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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Thirteen (Spring 2019-Spring 2020)
Category:	University System of Georgia
Award Cycle:	Round 13
Submission Deadline:	01/14/2019 at 11:59 PM

Application Information

Submitted By:	Cathy Hakes
Appplication ID:	2811
Application Title:	405
Date Submitted:	01/15/2019 at 7:31 AM

Personal Details

Institution Name(s):	Georgia Gwinnett College
Applicant First Name:	Gregory
Applicant Last Name:	Gullette
Applicant Email Address:	ggullette@ggc.edu
Applicant Phone Number:	470-389-1373
Primary Appointment Title:	Associate Professor
Submitter First Name:	Cathy
Submitter Last Name:	Hakes
Submitter Email Address:	chakes@ggc.edu
Submitter Phone Number:	678-407-5875
Submitter Title:	Executive Director, Office of Research and Sponsored Programs

Application Details

Proposal Title

405

Final Semester of Project

Spring 2020

Requested Amount of Funding

$10,800

Type of Grant

No-or-Low-Cost-to-Students Learning Materials

Course Title(s)
Introduction to Anthropology

Course Number(s)
ANTH 1102

Team Member 1 Name
Gregory Gullette

Team Member 1 Email
ggullette@ggc.edu

Team Member 2 Name
Jenna Andrews-Swann

Team Member 2 Email
jandrew2@ggc.edu

Team Member 3 Name

Team Member 3 Email

Team Member 4 Name

Team Member 4 Email

Additional Team Members (Name and email address for each)

Sponsor Name
Laurel Holland

Sponsor Title
Dean

Sponsor Department
School of Liberal Arts

Original Required Commercial Materials (title, author, price)
Window on Humanity: A Concise Introduction to General Anthropology, eighth edition, by Conrad Kottak, $172.00

URL: https://www.mheducation.com/highered/product/window-humanity-concise-introduction-general-anthropology-kottak/M1259818438.html

Average Number of Students per Course Section Affected by Project in One Academic Year
28

Average Number of Sections Affected by Project in One Academic Year
14

Total Number of Students Affected by Project in One Academic Year

392

Average Number of Students Affected per Summer Semester

0

Average Number of Students Affected per Fall Semester

196

Average Number of Students Affected per Spring Semester

196

Original Total Cost per Student

$172.00

Post-Project Cost per Student

$172.00

Post-Project Savings per Student

0

Projected Total Annual Student Savings per Academic Year

$67,424

Using OpenStax Textbook?

No

Project Goals

The proposed textbook transformation project will create a no-cost set of learning materials for students enrolled in Introduction to Anthropology (ANTH 1102). This project has two primary goals: first, by lowering the economic barriers associated with higher education, we hope to provide a more accessible and equitable pathway for students entering college. Second, by providing readings grounded in exciting and detailed anthropological and ethnographic case studies, we hope to increase student engagement with course reading materials (e.g., assessing if more students have read the assigned readings before coming to class).

Scholars advocating for increased diversity in and access to higher education commonly note that costs associated with higher education reduce student success in a variety of ways (e.g., Aries and Seider 2005; Davis 2010; Galina 2016; Walker 2016). Students who experience constrained budgets and cannot afford textbooks may attempt to complete a given course without the required readings. This may disadvantage those students relative to others that obtain and work with required materials. Additionally, should students fail to purchase or rent the textbooks for a given course, their likely lower academic performance on exams or course assignments may manifest in higher levels of frustration and dissatisfaction with college. Such outcomes often result in high rates of attrition (commonly referenced as DFW [drop, fail, and withdraw rates]).

Thus, the proposed project aims to accomplish the following:

1. To reduce the costs of completing one's degree in higher education by replacing the traditional textbook used in Introduction to Anthropology (ANTH 1102) with no-cost, public, and fair-use learning materials;
2. To increase students' engagement with course reading by providing rich ethnographic writings, which also serve as case studies on core anthropological theories and concepts;
3. To teach students how to apply core anthropological concepts to current political, cultural, economic, and environmental issues explored in publicly available media; and
4. To assess the degree to which providing no-cost, public, and fair-use materials improve student success.

Statement of Transformation

Transformation description

In a survey conducted by the US Public Interest Research Group, a non-profit consumer advocacy organization, nearly 80 percent of undergraduate students who did not purchase a textbook required in a course expected to perform worse in that class relative to their peers with books (Redden 2011). Cost was the primary motivator for this purchasing decision. Yet, the burden of higher priced textbooks tends to fall more heavily on those attending access institutions or community colleges. In large state institutions textbook costs "are typically comparable to 26 percent of tuition", whereas at community colleges and similar institutions these ratios near 72 percent (ibid). For students considering access colleges like Georgia Gwinnett College, affordability is often a driving factor in the decision to pursue higher education. However, if textbook costs near the price of tuition, economic considerations and constraints lead some students to avoid textbook purchases altogether. This places such students in more precarious and difficult academic situations.

We argue that transforming the ANTH 1102 course to one rooted in no-cost, public, and fair-use materials will provide all students with the same levels of accessibility and help produce a more equitable academic field. Students facing particularly acute economic constraints will, at minimum, have one variable of anxiety removed from their decision to pursue higher education. Having full and equitable access to reading materials will reduce some stress associated with not having read the course materials and being unprepared for class.

We also expect that if students are able to fully access course materials, with no consideration of cost, this will increase students' fuller engagements with reading materials. According to Hoeft (2012), upwards of 68 percent of first-year students reported that before class they did not read assigned materials (see also Jenks 2016). While variables such as work schedules or social life influence students' completion of readings, cost and accessibility are additional known factors. Further, based on the PIs' use of standard textbooks for years, we have seen that students rarely show true excitement about assigned textbooks. However, limited use of rich, ethnographic case studies during the fall 2018 semester in Gullette's ANTH 1102 course demonstrated that students preferred such readings. Materials that provide ethnographically detailed accounts of a given event or cultural group avoid the often straightforward and encyclopedic nature of introductory textbooks. We expect that by providing such 'case-study' oriented materials—which present no cost—students are expected to demonstrate more enthusiasm for coursework and increased engagement with the material, thereby improving course performance and student retention.

Project's transformative impact on the course and department

This grant will provide the PIs the opportunity to replace the current textbook used in ANTH 1102 (Window on Humanity: A Concise Introduction to General Anthropology, Eighth Edition) with readings grounded in rich, ethnographic case-studies. New materials selected for use in the course will be placed on D2L in Adobe PDFs. These materials will be arranged according to the main themes that traditionally structure introduction to anthropology textbooks (e.g., Culture, Economics and Livelihoods, Archaeology, Religion, Globalization, Human Variation, and so forth). By arranging the materials thematically, we hope to increase the use of this course structure beyond the two PIs, at this institution and others.

Given that ANTH 1102 serves as a core educational option for undergraduate students at Georgia Gwinnett College and other University System institutions, the transformation outlined herein have both immediate and possibly wider implications. Every year in Georgia Gwinnett College's anthropology program, approximately 800 to 900 students take ANTH 1102. The PIs teach approximately half of these students. By transforming the course so students read ethnographically detailed accounts of a given event or cultural group (thereby illustrating the application of core concepts or ideas to the real world), the PIs will avoid the encyclopedic nature of introductory textbooks. We expect this transformation to more fully engage students with the material and demonstrate the connection between theory and lived experiences. Moreover, the PIs hope that by curating case-study readings that explore the ways in which core anthropological concepts unfold in different countries and cultures, this will offer students the opportunity to appreciate different places, peoples, and perspectives. As the PIs restructure the course and advocate for reflexive examination, students' critical self-assessment will offer opportunities to understand increasingly diverse societies, to empathize with those from different backgrounds, and to appreciate complex social, economic, political, and environmental relationships formed within global systems. Such forms of critical engagement prove increasingly important as regions such as Gwinnett County become more ethnically diverse and require different types of sensitivities within changing societies.

Project's transformative impact on the institution

A central obstacle to student success in higher education is critically engaging course materials. The PIs have adjusted pedagogical approaches over the years by considering the ways in which (social) constructivism, reflexivity, and metacognitive awareness—or the 'knowledge about and regulation of one's thinking' (Wilson and Conyers 2016)—can influence student performance, especially regarding the development of critical thinking skills. Accordingly, the PIs have adjusted some of their pedagogical approaches according to the work of various scholars, such as Schraw (Promoting General Metacognitive Awareness), McGuire (Teach Students How to Learn), and

Wertsch (Vygotsky and the Social Formation of Mind).

Our focus remains on strengthening students' responsibilities in learning and their involvement in the process. We argue that by providing students equitable access to learning materials, they will have the opportunities and capabilities to show up prepared for class, ready to engage in higher order thinking, and apply their rigorous academic experiences beyond the classroom. Constructing a learning environment in which students can read about some of the conceptual and theoretical material before coming to class is a key step toward reducing the likelihood that students may develop feelings of frustration or inadequacy because they lack access to course materials that would help them understand discussions or activities conducted in class. Ultimately, we hope to create opportunities for more engaged and constructive learning and avoid student frustration with learning materials.

Transformation Action Plan

Team members' roles

The PIs are instructors of record for ANTH 1102 and are subject matter experts. They will be responsible for all transformation phases and will work collaboratively throughout the project.

As noted, the ANTH 1102 course serves as a core educational option for undergraduate students at Georgia Gwinnett College and other University System institutions. Students in the course are introduced to a wide range of conceptual and theoretical issues that underpin the discipline. Each of the four subfields (archaeology, biological, cultural, and linguistics) frame the course, thereby exposing students to concepts such as ethnicity, human variation, the rise and fall of past societies, culture, social organization, gender, sociolinguistics, religion, economics, and contemporary global issues. The initiative outlined herein will not change established learning outcomes or educational goals/objectives shared among faculty teaching the course. Rather, the PIs will curate no-cost, public, and fair-use materials to serve as case examples of core concepts covered in class; these assigned readings will ground class discussion and activities in real-world examples.

Some case studies will be published journal articles and will be obtained through the University System of Georgia's virtual library and its numerous databases (e.g., GALILEO, EBSCO, ProQuest, or ScienceDirect). Other readings will fall under fair-use policies or in public media such as National Geographic, Time, or the New Yorker. All assigned readings will be hosted on D2L as Adobe PDF files.

Students will also be directed to open access websites for supplemental materials or to seek further explanation on a given topic. Currently, one source will provide supplemental material. The supplemental site is run by Prof. Jason Antrosio at Hartwick College:

- https://www.livinganthropologically.com/introduction-to-anthropology/

Prof. Antrosio's website is arranged thematically and serves as a supplemental course for other textbooks (reviewers may disregard the links to purchase textbooks at Amazon.com as these are not required to visit or use the site). Throughout the site, Antrosio provides succinct definitions and links to other resources. For example, you can see this type of structure at the following pages:

- https://www.livinganthropologically.com/what-is-intro-to-anthro-about-2018/
- https://www.livinganthropologically.com/anthropology-definition-2018/

The PIs wish to highlight that any supplemental site does not replace required course readings or material covered in class activities and lecture. They do, however, offer additional vetted resources for students to explore for another perspective on a given topic. Information from supplemental sites works well as fodder for "think-pair-share"-type activities in the classroom, which encourage students to create connections between a variety of learning materials and their own experiences.

Lastly, the PIs will develop materials to explore foundational concepts. One way to do this will be to provide students with reading guides to assist them in working through required materials such as journal articles or fair-use readings. These guides will direct students to focus on the key issues explored by the authors, while also considering how the issues relate to a given set of anthropological concepts. Additionally, the PIs will create brief ethnographic and anthropological vignettes to help illustrate particular core ideas in the discipline with which they have extensive experience. These vignettes will be based on the PIs' ethnographic research conducted in the United States and abroad (e.g., New Zealand, Thailand, Mexico, Costa Rica, and so forth), with careful consideration for the international scope of the course and the discipline.

Currently, the transformed textbook will be structured in the following way:

Chapter 1: What is anthropology and its subfields (Gullette)

Chapter 2: Unpacking the culture concept and its importance (Gullette)

Chapter 3: Evolution and genetics in biological anthropology (Andrews-Swann)

Chapter 4: How primatology informs our understanding of humans (Andrews-Swann)

Chapter 5: When, where, and why Humans Evolved (Gullette)

Chapter 6: Reconstructing and understanding past societies (Gullette)

Chapter 7: Why humans have different sociopolitical organization – bands, tribes, chiefdoms, and states (Andrews-Swann)

Chapter 8: Language, communication, and complexity as distinctly human (Andrews-Swann)

Chapter 9: Religion, ritual, and symbolism (Gullette)

Chapter 10: Economic relations and livelihood adjustments during times of precarity (Gullette)

Chapter 11: Families, kinship, and social support (Andrews-Swann)

Chapter 12: Complexities in sex, gender, and sexuality (Andrews-Swann)

Chapter 13: How human variation became tied to race, ethnicity, and racism (Gullette)

Chapter 14: Foundations of global inequality and concerns of human rights (Andrews-Swann)

Chapter 15: Understanding humans' role in environmental change (Andrews-Swann)

Chapter 16: Mobilities in the age of globalization (Gullette)

Chapter 17: Global problems, intercultural connections, and aspirations (Gullette)

While the PIs will be assigned 'management' of a particular chapter (this includes organization, reading guide construction, and copy editing), the PIs will collaboratively work on each chapter during the Spring and Summer 2019 terms. The collaboration between the PIs will focus on course material selection and what foundational concepts will be introduced. Together the PIs will ready all materials for full implementation during the Fall 2019 and Spring 2020 terms.

There will be no requirement for physical institutional resources; all resources remain virtual.

Instructional and Syllabus Redesign

As noted above, curated readings will provide ethnographically detailed accounts of a given topic or cultural group. This will help avoid the stylistically stiff and encyclopedic style common in introductory textbooks. We expect that by providing exciting case studies that detail a variety of lifestyles and cultural patterns, students will demonstrate more excitement to read course material, thus increasing their engagement with and comprehension of the material. The PIs will meet throughout the 2019 Spring and Summer semesters to determine the best readings to illustrate a given concept or theme. Readings will be chosen before the full implementation of the new course in the Fall 2019 term. The syllabus will be redesigned to present the material in an organic manner, starting with historical and foundational concepts and building towards contemporary trends in the discipline of anthropology.

Plan for providing access

Course materials will be hosted on Brightspace (D2L) and will be arranged by thematic topics. All readings will exist as Adobe PDFs (those drawn as fair-use readings from books will be converted to PDFs). Any supplemental material will also exist on D2L or will be provided via hyperlinks. Students who do not own a personal computer or smartphone can use library resources to access hosted course materials, and students with tangible preferences can opt to print course readings.

Quantitative & Qualitative Measures

The PIs will utilize questionnaires and class performance data in order to determine the accomplishment of project goals. In addition, the PIs will conduct limited focus groups consisting of sampled students to determine the impact of providing no-cost textbooks and resources and the viability of transforming other anthropology courses. Over the Summer of 2019, the PIs will obtain IRB approval, ensuring compliance with institutional requirements in administering student questionnaires and conducting limited focus group interviews (data collection conducted during the Fall 2019 and Spring 2020 terms).

Goal 1: To reduce the costs of completing one's degree in higher education by replacing the traditional textbook used in Introduction to Anthropology (ANTH 1102) with no-cost, public, and fair-use learning materials.

Qualitative Measure, Methods, and Tools

At the end of each semester, the PIs will administer a questionnaire that will include open-ended questions on students' perception and impression of utilizing no-cost ANTH 1102 textbook and resources.

Quantitative Measure, Methods, and Tools

The PIs will track the cost of textbooks sold in the bookstore and the savings that resulted from the ALG project each semester.

Goal 2: To increase students' engagement with course readings by providing rich ethnographic writings, which also serve as case studies on core anthropological theories and concepts.

Goal 3: To teach students how to apply core anthropological concepts to current political, cultural, economic, and environmental issues explored in publicly available media.

Qualitative Measure, Methods, and Tools

During the implementation of the revised curriculum (Fall 2019 to Summer 2020), the PIs will conduct a mid-semester and end-of-term qualitative assessment of students' perceptions of the material. Students will be asked in open-ended questionnaires to discuss 1) the strengths and weaknesses of the course materials, 2) their preferences on the course's pedagogical structure (e.g., use of reading guides, class activities, quizzes, and so forth), 3) their views on the readings and workloads, 4) their levels of engagement with and excitement about the readings and class activities/lectures, and 5) their overall levels of satisfaction with the course at granular and universal levels. Data obtained in each term will be used to refine the course in the following term.

Quantitative Measure, Methods, and Tools

In addition to open-ended prompts, students will also receive approximately six to eight Likert scale questions. These questions will seek to determine if students strongly agree/disagree with a given prompt. Prompts will assess topics such as their overall level of satisfaction with course materials, the accessibility of course materials, their preferences for course materials versus traditional textbooks, and so forth.

Goal 4: To assess the degree to which providing no-cost, public, and fair-use materials improve students' success.

Qualitative Measure, Methods, and Tools

In addition to measuring student engagement, the PIs will use questionnaires to examine students' self-assessment of their course success. The PIs will ask students 1) if the materials were accessible and convenient, 2) if reading guides and instructional material assisted in comprehending course material, and 3) if the course structure enabled students to engage with the materials and more fully explore and apply the core concepts in the discipline. Finally, students will be asked if they found the no-cost readings useful in understanding complex theoretical and practical issues in anthropology. These responses will help the PIs determine the next steps in sustaining and/or expanding the project.

Quantitative Measure, Methods, and Tools

The PIs will also examine the degree to which the new transformation of the course has affected student performance and understanding of key concepts at the quantitative level. Data on grade distributions will be compared with historical averages. Based on the PIs' ANTH 1102 courses for the previous two terms, students' grades were distributed in the following manner: 30% earned an A; 29% earned a B; 22.6% earned a C; 7.9% earned a D; and 10.5% earned an F. The PIs hope to increase student comprehension of material and see a drop in the percentage of students failing. Similarly, the PIs will examine whether the rate of students dropping or withdrawing from the course has changed from previous years. We hope the inclusion of rich ethnographic content in the course, along with the no-cost and fair-use structure, will boost student retention and comprehension.

At a more granular level, the PIs will compare exam questions administered in previous terms that tested students on core disciplinary concepts, such as cultural relativism, stratigraphy, ethnoprimatology, ethnicity, hominin evolution,

and so forth. The PIs will assess to what degree students' performance on such exam questions has improved or declined based on the course transformation.

Timeline

For implementation in the Fall 2019 and Spring 2020 semesters.

January 30, 2019: Kickoff Meeting

February – July 2019 (Spring and Summer 2019): Collect and prepare material for course implementation.

Note: The PIs will not teach during the Summer 2019 term and therefore will not use the summer term as a 'pilot' phase. The two sections of ANTH 1102 offered in the summer have already been assigned to the other two full-time faculty members in the program (Drs. Kathryn Deeley and MaryBeth Chrostowsky).

Fall 2019: Full implementation of the affordable learning initiative in seven sections, reaching approximately 196 students. Assess initial effectiveness of the course restructuring. PIs meet monthly throughout the term to discuss strengths and weaknesses of the revised curriculum. PIs refine course structure and pedagogical approaches at the end of the term.

Spring 2020: In seven sections, reaching approximately 196 students, the PIs will implement the revised and adjusted curriculum, materials, and pedagogical approaches based on data collected and analyzed during the fall 2019 term. PIs continue to meet monthly throughout the term to discuss strengths and weaknesses of the revised curriculum. PIs refine course structure and pedagogical approaches at the end of the term.

Future Continuation: While the PIs will not teach ANTH 1102 during the Summer 2019 term as noted above, we are scheduled to teach this course during the Summer 2020 term. As such, we will continue the implementation and refinement during the PIs' summer session courses and beyond. This includes refining and updating course materials to reflect theoretical changes in the field, latest scientific understandings, and new sensitivities to issues of culture, society, and power.

Budget

Type of Grant: Standard-Scale Transformation

Budget Request: $10,800

Budget Justification:

Funds are requested for:

A. Personnel = $10,000

We request $5,000 per PI. Given that this grant requires both the collection of academic articles, preparing assignments and reading guides, and writing ethnographic vignettes used in the course, we request summer compensation for the principal investigators.

(a) Gregory Gullette. Responsible for overall management of the project. Identify open access and fair-use materials. Construct lesson plans. Write ethnographic vignettes that demonstrate core anthropological concepts. Lead the evaluation plan. The requested funds of $5,000 will cover summer pay and fringe benefits (FICA SS, FICA Med, and Retirement).

(b) Jenna Andrews-Swann. Identify open access and fair-use materials. Construct lesson plans. Write ethnographic vignettes. The requested funds of $5,000 will cover summer pay and fringe benefits (FICA SS, FICA Med, and Retirement).

B. Travel = $800

Funds are requested to travel to the 'kick-off meeting' in Macon, Georgia. We request funds for lodging, mileage, and per diem for the PIs. Each PI will be allocated $400 to attend the event.

C. Total Request = $10,800

Sustainability Plan

The redesigned course (ANTH 1102) will be offered each semester by the PIs. Opportunities will also be provided to other faculty to adopt the ALG course structure for their sections (currently eight to ten additional sections each semester). All course materials and readings will be updated on a continual basis and Brightspace (D2L) course shells will roll from previous terms to the current term. By using D2L (the core LMS employed at Georgia Gwinnett College), students will already have a familiarity and comfort with the platform and should easily be able to access and manage the resources provided there.

The PIs on the project will continue to meet and discuss new reading opportunities, share successful pedagogical approaches, and strategize on best practices to ensure student retention, engagement, and success. A central component of the continuing collaborative structure between the PIs is to refine and update course materials to reflect theoretical changes in the field, the latest scientific understandings, and new sensitivities to issues of culture, society, and power.

Lastly, as all materials are open access or fall under fair-use policies, there are no recurring expenses directly applicable to this initiative. Course readings will be written and maintained by the PIs or located through open access providers. Articles published in academic journals will be obtained through the University System of Georgia's virtual library and its numerous databases (e.g., GALILEO, EBSCO, ProQuest, or ScienceDirect). Maintenance of continuing database access falls under USG libraries' subscriptions and are not a direct expense to this course restructuring. However, each term the PIs will ensure that assigned materials remain accessible through the USG's subscription services or through other open access and popular media avenues.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.

School of Liberal Arts
Georgia Gwinnett College

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Lawrenceville, GA 30043
Phone: 678.407.5601
www.ggc.edu

Laurel Holland, PhD
Interim Dean of the School of Liberal Arts
678-407-5817
lholland@ggc.edu

12/18/2018

To Whom It May Concern:

I am writing this letter in support of Drs. Gullette and Andrews-Swann who submitted an application for the Affordable Learning Georgia Textbook Transformation Grant. Their proposal is for an Introduction to Anthropology textbook that has two primary goals. The first goal is to lower the economic barriers associated with textbooks in higher education. Secondly, they wish to provide specific readings grounded in detailed anthropological and ethnographic case studies. This work will increase student engagement with course readings, and help students to understand core concepts. The text will also assist students as they apply anthropological concepts to other disciplines and better understand their everyday lived experience.

Drs. Gullette and Andrews-Swann are professional and skilled educators and researchers. I have no doubt that they will produce quality work that will benefit students and other faculty members within their discipline.

Sincerely,

Laurel Holland, Ph.D.

APPLICANT, TEAM, AND SPONSOR INFORMATION

Institution(s)	Georgia Gwinnett College
Applicant Name	Gregory Gullette
Applicant Email	ggullette@ggc.edu
Applicant Phone #	470-389-1373
Applicant Position/Title	Associate Professor
Submitter Name	Cathy Hakes
Submitter Email	chakes@ggc.edu
Submitter Phone #	678-407-5875
Submitter Position	Executive Director, Office of Research and Sponsored Programs

Please provide the first/last names and email addresses of all team members within the proposed project.

	Name	Email Address
Team Member 1	Gregory Gullette	ggullette@ggc.edu
Team Member 2	Jenna Andrews-Swann	jandrew2@ggc.edu

If you have any more team members to add, please enter their names and email addresses in the text box below.

Not applicable.

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Laurel Holland, Dean of the School of Liberal Arts, Georgia Gwinnett College

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PROJECT INFORMATION AND IMPACT DATA

Title of Grant Project	Introduction to Anthropology: Constructing Open Access and No-Cost Materials
Type of Grant	No-or-Low-Cost-to-Students Learning Materials
Requested Amount of Funding	$10,800
Course Names and Course Numbers	Introduction to Anthropology, ANTH 1102
Final Semester of Project	Spring 2020
Average Number of Students Per Course Section Affected by Project	28
Average Number of Sections Affected by Project in One Academic Year	14
Total Number of Students Affected by Project in One Academic Year	392
Average Number of Students Affected per Summer Semester	0
Average Number of Students Affected per Fall Semester	196
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Title/Author of Original Required Materials	Window on Humanity: A Concise Introduction to General Anthropology, eighth edition, by Conrad Kottak, $172.00 URL: https://www.mheducation.com/highered/product/window-humanity-concise-introduction-general-anthropology-kottak/M1259818438.html
Original Total Cost Per Student	$172.00
Post-Project Cost Per Student	$0
Post-Project Savings Per Student	$172.00
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Using OpenStax Textbook?	No

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1. PROJECT GOALS

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Thus, the proposed project aims to accomplish the following:
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2. STATEMENT OF TRANSFORMATION

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comparable to 26 percent of tuition", whereas at community colleges and similar institutions these ratios near 72 percent (ibid). For students considering access colleges like Georgia Gwinnett College, affordability is often a driving factor in the decision to pursue higher education. However, if textbook costs near the price of tuition, economic considerations and constraints lead some students to avoid textbook purchases altogether. This places such students in more precarious and difficult academic situations.

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Project's transformative impact on the course and department

This grant will provide the PIs the opportunity to replace the current textbook used in ANTH 1102 (*Window on Humanity: A Concise Introduction to General Anthropology, Eighth Edition*) with readings grounded in rich, ethnographic case-studies. New materials selected for use in the course will be placed on D2L in Adobe PDFs. These materials will be arranged according to the main themes that traditionally structure introduction to anthropology textbooks (e.g., Culture, Economics and Livelihoods, Archaeology, Religion, Globalization, Human Variation, and so forth). By arranging the materials thematically, we hope to increase the use of this course structure beyond the two PIs, at this institution and others.

Given that ANTH 1102 serves as a core educational option for undergraduate students at Georgia Gwinnett College and other University System institutions, the transformation outlined herein have both immediate and possibly wider implications. Every year in Georgia Gwinnett College's anthropology program, approximately 800 to 900 students take ANTH 1102. The PIs teach approximately half of these students. By transforming the course so students read

ethnographically detailed accounts of a given event or cultural group (thereby illustrating the application of core concepts or ideas to the real world), the PIs will avoid the encyclopedic nature of introductory textbooks. We expect this transformation to more fully engage students with the material and demonstrate the connection between theory and lived experiences. Moreover, the PIs hope that by curating case-study readings that explore the ways in which core anthropological concepts unfold in different countries and cultures, this will offer students the opportunity to appreciate different places, peoples, and perspectives. As the PIs restructure the course and advocate for reflexive examination, students' critical self-assessment will offer opportunities to understand increasingly diverse societies, to empathize with those from different backgrounds, and to appreciate complex social, economic, political, and environmental relationships formed within global systems. Such forms of critical engagement prove increasingly important as regions such as Gwinnett County become more ethnically diverse and require different types of sensitivities within changing societies.

Project's transformative impact on the institution

A central obstacle to student success in higher education is critically engaging course materials. The PIs have adjusted pedagogical approaches over the years by considering the ways in which (social) constructivism, reflexivity, and metacognitive awareness—or the 'knowledge about and regulation of one's thinking' (Wilson and Conyers 2016)—can influence student performance, especially regarding the development of critical thinking skills. Accordingly, the PIs have adjusted some of their pedagogical approaches according to the work of various scholars, such as Schraw (*Promoting General Metacognitive Awareness*), McGuire (*Teach Students How to Learn*), and Wertsch (*Vygotsky and the Social Formation of Mind*).

Our focus remains on strengthening students' responsibilities in learning and their involvement in the process. We argue that by providing students equitable access to learning materials, they will have the opportunities and capabilities to show up prepared for class, ready to engage in higher order thinking, and apply their rigorous academic experiences beyond the classroom. Constructing a learning environment in which students can read about some of the conceptual and theoretical material *before* coming to class is a key step toward reducing the likelihood that students may develop feelings of frustration or inadequacy because they lack access to course materials that would help them understand discussions or activities conducted in class. Ultimately, we hope to create opportunities for more engaged and constructive learning and avoid student frustration with learning materials.

3. TRANSFORMATION ACTION PLAN

Team members' roles

The PIs are instructors of record for ANTH 1102 and are subject matter experts. They will be responsible for all transformation phases and will work collaboratively throughout the project.

As noted, the ANTH 1102 course serves as a core educational option for undergraduate students at Georgia Gwinnett College and other University System institutions. Students in the course are introduced to a wide range of conceptual and theoretical issues that underpin the discipline.

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Each of the four subfields (archaeology, biological, cultural, and linguistics) frame the course, thereby exposing students to concepts such as ethnicity, human variation, the rise and fall of past societies, culture, social organization, gender, sociolinguistics, religion, economics, and contemporary global issues. The initiative outlined herein will not change established learning outcomes or educational goals/objectives shared among faculty teaching the course. Rather, the PIs will curate no-cost, public, and fair-use materials to serve as case examples of core concepts covered in class; these assigned readings will ground class discussion and activities in real-world examples.

Some case studies will be published journal articles and will be obtained through the University System of Georgia's virtual library and its numerous databases (e.g., GALILEO, EBSCO, ProQuest, or ScienceDirect). Other readings will fall under fair-use policies or in public media such as National Geographic, Time, or the New Yorker. All assigned readings will be hosted on D2L as Adobe PDF files.

Students will also be directed to open access websites for supplemental materials or to seek further explanation on a given topic. Currently, one source will provide supplemental material. The supplemental site is run by Prof. Jason Antrosio at Hartwick College:

- https://www.livinganthropologically.com/introduction-to-anthropology/

Prof. Antrosio's website is arranged thematically and serves as a supplemental course for other textbooks (reviewers may disregard the links to purchase textbooks at Amazon.com as these are not required to visit or use the site). Throughout the site, Antrosio provides succinct definitions and links to other resources. For example, you can see this type of structure at the following pages:

- https://www.livinganthropologically.com/what-is-intro-to-anthro-about-2018/
- https://www.livinganthropologically.com/anthropology-definition-2018/

The PIs wish to highlight that any supplemental site does not replace required course readings or material covered in class activities and lecture. They do, however, offer additional vetted resources for students to explore for another perspective on a given topic. Information from supplemental sites works well as fodder for "think-pair-share"-type activities in the classroom, which encourage students to create connections between a variety of learning materials and their own experiences.

Lastly, the PIs will develop materials to explore foundational concepts. One way to do this will be to provide students with reading guides to assist them in working through required materials such as journal articles or fair-use readings. These guides will direct students to focus on the key issues explored by the authors, while also considering how the issues relate to a given set of anthropological concepts. Additionally, the PIs will create brief ethnographic and anthropological vignettes to help illustrate particular core ideas in the discipline with which they have extensive experience. These vignettes will be based on the PIs' ethnographic research conducted in the United States and abroad (e.g., New Zealand, Thailand, Mexico, Costa Rica,

and so forth), with careful consideration for the international scope of the course and the discipline.

Currently, the transformed textbook will be structured in the following way:

Chapter 1:   *What is anthropology and its subfields* (Gullette)

Chapter 2:   *Unpacking the culture concept and its importance* (Gullette)

Chapter 3:   *Evolution and genetics in biological anthropology* (Andrews-Swann)

Chapter 4:   *How primatology informs our understanding of humans* (Andrews-Swann)

Chapter 5:   *When, where, and why Humans Evolved* (Gullette)

Chapter 6:   *Reconstructing and understanding past societies* (Gullette)

Chapter 7:   *Why humans have different sociopolitical organization – bands, tribes, chiefdoms, and states* (Andrews-Swann)

Chapter 8:   *Language, communication, and complexity as distinctly human* (Andrews-Swann)

Chapter 9:   *Religion, ritual, and symbolism* (Gullette)

Chapter 10:   *Economic relations and livelihood adjustments during times of precarity* (Gullette)

Chapter 11:   *Families, kinship, and social support* (Andrews-Swann)

Chapter 12:   *Complexities in sex, gender, and sexuality* (Andrews-Swann)

Chapter 13:   *How human variation became tied to race, ethnicity, and racism* (Gullette)

Chapter 14:   *Foundations of global inequality and concerns of human rights* (Andrews-Swann)

Chapter 15:   *Understanding humans' role in environmental change* (Andrews-Swann)

Chapter 16:   *Mobilities in the age of globalization* (Gullette)

Chapter 17:   *Global problems, intercultural connections, and aspirations* (Gullette)

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While the PIs will be assigned 'management' of a particular chapter (this includes organization, reading guide construction, and copy editing), the PIs will collaboratively work on each chapter during the Spring and Summer 2019 terms. The collaboration between the PIs will focus on course material selection and what foundational concepts will be introduced. Together the PIs will ready all materials for full implementation during the Fall 2019 and Spring 2020 terms.

There will be no requirement for physical institutional resources; all resources remain virtual.

Instructional and Syllabus Redesign

As noted above, curated readings will provide ethnographically detailed accounts of a given topic or cultural group. This will help avoid the stylistically stiff and encyclopedic style common in introductory textbooks. We expect that by providing exciting case studies that detail a variety of lifestyles and cultural patterns, students will demonstrate more excitement to read course material, thus increasing their engagement with and comprehension of the material. The PIs will meet throughout the 2019 Spring and Summer semesters to determine the best readings to illustrate a given concept or theme. Readings will be chosen before the full implementation of the new course in the Fall 2019 term. The syllabus will be redesigned to present the material in an organic manner, starting with historical and foundational concepts and building towards contemporary trends in the discipline of anthropology.

Plan for providing access

Course materials will be hosted on Brightspace (D2L) and will be arranged by thematic topics. All readings will exist as Adobe PDFs (those drawn as fair-use readings from books will be converted to PDFs). Any supplemental material will also exist on D2L or will be provided via hyperlinks. Students who do not own a personal computer or smartphone can use library resources to access hosted course materials, and students with tangible preferences can opt to print course readings.

4. QUANTITATIVE AND QUALITATIVE MEASURES

The PIs will utilize questionnaires and class performance data in order to determine the accomplishment of project goals. In addition, the PIs will conduct limited focus groups consisting of sampled students to determine the impact of providing no-cost textbooks and resources and the viability of transforming other anthropology courses. Over the Summer of 2019, the PIs will obtain IRB approval, ensuring compliance with institutional requirements in administering student questionnaires and conducting limited focus group interviews (data collection conducted during the Fall 2019 and Spring 2020 terms).

Goal 1: *To reduce the costs of completing one's degree in higher education by replacing the traditional textbook used in Introduction to Anthropology (ANTH 1102) with no-cost, public, and fair-use learning materials.*

> **Qualitative Measure, Methods, and Tools**

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At the end of each semester, the PIs will administer a questionnaire that will include open-ended questions on students' perception and impression of utilizing no-cost ANTH 1102 textbook and resources.

Quantitative Measure, Methods, and Tools

The PIs will track the cost of textbooks sold in the bookstore and the savings that resulted from the ALG project each semester.

Goal 2: *To increase students' engagement with course readings by providing rich ethnographic writings, which also serve as case studies on core anthropological theories and concepts.*

Goal 3: *To teach students how to apply core anthropological concepts to current political, cultural, economic, and environmental issues explored in publicly available media.*

Qualitative Measure, Methods, and Tools

During the implementation of the revised curriculum (Fall 2019 to Summer 2020), the PIs will conduct a mid-semester and end-of-term qualitative assessment of students' perceptions of the material. Students will be asked in open-ended questionnaires to discuss 1) the strengths and weaknesses of the course materials, 2) their preferences on the course's pedagogical structure (e.g., use of reading guides, class activities, quizzes, and so forth), 3) their views on the readings and workloads, 4) their levels of engagement with and excitement about the readings and class activities/lectures, and 5) their overall levels of satisfaction with the course at granular and universal levels. Data obtained in each term will be used to refine the course in the following term.

Quantitative Measure, Methods, and Tools

In addition to open-ended prompts, students will also receive approximately six to eight Likert scale questions. These questions will seek to determine if students strongly agree/disagree with a given prompt. Prompts will assess topics such as their overall level of satisfaction with course materials, the accessibility of course materials, their preferences for course materials versus traditional textbooks, and so forth.

Goal 4: *To assess the degree to which providing no-cost, public, and fair-use materials improve students' success.*

Qualitative Measure, Methods, and Tools

In addition to measuring student engagement, the PIs will use questionnaires to examine students' self-assessment of their course success. The PIs will ask students 1) if the materials were accessible and convenient, 2) if reading guides and instructional material assisted in comprehending course material, and 3) if the course structure enabled students to engage with the materials and more fully explore and apply the core concepts in the discipline. Finally, students will be asked if they found the no-cost readings useful in understanding complex theoretical and practical issues in anthropology. These responses will help the PIs determine the next steps in sustaining and/or expanding the project.

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<u>**Quantitative Measure, Methods, and Tools**</u>

The PIs will also examine the degree to which the new transformation of the course has affected student performance and understanding of key concepts at the quantitative level. Data on grade distributions will be compared with historical averages. Based on the PIs' ANTH 1102 courses for the previous two terms, students' grades were distributed in the following manner: 30% earned an A; 29% earned a B; 22.6% earned a C; 7.9% earned a D; and 10.5% earned an F. The PIs hope to increase student comprehension of material and see a drop in the percentage of students failing. Similarly, the PIs will examine whether the rate of students dropping or withdrawing from the course has changed from previous years. We hope the inclusion of rich ethnographic content in the course, along with the no-cost and fair-use structure, will boost student retention and comprehension.

At a more granular level, the PIs will compare exam questions administered in previous terms that tested students on core disciplinary concepts, such as cultural relativism, stratigraphy, ethnoprimatology, ethnicity, hominin evolution, and so forth. The PIs will assess to what degree students' performance on such exam questions has improved or declined based on the course transformation.

5. TIMELINE

For implementation in the Fall 2019 and Spring 2020 semesters.

January 30, 2019: Kickoff Meeting

February – July 2019 (Spring and Summer 2019): Collect and prepare material for course implementation.

> **Note:** The PIs will not teach during the Summer 2019 term and therefore will not use the summer term as a 'pilot' phase. The two sections of ANTH 1102 offered in the summer have already been assigned to the other two full-time faculty members in the program (Drs. Kathryn Deeley and MaryBeth Chrostowsky).

Fall 2019: Full implementation of the affordable learning initiative in seven sections, reaching approximately 196 students. Assess initial effectiveness of the course restructuring. PIs meet monthly throughout the term to discuss strengths and weaknesses of the revised curriculum. PIs refine course structure and pedagogical approaches at the end of the term.

Spring 2020: In seven sections, reaching approximately 196 students, the PIs will implement the revised and adjusted curriculum, materials, and pedagogical approaches based on data collected and analyzed during the fall 2019 term. PIs continue to meet monthly throughout the term to discuss strengths and weaknesses of the revised curriculum. PIs refine course structure and pedagogical approaches at the end of the term.

Future Continuation: While the PIs will not teach ANTH 1102 during the Summer 2019 term as noted above, we are scheduled to teach this course during the Summer 2020 term. As such, we

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will continue the implementation and refinement during the PIs' summer session courses and beyond. This includes refining and updating course materials to reflect theoretical changes in the field, latest scientific understandings, and new sensitivities to issues of culture, society, and power.

6. BUDGET

Type of Grant: ☐ Standard-Scale Transformation

Budget Request: $10,800

Budget Justification:

Funds are requested for:

A. Personnel = $10,000

We request $5,000 per PI. Given that this grant requires both the collection of academic articles, preparing assignments and reading guides, and writing ethnographic vignettes used in the course, we request summer compensation for the principal investigators.

(a) Gregory Gullette. Responsible for overall management of the project. Identify open access and fair-use materials. Construct lesson plans. Write ethnographic vignettes that demonstrate core anthropological concepts. Lead the evaluation plan. The requested funds of $5,000 will cover summer pay and fringe benefits (FICA SS, FICA Med, and Retirement).

(b) Jenna Andrews-Swann. Identify open access and fair-use materials. Construct lesson plans. Write ethnographic vignettes. The requested funds of $5,000 will cover summer pay and fringe benefits (FICA SS, FICA Med, and Retirement).

B. Travel = $800

Funds are requested to travel to the 'kick-off meeting' in Macon, Georgia. We request funds for lodging, mileage, and per diem for the PIs. Each PI will be allocated $400 to attend the event.

C. Total Request = $10,800

7. SUSTAINABILITY PLAN

The redesigned course (ANTH 1102) will be offered each semester by the PIs. Opportunities will also be provided to other faculty to adopt the ALG course structure for their sections (currently eight to ten additional sections each semester). All course materials and readings will be updated on a continual basis and Brightspace (D2L) course shells will roll from previous terms to the current term. By using D2L (the core LMS employed at Georgia Gwinnett College), students will already have a familiarity and comfort with the platform and should easily be able to access and manage the resources provided there.

The PIs on the project will continue to meet and discuss new reading opportunities, share

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successful pedagogical approaches, and strategize on best practices to ensure student retention, engagement, and success. A central component of the continuing collaborative structure between the PIs is to refine and update course materials to reflect theoretical changes in the field, the latest scientific understandings, and new sensitivities to issues of culture, society, and power.

Lastly, as all materials are open access or fall under fair-use policies, there are no recurring expenses directly applicable to this initiative. Course readings will be written and maintained by the PIs or located through open access providers. Articles published in academic journals will be obtained through the University System of Georgia's virtual library and its numerous databases (e.g., GALILEO, EBSCO, ProQuest, or ScienceDirect). Maintenance of continuing database access falls under USG libraries' subscriptions and are not a direct expense to this course restructuring. However, each term the PIs will ensure that assigned materials remain accessible through the USG's subscription services or through other open access and popular media avenues.

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