

## **Term Information**

Effective Term	Autumn 2025
<i>Previous Value</i>	<i>Autumn 2021</i>

## **Course Change Information**

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

Reduce credit hours from 4 to 3

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

Course workload is being lessened by reducing the number of assignments and required readings.

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

NA

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## **General Information**

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7720
Course Title	Teaching In Anthropology
Transcript Abbreviation	Teaching in Anthro
Course Description	Focuses on skills and pedagogy involved in teaching introductory anthropology.
Semester Credit Hours/Units	Fixed: 3
<i>Previous Value</i>	<i>Fixed: 4</i>

## **Offering Information**

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Grad standing in Anthrop or related discipline.
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

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

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Plan effective learning units (or modules) in introductory courses in archaeology, cultural anthropology, and physical anthropology.</li><li>• Master fundamental elements of effective lecturing, discussion-leading, and other teaching methods as appropriate to each sub-discipline.</li><li>• Acquire a set of tools for teaching core concepts in each of the anthropological sub-disciplines.</li><li>• Constructively assess their own teaching as well as that of others</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Learning objectives</li><li>• Anthropology</li><li>• Teaching science</li><li>• Lesson planning</li><li>• Effective lecturing</li><li>• Leading discussions</li><li>• Planning labs</li><li>• Learning</li><li>• Cooperation</li></ul>
Sought Concurrence	No

## Attachments

- ANTHROP 7720\_4credits.docx: Current syllabus  
(Syllabus. Owner: Palazzo, Sarah Rose)
- ANTHROP 7720\_3credits.docx: Proposed syllabus  
(Syllabus. Owner: Palazzo, Sarah Rose)

**COURSE CHANGE REQUEST**  
7720 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
05/06/2025

## Comments

- Please see Subcommittee feedback email sent 4/21/25. *(by Neff,Jennifer on 04/21/2025 01:25 PM)*
- Please upload both 4 credit version and 3 credit version *(by Vankeerbergen,Bernadette Chantal on 04/08/2025 02:30 PM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Palazzo,Sarah Rose	04/08/2025 01:46 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	04/08/2025 01:52 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/08/2025 02:30 PM	College Approval
Submitted	Palazzo,Sarah Rose	04/08/2025 03:20 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	04/08/2025 04:35 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/08/2025 05:44 PM	College Approval
Revision Requested	Neff,Jennifer	04/21/2025 01:25 PM	ASCCAO Approval
Submitted	Palazzo,Sarah Rose	05/06/2025 03:02 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	05/06/2025 04:58 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/06/2025 05:34 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/06/2025 05:34 PM	ASCCAO Approval



# TEACHING IN ANTHROPOLOGY

## Anthropology 7720

### Autumn 2025

**Instructor:** Dr. Joy McCorriston (she/her/hers)

- email: [mccorriston.1@osu.edu](mailto:mccorriston.1@osu.edu);
- phone: 614-292-0230
- office hours: Tue 9-11 or by appointment

**Course Meets:**

4094 Smith Laboratory,  
2:15-5 pm Thursdays  
3 credit hours

**Course Description:**

This course introduces graduate students to teaching in anthropology. Although the field of anthropology is a(n) holistic study of the human condition, its subfields--cultural anthropology, archaeology, biological anthropology— differ in their subjects and methods of study. There are, of course, fruitful intersections of the three subfields. However, because the field of anthropology encompasses great diversity in terms of both content and methodology, the effectiveness of pedagogical approaches varies by sub-discipline. Each sub-discipline also poses unique teaching opportunities and challenges. **Therefore, in this course, pedagogy is taught with respect to the learning objectives (Appendix C), opportunities, and challenges associated with each anthropological sub-discipline.**

As a graduate student, the first classes you will teach are the introductory courses in these sub-disciplines. As a college or university professor, you will likely teach some version of these basic courses. Thus, our focus in this course on teaching at this introductory level. The object here is to help you acquire some of the most critical tools to do so. (I will not teach you content, nor prescribe exactly how to teach these introductory courses). Tools we explore include how to plan teaching units, discussions, lectures, and active learning experiences with respect to learning objectives in introductory anthropology; how to give an engaging lecture; how to lead a stimulating

discussion; and how to deal with some of the more difficult concepts or sensitive topics in these courses. In tandem, you will join discussions and practice in a safe learning space in which we respect diverse experiences, confidence levels, and skills we bring to the classroom.

### Course Objectives:

As an outcome of this course, students should be able to:

- Write clear learning objectives to guide their teaching.
- Incorporate into their teaching plans and practice fundamental elements of effective lecturing, discussion-leading, cooperative learning, building a learning community and other teaching methods as appropriate to each sub-discipline.
- Evaluate approaches to some of the more challenging aspects of teaching anthropology: e.g., teaching about science and evolution, teaching about race and racism, and showcasing the relevance of anthropology to students.
- Constructively reflect on their own teaching as well as that of others.
- Design effective learning units (or modules) in introductory courses in archeology, cultural anthropology, and physical anthropology.
- Write an insightful teaching philosophy statement.

### Required reading:

Selected chapters from:

**Teaching at Its Best, 5<sup>th</sup>. ed.** Todd Zakrajsek and Linda B Nilson. Josey-Bass (Wiley)

[\$35.99 new on Amazon, \$10.98 lowest used price I found]

[ <https://www.vitalsource.com/textbooks?sort=&term=teaching+at+its+best> \$38.00 ebook]

### CARMEN (OSU Libraries and open-source link) readings:

These will appear under weekly modules on CARMEN

**Occasionally, I will assign additional readings as topics arise.** I am revising weekly modules on CARMEN for you to retrieve them. *I welcome you to bring to class/my attention sources and suggestions!*

### Policies:

- **Attendance** is mandatory and is part of your participation score. To get the maximum points for *Participation* you must not only come to class (and on time) but also be a **well-prepared (=do the reading), active, and thoughtful** participant.
- **Grading:** There is no extra credit and grades are based on the following scale (93-100% = A; 90-92.9% = A-, 87-89.9% = B+, 83-86.9% = B, 80-82.9%=B-, etc.)
- **Late Assignments:** I accept late assignments *with my prior approval*. You must be in contact with me before assignments are due, unless verifiable emergency

prevents your contacting me. I expect you to submit your work on time and will offer approval only if unforeseen circumstances warrant it.

### **Evaluation:**

In general, your assignments are expected to reflect insights gained from reading, discussion, observations, and lecture material. In large part, your grades on assignments will be based on the extent to which you thoughtfully incorporate such insights into your work. We will learn more about teaching for mastery, which is the overall concept threaded through our graduate program.

There will also be a formative assessment midterm in which you will contribute evaluation of how the course activities have impacted your preparations for teaching, and we will reflect on how we might adjust to enhance your learning.

### **Parts of Evaluation –See syllabus for due dates:**

1. Attendance and Participation (see above): 30 points
2. Objectives Assignment: 10 points
3. Written Lecture Plan: 30 points
4. Written Discussion Plan Outline: 20 points
5. Teaching Philosophy Statement: 10 points
6. Observation Summaries worth 45 points
  - You are required to observe **6** class sessions (roughly 1 every 2 weeks) in introductory anthropology—ideally 2 from Anthropology 2200, 2 from Anthropology 2201, 2 from Anthropology 2202. Observations should occur throughout the semester so that you can complete your observations summary sheets (See Appendix A) prior to the following class sessions:
  - Ideally, there will only be three students from our class observing an introductory class session at one time—that requirement is meant to prevent our entire class from descending on a single class session.
  - Click on the link in CARMEN (“Sign Up for Observations”) or [SIGN UP HERE](#) to sign up for observations. Please do not sign up for a class session that already has three grad students planning to attend, unless you get explicit permission from that instructor to exceed the 3-person limit.
  - How do you arrange for an observation? Simply approach faculty (or instructors of record) teaching these introductory classes and ask when you can attend either an in-person session or an online synchronous class session

(none in AU2023 taught by faculty). Instructors have been told that you will be asking to do this.

**7. Mini-Lecture / Instructor Feedback Form / 15 min. appointment: 30 points**

- Arrange with one of the instructors whose class you observed to give a 20-minute mini lecture in that person's class. I recommend that you make arrangements with the instructor early in the semester to give your mini-lecture sometime **after** Autumn Break. That way, we will have already done our Lecture Plan Assignment in class and if you wish, you can use some part of your lecture plan as the basis for your in-person or on-line lecture.
- You will ask the instructor whose class you are giving your mini-lecture in to fill out the form given in Appendix B (also found in the "Observation Sign-Up" Module in CARMEN)
- Turn in Instructor Feedback Form (Appendix B) right after you do your lecture. I welcome you to set up an appointment time outside of class to discuss it with me. (I prefer you check my office hours first and use them if your schedule permits).

**8. Capstone: Unit (or Module) Plan: 80 points total (60 written plan / 20 oral portion)**

Evaluation on the unit/module plan will be largely based on:

- How clearly your learning objectives relate to Anth 2200, 2201 or 2202 learning objectives.
- How well you put together a coherent, creative, and logical set of learning components.
- Consistency between your learning objectives, learning components, and measures of student learning.
- Plan for self-assessment.
- Extent to which you incorporate insights from class, discussion, and lecture to shape your plan.

**University Policies and Information:**

**Academic Misconduct**

Academic misconduct is "[any activity that tends to compromise the academic integrity of the university or subvert the educational process;](#)" for details, follow the link. 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](#)

## **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 [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

## **Disability Services**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **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](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

### Sexual Misconduct

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, 614 247 5838 Melissa Mayhan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Week Date	Schedule of Events	Assignments Due	Required Reading
1 8/22	<ul style="list-style-type: none"> <li>Introductions; Course Objectives &amp; Mechanics;</li> <li>What makes a good teacher?</li> <li>First impressions</li> <li>ANTHRO RECEPTION 4 pm...</li> </ul>	<p>Readings</p> <p>Be ready to discuss:</p>	<p>In Carmen Files &amp; Links</p> <ul style="list-style-type: none"> <li>Eison "Confidence...ten maxims for new teachers"</li> <li>Adams "Setting...active participation from day 1"</li> <li>Bain "What the best college teachers do"</li> </ul> <p>ASSIGNED FOR NEXT WEEK (dialogue)</p> <ul style="list-style-type: none"> <li><a href="#">Hooks, Ch 10</a> "Building a teaching community"</li> </ul>
2 8/29	<ul style="list-style-type: none"> <li>Developing the college classroom to include all students' experiences and perspectives</li> </ul>	<p>Finalized sign up for Teaching Observations</p>	<p>Carmen Files &amp; Links</p> <ul style="list-style-type: none"> <li><a href="#">Hooks, Ch 3</a>, "Teaching in a multicultural world,"</li> </ul>

	<ul style="list-style-type: none"> <li>Understanding yourself as a teacher, understanding your students; perceptions of inclusivity.</li> <li><a href="#">Getting and using feedback</a></li> </ul>		<ul style="list-style-type: none"> <li>Drake Institute : <a href="#">Getting and using feedback</a></li> <li>Small, "Studying College Students"</li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li>Zakrajsek &amp; Nilson Ch 8 "Becoming an increasingly inclusive teacher"</li> <li>Sathy&amp;Hogan, esp. section "Ideas for an inclusive course design" through "collect data."</li> </ul>
3 9/5	<ul style="list-style-type: none"> <li>Pt 1: Writing objectives as Student Learning Outcomes (ie Backward Design);</li> <li>Pt. 2: Anthropology 2200 learning objectives, resources and discussion about labs with Graduate Teaching Fellow (4-5 pm)</li> </ul>		<p>In Carmen Files &amp; Links</p> <ul style="list-style-type: none"> <li>Boothe et al. "Universal design for learning"</li> <li>Anthropology 2200 learning objectives (syllabus Appendix C)</li> <li>Zakrajsek &amp; Nilson Ch 2 (especially Table 2.1)</li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li>Zakrajsek &amp; Nilson Chs 17, 20</li> <li><a href="#">File Ch 3</a></li> </ul>
4 9/12	<ul style="list-style-type: none"> <li>Pt 1: Teaching about Science and Evolution: Challenges and Opportunities (Guest Lecture: Prof. Debbie Guatelli-Steinberg 2:15-3:15 pm)</li> <li>Pt 2: Anthropology 2202 learning objectives, resources, and challenges (Guest Lecture: Prof. Mark Moritz, 3:45-4:45 pm)</li> </ul>	Objectives Assignment Due	<p>In Carmen Files &amp; Links</p> <ul style="list-style-type: none"> <li>McComas, "Principal elements...of Science"</li> <li>Clough, "Learners' responses to the demands of conceptual change...the nature of science instruction"</li> <li>(redux) ANTH 2200 learning objectives (syllabus Appendix C)</li> <li>ANTH 2202 learning objectives (syllabus Appendix C)</li> <li>Cheney, "Cruelty free syllabi"</li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li>Nehm &amp; Reily, "...Misconceptions of natural selection"</li> <li>Zakrajsek &amp; Nilson Ch 13</li> </ul>
5 9/19	<ul style="list-style-type: none"> <li>Pt 1: Anthropology 2201 learning objectives and challenges</li> </ul>	Teaching Observation Set 1 Due	<ul style="list-style-type: none"> <li>ANTH 2201 learning objectives (syllabus Appendix C)</li> </ul>

	<ul style="list-style-type: none"> <li>Pt 2: Teaching Observations, Discussion 1</li> <li>Pt 3: Effective Lecturing</li> <li>UCLA <a href="#">TED Talks Dr. Nick Fuhrman</a> + Discussion</li> </ul>		<ul style="list-style-type: none"> <li><del>Zakrajsek &amp; Nilson Ch. 14. "Lecturing for student learning," &amp; Ch 22 "Styles &amp; modes of learning"</del></li> <li>Zakrajsek &amp; Nilson p. 186</li> </ul> <p>In Carmen Files &amp; Links</p> <ul style="list-style-type: none"> <li>Conor Neill "<a href="#">How to Start a Speech</a>"</li> <li>UCLA <a href="#">TED Talks Dr. Nick Fuhrman</a></li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li>Frederick, "the lively lecture"</li> <li>Middendorf &amp; Kalish, "the change-up in lectures"</li> </ul>
6 9/26	<ul style="list-style-type: none"> <li>Pt 1: Teaching about Race in Anthropology: Discussion with Prof. Crews, Prof. McC., Dr. Trask, &amp; Prof. Hubbe 2:15-3:30</li> <li>Pt 2: Kittles, <a href="#">TED Talk, "Biology of race in the absence of biological race"</a></li> <li>Discussion: Teaching about Race in Anthropology</li> </ul>		<p>In Carmen Files &amp; Links</p> <ul style="list-style-type: none"> <li>Gravlee, "How race becomes biology"</li> <li>Okun, "White supremacy culture in organizations" Read 5 "characteristics" (your selection from 15)</li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li>Teaching Race/Racism 22xx series <ul style="list-style-type: none"> <li>(by Dr. Kawa) "<a href="#">Speaking of race</a>" <a href="#">podcast</a></li> </ul> </li> </ul>
7 10/3	<ul style="list-style-type: none"> <li>Pt 1: Teaching on-line classes with Jessica Henderson &amp; Alex Souza (ASC Office of Distance Education), JMcC, GTA Karina Sanchez</li> <li>Pt 2: Formative Assessments 1</li> <li>Pt 3: 20 Minute Lecture Presentations</li> </ul>	Lecture Plan and Presentation Due	<p>In Carmen Files &amp; Links</p> <ul style="list-style-type: none"> <li><a href="#">Teaching online—effective practices</a></li> <li><a href="#">Carmen Canvas</a> toolsets</li> <li><a href="#">Carmen Best Practices</a></li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li>Terrada, "Research-backed tips...online teaching"</li> <li>HRAF "Tips for online teaching ...in anthropology"</li> </ul>
8 10/10	AUTUMN BREAK – NO CLASS	ENJOY A REST	--
9 10/17	<ul style="list-style-type: none"> <li>Pt 1: 20 Minute Lecture Presentations (cont.)</li> </ul>	Teaching Observation Set 2 Due	<ul style="list-style-type: none"> <li><a href="#">Filene Ch. 6</a></li> </ul> <p>In Carmen Files &amp; Links</p>

	<ul style="list-style-type: none"> <li>Pt 2: <a href="#">High Impact Practices</a>: Leading effective discussions in classroom &amp; online</li> <li><del>Pt 3: Teaching Observations, Discussion 2</del></li> </ul>		<ul style="list-style-type: none"> <li>Effective Questions for Leading Discussion.pdf</li> <li>Faculty &amp;TA Development OSU, "Facilitating classroom discussion"</li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li><a href="#">High Impact Practices</a></li> <li>Frederic, "dreaded discussion: 10 ways to start"</li> <li>Faust, "Active learning in the college classroom"</li> <li>Wright, "Using learning groups"</li> <li>Joseph, "On questions: asking...answering..learning"</li> </ul>
<b>10</b> 10/24	<ul style="list-style-type: none"> <li>Pt 1: 25-40 minute Jigsaw Discussion Or 20 Minute Lecture Presentations (cont.)</li> <li>Pt 2: Unit/Module Assignment</li> <li>Pt 3: Technology in the classroom: AI and OSU. Michael Flierl (Student Learning Librarian)</li> </ul>	Presentation Due	<ul style="list-style-type: none"> <li><a href="#">Goobler 2019 Ch1 pp. 23-43</a> "Getting students to revise themselves/active learning"</li> <li>Unit Plan PPT and associated docs</li> <li>AI <a href="#">Considerations for Teaching &amp; Learning</a></li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li>Sharples, "Towards social generative AI for education..."</li> <li>Folmer, "Roles for AI in the classroom"</li> </ul>
<b>11</b> 10/31	<ul style="list-style-type: none"> <li>Pt 1: Teaching Philosophies</li> <li>Pt 2: Discussion Plan presentations &amp; Jigsaw Discussion</li> </ul>	Discussion Plan Due	<p>In Carmen Files &amp; Links</p> <ul style="list-style-type: none"> <li>Jenks, "Crafting teaching philosophies"</li> <li>O'Neal, "Writing teaching philosophies"</li> <li><a href="#">Getting Started with CARMEN Canvas</a></li> <li><a href="#">Filene Chapter 8</a> (Rubrics)</li> <li><a href="#">Strong et al.2017 Ch 5 pp. 57-66</a> (Rubrics)</li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li>Zakrajsek &amp; Nilson Ch 4 "Deciding which technology to use"</li> </ul>

12 11/7	<ul style="list-style-type: none"> <li>Pt 1: Conduct &amp; dilemmas in the classroom: <a href="#">calling in</a>, politics in the classroom</li> <li>Pt 2: Teaching philosophies discussion</li> </ul>	Teaching Philosophies due	<p>In Carmen Files &amp; Links</p> <ul style="list-style-type: none"> <li><a href="#">Goobler Ch7 pp. 179-204</a> "Teaching in tumultuous times"</li> <li>Center for Ethics &amp; Human Values OSU <a href="#">Free Course on Civic Discourse</a></li> <li>Warren, "Managing hot moments..."</li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li>Sorcinelli, "Dealing with troublesome behaviors..."</li> </ul>
13 11/14	<ul style="list-style-type: none"> <li>Pt 1: <a href="#">Designing assessments</a> Grading &amp; mastery</li> <li>Pt 2: UNIT/MODULE PRESENTATIONS Pt. 1 (3)</li> </ul>	UNIT/MODULE PLANS DUE	<ul style="list-style-type: none"> <li>Zakrajsek &amp; Nilson Chs 25, 26 "Constructing /Grading student assessments"</li> <li>Zakrajsek &amp; Nilson Ch 10 pp. 128-135</li> <li>Drake Institute: <a href="#">Designing assessments</a></li> <li><a href="#">Wormeli 2018</a> Chs 1-4 pp. 1-46 ("Fair, Mastery, "Assessments")</li> </ul> <p>RECOMMENDED</p> <ul style="list-style-type: none"> <li>Brown, "Writing &amp; grading essay questions"</li> <li>Kohn, "From degrading to de-grading"</li> <li>Cashin, "Improving multiple choice tests"</li> </ul>
14 11/21	UNIT/MODULE PRESENTATIONS Pt. 2 (3)	UNIT/MODULE PLANS DUE	CLASS FEEDBACK DUE
11/28	THANKSGIVING DAY—NO CLASS	ENJOY!	--
15 12/5	UNIT/MODULE PRESENTATIONS Pt. 3 (3)	UNIT/MODULE PLANS DUE	<p>CLASS FEEDBACK DUE</p> <p>THANK YOU NOTES</p>

## APPENDIX A: Teaching Observations Handout

Name \_\_\_\_\_  
Teaching Observations: Set \_\_\_\_\_

Instructions: Preview the questions below and take notes in the classes that you observe that will help you complete this assignment. Fill out the chart below and answer the questions.

Classes observed for this set:

Date	Course	Instructor	Topic

- 1) What was the most effective introduction to the class/topic that you observed in this set of classes? What made it effective?
- 2) Of this set of classes, which class seemed to flow best in terms of sequence of topics or activities? Describe what you observed and analyze why the lecture and/or flow of activities worked well as well as it did.
- 3) Think of a challenging topic that was presented/discussed in one of these classes—challenging in the sense of either the sensitivity of the topic or conceptual complexity. Choose, for example, something like ethnocentrism, race, population genetics, evolutionary theory, dating methods, or theoretical perspectives in archaeology or cultural anthropology.
  - a) How did the instructor deal with the challenge of teaching this topic?
  - b) Was the instructor's method effective? How do you know?
  - c) Would you teach this topic the same way or would you do it differently? Explain.
- 4) Describe the best example that you observed of an instructor making anthropology relevant to students.
- 5) Think of the instructor who did the best job at interesting and engaging students. How did the instructor achieve this level of interest/engagement?
- 6) Did any of the classes you observed employ inductive learning or critical thinking approaches? If so, describe one example that worked well. If not, explain where an instructor might have employed that approach.
- 7) Describe up to three ways that instructors fostered inclusive learning environments in any of the classes you observed.
- 8) Learning involves **integrating** new information into existing knowledge. Learning is also facilitated by knowledge **structuring**. Give one example either of how an instructor

helped students to integrate new information into existing knowledge or provided a knowledge structure/framework that facilitated learning.

- 9) The quality of explanations is hugely important in teaching. Breaking ideas down into simpler terms, using metaphors, employing new ideas in a variety of contexts, and use of clear examples all contribute to the quality of explanations. Choose one explanation of an idea or topic in any of the classes that you observed and describe what made it effective.
- 10) What is the most important take away (or epiphany) for you from this set of observations?

## APPENDIX B: Instructor Feedback Form: Turn in right After Lecture

PLEASE FILL OUT THE TOP PART (GREY BACKGROUND) AND ASK THE INSTRUCTOR OBSERING YOU TO FILL OUT THE BOTTOM PART (FEEDBACK)

Name \_\_\_\_\_

Mini lecture in class \_\_\_\_\_ on date: \_\_\_\_\_

Topic of mini-lecture: \_\_\_\_\_

Instructor observing you: \_\_\_\_\_

**FEEDBACK:** Please comment on the following:

1. **Lecture Delivery** (e.g., affect, pacing of lecture, eye-contact, organization, checks for student understanding of material)
2. **Lecture Content** (e.g., significance of topic and relationship to course clearly communicated to students, clarity of learning objectives, use of clear examples, clarity of explanations, accuracy of information)
3. **Advice** (i.e., how could the lecture delivery and/or content be improved)?



## APPENDIX D: FACULTY FAVORITES ON TEACHING

### **Guatelli-Steinberg:**

Zakrajcek & Nilson, Linda B. 2010 *Teaching at Its Best*, 5<sup>th</sup>. ed. Josey-Bass: A Wiley Brand.  
--has lots of tips and alternative strategies; textbook format, short chapters

### **Kawa:**

Bain, Ken 2004 *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.

### **Kawa, Moritz:**

Gooblar, David 2019 *The Missing Course: Everything they never taught you about college teaching*. Cambridge: Harvard University Press.  
<https://library.ohio-state.edu/record=b8699919~S7>  
--center the student, make the student subject of your teaching

### **McCorriston, Moore:**

hooks, bell 1994 *Teaching to Transgress. Education as the Practice of Freedom*. London: Routledge  
-- a classic, demonstrative, autobiographical manifesto on inclusivity and teaching

## **ALSO CHECK OUR OWN:**

Larsen Clark Spencer (2021) *Essentials of Biological Anthropology: Discovering Our Origins, Fifth Edition*. W.W. Norton, New York.

Larsen Clark Spencer (2020) *Our Origins: Discovering Biological Anthropology, Fifth Edition*. W. W. Norton, New York. 576 pp.

McCorriston, Joy and Julie Field 2019 *World Prehistory and the Anthropocene*. London and New York: Thames & Hudson.

McKee, Jeffrey K. F.E. Poirier and W. Scott McGraw 2005 *Understanding Human Evolution 5<sup>th</sup> Edition*. Englewood Cliffs: Prentice Hall.

Moritz, M. (2003). Exchange theory and experimental economics. In P. Rice & D. McCurdy (Eds.), *Strategies in Teaching Anthropology*, third edition pp. 101-104). Upper Saddle River (NJ): Prentice Hall.

Moritz, M., & Moore, L. C. (2006). Mini conference with poster presentations. In P. Rice & D. McCurdy (Eds.), *Strategies in Teaching Anthropology*, fourth edition pp. 1-3). Upper Saddle River (NJ): Prentice Hall.

Moritz, M. (2010). Using wikis in anthropology courses. In P. Rice, D. McCurdy & S. Lukas (Eds.), *Strategies in Teaching Anthropology, sixth edition* pp. 110-113). Upper Saddle River (NJ): Prentice Hall. See also his [TELR video](#)

(for more information, go to <https://mlab.osu.edu/teaching> )

# ANTHROPOLOGY 7720

## TEACHING ANTHROPOLOGY

Brutus Buckeye  
brutus.1@osu.edu  
4034 Smith Laboratory  
(614) 247-7426

Spring 2021  
TR 9:35-10:55  
4094 Smith Laboratory  
Walk-in hours: W10-12PM or by appointment

### Course Description:

This course introduces graduate students to teaching in anthropology. Although the field of anthropology forms a(n) “holistic” study of the human condition, its subfields--cultural anthropology, archaeology, biological anthropology--have substantial differences in their subjects and methods of study. The point is not to deny that there are extremely fruitful intersections of the three subfields. Rather, it is to emphasize that anthropology encompasses such diversity in terms of both content and methodology that the effectiveness of pedagogical approaches varies greatly by sub-discipline. Each sub-discipline also poses unique teaching opportunities and challenges. **Therefore, in this course, pedagogy is taught with respect to the learning objectives (see last pages of syllabus), opportunities, and challenges associated with each anthropological sub-discipline.**

### Course Objectives:

As an outcome of this course, students should be able to:

- Plan effective learning units (or modules) in introductory courses in archeology, cultural anthropology, and physical anthropology.
- Master fundamental elements of effective lecturing, discussion-leading, and other teaching methods as appropriate to each sub-discipline.
- Acquire a set of tools for teaching core concepts in each of the anthropological sub-disciplines.
- Constructively assess their own teaching as well as that of others

### Learning Outcomes.

This course relates to a series of learning outcomes for the graduate program in Anthropology. The course objectives will allow students to develop the following outcomes:

1. Teach with attention to inclusion of multiple perspectives and demographics.
  - a. Identify how diversity shapes student learning. **(E1a)**
  - b. Reflect on how personal background shapes teaching and learning. **(E1b)**
  - c. Design course that incorporate multiple perspectives. **(E1c)**
  - d. Teach with attention to inclusion of multiple perspectives and demographics. **(E1d)**
2. Incorporate scholarship of teaching and learning into their practice of teaching.
  - a. Identify a range of relevant education and pedagogical theories within the scholarship of teaching and learning. **(E2a)**

- b. Design a range of teaching practices that incorporate relevant education and pedagogical theories. **(E2b)**
  - c. Use appropriate (evidence-based) strategies for teaching different anthropological materials (e.g., concepts, processes, facts, skills) **(E2c)**
  - d. Use a range of effective pedagogical strategies: lecturing, discussion-leading, active-learning activities, and class management. **(E2d)**
  - e. Assess the effectiveness of different teaching strategies in achieving learning outcomes. **(E2e)**
- 3. Develop professional teaching skills and experience.
  - a. Identify professional expectations in teaching **(F4a)**
  - b. Develop a teaching philosophy drawing from relevant pedagogical theories and evidence-based practices. **(E3a)**
  - c. Plan a course in anthropology using relevant pedagogical theories. **(E3b)**
- 4. Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.
  - a. Foster collegial feedback and support in teaching among peers. **(F4d)**
  - b. Teach responsibly and ethically and follow professional guidelines defined by institutions and the professional associations. **(F1c)**

### **Disability Services:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## Required reading:

**The Joy of Teaching: A Practical Guide for New College Instructors.** 2005. Peter Filene. University of North Carolina Press.

**Teaching at Its Best, 4<sup>th</sup>. ed.** 2010. Linda B Nilson. Josey-Bass: A Wiley Brand.

***Carmen* (E-Reserve) readings**

**Occasionally, additional readings may be assigned as topics arise.**

## Evaluation:

- Attendance and Participation: 15%
- 4 written assignments (all equally weighted): 40% (Objectives, Lecture Plan, Discussion Plan, Exam Questions)
- Unit Plan, written portion: 30%
- Unit Plan, oral presentation: 15%

## Policies:

- *Attendance* is mandatory and is part of your participation score. To get the maximum points for *Participation* you must not only come to class (and on time) but also be a **well-prepared and active** participant.
- *Grading*: There is no extra credit and grades are based on a standardized scale (93-100% = A; 90-92.9% = A-, 87-89.9% = B+, 83-86.9% = B, 80-82.9%=B-, etc.)
- *Late Assignments*: Assignments lose 10% of the point total for each day late.
- *Academic Misconduct*: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Expectations of Assignments and Unit Plans:

1. Your assignments are expected to reflect insights gained from reading, discussion, and lecture material. In large part, your grades on assignments will be based on the extent to which you thoughtfully incorporate such insights into your work.

2. Your grade on the unit plan will be largely based on:

- How clearly your learning objectives relate to Anth 2200,2201 or 2202 learning objectives.
- How well you put together a coherent, creative, and logical set of learning components.
- Consistency between your learning objectives, learning components, and measures of student learning.
- Plan for self-assessment.
- Extent to which you incorporate insights from class, discussion, and lecture to shape your plan.

Week	Schedule of Events	Assignments Due	Required Reading	Learning outcomes
1	<ul style="list-style-type: none"> <li>▪ Introductions and Course Objectives</li> <li>▪ What makes a good teacher?</li> <li>▪ First impressions</li> </ul>		<ul style="list-style-type: none"> <li>▪ Nilson Chs 7 and 8</li> <li>▪ Carmen Readings #1-3</li> </ul>	E2a-d
2	<ul style="list-style-type: none"> <li>▪ Pt 1 Understanding yourself as a teacher; Understanding your students</li> <li>▪ Pt 2: Writing objectives as Student Learning Outcomes; Anthropology 2200 learning objectives</li> </ul>		<ul style="list-style-type: none"> <li>▪ Filene Chs 1-3</li> <li>▪ Nilson Chs 1, 2 and 3</li> <li>▪ Carmen Readings #4a and 4b; 5</li> <li>▪ Anthropology 2200 learning objectives (att'd)</li> </ul>	E1a,b
3	<ul style="list-style-type: none"> <li>▪ Pt 1: Anthropology 2202 learning objectives and challenges (Guest Lecture: Professor Mark Moritz)</li> <li>▪ Pt 2: Teaching about science and evolution: Challenges and opportunities</li> </ul>	Objectives Assignment Due	<ul style="list-style-type: none"> <li>▪ Carmen Readings #6-7</li> <li>▪ Nilson Chs 16,19</li> <li>▪ Anthropology 2202 learning objectives (att'd)</li> </ul>	E2a-d
4	<ul style="list-style-type: none"> <li>▪ Pt 1: Anthropology 2201 learning objectives and challenges (Guest Lecture: Professor Julie Field)</li> <li>▪ Planning a “unit” <u>Content example:</u> Basic genetics</li> <li>▪ “Structuring a Lesson” (Guest lecture: Dan Steinberg)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Nilson Ch. 11</li> <li>▪ Carmen Readings #8-9</li> <li>▪ Anthropology 2201 learning objectives (att'd)</li> </ul>	E2a-e
5	<ul style="list-style-type: none"> <li>▪ Content example: Teaching Hardy-Weinberg</li> <li>▪ Pt 2: Effective lecturing</li> </ul>		<ul style="list-style-type: none"> <li>▪ Filene Ch 5</li> <li>▪ Nilson Chs. 12 and 23</li> <li>▪ Carmen Readings #10-12</li> </ul>	E1c-d, E3a-b
6 and 7	<ul style="list-style-type: none"> <li>▪ 20 Minute Lecture Presentations</li> <li>▪ Teaching on-line classes (Guest Lecture: Leigh Oldershaw)</li> </ul>	Lecture Plan and Presentation Due	<ul style="list-style-type: none"> <li>▪ For 10/4: Carmen Reading # 13</li> <li>▪ Nilson Ch.22</li> </ul>	E3a-b, F1c, F4a, d
8	<ul style="list-style-type: none"> <li>▪ Pt 1: Leading effective discussions</li> <li>▪ Pt 2: Planning and conducting structured group work <u>Content example:</u> Theoretical perspectives in cultural anthropology</li> </ul>		<ul style="list-style-type: none"> <li>▪ Filene Ch. 6</li> <li>▪ Nilson Chs. 13, 14, 15</li> <li>▪ Carmen Readings #14-17</li> </ul>	E2a-d, F1c
9	<ul style="list-style-type: none"> <li>▪ Pt 1 :25-40 minute Discussion Presentations</li> <li>▪ Pt 2: Unit Assignment Introduction—now renamed MODULE PLAN</li> </ul>	Discussion Plan and Presentation Due	<ul style="list-style-type: none"> <li>▪ Nilson Ch 21</li> </ul>	F4a, d

10	<ul style="list-style-type: none"> <li>▪ Pt 1: Writing Exam Questions</li> <li>▪ Pt 2: Discussion of Class Observations (all classes observed)</li> <li>▪ Work on MODULE PLAN (if time allows)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Filene Chapter 8</li> <li>▪ Nilson Chapter 25.26</li> <li>▪ Carmen Readings 18-19</li> </ul>	E3a-b, F1c, F4a, d
11	<ul style="list-style-type: none"> <li>▪ Pt 1: Technology in the Classroom               <ul style="list-style-type: none"> <li>○ <u>Fabio Correa</u>: 15 minute talk on current methods</li> <li>○ <u>Content example</u>: Teaching about fossils</li> </ul> </li> <li>▪ Pt 2: Discussion: Conduct/dilemmas in the classroom</li> <li>▪ Work on MODULE PLAN (if time allows)</li> </ul>	Exam Qns Due	<ul style="list-style-type: none"> <li>▪ Nilson Chs 4,9,10</li> <li>▪ Carmen Readings #s 20-22</li> </ul>	E3a-b, F1c, F4a, d
12	<ul style="list-style-type: none"> <li>▪ Pt 1: Teaching about Race: Discussion with Dr. Crews</li> <li>▪ Pt 2: Time to work on MODULE PLANS</li> </ul>		<ul style="list-style-type: none"> <li>▪ Carmen Readings under "Race Resources" module</li> <li>▪ Filene Ch 10 and Conclusion</li> </ul>	E1a-d
13	<ul style="list-style-type: none"> <li>▪ MODULE PRESENTATIONS</li> </ul>	MODULE PLANS DUE		

## CARMEN READING TABLE OF CONTENTS

1. Eison, James. 1990. "Confidence in the Classroom: Ten Maxims for New Teachers." *College Teaching* Vol. 38 (1). p. 21-25.

2. Adams, Steve. "Quick Before it Dries: Setting the Pattern for Active Participation from Day One." P.1-2

3. Bain, Ken. "What the Best College Teachers Do." Harvard University Press, P. 98-124.

4. 2007 Anthropology 200 Assessment Report

5. Enerson, Diane M. et al. 1997. "Designing a Class that Motivates Learning." *In The Penn State Teacher II*. University Park, PA: Pennsylvania State University. P.16-27.

6. McComas "The Principal Elements of the Nature of Science: Dispelling the Myths.: Adapted from McComas: The Nature of Science in Science Education. The Netherlands, Kluwer, P. 53-70.

7. Nehm, Ross and Leah Reilly. 2007. Biology Majors Knowledge and Misconceptions of Natural Selection. *Bioscience* 57: 263-272.

8. Enerson, Diane M. et al. 1997. "Matching Methods to Objectives." *In The Penn State Teacher II*. University Park, PA: Pennsylvania State University.
9. Faust, Jennifer L. and Donald R. Paulson. 1998. "Active Learning in the College Classroom." *Journal on Excellence in College Teaching* Vol. 9 (2): 3-23.
10. Middendorf, Joan and Alan Kalish. "The 'Change-up' in Lectures." Teaching Resources Center. P. 1-12.
11. Joseph, Brian. 2004. "On Questions: Asking them, Answering them, and Learning from them." *In Talking About Teaching: Essays by Members of the Ohio State University Academy of Teaching*. P. 51-57.
12. Frederick, Peter. 1986. "The Lively Lecture—8 Variations." *College Teaching* Vol. 34(2). P. 43-50.
13. Hill (Editor): Distance Education Report: 10 Principles of Effective Online Teaching: Best Practices in Distance Education
14. Frederick, Peter. 1981. "The Dreaded Discussion: Ten Ways to Start." *Improving College and University Teaching*. Vol.29: 109-114.
15. Discussion Planning.
16. Discussion Ground rules (example).
17. Wright, Delivee. 1994. "Using Learning Groups in your Classroom: A Few How-to's." *Teaching at UNL Newsletter* Vol 15(4): 1-4.
18. Staff, Center for Teaching and Learning, University of North Carolina at Chapel Hill. 1990. "Writing and Grading Essay Questions".
19. Clegg, Victoria L. and William E. Cashin. 1986. "Improving Multiple-Choice Tests." Idea Paper No. 16. Center for Faculty Evaluation and Development. P.1-4.
20. Warren, Lee. 2002. "Managing Hot Moments in the Classroom." Cambridge: Derek Bok Center for Teaching and Learning, Harvard University. P. 1-5.
21. Sorcinelli, Mary Deane. "Dealing with Troublesome Behaviors in the Classroom." P. 365-373.
22. "What to Do When Students Don't Do the Reading." 1989. *The Teaching Professor*. Vol. 3(4): 1-4.

## **GE STATEMENTS AND LEARNING OBJECTIVES FOR INTRODUCTORY ANTHROPOLOGY COURSES (ANTHROPOLOGY 2200,2201, AND 2202)**

**Course:** ANT 2200 and ANT H2200

### **GE Statement:**

This course helps satisfy the Natural Science GEC requirement. Courses in natural sciences foster an understanding of the principles, theories and methods of modern science, the relationship between science and technology, and the effects of science and technology on the environment.

### **Learning Objectives:**

1. Students understand the basic facts, principles, theories, and methods of modern science.
  - a. In Anthropology 2200: To understand the basic facts, principles, theories and methods of modern physical anthropology, including evolution by natural selection, the growth of evolutionary theory, the biological basis for life, structure of DNA, protein synthesis, mutation, cell division, principles of classification, taxonomy, adaptation, primate anatomy and behavior, hominid origins, adaptive significance of human variation and biocultural evolution.
2. Students learn key events in the history of science.
  - a. In Anthropology 2200: To learn key events within physical anthropology, especially pertaining to the development of evolutionary theory, the modern synthesis, molecular evolution, and the major milestones of human evolution.
3. Students provide examples of the inter-dependence of scientific and technological developments.
  - a. In Anthropology 2200: To acquire an appreciation for the inter-dependence of scientific and technological developments particularly as they pertain to the behavior of fossil primates, reconstructing past life-ways, refining dating techniques, exploring the human genome, and battling infectious diseases.
4. Students discuss social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.
  - a. In Anthropology 2200: Many topics covered in this course have profound social, philosophical, and ethical implications. Significant time will be devoted to exploring how scientific discoveries such as those concerning genetics, habitat conservation, excavation and human evolution address problems and impact peoples of the contemporary world.



**Course:** ANT 2201 and H2201 (World Prehistory: An Archaeological Perspective)

*This course helps satisfy the Social Science GE requirement. Courses in social science develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. This course also helps satisfy the International issues (Diversity Experience: International Issues; Non-western or Global GEC Courses) GEC requirement. International issues courses help students become educated, productive, and principled citizens of their nation and an increasingly globalized world.*

*GE Expected Learning Outcomes:*

1. **To understand the theories and methods of social scientific inquiry** as applied to the studies of individuals, groups, organizations, and societies. Students will explore the nature of cultural remains in time and space and apply these concepts while surveying major milestones in human prehistory.
2. **To understand the behavior of individuals, human differences and similarities in the contexts of human existence**(e.g., psychological, social, cultural, economic, geographic, and political), and the **processes by which groups, organizations, and societies function**. By understanding the evolutionary trajectory of extinctions, agricultural impacts, feeding cities, conspicuous consumption, island ecosystems, and human choice in the archaeological record, students will learn the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources.
3. To develop the ability to **comprehend and assess individual and social values**, and recognize their importance in social problem solving and policy-making. This objective will be met through presentation of the **many ethical issues** that accompany archaeological theory and practice. Further, it will be met through an archaeological understanding with its unique perspective of a long time-frame, which teaches about the sustainability of individual and societal decisions with respect to resource use.
4. To understand **the political, economic, cultural, physical, and social differences among the nations of the world**, including a specific examination of non-Western culture. This course is necessarily global; students will gain an appreciation of the **human condition in time and space** by surveying the tremendous diversity of prehistoric human accomplishment.

## **GE STATEMENTS for ANT 2202 and H2202 Peoples and Cultures: An Introduction to Cultural Anthropology**

This course satisfies two GE requirements: **Social Science: Individuals and Groups** and **Diversity: Global Studies**.

The goal of **Social Science: Individuals and Groups** is that students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources. The **expected learning outcomes** are:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values, and recognize their importance in social problem solving and policy-making.

The goal of **Diversity: Global Studies** is to help students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. The **expected learning outcomes** are:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## **COURSE GOALS 2202**

### **COURSE MISSION**

The goal is to train students to think as anthropologists, both as scientists and individuals.

### **COURSE GOALS**

The goal is to train students to think as anthropologists, i.e., know how to describe and explain cross-cultural variation, and this entails the following:

1. Students will be able to understand other cultures without judging them by the standards of their own culture (relativistic perspective).
2. Students will be able to consider the whole range of cross-cultural variation when formulating hypotheses about human behavior and societies (comparative perspective).
3. Students will be able to understand that elements of culture are interrelated and should be understood within context (holistic perspective)
4. Students will be able to understand what culture is and how it shapes how humans experience, perceive and act in the world (culture concept).
5. Students will be able to understand why and how anthropologists study cross-cultural variation (methodological approaches).
6. Students will be able to understand how culture shapes their lives and that of others around them (reflexivity).

### **LEARNING OBJECTIVES**

1. Students will be able to understand other cultures without judging them by the standards of their own culture (relativistic perspective).
  - a) Recognize own beliefs and practices as cultural (culture concept)
  - b) Recognize that their own beliefs and practices are not “normal” or “natural” (ethnocentrism)
  - c) Interpret cultural differences as differences and not as deficits (cultural relativism)
  - d) Represent other cultural beliefs and practices with respect.
2. Students will be able to consider the whole range of cross-cultural variation when formulating hypotheses about human behavior and societies (comparative perspective).
  - a) Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage)
  - b) Identify examples to show the range of cross-cultural variation as well as to illustrate anthropological concepts.
  - c) Apply relevant theoretical concepts to describe cross-cultural variation (anthropological concepts).
  - d) Explain reasons for cross-cultural variation (explaining cross-cultural variation).
3. Students will be able to understand that elements of culture are interrelated and should be understood within context (holistic perspective)
  - a) Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status).

- b) Analyze cultural phenomena holistically, i.e., studying it within local, global, and historical contexts
4. Students will be able to understand what culture is and how it shapes how humans experience, perceive and act in the world (culture concept).
- a) Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit)
  - b) Explain how beliefs and practices are cultural and/or a product of the interaction of culture and biology
  - c) Recognize own beliefs and practices as cultural
  - d) Recognize others' beliefs and practices as cultural
5. Students will be able to understand why and how anthropologists study cross-cultural variation (methodological approaches).
- a) Articulate the fundamental assumptions of anthropologists about the world (epistemology)
  - b) Explain why anthropological methods of participant observations and semi-structured interviews are the appropriate method
  - c) Employ the methods of anthropologists, including observations and semi-structured interviews
  - d) Analyze cultural behavior recorded in observations and interviews
6. Students will be able to understand how culture shapes their lives and that of others around them (reflexivity).
- a) Recognize own beliefs and practices as being cultural (culture concept)
  - b) Recognize that their own beliefs and practices are not normal or natural (ethnocentrism)
  - c) Interpret cultural differences as differences and not as deficits (cultural relativism)
  - d) Reflect on specific example and how the anthropological approach has shaped their personal outlook on life (reflexivity)

## **ASSESSMENTS OF LEARNING OBJECTIVES**

- Conduct ethnographic research in a course project (observations, interviews, analysis, representation) (LO 1-6)
- Reflective essay on own cultural beliefs and practices and cross-cultural encounters (LO 1, 3, 4, 6)
- Quizzes, midterm and final exam with multiple-choice, true-false, fill-in-the-blank, match, and/or short answer questions (LO 1-6)

## RECOMMENDED TEXTBOOKS

The following textbooks are recommended because they are more aligned with the department's empirical and scientific orientation that emphasizes teaching and research in evolution, ecology, diet, adaptation, and health in past and living societies:

Bates, Daniel G. and Elliot M. Fratkin (2005). Human adaptive strategies: ecology, culture, and politics. Boston (MA): Allyn and Bacon.

Dettwyler, K. A. (2011). Cultural anthropology & human experience: the feast of life. Long Grove (IL): Waveland Press.

Ember, C. R., and Ember, M. (2006). Cultural anthropology (12<sup>th</sup> edition). Upper Saddle River (NJ): Prentice Hall.

Harris, Marvin and Orna Johnson. (2007). Cultural anthropology. Boston (MA): Prentice Hall.

Miller, B. (2007). Cultural Anthropology. Boston (MA): Pearson.

Scupin, R. (2012). Cultural Anthropology: A global perspective. Boston (MA): Pearson.

GTAs can also use other textbooks, but I suggest that they select textbooks that not only describe but also explain cross-cultural variation. **Textbooks from Peoples and Bailey and Nancy Bonvillain cannot be used.**

## READERS AND ETHNOGRAPHIES

GTAs can also use readers as supplementary materials or create their own custom reader, for example using Pearson's custom readers. GTAs are also encouraged to use ethnographies, for example from Waveland Press, that relate to their own research. Below is list of suggested readers and ethnographies.

Rafferty, Kevin A. and Dorothy Chinwe Ukaegbu. (2011). Faces of anthropology: A reader for the 21<sup>st</sup> century. Boston (MA): Prentice Hall.

Spradley, James and David W. McCurdy. (2008). Conformity and Conflict: Readings in Cultural Anthropology (13<sup>th</sup> Edition). Allyn & Bacon.

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