

Parkland College

Global Studies Initiatives in Social Sciences
2017-2018

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Global Studies Initiative Final Report: Anthropology 103

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Global Studies Initiative in Social Sciences Courses

Parkland College, AY 2017–2018



Aims of Global Studies Initiative: Recall that the goals for participating in the Global Studies Initiative course redesign project are: To promote the addition to Parkland’s social science courses of instructional materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia. Further, to provide social science faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.

To achieve the goals of the Global Studies Initiative and finish your participation in this project, please fill out the form below on the course you taught in the Spring semester of 2018, and upload it to the shared folder on Parkland’s One Drive at the following link: <https://tinyurl.com/ycvjboek>

Global Studies Faculty Project Final Report

Faculty Name: Lauren Anaya

Course Taught (course name, section number, term): Introduction to Cultural Anthropology, ANTH 103, Spring 2018

Format of Course (face to face, online, hybrid): face to face

A. Goal(s) for Course.

Please describe here the changes that you made to your class objectives to increase global studies content and learning about global issues. Keeping this in mind, please answer the following:

1. Please describe here each of your new goal(s) or objectives for the course. These can be based on the Teaching Goals Inventory we covered in EDU 931, and/or related to Parkland College’s General Education Goals.

My new goals for this course included helping students: 1) develop a more informed concern about contemporary issues; 2) develop an informed appreciation of other cultures; and 3) become more critical consumers of information.

2. Please explain how the new goal(s) promotes the aims of the Global Studies Initiative (described above).

To meet these goals students were required to engage with the new Global Studies-related material in a meaningful way. They were required to read and think critically about the new material, which in turn increased their global self-awareness and helped them learn from perspectives and experiences that are different from their own.

B. New Course Material(s) To Achieve Goals.

Please explain the new material(s) you used for the course. Keeping this in mind, please answer the following:

1. Please list the new material(s) that you used to enhance the global studies and/or world area studies component of your course. Please also provide links online, or reference citations for each of the new material(s) you used in this redesigned course. These may be books, journal articles, magazines, videos, movies, web links, or any other materials that fit the aims of the Global Studies Initiative.

Journal article: Croaegaert, Ana, "Who has Time for Cejff? Postsocialist Migration and Slow Coffee in Neoliberal Chicago," *American Anthropologist* 113:3, pp. 463-477 (2011)

Video: "Bosnians in Chicago," <https://www.youtube.com/watch?v=-nLDrBgCXvQ>

Video: "Bosnian Americans Documentary," <https://www.youtube.com/watch?v=-nLDrBgCXvQ>

Video: "Go Back to Where You Came From" (Season 1) - this can be found on the Library "Films on Demand" database at:

https://fod-infobase-com.ezproxy.parkland.edu/p_ViewVideo.aspx?xtid=52690

2. Please explain your rationale to show how the new materials fit the aims of the Global Studies Initiative.

These materials introduce students to the plight of refugees in general and to the plight of Bosnian refugees living in Chicago in particular. The goals of the Global Studies Initiative include promoting instructional materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia, and these materials deal with displaced Eastern Europeans. The journal article "Who has Time for Cejff?" approaches the subject of refugee migration in a novel way. Instead of focusing on victimization and citizenship claims, the article uses ethnographic research conducted among Bosnian refugees in Chicago to look at how a group of women use coffee (and the practices around its production and consumption) to inform and manage their displacement. Due to its proximity, most of the students are familiar with Chicago and, even if they don't drink coffee, they are familiar with the ways people in the U.S. consume coffee. These factors make the article relatable and offer students an easy inroad to a different perspective. The videos dealing with Bosnian refugees and culture reinforce the journal article while also providing additional information about Bosnian refugees. The video episode from "Go Back to Where You Came From" depicts six Australians whose attitudes about refugees mirror some of the contemporary attitudes in the United States on this issue. The fact that this is Australia, however, serves to "make the familiar strange" and will help students see the issues surrounding refugees in a new vein.

C. New Activities, Assignments, and Assessments to Achieve Goals.

Please describe here the new activities, assignments, direct and indirect assessments, and the new syllabus you developed to achieve the aims of the Global Studies Initiative. Keeping this in mind, please answer the following:

1. Please describe all new in class activities and/or take-home assignments that you created for your redesigned course to increase global studies content and learning about global studies issues. In your description, please be sure to explain very concretely how each of these activities/assignments are linked with each of the new course goals (described in Part A).

The new take-home assignments consisted of students reading a journal article, writing a guided response paper, and preparing discussion questions. The guided response paper required the students to read the journal article carefully and to reflect on its substance, thereby helping them become more informed about a group of Muslim Bosnian refugees living in Chicago and how they have adapted to life in the U.S. – this is a particularly timely topic given the Trump administration’s position on refugees in general and on Muslim refugees in particular.

In class, we watched two videos that deal with Bosnian refugees in the United States and in Chicago respectively. These videos provided needed back ground information on Bosnian culture and how this group came to be in the United States. The students also watched a third video that depicts six Australians with strong opinions on the issue of refugees and asylum seekers who undertake a social experiment to live like refugees for 25 days. After the students had an opportunity to read the journal article and watch the videos, they prepared discussion questions based on these materials and were responsible for leading the class discussion on this unit. This forced them to relate to the material on a deeper level, thereby helping them to become more critical consumers of information.

2. Please describe all new direct assessments that you used for these new activities/assignments to explore student performance (at one time) and/or learning (across two or more times). In addition, please explain whether each direct assessment is: formative or summative, or quantitative or qualitative. Also, if you used a rubric to help with direct assessment, please explain whether the rubric is holistic or analytic. In your answer here, please be sure to explain very concretely how each of these direct assessments, and any rubrics you created, show student performance and/or learning related to the new course goals (described in Part A).

The students used the materials on Bosnian migrants in Chicago to write a graded guided response paper wherein they were asked to make connections, give opinions based on facts, and generate questions for class discussion. This paper was graded and constituted a qualitative summative direct assessment.

The students were then responsible for leading class discussion on this unit, tying together the journal article they used to write the guided response paper with the videos we watched in class. This created a level a synergy that enabled the students to learn from one another and make connections between the different sources of information concerning refugees that were introduced in class. Unlike regular instructor-led class discussions, where students sometimes do the reading assignment beforehand and sometimes don't, this format ensured that the students had completed the reading assignment and had spent time thinking critically about the material before the class discussion.

3. Please describe any new indirect assessments you used (if applicable) for these new activities/assignments to explore student attitudes. In your answer here, please be sure to explain very concretely how each of these indirect assessments was created to show student attitudes related to the new course goals (described in Part A).

Not applicable

4. Please attach a copy of your class syllabus for the course you revised for this project. In the syllabus please highlight changes that you made to the syllabus to show what was changed as a result of this project. Please upload your revised syllabus to the shared folder on Parkland's One Drive: <https://tinyurl.com/ycvjboek>

D. Faculty Reflection on New Course Material

Please provide your opinion on the degree of usefulness of the new course material you implemented and whether you recommend its continued use. That is, would you use it again? If not, what other material could you use or how else could you better implement the objectives of this initiative?

The students seemed to be very engaged with this material. I would definitely use the journal article again. For the most part, the guided response papers demonstrated that the students had conducted a nuanced reading of the assigned article. The majority understood the author's central argument and the type of evidence she used to support her argument. They were able to compare and contrast the coffee consumption practices of Bosnian refugees living in Chicago with their own consumption practices, and exhibited an understanding of how such practices are tied to social/political/cultural identity. The discussion questions prepared by the students were thoughtful and served the purpose of generating lively class discussion. The videos also served their purpose and provided students with vital background information on the plight of refugees in general and the situation of Bosnian refugees in particular. I will likely use these again as well unless I find something more appealing to students (the videos on Bosnian refugees were slightly dry but still effective).

Thank you very much for participating in this the Global Studies Initiative and completing this report!