

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

New College of Interdisciplinary Arts and Sciences (CAS)

Department/School

School of Social and Behavioral Sciences (CSOC&BEH)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

ASB

Course Number

311

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Principles of Social Anthropology

Course Catalog Description

Comparative analysis of domestic groups and economic and political organizations in primitive and peasant societies.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): minimum 45 hours OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

Yes

Shared or Crosslisted Departments/Schools

School of Human Evolution & Social Change (CHUMEVOL)

Statement of Support #1

[ASB 311 LOS.pdf](#)

Statement of Support #2

No Response

Statement of Support #3

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Global Communities, Societies, and Individuals (GCSI)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[ASB 311 representative syllabus.docx](#)

Global Communities, Societies, and Individuals (GCSI)

Courses in the Global Communities, Societies, and Individuals knowledge area explore the world from multiple vantage points. They consider historical, ongoing or transforming global issues across multiple scales and types of human experiences. Students will analyze ways that geographical and historical contexts influence communities, societies, and individuals. In addition to courses focused entirely on non-US American issues, courses structured to include comparative or transnational connections between the United States and other countries, i.e., courses that consider a global issue in multiple locations one of which is the United States, fall into this knowledge area. Courses focused mostly or only on US American issues or populations, however, even across diverse communities, are not included in this knowledge area. This knowledge area develops students' skills in global awareness, and the analysis of social, political, economic, or cultural systems, skills essential to participating more fully in communities.

Please note: Courses primarily focused on the acquisition of a language (e.g., Elementary Spanish II) are not eligible for the GCSI designation. A majority of the course content must cover the GCSI learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

GCSI Learning Outcome 1: Describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies.

Assignment to be assessed.

Annotated Reading (30%): Collaborative reading is an important part of this course, as it enables you to learn not just from the instructor but from your peers as well. Through active participation and engaged conversation, you can discover alternative interpretations of texts and enrich your own perspectives about them. This course will use an online tool called Perusall to facilitate collaborative reading, enabling you to share your thoughts about the texts and post questions for your classmates. You can learn more about what Perusall is and how it works on the Canvas course dashboard.

Instructions:

All students are expected to read all the texts assigned for the course and annotate them on Perusall. Reading assignments for each module are available on Perusall for annotation during the same time as their corresponding module on Canvas, i.e. they open on Saturday at 12:00 am and close on the following Friday at 11:59 pm. Each reading assignment is worth 3 points.

Since all readings are available at the start of the course, you are encouraged to start reading them early on your own, then annotate them on Perusall once the reading assignment is unlocked which will happen when the specific Module opens.

Further instruction provided through online overview video and course announcement:

"When analyzing texts, it's very important to distinguish between the author's own argument and the arguments by others to which the author is responding. Often, an author may quote or paraphrase a problematic argument precisely in order to critique it. Therefore, when annotating a passage, work inclusive references into your analysis rather than making a point in isolation. So, read it in the context of the entire text and the author's broader argument and show that you have comprehended those broader concepts in your comments."

The top 10 scores from a selection of 16 separate attempts will count from the annotations that students complete of different readings provided on Canvas and in Perusall. Through reading and commenting as they annotate these anthropological publications, students describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies. Perusall uses an AI system to grade student comments that they apply to the document as either being of high quality, medium quality, or low quality work. The instructor has access to preexisting high quality comments that are provided on the documents that students access as they complete the assignment as a modeling instructional tool which serves as an example for the student to follow.

Students earn full credit on this metric by submitting 2 high-quality comments per each reading. If students submit fewer comments, they'll receive partial credit proportionally based on the comments they submit.

Quality-based scoring: Perusall will automatically classify comments as high-, medium-, or low-quality, but you can always override the suggested quality scores.

Full credit for high-quality comments (3 points).

Half credit for medium-quality comments (1 point per comment, 2 points maximum).

No credit for low-quality comments.

GCSI Learning Outcome 2: Analyze the interactions among social, political, economic, or cultural systems across local, regional, and global scales or spaces.

Midterm Exam (30%): Students will write one 500-word (double-spaced, 12-pt. font) short paper responding to a prompt set by me. Consider the prompt carefully and address it directly. The paper must engage closely with the syllabus materials you have read thus far in the course, critically analyzing the readings that you find most relevant to the prompt. Keep in mind that the paper must not simply summarize the texts but should offer your own perspective on them. Don't focus exclusively on just one or two readings, but rather, try to synthesize them, thinking both with and against the authors and examining how different authors intersect and diverge from one another. Base your arguments on evidence presented in the texts and enrich your paper with the insights you have learned from discussions on Perusall.

Instructions:

The midterm exam is due at the end of Module 4 on Friday, [Day Month], at 11:59 pm and is worth 30 points.

Further instructions provided to students on Canvas:

"Write a 500-word (double-spaced, 12-pt. font) short paper responding to the following prompt: Analyze the evolution of anthropology from its colonial origins to its present approaches. Discuss how the discipline's thematic concerns and methodological approaches have changed over time and what challenges in the discipline's history have prompted these transformations. Engage with the role of race and racism in the emergence of modern anthropology and why contemporary anthropologists turned from studying culture to studying its relationship with power, politics, violence and history. You must discuss readings from the first four modules to substantiate your answer, but feel free to draw on other anthropological writings from outside the course to enrich your paper.

The reading response is due at the end of Module 4 on Friday, [Day Month], at 11:59 pm and is worth 30 points.

Tips:

Each response must engage closely with the compulsory materials (readings, videos, etc.) you have engaged with thus far in the course, though you may also reference additional materials in your papers. Critically analyze the readings that you find most relevant to the prompt. Keep in mind that the reading responses must not simply summarize the texts but should offer your own perspective on them. Don't focus exclusively on just one or two readings, but rather, try to synthesize them, thinking both with and against the authors and examining how different authors intersect with and diverge from one another. Base your arguments on evidence presented in the texts and enrich your papers with the insights you have learned from discussions on Perusall.

Additional Information:

You do not need to include a "Works Cited" at the end of your paper if you are only citing readings from the syllabus.

All written assignments should be submitted as Word files (.doc/.docx formats). Please do not submit your assignments in PDF format."

Instructors will assess and grade the student's assignment by utilizing the following grading rubric and provide individualized feedback comments on how the student did overall while also providing any useful suggestions for how the student may improve the quality of their work in the future as necessary. Comments should be based on the level of performance tasks that the student met or missed as listed in the grading rubric.

Assessment explanations as posted on Canvas for students to access prior to completing the assignment in the Grading Rubric: Midterm Paper (Criteria, Ratings and Points)

Content & Analysis

10 to >8.0 pts

Excellent

Writing demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples.

8 to >6.0 pts

Meets Expectations

Writing demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples.

6 to >4.0 pts

Approaches Expectations

Writing demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments. Minimal connections made through explanations, inferences, and/or examples.

4 to >0 pts

Needs Improvement

Writing lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments.

10 pts

Command of Evidence

10 to >8.0 pts

Excellent

All claims and arguments are well-supported by textual evidence. A sustained use of relevant evidence is present throughout the entire analysis. The core reasoning and line of argumentation follows from evidence.

8 to >6.0 pts

Meets Expectations

The central claims/argument is well-supported by textual evidence. Use of relevant evidence is generally sustained with some gaps. The core reasoning and line of argumentation follows from evidence.

6 to >4.0 pts

Approaches Expectations

The central claims/argument is only partially supported by textual evidence. Analysis is occasionally supported with significant gaps or misinterpretation. The core reasoning is tangential or invalid with respect to the evidence.

4 to >0 pts

Needs Improvement

Demonstrates some comprehension of the idea of evidence, but only supports their claims/arguments with minimal evidence which is generally invalid or irrelevant.

10 pts

Coherence & Organization

5 to >4.0 pts

Excellent

The organization strengthens the exposition. The introduction establishes context, is not unnecessarily vague or broad; the organizational strategies are appropriate for the content and purpose. There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, effective transitions, sentence variety, and consistent formatting.

4 to >3.0 pts

Meets Expectations

The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose. The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent.

3 to >2.0 pts

Approaches Expectations

Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; The organizational strategy is unclear and impedes exposition. Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next.

2 to >0 pts

Needs Improvement

There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear. Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.

5 pts

Language & Grammar

5 to >4.0 pts

Excellent

Contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas. Successful and consistent stylistic choices have been made that serve the writing purpose. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing.

4 to >3.0 pts

Meets Expectations

Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity. There is some evidence of stylistic choices that serve the purpose of the essay. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing.

3 to >2.0 pts

Approaches Expectations

Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas. There are few or no attempts

to develop an appropriate style. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing.

2 to >0 pts

Needs Improvement

Contains very limited and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, resulting in a minimal expression of a few simplistic ideas. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors impede readability and comprehension of the writing.

5 pts

Total Points: 30

GCSI Learning Outcome 3: Articulate ways in which dimensions of difference such as race, gender, socio-economic status, religion, language, or citizenship separately and together affect individuals and communities.

2 Assignments to be assessed.

1. Annotated Reading (30%): Collaborative reading is an important part of this course, as it enables you to learn not just from the instructor but from your peers as well. Through active participation and engaged conversation, you can discover alternative interpretations of texts and enrich your own perspectives about them. This course will use an online tool called Perusall to facilitate collaborative reading, enabling you to share your thoughts about the texts and post questions for your classmates. You can learn more about what Perusall is and how it works on the Canvas course dashboard.

Instructions:

All students are expected to read all the texts assigned for the course and annotate them on Perusall. Reading assignments for each module are available on Perusall for annotation during the same time as their corresponding module on Canvas, i.e. they open on Saturday at 12:00 am and close on the following Friday at 11:59 pm. Each reading assignment is worth 3 points.

Since all readings are available at the start of the course, you are encouraged to start reading them early on your own, then annotate them on Perusall once the reading assignment is unlocked which will happen when the specific Module opens.

Further instruction provided through online overview video and course announcement:

"When analyzing texts, it's very important to distinguish between the author's own argument and the arguments by others to which the author is responding. Often, an author may quote or paraphrase a problematic argument precisely in order to critique it. Therefore, when annotating a passage, work inclusive references into your analysis rather than making a point in isolation. So, read it in the context of the entire text and the author's broader argument and show that you have comprehended those broader concepts in your comments."

The top 10 scores from a selection of 16 separate attempts will count from the annotations that students complete of different readings provided on Canvas and in Perusall. Through reading and commenting as they annotate these anthropological publications, students describe historical, contemporary, or transforming global issues through the perspective of specific individuals, communities, or societies. Perusall uses an AI system to grade student comments that they apply to the document as either being of high quality, medium quality, or low quality work. The instructor has access to preexisting high quality comments that are provided on the documents that students access as they complete the assignment as a modeling instructional tool which serves as an example for the student to follow.

Students earn full credit on this metric by submitting 2 high-quality comments per each reading. If students submit fewer comments, they'll receive partial credit proportionally based on the comments they submit.

Quality-based scoring: Perusall will automatically classify comments as high-, medium-, or low-quality, but you can always override the suggested quality scores.

Full credit for high-quality comments (3 points).

Half credit for medium-quality comments (1 point per comment, 2 points maximum).

No credit for low-quality comments.

2. Midterm Exam (30%): Students will write one 500-word (double-spaced, 12-pt. font) short paper responding to a prompt set by me. Consider the prompt carefully and address it directly. The paper must engage closely with the syllabus materials you have read thus far in the course, critically analyzing the readings that you find most relevant to the prompt. Keep in mind that the paper must not simply summarize the texts but should offer your own perspective on them. Don't focus exclusively on just one or two readings, but rather, try to synthesize them, thinking both with and against the authors and examining how different authors intersect and diverge from one another. Base your arguments on evidence presented in the texts and enrich your paper with the insights you have learned from discussions on Perusall.

Instructions:

The midterm exam is due at the end of Module 4 on Friday, [Day Month], at 11:59 pm and is worth 30 points.

Further instructions provided to students on Canvas:

"Write a 500-word (double-spaced, 12-pt. font) short paper responding to the following prompt: Analyze the evolution of anthropology from its colonial origins to its present approaches. Discuss how the discipline's thematic concerns and methodological approaches have changed over time and what challenges in the discipline's history have prompted these transformations. Engage with the role of race and racism in the emergence of modern anthropology and why contemporary anthropologists turned from studying culture to studying its relationship with power, politics, violence and history. You must discuss readings from the first four modules to substantiate your answer, but feel free to draw on other anthropological writings from outside the course to enrich your paper.

The reading response is due at the end of Module 4 on Friday, April 5, at 11:59 pm and is worth 30 points.

Tips:

Each response must engage closely with the compulsory materials (readings, videos, etc.) you have engaged with thus far in the course, though you may also reference additional materials in your papers. Critically analyze the readings that you find most relevant to the prompt. Keep in mind that the reading responses must not simply summarize the texts but should offer your own perspective on them. Don't focus exclusively on just one or two readings, but rather, try to synthesize them, thinking both with and against the authors and examining how different authors intersect with and diverge from one another. Base your arguments on evidence presented in the texts and enrich your papers with the insights you have learned from discussions on Perusall.

Additional Information:

You do not need to include a "Works Cited" at the end of your paper if you are only citing readings from the syllabus.

All written assignments should be submitted as Word files (.doc/.docx formats). Please do not submit your assignments in PDF format."

Instructors will assess and grade the student's assignment by utilizing the following grading rubric and provide individualized feedback comments on how the student did overall while also providing any useful suggestions for how the student may improve the quality of their work in the future as necessary. Comments should be based on the level of performance tasks that the student met or missed as listed in the grading rubric.

Assessment explanations as posted on Canvas for students to access prior to completing the assignment in the Grading Rubric: Midterm Paper (Criteria, Ratings and Points)

Content & Analysis

10 to >8.0 pts

Excellent

Writing demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples.

8 to >6.0 pts

Meets Expectations

Writing demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples.

6 to >4.0 pts

Approaches Expectations

Writing demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments. Minimal connections made through explanations, inferences, and/or examples.

4 to >0 pts

Needs Improvement

Writing lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments.

10 pts

Command of Evidence

10 to >8.0 pts

Excellent

All claims and arguments are well-supported by textual evidence. A sustained use of relevant evidence is present throughout the entire analysis. The core reasoning and line of argumentation follows from evidence.

8 to >6.0 pts

Meets Expectations

The central claims/argument is well-supported by textual evidence. Use of relevant evidence is generally sustained with some gaps. The core reasoning and line of argumentation follows from evidence.

6 to >4.0 pts

Approaches Expectations

The central claims/argument is only partially supported by textual evidence. Analysis is occasionally supported with significant gaps or misinterpretation. The core reasoning is tangential or invalid with respect to the evidence.

4 to >0 pts

Needs Improvement

Demonstrates some comprehension of the idea of evidence, but only supports their claims/arguments with minimal evidence which is generally invalid or irrelevant.

10 pts

Coherence & Organization

5 to >4.0 pts

Excellent

The organization strengthens the exposition. The introduction establishes context, is not unnecessarily vague or broad; the organizational strategies are appropriate for the content and purpose. There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, effective transitions, sentence variety, and consistent formatting.

4 to >3.0 pts

Meets Expectations

The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose. The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent.

3 to >2.0 pts

Approaches Expectations

Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; The organizational strategy is unclear and impedes exposition. Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next.

2 to >0 pts

Needs Improvement

There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear. Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.

5 pts

Language & Grammar

5 to >4.0 pts

Excellent

Contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and reinforces relationships among ideas. Successful and consistent stylistic choices have been made that serve the writing purpose. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing.

4 to >3.0 pts

Meets Expectations

Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity. There is some evidence of stylistic choices that serve the purpose of the essay. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing.

3 to >2.0 pts

Approaches Expectations

Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas. There are few or no attempts to develop an appropriate style. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing.

2 to >0 pts

Needs Improvement

Contains very limited and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, resulting in a minimal expression of a few simplistic ideas. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors impede readability and comprehension of the writing.

5 pts

Total Points: 30

GCSI Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Final Paper and Proposal (40%): The final assignment for this course is a 1,500-word (double-spaced, 12-pt. font) final paper that requires you to apply the theories, concepts and ideas you have learnt in this course. You will be given a choice between multiple prompts or the option to set your own prompt. In either case, focus your paper on a specific question—a social problem, government policy, cultural practice, historical event, field of inquiry, etc.—related to the themes of the course. You are encouraged to draw on sources beyond the course to build your argument, but relate them explicitly to syllabus materials and discussions on Perusall. Feel free to also draw on other media in your paper—tables, charts, images, poems, news clippings, social media posts, video clips (provide links!), etc.—as well as your own personal experiences if they are relevant to your paper.

Instructions:

In order to ensure that you make timely progress with your final paper, the process of working on the paper will be spread out over the course:

During Module 3, I will announce the prompts for the final paper via Canvas Announcements.

In Module 5, students will submit a 250-word proposal (double-spaced, 12 pt. font) explaining which prompt you have chosen, a brief description of what you will write about, and an explanation of how your paper relates to the themes of at least one module in the course. You may tweak your paper topic later, but students are encouraged to think of a topic early and stick with it. The final paper proposal is due at the end of Module 5 on Friday, [Day Month] at 11:59 pm and is worth 5 points.

During Module 6 and 7, you will write the final paper. Draw on the feedback you have received from me about your final paper proposal to develop your paper further. The final paper is due at the end of Module 7 on Friday, [Day Month], at 11:59 pm and is worth 35 points.

Further instructions provided to students on Canvas for how to complete the Final Paper Proposal: "Write a 250-word proposal (double-spaced, 12 pt. font) stating which prompt you have chosen, a brief description of what you will write about in your final paper, and an explanation of how your paper relates to texts, concepts and themes in this course."

The proposal is due at the end of Module 5 on Friday, [Day Month], at 11:59 pm and is worth 5 points.

Tips:

Be clear in your proposal about the topic, outline and main argument of your paper. This is your chance to get feedback from me about whether your paper topic is feasible, whether some parts of your argument need more fleshing out, etc. So, the more work you put into the proposal, the better your final paper will be!

Additional Information:

You are encouraged to use bullet points to structure your proposal.

You do not need to include a "Works Cited" at the end of your proposal.

All written assignments should be submitted as Word files (.doc/.docx formats). Please do not submit your assignments in PDF format.

Here are the prompts for your final paper:

This course has introduced you to critiques of the history, theories and methods of anthropology from the perspective of contemporary anthropologists. However, these critiques are not relevant to anthropology alone. Questions of representation, positionality, politics, power and decolonization can be usefully asked of other arenas as well. Drawing on concepts you have learned from this course, respond to any one of the four prompts below to write your final paper.

Option 1: Write a paper critically analyzing your primary discipline using concepts from this course. Assume the role of an anthropologist studying your discipline as an objective outsider. Explore questions such as: what perspectives have been historically suppressed in your discipline? How does the researcher's positionality (their race, gender, nationality, etc.) shape the research that is produced? What would it mean to decolonize your discipline? Cite readings from your discipline to substantiate your answer, but keep in mind that your argument must be understandable to a reader not familiar with your discipline's technical jargon. Note: You do not need to have declared a concentration; you can write on any field you are sufficiently familiar with.

Option 2: Write a paper critically analyzing a current affairs story using concepts from this course. Consult news reports, magazine articles, and op-eds about a specific issue from multiple outlets, examining how they frame the issue and construct narratives about it. Draw on course readings to explore what is centered in their frames, what is omitted, and why it matters. Make sure to engage with a range of different perspectives that make different arguments in order to establish your own. Note: You can consult any sources you want, but try to ensure that they are generally considered reputable and reliable.

Option 3: Write a book report critically analyzing an ethnography, a novel, non-fiction, or a collection of poetry using concepts from this course. Address questions of race, gender, culture, power and history in the writing, and discuss the author's positionality and choice of research methods/styles of representation. You must engage with the work you have selected thoroughly and substantively. That means reading it very closely, describing its main arguments clearly, and where necessary, quoting selected lines from it to substantiate your argument.

Option 4: Devise your own prompt for the final paper that broadly relates to themes from this course. If you are choosing this option, write the prompt clearly and succinctly in 1-2 sentences, followed by the 250-word proposal discussing what you plan to write about. If you would like help with devising a prompt on a topic of your interest, I highly encourage you to meet with me during Office Hours.

5 points."

Further instructions provided to students on Canvas for how to complete the Final Paper:

"Four prompts for the final paper were announced during Module 4 in the proposal assignment which was worth 5 points. Write a 1,500-word (double-spaced, 12-pt. font) final paper on the prompt you have selected.

The final paper is due on Friday, [Day Month], at 11:59 pm and is worth 35 points.

Tips:

The final paper must apply the theories, concepts and ideas you have learnt in this course to the topic you have chosen. You can draw on your own sources beyond the course, but relate your argument explicitly to syllabus materials (readings, videos, etc.) and discussions on Perusall. Feel free to also draw on other media in your paper—tables, charts, images, poems, news clippings, social media posts, video clips (provide links!), etc.—as well as your own personal experiences if they are relevant to your paper.

Additional Information:

Remember to cite your sources using a consistent citation style. You may use any style, as long as it contains in-text parenthetical citations, e.g. (Harrison, 1991), and a "Works Cited" section at the end of the paper with the full references.

All written assignments should be submitted as Word files (.doc/.docx formats). Please do not submit your assignments in PDF format.

As a reminder, here are the prompts for your final paper:

This course has introduced you to critiques of the history, theories and methods of anthropology from the perspective of contemporary anthropologists. However, these critiques are not relevant to anthropology alone. Questions of representation, positionality, politics, power and decolonization can be usefully asked of other arenas as well. Drawing on concepts you have learned from this course, respond to any one of the four prompts below to write your final paper.

Option 1: Write a paper critically analyzing your primary discipline using concepts from this course. Assume the role of an anthropologist studying your discipline as an objective outsider. Explore questions such as: what perspectives have been historically suppressed in your discipline? How does the researcher's positionality (their race, gender, nationality, etc.) shape the research that is produced? What would it mean to decolonize your discipline? Cite readings from your discipline to substantiate your answer, but keep in mind that your argument must be understandable to a reader not familiar with your discipline's technical jargon. Note: You do not need to have declared a concentration; you can write on any field you are sufficiently familiar with.

Option 2: Write a paper critically analyzing a current affairs story using concepts from this course. Consult news reports, magazine articles, and op-eds about a specific issue from multiple outlets, examining how they frame the issue and construct narratives about it. Draw on course readings to explore what is centered in their frames, what is omitted, and why it matters. Make sure to engage with a range of different perspectives that make different arguments in order to establish your own. Note: You can consult any sources you want, but try to ensure that they are generally considered reputable and reliable.

Option 3: Write a book report critically analyzing an ethnography, a novel, non-fiction, or a collection of poetry using concepts from this course. Address questions of race, gender, culture, power and history in the writing, and discuss the author's positionality and choice of research methods/styles of representation. You must engage with the work you have selected thoroughly and substantively. That means reading it very closely, describing its main arguments clearly, and where necessary, quoting selected lines from it to substantiate your argument.

Option 4: Devise your own prompt for the final paper that broadly relates to themes from this course. If you are choosing this option, write the prompt clearly and succinctly in 1-2 sentences, followed by the 250-word proposal discussing what you plan to write about. If you would like help with devising a prompt on a topic of your interest, I highly encourage you to meet with me during Office Hours."

Instructors will assess and grade the student's final paper assignment by utilizing the following grading rubric and provide individualized feedback comments on how the student did overall while also providing any useful suggestions for how the student may improve the quality of their work in the future as necessary. Comments should be based on the level of performance tasks that the student met or missed as listed in the grading rubric.

Assessment explanations as posted on Canvas for students to access prior to completing the assignment in the Grading Rubric: Final Paper (Criteria, Ratings, and Points)

Content & Analysis

10 to >8.33 pts

Excellent

Writing demonstrates a high degree of critical thinking in applying, analyzing, and evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Insightful and relevant connections made through contextual explanations, inferences, and examples.

8.33 to >6.67 pts

Meets Expectations

Writing demonstrates some degree of critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions activities, and/or assignments. Connections made through explanations, inferences, and/or examples.

6.67 to >5.0 pts

Approaches Expectations

Writing demonstrates limited critical thinking in applying, analyzing, and/or evaluating key course concepts and theories from readings, lectures, media, discussions, activities, and/or assignments. Minimal connections made through explanations, inferences, and/or examples.

5 to >0 pts

Needs Improvement

Writing lacks critical thinking. Superficial connections are made with key course concepts and course materials, activities, and/or assignments.

10 pts

Command of Evidence

10 to >8.33 pts

Excellent

All claims and arguments are well-supported by textual evidence. A sustained use of relevant evidence is present throughout the entire analysis. The core reasoning and line of argumentation follows from evidence.

8.33 to >6.67 pts

Meets Expectations

The central claims/argument is well-supported by textual evidence. Use of relevant evidence is generally sustained with some gaps. The core reasoning and line of argumentation follows from evidence.

6.67 to >5.0 pts

Approaches Expectations

The central claims/argument is only partially supported by textual evidence. Analysis is occasionally supported with significant gaps or misinterpretation. The core reasoning is tangential or invalid with respect to the evidence.

5 to >0 pts

Needs Improvement

Demonstrates some comprehension of the idea of evidence, but only supports their claims/arguments with minimal evidence which is generally invalid or irrelevant.

10 pts

Coherence & Organization

7.5 to >6.09 pts

Excellent

The organization strengthens the exposition. The introduction establishes context, is not unnecessarily vague or broad; the organizational strategies are appropriate for the content and purpose. There is a smooth progression of ideas enhanced by proper integration of quotes and paraphrase, effective transitions, sentence variety, and consistent formatting.

6.09 to >4.69 pts

Meets Expectations

The organization supports the exposition. The introduction establishes the context; the organizational strategies are appropriate for the content and purpose. The ideas progress smoothly with appropriate transitions, but evidence is not always integrated properly. Sentences relate relevant information and formatting is consistent.

4.69 to >3.28 pts

Approaches Expectations

Some attempt has been made at a sustained organization, but major pieces are missing or inadequate. The introduction does not establish the context; The organizational strategy is unclear and impedes exposition. Paragraphs do contain separate ideas, but the relationships among them are not indicated with transitions. Quotes and paraphrases may be present, but no distinction is made between the two and they are not effectively integrated into the exposition. Sentences are repetitive and fail to develop ideas from one to the next.

3.28 to >0 pts

Needs Improvement

There is no sustained organization for the exposition. Organization does not rise above the paragraph level. The essay does contain discrete paragraphs, but the relationships among them are unclear. Ideas do not flow across paragraphs and are often impeded by erroneous sentence structure and paragraph development.

7.5 pts

Language & Grammar

7.5 to >6.09 pts

Excellent

Contains precise and vivid vocabulary, which may include imagery or figurative language and appropriate academic vocabulary. The sentence structure draws attention to key ideas and

reinforces relationships among ideas. Successful and consistent stylistic choices have been made that serve the writing purpose. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Errors are so few and so minor that they do not disrupt readability or affect the force of the writing.

6.09 to >4.69 pts

Meets Expectations

Contains appropriate vocabulary that may lack some specificity, including some imagery or figurative language and appropriate academic vocabulary. The sentence structure supports key ideas and relationships among ideas, but may lack some variety and clarity. There is some evidence of stylistic choices that serve the purpose of the essay. Illustrates consistent command of standard, grade-level-appropriate writing conventions. Minor errors do not disrupt readability, but may slightly reduce the force of the writing.

4.69 to >3.28 pts

Approaches Expectations

Contains vague, repetitive and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, disrupting the presentation of ideas. There are few or no attempts to develop an appropriate style. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors disrupt readability and undermine the force of the writing.

3.28 to >0 pts

Needs Improvement

Contains very limited and often incorrect word choice. Sentence structure is repetitive, simplistic and often incorrect, resulting in a minimal expression of a few simplistic ideas. Illustrates consistent errors of standard, grade-level-appropriate writing conventions. Errors impede readability and comprehension of the writing.

7.5 pts

Total Points: 35

List all course-specific learning outcomes. Where appropriate, identify the associated GCSI learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a GCSI learning outcome.

At the completion of this course, students will be able to:

- Comprehend the historical emergence of US anthropology and its relationship to race and colonialism. [GCSI LO1, GCSI LO2]
- Critically analyze how contemporary anthropology engages with questions of power in various ethnographic contexts. [GCSI LO2, GCSI 3]
- Evaluate the structural factors and barriers that condition the process of ethnographic research. [GCSI LO4]
- Connect ideas across modules to discover new perspectives about the broader social world. [GCSI LO3, GCSI LO4]
- Develop strong reading and writing skills through annotated reading and written assignments. [GCSI LO1, GCSI LO2, GCSI LO3, GCSI LO4]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Christopher Harrison - September 13, 2024 at 7:06 PM (America/Phoenix)

Department Approval

Approved

Morgan Johnson

James Corbeille - September 16, 2024 at 10:16 AM (America/Phoenix)

GSC Coordinator Review

Approved

Alicia Alfonso - September 17, 2024 at 11:08 AM (America/Phoenix)

It looks like the unit duplicated their text in the middle of L04

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - September 17, 2024 at 11:24 AM (America/Phoenix)

All required components confirmed

Pre-GSC Meeting

Approved

Alicia Alfonso

April Randall - September 17, 2024 at 12:25 PM (America/Phoenix)

Global Communities, Societies and Individuals (GCSI) Subcommittee

Acknowledgement Requested

Susan Harmeling

Greg Wise

Annapurna Ganesh

Revise and Resubmit. More information is needed to understand how LO1 and LO3 are met through the course work, specifically the collaborative reading. If examples of what students read could be provided, perhaps a topical guide with the reading assignments and topics for the entire course, this would help support the committee in determining if this course meets the GCSI designation. Additionally, there is not enough information to determine if this is a non-U.S. focused course. A topics lists or reading list would also help with determining that.

General Studies Council Meeting

Waiting for Approval

Alicia Alfonso

April Randall

Proposer Notification

Notification

Christopher Harrison

College Notification

Notification

James Corbeille

Morgan Johnson
