C., Liederman, P. H., & Brazelton, T. B. (2008). The comparative study of parenting. In R. A. LeVine & R. S. New, *Anthropology and child development: A cross-cultural reader* (pp. 55–65). Malden, MA: Blackwell Publishing Ltd.

- Assignment due: Reading response

Wednesday

- Reading: Tronick, E. Z., Morelli, G. A., & Winn, S. (2008). Multiple caregiving in the Ituri forest. In R. A. LeVine & R. S. New, *Anthropology and child development: A cross-cultural reader* (pp. 73–83). Malden, MA: Blackwell Publishing Ltd.

- Assignment due: Reading response

Week 7

Monday

- Assignment due: Midterm learning reflection

- Assignment due: Based on a topic of your choice either from the provided list or another topic related to health/human biology, create a table of possible hypotheses using each theoretical framework described so far to describe how children and/or childhood may impact/explain the issue. See assignment for more details. Bring to class.

Wednesday

- Assignment due: Literature review of 10-15 sources based on one hypothesis that you selected from your table on Monday. Create literature review table according to instructions in assignment. Bring to class.

Week 8

Monday

- Reading: Heather Montgomery. (2009). What is a Child? In *An Introduction to Childhood: Anthropological Perspectives on Children's Lives* (pp. 50–78). Wiley-Blackwell.

- Assignment due: Reading response

Wednesday

- Reading: Goldstein, D. M. (1998). Nothing bad intended: Child discipline, punishment, and survival in a shantytown in Rio de Janeiro, Brazil. In N. Scheper-Hughes & C. Sargent, *Small Wars: The Cultural Politics of Childhood* (pp. 389–415). Berkeley: University of California Press.

- Assignment due: Reading response

Week 9

Monday

- Reading: Whiting, B. B. (1996). The Effect of Social Change on Concepts of the Good Child and Good Mothering: A Study of Families in Kenya. *Ethos*, *24*(1), 3–35.

- Assignment due: Reading response

Wednesday

- Reading: Göransson, K. (2023). Play with a purpose: Intensive parenting, educational desires and shifting notions of childhood and learning in twenty-first century Singapore. *Childhood*, *30*(1), 24–39. https://doi.org/10.1177/09075682221138460

- Assignment due: Response to your interview of a family member/friend or observation of parenting (see assignment instructions for more detail). Bring to class.

Week 10

Monday

- Reading: Fortes, M. (2008). Tallensi childhood in Ghana. In R. A. LeVine & R. S. New, *Anthropology and child development: A cross-cultural reader* (pp. 34–41). Malden, MA: Blackwell Publishing Ltd.

- Assignment due: Summary of observation of child behavior. Bring to class.

Wednesday

- Reading: Lew-Levy, S., Reckin, R., Kissler, S. M., Pretelli, I., Boyette, A. H., Crittenden, A. N., … Davis, H. E. (2022). Socioecology shapes child and adolescent time allocation in twelve hunter-gatherer and mixed-subsistence forager societies. *Scientific Reports*, *12*(1), 8054. https://doi.org/10.1038/s41598-022-12217-1

- Assignment due: Reading response

Week 11

Monday

- Reading: New, R. S. (2008). Child's play in Italian perspective. In R. A. LeVine & R. S. New, *Anthropology and child development: A cross-cultural reader* (pp. 213–226). Malden, MA: Blackwell Publishing Ltd.

- Assignment due: Reading response

Wednesday

- Reading: Scheper-Hughes, N., & Hoffman, D. (1998). Brazilian apartheid: Street kids and the struggle for urban space. In N. Scheper-Hughes & C. Sargent, *Small Wars: The Cultural Politics of Childhood* (pp. 352–388). Berkeley: University of California Press.

- Assignment due: Reading response

Week 12

Monday

- Reading: Unicef. (1989). *Convention on the Rights of the Child*.

- Assignment due: Develop scorecard of UNCRC rights for a state or country of your choosing, following assignment prompts. Bring to class.

Wednesday

- Reading: Fay, F. (2019). Decolonizing the child protection apparatus: Revisiting child rights governance in Zanzibar. *Childhood*, *26*(3), 321–336. https://doi.org/10.1177/0907568219847256

- Reading: Holzscheiter, A., Josefsson, J., & Sandin, B. (2019). Child rights governance: An introduction. *Childhood*, *26*(3), 271–288. https://doi.org/10.1177/0907568219854518

- Assignment due: Reading response

Week 13

Monday

- Reading: Chapter 1 from Bartoletti, S. C. (1999). *Kids on Strike!* Houghton Mifflin Harcourt.

- Assignment due: Reading response

- Assignment due: Summary of an example of child labor. Bring to class.

Wednesday

- Reading: Chapter 4 from Franklin, V. P. (2021). *The Young Crusaders: The Untold Story of the Children and Teenagers Who Galvanized the Civil Rights Movement*. Beacon Press.

- Assignment due: Reading response

- Assignment due: Summary of an example of child-led activism. Bring to class.

Week 14

Monday

- Reading: Gray, P., Lancy, D. F., & Bjorklund, D. F. (2023). Decline in Independent Activity as a Cause of Decline in Children's Mental Well-being: Summary of the Evidence. *The Journal of Pediatrics*, *260*, 113352. https://doi.org/10.1016/j.jpeds.2023.02.004

- Reading: Gibson, C. (2023, October 24). Children today have less independence. Is that fueling a mental health crisis? *Washington Post*. Retrieved from https://www.washingtonpost.com/parenting/2023/10/24/youth-mental-health-independence/

- Assignment due: Reading response

Wednesday

- Reading: Vidal, D. G., & Castro Seixas, E. (2022). Children's Green Infrastructure: Children and Their Rights to Nature and the City. *Frontiers in Sociology*, *7*. https://doi.org/10.3389/fsoc.2022.804535

- Assignment due: Reading response

Week 15

Monday

- Assignment due: Final paper draft. Bring to class.

Wednesday

- Assignment due: Final learning reflection on Carmen.

Finals

- Assignment due: Revised final paper (incorporating comments from peer reviews)

GE Theme Course Submission Worksheet: Traditions, Cultures, & Transformations
ANTHROP 5605: Anthropology of Children
Elizabeth Holdsworth

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 (Traditions, Cultures, & Transformations)
This course explores the role of children in society from an anthropological perspective, including the evolutionary significance of human childhood, how the concept of "childhood" and roles of children differ across cultures and times, and how childhood is both an individual- and society-transforming period. This course encourages students to consider how social categories of people vary across cultures and time, as well as how these categories impact individuals' experiences and larger social systems, through the exploration of an oft-neglected social category – children.

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.

ELO 1.1 Engage in critical and logical thinking.

- Weekly reading response papers include prompts that require students to synthesize and critically evaluate scholarship in anthropology. Reading responses ask students to identify theoretical frameworks in the readings, evaluate the evidence of the readings' claims, and compare different arguments explaining child development and behavior. Reading responses encourage students to identify theoretical frameworks and assumptions that determine how research about children is conducted and interpreted, requiring students to more deeply understand how concepts of "children" shape our understanding of society.
- Multiple group activities also encourage critical and logical thinking by critically evaluating arguments and evidence from scholarly articles. These include the following: making a concept map of different theoretical frameworks used in anthropology of children research, critically evaluating a news article on child health by applying different theoretical frameworks, discussing and critically evaluating the concept of child rights.
- Additionally, students will complete a literature review that asks them to document their search methods for literature supporting and refuting their proposed hypothesis. They complete a table evaluating the evidence according to prompts (e.g., specifying when the study was conducting, who the population was including sample size, how the exposure was measured, how the outcome was measured, and effect size) then draw conclusions about whether the research overall supports or refutes the hypothesis, given the strength and quality of the evidence. This assignment encourages students to critically evaluate the quality of a body of research, as well as evaluate the logic of certain measures being used to approximate ideas.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic of ideas within this theme.

- Students will read and respond to two scholarly articles and book chapters each week on the topic of anthropology of children.

GE Theme Course Submission Worksheet: Traditions, Cultures, & Transformations
ANTHROP 5605: Anthropology of Children
Elizabeth Holdsworth

- Students will complete a literature review on a topic related to the anthropology of children (chosen from a provided list or their own topic as long as it is related to the course). They will also research and write a final scholarly paper in response to a provided prompt on the topic of children and climate change. For this paper, students will evaluate readings from the course as well as outside scholarly, peer-reviewed sources to construct their argument.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.
- Readings use multiple approaches to this topic. In weekly reading responses, students identify and describe the different approaches and perspectives used in the research.
- Students synthesize these approaches through weekly group activities. Relevant group activities include: creating and explaining a concept map of different theoretical frameworks in this research, discussion forums on theoretical frameworks, using different theoretical frameworks to generate different hypotheses on a selected topic to use in their midterm literature review.

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 develop meta-cognitive skills as learners through repeated self-evaluations in the course. At the start of the course, students complete a short self-assessment to identify their learning goals, how they will assess their own learning progress, and methods of learning they think work well for them. At the midterm, they complete a short progress report on their learning, including examples of their learning progress from coursework. At the end of the course, they complete a final self-assessment to reflect on their achievement of their learning goals and identify what learning strategies worked for them and what learning strategies did not.
- Students also apply concepts and approaches learned in class to real-life challenges through weekly group activities. These include: generating ideas for redesigning Columbus to be a child-friendly city, choosing and presenting an example of child-led social movements to class to discuss, generating a "scorecard" of the UN's declaration of child rights for a state of their choosing and discussing it in class, and connecting students' own childhood experiences to different concepts of child activities/roles.

Goals and ELOs unique to Traditions, Cultures, & Transformations
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 engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- This course largely deals with how "childhood" is both a unique human biological period and a culturally constructed status. Readings and students' reading responses discuss the impact of childhood and children on multiple issues including; population health (nutrition, growth, demographics), social organization including social inequality, caregiving crises in societies like the US, parenting challenges and burnout, child health and survival, workers' rights and labor laws, human rights, and urban design.
- In group activities, students complete an analysis of a recent news article to discuss how the evolution of childhood and the biology of children may help explain the topic discussed. They also create a flowchart of proximal and distal effects on a child health outcome of concern, to better understand how "children" as a unique concept of social categorization and membership, are differentially affected in their health and wellbeing.
- In their final paper, students will explore how "children" as a concept is used to leverage power to influence the future through rhetoric and policies regarding climate change.

ELO 3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- Through reading material, reading responses, and a group activity, students analyze the impact of children as social participants and agents of change in US culture (i.e., impact of child worker strikes on labor laws, impact of the Birmingham Children's Crusade on civil rights).

ELO 3.3 Examine the interactions among dominant and sub-cultures.
- In readings and reading responses, students examine cultural concepts of childhood and the roles/activities of children in multiple cultures and subcultures. In particular, they examine both state-level policies of child labor and child rights in Brazil along with scholarly writings about street children and class differences in childhood in Brazil. In group activities, students use case studies of different

cultures and subcultures to compare and contrast different ideas of a "child" as well as the social roles and activities of children in different cultures.

ELO 3.4 Explore changes and continuities over time within a culture or society.

- Readings and reading responses explore the ways in which children's roles within a culture change over time as well as the ways in which they remain the same. In particular, students read and respond to material about changing policies and norms of child labor and child activism in the US, cross-cultural examples of changing parenting norms and conceptions of child autonomy and independence, changes in child activities and social participation with economic shifts, and hypotheses about how the role of children in societies may have changed across human evolution. Readings and reading responses also explore the possible continuity of some aspects of childhood, particularly in infancy, cross-culturally throughout human history.
- Multiple student group activities explore this theme, particularly with the following activities: discussing possible explanations for the changes in child independence and mobility over time in the US, discussion of the changes in ideas of parenting and child learning over time in Singapore, discussing changing concepts of "childhood" over time in Europe and the US.

ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

- Throughout multiple readings, reading responses, and group activities, students identify, describe, and explore possible explanations for differences and similarities in childhood across and within cultures. For example, students read about likely biological universals for child development and complete a group assignment detailing major biological developments as well as read about evolutionary theories explaining the uniqueness of human childhood. Then they read about how child developmental milestones are different between societies and complete a group activity to compare how different theoretical frameworks have explained this difference. Students complete similar activities identifying and explaining cultural differences in concepts of childhood, parenting, the roles and activities of children in different societies.

ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues

- The readings and assignments throughout the course explore the idea of "childhood" and "children" as a social category that impacts individuals and a society's entire social organization, including broader societal issues. Furthermore, students also explore the intersection of race, gender, and class with children to identify how these categories interact to influence children's roles and activities in a society, whether they are perceived as "children" or adult, and health. Students

explore this topic through multiple readings and guided reading responses, as well as through group activities that direct students to compare and contrast roles and activities of children and concepts of "childhood" in different societies by race, class, and gender. Students also read and complete reading responses on how changing notions of childhood have impacted political economic decisions about development and infrastructure in the US (e.g., increased perceptions of children as a special category requiring parental/adult constant protection leading to infrastructure that minimizes children's opportunities for independent mobility, such as more car-centric development).

- Students read and discuss the ways in which children have affected societal issues, both through concepts of children's rights affecting larger policy-making decisions and through deliberate activism from children themselves (e.g., influencing labor laws and labor organization, civil rights, climate change policies).

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. See Carmen: Common Sense Best Practices and Carmen Fast Facts for Instructors for more on using CarmenCanvas

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

If no, why not?

Syllabus

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

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

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

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

Additional comments (optional).

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Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

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

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

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

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

☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

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

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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 have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (required)? (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:

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Workload Estimation

For more information about estimating student workload, see Workload Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

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

Accessibility

See Creating an Accessible Course for more information. 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: Promoting 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 (required):

Community Building

For more information: Student Interaction Online and Creating Community on Your Online Course

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: Increasing Transparency and Metacognition

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):

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Syllabus and cover sheet reviewed by *Bob Mick* on 10/7/24

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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CONCURRENCE FROM EHE

From: Guatelli-Steinberg, Debra <guatelli-steinberg.1@osu.edu>
Sent: Wednesday, October 30, 2024 1:58 PM
To: Locascio, Pete <locascio.7@osu.edu>
Cc: Palazzo, Sarah <palazzo.66@osu.edu>; Holdsworth, Elizabeth <holdsworth.35@osu.edu>
Subject: Concurrence Request

Dear Pete (if I may):

I am the Director of Undergraduate Studies for the Anthropology Department. My colleague (Elizabeth Holdsworth) has developed a course proposal for a course entitled "Anthropology of Children." I am writing to request concurrence from your department. The syllabi (on-line and in-person) are attached. Many thanks for considering this request.

Very best wishes,

Debbie Guatelli-Steinberg, Ph.D.
Professor
Department of Anthropology
The Ohio State University

From: Locascio, Pete <locascio.7@osu.edu>
Sent: Friday, November 15, 2024 11:42 AM
To: Guatelli-Steinberg, Debra <guatelli-steinberg.1@osu.edu>
Cc: Holdsworth, Elizabeth <holdsworth.35@osu.edu>; Palazzo, Sarah <palazzo.66@osu.edu>
Subject: RE: Concurrence Request

Hi Debbie,

Thanks for sending over the request for concurrence. EHE, specifically the Human Development and Family Science faculty, are happy to give their concurrence for the course.

Regards,

Pete Locascio
Executive Director of Undergraduate Education
The Ohio State University
College of Education and Human Ecology
EHE Office of Undergraduate Education
A100 PAES Building

CONCURRENCE FROM HISTORY

From: Guatelli-Steinberg, Debra <guatelli-steinberg.1@osu.edu>
Date: Friday, November 15, 2024 at 11:56 AM
To: Levi, Scott <levi.18@osu.edu>, Williams, Kristi <williams.2339@osu.edu>, Wegener, Duane <wegener.1@osu.edu>
Cc: Palazzo, Sarah <palazzo.66@osu.edu>, Holdsworth, Elizabeth <holdsworth.35@osu.edu>
Subject: Concurrence Request

Dear Colleagues:

I am the Director of Undergraduate Studies for the Anthropology Department. My colleague (Elizabeth Holdsworth) has developed a course proposal for a course entitled "Anthropology of Children." I am writing to request concurrence from your departments. The syllabi (on-line and in-person) are attached. Many thanks for considering this request.

FW: Concurrence Request

GD Guatelli-Steinberg, Debra
To ✅ Palazzo, Sarah
Cc ✅ Holdsworth, Elizabeth

ⓘ Follow up.

Start your reply all with: [Very cool!] [Thank you!] [Very exciting!] ⓘ Feedback

Concurrence from Department of History! Just two more to go...

From: Levi, Scott <levi.18@osu.edu>
Sent: Monday, November 18, 2024 11:24 AM
To: Guatelli-Steinberg, Debra <guatelli-steinberg.1@osu.edu>
Cc: Reed, Christopher <reed.434@osu.edu>
Subject: Re: Concurrence Request

Hello,

The Department of History is pleased to offer our concurrence.

Thank you,
Scott Levi

CONCURRENCE FROM PSYCH & SOCIOLOGY

RE: Concurrence Request

Wegener, Duane

To ○ Colen, Cynthia; ✓ Guatelli-Steinberg, Debra
Cc ✓ Palazzo, Sarah; ✓ Holdsworth, Elizabeth

Hi Debbie.
Psychology concurs.
Best wishes,
Duane

THE OHIO STATE UNIVERSITY

Duane T. Wegener (he/him/his)
College of Arts and Sciences Distinguished Professor of Psychology
Chair, Department of Psychology
Psychology Building, Room 225A, 1835 Neil Avenue, Columbus, OH 43210
614-292-3038 Office
wegener.1@osu.edu

From: Colen, Cynthia <colen.3@osu.edu>
Sent: Monday, November 25, 2024 11:49 AM
To: Guatelli-Steinberg, Debra <guatelli-steinberg.1@osu.edu>; Wegener, Duane <wegener.1@osu.edu>
Cc: Palazzo, Sarah <palazzo.66@osu.edu>; Holdsworth, Elizabeth <holdsworth.35@osu.edu>
Subject: Re: Concurrence Request

HI Debbie,

Yes, I thought I granted concurrence for the course to the earlier email. If not, I do now.

Best,
Cindy

THE OHIO STATE UNIVERSITY

Cynthia Colen, PhD, MPH
she/her/hers
Professor and Interim Chair
Department of Sociology, College of Arts and Sciences
Faculty, Division of Health Behavior & Health Promotion, College of Public Health
Research Affiliate, Institute for Population Research
The Ohio State University
colen.3@osu.edu

From: Guatelli-Steinberg, Debra <guatelli-steinberg.1@osu.edu>
Date: Monday, November 25, 2024 at 9:16 AM
To: Colen, Cynthia <colen.3@osu.edu>, Wegener, Duane <wegener.1@osu.edu>
Cc: Palazzo, Sarah <palazzo.66@osu.edu>, Holdsworth, Elizabeth <holdsworth.35@osu.edu>
Subject: RE: Concurrence Request

Dear Cynthia and Duane:

I am the Director of Undergraduate Studies for the Anthropology Department. My colleague (Elizabeth Holdsworth) has developed a course proposal for a course entitled "Anthropology of Children." I am writing to request concurrence from your respective departments (Sociology and Psychology). The syllabi (on-line and in-person) are attached. Many thanks for considering this request.

Very best wishes, Debbie

Debbie Guatelli-Steinberg, Ph.D.
Professor
Department of Anthropology
The Ohio State University

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 5605			✓	
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 3310			✓	
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 5605			✓	
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 3310			✓		
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					√

Curricular Map B.A. Degree Track

	Program Goals						
	1	2	3	4	5	6	7
Pre-Requisites							
ANTHROP: 2200	B						
ANTHROP 2202		B		B			B
STAT 1450 OR ANTH 3333					B		
Introductory Courses							
ANTHROP 3302	B	B	B	B	B	B	B
PUBHEPI: 2410	B	B					
Core Courses							
ANTHROP: 3301	B/I	B/I	B/I				
ANTHROP: 4525			I			I	
ANTHROP: 5650					I	I	I
Interdisciplinary Courses							
COMPSTD: 3645				B	B		B/I
EEOB: 4240	B/I	B		B/I			
HIST: 3307				B/I			
PUBHEHS: 4530	I				I		
PUBHEHS: 5320	I	I			I		
PUBHEPI: 4410	I	I	I		I		
PUBHEPI: 5412	A	I	A				
PUBHEPI: 5420	A	A	A		A		
SEXSTUD: 5620		A	A		A	I	
SOC: 3630		B/I	B/I		B/I		
SOC: 5450			I	I	I		
SOCWORK: 3597			B	B/I	B/I		
SOCWORK: 5026			I/A		I/A		
WGSST: 4189.01S			I		I		
WGSST: 4404			I		I	I	
Evolutionary & Biocultural Perspectives on Health							
ANTHROP:3027		I	I		I		I
ANTHROP: 3310	B/I		B/I	B/I	B/I		
ANTHROP: 3340		B/I	I	I	B	I	I
ANTHROP: 4597.05	I	I	I				I
ANTHROP: 5600	A	I/A	A				A
ANTHROP: 5601		I/A	A	A	I/A	I/A	A
ANTHROP: 5602	I/A	I	A	A	I	I	A
<mark>ANTHROP: 5605</mark>	I	A	A		B		I
ANTHROP: 5615	A	A					
ANTHROP: 5621	I	I/A	A	I	I		A
ANTHROP: 5624		I	I/A	I	A		I
ANTHROP: 5642	A	I	A		A		I
ANTHROP: 5645	A	I	A		I		I
ANTHROP: 5700		A	I	I	A	A	A
ANTHROP: 5701		I	I	A	A	A	A
Anthropology in/of the clinic			I	I	I		I

Goals: [1]Exhibit knowledge of human biology; [2]Understand how biology and culture intersect to shape health; [3]Apply biological and social theories to explain health disparities; [4]Understand cultural aspects of

medicine by comparing health issues, healing practices, and healthcare systems cross-culturally; [5]Understand ethnographic, qualitative, and quantitative methods as applied within medical anthropology; [6]Critically evaluate the differences between subjective experiences of illness and clinical dimensions of disease; [7]Recognize the role of medical anthropology in improving health and healthcare

Level: B=Basic; I=Intermediate; A=Advanced

Curricular Map B.S. Degree Track

	Program Goals						
	1	2	3	4	5	6	7
Pre-Requisites							
ANTHROP: 2200	B	B					
ANTHROP 2202				B	B	B	B
STAT 1450 OR ANTH 3333						B	
Introductory Courses							
ANTHROP 3302	B	B	B	B	B	B	B
PUBHEPI: 2410		B		B	B	B	
Core Courses							
ANTHROP: 3301	B/I	B/I	B/I	B/I	B/I	B/I	B/I
ANTHROP: 4525				I	I	I	
ANTHROP: 5650					I	I	I
Interdisciplinary Courses							
COMPSTD: 3645				B	B		B/I
EEOB: 4240		B	B	B/I			
HIST: 3307				B/I	B/I	B/I	
PUBHEHS: 4530		I	I	I	B/I		
PUBHEHS: 5320		I		I	I		
PUBHEPI: 4410		I		I	I/A		
PUBHEPI: 5412		I/A	I	A	A	A	
PUBHEPI: 5420		A	A	A	A	A	
SEXSTUD: 5620				A	A	I	
SOC: 3630				B/I	B/I	B	
SOC: 5450				I	I	I	
SOCWORK: 3597				B/I	B/I	B/I	
SOCWORK: 5026				I/A	I/A	I	
WGSST: 4189.01S				I	I	I	
WGSST: 4404				I	I	I	
Foundations in Human Evolution							
ANTHROP: 3300	I	I					
ANTHROP: 5600	A	A	A	I/A	A	A	A
Evolutionary Perspectives							
ANTHROP: 3504	I	I					
ANTHROP: 5615	A	A	I				
ANTHROP: 5621	I/A	I/A	I/A	A	A		A
ANTHROP: 5642	I/A	A	I/A	A	A		I/A
ANTHROP: 5645	I/A	A	I/A	A	A		I/A
Biocultural Perspectives							

Course	1	2	3	4	5	6	7
ANTHROP: 3027		I	I		I		I
ANTHOP: 3310	B/I		B/I	B/I	B/I		
ANTHROP: 3340		I		I	I	I	I
ANTHROP: 4597.05		I		I	I	I	I
ANTHROP: 5601		I		I/A	I/A	A	A
ANTHROP: 5602	I	I	I	A	A	A	A
ANTHROP: 5605	I	I		A	A	B	I
ANTHROP: 5624				I	I/A	A	A
ANTHROP: 5700				I	A	A	A
ANTHROP: 5701		I		I	A	A	A
Anthropology in/of the clinic			I	I	I		I

Goals: [1]Exhibit knowledge of human evolution and its role in structuring of the human life course; [2]Exhibit knowledge of modern human biology and human biological variation; [3]Understand how principles of evolution can be applied in medicine; [4]Understand how biology and culture intersect to shape health; [5]Apply biological and social theories to explain health disparities; [6]Understand basic ethnographic, qualitative, and quantitative methods as applied within medical anthropology; [7]Recognize the role of medical anthropology in improving health and healthcare

Level: B=Basic; I=Intermediate; A=Advanced