



Course Name: Anthropology of Tourism

Course Number: ANTH 478

Credits: 4 Credits

OSU catalog course description: [ANTH 478. ANTHROPOLOGY OF TOURISM.](#) 🎓

Tourism is among the world's largest industries. The anthropology of tourism seeks to understand the relationships between the industry and the other cultural productions. In this course, students explore the cultural practices and impacts of tourism in relation to both host and guest communities, and travel as cultural practice. Course is taught on Corvallis campus and via Ecampus. (Bacc Core Course) PREREQS: 3 credits of social science. Junior or senior standing.

Prerequisites: 3 credits of social science

Recommended: Junior or Senior standing

This course combines approximately 90 hours of instruction, online activities, and assignments.

Tourism is among the world's largest industries, generating trillions of dollars in annual revenues and employing millions. It is heavily relied upon as an economic strategy in developing countries and in notable and numerous pockets of more industrialized states, as well. The anthropological examination of tourism seeks to understand the relationships between the industry and other cultural productions. In this course, we will explore the cultural practices and impacts of tourism in relation to both host and guest communities, and travel itself as a part of culture. We will examine theories of tourism and ask the following questions:

- Who are tourists/travelers?
- Who are hosts?
- What motivates both to engage in travel and host/guest activities and relationships?
- What types of tourism do people undertake, and what are the current trends?
- What are the impacts of tourism on host communities?
- What are the links between tourism, conscious cultural production and identity?
- What role can (or should) anthropology play in influencing the industry and tourist and host behaviors?

Course taught online and on campus

Learning Outcomes/Course Objectives

Baccalaureate Core - Synthesis - Contemporary Global Issues learning outcomes

1. Analyze the origins, historical contexts, and implications of contemporary global issues.
2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

Please see <http://oregonstate.edu/main/baccalaureate-core-program-summary-chart> for additional information about Bacc Core courses and requirements.

Measurable student learning outcomes specific to the course:

Students will be evaluated on the following learning objectives via their participation in online discussions, tests, assignments and papers. By the end of the term, you will be able to:

- 478.1) Define tourism.
- 478.2) Identify and categorize various types of tourism activities.
- 478.3) Explain the changing historical context of tourism activities.

- 478.4) Analyze tourism’s major impacts on both hosts and tourists and in economic, ecological and cultural realms.
- 478.5) Explain key concepts in relation to tourism, including but not limited to social stratification, race, colonialism, globalization, development, consumer society, and cultural production and commodification.
- 478.6) Illustrate the major topics and issues addressed within the contemporary anthropological study of tourism and relate them to general tourism studies.
- 478.7) Identify a specific topic related to tourism for development as a research project.
- 478.8) Evaluate and synthesize contemporary multi-disciplinary tourism studies in the academic research literature and discuss them in the context of your own research.
- 478.9) Write a research paper of a minimum of 2000 words, incorporating an examination and synthesis of contemporary multidisciplinary studies from the research literature applied to a specific research question related to tourism.

Time Commitment

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits

Learning resources:

NOTE: For textbook accuracy, please always check the textbook list at the [OSU Bookstore website](#). Sample syllabi may not have the most up-to-date information

Required Books

Chambers, Erve

2010 Native Tours: The Anthropology of Travel and Tourism. (Second ed.). Long Grove, IL: Waveland Press.

Gmelch, Susan

2010 Tourists and Tourism (Second ed.). Long Grove, IL: Waveland Press.

Required Articles, Book Excerpts and Films

Available via Canvas or [OSU Library’s E-journals](#). See the *Readings* sub-folder in each *Weekly Schedule* folder for details. You will be responsible for acquiring several of these readings through the OSU Library E-journals for yourself.

Several films/videos will be viewed throughout the term. When possible, they will be available for viewing through the course Canvas. You will be responsible for the acquisition of any films that cannot be streamed due to copyright restrictions. They all can be rented or purchased through online resources, or through brick-and-mortar DVD providers.

Notes and other materials

Instructor notes are in the *Weekly Schedule* folders. I frequently provide additional commentary and add observations or resources I feel are important to the subject at hand in the discussion forums. Students will be responsible for that additional material just as you would be for anything a professor says in a traditional lecture setting. A *Resources* folder on Canvas contains items that may help you with your projects and other class work.

Canvas and other tools

This course is delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

Evaluation of student performance:

Assignments & Tasks	Due	Points
Introduction discussion	Saturday, Week 1	5
Online Discussion (10 points/ 8 weeks)	Most weeks, Wed-Mon.	80
Introduction to the library	Friday, Week 1	5
Research Ideas Forum	Monday, Week 2	10
Research Plan	Friday, Week 3	10
Tourism Inventory	Saturday, Week 6	20
Midterm Exam	Friday, Week 6	30
Project Progress Report and Peer Review	Monday, Week 7	10

Final Project Presentation	Tuesday, Week 10	20
Final Project Paper	Tuesday, Finals Week	100
Final Exam	Thursday, Finals Week	<u>30</u>
Total Points Possible		320

Grading Scale: Your course grade will be determined on a standard percentage basis:
90%+ = A- / A; 80-89.9% = B- / B / B+; 70-79.9% = C- / C / C+; 60-69.9% = D- / D / D+
Any percentage below 60% is failing.

A-range: 95-100% = A; 90-94.9% = A-
B-range: 86.7-89.9% = B+; 83.4-86.6% = B; 80-83.3% = B-
C-range: 76.7-79.9% = C+; 73.4-76.6% = C; 70-73.3% = C-
D-range: 66.7-69.9% = D+; 63.4-66.6% = D; 60-63.3% = D-

Please note that I generally do not round the numbers. A 90% is an A- grade; an 89.9% is a B+. A 76.7% is a C+; a 76.6% is a C. I will only be flexible if a student has been diligent about turning all work in on time (including forum posts/responses) and has clearly taken assignments seriously.

Assignment Descriptions - Please see course Canvas for full details

Percentages shown below are approximations of how much the assignments/tasks are worth of the total points available for the class. Remember that every point counts, and the difference between a B and an A or any other grade can be in one assignment, even one that is relative less in the overall scheme of things.

Online Discussion – 25%

Weekly (Wednesday-Monday): Each week (except Weeks 6 and 10), students are required to participate in an online discussion related to the week's topic. The instructor will provide questions to help facilitate discussion. In addition, students may start their own threads with original questions and commentary. The goal is to thoughtfully engage the weekly readings, lectures, and other posts made by students, to make connections between different themes, and to reflect upon the ideas proposed by the authors, the instructor, and your classmates.

Initial post is due Wednesday of each, 11:59 p.m.; feedback to other students should be made by Monday of the following week, 5:00 p.m.

Introduction to the library webinar – 1.5%

Week 1 (Friday, 11:59 p.m.): Listen to one of the recorded "webinars" on "[Introduction to the library](#)." Upon listening to that, submit a post to the 'Ask the Research Librarian' forum on our class discussion board with three things you learned from it.

Alternatively, if you have already attended or listened to that particular webinar, you may use "Database Power Searching" or "Using one good sources to find another" for this assignment.

Introduction Forum – 1.5%

Week 1 (Saturday, 11:59 p.m.): Use the introductions discussion forum to 1) introduce yourself to the class and 2) provide a brief synopsis of your travel experiences.

Research Ideas Forum – 3%

Week 2 (Monday-Monday, Week 3): The term project for this class is a research paper related to some tourism issue. Students may opt to do a literature review exploring a particular type of tourism, tourist destination, tourism impact, question related to the touristic experience, etc. Students may also opt to conduct a mini-ethnography of tourism-related issues in a particular locale, if access to that locale and its inhabitants (hosts and/or guests) is feasible during the term.

During the first week, you will begin to explore ideas for this project on a board in the discussion forums.

Initial post is due Thursday of Week 1, 11:59 p.m.; feedback to other students should be made by Monday of Week 2, 5:00 p.m.

Research Plan – 3%

Week 3 (Friday, 11:59 p.m.): Provide a short description of what you plan to do for your term project, and how you intend to go about it. Include a proposed timeline for completing the project. If you intend to conduct an ethnographic study, you should expect to develop a more involved research plan that includes information about potential research participants and observational research opportunities you hope to include.

Tourism Inventory – 6%

Week 2, assigned (complete by Friday of Week 6, 11:59 p.m.) - Students will collaborate to produce a wiki inventory of different types of tourism classifications, with definitions and bibliographic sampling of research literature related to the specific types.

Research Progress Report – 3%

Week 7 (Monday, 11:59 p.m.-Monday, Week 8, 5 p.m.): Students will submit a statement of the progress they have made on their term projects to a peer discussion forum. What have you accomplished? What problems have you encountered? What are your preliminary findings? Comment upon your experiences doing ethnography, if you are working on that type of project. Student will be required to provide feedback to their fellows by the end of the discussion period, responding to at least two progress reports other than their own.

Project Presentation – 6%

Week 10 (Tuesday - Friday, 11:59 p.m.): Students will deliver an online presentation of their research project by Tuesday of Week 10, and provide feedback to other students by Friday. Students may submit a draft of their written project, but the idea is to present the substance of the project in summarized form using a slideshow or presentation software such as Prezi or Screencast-o-matic. Another alternative would be the construction of a topical website on the subject of research using Weebly.com, Wordpress or other free website tool.

Ethnography (Term Project) – 30%

Finals Week (Tuesday, 11:59 p.m.): Students will write a research paper related to some tourism issue. Students may opt to do a literature review exploring a particular type of tourism, tourist destination, tourism impact, question related to the touristic experience, etc., or conduct an ethnographic study of a particular location among a particular group of people.

This project should be worked throughout the term. Students will identify a topic, present a progress report at mid term, present findings to the class in a summarized presentation and submit a paper of no less than 2000 words (8 pages), with an additional references cited section and appendices (if used), at the end of the term.

If an ethnographic approach to the term project is chosen, the paper will potentially be worth an additional 10 points in extra credit, if well executed. It should be expected that an ethnographic paper will be longer than 8 pages; aim for 10-15, instead (2,500-3,700 words). It is recommended that students have some familiarity with ethnographic research and writing if this option is chosen (e.g. had another course in which an ethnographic paper was required or taken the ANTH 371 methods course).

Tests – 20%

Sunday-Friday, Week 6 and Saturday-Thursday, Week 11 (Finals Week): There will be one midterm made available between Sunday (midnight/12:00 a.m.) and Friday (11:59 p.m.) Week 6. A final will be available Saturday-Thursday of Week 11 (Finals Week). Both exams are worth 30 points each, and will consist of the definition of terms and explanation key concepts. Format will be short essay (approximately 250 words).

These will not be timed tests, but more along the lines of 'take-home' tests that you may work on throughout the weeks they are available. You should plan on spending a total of about two hours working on each, if you have kept up with the course material and feel comfortable with the readings, etc..

Extra Credit

I do not provide extra credit opportunities in the class, beyond what you might receive if you conduct an ethnographic research project for the term paper.

Course Policies:

Grading Concerns

If you feel you received a grade in error or unfairly, within one week of receiving the grade, please submit the graded assignment in question to the instructor with a written explanation of the problem. I will return the assignment with my

decision one week from the date I receive it with my comments and any changes I feel are merited. Please realize that your grade can drop as well as rise during a second look at an assignment.

It is advisable for you to maintain a close watch on the gradebook on the course Canvas to make sure grades are not missing from assignments you are certain (and can prove) you submitted. Assignments (other than Discussion requirements) *must* be turned in via the assignment drops available in the folders of the weeks they are due (in *Weekly Schedule*). When you use the assignment drops, a "!" will appear in the gradebook alerting me that you have made a submission. Failure to turn something in via that method could result in your work being overlooked.

Response and Grading Turn-Around Time

Please do give me a minimum of 24 hours to respond to emails. I make every effort to respond to queries as soon as I see them, but I may be away from my computer for a time (weekends, especially). On rare occasions, I may even go more than 24 hours without putting electronics in front of my face, but I avoid extending that past 48 hours when teaching online. If I foresee a notable interruption in my 24-hour check in goal, I will let you know.

As for papers, my goal is to have grades in by no later than a week after students have submitted their work. I frequently get that task accomplished before the week is out, and only rarely do I ever go over a week.

Late Work

Work submitted late is subject to reduced points:

- Within 12 hours of the due date/time: 5% reduction.
- Up to 24 hours (one day): 10% reduction
- Up to 48 hours (two days): 20% reduction
- Up to 72 hours (three days): 30% reduction
- Up to 96 hours (four days): 40% reduction
- Past 96 hours/four days, work will not be accepted.

If you know you are going to be late with something, it is advisable to inform me. You should also apprise me of circumstances that could interfere with your ability to complete work in a timely manner. Accommodations without penalty will be made for documented circumstances, such as military active duty, the birth of a child, etc., but you should inform me of the likelihood of these events as soon as you are aware of them.

In cases of excused absence (military training or deployment, documented medical situation, etc.), accommodations will be made, but the total number of points required for the class will not be altered on a case-by-case basis. It's problematic to reduce the number of points a student needs to acquire for the class, but it's easy to be flexible on when the work gets done. Being allowed to make up missing points is the privilege of people who have good reasons for missing them. As in a lecture class, being 'excused' from an in-class assignment on a particular day does not mean a walk; the points still need to be made up somehow.

Incompletes

I give a grace of Incomplete (I) only in emergency situations (e.g., for military deployment, a death in the family, a major illness or injury, unforeseen hardship or the birth of your child), **and** if the student has turned in 50% of the points possible. If you are having any difficulty that might prevent you from completing the coursework, please do not wait until the end of the term to tell me; let me know right away. I will almost always work with students who come to me in a timely manner.

Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability and Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098

Expectations for Student Conduct

In an academic community, students, faculty and staff each have responsibilities for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct. Student conduct is governed by the university's policies, as explained in the [Student conduct and Community Standards](#).

Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Academic Integrity for Students](#). Please see full policy statement on the course Canvas.

Conduct Online

Students are expected to conduct themselves in the course (e.g., in class, on discussion boards, via email) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing actions, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations. *Please read my post on the subject of discussion board conduct in the General Discussion forum.*

Communications & Help:

Ground Rules for Communication & Participation:

- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class. If you prefer that only the instructor see your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information online is discouraged (e.g. telephone numbers, address, personal website address).
- Observe "Netiquette" in all online postings. All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss:
 - writing online: <http://goto.intwg.com/>
 - netiquette: <http://www.albion.com/netiquette/corerules.html>
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- *Think through and reread your online comments before you post them.*
- Assume the best of others in the class - if someone's comments or tone upset you, think about the ways you may be misinterpreting the writing.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments.
- Be open to be challenged or confronted on your ideas or prejudices. Do not assume a disagreement with your ideas is a personal attack.
- Pay attention to the instructor's announcements, posts and comments.
- *Please read my post on the subject of discussion board conduct in the General Discussion forum.*

Contacting the instructor

Email – mary.nolan@oregonstate.edu

Skype - [nolanmunoz](#) (Skyping or phone calls by arrangement)

The best way to communicate with me is via e-mail or posting to the "General Discussion" folder of the discussion board. Use the latter if you have a question that could prove relevant to the rest of the class, not for personal matters.

Anthropology Online Program Assistance

For more general questions or concerns related to the Anthropology Program's online courses, please contact Ecampus Anthropology Advisor, Brenda Kellar: Brenda.kellar@oregonstate.edu.

Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737- 3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online. Other helpful links for support can be found [here](#).

Library Assistance

The OSU Library has a [resource](#) page for all anthropology classes. The OSU Library is a full service library for both on campus and Ecampus students. There you can find information regarding the use the research/journal databases and other tools you might find useful for completing you term projects from online [tutorials](#), and [Ecampus webinars](#). Additionally, you can get help from the reference desk if you have any trouble accessing a required reading.

Tutoring

- **Writing:** OSU offers a range of resources to assist you in becoming a better academic writer. Specifically, you are encouraged utilize the [OSU Online Writing Lab](#).
- **Other Tutoring:** online tutoring service available free through Ecampus online tutoring via [NetTutor](#)

OSU Student Evaluation of Teaching

Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions by Ecampus. You will login to "Student Online Services" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

Schedule

*For a detailed list of reading assignments, background notes, films, and other material, please see the **Weekly Schedule** on the course site. Detailed descriptions of assignments are to be found on Canvas (the course site) under each week.*

Note that you may, of course, do all of your required work within the five-day, Monday-Friday workweek. For example, you have until the Monday of the following week to complete your discussion board posts and responses, but you can certainly fulfill that weekly requirement by Friday if you wish to keep your weekends open. I would generally advise students to aim toward that.

Week 1: Introduction to the course - anthropology and tourism

Due

- Discussion forum post due Wednesday, 11:59 p.m.
- Intro to library webinar post due Friday, 11:59 p.m.
- Discussion responses due *by* Monday, Week 2, 5:00 p.m.

Readings

Chambers: Preface and Introduction

Wallace: "Tourism, Tourists and Anthropologists at Work"

Week 2: Tourism in historical perspective

Due

- Research Ideas forum post due Monday, 11:59 p.m.
- Discussion forum post due Wednesday, 11:59 p.m.
- Tourism inventory assigned, due by Saturday, Week 6, 11:59 p.m.
- Discussion responses due *by* Monday, Week 3, 5:00 p.m.
- Conclude research ideas forum discussion *by* Monday, Week 3, 5:00 p.m.

Readings

Chambers: Chapter 1, "From Travel to Tourism"

Gmelch (*in* Gmelch): Chapter 1, "Why Tourism Matters"

Film

The Great Vacation Squeeze

Optional Material

Gyr: [The History of Tourism](#)

Film: [Summertime](#)

Week 3: Theoretical Approaches

Due

- Discussion forum post due Wednesday, 11:59 p.m.
- Research plan due Friday, 11:59 p.m.
- Discussion responses due *by* Monday, Week 4, 5:00 p.m.

Readings

Graburn (*in* Gmelch): Chapter 2, "Secular Ritual: A General Theory of Tourism"

MacCannell (*in* Gmelch): Chapter 4, "Sightseeing and Social Structure: The Moral Integration of Modernity"

Gmelch (*in* Gmelch): Chapter 5, "Let's Go Europe: What Student Tourists Do and Learn from Travel"

Film

Holi-days

Optional Material

Cohen & Cohen: [Current Sociological Theories and Issues in Tourism](#)

Week 4: Hosts and Guests

Due

- Discussion forum post due Wednesday, 11:59 p.m.
- Discussion responses due *by* Monday, Week 5, 5:00 p.m.

Readings

Chambers: Chapter 2, "Tourism, Society and the Political Economy"

Errington & Gewertz (*in* Gmelch): Chapter 6, "Tourism and Anthropology in a Postmodern World"

Sweet (*in* Gmelch): Chapter 8, "'Let 'em Loose': Pueblo Indian Management of Tourism"

Film

Cannibal Tours

Week 5: Encounters – Gender, Class and Power

Due

- Discussion forum post due Wednesday, 11:59 p.m.
- Discussion responses due *by* Monday, Week 6, 5:00 p.m.

Readings

Brennan (*in* Gmelch): Chapter 9, "When Sex Tourists and Sex Workers Meet"

Pruitt and LaFont (*in* Gmelch): Chapter 10, "Romance Tourism: Gender, Race and Power in Jamaica"

Tucker (*in* Gmelch): Chapter 17, "Negotiating Gender Relations and Identity between Locals and Tourists in Turkey"

Films

Please see list of films to choose from in the Week 5 overview and online required readings list.

Week 6: Midterm

Due

- Mid-term available Sunday-Friday; complete by Friday, 11:59 p.m.
- Tourism Inventory, complete by Saturday, 11:59 p.m.

Prepare

- Term Paper Progress Report, due Monday, Week 7

Week 7: Tourism, Culture and Identity

Due

- Term Paper/Project Progress Report forum post due Monday, 11:59 p.m.
- Discussion forum post due Wednesday, 11:59 p.m.
- Discussion responses due *by* Monday, Week 8, 5:00 p.m.
- Progress Report feedback due *by* Monday, Week 8, 5 p.m.

Readings

Chambers: Chapter 4, "Tourism and Culture"
Fisher (*in Gmelch*): Chapter 18, "Sherpa Culture and the Tourist Torrent"
Bruner (*in Gmelch*): Chapter 19, "Tourism in Ghana"
Kugelmass (*in Gmelch*): Chapter 20, "Rites of the Tribe"

Film

TBA

Week 8: 'Authenticity' and the Marketing of Culture

Due

- Discussion forum post due Wednesday, 11:59 p.m.
- Discussion responses due *by* Monday, Week 9, 5:00 p.m.

Readings

Terziyska: "Interpretation of Authenticity in Tourism"
Kaul (*in Gmelch*): Chapter 11, "The Limits of Commodification in Traditional Irish Music Sessions"
Bruner (*in Gmelch*): Chapter 12, "The Maasai and the Lion King"
Garland and Gordon (*in Gmelch*): Chapter 14, "The Authentic (In)Authentic"
Mintz (*in Gmelch*): Chapter 15, "In a Sense Abroad"

Film

TBA

Optional Material

Douglass and Raento: "The Tradition of Invention: Conceiving Las Vegas"

Week 9: Implications and Sustainability

Due

- Discussion forum post due Wednesday, 11:59 p.m.
- Discussion responses due *by* Monday, Week 10, 5:00 p.m.

Readings

Chambers: Chapter 3, "Nature, Tourism and the Environment"
Patullo (*in Gmelch*): Chapter 21, "Sailing into the Sunset"
Honey (*in Gmelch*): Chapter 23, "Giving a Grade to Costa Rica's Green Tourism"
McLaren (*in Gmelch*): Chapter 25, "Rethinking Tourism"

Film

Destination: Tourism

[*The Golf War*](#)

Week 10: Research Presentations

- Forum post due Tuesday, 11:59 p.m.
- Feedback to peers due *by* Friday, 11:59 p.m.

Finals Week (Week 11)

- Final draft of ethnographic research paper due by Tuesday, 11:59 p.m.
- Final available Saturday-Thursday; complete by Thursday, 11:59 p.m.

Student Evaluation of Teaching

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to "Online Services/MyOSU" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.