

Team Project: Public Awareness Campaign

For this assignment, students will work on small teams to create a public awareness campaign about a public issue of interest to biological anthropologists. Topics include but are not limited to race, development and human health, refugees, malaria, malnutrition, other diseases of development, and potable water. The key is that each project must somehow be related to social justice. For purposes of this assignment, social justice will be defined as:

“Social justice [addresses] issues of equity, power relations, and institutionalized oppression. It seeks to establish a more equitable distribution of power and resources so that all people can live with dignity, self-determination, and physical and psychological safety. It creates opportunities for people to reach their full potential within a mutually responsible, interdependent society. Working toward social justice requires changing unjust institutional structures, policies, and practices and challenging the dominant ideology.” (Goodman, Diane J. 2001. *Promoting Diversity and Social Justice: Educating People from Privileged Groups*. Thousand Oaks, CA: Sage Publications, Inc., p. 4-5.)

Each team will create a web page about their topic. Remember; keep the campaign dynamic—you are “selling” this knowledge to your audience (in this case any one on the Internet). Since these web pages are “live”, spelling, grammar, and proper citation of sources, including graphics is of paramount importance. Your web page must have a clear and prominent statement that the page was developed for an assignment at Cascadia Community College for educational fair use of sources to apply. Visit <http://www.adec.edu/admin/papers/fair10-17.html> to review educational fair use of media.

Process

- Create a Team Contract. Once you have read through the complete instructions, develop a contract that addresses team member conduct, responsibility, and/or roles. A good contract will include, but isn't limited to the following:
 - How will you communicate? Each team will have its own discussion board and file sharing area on ANGEL. Click on Teams in the navigation menu to access. You can also easily email your team members from the Team areas.
 - How often will you be expected to check for updates from your team members?
 - Will there be a permanent team leader or will this task be rotated in some way?
 - Who will be assigned to turn in the required paperwork?
 - What will be your team's policy, if any, on absences and covering for one another if need be?
 - What policy will you have in place to resolve any intragroup conflict that may arise? You may use me—your instructor—as a higher court of appeals, but you cannot use me as your first response (I will always be happy to moderate and intervene, but you will first be expected to document for me that you implemented your initial conflict resolution plans per your contract).

Upload your contract to the appropriate dropbox on ANGEL.

- Pick a topic. Your group needs to pick a topic and identify an issue associated with that topic. Keep in mind that you want to make sure you think about the topic anthropologically. For instance if your group chooses potable water, you could focus on the link between lack of clean water, poverty, disease, and institutional policies/actions that contribute to the problem. You will want to be specific about the topic and issue as it is easy to be overwhelmed with information.
- Research the issue. If you need some tips on how to conduct effective research, check out the research guide that our librarian has put together: <http://libguides.uwb.edu/content.php?pid=108960&sid=819857>.
- Create an action item. You should also research and locate a non-governmental agency (NGO) or non-profit that is already addressing your chosen issue and provides contact information. This will be somewhere people can go to if they want to take action. This MUST be included in your campaign.
- Create your website. You can create your website multiple ways. Your team might choose to use a free site on Google, Weebly or some other free site. You can also use a wiki site if you so choose, e.g., WikiDot or WikiSpaces. Whichever way you choose, you must email me the web address as soon as you know what it is so that it can be added to the list. Websites must be posted by midnight, **December 1**.
- Reflection relating your project to biological anthropology, Final team member evaluation, Evaluative Annotated Bibliography and Outline of your contribution to the project. These will be completed by each member of your team and uploaded to ANGEL by midnight, **December 1**. Failure to turn in a Team Member evaluation results in an automatic deduction of 25% off your final grade.
- Each student is required to evaluate two other campaigns. You will be sent an email in week 10 telling you which campaigns to evaluate. Campaign evaluations are due by midnight on **December 6**. You can earn up to 20 extra credit

points by evaluating additional campaigns. An Excel file is posted in the assignment folder on ANGEL that should be used for campaign evaluations. Links to all of the campaigns will be available in the announcements section of ANGEL.

Works Cited: Each team member must use at least three (3) sources, one of which is a scholarly resource. All of your sources should be authoritative. If you have a question on whether a source is appropriate, please ask me. Using the American Anthropological Association's citation style, each team member will create an evaluative annotated bibliography of the sources they used. See below for instructions.

Reflection: 500 word minimum discussing how your topic is related to biological anthropology. You can also talk about what you learned through the project, whether that be about the topic itself or the team process. This should be single-spaced. Due by midnight, December 6.

Final Team Member Evaluation: Each team member is responsible for completing a final team member evaluation form. As before, this will be found on ANGEL. Due by midnight, December 6. FAILURE TO TURN IN A TEAM MEMBER EVALUATION RESULTS IN THE LOSS OF 25% OF YOUR FINAL GRADE.

Outline: Create an outline (yes, a real outline) that highlights your contribution to the PA Campaign. This may be short and that is OK. Due by midnight, December 6.

Evaluative Annotated Bibliography: Each team member will create an evaluative annotated bibliography of the sources used for the project. An evaluative annotation "...summarize[s] the essential ideas in a [source] and provide[s] judgments—negative, positive, or both—about their quality" (UWB Library 2010). For more information on annotated bibliographies, I highly recommend you take some time to visit the UWB library web page, <http://libguides.uwb.edu/annotatedbibliographies>. Due by midnight, December 6.

I will provide a form that you can use for your reflection, team member evaluation, evaluative bibliography, and outline of your contribution. This will be available on ANGEL.

Course Outcomes

The following highlighted course outcomes are met in this assignment:

- A. Illustrate their level of cultural literacy by:
 - i. Demonstrating a working knowledge of holism (the multiple aspects of humankind across time and space) (1.a)
 - ii. Interrelating individual experiences and societal forces in the context of anthropology (1.a, 1.c)
 - iii. Identifying ethnocentrism through an examination of human variation and cultural diversity (1.c)
- B. Demonstrate their critical thinking and problem solving skills by:
 - i. Recognizing key principles of human biology and behavior (2.a)
 - ii. Synthesizing and critically assessing anthropological scholarship and claims about humankind and the natural world from an anthropological perspective (1.a, 1.b)
 - iii. Recognizing, identifying and addressing possible multiple perspectives on issues related to biological anthropology (2.b, 3.a)
 - iv. Drawing conclusions about human behavior and biology that are consistent with anthropological theory (1.a, 1.b)
 - v. Generalizing from qualitative and quantitative data and assumptions (2.a, 2.b)
 - vi. Navigating the intricacies of team-based discussion, activities, and assignments (3)
- C. Illustrate their level of information literacy by:
 - i. Searching scholarly research databases and formulating simple research questions (2.b, 2.c)
 - ii. Recognizing differences in the quality of information presented in the popular press from that of the scholarly literature (2.b)
 - iii. Demonstrating the ability to find and evaluate anthropological information in general and scholarly sources with instructor and librarian support (2.a)
- D. Show their communication skills by:

- i. Conducting fieldwork and observation through the utilization of technology-enhanced simulations or real-world research and presenting their findings through written and/or verbal means (2c, 4)
- ii. Communicating ideas and information that demonstrates an understanding of connections between biology, paleoanthropology, geology, psychology, etc., both verbally and through the written word (1a, 2b)
- iii. Working with peers to successfully participate in and/or complete team-based discussion, activities and assignments (3)