

**Parkland College**

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Global Studies Initiatives in Social Sciences  
2017-2018

Global Studies Initiatives in the Social Sciences

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# Global Studies Initiative Final Report: Anthropology 101

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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: \_\_\_\_\_ Isabel Scarborough \_\_\_\_\_

Course Taught (course name, section number, term): Introduction to Anthropology, ANT 101.001, 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 overall goal for the class is to infuse current global issues in my course materials to complement the course textbook. The text we use has a chapter titled “What Can Anthropology Tell Us About Globalization?” Even though this is a useful chapter as it provides good background on the emergence of the current global economy, it limits its discussion to issues of human rights and how globalization has affected the nation-state. I would like students to explore instead some ethnographic material and specific case studies that discuss global issues that showcase the interconnectedness of globalization. I want students to improve their understanding on how events taking place at the other side of the globe can also affect them in their everyday lives.

Faculty participating in the Global Studies initiative took a class in Fall of 2017—EDU 931—to redesign our courses for Spring 2018. As part of the activities, I completed Angelo and Cross' *Teaching Goals Inventory*. According to the scoring worksheet, my essential goals in teaching this particular course are promoting "Discipline-Specific Knowledge and Skills" and "Liberal Arts and Academic Values."

Taking my overall goal and the essential goals from the teaching inventory, *the specific objectives I have for this course can be described as follows:*

- 1) To present students with a handful of current case studies that evidence how globalization increases diversity through cross-cultural interactions, and how these same interactions can alternatively be a cause for conflict or cooperation.
  - 2) To present students with case studies focused on underrepresented areas in their textbook including the European Union, Russia, Eastern Europe, and Eurasia.
  - 3) To encourage the students to employ these case studies to think critically on how global issues are circulated and can affect people in geographically remote locations through globalization's interconnectedness and its effects on diversity. This objective will focus on class discussion and activities that will present a *liberal arts, discipline-specific perspective* in which students will be taken outside their comfort zone to explore the world around them through the lens of cultural anthropology.
2. Please explain how the new goal(s) promotes the aims of the Global Studies Initiative (described above).

These goals are aligned with the Global Studies Initiative aim. In other words, I will redesign my course to add "materials on global issues with a focus on the European Union, Russia, Eastern Europe, and Eurasia," as described in number 1 above, that will engage students with these issues and help them think critically on how globalization and its connections affect our society and the students at a personal level.

## **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.
- Howard, Kevin. "National Identity, Moral Panic and East European Folk Devils." In *Globalization, Migration, and Social Transformation: Ireland in Europe and the World*. Bryan Fanning and Ronaldo Munck, eds. Ashgate, 2011: 169–181. Please see: [https://vufind.carli.illinois.edu/vf-prk/Record/prk\\_597938/TOC](https://vufind.carli.illinois.edu/vf-prk/Record/prk_597938/TOC)

- Luděk Sýkora and Ondrej Mulicek. “Prague: Urban Growth and Regional Sprawl.” In *Confronting Suburbanization: urban decentralization in postsocialist Central and Eastern Europe*. Kiril Stanilov and Luděk Sýkora, eds. Willey Blackwell, 2014: 133–162. Please see: [https://vufind.carli.illinois.edu/vf-prk/Record/prk\\_597843/TOC](https://vufind.carli.illinois.edu/vf-prk/Record/prk_597843/TOC)
- Morena, Edouard. “Constructing a new collective identity for the alterglobalization movement: the French Confédération Paysanne (CP) as anti-capitalist ‘peasant’ movement.” In *Understanding European Movements* Christina Flesher Fominaya and Laurence Cox, eds. Routledge Press, 2013: 94–105. Please see: [https://vufind.carli.illinois.edu/vf-prk/Record/prk\\_597689/TOC](https://vufind.carli.illinois.edu/vf-prk/Record/prk_597689/TOC)

Each of these three readings was used as background material for an in-class discussion exercise in small groups. I complemented the readings with segments or clips from the following documentary films found on Parkland Library’s *Films on Demand* streaming service:

Discussion on the first reading by Kevin Howard on global migration was paired with a segment from the BBC program *Russia on Four Wheels, part 2* (2014). The clip, about 5 minutes long, shows one of the presenters talking to migrants from Tajikistan in St. Petersburg and their description of how this minority population is constantly prey to racial discrimination due to long-held folk stereotypes. Please see: <https://www.bbc.co.uk/programmes/b03skbx0>

The second discussion on issues of social inequality reflected in urban growth was centered on Sýkora and Mulicek’s work and showing a clip from the documentary *The Long Shadow (part 3)*. The clip is 3 minutes long and titled “Czechification Policy” and describes how post World War II, then Czechoslovakia pressured businesses into firing ethnic Germans and replacing them with Czech citizens. Please see: <https://www.bbc.co.uk/programmes/b04jqxtl>

The final discussion on new identities and the role of the media in the portrayal and perception of immigrant populations complements the reading by Morena on antiglobalization movements with a film on African immigrants in Calais, France. The film clip is the introduction to the documentary *Voices from The New Jungle* (2015). Please see: <http://film.britishcouncil.org/voices-from-the-new-jungle1>

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

These materials provide the case studies needed to present students with specific examples of how globalization affects diversity and cross-cultural interactions in the twenty-first century. They also provide students with material from underrepresented areas of the world in their textbook; namely rural France, Ireland, the Czech Republic, and Russia.

### 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).

For each of the three readings listed in B1 above, I created an instruction sheet so that students could go over the case study presented in the reading, watch the video clip that complemented this reading, and then answer a short set of discussion questions in small groups. The class has 27 students which were divided each time into 9 groups of 3 students each.

When the class period began, I spoke for a few minutes providing a précis of the case study for the day's activity. For Kevin Howard's article, for instance, I gave a thumbnail sketch of how Ireland had experienced the largest scale of immigration in its history in the early 2000s to the point where near 13% of the population is now something other than "white Irish." Howard's article speaks of the moral panic of the majority Irish when faced with what they deem a threat to their traditional lifestyle. He tells the story of how minority ethnic groups are being fined and sanctioned for fishing practices that go against Irish fishing categories "heavily imbued with ideological and cultural significance." We then watched the video clip on disparaging discourses on Ukrainian immigrants by Russian citizens, and the students were given copies of a couple of pages from Howard's article plus their instruction sheet. They then had about 30 minutes of class time to discuss the 4 questions asked and answer them as a group. As the instructor, I walked around the room in these 30 minutes and listened to the conversations to get a sense for the student's answers. The last 10 minutes of class were taken up by asking the groups for some of their answers to share with the class and wrapping up the discussion. I'm attaching the instruction sheet for this specific assignment to this document to better illustrate this process. The other two activities using the materials noted in B1 followed exactly the same format and time allocation.

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).

Since these were in-class activities, the students were given points for attending class that day and participating in the group discussion. The direct assessment is thus formative and qualitative as, even though the points earned for each of these activities indicate the student's participation, they do not directly assess if the knowledge was learned as a quiz or exam would. Rather, emphasis was made on improving student critical thinking skills, and having them articulate their ideas to share with their peers. Because of all this there was no rubric attached to this particular set of activities.

These class activities were meant to contribute to the achievement of objective 3 in part A to present students with a liberal arts, critical perspective of globalization in action. The activities also helped meet objectives 1 and 2 to expose students to current experiential case studies on global issues in world areas

that are underrepresented in their textbook. To assess if objective 2 was met, I designed and made the students complete a survey that is described in the next section.

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).

After completing the set of three in-class activities described above, I asked the students to answer a short online survey for a few class points in which they were asked questions on whether they had learned about any geographic world areas in the class, whether they had knowledge of other cultures and societies around the globe, if the class had improved their global knowledge, and if their class had helped them better understand anthropology. Twenty three of the twenty-seven students in the class participated in the survey. The survey completion summary is attached to this report.

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>

The modified syllabus that was used for the Spring semester 2018, with highlighted modifications, has been attached to this document.

#### **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?

In looking back at my implementation of the new course materials I would do a couple of things differently. First, I would try to find a way to assign the readings for the discussions ahead of time. This is hard to do in this particular course given the large amounts of material we cover. Along these same lines, I would also dedicate more class time to each class activity by cutting these down from 3 to only 2 and allowing students to continue a class-wide conversation on the topics raised by these readings and films on the following class period. Lastly, I would also want to make the students fill out a survey at the beginning of class on their global competence, followed by a second at the end of the class as I did here. I think it would be very useful to compare these answers.

The class material, overall, was extremely useful and I was able to meet my global studies objectives for the course. I will definitely use these materials again and look forward to deploy them to prompt more student discussions and critical thinking on these extremely relevant global issues.

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