

ANTHROPOLOGY 8827-0010

COMMUNICATING ANTHROPOLOGY

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Term: Spring 2024
Meeting Times: Tues. & Thurs. 12:45 – 2:05
Classroom: Smith Lab 4094
Office hours: Wednesday 12-2pm



COURSE DESCRIPTION

This course will walk students through the process of communicating research across several common platforms available to academics nowadays. The main goal is to work with students on the development of their academic narratives and then discuss how such narratives can (and should) be crafted for distinct audiences. Students will work with their own research materials and by the end of the course it is expected that each student will have a diverse set of research outputs that can be used to communicate their academic progress to varied audiences. The course will focus on two sets of activities: 1) the discussion of basic concepts of research structure and narrative, guided by readings on different topics regarding philosophy of sciences, empirical research, scientific ethics, and communication strategies; and 2) the creation of a communication portfolio for the student's research, with the support of peer review and in-class discussions. The seminar will adjust itself to the particular needs of the students, adding emphasis to those aspects of research design, writing, and communication most required in a case-by-case manner.

COURSE GOALS AND LEARNING OUTCOMES

The goal of the course is to train students to effectively communicate anthropological research and ideas to different audiences and through different modalities. By the end of the semester, students will be able to:

1. Effectively compose an anthropological research statement for an academic audience.
2. Orally present anthropological research to an academic audience.
3. Explain anthropological research to a broader (non-academic) audience.
4. Recognize distinct needs and expectations of different audiences.
5. Transmit research clearly through different media formats and modalities.
6. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career.
7. Develop a research communication portfolio that is appropriate for their intended career path.
8. Foster collegial feedback and support for publication among peers.

REQUIRED READINGS AND OTHER COURSE MATERIALS

Required readings and other course materials will be made available through Carmen. You are expected to have read the assigned readings before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions to pose to the rest of the class. If you have recommendations or related materials to share with others in the class, please do so! These might include podcasts, videos, exhibitions, and other examples of anthropological communication that are relevant to the course.

ASSESSMENT OF LEARNING OUTCOMES

Seminar and Class Discussions. The goal of the in-class seminar is to develop a community of learning that examines weekly topics and readings while also spurring individual progress in developing a communication portfolio. Our discussions will examine both effective strategies and common pitfalls in communicating academic research. The seminar will also establish comparative frameworks for academic writing, frequently contrasting the different types of academic products (research articles, book chapters, etc.) with non-academic venues (opinion pieces, blogs, social media). Attendance will be taken during the semester, but each student is given 3 automatic excused absences—no questions asked.

Weekly Reflections. At the end of almost every week – before Friday at midnight – you are required to submit a paragraph or two (300-400 words) that reflects on that week's reading, writing, and seminar with an emphasis on questions or curiosities that arose through discussions with fellow students. The goal of these reflections is for you to

develop your own distinctive understanding of the concepts and skills foundational to anthropological communication.

Weekly Homework Assignments (WHA). Just about every week you will have a homework assignment that demonstrates one or more learning outcomes as they apply to the concepts discussed in class. The WHA will consist of the development of new academic communications of your own research and will contribute to your communication portfolio at the end of the semester.

Creative Communication Project. Near the end of the semester, each student will develop a small creative communication project, which can include a small zine or booklet, video, soundscape, photoessay, or multimedia project. Guidelines will be provided on Carmen Canvas during the second half of the semester.

Communication Portfolio. The capstone assignment for this course will draw upon weekly assignments to create a portfolio highlighting distinct communication skills and strategies. Detailed instructions will be provided in CarmenCanvas. During the last week of the semester, you will present elements of your portfolio in class to solicit further constructive feedback from your fellow students and instructor.

Evaluation: Course responsibilities will be weighted in the following way:

Seminar Attendance & Participation	10%
Weekly Homework Assignments (~10)	40%
Weekly Reflections (~10)	20%
Creative Communication Project	10%
Communication Portfolio	20%
<u>Total</u>	100%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

COURSE SCHEDULE

Week	Content	Readings/Resources	Assignments
Week 1: Jan 9 & 11	Introduction: Know yourself...and your discipline	Sword "Rules of Engagement", "On Being Disciplined"	<u>WHA</u> : Identify strengths and areas for growth in professional communication; Identify comm. skills most important to your career path
Week 2: Jan 16 & 18	Tell your story (or figure out the story you want to tell)	Martin "The Egg & the Sperm"; Berman "Bad hair days"; Sword "The Story Net"; Saunders "On Story"	<u>WHA</u> : Draft a 1 to 2 page <i>academic</i> narrative of your research program <u>Weekly Reflection</u>

Week 3: Jan 23 & 25	How to give and receive constructive criticism	NSF Tips for Reviewers (video); Vora and Boellstorff 2021; Docot 2022	<u>WHA</u> : Conduct a review of an existing article of your choice using established peer review guidelines <u>Weekly Reflection</u>
Week 4: Jan 30 & Feb 1	Know your audience (and avoid common pitfalls in communication)	Sword “Hooks & Sinkers”, “Jargonitis”; Pinker “Why academic writing stinks”	<u>WHA</u> : Take your academic narrative and craft a 1 page statement that communicates your work to another audience (e.g. K-12 students; family) <u>Weekly Reflection</u>
Week 5: Feb 6 & 8	Style & structure: The craft of communicating your ideas	Clark (excerpts); Sword “Voice & Echo” “Structural Designs”; Marcos “Our Word Is Our Weapon”	<u>WHA</u> : Rewrite your broader audience narrative using 2 or 3 strategies provided by Clark. <u>Weekly Reflection</u>
Week 6: Feb 13 & 15	Titles, keywords, and abstracts: Making your research visible (and discoverable)	Sword “Tempting Titles”; Schilhan et al. 2021	<u>WHA</u> : Write 5 different titles for one of your research papers or proposals. Craft an abstract and key words that maximize your research’s visibility. <u>Weekly Reflection</u>
Week 7: Feb 20 & 22	Visualize your ideas: Illustration, data viz, and visual methods	Mansky “Dubois’ Visionary Infographics”; Aviles “Data Visualization as an Act of Witnessing”; Sousanis	<u>WHA</u> : Develop a visual companion for your academic research statement. <u>Weekly Reflection</u>
Week 8: Feb 27 & 29	Research posters: Show & tell	Morrison “How to Create a Better Research Poster”	<u>WHA</u> : Tour Smith Lab and identify a highly effective research poster. Discuss and analyze salient features of the poster. <u>Weekly Reflection</u>
Week 9: March 5 & 7	Oral academic presentations: Say what you mean	Fuentes “Why Do We Believe?”; Choose your own adventure	<u>WHA</u> : conduct a critical analysis of a recorded academic lecture online. <u>Weekly Reflection</u>
SPRING BREAK! March 11-15	No Class 😊	None	No Homework 😊
Week 10: March 19 & 21	Talking heads: Podcasts, TED talks, radio & TV	Boroditsky TED talk; Lasisi video; Zora’s Daughters podcast	<u>WHA</u> : Make a 3-minute audio or video recording that tells a story from your anthropological research and highlights its broader implications. <u>Weekly Reflection</u>
Week 11: March 26 & 28	The Twitterverse and the Blogosphere: Communicating online	Anthrodendum; Footnotes blog; Neuroanthropology; John Hawks	<u>WHA</u> : Identify an content creator whose work represents effective online communication and identify 2 lessons or strategies you can adopt from them.

Week 12: April 2 & 4	Zines, Graphic Novels, and Creative Sci Comm	Numpie "Interlocutor"; Warriner "Dairy Cultures"; Anthro Theory Zines (various)	<u>Creative Project Pitch, Part 1</u> <u>Weekly Reflection</u>
Week 13: April 9 & 11	Experiential and Installation-Based Work; Collaborative Comm. Methods	Dance your PhD; De Leon "Hostile Terrain 94"; Mafazy 2020	<u>Creative Project Submission, Part 2</u>
Week 14: April 16	Final Presentations	None	None
Week 15:	Final Projects Due	None	<u>Communication Portfolio</u>

COURSE BIBLIOGRAPHY AND OTHER RESOURCES

Anthro{dendum} blog. <https://anthrodendum.org>

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<https://medium.com/nightingale/data-visualization-as-an-act-of-witnessing-33e346f5e437>

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https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think?language=en

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Fuentes, Agustin. 2018. Why do we believe? Gifford Lectures. The University of Edinburgh.
https://www.youtube.com/watch?v=Im_swwR6hsM&ab_channel=TheUniversityofEdinburgh

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<https://cultureandagriculture.americananthro.org/2021/02/interlocutor/>
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- Warriner, Christina. 2023. Warriner Group: Paleogenomics and Microbiome Sciences. "Dairy Cultures" (virtual exhibit) <https://christinawarinner.com/outreach/dairy-cultures-virtual-exhibit-2/4624-2/>
- Zora's Daughters Podcast <https://zorasdaughters.com>

OTHER COURSE POLICIES

OFFICE OF DISABILITY SERVICES STATEMENT

The University strives to make all learning experiences as accessible as possible. In light of the ongoing pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH STATEMENT

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614 -292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614 -292- 5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273-TALK or at suicidepreventionlifeline.org.

TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

DIVERSITY STATEMENT

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

RELIGIOUS ACCOMMODATIONS STATEMENT

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

COMMITTEE ON ACADEMIC MISCONDUCT STATEMENT

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse, and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct (COAM). It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.