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Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

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Aims of Global Studies Initiative: Parkland’s Global Studies Initiative promotes the addition to Parkland’s courses of instructional materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia, and East Asia, Southeast Asia, and the Pacific. Further, it aims to provide faculty with instructional design tools and aid them with the implementation of new course materials in the classroom.

Global Studies Initiative Faculty Report: Interdisciplinary Collaborations

Faculty Name: Lauren Anaya

Courses Taught (course name(s), section number): Introduction to Anthropology, ANT 101; Introduction to Cultural Anthropology, ANT 103; Criminology, SOC 204

Please answer the following questions to complete this report:

1. Please describe an assignment or class material covered in your course that teaches students about global issues or, better yet, teaches them about the areas of the world covered in this initiative: the European Union, Eastern Europe, Russia, Eurasia, East Asia, Southeast Asia, and the Pacific. You can attach the assignment rubric, instructions, and/or syllabus or course schedule to this report if you wish. If you have no current materials or assignments dealing with global issues, describe an idea you have for a new assignment or course material you wish to adopt.

In general, anthropology teaches students about global issues. Anthropologists listen to, record, and attempt to represent the voices and perspectives of the multiple communities that make up our world. The Introduction to Anthropology (ANT 101) course surveys the four fields of anthropology, which include physical anthropology, archaeology, linguistics, and cultural anthropology. When I reflected on the course syllabus, I realized that the material I was using to teach archaeology was almost exclusively focused on North and South America and Africa. For this initiative, I adapted one of my assignments to explore archaeological sites in Uzbekistan, France, and India. Please see the assignment instructions copied at the end of this report.

Using Google Earth, the students will choose one of the following archaeological sites to tour: Fayaz Tepa (Uzbekistan), Site Archéologique de Glanum (France) or Ajanta Caves (India)¹. The assignment also requires the students to do outside reading regarding their chosen site and prepare a written report that discusses how the people who occupied/built the site lived, what

¹ Fayaz Tepa is a Buddhist archaeological site in Central Asia, Site Archéologique de Glanum houses the remains of an ancient Roman city, and the Ajanta Caves constitute ancient monasteries and worship-halls of different Buddhist traditions carved into a 246-foot wall of rock.

happened to them, what is going on in the area now, and any links between the archaeological site and contemporary occupants.

2. Parkland College faculty have developed six general learning outcomes to help students acquire essential skills, knowledge, and values that will serve them in their future careers. The Global Awareness and Ethical Reasoning outcome states that *students will demonstrate an understanding of global issues, gender and sexual orientation, multicultural perspectives, and/or the role of ethical core values in making personal, social, academic, and professional decisions.* Please reflect on how the assignment or materials you described in the previous question contributes to this learning outcome or could be modified to better fit this outcome.

By asking students to draw a line between past and present, they will consider how contemporary global issues are influenced by and/or relate to the past. This will enable them to see patterns and/or connections that might otherwise remain unseen and will provide an important perspective for understanding current issues.

The assignment could easily be modified to incorporate gender and sexual orientation by asking students to specifically explore gendered patterns as visible in the archaeological record. One way to do this is to examine the relative positions in society of men, women, third gendered individuals, etc. by studying the differences in power and authority held by men, women, and third gendered individuals as evident in the material record and skeletal remains. This could then be compared and contrasted to gendered patterns in the surrounding contemporary society.

3. How do you think learning about global issues and other areas of the world benefits your students in your field of study or discipline?

Anthropology is all about developing an appreciation for and understanding of other “ways of being” in the world. Global issues require global responses yet many students have limited experience with “ways of being” outside of their own society/culture. This restricts their outlook and is a roadblock to engaging with others with different viewpoints. Even those who have more experience can benefit from a broader and deeper understanding of other perspectives and histories. Learning about global issues and other areas of the world is not just beneficial, it is critical to our long-term survival as humans.

4. Do you believe your course could benefit from more interdisciplinary collaborations on global issues participating, for instance, in some of the collaborative teaching initiatives presented by your group in your joint report? Explain your answer.

Yes, anthropology is by nature an interdisciplinary field and the topics explored in the introductory courses overlap with economics, political science, law, sociology, music, art, child development, area studies, psychology, etc. After hearing about the other participant’s projects, I am interested in adapting some of them to use in my courses. I am also considering inviting one or two of the workshop participants to guest lecture. I would like to continue to explore ways to collaborate with others I met and/or got to know better through this initiative.

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

ASSIGNMENT DEVELOPED FOR GLOBAL STUDIES:

Anthropology 101 Archaeology Exercise

1. Go to Google Earth (<https://earth.google.com>) and take a tour of one of the following archaeological sites:
 - a. Fayaz Tepa (Uzbekistan)
 - b. Site Archéologique de Glanum (France)
 - c. Ajanta Caves (India)

[Note: in addition to the class materials, you may need to do some outside reading about your chosen site. You can begin with a simple “google” or “Wikipedia” search.]

2. After you have finished exploring, you will prepare a written “tour” of the site in which you discuss:
 - 1) how archaeologists have reconstructed specific aspects such as social organization, mortuary behavior, and/or ceramic production;
 - 2) how the people who occupied/ built the site lived (here, describe the environment in which they lived, who they had contact with, what they ate, the tools and equipment they used, how they organized themselves and their society, etc.);
 - 3) what happened to the people who occupied/built this site;
 - 4) what is going on in the area now; i.e., who lives near the archaeological site and how they live (again, describe the environment in which they live, what they eat, what they do to survive, any current issues confronting them, etc.); and
 - 5) any links between the original occupants of the archaeological site and the contemporary surrounding society (what, if anything is the same or similar and what, if anything, is different)

Note: this is the general outline of the assignment. The specific instructions and rubric will depend on how the assignment is adjusted for the specific class in which it is used. For example, in a live class, I may use this as an in-class group exercise where I divide students into teams and assign each of them specific tasks and ask the group to report findings orally to the rest of the class.