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Developing Pedagogies to Enhance Excellence and Diversity
Summer 2011
Project Proposal: Course Restructure: Anth 111

Project Description: Diverse Pedagogies for a Diverse Discipline

I am revamping and fine tuning Anth 111: Anthropology, Culture, and Globalization (70-75 students/semester). Broadly speaking, the discipline of Anthropology seeks to study and teach human diversity in all of its forms, from biological to cultural, and from our distant past to the present. Our history and foundations are predicated upon diversity. However, teaching about diversity does not guarantee diverse pedagogies. My goal with this project is not only to teach diversity, but to teach it in innovative, inclusive, diverse ways.

Objectives of the class:

- to increase knowledge about culture (What is it? Where do we see it? How do we "measure" evaluate it?)
- to increase knowledge about cultures (cross-cultural variations on a variety of themes with a focus on gender, ethnicity, race, and sexuality)
- to increase knowledge about how cultures change (colonialism, war, migration)
- to decrease ethnocentrism, racism, sexism, classism, and homophobia

Key changes to the class:

1. introduction of survey to get to know students at the beginning of the term and where they're at in terms of experiences with different cultures (see below)
2. fine tuning the mini-ethnography project (doing anthropology)
3. less reading
4. fewer lectures
5. more in-class activities
6. More "how-to" guidance in how to read anthropology and do well in the class (note taking, for example)

Justification for changes in relation to diversity:

I need new strategies. Students consistently criticize me for assigning too much reading and too much work for a 100-level class. My goal is to better match my objectives and strategies and improve the transparent alignment for this class. For example, rather than have students read an anthropology textbook, I will summarize key themes and methods in anthropology through lectures, and then have students do anthropology. I hope that by matching my teaching objectives and strategies, all of which revolve around inclusive diversity, my students will learn more.

Strategy 1: Getting to know the students' backgrounds better.

This homework exercise will be used after the first day of class, where I will explain "culture." It will be used in conjunction with an in-class writing exercise of "I am _____" statements, which are less directed than the survey, and will give students more room to describe themselves in their own terms. It is designed to get students to begin thinking about intersectionality. I predict that most students will mark "monocultural" for many of their answers and then I will encourage them to think beyond culture and look at other forms of diversity such as class and sexual orientation.

Survey Monkey Questionnaire for Anth 111, Fall 2011

Multicultural Life Experience Profile: Please rate the level of multiculturalism for the organizations and institutions of your life.

1=completely monocultural
10=completely multicultural

		1	2	3	4	5	6	7	8	9	10
1	Home of Origin										
2	Community neighborhood where you grew up										
3	Elementary school										
4	High school										
5	Religious organization growing up (Church, Temple, Synagogue, Mosque, Tabernacle, etc.)										
6	Current religious organization (if different than above)										
7	Civic associations (Scouts, Brownies, etc.)										
8	High school										
9	College										
10	Fraternity, Sorority										
11	First job										
12	Current job (if different from above)										
13	Neighborhood where you currently reside										
14	Current town										
15	Childhood Family										
16	In-laws										
18	Other:										

(In Teaching Inclusively, p. 606)

Plus:

1. What is your major?
2. On a scale of 0 to 5 with 0 being never and 5 being regularly, how often do you read or watch some form of news? For those who answered 1-5, list a few of your news sources.
3. Name 3 of your favorite TV shows.
4. Name 3 of your favorite movies.
5. What are some of your favorite singers or bands?
6. About how many U.S. states have you traveled to?
7. Are you from a country other than the U.S.? If so, which one?
8. Have you traveled to any other countries besides the U.S. (or besides your birth country)?

Strategy 2: Doing not Reading Anthropology: Mini-Ethnography Project

This project has five parts. Each part will be graded separately. Timely feedback will be given before the next step with the opportunity to "re-do" the assignment based on the feedback. The goal of the project is to give students an opportunity to try out the ethnographic method on a topic of their interest and to delve into another "culture." The research topic should be one that helps the student to understand better a cultural practice, a group of people, a ritual or belief that they know little or nothing about. I approve all topics before students proceed to the next exercise. Although it is not required, I encourage students to work in groups of 2 or 3. By focusing on the same research question and cultural practice, they will be able to compare their findings. I'm flexible with how students define "culture" in this exercise. For example, in the past I have had basketball players do this project on baseball players - a different sport being a different culture. As long as they are looking at the world differently than before - of making the familiar strange or strange familiar, and seeing more diversity (hopefully as a positive thing) then a course objective has been met.

Exercise 1: *Topic Proposal:* Briefly summarize the topic you wish to explore and why. What is your main research question? What do you hope to learn about the topic from this project? Why did you choose this topic as opposed to another? In what community or locale will you pursue this research and why? 1-2 pages. 10 points.

Exercise 2: *Participant Observations:* In this portion of the assignment you will observe the aspect of culture that you are investigating and report to me (the professor) as though you are an anthropologist. What did you observe? What happened and how? Be as detailed as possible. This paper should be based on AT LEAST TWO (2) occasions of observation (one is *not* sufficient). 2-3 pages. 20 points (10 points for each observation)

Exercise 3: *Interview:* This exercise should build on exercise 2. Use your observations to develop a list of interview questions and then interview someone engaged in the cultural practice/belief you are investigating. Write about gaining access to the individual/group you are studying. Write about what you learned from the interview or participation. Be as detailed as possible. 2-3 pages. 25 points.

Exercise 4: *Mini-Ethnography Summary Report:* In this final exercise you will bring what you learned in exercises 2 and 3 together with course concepts and theories. What did you learn about your topic? What was it like to study it as a cultural anthropologist might? What are the benefits and drawbacks of an anthropological approach? If your classmate also examined the same topic, how did your observations and conclusions compare? How did they differ? What do you make of those differences? 4-5 pages. 35 points.

Exercise 5: *Final Presentation:* On the last two days of class, each student will briefly present his, her, or their ethnographic project. Each presentation should last for 2-3 minutes. 10 points.

Strategy 3: Homework Assignments, Reading, and Exams

Homework assignments are designed to guide students through the reading by asking poignant questions, to provide fodder for in-class exercises and discussions, and ultimately to better understand intersectionality. Readings are meant to provide case studies of cultural diversity, which ultimately may serve to decrease ethnocentrism, racism, classism, and sexism, another objective of the course. The syllabus is designed in units beginning with a focus on culture, then race, religion, and gender. Readings and homework assignments ask students to see culture from individual, structural, and cross-cultural perspectives. Such assignments work to demonstrate that individuals change cultures for the better (e.g. Civil Rights) and the worse (e.g. slavery). The main purpose of exams is to ask students to make connections between the different cultural contexts and to see the bigger picture.

Strategy 4: In-class Exercises and Lectures

In order to be pedagogically diverse and inclusive, I use in-class exercise to keep students engaged and to provide another level of understanding of the course material and objectives. By forcing to students to reflect on their own social position in a variety of settings (e.g. the privilege exercise), and speaking with other students about the readings (small group work), ideally students will develop tools of awareness and empathy about the variety of social positions in their own communities and the world. Lectures help to guide reading, and to clarify and problematize concepts.

Strategy 5: Final Projects and Assessing the Pedagogical Strategies

My hope is that the class will achieve transparent alignment when students are able to apply the knowledge from the class to their analysis and discussion of the final book we read, as well as through their final ethnographic assignment exercise. They will be able to identify culture and ethnocentrism, as well as instances of racism, sexism, classism, homophobia, and/or the like.

Sample course schedule for Anth 111

UNIT 1: What is Anthropology? Culture matters.

Key questions: What is anthropology? What is culture? What is ethnography? How do we see, feel, measure, interpret, and compare cultures?

- M 08/22 Syllabus, Introduction to Cultural Anthropology and the class - What is culture?
W 08/24 *Homework:* complete the anonymous survey monkey questionnaire
Introductions, ongoing discussion about culture, I am... statements in class to hand in, how to take notes for this class, how to use BB
- F 08/26 Read Miner, "Body Ritual Among the Nacirema" (BB) and respond to it on BB
Film: Babakiueria
- M 08/29 Read Bohannon "Shakespeare in the Bush" (BB) and respond to it on BB
W 08/31 "What is Ethnography"
<http://www.americanethnography.com/ethnography.php>
- F 09/02 Participant observation exercise on campus
W 09/07 Read Peggy McIntosh, "Knapsack of privilege"
Privilege, race, class: privilege/nonprivilege exercise - helping us to better understand culture's intersections
- F 09/09 DUE: Mini-Ethnography Exercise 1: Topic of Project

UNIT 2: Global systems of change

Key questions: What informs culture? Anthropology and its history: a history of race and colonialism

- M 09/12 Lecture/discussion of the study of race and colonialism in Anthropology
W 09/14 Read at least three articles from the website Black Voices and under the category of "Race and Civil Rights": <http://www.bvblackspin.com/category/race-and-civil-rights/>
Homework: Write a one-page paper comparing and contrasting the stories (what were the main themes? What questions do you have about the topics you read about? What critiques do you have?)
In class: watch http://www.understandingrace.org/history/timeline_movie.html
- F 09/16 Read: James Baldwin, Letter to my Nephew
Homework: write a letter to a young person in your life about race
- M 09/19 Colonialism
By this point in the term, you should have completed at least one of your observation assignments. Time will be spent in-class to check in and compare your experiences with participant observation so far. Come to class prepared to discuss this and to report to the professor where you are at with your project.
- W 09/21 Colonialism, continued
Homework: choose 3 different ethnic groups to compare and contrast in terms of culture and forms of colonialism experienced. Be prepared to share your findings in small groups. Choices from <http://www.nativeweb.com/> will be provided.
- F 09/23 Colonialism, race, and resistance

- Read Tzintzun, "Colonize This!"
- M 09/26 Globalization lecture, in-class exercise - clothing from around the world, find exercise on where parts for various products are made and assembled
- W 09/28 Read Zarembka, "America's Dirty Work: Migrant Maids and Modern-Day Slavery" (BB)
- Watch first half of film *Maquilapolis*
- F 09/30 Begin reading Roma book, p. xi-50
- Second half of film, plus film and article discussion, wrap up on the relationships between colonialism and globalization
- M 10/03 Continue reading Roma book (ethnicity, Romani history, Roma in BiH)
- W 10/05 Continue reading Roma book (film on Roma)
- F 10/07 Finish reading Roma book, small group discussion linking race, ethnicity
- Homework:* Reading response to Roma book, questions on BB
- Sunday, Oct. 9 - Review session for Exam 1
- M 10/10 EXAM 1: Midterm

UNIT 3: Culture, Religion, and Spirituality

Key questions: What is the difference between spirituality and religion? How do different religions, ages, and genders experience and interpret spirituality and/or religion? What is the relationship between religion, culture, and politics?

- W 10/12 Introduction to the anthropology of religion
- F 10/14 in-class exercise on religion and religious syncretism
- M 10/17 Read Brown, Karen. "Mama Lola and the Ezlis: Themes of Mothering and Loving in Haitian Vodou" (BB)
- Film: *Legacy of the Spirits*
- W 10/19 Read Abu-Lughod, "Do Muslim Women Really Need Saving?" (BB)
- Homework:* come to class prepared to debate about the veil
- M 10/24 Read *Persepolis* through p. 67
- W 10/26 *Persepolis*
- F 10/28 Small group discussion on *Persepolis*,
- Homework:* reading response to *Persepolis*

UNIT 4: Gender, Identity, Sex, and Sexuality

Key questions: What is the difference between "sex" and "gender"? How many genders and sexes are there? What does "social construction" mean? What does it mean to be a "man" or "woman" in different societies? What is the role of the media in shaping our gender and our identities?

- M 10/31 Lecture on gender, in-class exercise addressing privilege, social construction of gender exercises
- W 11/02 Film: *Killing Us Softly 4*
- F 11/04 Read Lutz and Collins, "Reading National Geographic"
- Homework:* Ad Assignment

- M 11/07 Wong, “When I Was Growing Up”
Film: A Girl Like Me and The Color of Beauty
- W 11/09 Lecture on sexuality (See Ch. 44 of Teaching Diversity for assistance, plus heterosexuality questionnaire)
- F 11/11 Guest Speakers: Spectrum Speaker Panel
DUE: Mini-Ethnography Exercise 3
- M 11/14 Read Young, “Living as Men” on transgendered men in Albania
- W 11/16 Read *Outcasts United*, p.
How to read *OU* - see BB for details (try a group read or read/pair/share, where students divide up and read different chapters and then report to each other – builds accountability to other students rather than to me)
- F 11/18 Read *Outcasts United*, p.

Unit 5: Pulling it all together

Key questions: How can the ethnographic method be used to better understand refugees in the United States?

- M 11/21 Read *Outcasts United*, p.
- M 11/28 Read *Outcasts United*, p.
- W 11/30 Read *Outcasts United*, p.
- F 12/02 Finish reading *Outcasts United*, small group discussion
Homework: What ethnographic methods does Warren St. John use in this book? Find specific examples of racism, classism, sexism, and ethnocentrism from this book (see BB for more details)
- M 12/05 Share mini-ethnography projects
- W 12/07 Share mini-ethnography projects
- F 12/09 Review and wrap up: What’s anthropology good for anyway?
DUE: Mini-Ethnography Exercise 4
- Final Exam Review Session: TBA
- 12/TBA Final exam