

FALL 2012 CRITICAL THINKING ASSESSMENT PILOT

Course	Section	Enrollment	Outstanding	Satisfactory	Unsatisfactory
ANT 3302 Sex Roles in Cross Cultural Perspectives	3218	115	48	60	7
ANT 3451 Race and Racism	1F60	113	47	50	16
POS 4424 Legislative Politics	01C0	48			
CPO 2001 Comparative Politics	7386 & 7391	29	11	17	1
AMH 2010 US to 1877	8028	12	8	3	1
AMH 2010 US to 1877	4004	51	21	28	2
LAH 3130 Colonial Latin America	03F1	24	16	7	1
ARH 2050 Intro to History of Art 1	O433	16	5	7	4
	O434	15	8	6	1
	5788	13	4	8	1
	5789	17	8	6	3
HUM 2305 What Is the Good Life	1D08, 1D09, 1D10, 1D11, 095B, ID05, 095D, 1D06, 1D07	190	97	88	5
	TOTAL	643	273	280	42

**ANT 3302-3218: Sex Roles in Cross-Cultural Perspective**  
**Paper 2**  
**Ethnographic Analysis of Gender/Sex**

Throughout the semester we have discussed how notions of masculinity and femininity, and their respective association with the sexes, are socially constructed. We have also discussed how individuals, as social actors, contribute to the creation of these notions, but also resist and contest these definitions, as well. This assignment will challenge the student to study and analyze social phenomena through an anthropological lens, paying particular attention to gender/sex.

Step 1: Select an event or activity that you can quietly observe for an extended period of time. Make sure to choose a situation that allows you to observe various individuals engaging with each other (for example, you may choose an afternoon at a park/playground, service at your local church, lunchtime at Plaza of the Americas, etc.), without actually intruding upon anyone's personal space or privacy and without making yourself a nuisance to anyone in the vicinity, in general. Also, be sure to choose a place or situation that allows you to take notes as the activity occurs, or at least, that permits you to write down your notes immediately after the event occurs.

**\*\*Note that this exercise involves *simple observation*. Although you may feel inclined to ask questions of the people involved in the activity for the sake of context, please refrain from doing so. For any school-related projects that entail interview-like questioning, special permission must be obtained from the University of Florida Institutional Review Board (IRB). To subject people to anything resembling interview-style questioning without permission from the Institutional Review Board is a serious ethics violation.**

Step 2: Take thorough notes of the activities that develop and the persons involved, paying attention to details as they pertain to gender/sex. **Specifically, take note of the characteristics, traits, behaviors, and activities of the men and women involved, as well as their interactions with one another.** Do not be exclusive to a particular age range or ethnicity in your notes either (for instance, if you are at a park, don't just take notes on the young adults; take into account the children and elderly, as well.)

Step 3: Write an analytical essay based on your data collected from step 2. Through analysis of the actors' practices, reflect upon the sex roles exhibited. In particular, make sure that your paper addresses the following questions: **How do the individuals embody societal definitions of masculinity and femininity? Also, how do they challenge those definitions?**

You are expected to apply course concepts in your essay. **Consequently, you must reference 2-3 course readings. Focus on readings from the second half of the semester.** Note that chapters from the Mascia-Lees text can be used as references.

Structure of the paper should be as follows: introduction (1-2 paragraphs) wherein you give the context of the scene and explain your thesis statement; body paragraphs that support your thesis statement and include analysis of data collected from step 2; conclusion (1-2 paragraphs) that sums up the arguments made in the body and re-emphasizes your thesis. Also, include a separate Works Cited page.

Be careful that your essay is not simply a redaction of everything that you saw occur. It must be analytical. **Note that the paper is only three pages; consequently, make sure your thesis is as specific as possible. Strive to drive home clear, concise arguments.**

Format for papers: 3 pages, double-spaced, 12 point Times New Roman font, 1-inch margins all around. Use MLA guidelines for your citations.

Papers will be graded with attention to the following categories:

- Content (8 points): thoughtful application of course concepts, reference to 2-3 course readings, focused response to assignment's questions
- Organization (8 points): paper has well-developed introduction, body, and conclusion; presents a clear thesis and communicates coherent points
- Style (2 points): free of spelling, grammar, and other stylistic errors (i.e., no run-on sentences and fragments); properly cites references
- Format (2 points): follows formatting instructions (detailed just above)

**Papers must be submitted as a .doc or .docx file via e-learning by Thursday, November 29<sup>th</sup>, at 5PM. Late submissions will not be accepted.**

## Critical Thinking Rubric Pilot Assessment (Fall 2012)

To: Kim Martin (Special Assistant to the Associate Provost)  
From: John Krigbaum (Undergraduate Coordinator, Anthropology, CLAS)  
Date: January 4, 2013

In Fall 2012, Anthropology (CLAS) was requested by the Provost's Office to pick two General Education courses (ANT 3302, Sex Roles in Cross-Cultural Perspective and ANT 3451, Race and Racism) for a Critical Thinking Rubric Pilot Assessment using a supplied critical thinking rubric. Both courses selected were taught by graduate Teaching Associates (TOs) and each had a graduate Teaching Assistant (TA) to assist with grading assignments. Teaching Associate feedback for the pilot assessment is included below.

### (1) ANT 3302 (Sect. 3218) Sex Roles in Cross-Cultural Perspective

**General Education:** Social Sciences and Diversity Credit (SD)

**Assignment:** This particular assignment (attached as separate pdf file "ANT3302\_Assignment") was the 2<sup>nd</sup> of two papers that the students had to write over the course of the semester, and it was an exercise that challenged students to analytically apply course concepts to the world around them.

I have found that this class of students thinks relatively critically with regards to course assignments and for this reason, the majority of students fall into the rubric's "satisfactory" category. Few students scored "unsatisfactory"; those papers that did fall into this category suggest that students did not follow instructions or showed an extremely vague understanding of course concepts. Students that scored in the 19-20 range fall under the "outstanding" category and demonstrated a strong grasp of course concepts and presented analytical and nuanced discussions of the complexities of gender/sex in their society.

Paper 2 Assignment	Score Range (out of 20)	# of Students (n=115)
Outstanding	19 - 20	48
Satisfactory	14 - 18.9	60
Unsatisfactory	< 13.9	7

### (2) ANT 3451 (Sect. 1F60) Race and Racism

**General Education:** Social Sciences and Diversity Credit (SD)

**Assignment:** Students were asked to read, summarize and critically evaluate an assigned peer-reviewed article covering a topic on the anthropology of race and racism.

Students were graded on their ability to accurately summarize the key points of the assigned article and relate the material meaningfully back to topics reviewed in the course. Students were asked to critique the article for contradictions or flaws in the author's arguments based on their personal experiences with race, lecture material, and other assigned readings. The rubric is a useful means of determining critical evaluation; it is however not without flaw. The rubric is too simplistic, there may be a way of expanding the categories of the rubric to cover a wider range of success at critical evaluation.

Paper Assignment	Score Range (out of 10)	# of Students (n=113)
Outstanding	9 - 10	47
Satisfactory	7 - 8.5	50
Unsatisfactory	< 6.5	16