

# **A Self Study of the Undergraduate Program in Anthropology**

## **Oregon State University**

Prepared by Anthropology Faculty<sup>1</sup>

School of Language, Culture, and Society

Oregon State University

For Decennial Review, Spring, 2014



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# 1. Introduction

## 1.1 The Review Process

As requested by the Curriculum Council, in-depth reviews of undergraduate programs at Oregon State University (OSU) are conducted approximately once every ten years. This process gives faculty and administrators the opportunity to evaluate program performance and plan for the future. The objectives of these reviews are to evaluate the following areas for the purpose of improving the quality of undergraduate programs:

- The focus of the academic program and its fit with the institutional mission and strategic direction;
- The extent to which the programs are evolving along national trends;
- The adequacy of resources for quality delivery of the programs;
- The learning environment and the extent to which learning outcomes are achieved;
- The areas where Oregon State University can further develop its strengths; and
- Potential areas for collaboration and interdisciplinary initiatives.

As part of the decennial review process, this self-study document is intended to provide essential information on faculty, students, facilities, teaching activities, and related operations, to allow for reflection on OSU's undergraduate program in Anthropology. Data sources include admissions and enrollment figures from the OSU Office of Institutional Research and from Ecampus, internal department/program documents, and surveys conducted with recent graduates from the program and program alumni. The closing sections of the document provide a review of recent trends, a forecast of future opportunities and challenges, and a set of recommendations about how best to steer our program forward.

Given the 50-year history of Anthropology at OSU, it is somewhat surprising that this is the first official review of our undergraduate programs.<sup>2</sup> We therefore do not have a firm baseline of past reviews against which we can evaluate our progress. Adding complexity to the issue, this review finds us in the middle of some rather major structural and organizational changes. On one hand, our unit was recently re-organized from a stand-alone department to a program within the School of Language, Culture, and Society (SCLS), and we are only now entering a new period of calm and stability that allows us to plan for the future. Second, we are currently substantially revising our undergraduate (and graduate) program requirements, to meet changes within the unit and trends within the larger discipline. Our program is therefore very much a work in progress, and we have tried to capture both the history as well as the intended direction of our undergraduate major.

## 1.2 Why Anthropology Matters

As Anthropologists, our task is to navigate between worlds—worlds past and present, local and distant, rural and urban, and even worlds defined by different genders or social classes. By exploring these differences, we gain competency in the “other”, and create a bridge between our own (narrow) view and the broader human experience. As modern life becomes increasingly interconnected on a global scale, the ability to bridge diverse situations or constituencies becomes increasingly essential. Anthropologists, equipped with training to understand and appreciate different cultural values and perspectives, can play key roles as cultural mediators, promoting communication and cross-cultural sensitivity.

OSU Anthropology takes pride in preparing students to perform this vital function in our diverse society. With a strong emphasis on social justice and respect for cultural heritage, our undergraduate

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<sup>2</sup> It appears that changes in leadership at the departmental and college level coincided, postponing previously scheduled reviews and putting them (permanently) on the back-burner.



program provides students with critical skills and hands-on experience. Our graduates go on to pursue advanced graduate training or employment in a variety of public service areas, including government agencies, the non-profit sector, tribal groups around the country, as well as the private sector.

### 1.3 Program Focus and Orientation

The Anthropology Program at OSU offers a B.A. or B.S. in Anthropology, with concentrations in Cultural Anthropology, Biocultural Anthropology, and Archaeology/Physical Anthropology. We also offer a General Anthropology degree through our Ecampus (on-line) program. Regardless of area of concentration, the OSU program in Anthropology takes a strongly applied approach. OSU Anthropology was one of the founding members of the Consortium of Practicing and Applied Anthropology Programs (COPAA), and our graduate degrees (M.A. and Ph.D. programs) are explicitly in Applied Anthropology. In the undergraduate program, we offer an introduction to the traditional four subfields of Anthropology, while similarly emphasizing the ways in which students can use their training in real-world settings.

With our applied orientation, we feel that an anthropology degree prepares students to pursue a broad range of jobs that emphasize cross-cultural awareness, international contacts, and management of cultural resources. The U.S. Bureau of Labor Statistics predicts that the field of social science as a whole will grow at a better-than-average rate through 2020. In particular, *“Employment of anthropologists and archeologists is expected to grow 21 percent from 2010 to 2020, faster than the average for all occupations. .... More anthropologists will be needed to research human life, history, and culture, and apply that knowledge to current issues”* (U.S. Bureau of Labor Statistics 2010). Growth areas include using anthropological analysis to understand diverse workforces and markets in the business sector; using archaeological methods to identify, collect and preserve historic and prehistoric artifacts; and working with tribal entities to manage cultural heritage. At a more general level, we firmly believe that Anthropology - through its emphases on critical thinking, communication, group processes, and the

ability to work independently - is an excellent preparation for the work force in fields such as education, human and governmental services, law, business, media, and medicine.

## 1.4 Alignment with the OSU Strategic Plan

With our applied outlook and the diversity of our faculty's expertise, our work touches on each one of OSU's signature areas of distinction as outlined in the 2009-2013 University Strategic Plan:

- (1) ***"Advancing the science of sustainable earth ecosystems."*** Our faculty members conduct research in historic and prehistoric archaeology to understand past patterns of human-environment interaction in North America and Mesoamerica. Several faculty members conduct research on environmental sustainability in the contemporary world, with geographic areas of focus in Asia and North America.
- (2) ***"Improving human health and wellness."*** Our faculty members work to improve health outcomes and foster communication between clients and different types of care providers, and to improve cultural competency among health providers. We also work to understand current patterns of migration and their implications for human health.
- (3) ***"Promoting economic growth and social progress."*** Our faculty members are working to understand the strengths and challenges of local food systems here in Oregon and in Latin America. One applied outcome of this research is the Emergency Food Pantry, which was established in 2009 at OSU by anthropology faculty and graduate students, with the goal of improving food security among university students during these economically challenging times.

## 1.5 Program Mission Statement and Goals

The mission of the Anthropology Program at Oregon State University is to promote awareness of the complexity and diversity of humanity and the human experience - past and present – in its cultural, biological, and ecological contexts. Through education, service, and research, we seek to apply anthropological insights to human problems and to train students to be the next generation of leaders in the field of applied anthropology.

Specifically, our faculty members identified the following goals for our undergraduate program:

1. Provide students with broad training in the four subfields of Anthropology (including Cultural Anthropology, Biocultural/Physical Anthropology, Linguistics, and Archaeology);
2. Advance students' ability to work in groups with people from different backgrounds;
3. Help students to understand and address social justice and social inequality; and
4. Advance students' cultural sensitivity in interpersonal and cross-cultural interactions.

This review process was specifically designed to measure our performance toward accomplishing these goals and to identify areas in which we can better meet the needs of our students.

## 2. Overview of Anthropology at Oregon State University

### 2.1 Brief History

Anthropology has a long history at OSU. Anthropology courses were first offered through the Sociology department in 1963. The Department of Anthropology was established in 1969 as a separate unit, along with the undergraduate major. In those early days, teaching faculty initially consisted of six members, which rapidly grew to nine – two archaeologists, two physical anthropologists, two linguists, and three cultural anthropologists – a balance that represented the four subfields of the discipline. Although the initial cohort of Anthropology majors was small (~ 30), Anthropology's contribution to the baccalaureate core (BacCore) was already quite substantial, with enrollment in Anthropology classes topping 3000 students per year by 1971. Today, by comparison, the department has 11.5 faculty – still representing a four-field approach – while our undergraduate program has grown to nearly 300 majors, with 62 graduates last spring (2013). Enrollment in Anthropology courses now exceeds 6300 students per year.

In 1992, the Department expanded its degree programs to offer the MA in Applied Anthropology as the first single-discipline graduate degree in the College of Liberal Arts.<sup>3</sup> And in 2003, the Ph.D. in Applied Anthropology was approved as the first doctoral program in CLA. We currently have *ca.* 45 students in the graduate program, many of whom are supported as Graduate Teaching Assistants (GTAs) involved in the delivery of undergraduate coursework.

Our most recent advances have been in the development of our on-line (Ecampus) undergraduate program in Anthropology. We first began delivering anthropology courses on-line in 1992, and offered an on-line undergraduate major beginning in 2010. The Ecampus degree program has expanded quickly; by Fall of 2013 the number of on-line anthropology majors had reached 200, a level which the department plans to maintain. Anthropology is proud to be a part of one of the top-ranked on-line colleges in the country, although growth in this area presents a logistical challenge.<sup>4</sup>

We are also proud of Anthropology's continued contribution to the general undergraduate experience at OSU, through our significant role in the Baccalaureate Core (BacCore). Anthropology currently offers 24 courses which satisfy baccalaureate requirements, generally in the Contemporary Global Issues (CGI) and Liberal Arts Non-Western core. BacCore classes account for 56% of our course offerings, and 81% of student credit hours. Student enrollment in these service courses averages over 5000 students per year, suggesting that one out of every five undergraduates at OSU experiences a class in Anthropology each year.

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<sup>3</sup> The Masters of Integrated Studies (MAIS) predates Anthropology.

<sup>4</sup> Best Online Bachelor's Program – U.S. News & World Report (2014); Smart Choice 25 Best Online Colleges – SuperScholar (2012, 2013, 2014); Nation's Best Public Online Colleges – Affordable Colleges Online (2013); The 25 Best Online Colleges – TheBestSchools.org (2012, 2014); Top 20 Online Colleges – TheBestColleges.org (2011).

Over our nearly fifty-year history, we have grown into a solid program offering the B.A./B.S., M.A., and Ph.D. degrees, and we have become an internationally recognized group of teachers and researchers. A quick summary of our undergraduate program by-the-numbers is as follows:

- Tenured/tenure-track teaching faculty 11.5 (11.5 FTE total)
- Instructors 7 (4.5 FTE total)
- Advisors 2 (1.5 FTE total)
- GTAs 45 (10 FTE total)
- Support staff 1 (0.5 FTE total)
- Undergraduate majors 283 (Fall, 2013)<sup>5</sup>
- Undergraduate annual course enrollment 6300 (5-year average).



*Waldo Hall, home of OSU Anthropology.*

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<sup>5</sup> OSU Office of Institutional Research, Fall 2013 enrollment summary.

## 2.2. Reorganization and Position within the University Structure

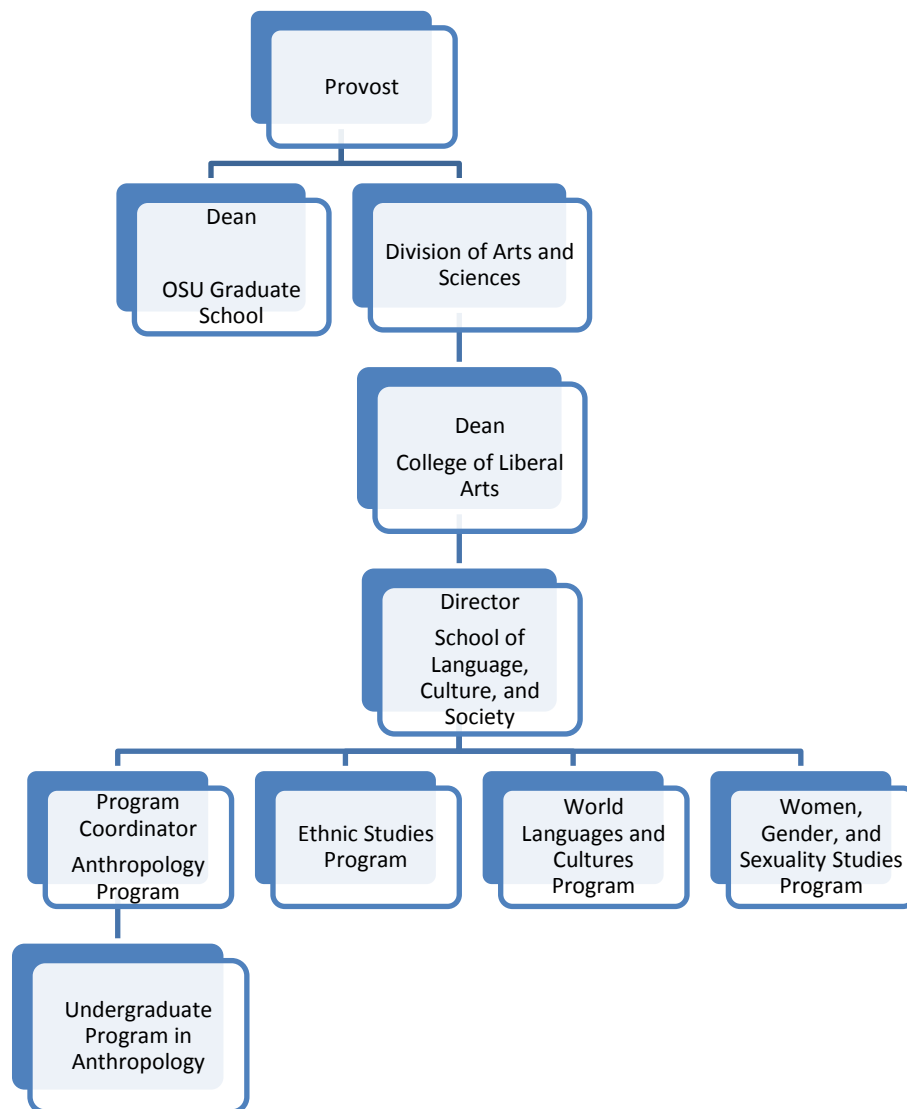
OSU Anthropology functioned as an independent department within the College of Liberal Arts for 40 years (1969 - 2009), under the guidance of a departmental Chair. In 2010, amidst widespread structural change in the university, the Department of Anthropology was reorganized as a Program within the School of Language, Culture, and Society (SLCS), along with three other units (Women, Gender, and Sexuality Studies; Ethnic Studies; and World Languages and Cultures). The Director of the SLCS, Dr. Susan Shaw, provides guidance and budgetary oversight for all Programs within the school, handles promotion and tenure for all the units, and conducts annual reviews of program faculty performance. The schematic diagram below (Figure 1) shows the current structure of SLCS.

While this reorganization has substantially altered administration of the Anthropology program, Anthropology remains a distinct entity within this new organizational structure and retains its own leadership in the form of the Program Coordinator. Significantly, hiring decisions for tenure-track faculty and instructors in Anthropology are still made at the program level, although with oversight from the school Director. Further, all decisions about curriculum, program development, and policies related to graduate and undergraduate program management are handled within the Anthropology Program.

## 2.3. Program Governance

Two individual leadership positions currently exist in the program, including: 1) the ***Anthropology Program Coordinator***, who is responsible for acting as a liaison between the program and the School of Language, Culture, and Society; and 2) the ***Graduate Program Director***, who is responsible for the day-to-day management of activities related to the graduate program. Areas of responsibility for these two positions are outlined in Table 1. Note that we currently have no leadership position (equivalent to the Graduate Program Director) focused solely on coordinating aspects of the undergraduate program. Instead, these functions are handled by the Program Coordinator and three

faculty committees: the **Curriculum Committee**, the **Personnel Committee**, and the **Ecampus Oversight Committee**. Tasks handled by these bodies are outlined in Table 2; membership on committees rotates every two years. In terms of faculty governance, the program faculty meets monthly during the academic year. Minutes are kept of all faculty meetings, including a record of all formal actions put to a vote and a summary of discussion.



**Figure 2.** Anthropology's position within the current organizational structure of OSU

**Table 1.** Leadership positions in Anthropology

**Anthropology Program Coordinator Duties**

- Acts as the public face of the unit;
- Serves as liaison to the SLCS Advisory Council and communicates information to/from the school Director;
- Provides leadership for the unit for the purposes of strategic planning (including degree program and curricular development), and program review;
- Coordinates monthly faculty meetings in the unit to address programmatic issues;
- Oversees unit schedule of classes (in coordination with the Curriculum Committee);
- Assists the Director with the identification of instructors for hiring and renewal (in coordination with the Personnel Committee);
- Addresses student questions, complaints, and issues within the unit;
- Solicits nominations from the faculty for university, college, and school awards from the unit;
- Works with office staff and faculty to plan social events, award banquets, student recognitions, etc. for the unit;
- Arranges for evaluation of on-campus instructors; coordinates teaching evaluations.
- Approves small (under \$300) budget expenditures for office supplies or other items necessary for the unit's functioning.

**Anthropology Graduate Program Director Duties**

- Serves as point-person for prospective graduate students;
- Keeps web site and graduate student handbooks up to date with information on program requirements, opportunities for internships, grants, and fellowships, etc.;
- Manages graduate program admissions;
- Tracks graduate student progress toward degree and updates the progress checklist for students;
- Reviews and signs all graduate student program-of-study forms and thesis defense forms;
- Holds graduate student orientation and social event (beginning of Fall term);
- Arranges to market our graduate programs at national meetings (AAA, SfAA, SAA);
- Apply for grants and fellowships (Oregon Laurels Block Grant, etc..) and if necessary, establishes nominating process for graduate fellowships (SYLFF, Yerex, etc).



**Table 2.** Tasks performed by Anthropology program committees

**Curriculum Committee**

- Builds and maintains undergraduate concentrations in the major as well as curricular aspects of graduate programs;
- Approves development of new courses and any changes in courses that require approval by the college-level Curriculum Committee;
- Oversees the scheduling of on-campus classes, especially determining what classes should be taught in any year, making sure that required courses are offered and that all courses stay on rotation;
- Oversees Ecampus course development and maintenance; works with Ecampus advisor to track program developments;
- Encourages and plans for assessment of all aspects of the curriculum; works with Assessment Coordinator to evaluate BacCore courses;
- Administrative Assistant will attend meetings involving scheduling.

**Personnel Committee**

- Coordinates faculty and staff award nominations for college and university level awards;
- Reviews applications in the instructor pool and arranges for temporary replacement hires of instructors as needed;
- Grants approval for Ph.D. (ABD) students to be eligible for the instructor pool;
- Selects GTAs and coordinates GTA teaching assignments; tracks GTA teaching evaluations.

**Ecampus Over-sight Committee**

- Provides strategic planning for Ecampus development, including program size, direction, degrees, and concentrations.
- Oversees Ecampus course development and maintenance; works with Ecampus advisor to track program developments;

### 3. Undergraduate Degree Description and Requirements

#### 3.1 Concentrations

The Anthropology program currently offers both a B.A. and a B.S. in Anthropology. The distinction between these two degrees is set by the university, with the primary difference being that a B.A. requires proficiency in a foreign language at the 2<sup>nd</sup> year level, while the B.S. requires 3-4 credits in computer science, 3-4 credits in science, and 8-12 credits in math or statistics.

The Anthropology program currently offers four options or concentrations for either the B.A. or the B.S. degree: Cultural/Linguistic Anthropology, Biocultural Anthropology, Archaeology/ Physical Anthropology, and General Anthropology (offered on-line only). Each option varies in the total number of credits required for the degree (from 48 to 50) and requires a slightly different set of core courses (for details, please see Appendix I). Requirements take two years to complete, with a grade of C– or better for all courses used to complete major requirements. Such courses cannot be taken on a pass/no-pass basis.

While this system provided students with a great deal of flexibility, faculty were concerned that it did not provide sufficient guidance on which courses would be most useful for students as a foundation for their chosen area of specialization. The currently defined concentrations also do not reflect changes in the make-up of our program. For example, Physical Anthropology is no longer really taught within the department (a common trend within Anthropology nationwide), and has been replaced with a biocultural perspective.

As a result, we recently initiated a revision of the structure and degree requirements for our undergraduate major. The goals of these revisions were to (1) unite the program around a common core of courses reflecting the traditional four-field approach in anthropology (cultural anthropology, linguistics, physical anthropology, and archaeology); (2) to provide greater clarity and guidance to students in each subdiscipline by identifying coursework most relevant to their chosen field; and (3) to

reflect changes within the discipline as well as within our program. As part of this process, we also updated the learning objectives for the program as a whole (see Table 3). These changes will take effect in Fall, 2014, pending Category I approval, although we are advising students to adopt the new requirements now.

The revised program requirements are shown in Table 4. All majors will be required to complete 60 credits of coursework in the discipline (at the upper end for programs within the College of Liberal Arts) and a common core of introductory courses (including a WIC course). On-campus students will select one of three options: Cultural/Linguistic Anthropology, Biocultural Anthropology, or Archaeology; learning outcomes for these concentrations are listed in Table 5. The General Anthropology option will be offered through Ecampus only. For each subfield, faculty have identified appropriate required fundamental courses and a range of methods courses to complete within each option. Nearly all of the courses exist already; however, this new curriculum structure will better serve the needs of our students and prepare them for future careers.

**Table 3.** Revised learning outcomes for Anthropology program

- Demonstrate a broad and comparative understanding of humanity, the diversity of world cultures;
- Demonstrate an understanding of core tenets of the four-field approach (cultural, biocultural, archaeological, and linguistics) within anthropology as a discipline;
- Demonstrate the skills necessary to collect, analyze, and interpret data relevant to one or more of the subfields of anthropology within the context of anthropological theory;
- Demonstrate the ability to follow ethical and professional standards for cultural sensitivity in interpersonal and cross-cultural interactions.

**Table 4.** Revised requirements for Anthropology major (B.A., B.S., H.B.A., H.B.S.)

**Anthropology Core (24 Credits)**

- Anth 110 Intro to Cultural Anthropology (3)
- Anth 230 Time Travelers: Intro to Archaeology (3)
- Anth 240 Intro to Biological Anthropology (3)
- Anth 350 Language, Culture, and Society (4)
- Anth 345 Biological and Cultural Constructions of Race (3)
- Anth 370 Anthropological Theories (4) WIC
- Anth 475 Senior Capstone: Anthropology in Practice (4)

**Options (choose one of the following):**

**(1) Archaeology Option (31 additional credits)**

***Foundations*** (19 credits)

- Anth 332 Archaeological Inference (4)
- Anth 435 Cultural Resources: Policy and Procedures (3)
- Anth 438 Archaeology Field School (12)

***Survey Courses*** (2 classes for a minimum of 6 credits)

- Anth 331 Mesoamerican Prehistory
- Anth 432 Archaeology of Domestication and Urbanization
- Anth 433 First Americans, Last Frontiers
- Anth 434 North America After the Ice Age
- Anth 436 Northwest Prehistory
- Anth 439 Archaeological Study of Foraging Lifeways

***Methods Courses*** (2 classes for a minimum of 6 credits)

- Anth 421 Analysis of Lithic Technologies
- Anth 422 Historic Materials Analysis
- Anth 423 Methods and Theory in Historical Archaeology
- Anth 424 Settlement Archaeology
- Anth 425 Ceramic Analysis in Archaeology
- Anth 430 Topics in Archaeology
- Anth 437 Geoarchaeology
- Anth 492 Archaeology Laboratory Methods
- Anth 497 Archeological Field Methods

**(2) Biocultural Option (28 additional credits)**

***Foundations*** (9 credits)

Anth 371 Research Methods in Cultural Anthropology  
Anth 383 Introduction to Medical Anthropology  
Anth 374 Anthropology and Global Health

***Survey Courses*** (3 classes for a minimum of 12 credits)

Anth 446 Forensic Anthropology  
Anth 449 Biocultural Perspectives on Human Reproduction  
Anth 477 Ecological Anthropology  
Anth 486 Anthropology of Food  
Anth 441 Human Evolution  
Anth 461 Neuroanthropology

***Advanced Theory and Methods*** (2 classes for a minimum of 8 credits)

Anth 442 Human Adaptability  
Anth 443 Human Osteology Lab  
Anth 444 Nutritional Anthropology

**(3) Cultural/Linguistics Option (27 additional credits)**

***Methods*** (2 classes)

Anth 371 Research Methods in Cultural Anthropology  
Anth 498 Oral Traditions  
Anth 490 Topics in Methodology

***Cultural Production*** (2 classes for a minimum of 8 credits):

Anth 452 Folklore and Expressive Culture  
Anth 465 Popular Culture: An Anthropological Perspective  
Anth 468 Anthropology of Childhood  
Anth 478 Anthropology of Tourism

***Economic Systems and the Environment*** (3 classes for a minimum of 12 credits)

Anth 361 Food Studies in a Social Justice Perspective  
Anth 466 Rural Anthropology  
Anth 471 Cash Class and Culture: Hunter-Gatherers to Capitalism  
Anth 477 Ecological Anthropology  
Anth 479 Anthropology of Migration

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Plus additional upper division electives in Anthropology to complete a total of 60 credits for the major\*\*.

\*\*The following restrictions apply to electives in Anthropology:

No more than 6 credits of blanket numbers (i.e., Anth401-410);  
No more than 6 credits of Peoples courses (Anth311-319)  
At least 12 credits at 400 level excluding blanket-numbered credits.

**Table 5.** Revised learning outcomes by concentration

**Cultural Anthropology Concentration.** Upon completion of the degree, students will be able to:

1. Demonstrate a thorough understanding of the various building blocks of culture, including subsistence, sacred and secular rituals, economies, technology, arts, language, and social institutions;
2. Engage in ethnographic research, analyze outcomes, and communicate findings in both oral and written formats; and
3. Demonstrate the ability to follow ethical and professional standards for cultural sensitivity in interpersonal and cross-cultural interactions, as well as the ability to work effectively in groups where not all members share an identical worldview.

**Biocultural Anthropology Concentration.** Upon completion of the degree, students will be able to:

1. Demonstrate a thorough understanding of the ways evolutionary biology, political-economy and culture interact to influence human health and behavior over time and in cross-cultural perspective;
2. Demonstrate the field and laboratory skills necessary to collect, analyze, and interpret the intersections of human biomarker and ethnographic data within the contexts of current biocultural methods and theory; and
3. Demonstrate the ability to follow professional standards for cultural sensitivity in interpersonal and cross-cultural interactions, as well as in the ethical and non-coercive treatment of human research participants.

**Archaeology Concentration.** Upon completion of the degree, students will be able to:

1. Successfully employ the field and laboratory skills necessary to collect, analyze, and curate the material remains of past cultures and their environments, and interpret those remains within the context of current archaeological theory.
2. Demonstrate a thorough understanding of the diversity of past cultures and lifeways dating to the prehistoric and early historic eras of North America, and be able to place specific sites within their environmental and culture-historical context.
3. Demonstrate an understanding of the ethical issues and legal responsibilities concerning cultural resource management, and be prepared to follow professional standards for the acquisition, study, and curation of prehistoric and historic cultural remains.

### 3.2 Ecampus Program

Over the past five years, we have seen Anthropology's on-line teaching presence grow from a small, fledgling program to a full on-line major degree with more than 200 declared majors. The University policy is that an Ecampus degree should be no different from an on-campus degree: they should reflect the same high standards of the university. Thus, for the most part, information in this self-study document refers to the undergraduate program as a whole, including both on-campus and Ecampus.

We recognize, however, that there are distinct differences in pedagogy between a face-to-face and a distance learning environment. In addition, while all courses taught via Ecampus are developed by our faculty or an instructor in consultation with a faculty member, a large number of them are delivered by our graduate students serving as instructor. Accordingly, we have attempted to pull apart the data for our on-campus and Ecampus programs where possible, in order to evaluate their distinctive differences and challenges, as well as to compare their rates of success.

## 4. Input Assessment: People

This section provides information on all of the major players of our program, including faculty, instructors, advisors, and staff. The Anthropology Program currently has 11.5 tenured / tenure-track professors, including 4 at the professor rank, 4.5 associate professors, and 3 assistant professors. (Leah Minc's appointment is 50% in Anthropology and 50% in the Radiation Center). These faculty are assisted by seven instructors who teach in the undergraduate curriculum at least half-time on a regular basis, and by emeritus faculty members who participate to varying degrees in seminars and other activities. The program enjoys the support of one administrative assistant. Details on faculty and instructors, along with their areas of research and undergraduate teaching, are provided in Table 6.

**Table 6.** Summary of Anthropology teaching faculty (as of Spring, 2014)

<b>Name and Title</b>	<b>Degree Institution and Year</b>	<b>Research Foci</b>	<b>Undergraduate Teaching Areas</b>
David Brauner, Professor	Ph.D. 1976, Washington State University	Historic archaeology; Pacific Northwest	Time Travelers (230); Evolution (330); Historic Materials (422); Historical Method & Theory (423); Settlement Archaeology (424); Cultural Resources (435); NW Prehistory (436); Archaeology Field School (438); Arch Field Meth (497)
Fina Carpena- Mendez, Asst. Professor	Ph.D. 2006, University of California, Berkeley	Cultural anthropology; migration; Mexico and Europe	Peoples of Latin Am (313); Anthropological Theories (370); Methods in Cultural Anth (371); Anth of Migration (479); Anth of Childhood (468)
Melissa Cheyney, Associate Professor	Ph.D. 2005, University of Oregon	Biocultural and medical anthropology; maternal and child health; North America	Biol. & Cult Const Race (345) Medical Anthropology (383); Human Evolution (441); Biocultural Perspectives (442); Nutritional Anth (444); Human Reproduction (449); Advanced Med. (483)
Loren Davis, Associate Professor	Ph.D. 2001, University of Alberta	Prehistoric archaeology; peopling of North America; Mexico and North America	Time Travelers (230); Lithic Analysis (421); First Americans (433); After the Ice Age (434); Geoarchaeology (437); Foraging Lifeways (439); Archaeology Field School (438) Arch Lab Methods (492)
Andrew Gerkey, Assistant Professor (Joining faculty in 2014)	Ph.D. 2010, Rutgers University	Ecological anthropology; evolutionary anthropology; social networks	Peoples of N. America (311); Ecological Anth (477); Arctic Perspectives (499)
Joan Gross, Professor	Ph.D. 1985, University of Texas, Austin	Linguistic and cultural anthropology; sociolinguistics; indigenous languages; W. Europe, Latin	Language in the USA (251); Peoples of Europe (312); Language, Culture, Society (350); Folklore and Expressive Cult (452); Rural Anth (466)



<b>Name and Title</b>	<b>Degree Institution and Year</b>	<b>Research Foci</b>	<b>Undergraduate Teaching Areas</b>
		America, North America and N. Africa.	Anth of Food (486); Language in Global Context (487); Oral Traditions (498)
Kenneth Maes, Assistant Professor	Ph.D. 2010, Emory University	Biocultural and medical anthropology; community health; HIV/AIDS; Africa	Peoples of Africa (315); Anth & Global Health (374); Human Adaptability (442); Human Osteology (443); Neuroanthropology (461) Cross-Cult Health & Healing (474)
David McMurray, Associate Professor	Ph.D. 1992, University of Texas, Austin	Cultural anthropology; migration; popular culture; Europe and North Africa	Comparative Cultures (210); Peoples of the Middle East (314); Popular Culture (465); Anth of Migration (479)
Leah Minc, Associate Professor	Ph.D. 1994, University of Michigan	Mesoamerican archaeology; complex societies; Archaeometry	Mesoamerican Prehistory (331); Ceramic Analysis (425); Urbanization/Domestication (432); Materials Science in Arch (430)
Lisa Price, Professor	Ph.D. 1993, University of Oregon	Cultural and environmental anthropology; food systems; Southeast Asia, Africa, North America	Biocult. Construct. of Race (345); Food Studies in a Social Justice Perspective (361); Uses of Anthropology (475)
Nancy Rosenberger, Professor	Ph.D. 1984, University of Michigan	Cultural anthropology; gender; food systems; Japan, Central Asia, North America	Intro to Cult Anth (110); Peoples of Japan/Korea (319); Anth Theories (370); Rural Anth (466); Gender, Ethnicity , Culture (473); Cash, Class and Culture (471); Capstone in Social Justice (485); Anthropology of Food (486)
Bryan Tilt, Associate Professor	Ph.D. 2004, University of Washington	Environmental anthropology; international development; natural resources; China, North America	Peoples of China (318); Cultures in Conflict (380); Ecological Anth (477); Natural Resources (481); International Development (482)

Name and Title	Degree Institution and Year	Research Foci	Undergraduate Teaching Areas
<b>Emeritus Faculty</b>			
Roberta Hall, Emeritus Professor	Ph.D. 1970, University of Oregon	Coastal archaeology; health, prehistory, human biology, culture, and skeletal biology	
Courtland Smith, Emeritus Professor	Ph.D. 1968, University of Arizona	Ecosystem analysis; fisheries; water resources	
John A. Young, Emeritus Professor	Ph.D. 1972, Stanford University	Political economy	
<b>Instructors</b>			
Sarah Cunningham	Ph.D. 2013, OSU	Rural studies; Food Studies	Anth Theories (370); Cultures in Conflict (380); Rural Anth (466); Anth of Food (486)
Julianne Freeman	Ph.D. 1996, Indiana	Linguistic Anthropology; Africa	Peoples of Africa (315); Lang., Cult, Soc. (350); Anth Theories (370)
Brenda Kellar	M.A. 2004, OSU	Archaeology	Intro to Cult Anth (110); Evolution (330); NAGPRA (480)
Peter Little	Ph.D. 2010, OSU	Environmental Anthropology	Anth, Health, & Environ (352); Natural Resources (481)
Mary Nolan	M.A. 1998, SMU	Cultural Anthropology	Anth Theories (370); Cultures in Conflict (380); Anth of Tourism (478)
Sandra Reece	Ph.D. 2005, Arizona	Physical Anthropology	Biological Anth (240); Biocult. Construct. of Race (345)
Irene Rolston	M.A. 2006, OSU	Cultural Anthropology	Comparative Cultures (210); Natural Resources (481)
Marta Sobur	M.A. 2011, Harvard	Archaeology	Time Travelers (230); Urbanization/Domestication (432) Peoples of the Middle East (314)

## 4.1 Faculty

Anthropology faculty members represent all four subfields: Archaeology, Biocultural, Cultural and Linguistic Anthropology. All faculty teach at both the undergraduate and graduate level; full time teaching loads are five 4-credit classes or six 3-credit classes per year. Faculty areas of expertise are described briefly below; for complete citations of academic work, please consult the curriculum vitae of individual faculty (see Appendix II).

### Archaeology

The Archaeology faculty at OSU cover a broad spectrum of the human experience, extending from the distant past to the historic foundations of modern society.

Professor **Dave Brauner** (Ph.D. Washington State University, 1976) recently celebrated 37 years of teaching and service to OSU, as well as crossing the \$2M mark in research grants. With a specialization in historical archaeology, preservation, and cultural resource management law, much of Dave's research career has focused on the transition of the Oregon frontier from a fur-trading economy to a settled, agricultural economy, with an emphasis on the Métis population. He has conducted excavations at contact-era communities in western Oregon, including the Robert Newell Farmstead (Champoeg State Heritage Area), pre-Civil War and Civil War era military installations at Fort Hoskins and Fort Yamhill, and the Klondike gold-rush towns of Skagway and Dyea. His work was recently highlighted on local television, with a spot encouraging Oregonians to visit the summer field school and excavations at Champoeg State Park. In 2012, Dave was honored by the National State Parks Organization for his lifetime contribution to public education in behalf of our past.

Dr. **Loren Davis** (Ph.D. University of Alberta, 2001), in contrast, focuses on the far distant past. His research is concerned with tracing the earliest human migrations on the North American continent, and understanding Pleistocene hunter-gatherer adaptations. He is the Executive Director of *Keystone*

*Archaeological Research Fund*, which carries a \$1 M endowment to investigate the first human populations in the Pacific Northwest and along the Pacific Coast. Loren teaches the summer archaeological field school at the Cooper's Ferry site, Idaho, and leads enthusiastic students on long (usually wet) weekends devoted to locating and excavating early coastal sites as part of the Pacific Coast Survey. Loren's research on Paisley Cave - the earliest known human occupation in Oregon - was recently published in *Science* (July, 2012). Loren also integrates cutting-edge technologies into his research and teaching, including the use of 3D digital laser scanning, printing and geometric analysis.

Dr. **Leah Minc** (Ph.D. University of Michigan, 1994) specializes in archaeometry - the application of physical and chemical analyses to artifacts, to determine their geographic origin, technology, and/or use. With funding from the Wenner-Gren Foundation for Anthropological Research and the National Science Foundation, her research investigates ancient ceramic production, market exchange, and long-distance trade in parts of the world as distinct as Mesoamerica and Mesopotamia. Through collaboration with excavators and major museums around the world, she works to address questions concerning market system development, the rise of mercantilism, and the impact of political institutions on economic choices. Leah holds a split-appointment with the OSU Radiation Center, where she directs the Instrumental Neutron Activation Analysis (INAA) program for trace-element analyses.

### **Biocultural Anthropology**

Our **biocultural faculty** approach anthropology from the perspective that human biology cannot be understood outside of the cultural and political context where it is embedded/embodyed. In practice this means that both biological and cultural variables are collected and analyzed, and the interface between them becomes the focus of interpretation.

Dr. **Melissa Cheyney** (Ph.D. University of Oregon, 2005) is one of the rising stars in the field of biocultural anthropology. As a licensed, practicing midwife, Melissa researches the outcomes of home

deliveries for mother and child, and assesses the range of public and professional reactions to the growing trend of home births. Her recent book *Born at Home: Cultural and Political Dimensions of Maternity Care in the United States* (Cengage Learning, 2010) summarizes her findings. In addition, Melissa serves as the chair of the Board of Midwifery for the State of Oregon, and co-authored the Oregon Health Licensing Agency technical report on *Recommendations for the OHLA's Policy of Perinatal Health Outcome Surveillance and Annual Reporting for Direct-entry Midwife Attended Births*, which led to revisions in the way in which home birth vital statistics are recorded in Oregon. She is also an elected delegate to Homebirth Consensus Summit in Washington, DC, a member of the Oregon Health Authority's Midwifery and Medicaid Work Group, and the Chair of the Division of Research for the Midwives Alliance of North America. Melissa is a frequent public speaker on the US home birth movement, and has recently completed a national speaking tour where she discussed findings from her most recent research project. "The MANA Statistics Project 2004-2009: Outcomes of care for 16,924 Planned Home Births in the United States" was published in the *Journal of Midwifery and Women's Health* in January of 2014 and is the largest study on planned home birth in the United States to date.

Dr. **Kenneth Maes** (Ph.D. Emory, 2010) joined OSU Anthropology in Fall 2012, following a post-doctoral fellowship at Brown University. He is a self-described biocultural medical anthropologist interested in the social determinants of health and well-being, and the impacts of global health, development, and humanitarian practice. Specifically, he examines the psychosocial costs and benefits of volunteerism in non-western, low-income settings, and seeks to explain why economically-insecure women and men - such as those in impoverished communities of rural Ethiopian - will donate their labor to transnational public health projects. Kenneth started his position at OSU with a 3-year NSF award entitled "*Health volunteers in rural Ethiopia: discourses and experiences of status, motivation, and well-being*", that examines the complex biosocial and ethical issues involved when public health and development initiatives rely on underpaid labor in Ethiopia.

**Dr. Sunil Khanna** (Ph.D. Syracuse 1995; Ph.D. in Biological Anthropology and Human Genetics, University of Delhi, 1988) is a medical anthropologist interested in the complex interrelations of biology, culture, gender, ethnicity, and health in South Asia and the US. He uses diverse yet complementary field techniques such as ethnographic research and qualitative methods, microdemographic survey, and nutritional anthropometry in his research studies. Sunil's most recent research project in India addresses perhaps one of the most contentious and sensitive transnational issues, namely, the availability and use of new reproductive technology for the purpose of prenatal sex determination and practices of sex selection in urbanizing north India. This work is summarized in his book *Fetal/Fatal Knowledge: New Reproductive Technologies and Family-Building Strategies in India* (Cengage/Wadsworth, 2009). After a very productive 15-year stint with OSU Anthropology, Sunil transitioned to Associate Provost for International Programs in 2011, and is now affiliated with the School of Public Health.

## Cultural Anthropology

Our faculty in **cultural anthropology** illustrate considerable diversity, with strengths in the areas of food studies, ecological perspectives, and migration.

Professor **Nancy Rosenberger** (Ph.D. University of Michigan, 1984) blends multiple themes into her research, including gender and food, with a strong element of social justice. She is perhaps best known for her studies of women, self, and change in Japan, summarized in two book-length works, *Gambling with Virtue* (2001) and *Dilemmas of Adulthood: Japanese Women and the Nuances of Adulthood* (2013), and an edited book, *Japanese Sense of Self* (1992). A second major research interest is food insecurity, as manifest in her work with the local Benton County Food Security Task Force and a current oral history project on Gleaners in Oregon as well as a book on Central Asia (*Seeking Food Rights: Nation, Inequality, and Repression in Uzbekistan* 2012). Nancy recently returned from a year-long sabbatical that included IREX-supported research on women involved in small-scale food processing businesses in Tajikistan, and an exploration of organic farming in Japan as a social movement funded by the Northeast Asia Council.

Professor **Joan Gross** (Ph.D. University of Texas at Austin, 1985) is a linguistic and cultural anthropologist who has done research on minority languages in Europe, Morocco and the USA. Her recent research emphasizes the impact of global development on traditional food sources and nutrition among small-time food producers, in particular, the plight of traditional farmers who have been able to sustain themselves in particular environments for many generations, but now find themselves dependent on food that is shipped around the world. Joan's research examines a series of responses, including food activism and the development of a local food movement, in both rural Oregon and in Ecuador with support from a Fulbright Scholar Grant. Joan wants her research to assist people in figuring out how they fit into the global network and to help them validate local culture and agriculture within that context. To that end, this past fall she launched a binational learning community to link farmers, chefs, professors and students in Ecuador and Oregon. She has developed an ethnographic field school in rural Oregon in collaboration with Nancy Rosenberger and spearheaded the undergraduate certificate program in Food in Culture and Social Justice.

Professor **Lisa Leimar Price** (Ph.D. University of Oregon, 1993) joined OSU in 2011, following an extensive career abroad as a Senior Scientist at the International Rice Research Institute in the Philippines and then as an Associate Professor at Wageningen University in the Netherlands. Dr. Price complements our program's emphasis on food studies, with a specialization in agro-biodiversity, rural food systems and food security, ethnobiology, wild food plants, and gender. She has conducted extensive research in Southeast Asia and developed and managed large research projects and programs on food and agriculture in S.E. Asia (semi-domesticated and wild vegetables, fruit and mushrooms for household well-being among rice farmers in Thailand) and Sub-Saharan Africa (impact of HIV/AIDS on women and children/orphans in African food systems). A sample of recent publications from these projects are "HIV, Household Income Generation and Food-related Coping Strategies in Rural Ghana," (2012, *Ecology of Food and Nutrition*), and "Human-induced Movement of Wild Food Plant Biodiversity

across Farming Systems is Essential to Ensure their Availability”, Special Issue of the *Journal of Ethnobiology* on Food Security (2014).

Dr. **David McMurray** (Ph.D. University of Texas at Austin, 1992) focuses on smaller-scale and local responses to the larger-scale economic, political, cultural, and social forces forming the transnational present. In particular, David seeks to illuminate the cultural impact of global mobility, including the way metropolitan cultures are reshaped by the influx of migrants and the creation of their respective diasporic cultures, such as the impact of out-migration on the culture and society of northern Morocco (summarized in *In and Out of Morocco: Migration and Smuggling in a Frontier Boomtown*; 2001, University of Minnesota Press). In 2013, David returned to Nador, Morocco on a Fulbright grant to continue his investigation of the culture of migration that has developed in that region over the decades. Other research projects to date have focused on the eruptions of popular discontent across the Arab world popularly dubbed the Arab Spring (summarized in *The Arab Revolts: Dispatches on Militant Democracy in the Middle East*; 2013, Indiana University Press), and the hybridization of French popular culture under the influences of North African immigration, summarized in the popular textbook *Rhythms of Resistance: Histories of Musical Opposition and Affirmation from Around the World* (2009, Cengage Learning) which links changes in popular music and popular culture to changes in political economy.

Dr. **Fina Carpena-Mendez** (Ph.D. Berkeley, 2006) similarly focuses on migration, but from the perspective of children and youth. Her work examines the effects of neoliberal globalization on the condition of children’s lives in the contemporary world, with particular reference to Latin America (Mexico and Brazil), the US, and Europe (Ireland and Spain). Fina is engaged in the ethnography of migration as a global social process, taking into account the effects on the everyday and the reconfiguration of the self in both migrant sending areas of Latin American and the cosmopolitan receiving contexts in the global North. Fina is co-editor of the 2013 book entitled *Transnational*



*Migration and Childhood* (published by Routledge) and co-author of the 2011 volume entitled *Childhood and Migration in Europe: Portraits of Mobility, Identity, and Belonging in Contemporary Ireland* (Ashgate Publishing).

Dr. **Bryan Tilt** (Ph.D. University of Washington, 2004) is our program's environmental anthropologist, with research centering on natural resources, rural development, and community participation, and a geographic focus on modern China. Bryan is particularly interested in working with community members to shape policies that promote both human welfare and environmental sustainability. He was Co-PI on the large collaborative investigation *Interdisciplinary Research and Methods of Assessing Dams as Agents of Change in China*, funded by NSF's Human and Social Dynamics Program, which examined the social, economic and ecological effects of dams on the Nu River and the Upper Mekong River in Yunnan, China. His insights are presented in *The Struggle for Sustainability in Rural China: Environmental Values and Civil Society* (2010, Columbia University Press). Last year, Bryan (and family) completed a 6-month Fulbright Fellowship in Beijing, where he was researching the social and cultural aspects of water resource management. His most recent book, entitled *Dams and Development in China*, is due to be published by Columbia University Press later this year.

Dr. **Drew Gerkey** (Ph.D. Rutgers 2010) joined OSU Anthropology in Spring 2014 after completing two NSF post-doctoral fellowships, one at the University of Washington and the other at the University of Maryland Socio-Environmental Synthesis Center (SESYNC). He is an ecological anthropologist who studies cooperation and collective action in a variety of contexts, including subsistence harvests, social networks, collective institutions, and social movements. He has conducted research primarily with salmon fishers and reindeer herders on the Kamchatka Peninsula in Northeast Siberia, but he recently initiated several new projects in Alaska as well. He combines qualitative and quantitative ethnographic methods in ways that facilitate inter-disciplinary collaboration, and his work along these lines was recently recognized with the 2013 "Junior Scholar Award" from the Anthropology & Environment

Society of the American Anthropological Association.

Finally, we note with sadness the death of our colleague **Deanna Kingston** (Ph.D., University of Alaska, Fairbanks, 1999), who was a member of the Anthropology department from 2000 to 2011.

Deanna was a cultural anthropologist specializing in native peoples of the Arctic. She served on the National Science Foundation's Office of Polar Programs Advisory Committee, and also on the Study for Environmental Arctic Change - Responding to Change Panel. In 2003, she received a National Science Foundation grant to document and compare scientific knowledge with traditional ecological knowledge of King Island, Alaska. Thanks to her work through this grant, many King Island peoples were able to return to King Island and share their knowledge and wisdom with the younger King Islanders. Deanna's creativity and productivity greatly enhanced the scholarship of the department over the period covered by this review.

## 4.2 Instructors

Fixed-term instructors teach exclusively at the undergraduate level. Full-time teaching loads are three classes per term combined with departmental service.

Dr. **Sarah Cunningham** (Ph.D. Oregon State University, 2012) is an instructor of Anthropology for both on-campus and Ecampus classes (0.5 FTE). She also serves as academic advisor for graduate students majoring in Anthropology (0.25 FTE) and coordinator of the Food in Culture and Social Justice program (0.25FTE). Sarah is a member of the OSU Human Services Resource Center Advisory Board and is actively engaged in the Corvallis local food community. As a cultural anthropologist, Sarah's research focuses on rural communities, youth transitions to adulthood, and food insecurity. She is presently working on a study about the organizational culture of the OSU Emergency Food Pantry.

Dr. **Julianne Freeman** (Ph.D. Indiana University, 1996) has a 0.5 teaching appointment in Anthropology. Julianne has been teaching in Anthropology at OSU since 2010. Julianne's main duties in Anthropology are to teach and mentor undergraduate students. She currently develops and teaches courses online and on campus on Africa, language and culture, will be offering other foundational and elective courses in the up-coming year. Julianne's research focuses on gender, aging, and the life course among the Bamana of Mali.

**Brenda Kellar** (M.A. Oregon State University, 2004), has been with OSU in various capacities since 2000 and currently is our Ecampus Academic Advisor for distance undergraduate students majoring in Anthropology (1.0 TFE), as well as Anthropology NAGPRA Coordinator. Brenda teaches one or more courses on-line every term (Anth 208, 209, 402, and/or 410), and (Anth 110 and 330) summer terms, and she has redesigned the Anth 110, 208, 209, and 330 courses to reflect current online pedagogy and design standards. As NAGPRA Coordinator, Brenda also provides oversight and instruction in collection care to GRAs, and is responsible for the department's past archaeological collections.

Dr. **Peter Little** (Ph.D. Oregon State University, 2010) is an environmental anthropologist interested in the intersection of political ecology, environmental justice, disaster studies, and the high-tech industry. His first book is *Toxic Town: IBM, Pollution, and Industrial Risks* (New York University Press, 2014). Peter began teaching on-line anthropology courses at OSU in 2009 (0.5 FTE), and covers courses on natural resources and community values on a regular basis.

**Mary Nolan** (M.A. w/ Ph.D. candidacy, Southern Methodist University, 1998) teaches upper division courses primarily through the OSU Ecampus program with a .75 FTE appointment in Anthropology. She additionally has a Graduate Certificate in Instructional Design from University of Wisconsin – Stout (2014), and is certified as a Quality Matters (QM) peer reviewer of online courses, with one of her own courses having been QM certified. Mary has research experience in religious social

movements, gender and identity in the United States, and youth and civil society in post-Unification Germany. She has developed and taught courses in the anthropology of tourism, web/internet 'culture', migration, economic inequality, and the European culture area. After spending several years working for a non-profit business advocacy organization, she has also taught courses in business anthropology and consumer society.

**Dr. Sandy Reece** (Ph.D. Arizona State University, 2005) is a 0.5 FTE instructor for the Anthropology Department. She has been teaching at OSU for the past year, covering both introductory and advanced courses in biological anthropology. Sandy is a Physical Anthropologist with a specialization in primatology; her research focuses on the functional morphology and evolution of the hand with a comparative primatological approach. In addition to teaching, Sandy is developing online courses for the Anthropology program in the areas of Biocultural Anthropology and Primates.

**Irene Rolston** (M.A. Oregon State University, 2006) is a full-time instructor (1.0 FTE) for the Anthropology department. Over the past eight years, Irene has taught multiple undergraduate courses, but her current domain is teaching and coordinating the GTAs for Anth210. She has also developed a hybrid version of an upper division anthropology class. In addition, most of the classes that Irene teaches include a large portion of OSU INTO Pathway students, a program that matches foreign students seeking to improve their English language skills with American English speakers in content area courses.

**Marta Sobur** (M.A. Harvard University, 2011) joined OSU Anthropology in the Fall of 2013. Her research is in Near Eastern Archaeology, with a particular focus on the subsistence strategies of the first millennium societies across the Arabian peninsula. In addition to her 0.75 FTE teaching, she mentors and trains Anthropology Graduate Teaching Assistants in current best practices in on-line teaching. She teaches 5 courses online and 5 courses on campus in archaeology and in cultural anthropology of the Middle East. She is developing two new archaeology course offerings for Ecampus students:

Archaeological Inference (ANTH332) and Archaeology of Gender and Ethnicity (the first Difference, Power, and Discrimination certified archaeology course).

### 4.3 Advisors

Advising of on-campus majors is handled by a 0.5 FTE position, held by Dr. **Cari Maes** (Ph.D. Emory University, 2012). Cari monitors student progress, tracks internship opportunities, oversees the new Anthropology Mentorship Program which pairs-up undergraduate and graduate students, and actively represents the Anthropology program at undergraduate recruiting, matriculation, and graduation events. (In addition to her appointment in Anthropology, Cari manages the newly developed M.A. program in Latino/a Studies within the SLCS.)

The Ecampus program also has a 1.0 FTE position in student advising and program coordination, capably handled by **Brenda Kellar** (M.A., OSU, 2004). The Ecampus advisor's duties include providing training and mentorship to our online GTAs and new online instructors, providing oversight for the online anthropology major, and providing support to our faculty and instructors for online program or course issues. Brenda is a *Quality Matters* reviewer, helping ensure the quality of online education for anthropology, OSU, and universities across the nation.

### 4.4 Graduate Teaching Assistants

The vast majority of our graduate students in Anthropology serve as Graduate Student Teaching Assistants (GTAs). For the current academic year, we employ 45 GTAs (most at the 0.2 FTE level) to assist with undergraduate classes. These M.A. and Ph.D. students serve as graders for large on-campus courses, lead discussions for sections of Anth110 and Anth210, and serve as instructors for many of our Ecampus courses. Typically, M.A. students first work under the supervision of a faculty member or instructor on-campus; second year graduate students are eligible to teach for Ecampus.

We have taken several steps to mentor and ensure the quality of teaching delivered by our graduate students.

- All GTAs receive training on departmental policies and procedures, as well as the use of Blackboard at the beginning of the academic year.
- All GTAs working with Ecampus receive additional training on best practices for teaching in an on-line environment. Training consists of a week-long course in which instructors are first students, and experience distance-learning from the students' perspective. Modules include identification of differences between on-line and campus-based classrooms, communication, assessment, and resources available to on-line instructors and on-line students.
- All instructors and GTAs receive training from our SLCS on-line degree coordinator on on-line pedagogy specific to SLCS disciplines, including how to identify troubled vs troubling students, how to create boundaries without creating distance, and how to engage students within your discipline. These trainings are continuous and offered throughout the school year.
- All instructors and GTAs have opportunities for more training from Ecampus, including How to Engage the Online Learner, Quality Matters, and tutorials on various technical and course content issues.
- In addition, our Ecampus GTAs are mentored throughout the year by our Ecampus advisor, Brenda Kellar, and instructor Marta Sobur.
- On-campus GTAs meet with their individual supervisor on a regular basis. GTAs in charge of on-campus sections of Anth110 and Anth210 participate in a Training Seminar that includes all of the course materials for the class and an all-inclusive orientation on how to teach the course, including giving mock teaching presentations. In addition, these GTAs meet with their supervisor throughout the term in a group setting to discuss any problems and to strategize on solutions.
- Student teaching evaluations (eSET scores) are monitored by SLCS every term; students with scores below a threshold of 4 (out of a possible total of 6 points) are referred to the program for further review and additional training.
- We have initiated a system to evaluate GTAs teaching (beyond eSET scores). For Ecampus instructors, Marta Sobur provides on-line classroom visits using a rubric created for evaluation of the GTA's online teaching. This rubric then guides a post-classroom visit discussion with the GTA and with the GTA's program chair. Finally, the rubric and a short summary will be placed in the students' files. For on-campus GTAs, their supervisor conducts class observations for each GTA, providing them with feedback and any teaching tips that may help them to be a successful teacher.

## 4.5 SLCS Assessment Coordinator

The SLCS employs an Assessment Coordinator (**Nancy Barbour**, 0.5 FTE) to provide assistance to SLCS academic units (including Anthropology) to plan, implement, and use assessment of student learning to improve educational quality and comply with university assessment requirements. The assessment coordinator consults with faculty groups and committees on all phases of assessment (e.g., planning, implementation, data analysis, reporting), and initiates and moderates meetings with faculty, instructors, and GTAs for coordination and alignment of assessment practices across multiple sections of a course. She also is tasked with developing and maintaining a database of university assessment requirements, student and instructor demographics, and course assessment data. Finally, she collects and summarizes data on student and instructor demographics, and section and course assessment data for archiving and dissemination to SLCS and university constituencies.

## 4.6 Administrative Assistants

Finally, the Anthropology Program is held together by a great team of dedicated, hard-working, and positive office specialists. Anthropology currently has one administrative support staff person (**Loretta Wardrip**) at 0.5 FTE. Loretta assists faculty, attends all faculty meetings and program functions, manages the front office, schedules all classes and special events, and maintains the program website. She is also charged with generating reports on both Graduate and Undergraduate programs; updating policy books and training manuals; supervising student workers; and producing recruiting materials. The remaining FTE of her position is shared with the school; in this position, Loretta is responsible for all class scheduling for the entire SLCS, as well as supporting technology help requests, coordinating construction projects, and preparing promotion and tenure dossiers.

In addition, Anthropology receives support with financial, travel, and HR issues from the SLCS administrative assistant, **Karen Mills** (1.0 FTE with SLCS). Most business functions related to grant administration have been taken over by the new Arts and Sciences Business Center.

## 5. Input Assessment: Classes and Facilities

This section describes the curriculum in Anthropology, including courses offered and enrollment. We also describe the physical facilities and support networks available to students.

### 5.1 Curriculum in Anthropology

We currently offer 69 undergraduate courses in Anthropology, of which 24 satisfy a requirement in either the Baccalaureate Core or CLA. The majority of our courses are in cultural anthropology (38), with far fewer in biocultural anthropology (12) and archaeology (18). This difference reflects the current distribution of our faculty, which is far greater in cultural anthropology than in the other two concentration areas.

Table 7 shows all course offerings in Anthropology over the past five years (2007-2012) along with enrollment figures (on-campus and Ecampus combined). A total of 31,102 undergraduate students have enrolled in anthropology courses over this five-year period, fulfilling educational requirements in the baccalaureate core, the Liberal Arts core, and the Anthropology Major. Baccalaureate core classes in Anthropology tend to be quite large, particularly at the 100- and 200-level, with an average enrollment of 81 students. Average undergraduate enrollments in classes within the subfields are 28 (cultural), 21 (biocultural), and 23 (archaeology).

Syllabi for undergraduate courses, including course objectives and learning outcomes, are included in Appendix III.



**Table 7.** Course offerings in Anthropology over five-year period, 2007-2012

Group	Course	Class Name	Terms Offered	Total Enrollment	Average Enrollment per term
BAC	ANTH 110	Intro to Cult Anth (3)	17	4946	290.9
BAC	ANTH 210	Comparative Cultures (3)	17	8007	471.0
BAC	ANTH 330	Evol of People, Tech, & Soc (3)	17	3748	220.5
BAC	ANTH 345	Bio & Cult Constructions of Race (3)	17	906	53.3
BAC	ANTH 370	Cult Anth: Concepts & Methods (4)WIC	17	613	36.1
BAC	ANTH 380	Cultures in Conflict (3)	17	2411	141.8
	<b>Total</b>	<b>Major BacCore Classes: 6</b>	<b>102</b>	<b>20631</b>	<b>202.3</b>
Arch	ANTH 230	Time Travelers (3)	10	655	65.5
Arch	ANTH 331	Mesoamerican Prehistory (3)	1	21	21.0
Arch	ANTH 421	Analysis of Lithic Technologies (3)	2	15	7.5
Arch	ANTH 422	Historic Material Analysis (3)	2	44	22.0
Arch	ANTH 423	Method & Theory in Hist. Arch (3)	1	15	15.0
Arch	ANTH 424	Settlement Archaeology (3)	1	14	14.0
Arch	ANTH 425	Ceramic Analysis in Archaeology (3)	2	14	7.0
Arch	ANTH 430	Topics in Archaeology (1-4)	12	293	24.4
Arch	ANTH 432	Arch of Domestication/Urbanization (3)	9	73	8.1
Arch	ANTH 433	First Americans, Last Frontiers	5	80	16.0
Arch	ANTH 434	N. America After the Ice Age (3)	4	66	16.5
Arch	ANTH 435	Cult Resources: Policy & Procedures (3)	4	32	8.0
Arch	ANTH 436	NW Prehistory (3)	3	53	17.7
Arch	ANTH 437	Geoarchaeology (3)	3	48	16.0
Arch	ANTH 439	Foraging Lifeways (3)	1	8	8.0
Arch	ANTH 492	Arch Lab Methods (1-3)	2	21	10.5
Arch	ANTH 497	Arch Field Methods (1-3)	2	20	10.0
		<b>Total Archaeology classes: 17 (+1 BAC)</b>	<b>64</b>	<b>1472</b>	<b>23.0</b>
Bio	ANTH 240	Intro to Biocultural Anthropology (3)	15	512	34.1
Bio	ANTH 352	Anth, Health, & Environment (3)	2	68	34.0
Bio	ANTH 383	Intro to Med Anthropology (3)	5	232	46.4
Bio	ANTH 440	Topics in Physical Anthropology (1-4)	6	88	14.7
Bio	ANTH 441	Human Evolution (4)	4	85	21.3
Bio	ANTH 442	Biocult Perspectives on Human Bio (4)	3	31	10.3
Bio	ANTH 443	Human Osteology Lab (4)	3	46	15.3
Bio	ANTH 444	Nutrition Anthropology (4)	2	26	13.0
Bio	ANTH 446	Forensic Anthropology	15	118	7.9
Bio	ANTH 449	Biocult. Persp. on Human Reproduction (4)	1	17	17.0

Group	Course	Class Name	Terms Offered	Total Enrollment	Average Enrollment per term
Bio	ANTH 474	Cross-Cultural Health & Healing (4)	4	44	11.0
Bio	ANTH 483	Advanced Medical Anthropology (4)	4	82	20.5
		<b>Total Biocultural classes: 12 (+1 BAC)</b>	<b>64</b>	<b>1349</b>	<b>21.1</b>
Cult	ANTH 251	Language in the USA (3)	2	67	33.5
Cult	ANTH 311	People of the World- N America (3)	15	885	59.0
Cult	ANTH 312	Peoples of the World- Europe (3)	12	494	41.2
Cult	ANTH 313	Peoples of the World- Latin America (3)	6	308	51.3
Cult	ANTH 314	Peoples of the World- Middle East (3)	8	389	48.6
Cult	ANTH 315	Peoples of the World - Africa	17	562	33.1
Cult	ANTH 316	Peoples of the World- S&SE Asia (3)	4	226	56.5
Cult	ANTH 317	Peoples of the World- Pacific (3)	0	0	0.0
Cult	ANTH 318	Peoples of the World- China (3)	12	221	18.4
Cult	ANTH 319	Peoples of the World- Japan & Korea (3)	10	265	26.5
Cult	ANTH 350	Language, Culture, & Society (4)	15	2795	186.3
Cult	ANTH 352	Anthropology, Health, and Env	2	68	34.0
Cult	ANTH 399	Special Topics (1-16)	1	18	18.0
Cult	ANTH 450	Topics in Linguistic Anthropology (1-4)	0	0	0.0
Cult	ANTH 452	Folklore and Expressive Culture (4)	2	50	25.0
Cult	ANTH 465	Popular Culture: An Anthro Perspective (4)	1	15	15.0
Cult	ANTH 466	Rural Anthropology (4)	1	8	8.0
Cult	ANTH 470	Topics in Cultural Anthropology	9	107	11.9
Cult	ANTH 471	Cash, Class & Culture (4)	6	65	10.8
Cult	ANTH 472	Contemporary Indian Issues (4)	3	30	10.0
Cult	ANTH 473	Gender, Ethnicity, & Culture (3)	1	8	8.0
Cult	ANTH 477	Ecological Anthropology (4)	3	31	10.3
Cult	ANTH 478	Anthropology of Tourism (4)	1	13	13.0
Cult	ANTH 479	Anthropology of Migration (4)	3	33	11.0
Cult	ANTH 480	Topics in Applied Anthropology (1-3)	7	65	9.3
Cult	ANTH 481	Natural Resources & Community Values (3)	15	558	37.2
Cult	ANTH 482	Anthro of International Development (4)	3	54	18.0
Cult	ANTH 484	Wealth and Poverty	10	194	19.4
Cult	ANTH 486	Anthropology of Food (2-6)	4	43	10.8
Cult	ANTH 487	Language in Global Context (4)	2	26	13.0
Cult	ANTH 490	Topics of Methodology (1-4)	0	0	0.0
Cult	ANTH 494	Linguistic Anthropology Lab (1-3)**	1	2	2.0
Cult	ANTH 498	Oral Traditions (4)	3	32	10.7
Cult	ANTH 499	Special Topics in Anthropology (1-16)	5	18	3.6

Group	Course	Class Name	Terms Offered	Total Enrollment	Average Enrollment per term
		<b>Total Cultural classes: 34 (+ 4 BAC)</b>	<b>185</b>	<b>7650</b>	<b>28.5</b>
Other	Anth 402	Independent Studies	17	19	1.12
Other	Anth 406	Projects	17	428	25.18
		<b>Total Anthropology courses: 69</b>	<b>449</b>	<b>31549</b>	<b>70.3</b>
		<b>Total BacCore courses: 24</b>	<b>234</b>	<b>25243</b>	<b>107.9</b>

**Note:** BAC=baccalaureate core; Arch=archaeology; bio=biocultural anthropology; cult=cultural anthropology. Within the cultural, biocultural, and archaeology divisions, shaded courses also satisfy baccalaureate core requirements. \*\* No longer offered.



*Archaeology field school at Fort Yamhill, Oregon.*

## 5.2 Seminar Series

The Anthropology Program, in collaboration with other units in the School of Language, Culture and Society, sponsors a seminar series during each term of the academic year, known as the “Tan Sack” lectures. There are usually seven to eight speakers each term, including invited speakers from other institutions, OSU faculty, and graduate students who present on their current research. All undergraduate students are encouraged to enroll in 1-3 credits of Seminar (ANTH 407) during their academic careers and attend seminars regularly. This exposes them to a wide breadth of ideas and professional opportunities in the field. A sampling of lecture titles from the current academic year are presented in Table 8 to give a sense of the breadth and diversity of presentations offered.

**Table 8.** Tan Sack Lecture Series line-up (2013-2014)

Oct. 11 <sup>th</sup>	Bernadette Y. Alvanna-Stimpfle, Eskimo Heritage Program, Nome, Alaska <i>Conserving Native Knowledge: The Alaskan Eskimo Heritage Program</i>
Oct. 18 <sup>th</sup>	Joan Paluzzi, Western Oregon University <i>TB on ICE: Tuberculosis, Immigration Policy, and Human Rights</i>
Oct. 25 <sup>th</sup>	Andy Fisher, Community Food Security Coalition, Portland <i>Occupy Hunger: Moving from Charity to Justice</i>
Nov. 1 <sup>st</sup>	Scott Vandehey, Willamette University <i>Sustainable Suburbia?</i>
Nov. 8 <sup>th</sup>	Stephen Dueppen, University of Oregon <i>The Archaeology of Egalitarianism in Pre-Colonial West Africa</i>
Nov. 22 <sup>nd</sup>	Melissa Cheyney, Oregon State University <i>The MANA Statistics Project, 2004-2009: Outcomes of Care for 16,924 Planned Home Births in the United States</i>
Jan. 10 <sup>th</sup>	Drew Gerkey, OSU Anthropology <i>Households, Networks, and Human Dimensions of Sustainability in Alaska</i>
Jan. 24 <sup>th</sup>	Pat Lucas, Minzu University China <i>Six-Hundred Years of Environmental Blindness: A Case Study from China</i>

- Jan. 31<sup>st</sup> Dave Schmitt, Earth and Ecosystems Sciences, Desert Research Institute, Reno  
*Paleoarchaic Environments, Geomorphology, and Human Adaptations in the Old River Bed Delta, Western Utah*
- Feb. 7<sup>th</sup> Isidore Lobnibe, Western Oregon University  
*A Season of Riots: Cotton Farmers' Revolt in Burkina Faso*
- Feb. 14<sup>th</sup> Shelby Anderson, PSU  
*Ceramics and Social Networks in Northwest Alaska*
- Feb. 28<sup>th</sup> Hillary Crane, Linfield College  
*Only Relatively Female: The Gender of Taiwanese Buddhist Nuns*
- March 7<sup>th</sup> Sarah Cunningham & OSU Rural Ethnography students  
*Constructing Meaning & Negotiating Change in Rural Oregon*
- March 14<sup>th</sup> David McMurray, OSU Anthropology  
*50 Years of Mass Migration to Europe: The Impact on Nador, Morocco*
- April 11<sup>th</sup> Valerie Khan, University of Kansas visiting scholar  
*Koreans in Central Asia: The Drama of Stalinist Deportation, Model Soviet Minority and Challenges in Post-Soviet Era*
- April 18<sup>th</sup> Cari Maes, OSU Anthropology  
*Bringing Up Brazil: Child Health and National Development in 20<sup>th</sup>-Century Brazil*
- April 25<sup>th</sup> Oren Kosansky, Lewis and Clark College  
*Between Anthropology and Digital Humanities: Mediating Textual Culture in Jewish Morocco*
- May 2<sup>nd</sup> Cherri Pancake, OSU Engineering  
*What Could Cultural Anthropology and Engineering Possibly Have in Common?*
- May 16<sup>th</sup> Mollie Manion, OSU Anthropology Ph.D. candidate  
*Where Have All the Women and Children Gone?*
- May 23<sup>rd</sup> Kimberly Marshall, University of Oklahoma  
*Dancing in the Spirit: Navajo Pentecostalism and the Alternative Agencies of Non-Human Actors*
- June 6<sup>th</sup> Marta Sobur, OSU Anthropology  
*Between Bedu and Hadar - Iron Age Shellfish Foraging at Muweilah in the United Arab Emirates*



## 5.3 Program Facilities

### Brick-and-mortar

On-campus program facilities are housed primarily in Waldo Hall, with a few offices and laboratories located elsewhere (e.g., Radiation Center, Weniger Hall). Space for faculty and graduate student offices, laboratories, and other research and teaching space is at a premium. The program has two classrooms that are used almost exclusively for its undergraduate and graduate teaching: one holds up to 49 students, and the other holds up to 30 students. Both are equipped with media carts that include a computer, flat-screen monitor, LCD projector, and DVD player. Large classroom needs for undergraduate courses must be met by other buildings throughout campus. The program also has a display area on the second floor of Waldo Hall, which houses exhibits of public interest and recent scholarship of faculty. Table 9 shows the current space allocated to personnel and activities for the Anthropology Program.

**Table 9.** Current space allocation in Anthropology

Type	Units	Total Area (ft <sup>2</sup> )
Faculty Office Space (Including regular, emeritus and adjunct)	13	2,728
Staff Office Space	1	240
Graduate Student Office Space	5	1,100
Laboratory Space	6	1,955
Classroom Space	3	1,392
<b>Total</b>		<b>7,415</b>

In addition to office and classroom space, the program uses several laboratories and collections for education and research. These are described briefly below.

- **Reproductive Health Laboratory:** The Reproductive Health Laboratory (RHL) is located in Waldo Hall 272 with adjoining graduate office space in Waldo Hall 270. The Reproductive Health Lab is dedicated to research and advocacy in reproductive health and medical anthropology. The mission of the RHL is to improve the health of women and families in the

United States and abroad by conducting research, public education, and advocacy aimed at identifying and implementing solutions to contemporary reproductive health issues. Currently, the Reproductive Health Laboratory is home to over 20 active research projects in the U.S., Uganda, Sierra Leone, Haiti, and Puerto Rico involving 12 graduate students and eight undergraduate research assistants. These ongoing research projects are embedded in a social justice agenda and focused on research applications within the realm of international reproductive health and maternity care. The activities conducted in the RHL foster collaborative teaching-learning opportunities and nurture interdisciplinary research and outreach projects that are essential to excellence in graduate and undergraduate education training.

- ***Umm el-Jimal Skeletal Biology Project:*** Waldo Hall 274 and 274b currently house the Umm el-Jimal Skeletal Biology Project, an osteological teaching and research collection excavated from a Late Roman/Early Byzantine site in Jordan between the late 1970s and 1998. The site, Umm el-Jimal (“mother of camels” in Arabic), is located in northern Jordan and is home to over two thousand years of history and culture, as well as a vibrant, modern Bedouin community. The best-preserved Byzantine town in the Southern Hauran region of Roman Arabia, archaeological investigation has been underway for well over one hundred years at the site. The curation and analysis of the cemetery population excavated from Umm el-Jimal is part of an ongoing, international effort to understand the site within its regional context. Because large skeletal samples from known and carefully excavated contexts are extraordinarily rare in the United States, the Umm el-Jimal Skeletal Biology Project has become an integral part of our graduate and undergraduate education in medical anthropology and archaeology. Students interested in the evolution of human disease patterns and skeletal pathophysiology have a unique opportunity to work with this well-preserved collection. There are currently two graduate students conducting original research and overseeing the cataloging, sorting and curation of the remains of the over 100 individuals represented in the Umm el-Jimal sample. In addition, 20-30 undergraduate and 5-10 graduate students each year have the opportunity to apply what they learn in human osteology, forensic and funerary archaeology classes by interning in this skeletal lab. Researchers from other universities (currently Appalachian State University, Grand Valley State University and Quinnipiac University) may also apply to study components of the Umm el-Jimal collection. Many universities have had to transition to teaching skeletal biology and human osteology with casts, replicas and/or recent cadaver specimens that often contain a different suite of features than ancient populations. The Umm el-Jimal collection is thus an invaluable teaching and research tool for our archaeology and medical anthropology students.
- ***Biocultural Laboratory:*** Waldo 200 houses the biocultural teaching classroom and laboratory. All of the lab-based classes in the biocultural anthropology concentrations are taught in this space. It contains an extensive fossil cast collection spanning early primate

evolution through modern *Homo sapiens* with both cranial and postcranial elements. In addition, the human osteological teaching collection is housed in this space. This collection contains only human remains from known proveniences that are not protected under the North American Grave Protection and Repatriation Act (NAGPRA). All other human remains have been, or are in the process of being, repatriated. There is also an extensive collection of human bone replicas housed in Waldo 200 that are used to train Native American archaeologists in human skeletal remains identification when prohibitions against handling human bones exist. Along with the Umm el-Jimal collection, these materials are used to train bicultural and archaeology graduate and undergraduate students in human evolution and human osteology. In addition, a full complement of anthropometric equipment is housed in Waldo 200 that is used in the instruction of undergraduate and graduate level human biology and nutritional anthropology classes. We have sufficient equipment to maintain 20-25 person lab courses where students work in pairs to collect anthropometric and nutritional data. In addition, the lab is equipped with all materials needed to follow universal precautions in the collection of biomarker data commonly used in health assessments, including glucometers, scales, blood sample collection equipment, gloves, sharps containers, hemoglobinometers, and blood pressure cuffs. This laboratory is relatively well equipped and plays a vital role in our training of biocultural and archaeology graduate students.



*Comparing the skulls of hominids and lesser primates in the “bone lab”.*



- Archaeometry Laboratory:** The Anthropology program enjoys a collaborative relationship with the OSU Archaeometry Lab, under the direction of Dr. Leah Minc. Located within the Radiation Center, the Archaeometry Lab provides a *ca.* 400 sq. ft. space, dedicated to the preparation of archaeological materials for trace-element and compositional analysis. The primary focus of the lab is to document and prepare ceramic, chert, and obsidian samples to be irradiated for instrumental neutron activation analysis (INAA). Equipment utilized in sample processing includes a digital photography light table, Keyence Digital 3-D microscope, Omano binocular scope (10-30x), drying oven, muffle furnace, fume hood, and Mettler-Toledo AG285 digital balance (d=.01 mg). The lab also contains a Nikon Eclipse E600 polarizing light microscope for petrographic analysis, and a Perkin-Elmer oxidizer for C-14 extraction to be followed by beta spectroscopy. The room is secure, dry, well-lit, and off-limits to food and drink, with adequate workspace for laying out, documenting, and prepping samples. On-going collaborative research gives students the opportunity to work with archaeological collections from museums from around the world, or students may utilize the facility to conduct their own research. The Archaeometry lab also provides a direct connection to the analytical capabilities of the OSU Radiation Center, including INAA, prompt gamma activation analysis, neutron radiography, and liquid scintillation counting. The OSU Radiation Center supports student research utilization of these facilities free of charge, and provides teaching and training in the areas of radiation safety, irradiation protocols, and beta and gamma spectroscopy.
- Pacific Slope Archaeological Laboratory:** The technical equipment and facilities currently available in the Pacific Slope Archaeological Laboratory spaces enable graduate and undergraduate students to learn and apply numerous analytical techniques to important archaeological and geoarchaeological problems. These include, but are not limited to, artifact cataloging and curating, artifact photography and microphotography (e.g., use wear analysis), sediment and soil micromorphology (petrographic and thin section analysis), analysis of sediment and soil particle size distribution, recording and reporting stratigraphic information, microsampling of objects for oxygen isotope analysis, GIS-based projections and predictive modeling, 3-D modeling, imagery and reproduction of cultural materials (e.g., lithic artifacts, ceramic artifacts), and instrumental element analysis via x-ray fluorescence. The Pacific Slope Archaeological Laboratory includes space in Waldo Hall (rooms 100 and 145a) and Weniger Hall (room 113). Major pieces of equipment include: a Leica binocular microscope, an Olympus portable X-ray fluorescence meter, several three-dimensional scanners, several personal computers, and a muffle furnace.
- Historical Archaeology Laboratory:** The historical archaeology program, initiated in 1976, currently has two active research areas, each with their own lab and office space in Waldo Hall. One of our on-going research foci is the French-Canadian Archaeological Project that began in 1980. This project focuses on the late fur-trade era in the Pacific Northwest, specifically the Métis populations as they transitioned from the fur trade economy to a

sedentary agricultural life style during the 1820s to 1850s. Our second long-term research area is the US Army occupation of the Pacific Northwest prior to and during the Civil War. Each project has an office that houses MA and Ph.D. students actively working on their theses and dissertations. Each office is connected to a laboratory facility where layout and collections storage is available. Two computer stations are maintained in each laboratory. An initial cleaning and processing room is utilized by both lab facilities. Collections coming in from the field arrive at the “dirty lab” where undergraduate and graduate students clean, stabilize, and catalog the artifacts as well as process any other data arriving from the field. The processed data are then transferred to one of other labs, as noted above. Once the analysis of a collection is completed, the data and artifacts are removed to a long-term curation facility dedicated to the historical collections. All of the facilities associated with the historical archaeology program are located on the first and second floors of Waldo Hall. Field excavation equipment is stored in a warehouse several blocks from Waldo.

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**Food Studies Laboratory:** The Food Studies Laboratory is the center for student projects and internships concerning food and social justice. It also served as the home for the Ten Rivers Food Web, a 501C-3 non-profit organization in which Dr. Joan Gross and Dr. Nancy Rosenberger have been involved, which works for increased production, distribution and consumption of local food. Books and files about food studies are housed in the Food Studies Laboratory. In addition, the laboratory has two computers that students use for research projects. For example, two students are currently using the space to conduct data collection and analysis on the campus food system, as part of a paid internship funded by the Student Sustainability Initiative. The goal of this research is to assess how sustainable our campus food system is and provide quantitative evidence that may spur the administration to reexamine from where and how we feed our campus. As the Anthropology curriculum expands to include an undergraduate certificate and a graduate minor in Food in Culture and Social Justice, the Food Studies Laboratory will play a key role in our educational and outreach mission.

## Ecampus Facilities

Ecampus offers many resources to online students and instructors:

- **Ecampus Student Success Counselors:** Success counseling is an academic counseling service for both current and future Ecampus students. Success Counselors work in partnership with students to improve academic skills, to identify support resources, and to address obstacles to academic success at OSU. Success counseling is individualized, strengths-based, and holistic.
- **Inside Track Coaching:** Students’ Coach will work with them one-on-one in their first quarter to make sure they’re performing at their best and getting the most out of their experience at OSU.

- **Student Communities and organizations:** Ecampus on Facebook, the Ecampus Success Blog and Alpha Sigma Lambda – an Honor Society for Nontraditional Students.
- **Academic Learner Services:** offers three courses through Ecampus that are designed to help students orient to OSU and be successful in college, choose a career path, and succeed in university-level academics.
- **Career Services:** Ecampus offers a career services specialist specifically for distance students. This specialist helps students identify their career interest, creation of resumes and CVs, internship and job sourcing, and more.
- **Technical assistance for students:** Ecampus provides tutorials in all aspects of Blackboard (our learning management system), as well as browser checks and other tests to ensure students and their computers are ready for online learning.
- **Assistance with course and program development:** including providing training in both areas.
- **Tools for online teaching and technical assistance** for online instructors.
- **Assistance with course scheduling.**
- **Provides conversion to streaming media for course materials.**
- **Assistance setting up workshops.**
- **Marketing and Enrollment Services:** the MES team helps connect prospective online students with Oregon State. MES conducts extensive research to learn which programs are in demand in the marketplace, and their carefully crafted marketing tactics help department heads and program leads meet their unique enrollment goals.

## 5.4 Library Facilities and Services

A review of library holdings and services related to the graduate programs in Applied Anthropology was conducted in 2012 by OSU reference librarians and staff, including monographs, journals and databases. The findings of this review are also relevant to the undergraduate program. Rather than provide that information again in full, we will simply provide a brief overview of library facilities and services that support undergraduate education in Anthropology.

The OSU Libraries' collection includes nearly 2 million monographs and access to over 50,000 journals. In addition, the Libraries provide access to more than 200 databases. Recognizing the desire of students and faculty to have 24/7 access to information, the Libraries are rapidly shifting from a print

collection to a digital one for both monographs and serials. The monograph collection related to Anthropology contains 12,593 monographs from all subdisciplines: cultural anthropology, biological / biocultural anthropology, and archaeology. Of the top 20 journals in Anthropology, as identified by ISI's Journal Citation Report, OSU Libraries subscribes to 17. In terms of journal article databases, OSU Libraries provides access to the leading anthropology-specific article databases, e.g. Abstracts in Anthropology, AnthroSource, and AnthropologyPlus, as well as databases in related fields that cover anthropology topics, e.g. America: History and Life; Medline; Project Muse and Sociological Abstracts, and interdisciplinary databases in which anthropology journals are well represented, e.g. Academic OneFile and Academic Search Premier. Several of these databases link to full text documents; those that do not enable the students and researchers to quickly make Interlibrary Loan requests.



*Students get a hands-on learning opportunity in the human evolution class.*

## 5.5 Budget

Revenue for the Anthropology Program comes from five primary sources: state and tuition funds (also called “educational and general funds”); income from Ecampus teaching and summer courses; external grants and contracts to individual faculty members; research incentive funds (returned overhead); and funds in the OSU Foundation from income on endowments and annual contributions. A budget from Fiscal Year 2013 is shown in Table 10. Most budget items are directly related to personnel (e.g., faculty and staff salaries and GTA salaries).

**Table 10.** Anthropology budget for fiscal year 2013

Category	Budget	Expenses	Transfers
Faculty and staff salaries	\$ 756,304	\$ 788,792.94	\$ 32,488.94
Fringe benefits	\$ 349,514.77	\$ 349,514.77	\$ 0
GTA salaries	\$100,000	\$ 184,389.78	\$ 84,389.78
Grad tuition and insurance	\$ 414,515.88	\$ 414,515.88	\$ 0
Ecampus and summer school	\$ 1,235,574.77	\$ 588,529.02	\$ 647,045.75
Supplies and services	\$ 311,650.16	\$ 368,358.24	\$56,708.08
Student wages	\$25,000.00	\$73,262.25	\$48,262.25

Table 11 shows funds from grant and contract activity for faculty members over the past ten years. Anthropology faculty brought in approximately \$1.9 million between 2002 and 2012 to support research and educational activities, much of which involved graduate and undergraduate students. Many of the grants and contracts listed here are for collaborative projects involving other units at OSU or partners at other institutions; this amount reflects only the portion of each project budget that has come through Anthropology. These grants and contracts supported research in prehistoric and historic archaeology, cultural anthropology, linguistic anthropology, and medical anthropology. In most cases,

graduate students participated directly in research activities and also served in a supervisory capacity for undergraduate student researchers. The majority of grants and contracts were awarded by federal agencies, including the National Science Foundation, and the U.S. Department of the Interior. In addition, grants and contracts were awarded by state agencies such as Oregon State Parks and private organizations, such as the Wenner-Gren Foundation for Anthropological Research, Hewlett Packard and the Northwest Midwifery Alliance.

**Table 11.** Grant and contract activity, 2002-2012

<b>Start Date</b>	<b>Index</b>	<b>PI</b>	<b>Funding Agency</b>	<b>Title/Topic</b>	<b>Amount (\$)</b>
Apr-02	NA684E	Hall	NOAA Sea Grant	Pre-history	9,304
Oct-03	S0794A	Kingston	NSF	King Island	370,015
May-04	V0044A	Rosenberger	Hewlett Packard	Project view	10,316
Jun-04	K9366A	Brauner	Oregon State Parks	Ft. Yamhill	44,922
Sep-04	DA342A	Davis	US Dept. Agriculture	Salmon River	47,493
04	RIP251	Minc	OSU Res Equip Reserve	Digital Gamma Spectroscopy	10,620
Oct-04	L0105A	Davis	US Dept. Interior	Salmon River	163,716
Jun-05	S0794C	Kingston	NSF	King Island	37,160
Jul-05	K9401A	Brauner	Oregon State Parks	Ft. Yamhill	4,677
Jul-05	K9402A	Brauner	Oregon State Parks	Ft. Yamhill	94,904
Jul-05	K9401A	Brauner	Oregon State Parks	Ft. Yamhill	4,677
Apr-06	L0115A	Davis	US Dept. Interior	Dredge mining	2,500
06	N/A	Minc	Wenner-Gren	Ceramic Exchange – Early Zapotec	20,000
Jan-07	S1009C	Tilt	NSF	Effects of Dams	15,369
Feb-07	F0507A	Cheyney	NWHF	Dental Care	1,120
Jul-07	K9491A	Brauner	Oregon State Parks	Ft. Yamhill	57,598
Jul-07	PK061A	McMurray	US Dept. Interior	NAGPRA	72,568
Nov-07	J1175A	Cheyney	NWHF	Breast Health	1,248
Apr-08	S1096A	Tilt	NSF	Risk Mitigation	7,585
Jul-08	K9553A	Brauner	Oregon State Parks	Ft. Yamhill	59,723
Apr-09	S1154C	Tilt	NSF	Dams in China	53,579
Apr-09	GC179J	Tilt	NSF	Dams & Development	3,982
Apr-09	F0588A	Cheyney	Midwifery Alliance	Homebirths	2,033
Apr-09	L0134A	Davis	US Dept. Interior	Archaeology	110,272

Start Date	Index	PI	Funding Agency	Title/Topic	Amount (\$)
				investigation	
May-09	S0794E	Kingston	NSF	King Island	21,260
May-09	S0794G	Kingston	NSF	King Island	3,999
09	ENG261	Minc	OSU Tech Res Fee	Spectroscopy Lab	33,276
Jul-09	K9611A	Brauner	Oregon State Parks	Field School	69,958
11	S1322A	Minc	NSF Archaeometry	Trace-Element	197,327
Aug-10	K9671A	Brauner	OMD	Camp Adair	15,000
May-11	K9714A	Brauner	Oregon State Parks	Ft. Yamhill	43,905
11	RIP251	Minc	OSU Research Equip Reserve	Acquisition of Sample Oxidizer	44,929
Jul-11	L0156A	Davis	US Dept. Interior	Salmon Paleo	87,000
Jul-12	K9760A	Brauner	Oregon State Parks	Newell Homestead	49,074
Oct-12	S1511A	Maes	NSF	Health in Ethiopia	85,397
Sep-12	G0131A	Minc	US DOE REUP	OSU Reactor Pneumatic Transfer System	59,824
<b>TOTAL</b>					<b>1,916,330</b>

In addition to the dollar amounts shown in Table 11, the Pacific Slope Archaeological Laboratory is supported by the Keystone Archaeological Research Fund (KARF), which was established with a \$1 million donation by Joseph and Maude Cramer in 2008. This fund supports research to find and study the archaeological sites and geologic context of the “First Americans,” prehistoric humans that occupied the New World during the Pleistocene Epoch. The KARF endowment is managed by the OSU Foundation and supports the operational costs of the Pacific Slope Archaeological Laboratory, including excavation work, laboratory analysis, and student training.

## 6. Input Assessment: Students

This section provides information on our undergraduate students, including admissions and enrollment; retention, and graduate rates.



### 6.1 Undergraduate Admissions

#### Overall Admissions Statistics

Based on the most recent complete admissions data available (Fall 2012), 183 students applied to the program, 123 were admitted, and 68 matriculated. This represents an admissions rate of 67% and a matriculation rate of 55%. In comparison, the overall undergraduate admission rate for OSU was 77%, with a 43.5% enrollment rate. Thus, Anthropology is somewhat more selective in our admissions process than the university as a whole, and the students we do admit are more likely to attend.

Table 12 provides information on the academic credentials of admitted and matriculated students in Anthropology.<sup>6</sup> Selectivity (based on GPA and SAT scores of admitted students) has followed a slight upward trend in recent years (2007-2012). During that time period, the average matriculation rate (applicant / matriculation ratio) was 34%. Overall, those students who go on to major in

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<sup>6</sup> Based on data provided by OSU Office of Institutional Research.

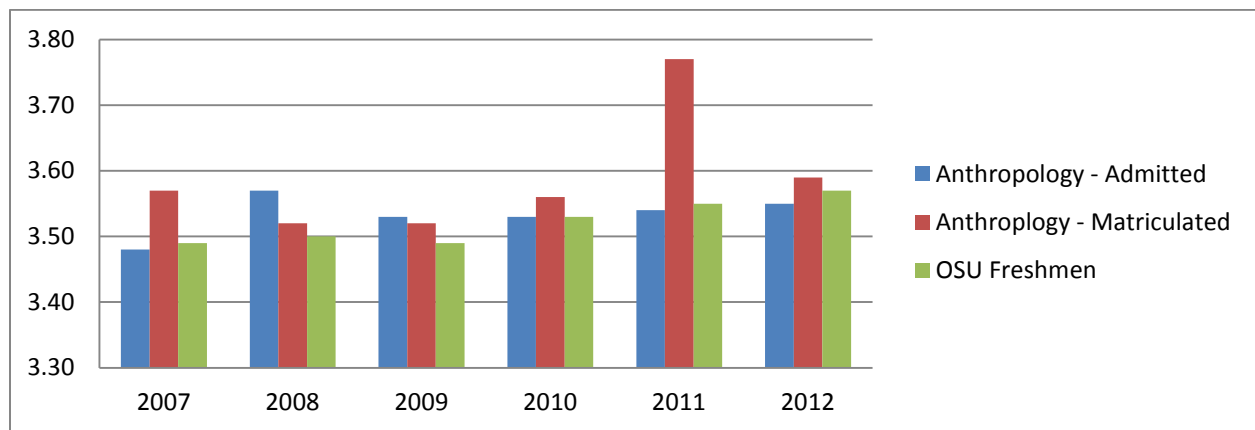


Anthropology compare favorably to the average in-coming OSU student. Contrary to the myth that the social sciences constitute the “major of last resort”, our students have high-school GPAs and composite SAT scores that meet or exceed those of the average freshman (Figures 2 and 3). A more detailed look suggests that our students were particularly strong on their verbal SAT scores, whereas they compared less favorably on their math SAT scores (not a surprising result, given the large number of engineering students matriculating at OSU).

**Table 12.** Selectivity of Anthropology program based on credentials of incoming students

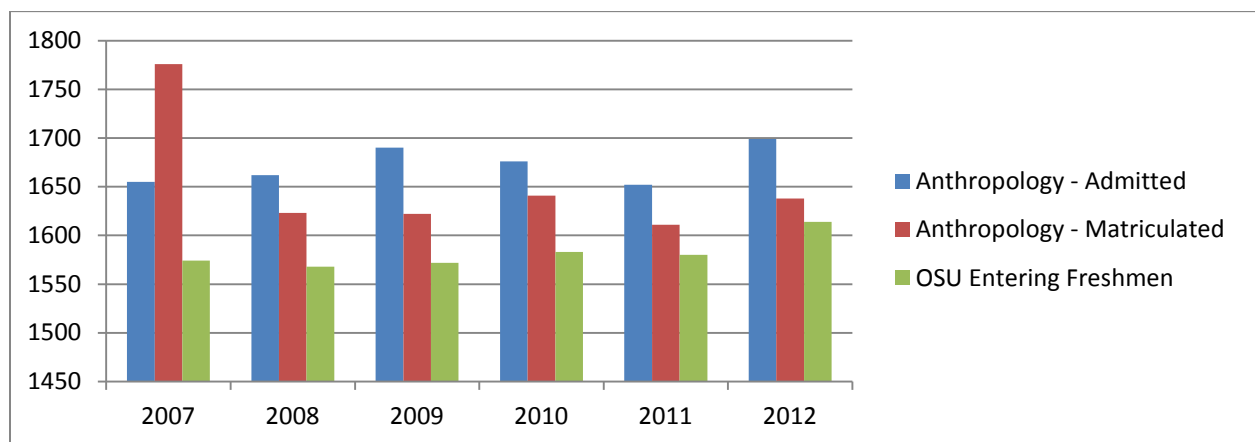
<b>Year</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Anthropology Admitted</b>						
Number of Students	19	27	41	49	56	44
Mean High School GPA	3.48	3.57	3.53	3.53	3.54	3.55
Mean SAT: Verbal	568	579	585	581	565	595
Mean SAT: Math	552	540	551	543	535	557
Mean SAT: Writing	540	554	567	556	562	566
Mean SAT: Composite	1655	1662	1690	1676	1652	1699
<b>Anthropology Matriculated</b>						
Number of Students	6	13	13	21	10	13
Mean High School GPA	3.57	3.52	3.52	3.56	3.77	3.59
Mean SAT: Verbal	576	562	565	573	552	554
Mean SAT: Math	616	527	549	523	533	568
Mean SAT: Writing	596	541	521	551	544	535
Mean SAT: Composite	1776	1623	1622	1641	1611	1638
<b>OSU Entering Freshmen</b>						
Mean High School GPA	3.46	3.48	3.47	3.51	3.53	3.56
Mean SAT: Verbal	526	522	524	528	528	541
Mean SAT: Math	548	545	545	548	549	560
Mean SAT: Writing	--	501	504	508	512	521
Mean SAT: Composite	1574	1568	1572	1583	1580	1614

**Figure 2.** Comparison of Anthropology students with OSU Freshman based on high school GPA \*



\*Source for OSU data: 2013 Oregon University System Fact Book

**Figure 3.** Comparison of Anthropology students with OSU Freshman based on composite SAT scores \*



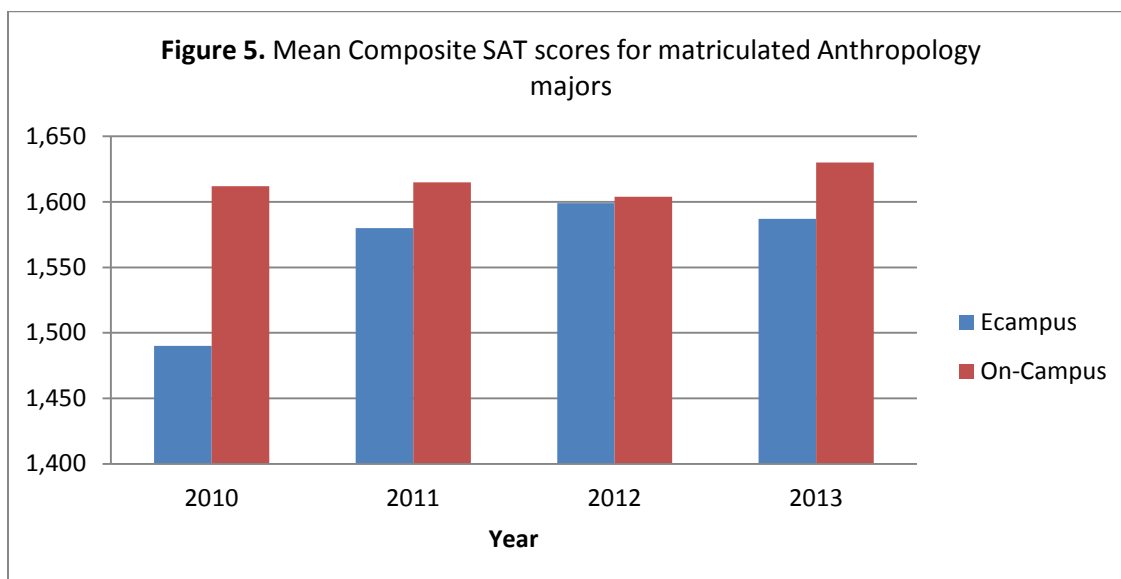
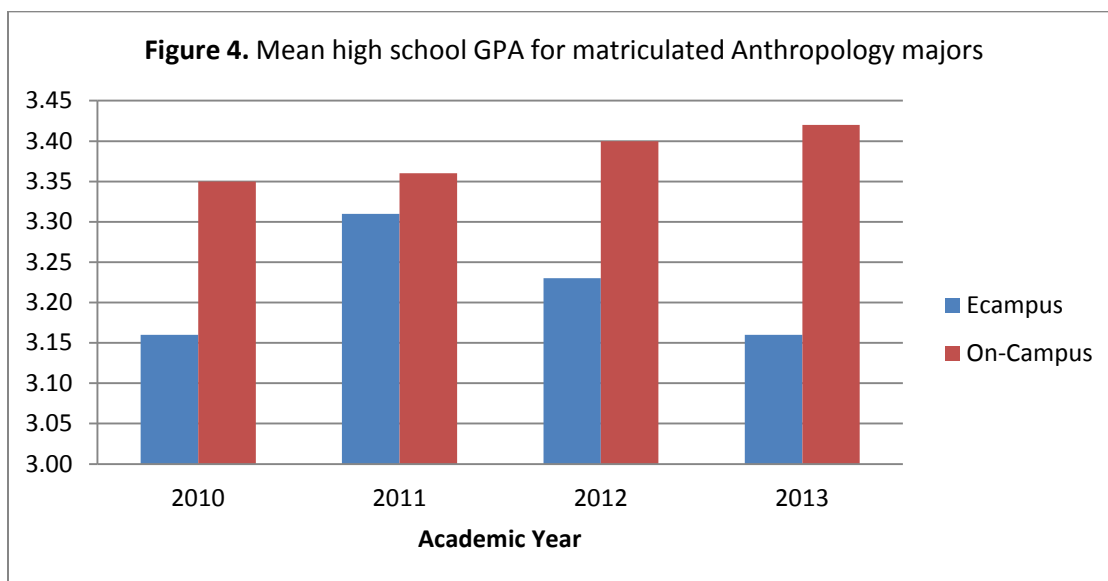
\*Source for OSU data: 2013 Oregon University System Fact Book

### Comparison of On-campus and Ecampus Admissions Statistics

A closer look at our two undergraduate programs (on-campus and on-line) indicates that there are clear differences between these two student populations, however. Based on data provided by Ecampus<sup>7</sup>, we note that our distance students have both a significantly lower high school GPA as well as lower Composite SAT scores than our on-campus students (Figures 4 and 5). To a certain extent, this

<sup>7</sup> Ecampus data provided by Brian Lindsley, Research Analyst, Ecampus.

may reflect inadequate data to accurately characterize the Ecampus students. Across the four years presented in Figure 4, we have high school GPA data for only 48% of on-line majors, in comparison with 76% of on-campus majors. Data on SAT scores are even less reliable, as only 5% of on-line majors provided SAT Composite data, as compared with 44% of on-campus majors. Nonetheless, the apparent discrepancy between the two populations is worrisome, and suggests that we may need to set higher admissions standards for the on-line program.

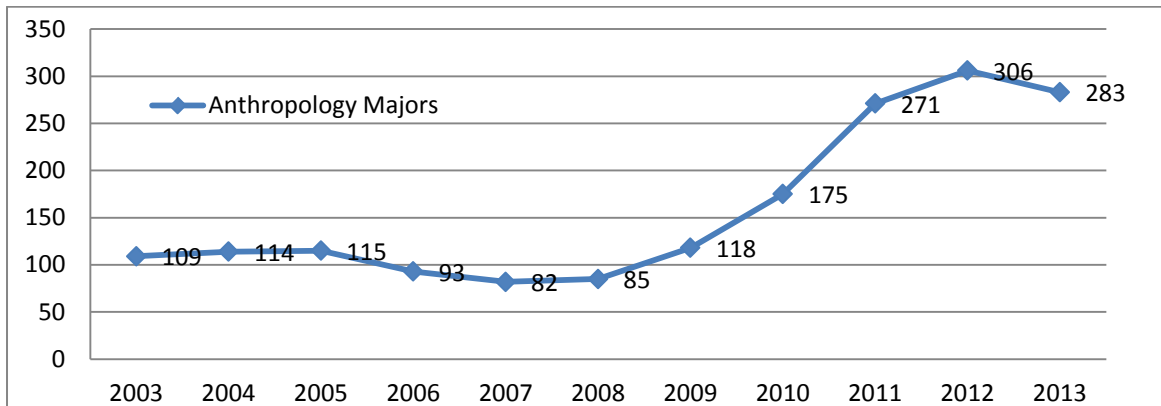


## 6.2 Undergraduate Enrollment Trends

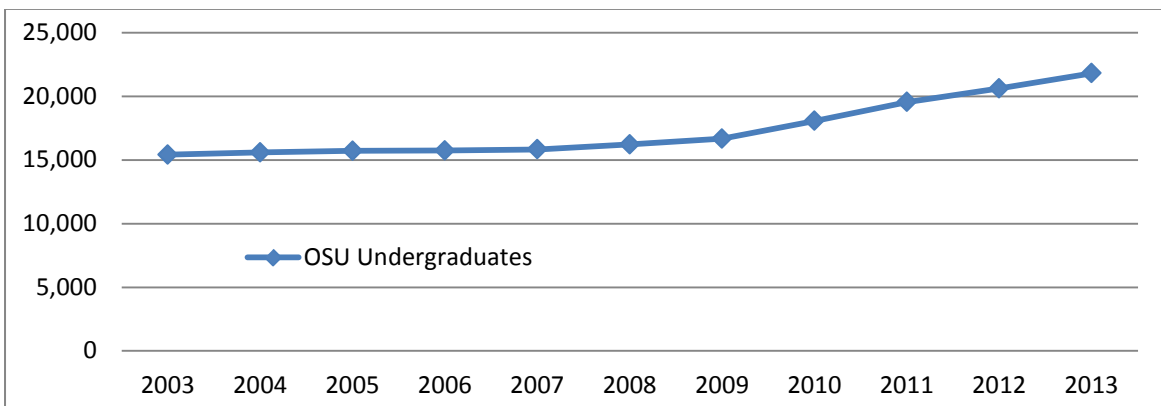
### Overall Program Growth

Figures 6 and 7 show trends in overall undergraduate enrollment in the Anthropology major and for the total OSU population, respectively, over the past decade as calculated for Fall term each year. Both show a marked upward trend beginning in 2008-2009, in line with President Edward Ray's goal to increase the size of the university. However, the rate of growth in the Anthropology program (300%) has been much faster in comparison to the university as a whole (41.5% growth rate). Anthropology is now one of the largest majors in the College of Liberal Arts. The number of B.A./B.S. degrees awarded in Anthropology has shown a similar increase, from 16 in 2003 to 62 in 2013. Note that enrollment figures combine students attending the OSU main campus in Corvallis with the Ecampus (on-line) program.

**Figure 6.** Enrollment trends: Anthropology undergraduate majors, 2003-2013

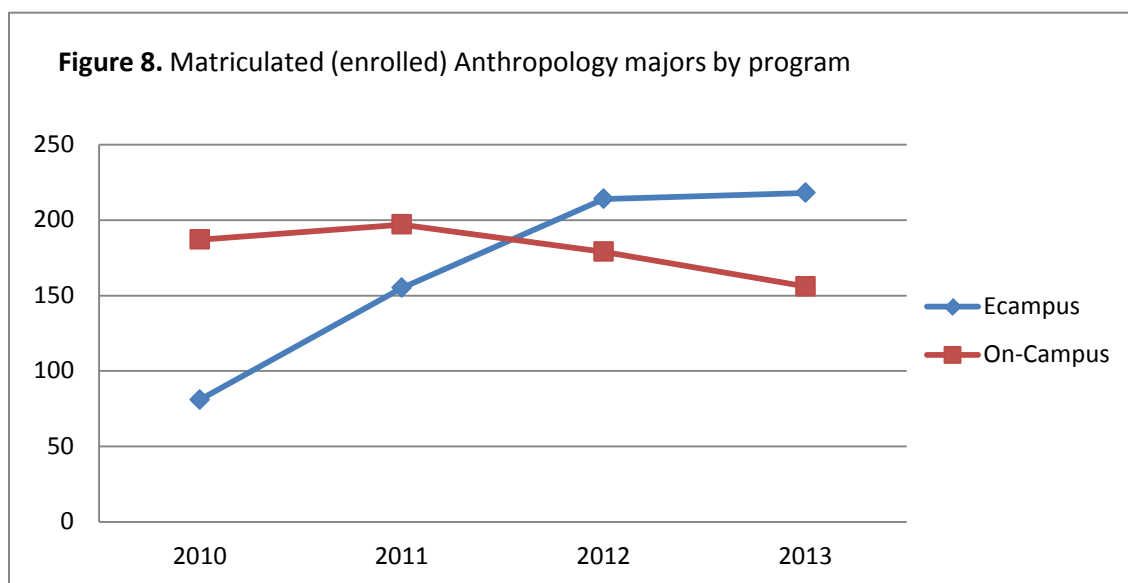


**Figure 7.** Enrollment trends: Oregon State University undergraduates, 2003-2013



## Comparison of On-campus and Ecampus Programs

A closer look at numeric trends suggests significant differences between our on-campus and Ecampus student populations. While the overall number of majors has increased substantially, much of that growth is owing to the rapid expansion of the Ecampus program. In contrast, following a peak in 2011, there has been a steady decline in the number of on-campus Anthropology majors over the past few years. Figure 8 illustrates these enrollment trends by program for the past four academic years based on data provided by Ecampus.<sup>8</sup> We note that while there are obvious discrepancies between these data and the overall enrollment figures provided by OSU Office of Institutional Research, the trends portrayed are clear.<sup>9</sup> This shift from on-campus to Ecampus presents a challenge to our traditional program, and one that we discuss at greater length in the concluding sections of this report.



<sup>8</sup> Ecampus data provided by Brian Lindsley, Research Analyst, Ecampus.

<sup>9</sup> Total enrollment figures as provided by Ecampus exceed those of the Office of Institutional Research by ca. 25%. We suspect that the discrepancy reflects a different basis (e.g., total students on record vs. those eligible to enroll).

## 6.3 Demographic Characteristics

### Overall Anthropology Program

The most recent enrollment data come from the 2012-2013 academic year. Table 13 describes demographic characteristics of all enrolled students majoring in Anthropology (on-campus plus Ecampus), compared to OSU undergraduates as a whole and, where available, the College of Liberal Arts. For ease of comparison, these data are also shown in chart form in Figures 9- 12.

**Table 13.** Demographic characteristics of undergraduate students in Anthropology, College of Liberal Arts, and OSU, 2012-2013

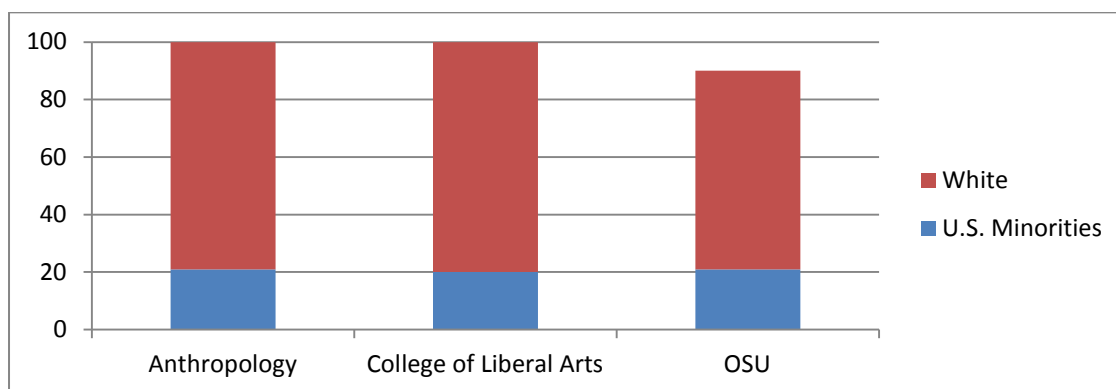
		Anthropology	College of Liberal Arts	OSU
Gender	Female	72%	55%	47%
	Male	28%	45%	53%
Age	25 and over	56%	N/A	32%
	Under 25	44%	N/A	68%
Race / Ethnicity*	U.S. Minorities	21%	20%	21%
	White	79%	80%	69%
Residency	Oregon Resident	54%	N/A	80%
	Non-Resident	46%	N/A	20%

\* Note: The Office of Institutional Research uses U.S. Census Bureau designations for race and ethnicity. The category of “U.S. minorities” includes: American Indian / Alaska Native, Asian / Pacific Islander, Black, Hispanic, and multiple races. Figures for OSU do not add up to 100%, reflecting the fact that some students did not report race/ethnicity.

Several characteristics are evident in the demographic data for enrolled students (based on data for the 2012-2013 academic year). First, in terms of race and ethnicity, figures for the Anthropology Program are similar to those for the College of Liberal Arts and for OSU as a whole. That is, only about 20% of the student population in Anthropology, CLA, or the university self-declares as a minority (Figure 9). This imbalance also reflects the situation within the larger discipline of Anthropology. For example, according to a 2009 assessment of gender and ethnicity of practicing anthropologists, 84% of

respondents defined themselves as “Caucasian”.<sup>10</sup> However, the SLCS is committed to improving this imbalance; a fraction of Professor Lisa Price’s FTE is dedicated to the recruitment and retention of minority students at OSU, particularly within the social sciences.

**Figure 9.** Enrollment by race/ethnicity for Anthropology, College of Liberal Arts, and OSU, 2012-2013

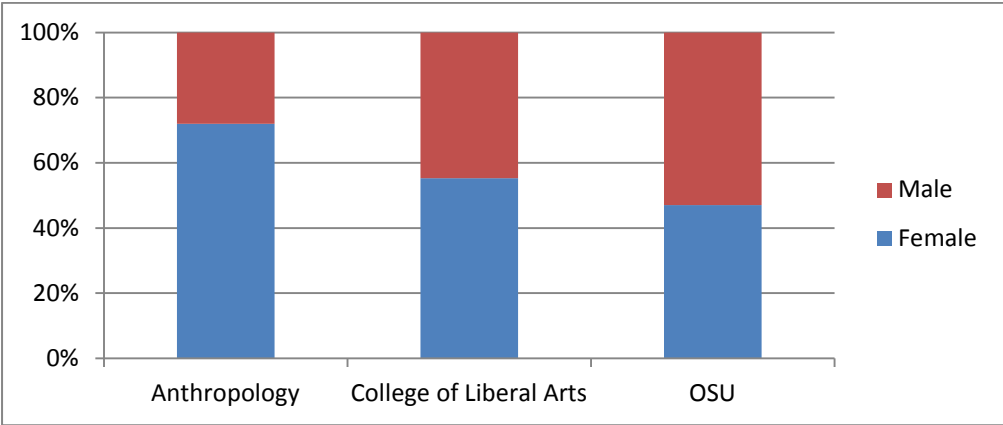


\*Note: The Office of Institutional Research uses U.S. Census Bureau designations for race and ethnicity. The category of “U.S. minorities” includes: American Indian / Alaska Native, Asian / Pacific Islander, Black, Hispanic, and multiple races. Figures for OSU do not add up to 100%, reflecting the fact that some students did not report race/ethnicity.

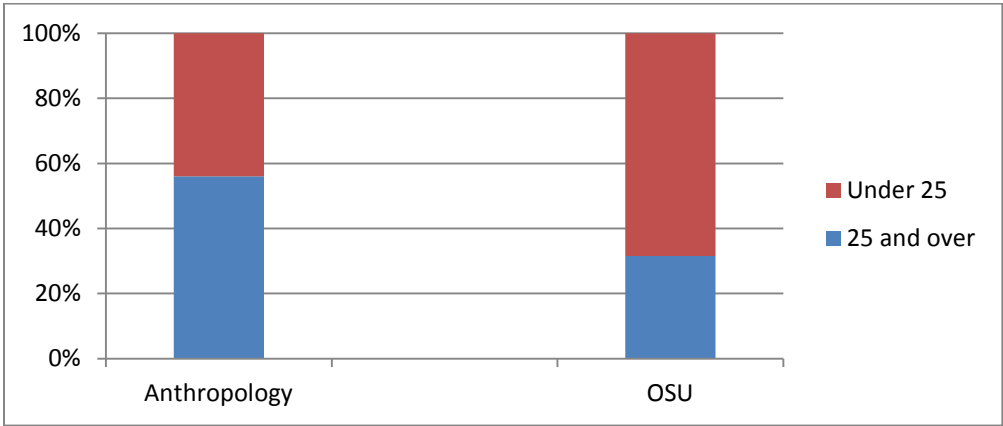
In contrast, Anthropology students do differ from their peers in the college and in the university in other significant ways. In terms of gender, nearly three-quarters of our students are female, compared with a more even split observed at the college and university level (Figure 10). More than half of our students (56%) are over age 25, compared with only 32% in that age class for the overall undergraduate population at the university (Figure 11). Finally, more than half of our students are non-Oregon residents, compared with only 20% of the total OSU undergraduate pool (Figure 12). These differences likely reflect higher than average enrollment of “non-traditional students” in Anthropology and also the growth of on-line enrollment through the Ecampus program, which has greatly expanded our educational reach throughout Oregon, the nation, and the world.

<sup>10</sup> *Work Climate, Gender, and the Status of Practicing Anthropologists*. Report Commissioned by the Committee on the Status of Women in Anthropology, Prepared for the American Anthropological Association, February 18, 2009. [http://www.aaanet.org/resources/departments/upload/ES\\_COSWA-2009REPORT-2.pdf](http://www.aaanet.org/resources/departments/upload/ES_COSWA-2009REPORT-2.pdf).

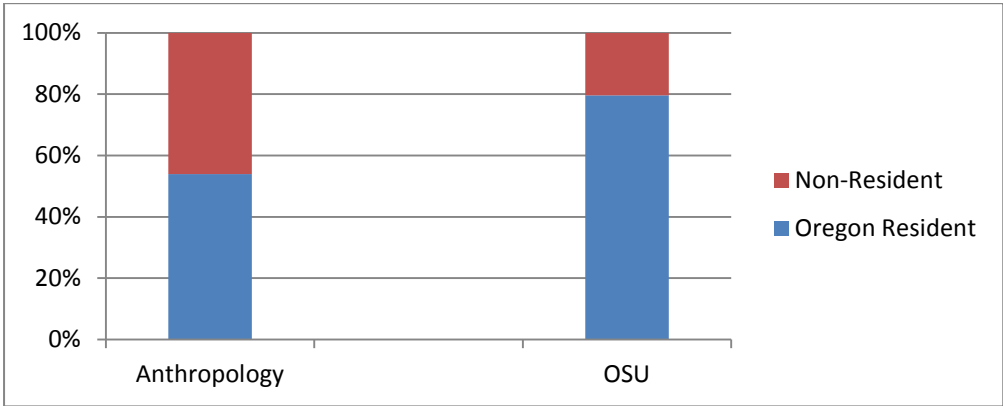
**Figure 10.** Enrollment by gender for Anthropology, College of Liberal Arts, and OSU, 2012-2013



**Figure 11.** Enrollment by age for Anthropology and OSU, 2012-2013



**Figure 12.** Enrollment by residency status for Anthropology and OSU, 2012-2013





## Comparison of On-campus and Ecampus Students

While we do not have good statistics for the direct comparison of our on-campus and Ecampus students, we can compare the subset of Ecampus students with the larger overall dataset of Anthropology majors (Table 14, Figure 13). These data suggest significant differences in student age (86% Ecampus students are in the > 25 age category), indicating that we are primarily dealing with non-traditional students and students seeking a second degree in our Ecampus population. In addition, the great majority of Ecampus students are non-residents, not a surprise given the global reach on the on-line learning environment. In contrast, there does not appear to be a significant difference in either gender or ethnicity bias between the on-campus and distance learning student populations.

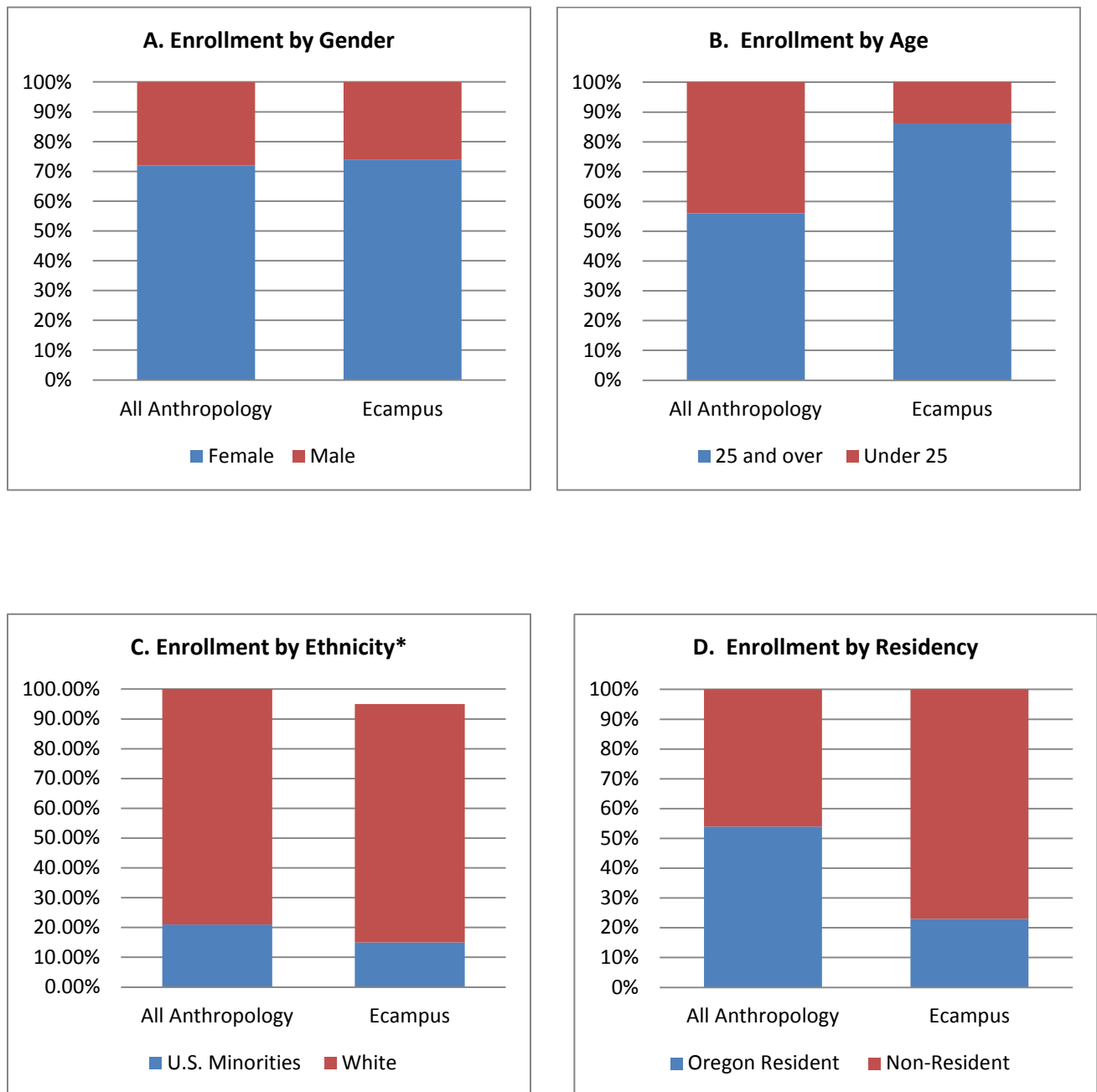
**Table 14.** Demographic characteristics of undergraduate students in Anthropology enrolled through the Ecampus program, for the 2012-2013 academic year

	Demographic	Ecampus
Gender	Female	74%
	Male	26%
Age	25 and over	86%
	Under 25	14%
Race / Ethnicity	U.S. Minorities	15%
	White	80%
Residency	Oregon Resident	23%
	Non-Resident	77%

*Dr. Bryan Tilt guides students developing a survey instrument.*



**Figure 13.** Comparison of all Anthropology and Ecampus students



\*Note: Figures may not add up to 100%, reflecting the fact that some students did not report race/ethnicity.

## 6.4 Student Retention

We have no substantive data on student retention, such as statistics on first-to-second year freshman persistence. In large part, this is because Anthropology is a major that seems to take a while for students to find. We rarely see freshmen or even sophomores declaring an Anthropology major. In fact, the majority of newly admitted students are juniors and seniors, including a large contingent of transfer students who come to OSU from other institutions (e.g., local community colleges). For example, of the 68 students who matriculated in 2012, 47 (69%) were transfer students.



*Study abroad in Italy with Dr. David McMurray and Dr. Joan Gross.*

## 7. Program Performance

This section describes some of the metrics on performance, for both faculty and students, related to the Anthropology program.

### 7.1 Faculty Performance

#### Scholarship

Faculty members in Anthropology contribute to their fields, and to the excellence of OSU, at the local, state, national and international levels. At the local level, and around Oregon, faculty members are integrally involved in preserving the historical and prehistoric material artifacts that illuminate the

history and heritage of Oregon; improving the teaching and preservation of native languages; and working to address the socioeconomic and health needs of people in rural communities; and promoting greater environmental sustainability. At the national and international levels, our faculty members serve on the boards of scholarly journals and research foundations, testify as expert witnesses in trials, and give workshops in other states and other countries. OSU anthropology faculty members have also carried out research on all continents of the world, excluding Antarctica. Tables 15 and 16 below provide detailed information on recent faculty awards and achievements and also on scholarly outputs including publications, research grants and contracts.

**Table 15.** Faculty awards, honors, and leadership positions (2007-2014)

<b>Faculty</b>	<b>Awards / Honors</b>	<b>Journal / Book Editorships and Reviews</b>	<b>Other Major Service</b>
Brauner	US Parks & Service Award, 2012;	Editor: <i>Anthropology Northwest</i>	Association of Oregon Archaeologists Program Chairman 2009, 61 <sup>st</sup> Annual NW Anthropological Conference
Carpena	Center for Humanities Research Fellowship; Irish Latin American Research Fund; Wenner-Gren Award	Editorial board, <i>Childhood, A Global Journal of Child Research, Journal of Latin American &amp; Caribbean Anthro.</i>	OUS Advisory Committee; Dept. Personnel & Curriculum Committees; International House, UC Berkley;
Cheyney	Distinguished Service Award, Midwives Alliance of North America; Governor's Commendation for Outstanding Service; Thomas R. Meehan Excellence in Teaching Award, OSU	Associate Editor, <i>Journal of Ecology of Food &amp; Nutrition</i>	Chair, Oregon Board of Direct-Entry Midwifery; Director of Research, Midwives Alliance of North America
Davis	Phi Kappa Phi, Emerging Scholar Award; Bill Wilkens Faculty Development Award, OSU	Review Editor, <i>Geoarchaeology and Journal of California Archaeology</i>	Executive Director, Keystone Arch Research Fund
Gross	Horning Support Program For Humanistic Scholarship, 2011; CLA Center for Excellence in Teaching, Learning, and Research;	Reviewer for <i>Journal of Linguistic Anthropology; Research in Economic Anthropology; Ethnográfica; Culture,</i>	OUS board member on Study abroad programs; Treasurer, Society for the Anthropology of Food and Nutrition

Faculty	Awards / Honors	Journal / Book Editorships and Reviews	Other Major Service
	Fulbright Scholar's award	<i>Theory &amp; Critique</i>	
Khanna <sup>11</sup>	International Service Award, OSU; Outstanding Professor Award, Honors College	Editor, <i>Ecology of Food &amp; Nutrition</i> ; Associate Editor- <i>The Anthropologist: India Journal of Contemporary &amp; Applied Studies of Man</i>	Chair, Human Subjects Protection & IRB, Corvallis Clinic; Co-Chair Design-Team on Access to Health Care, State of Oregon; Co-Chair Consortium of Practicing & Applied Anthropology
Kingston <sup>12</sup>	Bill Wilkins Faculty Development Award, College of Liberal Arts; LL Stewart Faculty Development Award, OSU	Reviewer for <i>Oregon Historical Quarterly</i> , <i>Journal of American Folklore</i> , <i>Human Organization</i>	Horner Collection NAGPRA Committee; Advisory Committee, Government Performance Results Act, National Science Foundation
McMurray	Fullbright Research Award; College of Liberal Arts Research Grant	Reviewer in <i>Anthropos &amp; MIT Electronic Journal of Middle East Studies</i> ; Editorial Board, <i>Middle East Report</i>	Producer of "My Name is Rachel Corrie"; Faculty Advisor, Center for Humanities; Board of Middle East Studies, American Anthropological Society
Maes		Editorial Board, Book Series on <i>Global Health &amp; Anthropology</i> , Left Coast Press; reviewer for <i>Social Science &amp; Medicine</i> , <i>Human Organization</i> , <i>Bulletin of the World Health Organization</i>	Society for the Anthropology of Food & Nutrition (SAFN) board member (2010-present) and treasurer (2012-present); NSF Cultural Anthropology ad hoc reviewer
Minc		Ad hoc reviewer for <i>Archaeometry</i> , <i>Journal of Archaeological Science</i> , <i>Journal of Anthro. Arch.</i>	OSU Grad Admission Committee (GAC) Chair; Anthropology Coordinator (2010-2014); SAA Award for Excellence Chair 2014; Wenner-Gren and NSF Archaeometry review panel (2010-2013)
Price	Teacher of the Year, Wageningen University, The Netherlands; Scientific Excellence Award	Deputy Editor, <i>Journal of Ethnobiology &amp; Ethnomedicine</i> ; Board, <i>Biotechnology &amp; Development Monitor</i>	Netherlands National Academy of Science review board; OSU President's Commission on the Status of Women; VP Int'l Society for Ethnobiology

<sup>11</sup> Now affiliated with the School of Public Health.

<sup>12</sup> Deceased.

Faculty	Awards / Honors	Journal / Book Editorships and Reviews	Other Major Service
Rosenberger	Thomas R. Meehan Excellence in Teaching	Associate Editor, <i>Ecology of Food &amp; Nutrition</i> ; Reviewer for <i>Cultural Anthropologist</i> , <i>American Anthropologist</i> , and <i>Human Organization</i>	Consortium of Practicing & Applied Anthropologists; Social Science and Human Research Council of Canada, Grant Reviewer
Tilt	Scholarship and Creativity Award, College of Liberal Arts, 2011; Society for Applied Anthropology Fellow, 2007	Guest Editor, <i>Journal of Environmental Management</i> , 2009; Guest Editor, <i>Urban Anthropology</i> , 2007	OSU Faculty Senate; Proposal Reviewer, National Science Foundation

**Table 16.** Faculty publications, scholarly presentations, grants and contracts, 2007-2012

Faculty	Refereed Publications	Other Pubs	Total Grants and Contracts	Largest External Funding Source
Brauner	0	6	\$ 246,184	Oregon State Parks
Carpena	7	2		
Cheyney	12	1	\$227,400	Oregon Department of Human Services
Davis	29		\$1.7 million	Joseph & Maude Cramer Endowed Keystone Archaeology Research Fund
Gross	10	2		
Khanna	9	3		
Kingston	12	2	\$929,000	NSF
McMurray	7	2	\$72,568	US Dept Interior
Maes	9	10	\$200,000	NSF
Minc	16	11	\$368,375	NSF
Price	19		\$60,000	Neys van-Hoogstraten Foundation
Rosenberger	6	6	\$10,316	Hewlett Packard
Tilt	16	3	\$1.4 million as PI or Co-PI	National Science Foundation

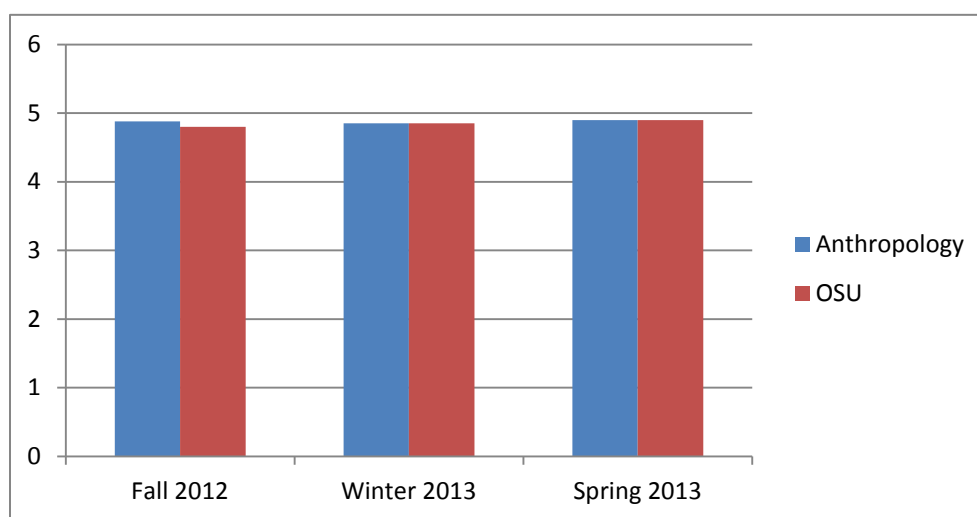
## Teaching

Our faculty members are all engaged in teaching at the undergraduate and graduate levels, regardless of seniority. Many have participated in advanced training seminars through OSU programs

such as the Writing Intensive Curriculum (WIC), and the Difference, Power and Discrimination (DPD) workshop. Three of our faculty (David Brauner, Melissa Cheyney, and Nancy Rosenberger) have been recognized by CLA for their teaching excellence, and at least one of our professors has been honored by the university community with the designation of Master Teacher.

Oregon State University uses a fairly standard system of evaluating teaching effectiveness. Using the electronic Student Evaluation of Teaching system (eSET), students are asked each term to complete a short questionnaire rating various aspects of the course (including course objectives, instructor's contribution to student learning, etc.). Anthropology faculty consistently receive ratings at or above the university median; Figure 14 shows aggregate ratings for Anthropology and OSU for the 2012-2013 academic year.

**Figure 14.** Student evaluation of teaching (eSET) median scores for Anthropology and OSU, 2012-2013



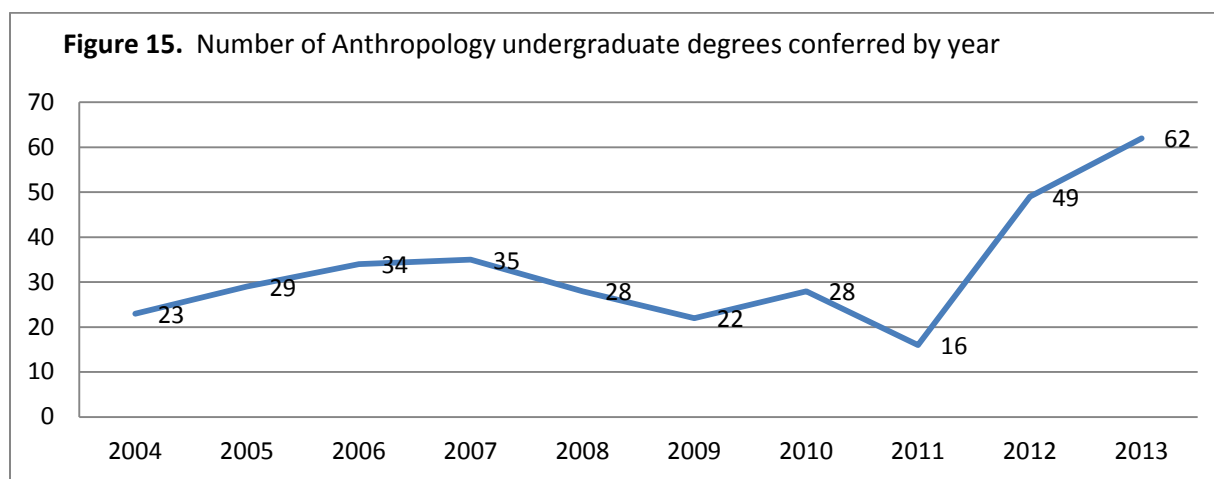
## 7.2 Student Performance

In order to assess how well our program serves our students, we examined several measures of student performance and engagement. Key metrics include number of graduating seniors per year, the

cumulative GPA and time to complete the degree for the most recent cohort, as well qualitative measures of research involvement and service learning activities.

### Student Graduation Rates

Historically, OSU Anthropology has generated 25-30 graduates per year (average of 27 per year, 2004-2011). Over the past two years, however, we have experienced a sharp up-tick in the number of majors per year, from 49 in 2012, to a high of 62 in 2013 (Figure 15); this rise is consistent with the overall increase we have seen in the number of declared majors in Anthropology. Ecampus students are now a significant part of these numbers, with 10 distance students graduating in 2012 and 23 in 2013. Our most recent Anthropology cohort represents just over 7% of the graduating seniors in CLA.



### Student GPA and Time to Completion

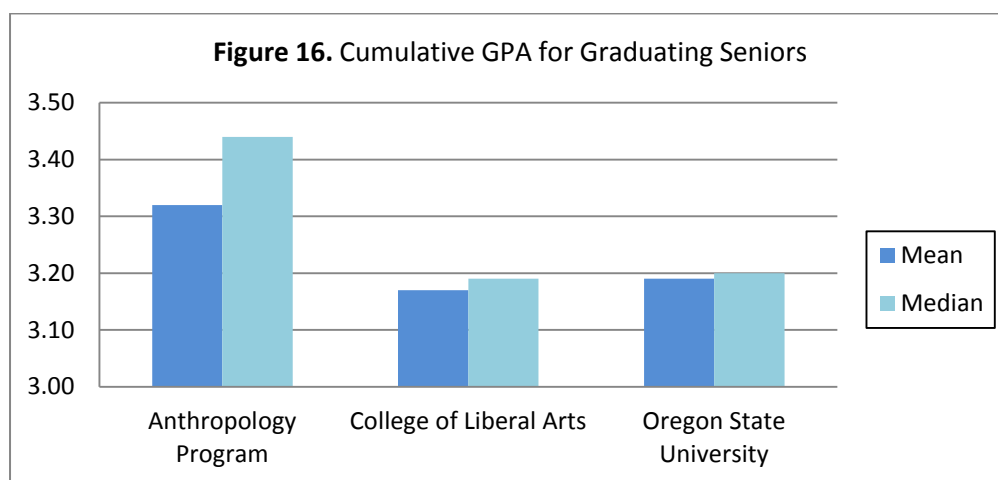
Overall, our most recent cohort of graduating seniors compare well with CLA and OSU as a whole. The mean cumulative GPA for Anthropology majors was 3.32, while the mean for other majors was lower, in the range of 3.17-3.19 (Table 17 and Figure 16). The difference in median GPA is even stronger.



**Table 17.** GPA for graduating students: Comparison of Anthropology Major with CLA and OSU majors

Year: 2012-13	Degree Count	GPA*		Group Definition
Group:		Mean	Median	
Anthropology Program	62	3.32	3.44	Includes all B.A./B.S. in the Anthropology Program.
College of Liberal Arts	861	3.17	3.19	Includes all B.A./B.S. in the CLA (non-duplicated).
Oregon State University	4157	3.19	3.20	Includes all B.A./B.S. in OSU (non-duplicated).

*\*GPA calculations include all terms in which the student had a class standing of 1, 2, 3, 4, 5 or 7.*

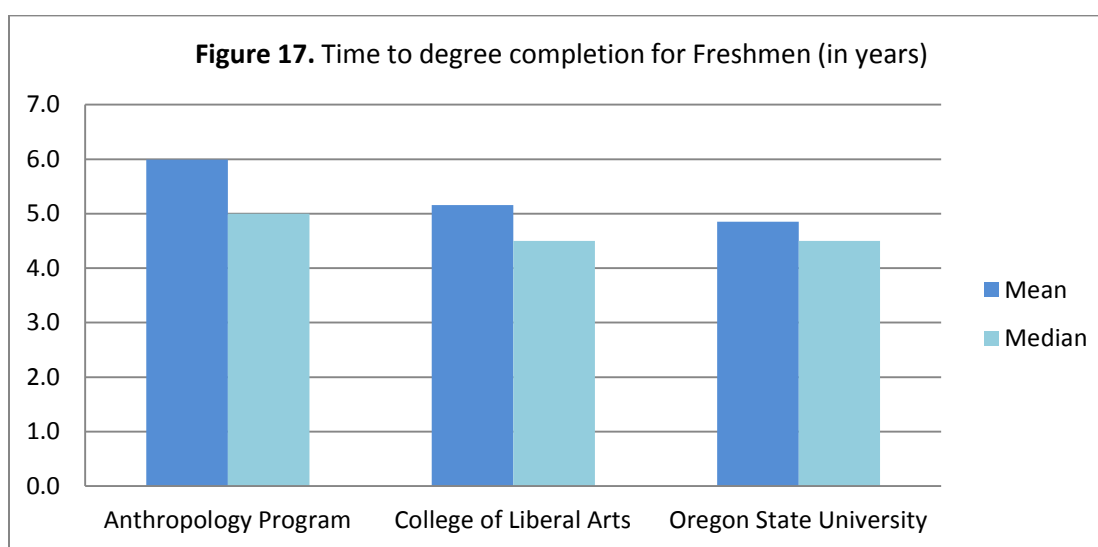


In contrast, our students do less well at completing their degrees in a timely manner. We noted above that it takes students a while to find the Anthropology major on campus; they may try one or more other majors first before settling on Anthropology as their chosen field. This is reflected in the time it takes an entering freshman to complete the degree. For example, it takes a student who entered OSU as a freshman almost 6 years on average to complete a degree in Anthropology; this compares with a value closer to 5 years for other majors in CLA and OSU (Table 18 and Figure 17).

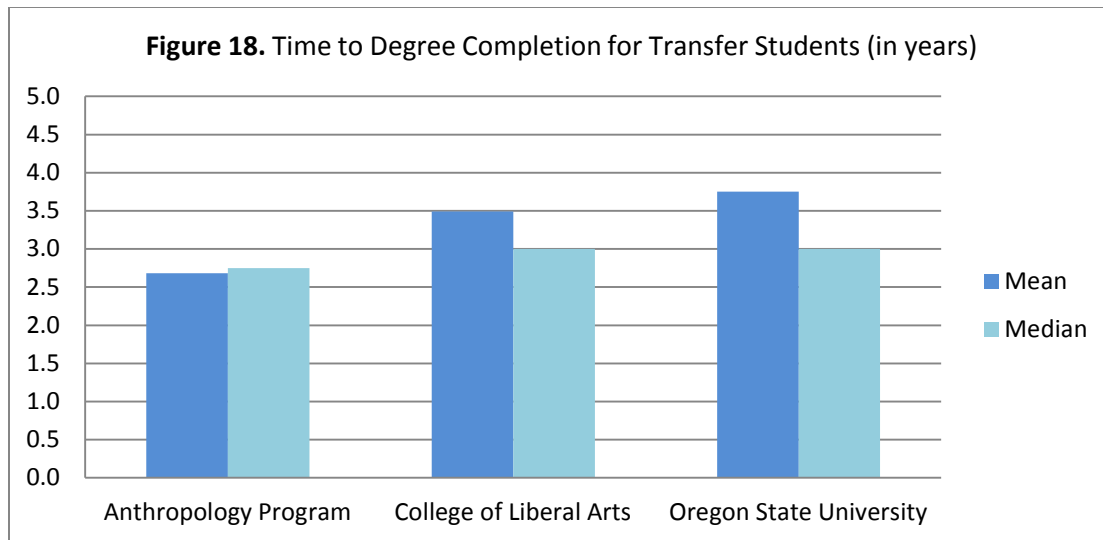
**Table 18.** Time to completion of degree: Comparison of Anthropology major with CLA and OSU

2012-13	Point of Entry to OSU	Time to Degree*	
Group		Mean	Median
Anthropology Program	First Time Freshmen	5.99	5.00
	Transfer	2.68	2.75
College of Liberal Arts	First Time Freshmen	5.16	4.50
	Transfer	3.49	3.00
Oregon State University	First Time Freshmen	4.85	4.50
	Transfer	3.75	3.00

*\*Time to degree represents elapsed time in academic years.*



However, once students do decide on their degree, they are able to complete it more quickly than in other fields. For example, transfer students who join our program after taking coursework at one of the local community colleges, take an average of 2.68 years to complete the Anthropology degree (Table 18 and Figure 18). This compares with 3.5 to 3.75 years to complete other majors in CLA and OSU, respectively.



### Student Involvement in Research

Students are encouraged to participate in research activities, both in and outside of the classroom. Students have several means to gain research experience, starting with our archaeological and ethnographic field schools. These summer courses train students in methods, while engaging them in on-going investigations. We currently offer two archaeological field schools (one in prehistoric archaeology and one in historic archaeology) that operate every summer, and an ethnographic field school, focused on rural Oregon, offered every other year. Over the past five summers, a total of 175 students have participated in the archaeology field school experiences, while 16 have attended the ethnographic field school.

During the academic year, students may enroll in Projects (Anth406), and work for credit in a laboratory or other professional





setting (3 hours of work per week = 1 credit). Over the five-year period of 2007-2012, 428 students have enrolled in these project classes, for an average of 25 students per term. Currently, we have undergraduates at work in the archaeology and archaeometry labs, where they clean, label, and organize artifacts. Others work in the bone lab, cleaning osteological specimens for analysis and storage. In these contexts, students are mentored on laboratory practices, basic skills such as photography and documentation, as well as professional ethics in handling archaeological and/or skeletal remains. Other hands-on experiences include international mentoring, and the PalaeoCoastal Survey – in which students spend a

weekend surveying the coast for ancient sites. Finally, our students may be employed as work-study students and gain research experience that way in one of the program's labs.

### Student Internships

In keeping with our applied focus, undergraduate majors in Anthropology are encouraged to complete an internship with approved professional supervision. The purpose of this internship is to give students practical training under the guidance of an internship supervisor, and to help students make professional connections in the field. Students register for 1-12 credits of internship (ANTH 410) during the term of the internship. The OSU Course Catalog states that “One credit is generally given for three hours per week of work.” Thus, one quarter credit represents 30 hours of work, and a 6-credit internship should be equivalent to 180 hours of work. The internship supervisor is typically someone affiliated with a private organization or public agency. The student performs an agreed upon set of tasks and reports directly to the supervisor to produce a product that is useful for the organization or agency. Prior to beginning the internship, students fill out the “Internship Agreement Form,” located in the Anthropology main office, and submit it to the advisor. The job description must be approved by the site

supervisor. After completing the internship, the student submits an “Internship Report” describing the tasks completed, and lessons learned. An evaluation must be filled out by the site supervisor.

Table 19 summarizes the diversity of internship experiences that our undergraduates have explored for the period 2010-2014 (prior to this time, we did not consistently track internships). Students worked with local organizations such as organic farms and food banks, but also managed to get as far afield as South Africa, India, and Ireland. A total of 52 students completed internships over this period, representing about one in three of our graduates for that time interval.

**Table 19.** Anthropology Undergraduate Program Internships (2010 – 2014)

<b>Organization Name</b>	<b>Location</b>	<b>Major Duties</b>	<b># of Students</b>
Gathering Together Farms, Inc.	Philomath, Oregon	Sustainable agriculture; Marketing; Liaison with OSU Organic Growers Club	1
Campus Food Assessment	OSU Campus	Collecting and analyzing data on campus food purchases; Writing reports on findings	4
Benton Co. Sheriff's Office	Corvallis, Oregon	Adult and adolescent parole and probation; Conducting interviews with clients	1
Disney Corporation/Attractions	Anaheim, California	Guest services; Marketing	1
Tiger Shark Youth Club	Lincoln City, Oregon	Teaching elementary-aged kids about water safety and environmental protection	1
Boys and Girls Club	Corvallis, Oregon	Teaching sports skills to youth (an OSU Women's Basketball player)	1
Washington Closure Hanford, LLC	Richland, WA	Cultural resource management; Communication between environmental activists, Tribal representatives, and field personnel	1
IE3-various hospitals/clinics	Durban, South Africa	Primary care support; Job shadowing	1
MAMTA Health Institute for Mother and Child	New Delhi, India	Conduct interviews on son preference and safe/unsafe abortion in a urban slum	1
University of the Highlands/ Islands Orkney College	Orkney, Scotland	Excavation work on a Neolithic dig site	1
National Museum of	Valleta, Malta	Excavation, research, cataloguing	1

Organization Name	Location	Major Duties	# of Students
Archaeology			
Benton County Historical Museum	Philomath, Oregon	Collections specialist; Accessioning artifacts; Packing/preserving artifacts;	3
Corvallis-Benton Co. Library	Corvallis, Oregon	Extension services department; Patron services; Education/outreach	1
Avery Nature Center	Corvallis, Oregon	Education on plant life; Researching and teaching Native American techniques-planting, firestarting, etc	1
Acorn Outreach	Corvallis, Oregon	Teaching English language learners; Teaching computer skills	1
ArchaeoTek	Romania	Excavating and processing materials at a Roman site	1
Ten Rivers FoodWeb	Corvallis, Oregon	Developing and marketing campaigns for SNAP incentives	1
Corvallis Gondar Sister City Organization	Corvallis, Oregon	Organizing and promoting the annual Walk for Water	2
Preconstruct Archaeology	London, England	Archaeological excavation	6
Coquille Indian Tribe	North Bend, Oregon	Oral history	3
John D. Cooper Archeological and Paleontological Center	Orange County, CA	Archaeological curation	3
Lake Champlain Maritime Museum	Vergennes, Vermont	Underwater excavation	6
OSU, SLCS	Corvallis, Oregon	Newsletter	1
USDA Forest Service, Plumas National Forest	Quincy, CA	Solitude monitoring project in Bucks Lake Wilderness	3
Columbia Gorge Discovery Center	The Dalles, Oregon	Museum curation/grant writing	6
Total			52

### Student Awards and Honors

Many of our students have received departmental and college recognition for their scholarly achievements. For more than a decade, the department has acknowledged 1-4 students for outstanding achievements by awarding them with an Alumni Scholarship or the Kalvero Oberg Outstanding Senior award:

The **Kalervo Oberg Outstanding Senior Award** is presented annually to an anthropology senior based on scholarship, leadership, and service, in memory of Kalervo Oberg, who increased our knowledge about peoples in Africa and the Americas, and identified the emotional impacts of cross-cultural experience. The awardee receives a monetary award of \$500 and recipient's name will be engraved on the Anthropology Award plaque and will also appear in the Commencement Bulletin.

The **Alumni Award**, established through the generosity of Anthropology alumni, is presented annually to an undergraduate in Anthropology. This scholarship provides recognition and financial assistance of \$500 to an outstanding student with a career interest in Anthropology. Criteria for this scholarship includes a minimum 3.5 GPA and faculty nomination with a faculty vote for approval of nomination.

In addition, the College of Liberal Arts recognized the excellence of one of our graduates in 2012 by awarding her the CLA Outstanding Senior Award, a prestigious and highly competitive award.

## 8. Outcomes Assessment

In order to assess how well our program is meeting the needs of current students, and to learn what we can do to improve our performance, we conducted two surveys: one exit survey with graduating seniors during the 2012-2013 academic year (total participants: 42), and one survey of undergraduate alumni (total participants: 50). Responses to these surveys are discussed below.

### 8.1 Exit Survey of Graduating Seniors

Many recent graduates confirmed that it took a while, sometimes several years, to find Anthropology. As one recent graduate said, "Out of high school I had no idea what I wanted to study and so I took a variety of classes . . . My first anthropology class was Anthropology 380 and it piqued my interest. I decided to take more Anthropology classes and before I knew it I was a Cultural Anthropology major." Many students reported that they anticipated learning about the depth and breadth of human cultures, and about inter-cultural relations. Some students were attracted to the program in order to gain practical job skills; others recognized that, as a Liberal Arts program, Anthropology would help to

improve their writing and communication skills. Table 20 shows a list of factors that influenced students in their decision to pursue Anthropology as a major field of study, along with a ranking, which indicates the frequency with which students cited each factor.

**Table 20.** Factors influencing students' decision to pursue the Anthropology major

Rank	Factor
1	Curriculum (course offerings and content)
2	Career objectives
¾	Faculty / instructors
¾	Performance in major courses
5	Baccalaureate core courses in Anthropology
6	Student population in major

After completing the program, many students reported that their perceptions of the field had deepened considerably. As one graduating senior noted:

"I originally felt that anthropology was more of a historical discipline and that it was mainly focused in archeology. Now I see where branches like medical anthropology and areas exploring the environment and cultural inequalities are really making efforts impact the present from understanding the history, similarities, and differences in human culture and development."

An overwhelming majority of graduating seniors reflected positively on their experience at OSU; 93% of respondents reported that they would recommend the Anthropology Major to their friends or other students. Most students were quite satisfied with the academic rigor and challenges they encountered; 93% reported that the courses within the Anthropology Major were equally or more rigorous than courses they took in other departments at OSU.

One portion of the exit survey was designed specifically to assess our program's performance toward meeting the goals that we set for ourselves. Recalling the goals that we set for our program:



1. Provide students with broad training in the four subfields of Anthropology.
2. Advance students' ability to work in groups with people from different backgrounds.
3. Help students to understand and address social justice and social inequality.
4. Advance students' cultural sensitivity in interpersonal and cross-cultural interactions.

Table 21 shows the responses of graduating seniors to scaled questions regarding how well each of these four goals was met.

**Table 21.** Performance on key goals, according to graduating seniors

Goal	Was this goal met?				
	Not At All	Not Very Well	Adequate	Well	Extremely Well
1- Provide broad training in the four subfields of Anthropology	4.8%	2.4%	21.4%	40.5%	31.0%
2- Advance students' ability to work in groups with people from different backgrounds	4.8%	0.0%	28.6%	35.7%,	31.0%,
3- Address inequality and social justice issues	4.9%	4.9%	14.6%	17.1%	58.5%
4- Advance cultural sensitivity in interpersonal and cross-cultural interactions	2.4%	0.0%	7.1%	33.3%	57.1%

Taken together, these responses indicate broad satisfaction among graduating seniors. For each goal, the proportion of students who responded "well" or "extremely well" exceeds 65%. The highest levels of satisfaction were for the fourth goal, advancing cultural sensitivity in interpersonal and cross-cultural interactions; more than 90% of respondents felt that the program met that particular goal. In addition to these quantitative survey questions, graduating seniors were asked to provide written feedback on each goal. The quotations below are selected from these written narratives.

"By working in the field school and field methods class and materials analysis class I have learned how to work with other people who are different from me, and to be able to work their different viewpoints."

“Learning about inequality and social justice makes me more equipped to recognize and help address these problems.”

“This [social justice] is a very important issue to me, and it has shaped what I see myself doing in the future, as well as how I go about that work. I've also sought out additional opportunities to develop my awareness of social justice issues as a result of learning about them in coursework I've taken.”

“Above all, I think anthropology changes the way you look at the world. It provides a lens that allows one to more successfully decide on policies, work with diverse people (in any situation), and broaden one's mind. I think it especially helps people from backgrounds that did not deal with diversity not to be closed minded.”



*Professor Nancy Rosenberger in the field in Uzbekistan.*

## 8.2 Survey of Undergraduate Alumni

A total of 50 alumni participated in the alumni survey, representing people who graduated from the program between 1970 and 2013. The average year of graduation was 1998. Basic characteristics of alumni survey respondents are shown in Table 22. Note that the alumni survey is heavily biased toward archaeology, with more than half of respondents indicating a concentration in that subdiscipline.

**Table 22.** Characteristics of alumni survey respondents

Degree	B.A.	56%
	B.S.	44%
Concentration	Archaeology	52%
	Biocultural Anthropology	4%
	Cultural Anthropology	24%
	General Anthropology	20%
Location	On Campus (Corvallis)	88%
	Ecampus	10%
	Other (Transfer)	2%

We asked these survey participants a range of questions about their experiences in Anthropology at OSU and about their current employment situation. Note that a high percentage of our alumni reported that they had participated in research or lab experiences (68%), or one of the field schools (62%; Table 23). Only 14% reported participating in an independent service learning or off-campus internship type experience.

**Table 23.** Participation in various learning activities as reported by Anthropology alumni

Activity	Percent Participating
Research or laboratory experience	68%
Archaeology field school	58%
Off-campus internship or service learning	14%
Capstone course	12%
Conference (paper or poster presentation)	6%
Ethnographic field school	4%

Many students leveraged these research experiences to gain admission to a graduate program in Anthropology or related fields; 52% of alumni survey respondents reported that they continued on to a graduate program. A list of institutions and degree programs is provided in Table 24.

**Table 24.** Institutions and graduate degree programs pursued by OSU Anthropology graduates

Alumnus/a	Institution and Degree
1	University of Oregon, Juris Doctorate
2	Oregon State University, Master of Arts in Interdisciplinary Studies
3	Oregon State University, Master of Arts in Interdisciplinary Studies, Women Studies
4	University of Phoenix, MBA
5	Oregon State University, MAIS and University of Oregon, Ph.D.
6	University of Washington, Master of Arts in International Studies
7	Oregon State University, Ph.D. in Child Development
8	University of Alaska, Fairbanks, M.A.
9	University of Arizona, M.A. in Anthropology and Museum Studies
10	SIT Graduate Institute, Vermont
11	Brigham Young University, M.S. in Range Studies; University of Florida, Ph.D. in Evol. Bio
12	Monterey Institute of International Studies, M.A. in International Policy Studies
13	Stanford University, A.M. in East Asian Studies
14	University of Arizona, M.A.
15	University of Tennessee
16	Oregon State University, M.A. in APPLIED ANTHROPOLOGY
17	California State, Dominguez Hills, M.A. in Education and Counseling
18	Oregon State University, M.A. in Anthropology
19	Willamette University, Master's in Teaching
20	Central Washington University, M.S. in Experimental Psychology
21	Eastern New Mexico University, M.S. in Anthropology
22	University of Montana, Juris Doctorate
23	California State University, Chico
24	Michigan State University
25	University of Oregon, M.S. and Ph.D.
26	Georgetown University, M.S. in Biophysics and Physiology

In terms of employment opportunities, 88% of respondents reported that they were employed within one year of graduation, 52% in a field directly related to their undergraduate education and training. Current professional positions of alumni are listed in Table 25.

**Table 25.** Current professional positions of OSU Anthropology alumni

Alumnus/a	Organization and Position
1	U.S. Forest Service, Interpretive Education
2	Cultural Resource Management, Historic and Prehistoric Survey, Excavation
3	Homeless Youth Center, Case Manager
4	International Education in the Middle East, Academic Advisor
5	Cultural Resources, Environmental Management and Compliance
6	State of Oregon, Archaeologist
7	Archaeology Technician
8	Archaeology Field Technician
9	State of Nevada, Senior Archaeologist
10	Archaeology Technician, Research Assistant
11	U.S. Forest Service, Archaeologist
12	Government of Japan, International Relations
13	University Professor, Ethnobotany and Conservation Biology
14	U.S. Department of Defense, Conflict Resolution, Afghanistan
15	Linguistics Expert
16	Laboratory Technician, Field School
17	Community College Instructor
18	Funeral Director
19	U.S. Bureau of Land Management, Archaeology Technician
20	High School Counselor
21	Community College, Instructor
22	Educational Counselor, Native American Communities
23	U.S. Bureau of Land Management, Archaeologist
24	Museum Curator
25	Research Assistant
26	State of Washington, Physical Anthropologist

Alumni who participated in the survey were asked to respond to a set of scaled questions to assess their level of satisfaction with different aspects of the program. Those responses are shown in Table 26. Average ratings of satisfaction were highest for “quality of professors and teaching,” “diversity of courses offered,” and “departmental advising and guidance.” The lowest ratings were for “preparation for the work force,” “preparation for graduate school,” and “opportunities for applied or service learning.” These ratings provide some basis for making improvement, as will be discussed in subsequent sections.

**Table 26.** Alumni satisfaction with various aspects of their undergraduate experience in Anthropology

Aspect	1 Unsatisfied	2	3 Neutral	4	5 Satisfied
Diversity of courses offered	0%	4%	10%	48%	38%
Quality of professors and teaching	0%	2%	2%	32%	64%
Opportunities to participate in research	2%	20.4%	20.4%	30.6%	26.5%
Opportunities for applied or service-learning	0%	22%	28%	28%	22%
Departmental advising/guidance	0%	6%	20%	32%	42%
Preparation for the work force	0%	8%	48%	26%	18%
Preparation for graduate school (if applicable)	0%	8%	48%	26%	18%

Alumni were asked several open-ended questions to help identify aspects of the program that were particularly noteworthy or beneficial. Responses included: having the opportunity to participate in fieldwork, write an honors thesis, work directly with faculty on research projects, study abroad, receiving mentoring from faculty and advanced students. The following are quotations selected from alumni comments that illustrate the range of benefits that our alumni took with them after graduation.

*"I really found that my interaction with my advisers and internship were the most valuable aspects of my education. A few of my professors were wonderful and really encouraged analytical thinking."*

*"I valued the experiences that my professors shared with the class. Just learning the many different cultures in the world opened my eyes about the world and has enhanced my understanding about them. I still use that and my co-workers are still amazed that I remember that. Having that knowledge enables me to make intelligent and informed decisions regarding [other people's] world views."*

*"I felt the overall camaraderie of the department--among both students and faculty--was fantastic. I felt I received a solid liberal arts education with a great mix of the harder sciences; it prepared me for a variety of professional roles."*

*"[My favorite experience was] working with fellow students in a class where the goal was to get a paper published. We did. Awesome experience."*

Alumni were also asked to provide specific suggestions to improve the program. Responses included: revise the Introduction to Anthropology course that better reflects the needs of majors rather than the general baccalaureate core audience; improving the breadth and availability of course offerings; expanding on-line course offerings; more systematic career planning and advising.

*“While there were many courses to choose from, the more that are offered, the better! I remember that there was a course I really wanted to take, but it wasn't being offered again until after I was graduating.”*

*“I would require some sort of formal paper at the end of field school that summaries the work that the student did during the project. This would help the professor to write the end of field report and give the student valuable technical writing skills.”*

### 8.3 Internal Program Assessment

In addition, Anthropology collects data as part of the assessment process overseen by the Office of Academic Programs, Assessment & Accreditation. The goal is to monitor students in our major relative to the specific learning outcomes established for the program as a whole, as well as for each concentration. Unfortunately, Anthropology has been somewhat slow to enact an assessment plan, in part because the guidelines for assessment seem to change on an annual basis, leading to discontinuity and frustration as we attempt to meet new expectations. More to the point, we have completely redesigned program structure and course requirements for the concentrations over the past few years; we also revised the learning outcomes set forth for the major and specified new learning outcomes for each of the concentrations. Some of these revisions were in fact prompted by the assessment process, which forced us to articulate our expectations and goals for our majors. In addition, these revisions reflect the need for all paths to produce the same core outcomes for all majors, broadly trained in the four-field approach, while allowing for the in-depth exploration of theory and methods that are specific to the three concentrations.

Our assessment plan is still a work in progress. For now, our graduates are being formally assessed at the program level and not by subfield or concentration. We will work to create an assessment strategy for the individual concentrations once they have been formally approved and implemented. (In fact, this is one of our major goals for the 2014-2015 academic year.) We also mapped all course outcomes to program outcomes to help us identify possible gaps in our curriculum around our top four learning outcomes.

Our current assessment plan calls for assessing the overall major through a combination of strategies. Revised Learning Outcomes #1 and #2 are assessed via an annual exit survey, while Learning Outcomes #3 and #4 will be assessed via a capstone course, and from our methods course. (Note that this section measures our revised learning outcomes, in contrast to Section 8.1, which measured the traditional or historic learning outcomes.)

The 2012 academic year was the first year this strategy was implemented. All graduating seniors were requested to complete the exit survey. Students who came in for advising just before graduation were interviewed by one of the undergraduate advisors. Everyone else was directed to an on-line version of the survey of *Survey Monkey*. Out of a total of 19 graduates this year, 13 (68%) completed either the in person interview (n=5) or the online survey (n=8). The results are discussed below.

### **Learning Outcome #1**

*Demonstrate a broad and comparative understanding of humanity and the diversity of world cultures.*

In order to evaluate this outcome, we asked students the following questions:

**1a)** “How well do you think you achieved knowledge about the diversity of world cultures, globalization and citizenship, gender and sexuality, race and ethnicity, and class conflict and inequality in both past and present populations?”

- 1) Extremely well
- 2) Well
- 3) Adequately well
- 4) Not very well
- 5) Not well at all”



All respondents answered extremely well (10) or well (3).

**1b) “Which classes helped you best gain knowledge in these particular areas and why?”**

Students mentioned classes in all of the concentrations here, with over 20 different classes being cited as useful. Anthropology 345 “Biocultural Constructions of Race” was cited most often, and thus, we will keep it in the core for all concentrations. Here is one example of a typical response:

*“Anth. 441, 350, 370, 434, 436, 430. I feel that all of these classes were able to touch on each of these topics (in some way) that allowed me receive knowledge on the diversity of different cultures (both past and present) as it pertains to the topics above.”*

**1c) “Of these areas of knowledge, rank them in order from the ones you know the most about to the ones you know the least about.”**

Diversity of world cultures –  
Globalization and citizenship –  
Gender and sexuality –  
Race and ethnicity –  
Class conflict and inequality –

Diversity of world cultures, Race and ethnicity, and Class conflict and inequality were ranked the highest with almost all of the students placing these in the top three. Globalization and citizenship and Gender and sexuality ranked lower.

**1d) “One of the most difficult learning objectives in anthropology to assess is the way that we better understand our own cultural beliefs and social structures by learning about the beliefs and structures of another society. Can you provide examples of how the anthropological knowledge you obtained as a major, enabled you to better understand aspects of your own everyday life?”**

All respondents said that their anthropology training has allowed them to better understand aspects of their daily lives. Most focused on cross-cultural interactions and the ways they now deal with social inequality and racial prejudice. Here are a few sample answers:

*“I feel that the knowledge I have gained as an anthropology major has allowed to be able to view what is going on in around the world (and around the US) in a more unbiased light. It has allowed me to be able to recognize processes like ethnocentrism, xenophobia, and racism.”*

*"I got to examine my own culture, I am bi-cultural, and I can see that I gain respect for my own two cultures and the cultures of other countries. We have differences, but the same cultural frames. We have specific foods with the family, with governmental dispensations, which happen in other countries in a similar way, similar social structures. I learned we had similarities and differences and we must respect both of those in the same way. We have diff governments, and families, and social services and politics, each place has its own system and should study those before we come to judgment."*

**1e)** "Which three countries or regions of the world do you feel like you have gained the most historical, political and/or cultural knowledge about? How did you gain this knowledge? For example, you could talk about classes, research, or engagement experiences that enabled you to gain knowledge in these areas."

Africa, China and Japan were the most commonly noted countries or regions, though many also mentioned that they felt they knew more about their own culture within the U.S. as a result of their coursework. Again, engaged learning opportunities like field schools or class projects that required interviews were likely to be mentioned. This affirms our commitment to expanding these learning opportunities.

**1f)** "Of those countries or regions of the world, how well do you think you developed a critical understanding of the historical and contemporary issues that impact people's lives?"

- 1) Extremely well
- 2) Well
- 3) Adequately well
- 4) Not very well
- 5) Not well at all"

All but one student answered extremely well or well. One answered adequately well.

## **Learning Outcome #2**

*Demonstrate an understanding of core tenets of the four-field approach (sociocultural, archaeological, linguistics and biological) within anthropology as a discipline.*

In order to evaluate this outcome, we asked students the following questions:

**2a)** "How well do you think you achieved knowledge about the four fields of Anthropology -- Archaeology, Cultural, Biological/Biocultural and Linguistic Anthropology?"

- 1) Extremely well
- 2) Well

- 3) Adequately well
- 4) Not very well
- 5) Not well at all

Three students answered extremely well, and the rest answered adequately well or well. However, this question is where we scored the lowest, and we recognize that we need to increase opportunities for students to be exposed to this material).

**2b) “Which classes helped you best gain knowledge about an integrated four field approach?”**

Most comments were very positive and indicated that both lower and upper division classes provide this content. Examples:

*“The upper level classes were the most helpful for developing knowledge in each of the four field respectively.”*

*“I think that would have to be Nutritional Anthropology through a book by Dettweiler that details her time spent in the field. She spent time with the people in an area in Africa, where she learned about them culturally but also biologically, as well as linguistically, since most spoke their native language, not English, which she became a fairly competent communicator, learning all the nuances and even the ability to joke with them. Not sure if I can pinpoint something that would have been archaeological.”*

*“ANTH 230 for Archaeology, several cultural classes (ANTH 311, 312, 315), ANTH 350 for Linguistic, and ANTH 330 and 446 for Biological.”*

Two respondents did note that we could do a better job drawing connections between the sub-disciplines. One student said:

*“All were beneficial. However, I feel that there needed to be more connection between the classes with showing how each approach is used.”*

**2c). “Of these areas of knowledge, rank them in order from the ones you learned the most about to the ones you learned the least about.**

Archaeology –  
Cultural –  
Biological/Biocultural –  
Linguistics –“

Fifty percent of students ranked archaeology first, and 62.5% ranked biological/biocultural second. 75% of students listed Linguistics last -- a deficit we were already well aware of. We only have one faculty member who teaches in this area.

Because our school has a focus on social justice, we added a question to the exit survey/interview that we anticipate will become part of our school-level assessment:

**2d)** "Reflecting back to a time before you began this program, can you identify social issues, patterns of inequality, or aspects of globalization that you feel you understand in a richer, more complex, and nuanced way now that you have completed your Anthropology undergraduate degree? Did your training here help you to identify ways anthropological skills and perspectives might be applied to social problems, issues of inequality or social justice movements? Explain."

All respondents felt this was an area where their training in anthropology had served them extremely well. Some sample answers include:

*"Overall I feel that I can understand patterns of inequality, social issues, etc. much better. Being an anthropology major has shown me that there is usually a deeper problem to these issues than what is seen at the first glance."*

*"I feel that I can understand Neocolonialism much better and can see more clearly the social injustices of the world."*

*"I think that I have a better ability to seek understanding of inequality through the eyes of those who are being persecuted. I am more aware that there are certain social constructs like race, prejudice, social classes, that are part of society that don't necessarily benefit everyone."*

All students believe they are leaving with the skills and the desire to work in social justice movements.

One student discussed the difficulty that comes with this level of awareness:

*"Yes, but by the same token, sometimes it feels like those who live under a cloud of ignorance may be somewhat better off. I feel like with such a deeper understanding of what we should not be doing, it makes it more essential that I do something, and that I insist others do something to stop or at least reduce social injustices. As I move through life, everything I do or see brings up more projects I feel I am responsible for taking on in order to improve the way of life for others in my community or globally."*

### Learning Outcome #3

*Demonstrate the skills necessary to collect, analyze, and interpret data relevant to one or more of the subfields of anthropology within the context of anthropological theory.*

This learning outcome will be assessed via a capstone course (Anth475, Uses of Anthropology; pending Category II approval) required for all majors, as well as from our methods courses. The capstone course was designed to provide students with the opportunity to critically examine the causes of contemporary world problems and the ways anthropological methods and theories can be used to solve them. The backbone of the course is the United Nations' Millennium Development Goals: 1) Eradicate Poverty and Hunger; 2) Achieve Universal Primary Education; 3) Promote Gender Equality; 4) Reduce Child Mortality; 5) Improve Maternal Health; 6) Eradicate HIV/AIDS and Malaria; and 7) Environmental Sustainability. Emphasis is placed on the use of evidence-based research to analyze and solve world problems with the intent that students will demonstrate through the completion of the following assignment the ability to collect, analyze and interpret data relevant to one or more subfield of anthropology.

Students are responsible for performing an individual or group research project concerning one of the United Nations Millennium Development Goals or an instructor approved "problem." The research project should identify: 1) the scope of the problem; 2) the world region where the problem is most acutely experienced; 3) a specific case-study that shows how a single population experiences the problem; 4) research concerning how anthropologists or other social scientists are attempting to locate and solve the problem. A mandatory component of the project is that students must contact an organization that deals with the problem either locally or globally. At a minimum, the interview should include: 1) the name of the organization seeking to solve the problem; 2) the mission and history of the organization; 3) the organization's activities and successes; and 4) the social and institutional obstacles that impede organizational success.

A pilot version of this course was offered in 2012; a total of 20 students were enrolled. Results of our preliminary assessment suggest that about two-thirds of the students (14 of 20) enrolled in this class (all juniors and seniors) were competent or highly competent in meeting this learning outcome. Six of the students, however, were unable to write and defend a clear thesis statement. They also were not successful at drawing connections between data collected from interviews and published research, and their overall writing ability was poor. Anthropology is a writing intensive discipline, and this suggests that we need more course work and support options for students who struggle with these basic skills. One option is to try to assess this in the junior year, so that we have some time left to rectify the problem before graduation.

#### Learning Outcome #4

*Demonstrate the ability to follow ethical and professional standards for cultural sensitivity in interpersonal and cross-cultural interactions.*

Our pilot version of Anth475 indicated that we need to rethink how to best measure this outcome. From anecdotal information, it is apparent that those students who choose engaged learning opportunities rank themselves very high in this area at the completion of their internships, study abroad, or other engaged learning experiences. The ways in which we can encourage applied learning experiences – and monitor their outcomes - will become a focus for next year.

*Learning the uses of native plants in Eastern Oregon.*



## 9. Faculty Self Assessment: Strengths, Challenges, and Opportunities

As we reflect on the information included in this self-study document, faculty identified several important areas of strength, as well as challenges, with implications for maintaining and improving the quality of our undergraduate programs.

### 9.1 Strengths and Positive Trends

First, Anthropology faculty are proud of our role in creating global citizens. Most of our courses contain an international component, and we continue to provide insight into the diversity of human cultures not only through our *Peoples of the World* courses, but through upper-level topics courses that approach global problems from an applied anthropological perspective.

Second, our faculty are accessible in the classroom and out, as evidenced by our small class sizes and by the number of lab, field, and research experiences we offer our students. Class enrollments are typically less than 30 students in upper-level courses – a size which permits individual interaction, experiential learning, and small-group activities. As a result, our students get the quality-time of a liberal arts education within the diverse setting of a larger, research-oriented university.

Third, student satisfaction in the program is generally good, as evidenced by recent surveys of graduating seniors and program alumni. Students are particularly pleased with the quality of the courses and the faculty, who have proven themselves to be effective educators and productive scholars.

Fourth, we note with pride that post-graduation opportunities for our majors (including employment and graduate training) show a very strong trend. The vast majority of alumni who responded to the survey reported being employed in a position related to their studies within one year of graduation. Many alumni have chosen to obtain graduate training in anthropology and other fields, and have been admitted to competitive programs around the United States and the world.

Finally, we are pleased that Anthropology courses continue to form an integral part of the OSU baccalaureate core, especially in concentration areas such as Contemporary Global Issues, and Non-Western Peoples. Anthropology is also a fairly popular minor degree option, which keeps our program visible and integrated within the larger university community.

## 9.2 Challenges

We also note that in other areas of our program, we face considerable challenges. First, our student population has grown significantly over the past decade, in part reflecting the growth of the university as a whole. The number of faculty and particularly administrative support staff has not kept pace with this growth. Creative hiring of instructors has enabled us to keep student:instructor ratios at acceptable levels, but our support staff allocation is now at an all time low (0.5 FTE dedicated to Anthropology).

Second, much of the growth in student numbers has occurred through Ecampus. The popularity of distance learning has taken many of us by surprise. But as our major shifts from the traditional bricks-and-mortar classroom to the on-line learning environment, we need to give our Ecampus program greater priority in strategic planning. For example, many of our Ecampus students indicate that they plan to go on to graduate school. We need to support their preparation in multiple ways just as we do our on-campus students, including access to seminars on how to choose a graduate school and closer contact with and mentoring by current graduate students. We also need to insure that our on-line students have sustained interaction with individual faculty members (not just instructors) so that these professors are able to write solid letters of recommendation in support of their graduate school applications.

Third, our student population is becoming increasingly diverse in terms of age and educational background, again owing largely to the rapid expansion of educational access via Ecampus. At the same



time, our student population is not at all diverse in terms of race or ethnicity, with 80% of our current undergraduates self-identifying as Caucasian. In this regard, we fall behind the university as a whole, and there is obvious room for improvement. Given that our discipline holds diversity as a core value, we clearly need to do better at attracting and retaining minority students.

Finally, an endemic problem within our program, and throughout the College of Liberal Arts at OSU, is the offering of courses that contain both an undergraduate component and a graduate student component (e.g., ANTH 400/500). We call these “slash courses.” These courses reflect the fact that many of CLA’s graduate programs are quite new and still getting established. From a pedagogical standpoint, slash courses are not ideal: undergraduate students can feel overwhelmed by the concepts or the work load, and graduate students often feel that their more advanced educational needs are overlooked. However, “floors” or minimum class enrollment sizes often dictate that for a course to be offered at all, it needs to be a slash course.

### 9.3 Opportunities

Faculty brain-storming identified several opportunities for expanding our reach within the university and for better positioning our students for the changing workforce. In particular, we note the growing role of Anthropology within various fields of engineering, particularly mechanical engineering, civil engineering, and computer science (for example, Intel now hires a full team of Anthropologists to address the human factors issues relating to their product designs). We feel there is room to develop classes of interest to students majoring in those fields. Conversely, the new transdisciplinary program in Humanitarian Engineering at OSU seems a particularly promising entry point for anthropology students to contribute their skill set to the engineering fields.



A second opportunity identified by faculty is the expansion of our ethnographic summer field school, potentially through participation in the NSF Research Experience for Undergraduates (REU) program. Initiated in 2006 by Joan Gross and Nancy Rosenberger, the OSU ethnographic field school is held on a biannual basis, taking undergraduate and graduate student researchers to rural areas of Oregon where they can gain hands-on experience in ethnographic data collection and analysis. Relatively few ethnographic field schools are in operation in the U.S. (in contrast with the number of archaeological field schools), and we feel that our summer program could meet an important need for applied anthropological skills. Further, since the NSF REU program specifically targets and supports economically disadvantaged and minority students, participation in this program could help us attract a more diverse student body to OSU.

The foregoing ideas are still in an embryonic state. But we hope they will spark further discussion and form the basis of strategic planning in the future.

## 10. Summary and Recommendations

### 10.1 Summary

This document provides a comprehensive view of the undergraduate program in Anthropology at Oregon State University, including information about curriculum, program requirements, facilities and

resources, student and faculty performance, and student satisfaction. In summary, the faculty members in Applied Anthropology have learned a great deal about the strengths and weaknesses of our programs and the trajectory that we are currently on. We are gratified to see that so many of our graduates are engaged in significant careers in state and federal agencies, tribal groups, non-governmental organizations, and the private sector, and that many of our graduates have been admitted to competitive graduate programs in Anthropology and related fields. We are also pleased to see the strong levels of satisfaction reported by recent graduates and alumni. Based on the current direction of the job market for social scientists, applied anthropology is likely to increase in importance and visibility in the years to come, which puts our programs at an advantage relative to other programs around the country. However, as noted above, we recognize that improvement is needed in several areas, and we offer specific recommendations to address these issues below.

## 10.2 Recommendations

Based on the results of the self-study process, faculty in Anthropology agree on several areas for improvement. We feel that taking the measures listed below will help to improve the quality of our graduate programs.

- 1. Increase administrative support staff FTE.** We currently have 0.5 FTE of a wonderfully efficient and capable administrative assistant who supports 11 faculty and 7 instructors, and fields questions from 45 graduate students and nearly 300 undergraduate majors. To put it plainly, she deserves help; this level of support is inadequate for the size of our program.
- 2. Greater, direct faculty engagement with Ecampus students.** Our faculty design and develop Ecampus courses, but rarely teach them. In part, this was owing to a departmental policy which largely precluded faculty teaching Ecampus courses, in order to ensure that on-campus courses were being

taught. As the preponderance of our student body shifts from on-campus to Ecampus, this policy no longer makes sense, and Susan Shaw (Director of SLCS) has recently approved a policy whereby faculty may teach one Ecampus course per year in load.

**3. More consistent mentoring of GTAs.** Our GTAs form a critical part of our teaching force, especially within the Ecampus environment. As noted above, we have made significant progress to provide them with the skills (and oversight) that they need to develop professionally and to ensure that they meet the needs of our undergraduate students. Recent developments include annual training in Blackboard and on-line pedagogy, group sessions to discuss potential problems and solutions, and annual evaluation of teaching skills and class presentation. Many of these developments are new and were motivated by the insights and energy of key people in Ecampus (in particular, our Ecampus advisor Brenda Kellar). We need to ensure that we develop these strategies into a consistent program that persists in spite of any future changes in staff.

**4. Investigate and address the causes of slow time to degree completion.** On average, our undergraduates take 6 years to complete their degree (from the time of entering the university), a full year longer than other disciplines at OSU. It is not clear whether and how this relates to our program, or whether it reflects individual choices on the part of students since many of our students transfer in to Anthropology from a different field; however, we will add a question to our exit survey for graduating seniors to begin investigating the causes. Anecdotal information from our advisors indicates that in a few cases students are unable to get the courses that they need in time to graduate. We have already begun to address this issue: we have formalized our required course offerings on a two-year teaching cycle, so that students will be better able to plan ahead.

**5. Create a practical road-map for enhancing student diversity.** The SLCS has made a commitment to increasing ethnic and racial diversity within the school, and one of our senior faculty in Anthropology has a fraction of her FTE dedicated to improving minority student recruitment and

retention. With her insights, we feel we are well positioned to identify current roadblocks impeding minority student enrollment in Anthropology and to develop a concrete set of steps to begin addressing the situation.

**6. Reduce split-level courses.** While we have made progress in this area over the past few years, we need to continue our efforts to develop new stand-alone graduate-level courses and to establish separate sections for undergraduate and graduate students.

In addition, several areas of concern emerged based on the results of the alumni and exit surveys. In particular, the lowest satisfaction rates among alumni involved “preparation for the work force,” “preparation for graduate school”, and “opportunities for applied or service learning.” Our current efforts to address these issues are listed below.

**7. Better preparation for the workforce:** We have revised curriculum requirements and guidelines to clarify courses most needed for entry into the workforce. For example, we now require archaeological field school for all majors in the archaeology concentration, to reflect the reality that is impossible to get a job in archaeology without actual field experience. We also need to emphasize the importance of internships, as a way for students to network with potential employers.

**8. Better preparation for graduate school.** We have initiated a series of annual seminars (non-credit) with advice on how to select a graduate program and how to apply to graduate school. These are presented in the Fall of each year, targeting Juniors and Seniors.

In addition, this year our undergraduate advisor Cari Maes initiated the Anthropology Mentorship Program (AMP) that pairs undergraduates (most at junior level) with a graduate student in their field of interest. The pairs get together at least once a term to chat about expectations and planning for graduate school. The program was inspired by a similar mentorship experience in the

Forestry Department, called Forest GUMP. We launched the program in Winter 2014 with nine pairs. The pairs were given campus dining gift cards to initiate their meetings over lunch or coffee. We had an initial kick-off, introduction dinner and a culminating event following the SLCS Graduate Student Conference on May 7<sup>th</sup>. The pairs will also do evaluations of the program and their experiences to improve AMP for the next academic year.

**9. More opportunities for applied or service learning.** Although 62% of respondents reported that they participated in a field school and 68% reported that they had been involved in some sort of research or laboratory experience, relatively few respondents were satisfied with the level of opportunities for applied learning. In part this may reflect the fact that most of the hands-on opportunities were apparently in the area of archaeology; thus, the dissatisfaction rates may reflect the paucity of applied learning activities for cultural and biocultural students. We have already made progress toward addressing these deficiencies, but as the average year of graduation for participating alumni was 1998, many of the respondents predate the introduction of these improvements.

Specifically, as noted above, since 2006 our ethnographic field school has provided students with a split classroom/experiential learning environment in which to develop expertise in ethnographic data collection and analysis. Further, recognizing the need to tie together the experiences and learning outcomes of an undergraduate education, we designed a capstone course in 2013. Entitled “Anthropology in Practice” (ANTH 485), the course is currently going through the Category II curriculum review process. We are also working to identify opportunities for our students to engage in experiential and service learning beyond OSU. For example, we now have a bulletin board dedicated to postings of internship and job opportunities, which is updated by the undergraduate advisor on a regular basis.

### 10.3 Conclusion

In conclusion, we feel that our undergraduate program has much to offer students, particularly in the areas of faculty engagement, scholarship, and advising. We offer a strong research program, with an applied focus and opportunities for students to engage in real world work experience. We also recognize that there are areas in need of improvement. One of the great values of an external review is the opportunity to reflect as a faculty on the status and future direction of our program. As part of that process, we look forward to the input of the review team, in charting a direction forward.

## **Appendix I:**

### **Course and Credit Requirements for the Undergraduate Degree in Anthropology**

**Cultural Option** (Option Code: 862)

**Total Credits =48**

#### **Core (17)**

ANTH 110. \*Introduction to Cultural Anthropology (3)

or ANTH 210. \*Comparative Cultures (3)

ANTH 230. Time Travelers (3)

ANTH 240. Introduction to Biological Anthropology (3)

ANTH 350. Language, Culture, and Society (4)

ANTH 370. ^Anthropological Theories (4)

#### **Advanced (31)**

ANTH 311–ANTH 319. \*Peoples of the World (3)

ANTH 345. \*Biological and Cultural Constructions of Race (3)

ANTH 352. \*Anthropology, Health, and Environment (3)

ANTH 380. \*Cultures in Conflict (3)

ANTH 420. World Cultures (4)

ANTH 452. Folklore and Expressive Culture (4)

Any course in the 460s, 470s, 480s, 490s

^ Writing Intensive Course (WIC)

\* Baccalaureate Core (BacCore)



**Biocultural Option (Option Code: 864) Total credits=50**

**Core: 20 credits**

- ANTH 110. \*Introduction to Cultural Anthropology or Comparative Cultures (3)  
or ANTH 210. \*Comparative Cultures (3)  
ANTH 230. Time Travelers (3)  
ANTH 240. \*Introduction to Biological Anthropology (3)  
ANTH 350. Language, Culture and Society (4)  
ANTH 370. ^Anthropological Theories (4)  
ANTH 383. \*Introduction to Medical Anthropology (3)

**Advanced Electives: 30 credits (Select from below:)**

- ANTH 311. \*Peoples of the World-North America (3)  
ANTH 312. \*Peoples of the World-Europe (3)  
ANTH 313. \*Peoples of the World-Latin America (3)  
ANTH 314. \*Peoples of the World-Middle East (3)  
ANTH 315. \*Peoples of the World-Africa (3)  
ANTH 316. \*Peoples of the World-South and Southeast Asia (3)  
ANTH 317. \*Peoples of the World-Pacific (3)  
ANTH 318. \*Peoples of the World-China (3)  
ANTH 319. \*Peoples of the World-Japan and Korea (3)  
ANTH 345. \*Biological and Cultural Constructions of Race (3)  
ANTH 352. \*Anthropology, Health, and Environment (3)  
ANTH 380. \*Cultures in Conflict (3)  
ANTH 420. World Cultures–Topics (4)  
ANTH 433. First Americans, Last Frontiers (3)  
ANTH 439. Archaeological Study of Foraging Lifeways (3)  
ANTH 440. Topics in Physical Anthropology (1–4)  
ANTH 441. Human Evolution (4)  
ANTH 442. Human Adaptability (4)  
ANTH 443. Human Osteology Lab (4)  
ANTH 444. Nutritional Anthropology (4)  
ANTH 445. Biocultural Anthropology Lab (4)  
ANTH 446. Forensic Anthropology (3)  
ANTH 449. Biocultural Perspectives on Human Reproduction (4)  
ANTH 450. Topics in Linguistic Anthropology (1–4)  
ANTH 452. Folklore and Expressive Culture (4)  
ANTH 465. Popular Culture: An Anthropological Perspective (4)  
ANTH 470. Topics in Cultural Anthropology (1–16)  
ANTH 471. Cash, Class and Culture: Hunter-Gatherers to Capitalism (4)  
ANTH 472. Contemporary Indian Issues (4)  
ANTH 474. Cross-Cultural Health and Healing (4)  
ANTH 477. Ecological Anthropology (4)  
ANTH 478. Anthropology of Tourism (4)  
ANTH 479. Anthropology of Migration (4)  
ANTH 480. Topics in Applied Anthropology (1–4)  
ANTH 482. \*Anthropology of International Development (4)

ANTH 483. Advanced Medical Anthropology (4)  
ANTH 484. \*Wealth and Poverty (3)  
ANTH 486. Anthropology of Food (2–6)  
ANTH 488. \*Business and Asian Culture (3)  
ANTH 489. Anthropology of Business (3)  
ANTH 490. Topics in Methodology (1–4)

**Archaeology/Physical Anthropology Option** (Option Code: 861)

**Total Credits = 50**

**Core (Select 20 credits)**

ANTH 110. \*Intro to Cultural Anthropology (3)  
or ANTH 210. \*Comparative Cultures (3)  
ANTH 230. Time Travelers (3)  
ANTH 240. Intro to Biological Anthropology (3)  
ANTH 350. Language, Culture and Society (4)  
ANTH 370. ^Anthropological Theories (4)  
ANTH 441. Hominid Evolution (4)

**Advanced (Select 30 credits)**

ANTH 331. Mesoamerican Prehistory (3)  
ANTH 345. \*Biological and Cultural Constructions of Race (3)  
ANTH 380. \*Cultures in Conflict (3)  
ANTH 420. World Cultures-Topics (4)  
ANTH 421. Analysis of Lithic Technologies (3)  
ANTH 422. Historic Materials Analysis (3)  
ANTH 423. Method and Theory in Historical Archaeology (3)  
ANTH 424. Settlement Archaeology (3)  
ANTH 425. Ceramic Analysis in Archaeology (3)  
ANTH 430. Topics in Archaeology (1–4)  
ANTH 432. \*The Archaeology of Domestication and Urbanization (3)  
ANTH 433. First Americans, Last Frontiers (3)  
ANTH 434. North America After the Ice Age (3)  
ANTH 435. Cultural Resources: Policy and Procedures (3)  
ANTH 436. Northwest Prehistory (3)  
ANTH 437. Geoarchaeology (3)  
ANTH 438. Archaeology Field School (10–12)  
ANTH 439. Archaeological Study of Foraging Lifeways (3)  
ANTH 440. Topics in Physical Anthro (1–4)  
ANTH 442. Human Adaptability (4)  
ANTH 443. Human Osteology Lab (4)  
ANTH 445. Biocultural Anthropology Lab (4)  
ANTH 446. Forensic Anthropology (3)  
Any course in the 490s

**General Anthropology Option (e-Campus only)****Total Credits = 49****Core (17)**

- ANTH 110. \*Introduction to Cultural Anthropology (3)  
or ANTH 210. \*Comparative Cultures (3)  
ANTH 230. Time Travelers (3)  
ANTH 240. Introduction to Biological Anthropology (3)  
or ANTH 330. \*Evolution of People, Technology, and Society (3)  
ANTH 350. Language, Culture, and Society (4)  
ANTH 370. ^Anthropological Theories (4)

**Advanced (32)****Select 18 credits from the following:**

- ANTH 311–ANTH 319. \*Peoples of the World (3)  
ANTH 380. \*Cultures in Conflict (3)  
ANTH 383. \*Introduction to Medical Anthropology (3)  
ANTH 420. World Cultures (4)  
ANTH 452. Folklore and Expressive Culture (4)  
Any course in the 460s, 470s, 480s, 490s

**Select 14 credits from the following:**

- ANTH 345. \*Biological and Cultural Constructions of Race (3)  
ANTH 421. Analysis of Lithic Technologies (3)  
ANTH 422. Historic Materials Analysis (3)  
ANTH 423. Method and Theory in Historical Archaeology (3)  
ANTH 424. Settlement Archaeology (3)  
ANTH 430. Topics in Archeology (1–4)  
ANTH 432. \*The Archaeology of Domestication and Urbanization (3)  
ANTH 433. First Americans, Last Frontiers (3)  
ANTH 434. North America After the Ice Age (3)  
ANTH 435. Cultural Resources: Policy and Procedures (3)  
ANTH 436. Northwest Prehistory (3)  
ANTH 438. Archaeology Field School (10–12)  
ANTH 440. Topics in Physical Anthropology (1–4)  
ANTH 441. Hominid Evolution (4)  
ANTH 442. Human Adaptability (4)  
ANTH 443. Human Osteology Lab (4)  
ANTH 444. Nutritional Anthropology (3)  
ANTH 445. Biocultural Anthropology Lab (4)  
ANTH 446. Forensic Anthropology (3)  
ANTH 449. Biocultural Perspectives on Human Reproduction (4)  
ANTH 492. Archeological Laboratory Methods (1–3)