GLOBAL LEARNING INITIATIVES IN THE DEPARTMENT OF ANTHROPOLOGY  
NORTHERN ARIZONA UNIVERSITY  
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Context

The Department of Anthropology is the academic unit responsible for the implementation of the Global Learning curriculum. With the support of the Department Chair and the Department of Anthropology Undergraduate Curriculum Committee, Professors Walter Vannette and Miguel Vasquez have served as team leaders. The goal of this initiative is to develop a departmental curriculum plan that builds on the three thematic outcomes of global engagement, environmental sustainability, and diversity in the context of selected department courses. Our focus has been on:

a) infusing and enriching elected major and Liberal Studies courses with the 3 themes;  
b) developing new courses aligned with the 3 themes – resources permitting; and  
c) expanding and developing new co-curricular opportunities for students.

Anthropology has, as a discipline, historically been characterized by a strong commitment to global understanding and engagement, environmental sustainability, and diversity, through our holistic, diachronic, and cross-cultural approach to human culture. Our department focuses on these 3 areas as much as any department on the NAU campus. Our faculty is involved globally as well as locally, carrying out research on every continent, and throughout the Southwest. One of the ways the Anthropology Department realizes the benefit of the location of NAU, as the department’s engagement with Native American groups. Our faculty collaborates with Native American groups in their research and actively recruits Native American students into the undergraduate and graduate programs. The President of the Society for Applied Anthropology, in a recent evaluation of the program, stated that our collaboration with local and Indigenous groups is, “one that is to be commended and encouraged, and no other anthropology program in the world has gone further than NAU in realizing this important development.” This broad-based approach is also reflected in the classes we teach and has brought along our faculty as strong supporters of the Global Learning Initiative. It is what we do.
Programmatic Changes

The programmatic changes implemented in the Department of Anthropology undergraduate program include:  a) development of an integral curriculum plan;  b) focused advisement for a study abroad component in collaboration with the NAU Center for International Education; and c) vertical and horizontal course development and outcome measures for the following courses:

ANT 102 - Exploring Cultures (Liberal Studies)
ANT 103 – Culture in Communication (Liberal Studies)
ANT 104/ANT 104H (honors) – Lost Tribes and Buried Cities (Liberal Studies)
ANT 105/ANT 105H (honors) - Anthropology Today: Global Issues (Liberal Studies)
ANT 109 - Anthropology of Sport: Sports in Cross-Cultural Perspective
ANT 205 – Native Peoples of North America (Liberal Studies)
ANT 206 – Ancient North America: The Pre-Historic Legacy (Liberal Studies)
ANT 209 – Folklore of the World: Anthropological Perspectives (Liberal Studies)
ANT 211 – Anthropology of Everyday Life (Liberal Studies)
ANT 253 – Aztec and Maya: The Archaeology of Ancient Mexico (Liberal Studies)
ANT 301/ANT 301H (honors) - Peoples of the World: Globalization and its Impacts (LS)
ANT 303 - Peoples of Latin America (Liberal Studies)
ANT 306 - Peoples of the Southwest (Liberal Studies)
ANT 307 - Peoples of Central America (Liberal Studies)
ANT 309 – Cultural Anthropology (Capstone course)
ANT 350 – Ancient Civilizations: The Roots of Cultural Diversity (Liberal Studies)
ANT 370 – Human Ecology (Liberal Studies)
ANT 377 – Anthropology of Race (Liberal Studies)
ANT 404 – Women in Contemporary Cultures (Liberal Studies)
ANT 406 - Contemporary Native America (Liberal Studies)
ANT 407C - Applying Anthropology (Capstone course)
ANT 438H (honors) /628 – Social Life in South Asia
ANT 460/AIS 460 – Applied Indigenous Cultural Resource Management
ANT 465 – Indigenous Perspectives in Anthropology
ANT 480 - Medical Anthropology
The Anthropology department also seeks to promote the direct interaction of anthropology majors and liberal studies students with cultural diversity by increasing the international diversity of the department through: recruitment of more international students as majors, minors, and graduate students; co-curricular options including study abroad credits, an interactive global understanding course, pairing international students with U.S. undergraduates (ANT211), and overseas research opportunities.

The department sponsors a guest speaker series, workshops on diverse globally-significant topics, and frequent guest presenters in our courses. Students are also encouraged and/or assigned to attend relevant extra-curricular events across campus and in the community, as a way of exposing them to diverse international and indigenous viewpoints on local and global problems and solutions. These may include: speakers, films, panels, performances, debates, art works, and other events.

The department also provides undergraduates with the opportunity to hear graduate students present on their research and thesis work in the courses mentioned, strongly encourages them to attend annual professional meetings of the Society for Applied Anthropology, where NAU graduate students have won President’s Best National Student Project Awards in 5 of the last 12 years.

**Community-Based Learning**

The Department involves graduate and undergraduate students in ongoing programs of community engagement which encompass the 3 themes of the Global Learning Initiative.

*Public Achievement,* Through a community-based learning program, initiated locally in conjunction with Flagstaff Unified School District by Dr. Miguel Vasquez, with Drs. Rom Coles and Gerald Wood, 20 NAU students coach and mentor children in an inquiry-based pedagogy initiative at two culturally-diverse, low income elementary schools. Graduate students in Anthropology and Sustainable Communities serve as community ethnographers and mentors for NAU undergraduate volunteers, providing ongoing analysis, assessment, and feedback on the project for school and district administrators.

*The Hermosa Vida Project,* developed by Dr. Lisa Hardy in conjunction with North Country Health Center and Killip Elementary School in Flagstaff, funded with a 3 year grant from the
Kresge Foundation, employs student interns and volunteers in a community based program to address childhood obesity and lifestyle issues. An alumnus of the department is also employed as Project Coordinator.

**Faculty International Experience**

All of our faculty are currently involved in intercultural research activities or have significant international research experience relevant to NAU’s Global Learning Initiatives: Scott Antes; Aaron Denham; Christian Downum; Cameron Griffith; Lauren Griffith; Lisa Hardy, Kelley Hays-Gilpin; Corina Kellner; Veronica Perez-Rodriguez; James Sexton; Cathy Small; Francis Smiley, Kerry Thompson; Robert Trotter; Walter Vannette; Miguel Vasquez; and James Wilce.

**What Students Will Understand**

- **Cultural Processes:** increasing globalization of culture; increasing cultural complexity; increasing cultural scale; increasing politicization of culture; commodification of the commons; increasing stratification; indigenous perspectives, conditions, rights, and participation; human rights issues; and religious and political fundamentalism.

- **Population Dynamics:** global and regional population growth; demographic transition theories and their limitations, assumptions, and implications; emigration and immigration; urbanization; population elements (e.g. age and sex structure, dependency ratios); approaches to development.

- **Environmental Processes:** ecological anthropology; sustainability and development; climate change; global, regional, and local processes of degradation (e.g., water, air, land, natural resources); local and regional sustainable practices; and citizen involvement and strategic action.

- **Social Conflict and Insecurity:** critical issues – hunger, poverty; global patterns and trends; and interdependencies with global cultural processes, population dynamics; and long-term environmental processes of degradation.

**Course Assessment**

A variety of methods are used by the Anthropology faculty to assess outcomes. They include, among others: *Summative measures*: written quizzes, tests, and exams; course essays; annotated bibliographies; and poster presentations and/or Powerpoint presentations to
broader audiences; and **Formative measures**: 3 minute quick writes; fish bowl discussion of assigned article; collaborative summaries about readings; and class problem-solving and dialogs. We are currently reviewing all assessment processes at both the course and program levels. Programmatic transformation is an ongoing process that will not be accomplished immediately. We have however recently established a set of general principles to guide current and further infusion of this Global Learning curriculum.

Following is an example of specific course and outcome measures being developed.

**ANTHROPOLOGY 301: PEOPLES OF THE WORLD**

**COURSE DESCRIPTION:** This course is a challenging ethnographic exploration the global impacts of capitalism on humankind across cultures at the beginning of the 21st century. In examining globalization as it affects selected contemporary human populations, in both “developing” and “developed” societies, we will focus on diversity, and environmental sustainability to investigate the components of culture, processes of stability and change, and human adaptation to local and global environments. The course is designed to provide students with an opportunity to: explore the cultural, economic, and environmental factors which influence the development of diverse human societies; develop an awareness of the diversity of cultural responses to human needs; develop a more complete understanding of the concept of culture, culture change, and sustainability in the modern world; and gain a better understanding of ourselves and our future as human beings, citizens, and participants in a globalized/multicultural society. This class is a LIBERAL STUDIES COURSE in the Social and Political Worlds distribution block. Thematic focus includes Valuing Diversity and Environmental Consciousness. Essential skills to be assessed include: Critical Reading and Critical Thinking.

**COURSE OBJECTIVES:** By the conclusion of the class, students in this class will be able to:

- Identify characteristic lifestyle features and distinguish between basic human cultural patterns, including hunting and gathering, horticultural, and industrial societies. (Environmental Consciousness, Diversity, Technology & its Impact, Critical Reading, and Critical Thinking).
- Understand cultural relativism, identify ethnocentrism and prejudice and analyze their impact on diverse real-life situations. (Valuing Diversity, Critical Reading, and Critical Thinking)
- Analyze critically treatments of race and ethnicity in selected societies. (Valuing Human Diversity, Critical Reading, Critical Thinking)
- Locate selected societies on a map and discuss the primary natural and geographical features effecting them. (Environmental Consciousness, Critical Thinking)
- Explain through specific examples the impacts and implications of globalization, economic development, and sustainability on selected societies. (Environmental Consciousness, Valuing Diversity, Technology & its Impact, Critical Reading, and Critical Thinking).
- Understand the dynamics of the global food supply, poverty, health, and hunger.
- Produce writing samples which effectively describe, analyze, and explain diverse aspects of human experience within the groups discussed in class. (Valuing Diversity, Technology & its Impact, Critical Reading, and Creative & Creative Thinking).