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SECTION A: UNIT ASSESSMENT OF STRENGTHS AND WEAKNESSES

1. Quality of the instruction, research, and service associated with the BA and MA programs, and contributions to the core curriculum.

The Department of Anthropology offers instruction through a course in the core curriculum, and with the BA and MA programs in Anthropology. The 10 regular faculty members of the Department are of the highest caliber in terms of publishing records and the solicitation of their expertise as peer-reviewers for journals, books and grants. The faculty has also had success in garnering external and internal funding, and presents research at the most important venues in the field. Faculty members, individually and with students, make substantial contributions to the College of Arts and Sciences, the university community, the metropolitan area, the discipline, and extra-local organizations in the public and private sectors.

The self-study has provided the faculty with an opportunity to reflect on our achievements to date, and identify our goals for the future. The BA and MA programs are thriving as never before, with tremendous increases in the number of majors and substantial development of the graduate program. There has been a significant improvement in the quality of the students we teach as reflected in honors and MA theses, conference presentations, internships, and the placement of our students in MA and Ph.D. programs and professional careers. All of these tangible results of this productive group of researchers are beginning to reap rewards, including recognition of GSU as a destination for majors in the local Atlanta area and graduate applications to the MA program based on the desire to work with specific faculty members. The reputation of the faculty has attracted the attention of local museums and newspapers, private archaeological firms and non-governmental organizations in Atlanta and beyond. The faculty along with the students in the Anthropology Club has generously contributed to the knowledge-base and know-how of the local community through consulting, participation in humanitarian efforts, and in providing archaeological excavations of important historic landmarks within Atlanta and the State of Georgia.

Faculty: The faculty publishes in some of the best journals in the field; since 2006, faculty has published 19 articles in peer-reviewed journals, 10 book chapters, and 4 books. Departmental faculty members are peer-reviewers for all of the major journals in Anthropology along with a tremendously variable array of interdisciplinary and specialty journals (see Table F1 for a comprehensive list). The faculty has also published 11 technical reports and 13 commentaries and book reviews as contributions to the literature. A total of $260,808 in funding has been generated by the faculty since 2006, with $120,771 emanating from external sources. The average tenure-track faculty member per year (average of 7.75 members per year) contributed $11,217 per year in funding. While funding over the past three fiscal years has been modest, the prior self-study period witnessed phenomenal external grant support; this year one federal grant
was awarded, and two proposals are pending. There is every indication that the Department will improve rates of external funding in the immediate future.

In addition to activities related to research, the faculty contributes to the core curriculum of a BA program in general anthropology and an MA program in basic and applied research. These three contributions are discussed separately, followed by examples of how the Department has served the community.

**Core Curriculum:** The Department contributes to the core curriculum by offering Anth 1102: Introduction to Anthropology. This course is an option to satisfy Area E of the core. The composition of the course spans the subfields of anthropology, including biological anthropology, archaeology, linguistic anthropology, sociocultural anthropology and the applied dimensions of these sub-disciplines. The Department normally offers this popular course in 11-12 sections with an average of 722 students taking the course per year (Appendix D4, Appendix Table D1). Each section consists of 65 to 118 students. A Freshman Learning Community section is mainstreamed with an existing section once a year, and an Honors-only section of the course has recently been added to the curriculum.

**The BA Program:** The BA program in Anthropology has blossomed during the self-study period. In 2006 there were approximately 80 majors. There are currently 190 undergraduates majoring in anthropology. With the exponential increase in majors over the self-study period (Figure A1), the need for additional lower level offerings and upper level requirements has exceeded the availability. This consistent unmet demand has slowed the progress toward the graduation of student majors considerably. An additional lecturer position along with two-three additional tenure-track hires in the subfields (archaeological, biological, sociocultural and linguistic anthropology) would alleviate this unmet demand. The tenure-track hires in particular would further the participation of undergraduate majors to primary, empirical research, which naturally leads to greater acceptance rates in graduate programs, better success in the job market, and to developing the career potential of high-achieving majors.

**Figure A1: Number of anthropology majors, fall 2006-Fall 2009**

The undergraduate majors are a cohesive group of students who foster collaborative and individual inquiry into their budding careers as professional anthropologists. Many of our
students are “go-getters” and seek to advance their careers through extracurricular internships, participation and leadership (shared with graduate students) in the Anthropology Club, field schools in Kenya, Greece, Brazil, Costa Rica, El Salvador, and Poland. Students also participate in GSU-Fernbank Museum of Natural History field school at the Ocmulgee and Oconee Rivers. The majors have participated in the Honors Program and several (n = 4) have written honors theses. The three year average number of BA degrees conferred is 26.3 (Table B3).

A total of 15 anthropology majors have presented their research at the Georgia State Undergraduate Research Conference (SURC) since 2008. In 2009, two anthropology majors won awards at GSURC for “Best Paper” and “Best Poster.” In preparation for the 2009 GSURC conferences, faculty works closely with student on the research process. One faculty member trained six students over the summer of 2008 in data collection methods and statistical applications pertinent to the research. In fall 2008, these same six students participated in an informal bi-monthly reading group while the students independently collected their data in the Dental Microwear Laboratory. All of these students successfully presented their research at the second annual GSURC conference, April 2009, and four of them co-presented at the 2009 annual meeting of the Georgia Academy of Sciences.

**The MA Program:** The Master of Arts (M.A.) degree program in anthropology provides rigorous training in anthropological theories, methods, and skills. The program spans basic and applied sociocultural (including medical) and biological anthropology as well as archaeology, and is dedicated to the investigation of a broad range of social, cultural, political-economic, and biological issues, processes, and problems pertaining to the human experience in its present and past dimensions. The anthropology program utilizes resources in metropolitan Atlanta to promote student learning.

The M.A. program is designed to be completed in two years. During the first year, all students are required to demonstrate excellence in theories and methods of anthropology through completion of a four-course core curriculum. Additional coursework is completed in consultation with the faculty. During their second year, students develop their own research proposals and expertise within the broader framework of the program. Students are encouraged to take advantage of resources in other departments and schools at Georgia State University, and of neighboring institutions such as Emory University, Georgia Institute of Technology, the Atlanta University Center, the Centers for Disease Control and Prevention, and the Medical College of Georgia. Students may also choose to participate in our department's collaborative programs with Fernbank Museum of Natural History, GSU Heritage Preservation Program, the Atlanta Zoo, and a number of local museums and CRM firms.

Graduate students may select to conduct basic or applied research in consultation with their primary advisor and in line with their career aspirations. They seek comprehensive training in anthropological methods and theory in anticipation of pursuing an academic career in anthropology, or as professional anthropologists in applied settings, where they apply anthropological knowledge to examine, and help resolve, contemporary problems in medical, educational, and other socio-cultural disorders. In order to provide graduate students with training specific to their career goals, the program offers a thesis option, a practicum option, and an internship option. There were 24 graduate students in Anthropology in FY 2007 and 29 in FY
2009 representing a 17% increase (Table B3, Figure A1). The three year average number of MA degrees conferred is 8.7 students.

Most graduate students pursue their research projects in the Atlanta area; however, in recent years, a few students have been able to conduct research elsewhere. For example, in summer 2009, two students collected osteological data for their MA research at the Smithsonian Institute of Washington DC, and one of them conducted similar research at the National Natural History Museum in London (2009). During the same year, one student was awarded a fellowship to participate in a seminar at the Trans-Atlantic Summer Institute in European Studies in Cracow, Poland, and subsequently conducted ethnographic fieldwork in Buryatia. Graduate students regularly present research papers at professional conferences, including annual meetings of the AAA, SAA, AAPA, SfAA, AIA/APA, and SGA.

**Service:** Faculty members have contributed extensively service to the College of Arts and Sciences and the university given the size of the faculty during the self-study period. For example, one faculty member is the Secretary of the Undergraduate Council, presenting the report of the UC at college faculty meetings. Another faculty member is on the Executive Committee of the college. The faculty also serves the university and the university system. For example, one faculty member is on the McNair Advisory Board, and another contributed extensively to Partnerships for Reform in Science and Mathematics (PRISM,) research-based engagement at the departmental, college, university, and systemic levels of the University System of Georgia.

Undergraduate and graduate interns have served the local community during the self-study period, including work at the Carter Center, and several private archaeology firms that specialize in cultural resource management, including New South Associates, Brockington Associates and TERACON. Our interns have also worked at Zoo Atlanta, the Georgia Bureau of Investigation and the Fernbank Museum of Natural History. Additionally, through the Anthropology Club, the undergraduate majors of the program have contributed heavily to university initiatives, local humanitarian interests and other campus and metropolitan community events. These are detailed in section A.4.d. The faculty also adds significant service contributions through archaeological reconnaissance work for important historical landmarks of the metropolitan area and excavation of state heritage of Lamar and Contact Period sites in southern Georgia in collaboration with the Fernbank Museum of Natural History. The faculty has individually contributed to the service mission of the university by consulting with local museums such as the Fernbank Natural History Museum and non-governmental and humanitarian agencies. Faculty members regularly provide information to individuals who locate artifacts on their property, answer questions from local educators interested in forensic anthropology and assist local high school students interested in careers in the anthropological sciences.

2. Centrality of Anthropology to the mission and goals of the College of Arts and Sciences and to Georgia State University

Anthropology holds a central position in the College of Arts and Sciences of every distinguished university in the world. It is the only academic discipline whose focus is the study of humanity across time and space. Its big questions include language and culture, human
nature, human evolution, bio-cultural adaptation, political economy, sociopolitical
transformations, cultural constructions, culture and power, human agency, systems of values and
beliefs, arts, symbols, and ideas. Anthropological content by definition, deconstructs myths
about human nature and culture, and dispels often erroneous and, therefore, dangerous
perceptions of race, class, ethnicity, gender and sexuality. If higher education today supports in
earnest international research, multidisciplinary studies, cross-cultural perspectives to human
understanding, and academic engagement, then anthropology has the most to offer to that
mission.

3. Viability of programs: enrollments/graduates

The Anthropology major (n = 190) has increased two and a half times since 2006 (Figure
A1). The graduate program has increased over 12% since 2006 (Figure A2). The number of
majors that have graduated increased by 17% and the number of MA students that have
graduated has increased by 9%. All of these indicators show that the BA and MA programs in
Anthropology are succeeding beyond any measurable expectation. According the Self-Study
data, the tremendous increase in interest in the programs is attributable chiefly to the excellent
reputation of the faculty and their expertise in instructional effectiveness.

4. Strategic focus:

a. Rationale for subject areas and degree levels

The Department of Anthropology has a thriving major in general anthropology and a
robust graduate program in general and applied anthropology. Anthropology majors study
biological anthropology, archaeology or sociocultural anthropology, and take a majority of their
upper level electives in one of the three subfields. Others express interests that span two
subfields and these students plan their academic trajectory accordingly. A third small group of
majors take courses across the subfields and chose to emphasize a generalist approach. The
flexibility of the major allows for these three versions of our majors to successfully pursue their
interests. The graduate students are exposed to biological anthropology, archaeology and
sociocultural anthropology. However, a distinction of the MA program is a research specialty
which is typically concentrated within biological anthropology, archaeology, socio-cultural
anthropology, and their applied dimensions. Several students a year chose to conduct an
internship as the primary vehicle for collecting observations for a thesis or research practicum.
The flexibility of the MA program allows the graduate students to either continue their education
in PhD programs or to directly enter the job market specific to their interests (see Table E2).

Distinctiveness

The Department of Anthropology at GSU is unique in the State of Georgia and the region
for a number of reasons. It offers a strong and the only terminal MA program in Anthropology
in Georgia. Archaeology provides a competitive advantage in Atlanta, as Emory University does
offer training in this sub-discipline. Another competitive advantage is its urban focus, to the
University of Georgia that specializes in ecological/agrarian anthropology. The BA program is
also unique as a stand-alone department of anthropology in contrast to Kennesaw State
University and Perimeter College.
b. Demands for graduates

Approximately 20% of our BA graduates obtain jobs related to anthropology immediately following their graduation. About 9% of our BA graduates pursue graduate and professional degrees within the first year after graduation. Over 28% of our MA graduates pursue Ph.D. studies, and nearly 54% of our MA graduates enter the work force as applied anthropologists (compare Tables B3 and E2).

c. Contributions to local, state, national, and international communities

The Department serves the local community in many ways, both collectively through the Anthropology Club and individually by the faculty. During AY 2008-09 the Anthropology Club contributed extensively to the local community in the following ways: (1) conducted archeological reconnaissance work at Flat Rock Cemetery, an historic African American Cemetery; (2) participated in a monthly meeting of the Greater Atlanta Archeological Society through a presentation at Fernbank Museum of the work done at Flat Rock Cemetery; (3) participated in the cleanup of Oakland Cemetery after the tornado that hit Atlanta; (4) attended a Flamenco Spanish dance performance of a local dance company, Calo Gitano; (5) participated in “Taste the World,” an event sponsored by Refugee Family Services by preparing food and setting up for the event; (6) through Refugee Family Services, provided support for job opportunities for refugee families by creating contacts with local restaurants serving international cuisine; (7) contributed to local dining establishments through social events; (8) patronized only local Atlanta establishments for the catering of the lecture series; and (9) participated in fund raising for Refugee Family Services to support financial independence for refugee women.

The formalization of our internship credit option for undergraduates and graduate students has resulted in a number of connections between our students and organizations in the Atlanta metropolitan area and beyond. In the past three years, undergraduates and graduate students have held internship positions at a number of government and non-governmental organizations, including the Fulton County Department of Health, Grady Hospital, the Georgia Lions Lighthouse Foundation, Refugee Family Services, Refugee Resettlement and Immigration Services of Atlanta, the Centers for Disease Control, Zoo Atlanta, the Georgia Bureau of Investigation (with the State Forensic Anthropologist), the Carter Center, CARE, the International Rescue Committee, the National Council of La Raza, the Atlanta Feminist Women’s Health Center, the Southern Center for International Studies, the Center for Torture and Trauma Survivors at the Dekalb County Board of Health, the Two Brothers Foundation (Instituto Dois Irmãos) (a non-profit in a favela community in Rio de Janeiro), and New South Associates (a local CRM archaeology firm). The excellent work that our students have done as interns has resulted in positive feedback as well as requests for future interns from our program, which will facilitate further community connections for our students and our department in the future.

Both archaeologists on the faculty are members of the Georgia Society of Archaeology. One faculty member was co-presenter on two poster presentations and two oral presentations at the 2009 annual meeting of the Georgia Academy of Sciences. Another faculty member is
coeditor of *Southern Anthropologist* and is actively involved in promoting the Southern Anthropological Association meetings.

Nationally, the faculty presents their research in all of the major anthropological association meetings including the American Anthropological Association, the American Association of Physical Anthropologists, the Society for Applied Anthropology and the Society for American Archeology. International linkages are a natural outgrowth of faculty research interests in Belgium, Brazil, Greece, El Salvador, Italy, Mexico, the Netherlands, Peru, Russia, South Africa and the tropical Sub-Sahara Africa countries of Ghana, Kenya and Uganda. The faculty conducts field work in these countries and collaboratively publishes with their international counterparts. One faculty member is constructing a formal study abroad program in Italy while three others lead study-abroad programs in Brazil, Greece and El Salvador respectively.

5. **Financial resource analysis**

Given that the Department only has a single course in the core curriculum and a relatively small number of faculty, the amount of credit hour generation during the self-study period is impressive (three year average, FY07-FY09 = 5,456; FY09 alone = 6,179; see Table B5a). The Department is the largest of the small departments in the College of Arts and Sciences in terms of credit hour generation, rivaling Computer Science in total numbers of majors, graduate students and credit hours generated as compared to the number of regular faculty (Figure A3). The fact that 100% of tenured faculty hold departmental and college leadership positions presents particular challenges with respect to obtaining external grant support and publishing. Despite these constraints the faculty have published their work in important journals during the self-study period (e.g., *Current Anthropology*, *American Journal of Physical Anthropology*, *Folia Primatologica*, *Health Education Research*, *Journal of Field Archaeology*, *Ancient Mesoamerica*, *Journal of Mediterranean Archaeology*, *Critique of Anthropology*, *American Ethnologist*, *Journal of Archaeological Science* and *Ethnos*). They have also published books with reputable presses (e.g., Rutgers University Press, Stanford University Press, Oxford University Press, McGraw-Hill), and book chapters. The quantity of publications is also impressive (Table B2a). The Department receives a modest budget compared to similar units and produces well above what might be expected.

**Figure A2:** Credit hour generation per number of regular faculty members among “smaller’ departments of the College of Arts and Sciences at GSU (FY09)
The last APR conducted in 2004 included the BA and MA in Geography. Analysis of this self-study revealed the disproportionate strengths of the BA and MA programs and a rationale for separating of the two programs was evident with Anthropology becoming a stand-alone department and Geography merging with Geology forming the Geosciences Department. In the action plan of the 2004 APR, Anthropology was to hire additional tenure-track lines in biological anthropology and archaeology, as well as a lecturer and replacement hires for sociocultural anthropology. This growth was accomplished during the self-study period. The investment in the Department of Anthropology by the Dean’s and Provost’s Office has produced large increases in credit hour generation and overall faculty productivity (Figure A3).

SECTION B: HISTORICAL AND CURRENT CONTEXTS

1. Brief historical and contextual explanation of the unit and its programs

An independent Department of Anthropology was created in spring 2006 from the former Department of Anthropology and Geography (1997-2006). The Department of Anthropology was first established in the mid-1960s and began its MA program in 1980. In FY 2006, the Department of Anthropology consisted of 3 tenure-track faculties, two of whom were promoted with tenure in AY 2006 and AY 2007, and 3 tenured faculties, one of whom was recruited by the School of American Research. The Department then hired three tenure-track faculty members and a lecturer during the past two years. One of these lines was a replacement hire and the other three positions were projected in the Action Plan of 2004.

2. Recent history, 2003-2005

The current chair assumed responsibility for the Department of Anthropology in FY2003. The Department was last evaluated by Academic Program Review in 2004. Anthropology lost two senior faculty members prior to the current self-study period and these positions were eventually replaced by a lecturer and a tenure-track line within the past two years. According to the 2007 Delaware data, in 2005, for the combined Department of Anthropology and Geography, the personnel cost (11 tenure-track and 4 other faculty) as a ratio of total direct institutional expenditure was 91% suggesting that the Department nearly paid for itself. However, since Anthropology became a stand-alone department in 2006, the exact cost versus generation of
credit hours plus other sources of support specific to Anthropology are unavailable from the Delaware study.

3. Number of faculty by rank, tenure status, gender, and minority status (Table B-1)

Currently there are 10 regular faculty members (nine tenured/tenure-track faculty and one lecturer). Table B-1 in the Appendix lists the faculty by rank, tenure status, gender and minority status. There are currently four Associate Professors, five Assistant Professors and one Lecturer of whom eight are women and two are men.

4. Faculty research productivity

The faculty has contributed extensively to the peer-reviewed literature and has actively sought external and internal support (Table B2a). The faculty published 4 books, 19 peer-reviewed articles, 3 book chapters, 2 technical reports and 11 comments and reviews since 2006. The faculty presented their research 62 times at professional conferences. During the self-study period, the faculty generated $120,771 in external funding and $140,037 in internal funding. These are detailed by year in the Table B2a. Table B2 in the tables section supplies information about faculty productivity by individual and with three year averages for 2006-2008. For these years, the average faculty member in anthropology published 0.8 journal articles, 0.5 scholarly reports and commentaries. The average faculty member obtained $3,901.2 in external and $6,213.2 in internal funding per year, and presented at 1.4 conferences. Each faculty member on average served as peer-reviewer 1.95 times.

Table B2a: Faculty productivity, 2006-2009

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*Includes manuscripts accepted for publication.

5. Retention and progress toward graduation among graduate students and undergraduate majors (Tables B-3 and B4)

There are currently 190 majors and 29 graduate students (Table B-3). Both programs have experienced unprecedented growth during the self-study period. There are no formal concentrations in either program but students can tailor their electives toward their interests. Retention, Progression and Graduation (RPG) and DFW rates are important indicators of
program success and viability, particularly on the undergraduate level. The MA program is evaluated by different criteria such as incoming credentials.

**BA Program:** The growth of the undergraduate program in anthropology during the past three years has triggered new challenges to ensure that our majors graduate successfully and in a timely fashion. One way to gauge the quality of the BA program is to examine DFW rates. Regression, Progression and Graduation (RPG) rates are another way to estimate the quality of the program, but perhaps these measures are more pertinent to student quality (see Section E).

Considering FY06-FY08, the DFW rates range from 31% earlier to 21% later indicates a clear improvement over time. Also noteworthy is the fact that the DW rates are consistently higher than the F rates. Retention and graduation of anthropology majors in fall 2008 at nearly 80 percent is higher than of the last two fall semesters (Table B-3).

Retention data provided by the College of Arts and Sciences suggests the following trends. There were 17 departmental juniors in fall 2004. Eight of these students graduated in fall 2006 providing a two year retention rate of 41.2%. By fall 2007 three more of the original 17 juniors graduated, which resulted to three year retention rate of 64.7%. By fall 2008, three additional students from the original cohort graduated giving the major a four year retention rate of 82.7%. We retained one major who is actually double majoring but plans to graduate soon, and we lost two majors. From the fall 2005 cohort of juniors, we retained 62.5% in fall 2007 but by fall 2008, 100% graduated. A total of 41.7% of the fall 2006 cohort of juniors graduated by fall 2008, and 83% have been retained to date (Table B-4). The quality of the BA program is shown as excellent as judged from the perspective of RPG rates. The retention rates are “among the highest in the university” according to former Provost Ron Henry’s report. Further details attesting to the quality of the BA program are found in Section E: Student Quality.

**MA Program:** The same kind of data is not comparable for the graduate program as the students the Department admits have proven records of scholastic achievement and are accompanied by letters of recommendation which are examined carefully by all faculty members before students are admitted to the MA program. Student quality characterizing the MA program is shown in greater detail in Section E. However, there are several indicators of MA program efficacy. For example, over the last several years, graduation rates have been steady with an overall positive trend. The MA program graduated 4 students in AY 06/07; 10 in AY 07/08; 8 in AY 08/09, and we expect to graduate 15 students in AY 09/10. Admissions have also been consistently satisfactory, ranging from 11 in AY 06/07 to 7 in AY 07/08, and from 16 in AY 08/09 to 14 in Fall 09 (data for Spring 10 are not available at the time of writing.).

6. **Credit hours generation per year by faculty type and level, FY 2006-FY 2008**

As shown in Table B6, the average per year of credit hour generation for tenure-track faculty is 3,543 and non-tenure-track faculty is 1,939, for a total of 5,654 during the self-study period. Part-time instructors and graduate students contributed very minimally per year on average (171). Less than half of the credit hours generated by departmental faculty (2,237) are from the core course “Introduction to Anthropology” whereas substantially more is garnered from courses
pertaining to the major (2,710). The graduate program contributed on average 707 credit hours per self-study year.

7. Evidence of program relevance and the degree to which community, student, and professional needs are served by the program

Students benefit from access to affordable and excellent education and skills in anthropology. The rigor of undergraduate studies prepares students for competitive professional schools and graduate programs in the country. The strong emphasis on theoretical and empirical research of the Graduate Program prepares our students for admission to top doctoral programs in anthropology. The community at large benefits from our students’ work in service learning, internships, and volunteering, as well as from the engagement of our faculty in public outreach and community partnerships.

8. Information on similar programs at other institutions

The University of Memphis (UM) was the only unit out of the ten selected that was willing to provide comparative data, but a sample of convenience was obtained from Portland State University (PSU) from all available online CV’s. These two institutions also have BA and MA programs but with a larger number of faculty and with a greater number of senior faculty. The faculty average per year, 2006-2008, for journal articles, books and book chapters at GSU was 0.8 while at UM it was 1.59 per year and at PSU is was 1.1. GSU faculty on average produced 1.35 presentations per year while at UM the average was 2.5 and at PSU it was 0.9. At GSU, faculty on average was awarded over $11,217, while at UM the average value was $277,778 and at PSU the average was $48,333. In sum, the faculty at the three institutions exhibit relatively similar averages of significant publications and presentations, but differ on external grant support obtained during the self-study period.

An analysis of undergraduate and graduate student by TT faculty ratios across peer departments shows that the Department of Anthropology at GSU is competitive with 21.1 undergraduates per TT faculty member and 3.2 graduate students per faculty member (Table B3a). All of the units listed in Table B3a are stand-alone departments and all offer BA and terminal MA degrees like those at GSU. Additionally, Portland State University is among the “Urban 13” group and the University of Louisville is in the BOR chosen group of institutions comparable to the character of GSU. The Department of Anthropology at GSU compared to its peers shows among the highest ratios of both undergraduate and graduate student by TT faculty member.

| Table B3a: Undergraduate and graduate student/TT faculty ratios across peer departments |
|---------------------------------|------------|----------|----------|----------|----------|
|                                  | Undergrad | MA students | TT faculty | Undergrad/TT ratio | Grad/TT ratio |
| Georgia State University        | 190       | 29        | 9         | 21.1     | 3.22      |
| University of Memphis           | 95        | 30        | 6         | 15.8     | 5         |
Section C: Progress Toward Goals and Objectives

1. Goals and objectives, in priority order, established during the most recent previous academic program review for its graduate and undergraduate programs

The goals and objectives which we identified in the previous Academic Program Review included (1) promotion of four assistant professors to the rank of associate professors with tenure; (2) curriculum reform; (3) four replacement and two new hires; (4) additional graduate funding; and (5) lab space for research and instruction. Each of these, when realized, would enhance the feasibility and quality of our undergraduate and graduate programs. We realized each of these goals during the last APR five-year cycle.

2. Progress toward accomplishment of the goals and objectives and resource allocations since its last review

With full support from the Dean’s Office, and endorsement by the Provost’s Office, the Department of Anthropology implemented every goal and objective in its Action Plan. All four of the then assistant professors received promotion to the rank of associate professor with tenure. In line with the data and analysis of the Self-Study Report, we increased and updated our undergraduate and graduate curriculum. The students demanded a greater number and variety of courses. We developed the curriculum by eliminating dated topics/courses, and those not taught due to unavailability in the current faculty. We improved others according to cutting-edge research and debates in the discipline. Moreover, the faculty introduced new courses in line with their area of specialization that enriched undergraduate and graduate studies. The Department was strengthened by excellent replacement hires in sociocultural, and grew by two new TT hires in archaeological and biological anthropology respectively. The new hires required additional funding to support more graduate students, which we received. Finally, the Department gained additional research lab space on the 4th floor of Sparks Hall, a bio-archaeological teaching laboratory, and an ethnographic research laboratory in the main suite of the Department.

3. Contributions to the College and University Strategic Plans

We wrote the Action Plan that followed the former APR according to the University Strategic Plan, as well as the goals and standards of the College of Arts and Sciences. Contributions by the Department of Anthropology to the University Strategic Plan included the following: (1) high productivity in basic and applied research by faculty; (2) a focus in the graduate program on urban processes, problems and populations; (3) increasingly competitive graduate and undergraduate programs due chiefly to the national and international reputation of the faculty; (4) a significant increase in credit hour generation, as well as in rates of enrollment
and graduation; (5) an increase in rates of Retention, Progression and Graduation that are among the highest in the University; (6) anthropology as a discipline is by definition interdisciplinary in research foci, and international in scale, thus departmental faculty contribute categorically to the international focus in the University Strategic Plan. Moreover, the Department operates three international field schools in Brazil, Greece and El Salvador, and maintains a formal faculty and student exchange program with the Department of History and Archaeology (Faculty of Social Anthropology/Faculty of Archaeology) of the Aristotle University of Thessaloniki, Greece; (7) ongoing Learning Outcomes Assessment, and a strong commitment to the instructional component in the faculty academic workload; (8) efforts to increase the socio-racial diversity of the departmental faculty and student body; and (9) a high commitment to community service through university-community partnerships, service-learning and internship courses, and academic engagement by the faculty.

Section D: Curricula Quality

1. Evaluation of the quality of the BA and MA programs and curricula

There are several ways to evaluate the quality of the BA and MA programs. Some are extrinsic measures such as the postgraduate placement of majors and graduate students, RPG and DFW rates for undergraduates and graduate student GRE scores. Other measures are intrinsic, such as the quality of the programs to which our students enter after graduation, job placement and the professionalism of our students including conference presentations, publications, honors and MA theses and other major works of scholarship. The curriculum of each program has been carefully constructed to maximize the flexibility of students. In both the BA and MA programs, students are given extensive freedom to structure their own career development while at the same time, each program rigorously provides both breadth and depth in theoretical, methodological and practical aspects within anthropology. Many of these themes are revealed in the learning outcomes assessment, as well as in Table E2 and Section E.

2. Description of curricula for each program

The Undergraduate Major in Anthropology: The B.A program comprises six courses to fulfill Area F and to prepare for Area G, the core of the major. The requirements for Area G in Anthropology include one theory course, one methods course, the capstone senior seminar, two Critical Thinking Through Writing courses and 14 hours of upper-level electives. There are options for students for all of these requirements except the senior seminar which all majors are required to complete before graduation. Students can choose among five to seven upper-level electives per semester contingent on their special interests (biological anthropology, archaeology or cultural anthropology) (Appendix G2).

Effectively there are several options in terms of completing the upper-level elective courses, including a two-semester honors thesis sequence, the first semester devoted to research, data collection and/or analysis and the second semester is focused on writing the thesis. Students work closely with their undergraduate advisors by meeting weekly to chart the progress on the honors thesis. Another option for majors to satisfy three credits of the Area G requirement is to participate in the departmental internship program. Potential student interns are asked to contact
organizations aligned with their specific interests as closely as possible and to choose an appropriate faculty member to serve as a sponsor. The student and faculty mentor pair meet weekly to discuss the internship and students are asked to write a term paper that describes how the experience dovetails with their career development. Appendix D3 explicitly outlines the curriculum of the BA program.

**The MA degree in Anthropology:** Historically, the Anthropology MA program at GSU has focused on applied sociocultural and especially medical anthropology. However, in the last ten years, this focus has expanded to basic sociocultural and biological anthropology as well as archaeology (CRM and museum, as well as its basic dimensions). In 2008, the MA curriculum was completely restructured. MA students are currently required to take one graduate course in each subfield represented in the department, as well as one methods class in the student’s own concentration and one applied anthropology seminar (ANTH 8000 - Theory and Praxis). In their third semester, students take comprehensive exams. As they prepare to graduate, they choose from a thesis and a non-thesis option. The former requires 33 credit hours and a thesis; the latter requires 36 credit hours and a practicum or internship paper. Both thesis and non-thesis students hold a defense in their fourth semester. Additionally, students are required to demonstrate proficiency in a foreign language by passing the Graduate Student Written Language Test. Alternatively, students must acquire an additional research skill by taking an approved graduate seminar in another department (see Appendix D3 for the MA degree requirements).

Graduate courses at the 6000 and 8000 level are taught by the entire 10 anthropology faculty: four Associate Professors, five Assistant Professors, and one Lecturer. Graduate student course evaluations are consistently highly positive; graduate students, however, frequently remark on the scarcity of course offerings, and especially of graduate seminars at the 8000 level. The need to offer an ever-expanding number of undergraduate-only courses (not just introductory courses at the 1000 and 2000 level but also honors, CTW, and FLC courses) determines an unfortunate situation whereby a growing graduate program and a thriving major compete for resources. Ideally, the graduate program should be able to offer at least one 8000 level seminar in each subfield represented in the department once a year, in addition to the three seminars (ethnographic methods, sociocultural or applied theory, and theory and praxis) that are already taught on a regular basis.

3. **Comparisons to similar programs at peer units at other institutions**

**WAYNE STATE UNIVERSITY:** With 12 full-time and one part-time faculty, the Anthropology Department at Wayne State University offers courses in five concentrations: medical anthropology, cultural anthropology, business/organizational anthropology, biological anthropology, and linguistic anthropology. The department offers a BA, MA and PhD degree programs.

The Anthropology Department of **EAST CAROLINA UNIVERSITY** has 18 faculty members. Its BA and MA programs have the following concentrations: medical anthropology, basic and applied cultural anthropology, biological anthropology, and archaeology.
NORTHERN ARIZONA UNIVERSITY: The NAU Anthropology Department has 16 faculty members; its BA and MA programs offers applied and research tracks for cultural anthropology, archaeology, and linguistic anthropology.

GEORGIA STATE UNIVERSITY: The Anthropology Department has 10 faculty (9 tenure-track and one lecturer), and it offers courses in five concentrations: medical anthropology, basic and applied sociocultural anthropology, archaeology and CRM, and biological anthropology. The department offers a BA and MA degree programs.

COMPARISON: Out of the four sister units, only one (WSU) offers a PhD degree program in addition to a MA program. All of them have more than 12 faculty members, with the exception of Georgia State University. The Wayne State University Anthropology Department is also the only unit where all four subfields of anthropology are represented.

4. Evidence of student learning, survey results

According to the 2009 Academic Program Review survey data on the undergraduate and graduate programs, majors and MA students demand growth and variation of the curriculum, and a more accommodating schedule of classes. The Self-Study demonstrates 1) a very high degree of satisfaction among our majors and graduate students with respect to the quality of their courses and the faculty, and 2) universal demand for an increase in the number and variety of courses. Retention and timely graduation of anthropology majors and MA students depends a great deal on a more enriched and diversified curriculum, consistent with the representation of a four-field anthropology required for a major in the discipline and training for the MA program. The undergraduate program in anthropology is compromised significantly by the lack of courses in linguistic anthropology, one of the four core sub-disciplines of the field. The graduate program needs at least one additional faculty member in biological anthropology, archaeology, medical anthropology and cultural anthropology to serve on graduate student committees and to teach more graduate only courses.

5. Evidence of student achievement, learning outcomes assessment

Learning outcomes assessment in Anthropology has been conducted since 2004. Through the various cycles, the faculty has discussed the assessment process at length. The faculty has contributed to assessment by providing survey data on the quality of student learning. Appendix D1 shows the learning outcomes evaluation for 2006-2007, 2007-2008 and 2008-2009 (through findings).

a. Specification of program learning outcomes

The student learning outcomes are assessed in the core curriculum, through the Department’s signature course, Introduction to Anthropology. The BA and MA programs are evaluated using rubrics appropriate to each of the programs. For the core course, Introduction to Anthropology, the grades for essay assignments and extra credit essays on the midterms serve as a means to assess critical thinking skills. The BA program is evaluated on the basis of the required courses for the major, including Introduction to Biological Anthropology, Introduction
to Cultural Anthropology and Archaeology and Prehistory. Different sections of these courses are averaged into single scores for each of the courses. Since there is an option for the theory requirement, data elements for both Anthropological Theory and Archaeological Theory are collected and averaged. The Senior Seminar is also sampled. Ratings for 22 learning outcomes arranged in six clusters are collected from the faculty teaching the courses. These clusters include assessment of critical thinking skills, analytical skills, application of skills, acquisition and application of knowledge and communication skills. For the MA program, the comprehensive exam serves as a platform upon which to assess performance in the graduate program and the Director of Graduate Studies supplies the number of students who took the exam, how many successfully passed the exam on the first try and the number of students who ultimately passed the comprehensive exam. More recently, the thesis was incorporated into a second rubric for assessing student learning in the MA program.

b. Assessment plans

Assessment plans are detailed in Appendix D1. A major cornerstone of the assessment plans for Anthropology is lengthy faculty discussions subsequent to a presentation of the learning outcomes results by the Learning Outcomes Coordinator. From these discussions among the faculty, plans are devised to improve assessment procedures.

c. Indicators of achievement of learning outcomes

Measurement is never perfect; however the rubrics that have been utilized by the learning outcomes coordinator are tailored to each program and to the core curriculum course Introduction to Anthropology. These heuristic tools have proven to be intrinsically robust and amenable to change. For each learning objective, the Department has created targets as indicators of achievement of learning outcomes and these have consistently been met or been exceeded. In cases where the targets have not been met, discussions have ensued to better understand why students did not perform as well as expected.

d. Explanation of changes that have been implemented to improve learning outcomes

In the 2006 learning outcomes assessment, the learning outcomes were arranges as 21 independent objectives and the core course, Introduction to Anthropology, was presented in the undergraduate category because the reporting interface (WEAVE) lacked a separate category for core courses. The MA program was evaluated in a separate section. Later retooling of the WEAVE reporting system in 2007-2008 allowed the Learning Outcomes Coordinator to separate the assessment for the core course and the BA program. An additional rubric was added to evaluate critical thinking in the core course, Introduction to Anthropology. The BA program evaluation was altered by grouping the 21 distinct learning outcomes into five clusters upon the recommendation of the Center for Teaching and Learning (CLT). An additional measure was more recently added to the evaluation of the MA program, as recommended by the CTL. These changes allow for a benchmark to be available so that the entire assessment does not hinge on a single tool. Additional changes that have been wrought include those pertaining to the style of instruction. For example, upon discussions related to why students seem to be ranked less well
on writing and on identifying major themes in the literature (two of the 21 learning outcomes for the BA program), the faculty each shared pedagogical techniques that worked well. With the inception of the Critical Thinking through Writing initiative across the College of Arts and Sciences, which the Department welcomes, further improvement of these two learning outcomes, and particularly, writing ability, is expected to improve among anthropology majors in the immediate future.

e. Explanation of the role of Writing Intensive courses in attaining learning outcomes

A writing-intensive WAC (Writing Across the Curriculum) course, Anthropology of Self and Emotion, was taught for the first time in spring 2009 and is scheduled to be taught again in spring 2010. Two CTW (Critical Thinking through Writing) courses are being piloted this year: Anthropology of Violence (fall 2009) and Senior Seminar in Anthropology (spring 2010). These courses build on the work that traditionally has been done throughout the department’s curriculum, using substantive writing assignments to ensure that students complete assigned readings and master content; gain experience and skill in analyzing, synthesizing, and critiquing arguments and evidence in assigned texts; and improve written communication skills. The department’s CTW and WAC courses expand on these approaches by requiring students to submit both rough and final drafts of essays, by devoting class time to peer writing workshops, and by engaging undergraduates in discussions about the strengths and weaknesses in their own writing.

For example, in “Self and Emotion” (spring 2009) students were asked to complete relatively informal, unstructured journal entries in which they began synthesizing the course readings assigned over the course of a few weeks and developing their own threads of interest. Here, in addition to taking notes about key themes of the readings, students began drawing examples from their own lives that supported, refuted, or refined the authors’ arguments. A week or so later, they were asked to come in with the first draft of a more formal essay on the readings. During that class period, students were grouped into clusters of four. Within each group, each member read the other three students’ drafts and provided written and verbal feedback, guided by a rubric provided by the instructor. The instructor and graduate TA also participated in one group each during the class period, reading the other groups’ drafts later. Within a few days, all students had received the feedback of three peers along with the instructor’s or TA’s. Within a week, they were expected to bring in the final draft of the paper. At the end of the semester, all students submitted a portfolio that contained all the writing they had done over the course of the semester: three journal entries, three rough drafts, three final drafts, and a final reflection on the progress they had made in their writing over the course of the semester.

While many students in the class expressed apprehension about letting their work be read by their peers and exposing themselves to semi-public critique, their discomfort quickly dissipated after the first peer review session. Students gave and received constructive feedback, and they spoke positively about the experience of reading others’ writing and comparing it their own. Reading one another’s work allowed them both to see other students’ stylistic strengths and weaknesses (giving them better understandings of their own) and to see how other students chose to address the same essay prompt and set of readings. Sharing their arguments and helping one
another to refine distinct lines of thought allowed individuals to solidify their understandings of the texts and to process course materials in a more sophisticated way than they might have upon first reading or even in larger group discussions.

In short, these writing intensive courses build upon existing departmental strengths by providing more intense opportunities for a) improvement of written communication skills, b) sharpening of analytical skills, and c) application of theory to real-life experience. At least as importantly, these courses foster a sense of intellectual community among the department’s undergraduates.

6. Evaluative statements about curricular quality based on surveys of current faculty, undergraduate students, and recent alumni

Across the board, students – current undergraduate students, undergraduate alumni, current graduate students, and graduate alumni – cite the quality of faculty instruction as a key strength of Georgia State’s Department of Anthropology. In addition to general comments concerning the positive, “very encouraging and studious environment” that faculty create in their classes and beyond (faculty are “passionate and quite friendly” and the “department is absolutely and without question and [sic] most friendly, helpful and efficient department in the school”), students note more specific pedagogical strengths such as “very personal attention and hands-on teaching methods,” encouragement of “independent thought,” and a shared practice among the faculty of “democratizing their classrooms, rather than dominating them.” A current undergraduate observes that faculty have been “quite accommodating with regards to time outside of the classroom and with independent guidance in regards to my development as an anthropologist,” and others discuss the intellectual and personal growth they have experienced as anthropology majors (“The discipline, professors, and other students have helped me become a more politically aware and socially responsible person”; “It has made me look at every aspect of life in a different way”).

The quality of instruction is described universally as quite high (superlatives such as “amazing” and “extraordinary” are not uncommon, especially among current undergraduates), and some students also note that faculty hold stimulatingly high expectations for student performance (“I…have retained much due to their varied teaching methods & high expectations”; “extremely challenging but I learned so much”). Graduate students observe that faculty “really care about the success of the students” and that they have been inspired by their professors “to produce original and rewarding research.” Smaller graduate seminars were particularly appreciated for their higher “level of conversation, dedication & [sic] subject matter.”

In fact, a common complaint of current and past graduate students is that too few graduate-only courses are offered by the Department. Of 18 qualitative responses (10 current, 8 alumni) received, four students volunteer comments on the need for more graduate-only seminars in the curriculum. For example: “I consistently wished for more graduate-only level classes. Several classes that I need/wanted were mixed. I felt that the level of detail in those types of classes was, understandably, less than what was found in grad-only classes.” One
student notes that there should be “[n]ot just the grad level classes offered more frequently, but more variety also.”

Both undergraduate and graduate students call for a wider range of course offerings in general, complaining that “the range of course offerings is too narrow.” A current undergraduate remarks that, “The quality of the reaching far excels my expectations when I entered the program. My only critique is that the diversity of classes offered seems quite limited, which is reflected by limited staff, i.e. more staff mean a greater diversity of classes…” Several students identify the specific need for a linguistic anthropologist to be added to the faculty, observing that without one the Department cannot truly be a “four-field” program. Others (particularly current undergraduates) are disappointed that the courses they want, even if already in the curriculum, are offered too infrequently or in too few time slots.

Finally, several current and past graduate students wish that they had received more direct professional counseling and placement services from the Department. In some cases, students explain that while they received strong training in theory (i.e., academic anthropology), they would like to have had “more time to discuss future career paths…to learn more about how these things can related to an applied career.” One student asserts that “not enough stress is being placed on marching our course work load with what we plan to do for a thesis/research/intern project or obtaining job skills.”

Faculty survey responses create a similar overall picture of the Department’s strengths and challenges. Faculty, like students, describes the working environment of the Department as ideal (“wonderful, nurturing”; “intellectually stimulating”; “The collegiality and sense of support and cohesion…is excellent”). Many comments credit this in part to strong leadership from a “very supportive and forward-thinking” chair; but there also appears to be a broad consensus that the faculty as a whole is characterized by collaboration, approachability, and mutual respect. Moreover, they are enthusiastic about the high level of achievement maintained by their colleagues in both scholarship (“top-notch research”) and teaching (“true teacher-scholars”). A sense of shared work ethic also emerges: individuals describe the faculty overall as “hard-working,” “dedicated,” “categorically diligent,” “ambitious and productive.”

Faculty’s concerns for the Department center primarily on their teaching responsibilities and the constraints they see limiting their abilities to serve student needs fully. Some comments focus on the small size of the faculty and problems this creates in the curriculum. For example, one member writes that, “The Department of Anthropology is excellent in quality, but due to its comparatively small size, limited in its representation of the discipline compared to its [the discipline’s] breadth of topics, depth of investigation of the human condition, and political and practical value to society.” Another notes that “we are able to provide a solid selection of core courses plus a few electives. However, both undergraduate and graduate students would benefit from the opportunity to choose from a wider selection of courses each year.” A third says, “We are unable to teach many upper level courses in anthropological subdisciplines. Our students (especially graduate students) request such courses but we cannot offer them since faculty has to teach many introductory level courses.” A fourth, similarly, observes that “MA students are particularly concerned with the lack of variety in our course offerings (we simply don’t have enough faculty members to teach all the courses we need to offer).” A few faculty members
specifically identify the need for a linguistic anthropologist in order to complete the Department’s “four-field” program, but the need for more tenure-track faculty across the board in order to 1) better represent the range of approaches present in contemporary anthropology and 2) provide a wider selection of course options for students appears to be unanimous (or at least nearly so – the format in which the qualitative data are presented make this difficult to parse).

In addition to concerns over lack of variety in the curriculum, some faculty highlight that they have too little opportunity to teach upper level undergraduate and graduate courses because of the relatively high proportion of introductory-level classes they must teach. One faculty member reports that, “The constant request from students in my classes (graduate and undergraduate) is to offer more upper level courses so they can satisfy their interest in anthropology. We are currently unable to offer them that because we have to teach so many introductory level courses.” In another response, a faculty member writes that, “While I enjoy teaching the introductory level courses, I do wish we had some support to allow me, and others, to be able to teach additional upper division courses. As we continue to grow, having a greater number of upper division courses would make us more competitive in attracting graduate students.” One person suggests that the burden of teaching introductory classes is too unequally shared among the Department’s faculty; but the more general concern seems to be the resulting lack of upper-level electives and seminars in the Department’s curriculum at large. To address these problems, faculty recommend the addition of one or more lecturers (to take responsibility for many introductory-level courses, freeing tenure-track faculty to teach more upper division offerings) as well as tenure-eligible lines (to add breadth to the program across subdisciplines).

Other recurring points in faculty responses include the need for more funding packages for MA students; for additional funds to support faculty summer research as well as summer field schools; and for creation of new laboratory space for biological anthropological and archaeological research by faculty and students.

**Section E: Student Quality**

As shown in Sections A and B, student quality increases as a function of improved RPG rates (for undergraduate majors), and is evidenced by professionalism among the students. Both BA majors and MA students have gone onto prestigious graduate and professional programs after graduation (Table E-2). Among undergraduate majors, a large number write honors theses, conduct internships, and present their research. For example, 15 anthropology majors have participated in GSURC during the self-study period, and four co-presented at the Georgia Academy of Sciences 2009 annual meeting.

Graduate student quality has also increased as demonstrated by higher GRE scores, improved graduate rates, conference presentations, location where MA thesis research is conducted and placement in doctoral programs. Measures with respect to graduate student quality are difficult to assess among peer programs. However, the five presentations at national meetings, the publication of four abstracts, the submission of a peer-reviewed article, data collection at the Smithsonian, the Natural History Museum (London), a fellowship for a Summer Institute in European Studies in Cracow, Poland, and ethnographic fieldwork in Buryatia all point to significant quality in the MA program during the self-study period.
Input Quality Metrics

1. Admission requirements for graduate programs

To be accepted into the MA program in Anthropology, applicants must have a Bachelor’s Degree in anthropology or related social science, a GPA of 3.0 or higher, combined verbal and quantitative GRE scores of approximately 1000, two letters of recommendation, a writing sample, statement of purpose and recent Curriculum Vitae.

2. Minimum GPA requirements, if applicable, for undergraduate majors

There are currently no minimum GPA requirements for the major beyond those expected by college and university standards.

3. Average annual SAT scores and Freshman Indexes by year for undergraduate majors

There is no reason to suggest that these metrics differ from those estimated for GSU undergraduates generally. The average SAT scores and Freshman Index for undergraduate majors is unavailable and since the major is declared normally after the second year, these metrics may be largely uninformative with respect to the quality of the undergraduate majors.

4. Average GRE and GPA of graduate program applications

The average GRE scores, FY06-FY09, of incoming MA students was 1071 (Table E-1). The GPA of students applying to the program is somewhat idiosyncratic. Those with a lower GPA are admitted to the program provided they satisfy all the other requirements of the program.

5. Numbers of applicants to graduate programs and numbers of accepted students

The average acceptance rate over the self-study period is 52.9%. On trend apparent among the three years examined is that the acceptance ratio increases as GRE scores decrease. The number of students enrolled also corresponds indirectly with average GRE scores as shown in Table E-2. The percent of students that were accepted who matriculated ranged from 66% in 2006 to 88% in 2009.

Output Quality Metrics

6. Analyses of student performance
Undergraduate majors have participated in the Honors Program, the Georgia State Undergraduate Research Conference and in internships in the greater Atlanta area. These are detailed in Section E (output metrics).

7. Job placements/acceptance in graduate or professional schools

Table E-2a lists the MA and BA graduates individually and where they have been placed during the self-study period. This is an incomplete list as the Department does not have the resources to keep accurate records of the placement of our graduates in degree programs and in jobs. However, there exists compelling evidence that our undergraduate and graduate students are receiving excellent training as demonstrated by the diversity of the placements and in particular in the high-quality institutions where our graduates are currently studying.

Table E-2: Known placement of MA and BA anthropology graduates, 2006-2009

<table>
<thead>
<tr>
<th>MA graduates</th>
<th>BA graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen Murray, MA program at GSU in Applied Linguistics</td>
<td>Zoe Chamberlain, Transportation planner at Hartsfield Airport</td>
</tr>
<tr>
<td>Calli Ensor, Counselor and health educator at the Feminist Women's Health Center</td>
<td>Carrie Whitney, PhD program in History at GSU</td>
</tr>
<tr>
<td>Yolanda Chapman, Instructor, cultural anthropology (distance learning) City Colleges of Chicago</td>
<td></td>
</tr>
<tr>
<td>Nicole Thomas, Client relations at Vericom Corporation</td>
<td>Lynn Shaull, National Alliance of State and Territorial AIDS Directors, Washington DC</td>
</tr>
<tr>
<td>Kyle Peplinski, Public Health Analyst, Department of Health and Human Services, Washington DC</td>
<td></td>
</tr>
<tr>
<td>Tamra Higgs, Professional ethnographer, Associate User Experience Strategist, Autotrader, Atlanta</td>
<td>Justine Wilber, Certificate in Animal Behavior and Conservation, Hunter College</td>
</tr>
<tr>
<td>Brian Carter, MA program in Public Health, GSU</td>
<td>Darby Proctor, PhD program in Psychology, GSU</td>
</tr>
<tr>
<td>Kim Wescott, PhD program in Anthropology, University of South Carolina</td>
<td>Erin Andrews, Project manager, TERRACON (CRM)</td>
</tr>
<tr>
<td>John Blackwelder, Field associate, New South Archaeological Services (CRM)</td>
<td>Amy O'Brien, PhD program in Anthropology, University of South Carolina</td>
</tr>
<tr>
<td>Laurie Sedicino, Museum Curator, Legacy Museum on Main, LaGrange, GA</td>
<td>Teran Dailey, Doctoral program in Education, GSU</td>
</tr>
<tr>
<td>Karen DeVivo, Wisconsin Hmong Resettlement and Public Policy Task Force</td>
<td>Felicia Anonyuo, Ph.D. program in Anthropology, University of Florida</td>
</tr>
<tr>
<td>Valerie Anonyuo, Culture Connect Inc.</td>
<td>Anahita Modaresi: Youth Development Coordinator, Cunha Intermediate School</td>
</tr>
<tr>
<td>Anahita Modaresi: Youth Development Coordinator, Cunha Intermediate School</td>
<td>Patrick Huff: Ph.D. program in Anthropology, University of Georgia</td>
</tr>
<tr>
<td>Desiree Tabor, full-time ESOL teacher with Dekalb County Schools</td>
<td></td>
</tr>
</tbody>
</table>
David Blumenfeld, MA Program in International Affairs and Public Policy at the American University of Paris

Rachel Lewis, Master's program in Medical Anthropology at University of Amsterdam

BA graduates

Mirna Tufekcic, MA/PhD program in Anthropology at the University of Colorado at Boulder

Amy MacLennan, Master's program in Public Health at GSU.

James Wellborn, Field technician at the CRM firm Brockington and Associates

Stacey Whitacre, Field technician at the CRM firm Brockington and Associates

Justin Hosbey, MA program in Anthropology at the University of South Florida

Rachel Furey, MA/PhD program in Anthropology, University of California Santa Cruz

Adam Green, MA/PhD program in Anthropology, New York University

Deborah Moore, MA/PhD program in Anthropology, University of Georgia

Miriah Lantz-Wagner, MA program in Counseling, Western Carolina University

Iris Antunez, Officer training, U.S. Marine Corps

Josh Blackmon, Lab supervisor, New South Archaeological Services (CRM)

Juan Martinez, Ph.D. program at the University of South Florida

Kathryn Hudson, Ph.D. program in Archaeology at Cornell University

Melanie Chapman, MA in Public Administration (with concentration in Nonprofit Management), George Mason University; presenting a Development Associate for EARTH University in Atlanta

Alexis Torres, JET (Japanese Exchange and Teaching Programme) teacher, in Japan

Cody Bond, Master’s program in Archaeology for Screen Media, University of Bristol, UK

Sean Kiskel, Institutional Review, Emory University

Sam Roberts, Institutional Review, Emory University

8. Scholarly presentations and honors

The undergraduates have produced four honors theses during the self-study period and have participated consistently in the Georgia State Undergraduate Research Conference during the past two years. During the inaugural year of GSURC, four anthropology majors presented their research. In 2009, nine anthropology students presented their research, including two papers and seven poster presentations. Three faculty members participated in this event in 2009. Anthropology garnered two out of the three awards presented at the GSURC this past year (best oral presentation and best poster) owing to the exceptional talent of the students and the dedication of the faculty. One undergraduate student with his faculty mentor submitted his research, based on his honors thesis and GSURC poster as an abstract for the 2010 American Association of Physical Anthropologist annual meetings.
Since 2006, three graduate students have presented alongside their faculty mentor at the American Association of Physical Anthropology in 2009 and 2006; three more have submitted abstracts for the 2010 meetings. The 2009 and 2006 abstracts were published in the *American Journal of Physical Anthropology*. Three students also presented at the annual meetings of the Society for Applied Anthropology. Archaeology graduate students have presented papers and posters at the AAA meetings in 2009 and at the SGA meetings. One student is presenting a paper at the APA/AIA meetings in January 2010.

9. Publications

One undergraduate student with his former honors thesis mentor recently submitted their findings for peer-review to the journal *PALAIOS*. As of fall 2009, one student is working with her faculty mentor on a submission to the *International Journal of Osteoarchaeology*, and one more coauthored a comment published by a faculty member in *Current Anthropology* in 2007.

Section F: Faculty Quality

1. Quality of the faculty for the three-year review period

The quality of the faculty can be demonstrated in a number of ways. One reflection of faculty quality is the degree to which faculty expertise is requested by scholars outside of the university to assess the quality of work of others. The faculty have been sought as peer-reviewers for the best journals in the field, along with an assortment of interdisciplinary and specialty journals. These are detailed in Table F1. Other indicators of faculty quality are shown below and in the curriculum vitae of the faculty included in Appendix F1.

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<th>Peer-reviewers for journals (n = 60)</th>
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<td>American Ethnologist (2)</td>
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<td><em>American Journal of Physical Anthropology</em> (2)</td>
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<td><em>Annals of the Transvaal Museum</em></td>
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<td><em>Bryn Mawr Classical Review</em></td>
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<td><em>Health Education Research</em></td>
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<td><em>Identities</em> (5)</td>
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<td><em>International Journal of Osteoarchaeology</em> (2)</td>
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<td><em>Italian American Review</em></td>
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<td><em>Journal of Anatomy</em> (2)</td>
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<td><em>Journal of Agricultural Economics</em></td>
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<td><em>Journal of Archaeological Science</em></td>
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<td><em>Journal of Human Evolution</em> (6)</td>
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Journal of Modern Greek Studies
Journal of the Royal Anthropological Institute
Latin American Antiquity.
Latin American and Caribbean Ethnic Studies.
Leprosy Review (3)
Maya Archaeology
Medical Anthropology Quarterly (4)
Science
Social Science and Medicine (4)
Southern Anthropologist (2)
Urban Affairs Review
Urban Anthropology
Urban Studies

Proposal reviewers
Leakey Foundation
National Science Foundation
Panel Reviewer for CDC Special Emphasis Proposals

Reviewers for African Genesis (book chapter)
People of the Eye: Deaf Ethnicity and Ancestry
Primate Behavior and Human Evolution (book chapters)
Proceedings of Computer Applications and Archaeology Conference
Peculiar People, Amazing Lives: Leprosy, Social Exclusion, and Community Making in South India
Witches, Westerners and HIV: AIDS and Cultures of Blame in Africa

2. Evaluation of faculty-specific data presented in Section B

Our status as a young department implies annual 3rd year reviews and evaluations for promotion. Accordingly, faculty maintains a productive and diverse workload in research, teaching, and service as our record of universally successful 3rd year reviews and promotions to the rank of associate professor with tenure attests. Every faculty member now holds a national and an international reputation.

3. Comparisons with peer programs

Faculty productivity is consistent with that of other departments that offer a terminal MA program. Although a wide-ranging sample was unavailable, two schools, University of Memphis (data obtained through OIR’s pilot study) and Portland State University (data obtained from available online CV’s of faculty) can be compared to GSU in terms of professional development, while the University of Louisville was available as well to compare faculty to student ratios and the size of programs to the department at GSU. The Anthropology Department of GSU compares favorably to these other schools for most measures. In terms of absolute numbers of majors and graduate students, the Department at GSU exceeds its peers.
4. Quality and quantity of scholarly and creative productivity

Faculty research is published in top-tier, peer-reviewed journals in anthropology, including those that specialize in topical, regional, and theoretical foci. A couple of papers are published in “Practicing Anthropology,” a journal that is not considered refereed, but holds credibility in the Department given its graduate focus in applied anthropology. In addition to first-rate publications of articles, in the last three years, faculty has published four books by reputable presses, all of which are peer-reviewed.

5. Results of promotion and tenure reviews

Two faculty members successfully passed their tenure reviews in FY06 and FY07 respectively. Two additional faculty members passed their third year reviews in FY08 and FY09. One faculty member has submitted her tenure materials to the college and the case is currently under review.

6. Faculty honors

During the self-study period, one faculty member was elected as Associate Member to Sigma Xi (a scientific research society). This same faculty member was nominated for a Faculty Undergraduate Research Award and a Faculty Teaching Award. Two faculty members were nominated for the Outstanding Junior Faculty Award of the College of Arts and Sciences. One faculty member received a Teaching Award from the University of Michigan in her first year at GSU.

7. Dollar level and source of sponsored research

A total of $120,771 was obtained by faculty since 2006 from the NSF, Wenner-Gren other smaller private foundations. The NSF career award (FY07) brought in indirect funding, but much of the external funds in anthropology are for travel and equipment rather than infrastructural overhead for laboratory research. The faculty were also awarded $140,033 in internal funding between FY 07-FY09. These included Technology Fee grants, Research Initiation Grants, a Research Professional Enhancement grant, as well as funding from International Programs and Student Activity fees.

8. Service and outreach contributions

The “Retention, Progression, Graduation Plan for Majors in Anthropology” details some of the ties that have been created between our department and a number of organizations in the metropolitan Atlanta area through our undergraduate internship program. In addition, several of our graduate students have held internship positions with local, state, national, and international organizations. Graduate students can receive academic credit for these supervised internships, which they often use as a starting point for their M.A. research practicum or thesis projects. In some cases, these internships have resulted in paid positions for students post-graduation. In recent years, graduate students have held internships with the International Rescue Committee,
the National Council of La Raza, the Atlanta Feminist Women’s Health Center, the Southern Center for International Studies, the Center for Torture and Trauma Survivors at the Dekalb County Board of Health, the Two Brothers Foundation (Instituto Dois Irmãos) (a non-profit in a favela community in Rio de Janeiro), and Brockington and Associates (a Cultural Resource Management company).

Our faculty members have made contributions to communities beyond academia through research, field schools, and volunteer activities. These are detailed in Appendix F5: Significant service of contributions of the faculty.

Section G: Resource Adequacy

1. Adequacy of resources available as they relate to the goals and objectives specified in Section C.

   1. Increase the number and variety of courses: This goal requires the following resources:
      Unmet Demand: One Lecturer who will teach 7 introductory courses and one upper division course in his or her area of specialization. At this point we are unable to meet the demand for upper division and graduate seminars. This hire will release the tenure-track and tenured faculty to teach more and varied courses to strengthen the undergraduate major in anthropology as well as the graduate program

   2. Establishment of a Ph.D. Program in Anthropology: By the end of this academic review cycle (3-5 years) the department will consist of a strong senior faculty who will be ready to design and implement a doctoral program in anthropology. To this end, and consistent with the C2I initiative, we request the following resources:

      a. Cluster hires: New faculty in the following content areas will contribute to the depth of research programs and external funding that a strong Ph.D. program requires. (1) urban archaeology/museum studies/material culture; (2) urban immigrants, migrants, and refugees; (3) primate genetics and evolution; (4) Language and Culture.

      b. Graduate Funding: The department currently is significant underfunded. The faculty is making every effort to acquire external funding to fund graduate research assistants. To ensure the continued progress of the graduate program with respect to competitive students and research, our graduate funding must increase by 45 percent.

      c. Office Space: Hiring of four addition faculty will require office space of each.
2. Faculty Resources

The faculty generates more credit hours than any other “small” department in the College of Arts and Sciences, and the Department approaches Computer Science in its credit hour to number of regular faculty ratio. Compared to peers at similar institutions, we have a greater absolute number of undergraduate majors \((n = 190)\) and graduate students \((n = 29)\). In the last three years the increase in enrollments in upper-division and graduate courses has left us unable to meet demand for courses by students. The consistent increase in our rates of Retention, Progression and Graduation calls for additional faculty who will enable the Department to meet student demand.

3. Student/TT faculty ratio based on Appendix G-1

The ratio of undergraduate students to TT faculty at the beginning of the self-study period was 18 to 1. For FY09 the ratio has risen to 21 to 1. The ratio of graduate students to faculty has remained consistent from FY-06-FY09 at 3 graduate students for each faculty member. During the past year, the graduate program has risen and is projected to increase beyond current numbers in FY10. For the graduate program, our objective is to maintain and exceed the ratio of 3 to 1 graduate students per faculty member. For the undergraduate program, our goal is to continue the increase in the rates of RPG, one that implies additional sections of required courses, including the capstone seminar. Timely progression toward graduation requires timely completion of graduation requirements. Presently our faculty resources are inadequate relative to our student/faculty ratio and credit hour generation.

4. The credit hour generation data in Tables B-5a, B-5b, and B-5c and adequacy of the size of the faculty

As shown in Figure A3, Anthropology exhibits substantial credit hour generation for its size, particularly considering that it has only a single course in the core curriculum. The Department exhibits a large number of majors with respect to the size of its faculty when compared to other units of the CAS and its peer institution. If grow continues in the major as it has during the past three-four years, the number of regular faculty must be increased to ensure successful RPG rates.

5. Administrative resources

The number of administrative support is sufficient per FTW faculty member.

6. Technological resources

The Department was awarded two Tech Fee grants during the self-study period adding significantly to the technological resources available to both faculty and students, including the development of the Bioarchaeology and Ethnographic laboratories. These are used for faculty seminars, hosting job candidates, printing posters for conference presentation and creating ethnographic images and films. Other technological resources, such as statistical package site
licenses and library search engines, have been provided by the college and university and are
deemed as adequate for faculty and staff.

7. **Space resources**

The space is sufficient relative to our needs in the present state of the Department. However,
consistent with the self-study data, in the next 3-5 years we anticipate hiring 1 lecturer and four
tenure-track faculty. These hires will require office space.

8. **Laboratory resources**

The Department has modest but adequate research laboratories in Sparks and Kell halls.
These include the newly establish Bioarchaeology Laboratory, 343 Sparks, which houses a
unique osteological and bone pathology collection along with nearly 100 fossil casts,
measurement equipment and a 3-D digitizer. The Anthropology Laboratory, 100 Kell, serves as
a space for floatation, seriation and special projects in archaeology. The Archaeological
Repository Lab, Kell 333, is curatorial space for the departmental historic and prehistoric artifact
collections. The Dental Microwear Laboratory, 451 Sparks, houses nearly 500 dental casts and
molds from fossil and extant primates, two low-magnification stereomicroscopes and a variety of
statistical software applications. The Isotope Laboratory, 448 Sparks, is equipped with bone
drills, a centrifuge and sophisticated tools for the preparation of osteological samples for isotope
analysis.

In order to increase the ability of current faculty to launch collaborative research projects and
to provide BA and MA students with multifaceted, well-rounded methods training, expanded
laboratory space is requested to create an integrated archaeology/bioarchaeology wet-lab. This
laboratory would be run collaboratively by Drs. Glover, Margomenou, and Turner; this
integrated lab would provide rigorous training for students focused on archaeological sciences
(paleotempestology, paleodiet, material culture, geoarchaeology/micromorphology, residue
analysis, archaeobontany, and anthropological chemistry) and/or bioarchaeology
(zooarchaeology, human osteology, dental anthropology, forensics, and isotope analysis).
Specifically, this lab would center on the purification of organic and inorganic tissue samples for
isotope mass spectrometry, macro- and microbotanical analysis from archaeological sediments,
soil microscopy, and chemical analyses of organic residues in archaeological ceramics. The
skeletal and archaeological samples analyzed would be drawn from a variety of sources,
including Peruvian skeletal remains analyzed by Dr. Bethany Turner as part of her externally-
funded research, archaeological materials from the Atlanta MARTA collection by Drs. Jeffrey
Glover and Despina Margomenou, archeological materials from Yucatan Maya sites analyzed by
Dr. Glover as part of his internally-funded research, and archaeological materials from Greece
analyzed by Dr. Margomenou as part of her externally-funded research.

Necessary components of this laboratory include 600-900 square feet of space with one or
more externally venting fume hood(s); one or more sink(s); locking cabinets; wall-mounted
glassware racks; a windowless storage closet with separate ventilation ducts; one or more
Ethernet port(s), and computer-ready electrical outlets. The rest of the necessary equipment and
tools are currently present in existing laboratories. However, several of the analyses detailed
above necessitate an externally-venting fume hood and secure storage that are absent from
existing laboratories in the anthropology department and thereby limited in existing lab facilities.
Moreover, the spatial separation of existing lab facilities hinders student interaction and effective mentorship in methods training that would greatly increase graduating students’ competitiveness in entering advanced degree programs and career employment.

9. GSU Foundation resources

The departmental foundation resources include (1) Foundation of the Department of Anthropology; (2) the Jeremy Gillen Memorial Scholarship in Anthropology, and (3) the Robert L. Blakely Endowed Scholarship in Anthropology.

10. Library resources

As demonstrated by the University Library’s report (Appendix G2), the anthropology collection and web-resources are extensive, and adequately allows for research to be conducted by faculty and anthropology students alike. In a recent national survey, the Library at Georgia State University ranks 11th in number of titles obtained in anthropology and archaeology, and 5th in number of titles acquired regardless of call number that are related to anthropology. Recent budget cutbacks will curtail the collection of anthropology journals beginning January 2010 (Appendix G2).

Section H: Goals and Objectives

1. Goals and objectives for the programs in the context of current strengths and weakness as presented in Section A

The goals and objectives for the program include: (a) maintain and increase the number of outstanding graduate faculty; (b) increase the amount external funding; (c) maintain the rigor of the curriculum in anthropological empirical research methods and theories of the human condition; (d) develop the strength in archaeological, biological and sociocultural anthropology applications to human rights.

2. Goals with respect to effort and resource allocations

The resource allocation presently is commensurate with the effort per faculty member. Our goal is to maintain the level of growth in the undergraduate and graduate programs while at the same time, increasing the number of regular faculty members to offset unmet demand and improve RPG rates.

3. Relevance with college and university strategic plans

A new University Strategic Plan is in the process of design. The key goals of this strategic plan include (1) an increase in external funding and prestigious awards; (2) cluster hires in current research strengths of the College and University; (3) interdisciplinary and international research agendas; and (4) university-community partnerships. Anthropology will continue to meet these goals at the departmental level.
4. **Specific objectives to achieve program goals**

Our specific objectives include: (1) professional training in grant writing; (2) identification and strengthening of departmental research foci to complete for cluster hires; (3) continue our standard practice of international and interdisciplinary scholarship and research; and (4) continue department-community partnerships.

5. **Prioritization of departmental goals**

The departmental goals include the following targets:

1. A lecturer to teach undergraduate courses and one course in his or her area of specialization. The teaching load of this faculty member will release tenure-track faculty to offer more upper-division and graduate courses consistent with student demand.

2. Four cluster hires to strengthen research foci necessary for a competitive Ph.D. program.

3. Additional graduate funding to ensure continued progress of the graduate program, especially with respect to competitive students.

4. Office space for potential new hires, and lab space for bioarchaeological research.

5. Acquisition of space to accommodate the MARTA Archaeological Collection.

6. Propose Introduction to Biological Anthropology as a core course option for Area D2.
Appendices

Appendix B1: Rationale for choices of peer programs.

The Anthropology Department participated in the OIR pilot project for the collection of peer data as a point of comparison. The peer programs that were chosen to compare to the Department of Anthropology at GSU are those that fulfill a number of criteria. Only independent departments of anthropology with a developed BA program and terminal MA were chosen in order to achieve the best possible matches. Ten departments in universities that most closely resembled the character of GSU were identified. These included Memphis State University, Northern Arizona University, East Carolina University, Portland State University, University of North Carolina Charlotte, University of North Carolina Greensboro and Ball State University among others. These departments were contacted with a request to share information. Out of the 10, only three responded positively and were contacted by the OIR. Subsequently, one of the peer programs declined leaving two peer programs for comparison. The other two programs that agreed later refused to provide data on faculty productivity by not responding to repeated reminders.

The absence of comparators needed to be addressed. A sample of convenience to assess faculty productively was drawn by scoring curriculum vita available online from faculty at peer programs including University of Louisville, Memphis State University, Northern Arizona University, East Carolina University and Portland State University. The results of this investigation are shown Section B8.

Appendix B2: Organization of unit governance and committee structure (an organization chart showing unit committees, key administrators, staff, etc.).

Thirty percent of the faculty in the Department of Anthropology runs the unit, including one Department Chair, one Director of Graduate Studies and one Director of Undergraduate Studies. This faculty articulates directly with the Administrative Assistant and the Business Manager on matters pertaining to their respective domains. An Executive Committee elected by the faculty serves as council to the chair and evaluates faculty annual reports, supplying recommendations for faculty rankings to the chair. The Department also has a Learning Outcomes Coordinator, a CTW ambassador, and a Library Representative. Ad hoc Undergraduate and Graduate Curriculum committees consult with the undergraduate and graduate directors respectively to modify course offerings and programmatic changes. The Director of Undergraduate Studies is also advisor to the Anthropology Club, a registered student organization since 2007. The Department also has a Receptionist.
Appendix B3: Unit By-Laws.

BY-LAWS OF THE DEPARTMENT OF ANTHROPOLOGY

GEORGIA STATE UNIVERSITY
February 16, 2007

ARTICLE I. MEMBERSHIP

The faculty of the Department of Anthropology shall consist of any individual who holds the academic rank of professor, associate professor, assistant professor, or lecturer.

ARTICLE II. PHILOSOPHY OF GOVERNANCE

The faculty consists of a team of members who cooperate in carrying out the goals of the department within the guidelines set by the college of Arts and Sciences. Each faculty member participates in the department. A majority of faculty members shall constitute a quorum.

Section 1: Responsibilities of the Department Chair and Other Faculty Members
A. The Chair makes decisions related to the Chair’s duties specifically listed in the department and college bylaws.
B. The Chair makes decisions that require immediate action.
C. All faculties shall be given equal opportunity to participate in departmental decision-making.

Section 2: Use of Committees
A. The work of the department is shared through the use of standing and ad-hoc committees. Committee descriptions and selection procedures are found in the bylaws.
B. Committees shall give timely, adequate information regarding decisions to other faculty members.
C. Committees shall solicit input from other faculty whenever it is appropriate and possible.
D. Unless restricted by department or college bylaws, membership on these committees shall be open to all faculty members, with preference given to those most affected by the issue at hand.
E. As approved by the Chair, visiting faculty and students may serve as additional members on designated committees and shall have voting rights in those committees.

Section 3: Faculty Decision-Making Procedures
A. Consensus decision-making shall be used in all meetings of the faculty.
B. Every effort shall be made to inform the faculty five (5) working days in advance of the meeting, allowing a reasonable time for reflection before discussion.
C. Following the introduction of an issue, all views shall be solicited first, and an attempt shall be made to find a recommendation that synthesizes these ideas.
D. If no consensus can be achieved a majority vote of faculty present shall prevail. A quorum is required during the academic year to hold a vote.

**ARTICLE IV. MEETINGS**

A. The faculty of the department shall hold at least one meeting every semester.
B. Departmental faculty meetings are chaired by the departmental Chair. In the absence of the Chair, the Chair’s appointee shall preside.
C. At least five (5) working days prior to a meeting of the faculty, including the Executive Committee, except in emergencies, the Chair shall notify each faculty member of the time and place of the meeting.
D. Minutes shall be kept at all faculty meetings and distributed to all faculty members in the department. Minutes shall be kept on file.

**ARTICLE III. CHAIR**

Section 1.
The position and duties of a department chair are as defined in the Statutes of Georgia State University, Article X, Section 3. The Chair of the Department of Anthropology shall perform all duties designated there.

Section 2.
The Chair of the Department of Anthropology shall perform these additional duties:

A. Communicate regularly with the department about pertinent information from the higher administration and matters of concern to the department and its welfare.
B. Appoint program directors for graduate and undergraduate studies.
C. Appoint committee chairs as specified by the bylaws.
D. Provide advance written notice to the faculty of the projected schedule for the next term, including summer term.
E. Annually evaluate each faculty member, as provided in the *Policies of the Board of Regents*, Section 803.07, and furnish a copy of this evaluation to the faculty member.
F. Appoint a faculty member to serve as acting chair on those occasions when the Chair is not available.
G. Appoint an ad hoc committee to consider any specific matter of concern to the department when such a matter arises outside the purview of the standing committees. Ad hoc
committees shall report to the Chair, the Executive Committee, or the faculty, depending on their specific charge by the Chair.
H. Hire and apportion duties to the office staff.

ARTICLE IV. DIRECTORS OF GRADUATE STUDIES

A. The Director of Graduate Studies shall be nominated by the Chair and appointed by the Dean, after consulting with the Executive Committee.
B. The term of the Director shall be three years, and this appointment may be renewed for additional three-year periods.
C. The Director of Graduate Studies shall perform the following duties:
   1) Coordinate with the Chair on matters related to graduate coursework and the development of the graduate program.
   2) In consultation with the faculty, oversee the promotion of the graduate program and admission of graduate students.
   3) Monitor the academic performance of graduate students.
   4) Advise first-term students and guide students in the selection of their advisors.
   5) Provide an orientation program for new graduate students.
   6) Ensure the Graduate Student Handbook is up to date on the departmental Website.
   7) Communicate with relevant units across campus (e.g., Arts & Sciences Graduate Office).
   8) Evaluate the performance of current graduate assistants.

ARTICLE V. DIRECTORS OF UNDERGRADUATE STUDIES

A. The Director of Undergraduate Studies shall be nominated by the Chair and appointed by the Dean, after consulting with the Executive Committee.
B. The term of the Director shall be three years, and this appointment may be renewed for additional three-year periods.
C. Each Director shall perform the following duties:
   1) Oversee the promotion of the undergraduate program.
   2) Advise students, including majors and minors.
   3) Coordinate with the Chair on matters related to undergraduate coursework and undergraduate program development.
   4) Liase with the Academic Advisement Office.
ARTICLE VI. STANDING COMMITTEES

Section 1: Procedures
A. Committee chairs shall be appointed by the department Chair. Should a vacancy occur at another time, the Chair shall appoint a temporary replacement.

B. New standing committees are created by a majority vote.

Section 2: Executive Committee
A. The Executive Committee shall consist of three tenured or tenure-track faculty members. The Chair of the Department shall be the presiding officer at meetings of the Executive Committee. In the absence of the Chair, the Chair shall appoint an executive committee member to preside. The Department Chair is not a voting member of the committee.

B. The election shall be from all those who are nominated and agree to stand for election with voting for each position by all members of the faculty by secret ballot. Elections shall be held during the Spring semester, and elected individuals shall commence serving their terms on July 1.

C. The Executive Committee shall meet at least once a semester. Regular and special meetings shall be held on dates to be determined by the Chair of the department. The Chair may call a special meeting on his or her own initiative. The Chair shall call a special meeting upon receipt of a petition stating the purpose of the proposed meeting and signed by at least two voting members of the Executive Committee.

D. Minutes of all meetings shall be maintained and distributed to all faculty members in the department. Minutes shall be kept on file.

E. A majority of the members of the Executive Committee shall constitute a quorum.

F. In accord with Article VII, Section 4(d) of the Bylaws of the College of Arts and Sciences, the duties of the Executive Committee shall be to advise and consult with the Chair in Departmental governance including, but not limited to the following:
   1) Goals in instruction, research, and service
   2) Make recommendations on the allocation of financial support for graduate students
   3) Policies and procedures
   4) Work loads
   5) Annual budget
   6) Merit raises for faculty
   7) Recruitment of faculty
   8) Allocation of space and equipment
   9) Committee structure in the Department and procedures for selecting members of committees in accordance with departmental by-laws

   10) Consider student grievances. Where a student grievance is made against a member of the Executive Committee, the Chair shall appoint a replacement from the same program to serve on the committee regarding issues of that grievance.
Section 3: Promotion and Tenure Committee

A. Third year review: The tenured faculty in the department shall elect a committee of three members.

B. Tenure: The departmental Promotion and Tenure Committee shall consist of all tenured associate professors and professors in the department who will evaluate the candidate. The chair of the P&T committee shall be appointed by the department Chair. The committee chair shall form a subcommittee to develop a draft of the recommendation which will submitted for discussion to all the tenured faculty in the department. The P&T committee will submit its recommendation to the department Chair.

C. For candidates being considered for promotion to professor, the subcommittee shall consist of all full professors. The committee chair shall be appointed by the department Chair. The P&T subcommittee shall develop a draft of its recommendation, which it will submit for discussion to all full professors in the department. The P&T committee will submit its recommendation to the department Chair.

Section 4: Curriculum Committees

A. The Curriculum Committee of the Department of Anthropology is nominated by the departmental Executive Committee and approved by the whole department. The committee shall consist of the director of graduate studies and the director of undergraduate studies.

B. The Chair shall serve as an ex officio member.

C. The function of the curriculum committee is to draw up and submit course schedules for future semesters.

D. Annually solicit and organize curriculum changes sought by the faculty in addition, deletion, or changes in course offerings.

E. Oversee updating of program changes and descriptions in undergraduate catalogs and other materials.

ARTICLE VII. AD-HOC COMMITTEES

Section 1: Procedures

A. The power to constitute ad hoc committees resides with the Chair in consultation with Executive Committee. Additionally, a majority of the faculty can ask the Executive Committee to form such a committee.

B. Members are selected as appropriate to the charge of the committee.

C. The chair of an ad hoc committee is appointed by the department Chair.

D. Such ad hoc committees include search committees and other committees appointed by the Chair to carry out work that must be completed within a specified timeframe, after which the committee no longer exists.
Section 2: Individual Search Committees

A. Individual search committees shall consist of at least three (3) faculty members. With the approval of the Executive Committee, one committee member may be invited by the faculty from outside the department in addition to those serving from within the department.

B. Search committees for tenure-track positions shall include tenure-track and tenured faculty only. Other department members, such as lecturers and graduate students, shall be encouraged to provide feedback about candidates.

C. Search committees for lecturer positions may include one (1) lecturer from the department and tenure-track and tenured faculty members.

D. Search committees for visiting lecturer positions shall include at least three faculty members.

E. Search committees for staff positions shall include relevant department members to be determined by the Chair.

F. Chairs of search committee are appointed by the department Chair.

G. The duties and responsibilities of the search committee are to do the following in consultation with the department Chair and the faculty:
   1) Draw up position description(s) and ensure it is appropriately publicized.
   2) Follow all Affirmative Action procedures and the Arts and Sciences Guidelines on Recruitment of Ethnic Minority Tenure Track Faculty throughout the search process.
   3) Gather and review applicants’ submitted dossiers.
   4) Meet as a committee to compare and discuss submitted dossiers.
   5) The search committee shall provide a short list of candidates to the faculty for consideration.
   6) For faculty positions, publicize the interview schedule, and solicit feedback about the candidates from faculty and students, when appropriate.
   7) Construct an initial post-interview rank order of finalists as part of the committee’s internal deliberations.
   8) For faculty positions, present and discuss the results of its deliberations to the faculty.
   9) Following consultations with the faculty and based upon faculty input into the process, make its final recommendations to the department Chair.

ARTICLE VIII. FACULTY GRIEVANCE PROCEDURES

A. A faculty member who has a grievance regarding an alleged capricious, arbitrary, or discriminatory decision or action shall attempt to resolve the issue informally in a conference with the Chair of the Department.

B. Faculty may also consult the faculty ombudsperson and/or the Opportunity Development Office.
C. If the informal conference fails to resolve the issue, the faculty member may initiate a mediation process or a formal written appeal as described in the Faculty Appeals Policy and Procedures of the College of Arts and Sciences.

ARTICLE IX. ADOPTION AND AMENDMENT OF THE BY-LAWS

Section 1. Adoption.

B. These bylaws shall become effective using the procedures described in Article II, Section 3.

Section 2. Amendment.

A. These bylaws may be amended at any regular meeting of the faculty, using the decision-making procedures in Article II, Section 3. Written notice of the proposed change(s) needs to be given to faculty members at least five (5) working days in advance of the meeting.
## Appendix B4: Current faculty roster

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Hire date</th>
<th>Entry rank</th>
<th>Current rank</th>
<th>Tenure status</th>
<th>Full/Part-time status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glover</td>
<td>FY 2008</td>
<td>Ast Prof</td>
<td>Ast Prof</td>
<td>TT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Guano</td>
<td>FY 2001</td>
<td>Ast Prof</td>
<td>Aso Prof</td>
<td>Tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Kozaitis</td>
<td>FY 1997</td>
<td>Ast Prof</td>
<td>Aso Prof</td>
<td>Tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Margomenou</td>
<td>FY 2008</td>
<td>Ast Prof</td>
<td>Ast Prof</td>
<td>TT</td>
<td>Full-time</td>
</tr>
<tr>
<td>McCombie</td>
<td>FY 2000</td>
<td>Ast Prof</td>
<td>Aso Prof</td>
<td>Tenured</td>
<td>Full-time</td>
</tr>
<tr>
<td>Papavasiliou</td>
<td>FY 2010</td>
<td>Lecturer</td>
<td>Lecturer</td>
<td>Non-TT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Patico</td>
<td>FY 2007</td>
<td>Ast Prof</td>
<td>Ast Prof</td>
<td>TT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Turner</td>
<td>FY 2009</td>
<td>Ast Prof</td>
<td>Ast Prof</td>
<td>TT</td>
<td>Full-time</td>
</tr>
<tr>
<td>White</td>
<td>FY 2006</td>
<td>Ast Prof</td>
<td>Ast Prof</td>
<td>TT</td>
<td>Full-time</td>
</tr>
<tr>
<td>Williams</td>
<td>FY 2002</td>
<td>Ast Prof</td>
<td>Aso Prof</td>
<td>Tenured</td>
<td>Full-time</td>
</tr>
</tbody>
</table>
Appendix C1: Departmental strategic plan and goals as of the beginning of the self-study period

On the basis of our continued progress in programmatic accomplishments to date and the data analysis of the current self-study, the Department of Anthropology is poised to pursue the following outcomes: (1) increase externally-funded scientific research and scholarship; (2) promote four associate professors to the rank of Full Professor, promote five assistant professors to the rank of Associate Professors with tenure, and promote the lecturer to the rank of Senior Lecturer; (3) hire four faculty members consistent with the 2CI initiative in (a) urban archaeology/museum studies/material culture; (b) language, society and culture, (c) transnational immigrants, migrants and refugees; and (d) primate genetics and evolution; (4) meet students’ demand for an increase in the number and variety of courses consistent with continued increase in rates of enrollment, credit hour generation and Retention, Progression and Graduation; (5) adopt the MARTA Archaeological Collection; (6) introduce a new course from anthropology (Anth 2010: Introduction to Biological Anthropology) into the core curriculum (Area D2); (7) increase amount and number of graduate funding packages; and (8) establish a Ph.D. program in Anthropology.

Detailed Assessment Report for 2006-2007 Anthropology BA

MISSION

The Department of Anthropology offers a Bachelor of Arts in Anthropology. Its focus is on the holistic and comparative study of humanity across time and space. Undergraduate education is organized on three principles: (1) a holistic understanding of human diversity requires the study of biological, archaeological, social/cultural, and linguistic anthropology; (2) the comparative study of humanity requires qualitative and quantitative research methods; and (3) human problems must be examined and solved within biological, historical, environmental, political-economic, and sociocultural contexts. Accordingly, the faculty is critically engaged in scientific and humanistic research, academic and applied scholarship, student-centered instruction, and public outreach. Undergraduate students are trained in anthropological research strategies, theories, and practices. Topical foci include human evolution, primate behavioral ecology, human variation, complex societies, global-local articulations, ideology and power, migrants, immigrants, and refugees in the world system, urban processes and populations, identity politics in multicultural societies, evolution and prevention of disease, and social reform. In this Department we combine academic rigor with anthropological praxis—politically responsible and ethically sound applications of empirical knowledge in professional fields that include medicine, education, environment, forensics, cultural resource management and business. The Department is committed to a comprehensive education of our undergraduates who benefit from our wide repertoire of lower-division courses. Undergraduate majors choose from a variety of upper-division courses, and are encouraged to write a senior or honors thesis based on supervised, original research on a topic of interest. Undergraduates also have the option to conduct an internship on their topical concentration with a private or public organization in Atlanta, in another state, or abroad.

Student learning outcomes

Cluster 1: Analytical skills

Six faculty members were asked to rank 21 learning outcomes (arranged in clusters 1-5) of students in the five courses required of all anthropology majors (see Table 1 in Findings). The first cluster, analytical skills, assesses seven learning objectives, including (1) using theory in research design; (2) identify major themes in the literature; (3) designing and implementing research; (4) interpreting charts and diagrams; (5) representing ideas using symbolic notation; (6) translating the symbolic notation of others; (7) utilizing information technology for research.

Associated General Education Outcomes:
1: Written Communication--major
3: Oral Communication--major
5: Collaboration--major
7: Critical Thinking--major
9: Contemporary Issues--major

Strategic Plan Initiatives
A-2: Undergraduate Experience

Institutional Priorities:
- PRO-2: Excellence in the liberal arts and sciences
- PRO-5: Global, cultural perspectives
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
- M. 1: Cluster 1: Analytical Skills

Related Actions:
- A. 1: Faculty Discussions of Outcomes

Outcome/Objective 2:
Cluster 2: Critical Thinking Skills

Full Description:
Cluster 2 is a composite of skills related to critical thinking, and includes (1) interpreting causal relationships; (2) critiquing the literature; (3) using critical thinking skills to form opinions; (4) mastering self-reflectivity; (5) understanding cultural relativism. The last two outcomes (4 and 5) are specific to anthropological inquiry. These and other critical thinking skills are featured in all of the five courses required of majors.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
- 1: Written Communication--major
- 3: Oral Communication--major
- 7: Critical Thinking--major
- 9: Contemporary Issues--major

Strategic Plan Initiatives:
- A-2: Undergraduate Experience

Institutional Priorities:
- PRO-2: Excellence in the liberal arts and sciences
- PRO-5: Global, cultural perspectives
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
· M. 2: Cluster 2: Critical Thinking Skills

Related Actions:
· A. 1: Faculty Discussions of Outcomes

Outcome/Objective 3:
Cluster 3: Communication Skills

Full Description:
Students demonstrate a variety of communication skills in the major, although most of the courses examined for the learning outcomes tended to emphasize written communication skills. The cluster of objectives examined here comprises four communication outcomes including (1) expressing ideas in writing; (2) expressing ideas orally; (3) collaborating on projects; (4) developing visual materials.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
· 1: Written Communication--major
· 3: Oral Communication--major
· 5: Collaboration--major
· 7: Critical Thinking--major
· 9: Contemporary Issues--major

Strategic Plan Initiatives:
· A-2: Undergraduate Experience

Institutional Priorities:
· PRO-2: Excellence in the liberal arts and sciences
· PRO-5: Global, cultural perspectives
· STU-1: Learning-centered environment that support individual learning

Related Measures:
· M. 3: Cluster 3: Communication Skills

Related Actions:
· A. 1: Faculty Discussions of Outcomes

Outcome/Objective 4:
Cluster 4: Acquisition of Knowledge
Full Description:
The focus of this cluster is demonstrating the acquisition of fundamental anthropological knowledge, and includes (1) understanding the basis of social inequality; (2) mastering key concepts in anthropology; (3) identifying new insights and relationships.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
- 1: Written Communication--major
- 3: Oral Communication--major
- 7: Critical Thinking--major
- 9: Contemporary Issues--major

Strategic Plan Initiatives:
- A-2: Undergraduate Experience

Institutional Priorities:
- PRO-2: Excellence in the liberal arts and sciences
- PRO-5: Global, cultural perspectives
- UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
- M. 4: Cluster 4: Acquisition of Knowledge

Related Actions:
- A. 1: Faculty Discussions of Outcomes

Outcome/Objective 5:
Cluster 5: Application of Knowledge

Full Description:
Anthropology offers students training in a variety of subdisciplines that can later be applied to the private and public sectors. This cluster includes (1) demonstrating basic archaeological, biological and cultural theories and methods; (2) applying anthropology to the real world using hypothetical and empirically-driven situations.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
- 1: Written Communication--major
3: Oral Communication--major
5: Collaboration--major
7: Critical Thinking--major
9: Contemporary Issues--major

Strategic Plan Initiatives:
· A-2: Undergraduate Experience

Institutional Priorities:
· PRO-2: Excellence in the liberal arts and sciences
· PRO-5: Global, cultural perspectives
· UNI-3: Dynamic, intellectual environment that stimulates scholarly activity

Related Measures:
· M. 5: Cluster 5: Application of Knowledge

Related Actions:
· A. 1: Faculty Discussions of Outcomes

Outcome/Objective 6:
Assessment of Critical Thinking in Anth 1102

Full Description:
Three indicators of performance were devised to assess how well students obtain critical thinking skills in Anth 1102 (Introduction to Anthropology). These include (1) understanding and applying the scientific method; (2) the biocultural evolution of humans; and (3) critiquing of the race concept.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
· 8: Critical Thinking--core

Strategic Plan Initiatives:
· A-2: Undergraduate Experience

Institutional Priorities:
· PRO-2: Excellence in the liberal arts and sciences

Related Measures:
· M. 6: Assessment of Critical Thinking in a Core Course

Related Actions:
· A. 1: Faculty Discussions of Outcomes

MEASURES

Measure 1:
Cluster 1: Analytical Skills

Measure Full Description:
The faculty used various measures to estimate the degree to which students mastered the learning outcomes related to analytical skills. These included the final paper and exams (Anth 2010), tests, essays, pop-quizzes, papers, projects and assignments (Anth 2020), essays and tests (Anth 2030), final paper, exams, presentations and WebCT discussion (Anth 4020) and final projects and essays (Anth 4970). The faculty was asked to rank the students on a four point ranking system (excellent, good, fair and poor). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Related Outcome(s)/Objective(s):
· Obj. 1: Cluster 1: Analytical Skills

Target Level:
It was anticipated that students would rank as excellent or good on the learning outcomes associated with analytical skills.

Findings:
The faculty rankings for this cluster ranged from 1 to 1.7 (excellent = 1 and good = 2). Learning outcome 4 (representing ideas using symbolic notation) was only ranked by Anth 2020, but was given 1.5 which satisfies the expected performance. The students performed particularly well in identifying major themes in the literature and designing and implementing research. The students did less well, but still adequately in using theory in research design, interpreting charts, figures and diagrams and utilizing information technology for research. The detailed faculty ratings for all measures are on the linked table.

Target Level Achievement: Met
Further Action Planned? No

Measure 2:
Cluster 2: Critical Thinking Skills

Measure Full Description:
Critical thinking was evaluated on the basis of five criteria. Three of these learning outcomes are general while two are specifically related to anthropology (self-reflectivity and cultural relativism). The faculty evaluated the students using tests and quizzes (Anth 2010), class papers, tests, discussion and assignments (Anth 2020), tests and take-home essays (Anth 2030), class and Web CT discussions, presentations, final projects, exams and papers (Anth 4020) and essays and tests (Anth 4970). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Related Outcome(s)/Objective(s):
· Obj. 2: Cluster 2: Critical Thinking Skills

Target Level:
The students were expected to be ranked as excellent or good in critical thinking skills.

Findings:
The faculty evaluators ranked the students between 1.1 to 1.65 (1 is excellent, 2 is good) in critical thinking skills. Four of five of the outcomes were close to 1.1 and therefore satisfy the a priori expectations. Critiquing the literature (#9) exhibits the weakest of the five outcomes and but was still met by the students. The detailed faculty ratings for all measures are on the [linked table].

Target Level Achievement: Met

Further Action Planned? No

Measure 3:
Cluster 3: Communication Skills

Measure Full Description:
The faculty relies heavily on writing to evaluate students generally. The other communication skills listed in Cluster 3 are applicable only for some of the courses required of majors. Students were assessed for this cluster using the final paper (Anth 2010), papers, quizzes, short answer/essays, group work, discussion questions
and oral presentations (Anth 2020), take home essays and short answers on exams (Anth 2030), in class and take home exams, weekly discussions, presentations, papers and WebCT discussions (Anth 4020) and final projects, presentations and papers (Anth 4970). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Related Outcome(s)/Objective(s):
· Obj. 3: Cluster 3: Communication Skills

Target Level:
The students were expected to be ranked as excellent or good on their communication skills.

Findings:
The rankings for communication skills ranged from 1 to 1.9 (1 = excellent, 2 = good). The faculty was less confident that the students had achieved the desired writing skills, reflected in the lower average value for this outcome (1.9). The students were ranked much higher in collaborate work and the development of visual materials. Oral skills were ranked between these extremes. Although the ranking for writing skills was somewhat lower than anticipated, the students overall successfully met these outcomes. The detailed faculty ratings for all measures are on the linked table.

Target Level Achievement: Met
Further Action Planned? No

Measure 4:
Cluster 4: Acquisition of Knowledge

Measure Full Description:
The faculty evaluated the acquisition of anthropological knowledge using tests, quizzes and lab assignments (Anth 2010), exams, quizzes and projects (Anth 2030), midterm and final exams (Anth 4020) and papers and exams (Anth 4970). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Related Outcome(s)/Objective(s):
· Obj. 4: Cluster 4: Acquisition of Knowledge

Target Level:
Considering the efficacy of this cluster to capture a measure of overall course performance, the students were expected to be ranked as excellent in acquisition of knowledge.

Findings:
The rankings for this cluster were higher than those for the other clusters and ranged from 1 to 1.1 (1 = excellent, 2 = good). The students successfully mastered the learning outcomes associated with the acquisition of anthropological knowledge. The detailed faculty ratings for all measures are on the linked table.

Target Level Achievement: Met

Further Action Planned? No

Measure 5:
Cluster 5: Application of Knowledge

Measure Full Description:
Application of knowledge was assessed using laboratory assignments (Anth 2010), participant observation assignment, exams, short answers, in-class discussions and the final exam (Anth 2020), tests, class discussion and final projects (Anth 4020) and final projects and class discussions (Anth 4790). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Related Outcome(s)/Objective(s):
· Obj. 5: Cluster 5: Application of Knowledge

Target Level:
The students were expected to perform excellent or good in the outcomes linked with the application of knowledge.

Findings:
The rankings for this cluster ranged from 1.1 to 1.3 (1 = excellent, 2 = good). The students performed somewhat better than expected in the two learning outcomes comprising this cluster: training in basic methods and application of knowledge to real world situations. The detailed faculty ratings for all measures are on the linked table.

Target Level Achievement: Met

Further Action Planned? No
Measure 6:
Assessment of Critical Thinking in a Core Course

Measure Full Description:
Forty-six students in ANTH 1102 were assessed to evaluate (1) understanding and applying the scientific method--students were asked to read a paragraph describing the relationship between height and weight and to answer five questions regarding this relationship (e.g., identify the hypothesis, or postulated relationship between two variables; identify the theory, or the explanation of why these two variables are related; and what are facts—empirical observations used to test scientific hypotheses). (2) the biocultural evolution of humanity--An essay question on the first midterm will allow students the opportunity to explain how changes in the subsistence strategies of ancient humans allowed for biocultural evolution to occur. (3) the (non)biology of race--students were asked to address, in essay format, three questions to target their critical assessment of the race concept. The rubric for assessing this outcome was devised during Spring 2006, revised in Summer 2006 and tested in Fall 2006.

Related Outcome(s)/Objective(s):
· Obj. 6: Assessment of Critical Thinking in Anth 1102

Target Level:
(1) understanding and applying the scientific method, 90% of students are expected to correctly answer at least four out of five of the questions. (2) the biocultural evolution of humanity, three-quarters of the students are expected to earn 70% or above on this essay. (3) At least three-fourths of the students are expected to pass this assignment with a grade of C or better.

Findings:
The findings for the Fall 2006 assessment of critical thinking in Anth 1102 are as follows : (1) Slightly less than a quarter of the students answered at least four out of the five questions correctly. (2) The average score for the forty-six students was 65% and only 39% of the students earned above 80%. (3) A full 95% of the students obtained a grade of C while only two students earned below a C on this assignment.

Target Level Achievement: Partially Met

Further Action Planned? No

ACTIONS
Action 1:
Faculty Discussions of Outcomes

Full Description
The faculty of the Department of Anthropology plan to discuss revising the curriculum next fall in light of the specializations of new departmental hires, and the learning outcomes will play an obvious role in decisions regarding changes. The rubric of assessment will also be discussed, and specific strategies for improving writing skills, critiquing the literature, using theory in research design and other outcomes will be developed.

Related Objectives:
· Obj. 1: Cluster 1: Analytical Skills
· Obj. 2: Cluster 2: Critical Thinking Skills
· Obj. 3: Cluster 3: Communication Skills
· Obj. 4: Cluster 4: Acquisition of Knowledge
· Obj. 5: Cluster 5: Application of Knowledge
· Obj. 6: Assessment of Critical Thinking in Anth 1102

Related Measures:
· M. 1: Cluster 1: Analytical Skills
· M. 2: Cluster 2: Critical Thinking Skills
· M. 3: Cluster 3: Communication Skills
· M. 4: Cluster 4: Acquisition of Knowledge
· M. 5: Cluster 5: Application of Knowledge
· M. 6: Assessment of Critical Thinking in a Core Course

Person/group responsible for the action: Department of Anthropology

Target date to implement the action: Fall 2007

Priority: Med

ANALYSIS

Strength
This year the department broadened the scope of the learning outcomes from 2005-2006 by adding three more courses--required of all majors--to the assessment. The total of five courses being evaluated provided the vast majority of departmental faculty members the opportunity to assess the learning outcomes of the students. These
additional data strengthened the approach from last year by improving the dimensionality of the assessment. Not all learning outcomes were assessed in every course, but every outcome was assessed in at least a single course. Assessment of five rather than two courses revealed that the deficiency of student achievement in using symbols last year was actually a sampling issue in course selection. Specifically, the use of symbolic notation was not ranked last year because only Anthropological Theory and Senior Seminar were evaluated. The 2006-2007 assessment showed that all majors in the program are asked to master translating the symbolic notation of others (#6) and representing concepts using symbols (#5) through kinship exercises required in Introduction to Cultural Anthropology. The students were ranked close to excellent (1.2 to 1.5) by two faculty members, and successfully satisfied the expectations of the assessment. With respect to the other outcomes assessed, the majors generally met or exceeded the targets established beforehand.

Attention Needed
Although the three lowest ranked learning outcomes still met the expectations of the evaluation, there is still room for improvement. These three objectives are writing skills (#13), critiquing the literature (#9) and using theory in research design (#1). Writing skills was the lowest ranked outcome and will be given attention in Anthropological Theory and Senior Seminar which are the two writing intensive courses of the major that correspond to the Critical Thinking through Writing initiative for the Quality Enhancement Program of the College of Arts and Sciences. The faculty is confident that the teaching of writing skills will be improved, and will work on an individual basis to improve student attainment of critiquing the literature and using theory in research design. An additional learning outcome, critical thinking in a core anthropology course, was examined in Fall 2006 using a heuristic rubric that only partially met the target values established a priori. One probable reason for the partial failure of students to meet the expectations is that the tool was too broad to capture the essence of the outcome. A new assessment is currently being constructed to better represent critical thinking in the core.
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Anth 2010</th>
<th>Anth 2020</th>
<th>Anth 2030</th>
<th>Anth 4020</th>
<th>Anth 4070</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cluster 1: Analytical Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) using theory in research design</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1.5</td>
<td>2</td>
<td>1.7</td>
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<tr>
<td>(2) identifying major themes in the literature</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.25</td>
<td>2</td>
<td>1.25</td>
</tr>
<tr>
<td>(3) designing and implementing research</td>
<td>1</td>
<td>1.5</td>
<td>0</td>
<td>1.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>(4) interpreting charts, figures and diagrams</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>(5) representing ideas using symbolic notation</td>
<td>0</td>
<td>1.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(6) translating the symbolic notation of others</td>
<td>2</td>
<td>1.5</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1.2</td>
</tr>
<tr>
<td>(7) utilizing information technology for research</td>
<td>1</td>
<td>2.5</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Cluster 2: Critical Thinking Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(8) interpreting causal relationships</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>(9) critiquing the literature</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1.25</td>
<td>2</td>
<td>1.65</td>
</tr>
<tr>
<td>(10) using critical thinking skills to form opinions</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>(11) mastering self-reflectivity</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>(12) understanding cultural relativism</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.1</td>
</tr>
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<td><strong>Cluster 3: Communication Skills</strong></td>
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</tr>
<tr>
<td>(13) expressing ideas in writing</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1.5</td>
<td>2</td>
<td>1.9</td>
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<tr>
<td>(14) expressing ideas orally</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1.5</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>(15) collaborating on projects</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(16) developing visual materials</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1.3</td>
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<tr>
<td><strong>Cluster 4: Acquisition of Knowledge</strong></td>
<td></td>
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</tr>
<tr>
<td>(17) understanding the basis of social inequality</td>
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<td>1.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>(18) mastering key concepts in anthropology</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.25</td>
<td>1</td>
<td>1.05</td>
</tr>
<tr>
<td>(19) identifying new insights and relationships</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Cluster 5: Application of Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(20) training in basic anthropological methods</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>(21) applying anthropology to the real world</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>1.3</td>
</tr>
</tbody>
</table>

(1 = excellent, 2 = good, 3 = fair, 4 = poor, needs improvement, 0 = not available)
The Department of Anthropology offers a Master of Arts in Anthropology. Graduate education in anthropology emphasizes research and teaching on urban contexts, processes, and populations. Students receive rigorous training in local, regional, and global transformations, quantitative and qualitative research methods, and theories of nature, society, and culture. In addition to intellectual maturity, students gain practical skills, including proposal writing, project development, field research, ethnographic needs-assessments, community development, and program evaluation. Graduate students are trained in theories, methods, topics, and skills within the discipline and each of its sub-fields. They are encouraged to write a thesis based on independent empirical research, or in collaboration with faculty. Alternatively, students may complete a practicum, in a variety of contexts and human service organizations. All students receive a comprehensive education that prepares them to pursue doctoral studies, or to seek employment in the public and private sectors as professional anthropologists. Recent research by faculty in Asia, Africa, Latin America, North America, and Europe enhances graduate education by providing excellent examples for graduate students of basic and applied anthropological inquiry.

OUTCOMES/OBJECTIVES

Outcome/Objective 1:
Assessment of learning outcomes for MA students

Full Description:
The learning outcomes for the graduate students are encapsulated in the comprehensive examination. This exam is required of all of graduate students, and is normally taken in the third semester of the MA program. The graduate students are assessed individually by their committees, which consist of three regular university faculty members, two of whom must be Department faculty members.

A Student Learning Outcome? No

Strategic Plan Initiatives:
☐ A-3: Graduate Experience

Institutional Priorities:
MEASURES

Measure 1:
Assessing Outcomes using the Comprehensive Exam

Measure Full Description:
The graduate students are assessed individually by their committees, which consist of three regular university faculty members, two of whom must be Department faculty members. The comprehensive exam is tailored to each graduate student’s interest and is written by the student’s major advisor. The three questions include (1) the field of inquiry, (2) theory pertaining to the research, and (3) method to be employed in the research. The graduate students are asked to write 7-10 pages for each question, and to return the completed exam to each committee member within two weeks. The exam is then evaluated; the advisor, in consultation with the committee, rates the exam as a pass, contingent pass or fail. The Anthropology Graduate Program Director was consulted to obtain data on the number students who took the comprehensive exam. Data recorded included (1) the number of students who took the comprehensive exam, (2) the number of students who successfully passed the exam on the first attempt, (3) the number of students who encountered problems with passing the exam, and (4) the number of students who ultimately passed the comprehensive exam.

Related Outcome(s)/Objective(s):
- Obj. 1: Assessment of learning outcomes for MA students

Target Level:
Eighty to ninety percent of the students were expected to pass the comprehensive exam on the first attempt.
Findings:
Eleven students passed the comprehensive exam. Four of these students delayed
taking their comprehensive exam until their fourth semester, and then graduated in
their fifth semester, taking a bit longer than the ideal 2 years to complete the
program. One student who graduated was a part-time student who took 5 years to
complete the MA. All of the students who took the comprehensive exam passed on
the first attempt.

Target Level Achievement: Met

Further Action Planned? No

ACTIONS

Action 1:
Improving Assessment of Graduate Students

Full Description
The comprehensive exam is an important tool to evaluate potential MA graduates.
Last year we attempted to change the timing of the exam to earlier in the third
semester, and this may have helped to motivate students to successfully pass. The
faculty agree that no change to the assessment is needed at this time, but will discuss
the MA learning outcomes at the next faculty meeting.

Related Objectives:
□ Obj. 1: Assessment of learning outcomes for MA students

Related Measures:
□ M. 1: Assessing Outcomes using the Comprehensive Exam

Person/group responsible for the action
Graduate faculty of the Department of Anthropology

Target date to implement the action
Fall 2007

Priority
Low

ANALYSIS

Strength
The comprehensive exam required of all graduate students is an integral component of the MA degree. Eleven students satisfied the requirements of their graduate committees, exceeding the expectations established beforehand.

Attention Needed
Faculty encouragement to take the exam on time, could improve the rate of students that successfully obtain their MA within two years. The faculty advisors will individually monitor the progress of their students to ensure that they are progressing and graduating at a satisfactory pace.

Detailed Assessment Report for
2007 - 2008 Anthropology Assessment of Core

MISSION

The Anthropology Department participates in the general education core curriculum by offering its signature course, Anth 1102: Introduction to Anthropology. The course elucidates the comparative study of humanity across time and space by offering (1) a holistic understanding of human diversity that requires the study of biological, archaeological, social/cultural, and linguistic anthropology; (2) a cross-cultural and comparative study of humanity; and (3) a consideration of human problems within historical, environmental, political-economic, and sociocultural contexts. Students are given an overview of anthropological research strategies, theories, and practices. Topical foci include human evolution, primate behavior, human variation, prehistory and complex societies, global-local articulations, ideology and power, immigrants, and refugees in the world system, urban processes and populations, identity politics in multicultural societies, and social reform. The course is an option to satisfy Area E of the core curriculum because contemporary and past cultures and societies, and their precursors, are covered in global and local contexts.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1:
Critique of the race concept
Full Description:
This indicator of performance was devised to assess how well students obtain critical thinking skills in Anth 1102 (Introduction to Anthropology). Students are introduced to applying the scientific method, the natural history of humans, and human variation to critique the race concept. This outcome is aligned with a number of institutional priorities including learning about the global and cultural reality of human variation, creative expression in essay format and positioning the self with respect to human biodiversity.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
- 1: Written Communication
- 4: Critical Thinking
- 5: Contemporary Issues

Strategic Plan Initiatives:
- A-2: Undergraduate Experience

Institutional Priorities:
- G1-2: Global cultural perspectives infused throughout programs
- G1-3: Undergraduate programs use writing to improve critical thinking skills in the discipline
- G1-4: Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
- G2-1: Applied focus based upon a strong foundation of excellence in the liberal arts and sciences
- G2-2: Learning-centered environment that supports individual styles & life circumstances of students

Related Measures:
- M. 1: Critique of the race concept

Related Actions:
- A. 1: Discussion at faculty meeting

Outcome/Objective 2:
The biocultural evolution of humans

Full Description:
The biocultural evolution of the human species is described in lecture and in the textbook. Students are given the opportunity to creatively respond in writing to an
extra credit question on the first midterm exam. The question prompts students to explain the consequences of stone tool technology, food sharing, subsistence strategies and long term social group formation. The extra credit scoring of this measure is expected to reduce grade inflation.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
· 1: Written Communication
· 4: Critical Thinking

Strategic Plan Initiatives:
· A-2: Undergraduate Experience

Institutional Priorities:
· G1-3: Undergraduate programs use writing to improve critical thinking skills in the discipline
· G1-4: Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Related Measures:
· M. 2: The biocultural evolution of humans

Related Actions:
· A. 2: Faculty discussion

MEASURES

Measure 1:
Critique of the race concept

Measure Full Description:
Student must respond to lectures, film clip, readings and classroom discussions to critique the (non) biology of race in essay format. Students must write 3-4 pages responding to at least two out of the three questions provided.

Related Outcome(s)/Objective(s):
· Obj. 1: Critique of the race concept
Target Level:
   It was expected that students will score on average 80% on the essays based on previous uses of this measure.

Findings:
   The students scored an average of 18.3 out of 20 points possible (91%). The scores ranged from 16.5 to 20 and the scores were slightly lower in the fall than in the spring semester. The students surpassed the target performance level suggesting that either the essays suffered from grade inflation, or alternatively that the students were able to successfully critique the race concept after the lectures, film clip, readings and class discussions. These two interpretations of the discrepancy between the expected and observed will be discussed at the next faculty meeting.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 2:
The biocultural evolution of humans

Measure Full Description:
   Students are given the opportunity to creatively respond in writing to an extra credit question on the first midterm exam. The students are asked to describe the biocultural evolution of humanity with reference to changes in subsistence and survival strategies. The points for this essay served as a weighted curve to the exam, and the highest possible score was a ten as the highest score on the midterm was 90%.

Related Outcome(s)/Objective(s):
   · Obj. 2: The biocultural evolution of humans

Target Level:
   It was expected that, out of a 10 point scale, students would on average receive a 7.5.

Findings:
   The average score on these essays was 55% but this score is misleading since nearly a third of the students opted not to write an extra credit essay. Students were given partial credit for incomplete answers. These extra credit essays were unlikely candidates for grade inflation, as the scores were essentially a curve to the first midterm exam. The fact that the average is about 20 percentage points lower than the target will be brought before the departmental faculty at the next meeting.
Target Level Achievement: Partially Met

Further Action Planned? Yes

ACTIONS

Action 1:
Discussion at faculty meeting

Full Description
The faculty will discuss whether the higher than expected scores on the essays critiquing the race concept is because of grade inflation or rather that students actually utilized their critical thinking skills successfully. The faculty will also discuss the efficacy of this measure.

Related Objectives:
· Obj. 1: Critique of the race concept

Related Measures:
· M. 1: Critique of the race concept

Person/group responsible for the action Departmental faculty

Target date to implement the action Fall 2008

Priority Low

Action 2:
Faculty discussion

Full Description
At the next meeting, departmental faculty will discuss whether the target level for this extra credit essay was too ambitious. The faculty will also consider additional options to satisfy the assessment of critical thinking skills for the course. Furthermore, the merits and minuses of assessing outcomes using extra credit points will be brought before the faculty.

Related Objectives:
· Obj. 2: The biocultural evolution of humans
Related Measures:

- M. 2: The biocultural evolution of humans

Person/group responsible for the action: Departmental faculty

Target date to implement the action: Fall 2008

Priority: Low

ANALYSIS

Strength
This year the assessment of critical thinking in Anth 1102: Introduction to Anthropology employed two measures to evaluate student performance. For at least one of the measures, students exceeded their expected performance. While the format for grading the essays may have inflated the scores, it is also entirely possible that the students were successful at mastering the ability to think critically about the categorical race concept as it is applied to human variation. If the later is correct then the measure aptly demonstrates the success of the course in allowing students to exercise their critical thinking skills. It may be that the extra credit essay points on the first midterm added substantially to evaluating the learning outcomes by being more parsimonious than standard grading. The topic certainly warrants faculty discussion and feedback.

Attention Needed
The target was not met for the second measure used to evaluate critical thinking skills. Designing appropriate and transparent outcome assessments, that also sharpen writing skills, can be challenging, and the faculty may decide through discussion to eliminate the extra credit essay from future evaluations. Alternatively, a better way of assessing the outcomes could be designed to more accurately reflect the extent to which students are attaining critical thinking skills in the course. Departmental faculty will discuss these options at the next meeting in August 2008.

Detailed Assessment Report for 2007 - 2008 Anthropology BA

MISSION

The Department of Anthropology offers a Bachelor of Arts in Anthropology. Its focus
is on the holistic and comparative study of humanity across time and space. Undergraduate education is organized on three principles: (1) a holistic understanding of human diversity requires the study of biological, archaeological, social/cultural, and linguistic anthropology; (2) the comparative study of humanity requires qualitative and quantitative research methods; and (3) human problems must be examined and solved within biological, historical, environmental, political-economic, and sociocultural contexts. Accordingly, the faculty is critically engaged in scientific and humanistic research, academic and applied scholarship, student-centered instruction, and public outreach. Undergraduate students are trained in anthropological research strategies, theories, and practices. Topical foci include human evolution, primate behavioral ecology, human variation, complex societies, global-local articulations, ideology and power, migrants, immigrants, and refugees in the world system, urban processes and populations, identity politics in multicultural societies, evolution and prevention of disease, and social reform. In this Department we combine academic rigor with anthropological praxis politically responsible and ethically sound applications of empirical knowledge in professional fields that include medicine, education, environment, forensics, cultural resource management and business. The Department is committed to a comprehensive education of our undergraduates who benefit from our wide repertoire of lower-division courses. Undergraduate majors choose from a variety of upper-division courses, and are encouraged to write a senior or honors thesis based on supervised, original research on a topic of interest. Undergraduates also have the option to conduct an internship on their topical concentration with a private or public organization in Atlanta, in another state, or abroad.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1:
Cluster 1: Analytical Skills

Full Description:
The first cluster, analytical skills, contains seven learning objectives, including: (1) using theory in research design; (2) identify major themes in the literature; (3) designing and implementing research; (4) interpreting charts and diagrams; (5) representing ideas using symbolic notation; (6) translating the symbolic notation of others; (7) utilizing information technology for research.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
· 1: Written Communication
· 2: Oral Communication
· 3: Collaboration
Strategic Plan Initiatives:
· A-2: Undergraduate Experience

Institutional Priorities:
· G1-2: Global cultural perspectives infused throughout programs
· G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
· G3-2: Participation in partnerships that have a positive impact on the community, state, and nation

Related Measures:
· M. 1: Cluster 1: Analytical Skills

Related Actions:
· A. 1: Discussion of student ability to identify themes

Outcome/Objective 2:
Cluster 2: Critical Thinking Skills

Full Description:
Cluster 2 is a composite of skills related to critical thinking, and includes (1) interpreting causal relationships; (2) critiquing the literature; (3) using critical thinking skills to form opinions; (4) mastering self-reflectivity; (5) understanding cultural relativism. The last two outcomes (4 and 5) are specific to anthropological inquiry. These and other critical thinking skills are featured in all of the five courses required of majors.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
· 1: Written Communication
· 2: Oral Communication
· 4: Critical Thinking
· 5: Contemporary Issues

Strategic Plan Initiatives:
· A-2: Undergraduate Experience
Institutional Priorities:
· G1-2: Global cultural perspectives infused throughout programs
· G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
· G3-2: Participation in partnerships that have a positive impact on the community, state, and nation

Related Measures:
· M. 2: Cluster 2: Critical Thinking Skills

Outcome/Objective 3:
Cluster 3: Communication Skills

Full Description:
Students demonstrate a variety of communication skills in the major, although most of the courses examined for the learning outcomes tended to emphasize written communication skills. The cluster of objectives examined here comprises four communication outcomes including (1) expressing ideas in writing; (2) expressing ideas orally; (3) collaborating on projects; (4) developing visual materials.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
· 1: Written Communication
· 2: Oral Communication
· 3: Collaboration
· 4: Critical Thinking
· 5: Contemporary Issues

Strategic Plan Initiatives:
· A-2: Undergraduate Experience

Institutional Priorities:
· G1-2: Global cultural perspectives infused throughout programs
· G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
· G2-2: Learning-centered environment that supports individual styles & life circumstances of students

Related Measures:
· M. 3: Cluster 3: Communication Skills
Related Actions:
· A. 2: Discussion related to student writing skills

Outcome/Objective 4:
Cluster 4: Acquisition of Knowledge

Full Description:
The focus of this cluster is demonstrating the acquisition of fundamental anthropological knowledge, and includes (1) understanding the basis of social inequality; (2) mastering key concepts in anthropology; (3) identifying new insights and relationships.

A Student Learning Outcome? Yes

Associated General Education Outcomes:
· 1: Written Communication
· 2: Oral Communication
· 4: Critical Thinking
· 5: Contemporary Issues

Strategic Plan Initiatives:
· A-2: Undergraduate Experience

Institutional Priorities:
· G1-2: Global cultural perspectives infused throughout programs
· G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
· G3-2: Participation in partnerships that have a positive impact on the community, state, and nation

Related Measures:
· M. 4: Cluster 4: Acquisition of Knowledge

Outcome/Objective 5:
Cluster 5: Application of Knowledge

Full Description:
Anthropology offers students training in a variety of subdisciplines that can later be applied to the private and public sectors. This cluster includes (1) demonstrating basic archaeological, biological and cultural theories and methods; (2) applying anthropology to the real world using hypothetical and empirically-driven situations.
A Student Learning Outcome? Yes

Associated General Education Outcomes:
· 1: Written Communication
· 2: Oral Communication
· 3: Collaboration
· 4: Critical Thinking
· 5: Contemporary Issues

Strategic Plan Initiatives:
· A-2: Undergraduate Experience

Institutional Priorities:
· G1-2: Global cultural perspectives infused throughout programs
· G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
· G3-2: Participation in partnerships that have a positive impact on the community, state, and nation

Related Measures:
· M. 5: Cluster 5: Application of Knowledge

MEASURES

Measure 1:
Cluster 1: Analytical Skills

Measure Full Description:
The faculty used various measures to estimate the degree to which students mastered the learning outcomes related to analytical skills. These included the final paper and exams (Anth 2010), tests, essays, pop-quizzes, papers, projects and assignments (Anth 2020), essays and tests (Anth 2030), final paper, exams, presentations (Anth 4020) and final projects and essays (Anth 4970). The faculty was asked to rank the students on a four point ranking system (excellent, good, fair and poor). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Related Outcome(s)/Objective(s):
· Obj. 1: Cluster 1: Analytical Skills
Target Level:
It was anticipated that students would rank as excellent or good on the learning outcomes associated with analytical skills.

Findings:
Faculty rankings ranged from 1.0 to 1.5 for the analytical skills cluster. Students performed extremely well in designing and implementing research and received somewhat lower scores for identifying major themes in the literature and utilizing information technology for research. These patterns are similar to those obtained from the 2007 assessment of learning outcomes. Link to data table.

Target Level Achievement: Met
Further Action Planned? No

Measure 2:
Cluster 2: Critical Thinking Skills

Measure Full Description:
Critical thinking was evaluated on the basis of five criteria. Three of these learning outcomes are general while two are specifically related to anthropology (self-reflectivity and cultural relativism). The faculty evaluated the students using tests and quizzes (Anth 2010), class papers, tests, discussion and assignments (Anth 2020), tests and take-home essays (Anth 2030), class presentations, final projects, exams and papers (Anth 4020) and essays and tests (Anth 4970). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Related Outcome(s)/Objective(s):
· Obj. 2: Cluster 2: Critical Thinking Skills

Target Level:
The students were expected to be ranked as excellent or good in critical thinking skills.

Findings:
Student critical thinking skills were evaluated as excellent or close to excellent across the board. The emphasis of critical thinking in anthropological inquiry perhaps helps to explain the ranking of student achievement for this cluster of outcomes. Link to data table.

Target Level Achievement: Met
Further Action Planned? No

Measure 3:
Cluster 3: Communication Skills

Measure Full Description:
The faculty relies heavily on writing to evaluate students generally. The other communication skills listed in Cluster 3 are applicable only for some of the courses required of majors. Students were assessed for this cluster using the final paper (Anth 2010), papers, quizzes, short answer/essays, group work, discussion questions and oral presentations (Anth 2020), take home essays and short answers on exams (Anth 2030), in class and take home exams, weekly discussions, presentations, papers and WebCT discussions (Anth 4020) and final projects, presentations and papers (Anth 4970). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Related Outcome(s)/Objective(s):
· Obj. 3: Cluster 3: Communication Skills

Target Level:
The students were expected to be ranked as excellent or good on their communication skills.

Findings:
The students received primarily excellent, or close to excellent scores for the communications skills cluster. One important exception to this trend is in the area of writing skills. As discussed in the analysis, these skills will perhaps be enhanced with the implementation of the QEP for the CAS in 2009. Link to data table.

Target Level Achievement: Met

Further Action Planned? No

Measure 4:
Cluster 4: Acquisition of Knowledge

Measure Full Description:
The faculty evaluated the acquisition of anthropological knowledge using tests, quizzes and lab assignments (Anth 2010), exams, quizzes and projects (Anth 2030), midterm and final exams (Anth 4020) and papers and exams (Anth 4970). Six faculty members were asked to rank students in five courses; two of the courses had
two evaluators (and were averaged) and one faculty member evaluated two courses.

Related Outcome(s)/Objective(s):
· Obj. 4: Cluster 4: Acquisition of Knowledge

Target Level:
Considering the efficacy of this cluster to capture a measure of overall course performance, the students were expected to be ranked as excellent in acquisition of knowledge.

Findings:
The students generally performed well in this cluster, although mastering key concepts in anthropology was ranked slightly lower than the other two outcomes in the cluster. Understanding the basis of social inequality, a core concept in anthropology is heavily emphasized in the curriculum and the students were uniformly ranked as excellent for this learning outcome. Link to data table.

Target Level Achievement: Met

Further Action Planned? No

Measure 5:
Cluster 5: Application of Knowledge

Measure Full Description:
Application of knowledge was assessed using laboratory assignments (Anth 2010), participant observation assignment, exams, short answers, in-class discussions and the final exam (Anth 2020), tests, class discussion and final projects (Anth 4020) and final projects and class discussions (Anth 4790). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Related Outcome(s)/Objective(s):
· Obj. 5: Cluster 5: Application of Knowledge

Target Level:
The students were expected to perform excellent or good in the outcomes linked with the application of knowledge.

Findings:
Students were ranked as close to excellent in being trained in basic anthropological
methods. Students were ranked lower, between excellent and good, for their ability to apply anthropology to the real world. The latter outcome was ranked higher in the assessment cycle for 2007 and the differences in the two years are explored in the analysis section. Link to data table.

Target Level Achievement: Met

Further Action Planned? No

ACTIONS

Action 1:
Discussion of student ability to identify themes

Full Description
At the next meeting, the faculty will discuss how to improve student ability to identify major themes in the literature.

Related Objectives:
· Obj. 1: Cluster 1: Analytical Skills

Related Measures:
· M. 1: Cluster 1: Analytical Skills

Person/group responsible for the action Departmental faculty

Target date to implement the action August 2008

Priority Low

Action 2:
Discussion related to student writing skills

Full Description
The faculty will discuss how to improve student writing skills at the first meeting of next semester.

Related Objectives:
· Obj. 3: Cluster 3: Communication Skills

Related Measures:
· M. 3: Cluster 3: Communication Skills

Person/group responsible for the action: Departmental faculty

Target date to implement the action: August 2008

Priority: Low

ANALYSIS

Strength
The format developed in 2007 and repeated in 2008 has shown to be more robust than the learning outcomes for the major applied in earlier years. However, one striking difference between the 2007 and 2008 evaluation of student learning outcomes is that the scores are generally higher. This difference could be attributed to variation in the composition of the evaluators, perhaps best described as a form of inter-observer error. Alternatively, the difference could be the result of real student improvement. The fact that at least three learning outcomes were scored relatively low in two successive years argues against an interpretation that inter-observer error was a factor in the elevated scores for 2008. If this is the case then students really did perform better in (1) interpreting charts, figures and diagrams, (2) representing ideas using symbolic notation, (3) critiquing the literature and (4) expressing ideas orally. Since attention was paid by faculty members to the learning outcomes with lower scores, the methods may have actually worked sufficiently to enhance student learning in the major. One exception to the general upward trend in scores for 2008 is the lower ranking for applying anthropology to the real world. However, all hope is not lost in realizing the application of anthropological knowledge outside of the academy as students were ranked as excellent for the senior seminar, the capstone course of the major suggesting that by the time students graduate in anthropology they have sufficiently achieved this learning outcome as well.

Attention Needed
According to faculty evaluations, anthropology majors were ranked overall as excellent, or between excellent and good. However, attention may be warranted by the slightly lower scores among four of the twenty-one learning outcomes. The lower scores are distributed across the clusters suggesting that no one cluster is particularly deficient in the achievement of student performance. The learning outcomes that received the
lowest scores from the faculty included (1) identifying major themes in the literature, (2) utilizing information technology for research, (3) expressing ideas in writing and (4) applying anthropology to the real world; these correspond to learning outcome numbers 2, 7, 13 and 22 (see Table 1). Some of the learning outcome scores that are substantially lower than excellent are in the same categories that were earmarked from the learning outcome assessment for 2007, such as expressing ideas in writing and identifying major themes in the literature. Developing an innovative way to improve student success in these two areas is challenging and departmental faculty members certainly strive to reach student potential. Identifying themes and writing skills are cornerstones of the major and perhaps the undergraduate experience in general. Since these skills are developed best toward the junior and senior years of the major, perhaps better indicators for these two outcomes might be nested within the scores for Anth 4200/4600 and Anth 4970 which serve as the theory requirement and the senior exit course of the major, respectively. These scores, however, are not better than the overall mean suggesting that students are perhaps unable to achieve adequate writing skill and identifying major themes in the literature by the completion of the major. These particular scores suggest that more attention to writing skills and comprehension of the literature is needed. Writing skills will be improved by the transformation of the senior seminar into a CTW course to satisfy the QEP for the CAS in 2009. Improving student performance in identifying major themes in the literature should be discussed by the faculty. Student use of technology for research was also scored lower by the faculty for this year and last year, so attention is needed here for students to improve their ability to compete in this arena.

Table 1: Learning Outcomes for Anthropology Majors 2008

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Anth 2010</th>
<th>Anth 2020</th>
<th>Anth 2030</th>
<th>Anth 4020/4600</th>
<th>Anth 4970</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cluster 1: Analytical Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) using theory in research design</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1.2</td>
</tr>
<tr>
<td>(2) identifying major themes in the literature</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>(3) designing and implementing research</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>(4) interpreting charts, figures and diagrams</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>0</td>
<td>1.2</td>
</tr>
<tr>
<td>(5) representing ideas using symbolic notation</td>
<td>2</td>
<td>1.5</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1.3</td>
</tr>
<tr>
<td>(6) translating the symbolic notation of others</td>
<td>2</td>
<td>1.5</td>
<td>1.5</td>
<td>1</td>
<td>0</td>
<td>1.2</td>
</tr>
<tr>
<td>(7) utilizing information technology for research</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>1</td>
<td>1.4</td>
</tr>
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<td>Cluster 2: Critical Thinking Skills</td>
<td></td>
<td></td>
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<tr>
<td>(8) interpreting causal relationships</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>(9) critiquing the literature</td>
<td>0</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1</td>
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<tr>
<td>(10) using critical thinking skills to form opinions</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
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<td>1.1</td>
</tr>
<tr>
<td>(11) mastering self-reflectivity</td>
<td>0</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>(12) understanding cultural relativism</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cluster 3: Communication Skills</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(13) expressing ideas in writing</td>
<td>2</td>
<td>1.5</td>
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<td>1.5</td>
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<td>1.4</td>
</tr>
<tr>
<td>(14) expressing ideas orally</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>(15) collaborating on projects</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(16) developing visual materials</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>Cluster 4: Acquisition of Knowledge</td>
<td></td>
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</tr>
<tr>
<td>(17) understanding the basis of social inequality</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>(18) mastering key concepts in anthropology</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>(19) identifying new insights and relationships</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>1</td>
<td>1.2</td>
</tr>
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<td>Cluster 5: Application of Knowledge</td>
<td></td>
<td></td>
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<tr>
<td>(20) training in basic anthropological methods</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>(21) applying anthropology to the real world</td>
<td>2</td>
<td>2</td>
<td>1.5</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
</tr>
</tbody>
</table>

(1 = excellent, 2 = good, 3 = fair, 4 = poor, needs improvement, 0 = not available)

**Detailed Assessment Report for**
**2007 - 2008 Anthropology MA**

MISSION
The Department of Anthropology offers a Master of Arts in Anthropology. Graduate education in anthropology emphasizes research and teaching on urban contexts, processes, and populations. Students receive rigorous training in local, regional, and global transformations, quantitative and qualitative research methods, and theories of nature, society, and culture. In addition to intellectual maturity, students gain practical skills, including proposal writing, project development, field research, ethnographic needs-assessments, community development, and program evaluation. Graduate students are trained in theories, methods, topics, and skills within the discipline and each of its sub-fields. They are encouraged to write a thesis based on independent empirical research, or in collaboration with faculty. Alternatively, students may complete a practicum, in a variety of contexts and human service organizations. Students who obtain a MA in anthropology pursue doctoral studies, or seek employment as professional anthropologists with museums, CRM firms, the CDC, and various NGOs.

OUTCOMES/OBJECTIVES

Outcome/Objective 1:
Measure 1: Comprehensive exams

Full Description:
The learning outcomes for the graduate students are based on students' performance in the comprehensive examination. The comprehensive exam is required of all of graduate students, and is normally taken in the third semester of the MA program.

A Student Learning Outcome? No

Strategic Plan Initiatives:
· A-3: Graduate Experience

Institutional Priorities:
· G1-2: Global cultural perspectives infused throughout programs
· G1-5: Recruitment, retention, development and promotion of high-quality faculty and staff
· G2-2: Learning-centered environment that supports individual styles & life circumstances of students
· G2-3: Educational support systems that foster student access and success
· G3-2: Participation in partnerships that have a positive impact on the community, state, and nation
Related Measures:
  · M. 1: Assessing Outcomes using the Comprehensive Exam

Related Actions:
  · A. 1: Increasing advising efforts

Outcome/Objective 2:
Measure 2: Thesis or practicum paper

Full Description:
The learning outcomes for the graduate students are based on students' performance in the thesis or practicum paper. The thesis or practicum paper is also required for graduation, and is usually completed and defended in the fourth and last semester.

A Student Learning Outcome? No

Strategic Plan Initiatives:
  · A-3: Graduate Experience

Related Measures:
  · M. 2: Assessing outcomes using the thesis or practicum

Related Actions:
  · A. 1: Increasing advising efforts

MEASURES

Measure 1:
Assessing Outcomes using the Comprehensive Exam

Measure Full Description:
The graduate students are assessed individually by their committees, which consist of three regular university faculty members, two of whom must be Department faculty members. The comprehensive exam is tailored to each graduate student's interest and is written by the student's major advisor. The three questions include (1) the field of inquiry, (2) theory pertaining to the research, and (3) method to be employed in the research. The graduate students are asked to write 7-10 pages for each question, and to return the completed exam to each committee member within two weeks. The exam is then evaluated; the advisor, in consultation with the
committee, rates the exam as a pass, contingent pass or fail. The Anthropology Graduate Program Director was consulted to obtain data on the number students who took the comprehensive exam. Data recorded included (1) the number of students who took the comprehensive exam, (2) the number of students who successfully passed the exam on the first attempt, (3) the number of students who encountered problems with passing the exam, and (4) the number of students who ultimately passed the comprehensive exam.

Related Outcome(s)/Objective(s):
· Obj. 1: Measure 1: Comprehensive exams

Target Level:
Ninety percent of the students were expected to pass the comprehensive exam on the first attempt.

Findings:
Twelve students took the exam in the AA 2007-2008. 11 students passed the comprehensive exam at the first attempt. One student had to re-take her exam, but passed it at the second attempt. One student delayed taking the exam until her fourth semester, but graduated in the same semester.

Target Level Achievement: Met

Further Action Planned? No

Measure 2:
Assessing outcomes using the thesis or practicum

Measure Full Description:
In their theses and practicum papers, students have to demonstrate the ability to design and conduct original research, along with an in-depth understanding of the field of inquiry, theory and methods pertaining to the research, and proficiency in the writing conventions and formats of the discipline. Students' theses and practicum papers are evaluated by a committee consisting of three regular university faculty members, at least two of whom must be Department faculty members. Students must orally defend the thesis or practicum paper before their committee. The advisor, in consultation with the committee, rates the thesis or practicum paper as a pass, contingent pass or fail. Data recorded included (1) the number of students who wrote and defended a thesis or practicum paper, (2) the number of students who successfully passed the oral defense on the first attempt, (3) the number of students who encountered problems with passing the defense, and (4) the number of students who ultimately passed the defense and graduated.
Related Outcome(s)/Objective(s):
· Obj. 2: Measure 2: Thesis or practicum paper

Target Level:
Ninety-five percent of students were expected to complete and successfully defend their theses or practicum papers.

Findings:
Twelve students were expected to complete and successfully defend their theses or practicum papers. Out of these, 10 students completed and defended their thesis or practicum in their fourth semester. One student was asked to substantially revise his thesis, and had to postpone his graduation by one semester. One part-time student completed and defended her practicum paper in her seventh semester, as she had planned in consultation with the Director of Graduate Studies at the beginning of her graduate career.

Target Level Achievement: Met

Further Action Planned? No

ACTIONS

Action 1: Increasing advising efforts

Full Description
Faculty encouragement to take the comprehensive exam during the student's third semester and to complete the thesis or practicum paper early in the fourth semester will increase the likelihood that all students graduate in their fourth semester. Faculty will increase their individual advising efforts in order to make sure that students progress and graduate according to departmental expectations.

Related Objectives:
· Obj. 1: Measure 1: Comprehensive exams
· Obj. 2: Measure 2: Thesis or practicum paper

Related Measures:
· M. 1: Assessing Outcomes using the Comprehensive Exam
· M. 2: Assessing outcomes using the thesis or practicum
Person/group responsible for the action  Departmental faculty

Target date to implement the action  May 2009

Priority  Low

ANALYSIS

Strength
Twelve students passed the comprehensive exam; twelve students completed and successfully defended their theses and practicum papers. The expectations established beforehand were met and exceeded.

Attention Needed
Advising efforts will be amplified individually by the faculty and collectively as a team as reflected in targeted discussions at faculty meetings.

Detailed Assessment Report
2008-2009 Anthropology Assessment of Core

Mission/Purpose
The Anthropology Department participates in the general education core curriculum by offering its signature course, Anth 1102: Introduction to Anthropology. The course elucidates the comparative study of humanity across time and space by offering (1) a holistic understanding of human diversity that requires the study of biological, archaeological, social/cultural, and linguistic anthropology; (2) a cross-cultural and comparative study of humanity; and (3) a consideration of human problems within historical, environmental, political-economic, and sociocultural contexts. Students are given an overview of anthropological research strategies, theories, and practices. Topical foci include human evolution, primate behavior, human variation, prehistory and complex societies, global-local articulations, ideology and power, migrants, immigrants, and refugees in the world system, urban processes and populations, identity politics in multicultural societies, and social reform. The course is an option to satisfy Area E of the core curriculum because contemporary and past cultures and societies, and their precursors, are covered in global and local contexts.

Goals
G 1: Critique of the race concept
Students should be able to articulate in written form a critique of the race concept as it is applied to human variation.
G 2: Biocultural evolution of humans
Students are expected to understand the linkages between human biology and culture in an evolutionary framework.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Critique of the race concept
This indicator of performance was devised to assess how well students obtain critical thinking skills in Anth 1102 (Introduction to Anthropology). Students are introduced to applying the scientific method, the natural history of humans, and human variation to critique the race concept. This outcome is aligned with a number of institutional priorities including learning about the global and cultural reality of human variation, creative expression in essay format and positioning the self with respect to human biodiversity.

Associations:
General Education or Core Curriculum:
1 Written Communication
4 Critical Thinking
5 Contemporary Issues

Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
1.13 Undergraduate programs use writing to improve critical thinking skills in the discipline
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences
2.22 Learning-centered environment that supports individual styles & life circumstances of students
3.31 Use of our unique location and environment to offer a distinctive education to our students

Strategic Plans:
President, Georgia State University
Undergraduate Experience

Related Measures:
M 1: Critique of the race concept
Student must respond to lectures, film clip, readings and classroom discussions to critique the (non) biology of race in essay format. Students must write 3-4 pages responding to at least two out of the three questions provided.

Source of Evidence: Written assignment(s), usually scored by a rubric
Achievement Target:
It was expected that students will score on average 80% on the essays based on previous uses of this measure.
Findings (2008-2009) - Achievement Target: Partially Met
A sample of 81 students from ANTH 1102 was investigated. The scores ranged between 75% and 100%, although three students did not turn-in the assignment, lowering the average to 78%. With the omission of the three students who neglected to pass-in the assignment, the average was 83% (n = 78). If the three students who scored a zero on the assignment are not counted, the targeted goal was achieved. However, the students that failed the assignment by nonparticipation must be taken into account. Therefore, the target was only partially met.

Related Action Plans:
Monitor and encourage students
Faculty will monitor and encourage students who fail to turn-in their assignments.
For more information, see the Action Plan Details section of this report.

O 2: Biocultural evolution of humans
The biocultural evolution of the human species is described in lecture and in the textbook. Students are given the opportunity to creatively respond in writing to an extra credit question on the first midterm exam. The question prompts students to explain the consequences of stone tool technology, food sharing, subsistence strategies and long term social group formation. The extra credit scoring of this measure is expected to reduce grade inflation.

Associations:
General Education or Core Curriculum:
1 Written Communication
4 Critical Thinking

Institutional Priorities:
1.13 Undergraduate programs use writing to improve critical thinking skills in the discipline
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 2: Biocultural evolution of humans
Students are given the opportunity to creatively respond in writing to an extra credit question on the first midterm exam. The students are asked to describe the biocultural evolution of humanity with reference to changes in subsistence and survival strategies. The points for this essay served as a weighted curve to the exam and were not required of students providing a check on grade inflation.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
At least half of the students are expected to pass (70%) this extra-credit assignment.
Findings (2008-2009) - Achievement Target: Partially Met
A sample of 75 students from Anth 1102 was included to evaluate this learning objective. The scores ranged from 3 to 10 out of 10 possible extra-credit points, with an average score of 4.9. Only 11 students out of the 75 (14.6%) received an 80% or better. However, this was an extra-credit assignment and several students (~25%) opted not to answer the extra-credit question at all. Because the assignment was not required of students, grade inflation was expected to be at an absolute minimum. The target was partially was only partially met because only a quarter of the students sampled scored better than 70%.

Details for Action Plans Established This Cycle
Monitor and encourage students
Faculty will monitor and encourage students who fail to turn-in their assignments.
Priority: Medium
Target Date: 08/2009
The departmental learning outcomes committee will recommend for the faculty teaching ANTH 1102 to monitor and encourage students who do not complete assignments.
Responsible Person/Group: The departmental learning outcomes committee will target the faculty who teach ANTH 1102.

Detailed Assessment Report
2008-2009 Anthropology BA

Mission/Purpose
The Department of Anthropology offers a Bachelor of Arts in Anthropology. Its focus is on the holistic and comparative study of humanity across time and space. Undergraduate education is organized on three principles: (1) a holistic understanding of human diversity requires the study of biological, archaeological, social/cultural, and linguistic anthropology; (2) the comparative study of humanity requires qualitative and quantitative research methods; and (3) human problems must be examined and solved within biological, historical, environmental, political-economic, and sociocultural contexts. Accordingly, the faculty is critically engaged in scientific and humanistic research, academic and applied scholarship, student-centered instruction, and public outreach. Undergraduate students are trained in anthropological research strategies, theories, and practices. Topical foci include human evolution, primate behavioral ecology, human variation, complex societies, global-local articulations, ideology and power, migrants, immigrants, and refugees in the world system, urban processes and populations, identity politics in multicultural societies, evolution and prevention of disease, and social reform. In this Department we combine academic rigor with anthropological praxis—politically responsible and ethically sound applications of empirical knowledge in professional fields that include medicine, education, environment, forensics, cultural resource management and business. The Department is committed to a comprehensive education of our undergraduates who benefit from our wide repertoire of lower-division courses. Undergraduate majors choose from a variety of upper-division courses, and are encouraged to write a senior or honors thesis based on supervised, original research on a topic of interest. Undergraduates also have the option to conduct an internship on their topical concentration with a private or public organization in Atlanta, in another state, or abroad.
Goals
G 1: Analytical skills
Students will learn analytical skills associated with the major.
G 2: Critical thinking
Students will cultivate critical thinking skills that pertain to the major.
G 3: Communication skills
Students will learn the communication skills necessary to succeed in the major.
G 4: Acquisition of Knowledge
Students should learn fundamental concepts pertinent to the major.
G 5: Application of Knowledge
It is expected that students will learn appropriate ways of applying skills obtained in the major.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Analytical skills
The first cluster, analytical skills, contains seven learning objectives, including: (1) using theory in research design; (2) identify major themes in the literature; (3) designing and implementing research; (4) interpreting charts and diagrams; (5) representing ideas using symbolic notation; (6) translating the symbolic notation of others; (7) utilizing information technology for research.

Associations:
Institutional Priorities:
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 1: Analytical skills
The faculty used various measures to estimate the degree to which students mastered the learning outcomes related to analytical skills. These included the final paper and exams (Anth 2010), tests, essays, pop-quizzes, papers, projects and assignments (Anth 2020), essays and tests (Anth 2030), final paper, exams, presentations (Anth 4020) and final projects and essays (Anth 4970). The faculty was asked to rank the students on a four point ranking system (excellent, good, fair and poor). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
It was expected that the students would be scored as excellent or good in analytical skills.

Findings (2008-2009) - Achievement Target: Met
The scores for analytical skills ranged from 1.1 to 1.4 (1 = excellent; 2 = good) which fulfills the expectations that were targeted. The students ranked rather well on the designing and implementing of research (1.1), and somewhat less well on identifying major themes in the literature, interpreting charts and graphs and utilizing information technology for research. However, the scores for these last three learning outcomes (1.4) in the analytical skills cluster are still closer to excellent than to good, suggesting slight improvement from last year in the area of identifying major themes in the literature (Table 1).

Document: 
Table 1: Learning Outcomes for Anthropology BA, 2009

O 2: Critical thinking
Cluster 2 is a composite of skills related to critical thinking, and includes (1) interpreting causal relationships; (2) critiquing the literature; (3) using critical thinking skills to form opinions; (4) mastering self-reflexivity; (5) understanding cultural relativism. The last two outcomes (4 and 5) are specific to anthropological inquiry. These and other critical thinking skills are featured in all of the five courses required of majors.

Associations:
Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
1.13 Undergraduate programs use writing to improve critical thinking skills in the discipline
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience
Related Measures:

M 2: Critical thinking
Critical thinking was evaluated on the basis of five criteria. Three of these learning outcomes are general while two are specifically related to anthropology (self-reflectivity and cultural relativism). The faculty evaluated the students using tests and quizzes (Anth 2010), class papers, tests, discussion and assignments (Anth 2020), tests and take-home essays (Anth 2030), class presentations, final projects, exams and papers (Anth 4020) and essays and tests (Anth 4970). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.
Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
The students were expected to be ranked between excellent and good for the acquisition of critical thinking skills.

Findings (2008-2009) - Achievement Target: Met
The student scores range between 1.05 and 1.3 for the critical thinking skills cluster (Table 1). The students performed remarkably well in the area of mastering self-reflexivity and somewhat lower in interpreting causal relationships and critiquing the literature (1.3). The last of these learning outcomes was one that was targeted by the faculty in their courses and shows improving from last year.

Document:
Table 1: Learning Outcomes for Anthropology BA, 2009

O 3: Communication skills
Students demonstrate a variety of communication skills in the major, although most of the courses examined for the learning outcomes tended to emphasize written communication skills. The cluster of objectives examined here comprises four communication outcomes including (1) expressing ideas in writing; (2) expressing ideas orally; (3) collaborating on projects; (4) developing visual materials.

Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 3: Communication skills
The faculty relies heavily on writing to evaluate students generally. The other communication skills listed in Cluster 3 are applicable only for some of the courses required of majors. Students were assessed for this cluster using the final paper (Anth 2010), papers, quizzes, short answer/essays, group work, discussion questions and oral presentations (Anth 2020), take home essays and short answers on exams (Anth 2030), in class and take home exams, weekly discussions, presentations, papers and WebCT discussions (Anth 4020) and final projects, presentations and papers (Anth 4970). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
The students are expected to be scored as excellent or good for the achievement of anticipated communication skills.

Findings (2008-2009) - Achievement Target: Met
The range of scores for the students ranged from 1.05 to 2 (1 = excellent; 2 = good) for communications skills. Students were ranked much more highly in expressing ideas in writing (1.05) and only good on collaborating on projects (2) (Table 1). While these scores show that the target was technically met, the score for collaborating on projects warrants further attention as it is the lowest ranked learning outcome and was ranked only "good" or worse by a majority of the faculty evaluators.

Document:

Table 1: Learning Outcomes for Anthropology BA, 2009

O 4: Acquisition of Knowledge
The focus of this cluster is demonstrating the acquisition of fundamental anthropological knowledge, and includes (1) understanding the basis of social inequality; (2) mastering key concepts in anthropology; (3) identifying new insights and relationships.

Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 4: Acquisition of knowledge
The faculty evaluated the acquisition of anthropological knowledge using tests, quizzes and lab assignments (Anth 2010), exams, quizzes and projects (Anth 2030), midterm and final exams (Anth 4020) and papers and exams (Anth 4970). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
The target for the acquisition of knowledge cluster is expected to be excellent given the learning outcome assessments from prior cycles.

Findings (2008-2009) - Achievement Target: Met
For the acquisition of knowledge cluster, the scores ranged from 1 to 1.2. The students ranked the highest for this cluster compared to the other four (Table 1). The demonstration of these learning outcomes is the essence of the major and is reflected in similar scores from past assessment cycles. The target was emphatically met for this cluster of learning outcomes.

Document:
Table 1: Learning Outcomes for Anthropology BA, 2009

O 5: Application of knowledge
Anthropology offers students training in a variety of subdisciplines that can later be applied to the private and public sectors. This cluster includes (1) demonstrating basic archaeological, biological and cultural theories and methods; (2) applying anthropology to the real world using hypothetical and empirically-driven situations.

Associations:
Institutional Priorities:
1.12  Global cultural perspectives infused throughout programs
1.14  Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 5: Application of knowledge
Application of knowledge was assessed using laboratory assignments (Anth 2010), participant observation assignment, exams, short answers, in-class discussions and the final exam (Anth 2020), tests, class discussion and final projects (Anth 4020) and final projects and class discussions (Anth 4790). Six faculty members were asked to rank students in five courses; two of the courses had two evaluators (and were averaged) and one faculty member evaluated two courses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
The target for the application of knowledge is for the students to be ranked as excellent or good.

Findings (2008-2009) - Achievement Target: Met
The student scores for the application of knowledge cluster were excellent or close to excellent (1 to 1.3, where 1 = excellent and 2 = good) suggesting that students have demonstrated the potential to apply what they have learned in the classroom to real-world situations (Table 1). One of the hallmarks of the program is learning applications of the material and the ranks for these outcomes help to confirm this important emphasis of the major.

Document:
Table 1: Learning Outcomes Assessment for Anthropology Majors 2009

<table>
<thead>
<tr>
<th></th>
<th>Anth 2010</th>
<th>Anth 2020</th>
<th>Anth 2030</th>
<th>Anth 4020/4600</th>
<th>Anth 4970</th>
<th>Mean</th>
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<td><strong>Analytical skills</strong></td>
<td></td>
<td></td>
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<tr>
<td>(1) using theory in research</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1.5</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>(2) identifying major themes in the literature</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.4</td>
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<tr>
<td>(3) designing and implementing research</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.1</td>
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<tr>
<td>(4) interpreting charts and diagrams</td>
<td>2</td>
<td>2</td>
<td>1.5</td>
<td>0.5</td>
<td>1</td>
<td>1.4</td>
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<tr>
<td>(5) representing ideas using symbolic notation</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1.2</td>
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<tr>
<td>(6) translating the symbolic notation of others</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
<td>0.5</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>(7) utilizing information technology for research</td>
<td>1</td>
<td>2</td>
<td>1.5</td>
<td>1.5</td>
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<td>1.4</td>
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<tr>
<td><strong>Critical thinking skills</strong></td>
<td></td>
<td></td>
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<tr>
<td>(8) interpreting causal relationships</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.3</td>
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<tr>
<td>(9) critiquing the literature</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
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<td>1.3</td>
</tr>
<tr>
<td>(10) using critical thinking skills to form opinions</td>
<td>2</td>
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<tr>
<td>(11) mastering self-reflexivity</td>
<td>1</td>
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<td>1.5</td>
<td>1</td>
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<td>1.1</td>
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<tr>
<td>(12) understanding cultural relativism</td>
<td>1</td>
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<td><strong>Communication skills</strong></td>
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<td>(13) expressing ideas in writing</td>
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<td>(14) expressing ideas orally</td>
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<td>(15) collaborating on projects</td>
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<td>(16) developing visual materials</td>
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<td><strong>Acquisition of knowledge</strong></td>
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<td>(17) understanding the basis of social inequality</td>
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<td>(18) mastering key concepts in anthropology</td>
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<td>(19) identifying new insights and relationships</td>
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<td><strong>Application of knowledge</strong></td>
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<td>(20) applying anthropology to the real world</td>
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<td>(21) training in basic anthropological methods</td>
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<td>2</td>
<td>1.5</td>
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(1 = excellent, 2 = good, 3 = fair, 4 = poor, needs improvement, 0 = not available)
Detailed Assessment Report
2008-2009 Anthropology MA

Mission/Purpose
The Department of Anthropology offers a Master of Arts in Anthropology. Graduate education in anthropology emphasizes research and teaching on urban contexts, processes, and populations. Students receive rigorous training in local, regional, and global transformations, quantitative and qualitative research methods, and theories of nature, society, and culture. In addition to intellectual maturity, students gain practical skills, including proposal writing, project development, field research, ethnographic needs-assessments, community development, and program evaluation. Graduate students are trained in theories, methods, topics, and skills within the discipline and each of its sub-fields. They are encouraged to write a thesis based on independent empirical research, or in collaboration with faculty. Alternatively, students may complete a practicum, in a variety of contexts and human service organizations. Students who obtain a MA in anthropology pursue doctoral studies, or seek employment as professional anthropologists with museums, CRM firms, the CDC, and various NGOs.

Goals
G 1: MA comprehensive exam
Students are expected to pass the comprehensive exam during the third semester of their MA program.

G 2: MA thesis or practicum paper
Students are expected to write a thesis or research practicum associated with their major area of interest in the field.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: MA comprehensive exam
The learning outcomes for the graduate students are based on students’ performance on the comprehensive examination. The comprehensive exam is required of all of graduate students, and is normally taken in the third semester of the MA program. The preparation for the comprehensive exam includes extensive course work, training and mentorship with their graduate advisor and committee.

Associations:
Institutional Priorities:
1.11 Targeted programs of distinctiveness that are nationally and internationally recognized
1.12 Global cultural perspectives infused throughout programs
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 1: MA comprehensive exam
The graduate students are assessed individually by their committees, which consist of three regular university faculty members, two of whom must be Department faculty members. The comprehensive exam is tailored to each graduate student’s interest and is written by the student’s major advisor. The three questions include (1) the field of inquiry, (2) theory pertaining to the research, and (3) method to be employed in the research. The graduate students are asked to write 7-10 pages for each question, and to return the completed exam to each committee member within two weeks. The exam is then evaluated; the advisor, in consultation with the committee, rates the exam as a pass, contingent pass or fail. The Anthropology Graduate Program Director was consulted to obtain data on the number students who took the comprehensive exam. Data recorded included (1) the number of students who took the comprehensive exam, (2) the number of students who successfully passed the exam on the first attempt, (3) the number of students who encountered problems with passing the exam, and (4) the number of students who ultimately passed the comprehensive exam.

Source of Evidence: Writing exam to assure certain proficiency level

Achievement Target:
Between 80 to 90% of students are expected to pass the comprehensive exam the first time, and all of the students are anticipated to pass the exam upon the second trial.

Findings (2008-2009) - Achievement Target: Met
There were 25 students in the program during the AY 2008-09. A total of seven students were eligible to take their comprehensive exam during the year. Six students took the comprehensive exam and passed. One postponed the exam because she changed her topic in the third semester and did not have an IRB. A total of 85% of the students passed the comprehensive exam on the first attempt, meeting the target goal.

O 2: MA thesis or practicum paper
The learning outcomes for the graduate students are based on students’ performance in the thesis or practicum paper. The thesis or practicum paper is also required for graduation, and is usually completed and defended in the fourth and last semester. The preparation for this outcome derives chiefly from interaction with the graduate student's advisor, along with course work and the collection of observations (data) in the field.

Associations:
Institutional Priorities:
1.11 Targeted programs of distinctiveness that are nationally and internationally recognized
1.12 Global cultural perspectives infused throughout programs
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences
2.22  Learning-centered environment that supports individual styles & life circumstances of students

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 2: MA thesis or practicum paper
In their theses and practicum papers, students have to demonstrate the ability to design and conduct original research, along with an in-depth understanding of the field of inquiry, theory and methods pertaining to the research, and proficiency in the writing conventions and formats of the discipline. Students’ theses and practicum papers are evaluated by a committee consisting of three regular university faculty members, at least two of whom must be Department faculty members. Students must orally defend the thesis or practicum paper before their committee. The advisor, in consultation with the committee, rates the thesis or practicum paper as a pass, contingent pass or fail. Data recorded included (1) the number of students who wrote and defended a thesis or practicum paper, (2) the number of students who successfully passed the oral defense on the first attempt, (3) the number of students who encountered problems with passing the defense, and (4) the number of students who ultimately passed the defense and graduated.

Source of Evidence: Project, either individual or group

Achievement Target:
A total of 80 to 90% of eligible MA students are expected to pass the thesis or practicum defense on the first attempt, and all of the students are expected to pass upon subsequent evaluations.

Findings (2008-2009) - Achievement Target: Met
A total of five MA students defended their thesis/practicum and graduated immediately; one had to defend it twice, but eventually passed and graduated. One of the students who graduated had to postpone her defense because the IRB approval process took 3 months during which she could not conduct her research. One student postponed graduation to fall 09 because she started her research too late. About 83% of students passed their defense upon the first attempt demonstrating that the target was indeed met.
Appendix D2: Current course syllabi for all approved Writing Intensive courses

ANTH 4111/6111: Anthropology of Self and Emotion

Spring 2009

Jennifer Patico

Department of Anthropology

Georgia State University

jpatico@gsu.edu

Overview:

How do humans construct a sense of “self?” What role does culture play in the self-knowledge people have and in the ways they conceptualize what it means to be a person? What is distinct about modern western notions of the individual self, how can it be placed in historical context, and what kinds of alternative visions of personhood and social relatedness have people in other places and other times created? What are the roles of culture and socialization in shaping intimate, “natural” experiences such as emotions and the ways these are put into discourse? In this class, we will draw upon readings in anthropological theory and ethnography to consider the cultural construction of selfhood, identity, and feeling, with emphases on the historical specificity of particular models; how they may be influenced by factors such as capitalism and other economic, political, or social processes; how they change over time; and questions of gender, sexuality, and romance.

Course requirements (assignments to be discussed further in class):

Three journal/cumulative “brainstorming” entries due approx. once/month: together worth 20% of final grade (submit to WAC Online Writing Environment – instructions in class)

Three 5-7 pp. analytical essays: each worth 20% (including rough drafts due one week in advance)

A final portfolio of your work for this semester, including a reflection on your writing progress: 10% of final grade

Active class participation: 10% of final grade

[ Graduate students: in place of third essay, final research project (10-15 pp.) due; discuss your proposed topic with Dr. Patico]
Books to purchase:

Lutz, *Unnatural Emotions: Everyday Sentiments on a Micronesian Atoll and their Challenge to Western Theory*.


Other readings will be available on uLearn.

Other things to keep in mind…

Missed classes: You are expected to attend all classes. More than two unexcused absences will result in a reduction of the participation grade for this course, and no student who has missed more than 4 classes will receive an “A” for the semester, except under extenuating circumstances (illness, family emergency, etc.). It is the student’s responsibility to contact the professor about unavoidable absences and to schedule makeup work when appropriate. Please note that there may be last minute adjustments to the schedule of readings and assignments; if you miss a class, it is your responsibility to contact another student or the professor to make sure that you have not missed any critical announcements regarding upcoming required reading, written work, or deadlines.

Late work: late papers will be marked down by at least 1/2 grade (i.e., an A becomes an A-). No assignments will be accepted more than 1 week late, except under exceptional circumstances and by agreement with the professor.

Plagiarism: no plagiarism of any kind will be tolerated. This includes word-for-word copying from a text that is not your own, but also lack of proper citations when a quote or argument has been paraphrased from another author. Cutting and pasting from internet sources without due reference is plagiarism, as is adopting ideas from an internet source – even when direct wording is not used. Any of these actions may result in an F for the assignment or the course and disciplinary action.

*********************************************************

Schedule of assignments:
Please note that the course syllabus provides a general plan for the course; deviations may be necessary, and it is the responsibility of the student to make sure that s/he keeps careful track of any announcements made in class or by email.

**Jan 9: Introductions**


**Jan 16: Putting “Native” Experiences in Perspective: the Socialization of Individualism**

Kusserow, American Individualisms (focus on Introduction and Chapters 1-3, 5, Conclusion).

**Jan 23: Beyond the Individual: Gender, Kinship and Relatedness**

Kondo, Crafting Selves: Power, Gender and Discourses of Identity in a Japanese Workplace, pp. 3-33, 119-160.

Carsten, After Kinship, Chapters 3 and 4 (pp. 57-108).

*first journal entry due*

**Jan 30: Emotions in Cross-Cultural Perspective**

C. Lutz, Unnatural Emotions: Everyday Sentiments on a Micronesian Atoll and Their Challenge to Western Theory (Introduction-Chapter 4, pp. 3-116).

**Feb 6:**

paper #1 rough draft due (Kusserow and Kondo on conceptions of self and society); peer workshop in class

**Feb 13: “Modern” Romance and Other Relationships**

Giddens, Self-Identity and Modernity (Chapter 3, pp. 70-98).

Illouz, Consuming the Romantic Utopia, pp. 1-11. □

Carrier, “People Who Can Be Friends” (in The Anthropology of Friendship, Bell and Coleman, eds.).

*Paper #1 final draft due

Feb 20: Foucault: Sexuality and the Self

Foucault The History of Sexuality Volume I (3-49).

Foucault, excerpts from The Foucault Reader (179-205).

Feb 27: Sexuality and Self in Historical and Cultural Context

Farrer, Opening Up, Introduction, Chapters 1, 3 (pp. 1-52, 83-115)


*journal entry #2 due

Spring Break

March 13:

*paper #2 rough draft due (analytical paper on romance, sexuality, and self); peer workshop in class

March 20: Selves and Cultural Change: Refashioning Selves through Labor and Consumption

Dunn, Privatizing Poland: Baby Food, Big Business, and the Remaking of Labor.

*paper #2 final draft due

March 27: Emotions, Personhood, and the Anxieties of Commodification

Hochschild, The Managed Heart: Commercialization of Human Feeling (Chapter 6, pp. 89-136).


Film in class: “Chain of Love” [tentative]

*journal entry #3 due

April 3: More Thoughts on Selves and Sentiments in Global Context

Povinelli, “Rotten Worlds,” in The Empire of Love: Toward a Theory of Intimacy, Genealogy, and Carnality, pp. 27-93. [tentative]

April 10:

paper # 3 rough draft due (capitalism, labor, and self/emotions); peer workshop in class

April 17: Summing Up

Final discussion on anthropology of self and emotion and peer writing process.

*paper #3 final draft due

April 24: Final portfolio due, including: copies of all journal entries, rough draft papers, and final draft papers; your reflection upon the progress you have made in your writing this semester (approximately 3 pp.).
Syllabus
Senior Seminar in Anthropology
ANTH4970-005

Instructor: Cassandra White
Email: cwhite@gsu.edu
Telephone: 404-651-1758 (office)
Office: Sparks Hall 353A
Office hours: W 1:30-4p.m.
Class meets: W 4:30-7
Classroom: Sparks 343

Course Description
This course will provide you with several opportunities to demonstrate what you have learned as a student of anthropology at Georgia State. We will review and apply some of the methods and theoretical principles you have learned. We will discuss graduate school and potential careers in anthropology both within and outside of academia. Specific and general applications of your anthropology degree will be an important subject of this class as well. This course fulfills a CTW requirement.

Course Goals and Objectives
In anthropology, critical thinking entails exploring and contextualizing the multiple perspectives that inform complex social, cultural, and biological realities pertaining to the human condition in its past and present dimensions. For the GSU CTW policy, see http://www.gsu.edu/ctw/25449.html.

Critical thinking through writing as well as oral presentation skills, particularly as they pertain to careers in anthropology, will be emphasized in this course. Students will also learn skills that might be helpful in terms of seeking employment, publishing scholarly articles, and getting grants. Students should come out of the class feeling better prepared for the next step in their lives after receiving their Bachelor’s degree.

The CTW component amounts to 30% of the course grade.

Books Required:
Writing Your Dissertation in 15 Minutes a Day: A Guide to Starting, Revising, and Finishing your Doctoral Dissertation, Joan Bolker (on order at the bookstore)

Other readings:

We will be reading several articles during the semester. All of them are listed below under the date on which you should be prepared to discuss them, and all are available on WebCT as PDF files or web links.

Assignments: There will be several assignments in the class that are intended to help you prepare for a career that relates to either reviewing the skills you have learned as an anthropology student or gaining practical skills associated with a career in anthropology or a related field. (Assignments are described at the end of this syllabus). Each assignment will be handed out in class and posted to WebCT. If you cannot come to class, please check WebCT for assignments that may have been handed out or, if you have trouble accessing WebCT, send me an e-mail. If you cannot turn in an assignment in on time for some reason, please e-mail me to let me know. A late grade penalty of 10 points (out of 100) will be deducted from assignments turned in late, unless you have been approved for an extension.
Each student will be expected to present an academic conference-style presentation on original anthropological research they have conducted while at Georgia State. These presentations will take place during the last few class sessions of the semester. More information on what is expected from these presentations will be given in class. There are no exams for this course.

Methods of Evaluation (Grading):

Assignment 1 (Identifying theory and method in others’ work): 10%*
Assignment 2 (Title and abstract of presentation): 5%
Assignment 3 (CV and personal statement): 10%
Assignment 4 (Article in journal format): 10% *
Assignment 5 (Mini-grant proposal): 10% *
Assignment 6 (Teaching portfolio): 15%
Class Participation: 20%
Conference-style Presentation: 20%

* Course components marked with the asterisk fulfill a CTW requirement.

Extra credit (1 point added to final grade): Attend one job talk in the Department of Anthropology for our job searches in Archaeology. We will have 8 of these total at different times and days of the week, and I will announce them ahead of time in class. Write a description of the structure of the talk and discuss how you think the candidate performed, both in his/her delivery of information and in answering questions from the audience.

Grade Scale (using new +/- grading system)
A = 93-100
A- = 90-92.99
B+ = 87-89.99
B = 83-86.99
B- = 80-82.99
C+ = 77-79.99
C = 73-76.99
C- = 70-72.99
D+ = 67-69.99
D = 60-66.99
Failing grade: 59.99 and below

Late Grade policy
Please make every effort to turn in projects, papers, and assignments when they are due. This allows me time to give feedback on your writing and other work. Revisions will be allowed if the original assignment was turned in on time. Assignments that are turned in after the due date will be accepted, but a 10 point deduction may be assessed if you have not discussed with me or e-mailed the reason for needing an extension (preferably in advance of the due date).

Check the syllabus frequently to make sure you are caught up with the readings and assignments. If you have to miss class, check WebCT to make sure you did not miss any handouts or syllabus updates. Please feel free to e-mail me or come by my office if things come up during the semester that make it difficult or impossible for you to complete an assignment on time.

Attendance/Withdrawal Policy: Although I do not deduct points directly for missed classes, attending class is necessary for understanding and completing assignments, projects, and take-home exams as well as for your participation grade. I will take attendance periodically in order to verify the class rosters. Please e-mail me or let me know if, because of unforeseen circumstances or a planned academic event, you will have to miss class.

March 1 is the last day that you can withdraw yourself from the class, using GoSolar, and still receive a grade of W. If you decide to drop the class, it is your responsibility to make sure you are no longer registered so that you do not receive an F or WF at the end of the semester.

Important Note on Academic Honesty and Plagiarism: Students are expected to follow Georgia State University’s Policy on Academic Honesty, which is published in the Undergraduate Co-Curricular Affairs Handbook and is available to all members of the university community. If you turn in work that is plagiarized in whole or part (i.e., taking phrases or paragraphs from published sources, the internet, or another person without proper citation), you will, at the least, not receive credit for the assignment and will not be allowed to make it up. Students are responsible for knowing what constitutes plagiarism, although this will also be discussed in class; “accidentally” or “unintentionally” plagiarized work will also not be accepted.

Please note that this course syllabus and schedule below provide a general plan for the course; however, deviations from the syllabus may be necessary. Any changes to the syllabus or to assignments will be announced in class.

Schedule:

**Jan. 10, Wed.**: Review of syllabus, discussion of interests
Jan. 17, Wed.: Theory and Practice in Anthropology; bridging the Sub-Fields

Readings:
Borofsky, Robert

Watson, Patty Jo

Jan. 24, Wed.: Graduate School; how to write your curriculum vitae, personal statement, etc.
Readings: “A Purposeless Statement?”
http://chronicle.com/jobs/news/2006/12/2006121301c/careers.html; Assignment 1, theory and method exercise, due

“A Basic Guide to Graduate School Admissions in Anthropology”
http://www.uvm.edu/~lvivanco/gradsch.html

“What We Need to Write You a Thorough Letter of Recommendation,” by John Kantner

Jan. 31, Wed.: Careers in Academia; guest speaker Yolanda Chapman

Assignment 2, titles and abstracts of presentations, due

Readings:

“Ace the Academic Interview,” by Ericka Packard; http://gradpsych.apags.org/jan07/cover-interview.html


“Figuring Out What Counts in the Tenure Game,”
http://chronicle.com/jobs/2002/02/2002022701c.htm

Feb. 7, Wed.: Non-Academic Careers and Applied Anthropology

Readings:

“An Essay on Careers,” by Gary Ferraro (with short video clips)
http://www.wadsworth.com/anthropology_d/special_features/anthro_careers.html

“Non-Academic Careers in Physical Anthropology”
http://weber.ucsd.edu/~jmoore/bioanthro/brochure2.html

Brose, David
Rylko-Bauer, Barbara, Merrill Singer, and John Van Willigen

Feb. 14, Wed.: Grant Writing; Assignment 3, CVs and personal statements, due

Readings:

“Grants for Individuals: Anthropology”:
http://www.lib.msu.edu/harris23/grants/3anthrop.htm

Sample NSF and Wenner-Gren funded proposals (on WebCT)
http://archaeology.asu.edu/Jordan/nsfprop.html

Feb. 21, Wed.: Doing Fieldwork

Readings:

Plattner, Stuart
2006 Comment on IRB Regulation of Ethnographic Research. American Ethnologist
33(4):525-528.

Von Tilburg,
Anthropology and Humanism 23(2):177-189.

Filednotes blog: http://anahitafieldnotes.blogspot.com/

Chapters 11 and 12 from Justin Rudelson’s The Silk Road Messiah: A Manic-Depressive
Odyssey (manuscript): Reflexive anthropological account of conducting research in Xinjiang,
China among a people in search of a nationalist savior, 2006

Feb. 28, Wed.: Writing and Publishing

Readings:

Writing Your Dissertation in 15 Minutes a Day, by Joan Bolker

March 1: last day to withdraw and possibly receive a “W”.

March 5-March 11: Spring Break, no classes

March 14, Wed.: Presenting your Work Professionally and Attending Professional Meetings;
Assignment 4, short article in journal format, due

Readings:

“The Pipeline to Publication”
Readings:

“How To Give an Academic Talk” (Paul Edwards):  
http://www.si.umich.edu/~pne/PDF/howtotalk.pdf

**March 21, Wed.:** Teaching Anthropology

Readings:

“Writing a Syllabus” Online:  
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/writesyl.htm

“Writing a Statement of Teaching Philosophy,” Online:  
http://ftad.osu.edu/portfolio/philosophy/Philosophy.html

Dacanay, Al  
1977 Teaching Anthropology as Science at the Junior High School Level.  
*Anthropology and Education Quarterly* 8(1): 19-22.

Gillespie, Susan  
2000 Teaching Archaeology: Practicing What We Preach.  
*Teaching Anthropology: SACC* 7(2): 14-17, 42.

Lanquette, Jon  
1985 Review Essay: High School Anthropology Texts Sound the Alarm!  
*Anthropology and Education Quarterly* 16(4): 331-336.

Rice, Patricia  
1985 The Study of Small Groups and Microevolution: A Project for Physical Anthropology.  
*Anthropology and Education Quarterly* 16(4): 294-301.

Spindler, George and Louise Spindler  
1990 The Inductive Case Study Approach to Teaching Anthropology.  
*Anthropology and Education Quarterly* 21(2): 106-111.

**March 28, Wed.:** Life as an Anthropologist; possible guest lecture; Revision 1 of journal article due. Please submit the original paper along with the revised version.

Readings:

Copeland-Carson, Jacqueline  

Schensul, Jean  
April 4, Wed.:  Life as an Anthropologist, continued, Assignment 5, mini-grant application, due

Readings:  TBA

April 11, Wed.:  conference-style presentations; 10 minutes each

April 18, Wed.:  presentations; Assignment 6, Teaching portfolios, due

April 25, Wed.:  presentations; Final revision of journal article due

Assignment 1:  Theory and Method

Choose an article in your preferred field of anthropology. It can be an article you’ve read before for another class or an article that is new to you, but it must be in a peer-reviewed publication within the discipline of anthropology. In a 2-3 page essay, discuss the content of the article very briefly, then discuss the theoretical basis of the article (what theory or theorists are cited?), how theory is important to the findings or conclusions of the researcher, what methods are being used, how methods relate to theory (if applicable), and how well, in your opinion, the author did in terms of incorporating theory into his/her conclusions. Note that whereas major theories you are familiar with may not be referenced, there is probably still a theoretical basis to the article. Make sure to include a full citation for the article.

Here are some suggestions for journals available for browsing on JSTOR, through the library’s search engine:

American Anthropologist (through 1998)
American Antiquity
Annual Review of Anthropology
American Journal of Physical Anthropology
Anthropology and Medicine
Current Anthropology (through 1999)
Human Organization

You might also use AnthroSource as a search engine to browse titles that are free on JSTOR. http://www.anthrosource.net/

Assignment 2:  Title and Abstract

Turn in a title and abstract for the conference style presentation you will give during the last few weeks of class. You abstract should be in the following format:

LAST NAME, first name (affiliation, i.e., Georgia State University)  TITLE

The abstract should be no more than 150 words, not including the title. The oral presentation can be about any anthropological research you have conducted while a student at Georgia State,
or it may be a commentary or series of observations about a theory or about a particular aspect of anthropology. A handout of sample abstracts will be given in class. More information on the style of your oral presentation is forthcoming.

**Assignment 3**

**Prepare:**

1) **an academic CV (Curriculum Vita/Vitae)**

AND

2) **a two-page, double-spaced page personal statement** (12 point font).

Your CV might include the following information, with headings introducing each category. You may also include categories not listed below. You can refer to the sample CV handed out in class or on WebCT.

- Your name and contact information
- Education
- Honors, Awards, Scholarships
- Classes relevant to your academic field
- Research experience relevant to your academic field
- Employment relevant to your academic field
- Publications, if any
- Conference Presentations, if any
- Language experience (e.g., Spanish, fluent; French, beginner)
- Memberships in professional organizations (e.g., Golden Key Honor Society, American Anthropological Association)

You may write a general personal statement, detailing your research interests, inspirations, personal motivations for study, and future goals, or you may tailor your personal statement to a particular graduate school to which you would theoretically apply. If you are writing your statement with a particular graduate school in mind, you would include a statement or paragraph about why you are particularly well suited for that university or that department (or why that department would be perfect for you).

**Assignment 4, Mini journal article, due March 28**

For this assignment, you will reformulate and edit a paper you have written for another anthropology class in the past into a format that would be acceptable for the journal *American Anthropologist*. You can write the paper on the same topic as your oral presentation if you wish. Use the following style guide to format references: [http://www.aaanet.org/pubs/style_guide.htm](http://www.aaanet.org/pubs/style_guide.htm)

You can look at other *American Anthropologist* articles on JSTOR through our library’s computer system for samples; here is their basic format for submission of articles, essays, and research reports (notes, figures, and tables are not necessary):

Submissions must include the following: (1) a cover page with paper title, author’s name, position, affiliation, and contact information, and a preferred running head; (2) an abstract of no more than 150 words ending with a bracketed list of three to five keywords or phrases; (3) body of the text; (4) notes, which may include acknowledgments before the first note (do not use
footnote or endnote programs, and references should not be embedded); (5) references cited; (6) tables, if applicable; (7) figures, if applicable, accompanied by a list of figure captions.

For further info on *American Anthropologist* author guidelines, see:  
[http://www.aaanet.org/aa/authorinfo.htm](http://www.aaanet.org/aa/authorinfo.htm)

Use *American Anthropologist* Research Reports or Research Articles as models, although your paper need not be more than 3-4 pages total (though it can be longer). You should have at least 3 bibliographic references. The paper does not have to be based on original research, but as with your abstract and future oral presentation, you should attempt to offer a new take or new insight on the material about which you are writing. You should go beyond simply fitting your paper to the format of the journal and focus on improving your writing and your arguments, perhaps based on comments you received on the paper. You will also be expected to complete two revisions of the paper based on comments I provide.

### Assignment 5: Mini-hypothetical grant proposal

For this assignment, you will compose a grant proposal for a hypothetical research project following the guidelines below. You can be creative in suggesting your project topic, though the idea should be your own and it should relate to one or more of the four fields of anthropology. If you have not completed preliminary research on the topic you suggest, do some research about the location where you plan to study, about possible contacts you might make in the field, and about what the country requirements are for U.S. citizens (if you propose to conduct research outside of the U.S.), etc.

Grant proposal guidelines: Arrange your proposal into the following sections:

I. Title

II. Statement of Purpose (1 paragraph)  
What is your project topic and where will it be conducted? What questions are you trying to answer? Why is the research important? What is new or innovative about this research?

III. Background Research and Theoretical Approach (2-3 paragraphs)  
Who else has done research on topics related to your research problem? Whose work is relevant to your research? (Citations should be including for any works mentioned). What theories will inform the research you plan to conduct?

IV. Research Setting (1 paragraph)  
Where will the research take place? Why is this location particularly significant in terms of your research questions?

V. Methodology (1-2 paragraphs)  
Include a detailed summary about the methods you will use to collect and analyze your data. For example, what sampling techniques will you use, if any? What technology might be required to complete your project? How much time will the project require? Will you work alone or with assistants? Will your ability to speak another language be required to complete this research? Are there special permissions that need to be sought to conduct research on this topic or in this region?

VI. Significance of Project (1 paragraph)
Here you will not only reiterate the importance of the research, but also you may point out some of the possible applications of the research.

VI. Budget
Itemize the cost of this project. Here is a guide for items you might include:

- Travel expenses:
- Equipment/Technology needed (give details of each item):
- Estimated living expenses:
- Cost of hiring workers/assistants (if applicable):
- Other:

VII. Bibliography

**Assignment 6—Teaching Portfolio**

Put together a teaching portfolio. This should include:

1. A 1 ½-2 page double-spaced “Statement of Teaching Philosophy”
2. A hypothetical syllabus for an anthropology course you would like to teach
3. A detailed sample assignment you would give for the course you propose

I will post sample “Statements of Teaching Philosophy” to WebCT.

Consult other GSU syllabi as guides for the syllabus, but your syllabus, at minimum, should contain: Course Description, Course Objectives, Required Readings, Assignments, Information on Exams (if any), and Methods of Grading/Evaluation. You do not need to include a schedule on the syllabus, however.
ANTH 3033 - The Anthropology of Violence
Friday 1:00-3:30pm
343 Sparks Hall

Instructor: Dr. Emanuela Guano
E-mail: eguano@gsu.edu
Office Hours: Fri 3:30-5:00pm – Sparks Hall 339A

Teaching Assistant: Dr. Melinda Mills
E-mail: socmam@langate.gsu.edu
Office Hours: Mon 1:30-2:30 – 1070 GCB

Course Description and Objectives:

At a time when social Darwinism and popular interpretations of genetics keep rolling out reductionist explanations of violence, this course seeks to promote critical thinking about the issue by leading students in the exploration of the complex contexts and causes of violent acts, events, and strategies. Drawing on three subfields of anthropology (biological anthropology, archaeology, and sociocultural anthropology), the course takes a holistic approach to the study of violence.

In anthropology, critical thinking entails exploring and contextualizing the multiple perspectives that inform complex social, cultural, and biological realities pertaining to the human condition in its past and present dimensions. Consistently with the reflexive nature of the discipline, the course also promotes a critical understanding of how scholarly-scientific and popular interpretations of violence are inevitably rooted in the ideological paradigms of their time.

The course fulfills one of two CTW requirements for Anthropology majors.

Course Structure:

The course will be coordinated by one instructor (Dr. Guano), but anthropology faculty members from each subfield will take turns in giving lectures and moderating classroom discussions.

The course is organized in four modules, each of which will focus on different approaches to the topic of violence.
At the end of each module, students will submit a 4 page paper where they critically examine the module topics, and both elaborate on, and respond to, assigned readings, lectures, and classroom discussions.

The course instructor and the TA will provide written feedback to students’ drafts, which students will incorporate in the revised version of their papers.

Students will bring 6 hard copies of their draft to each review session for peer-reviewing, and will receive feedback from fellow students as well as the instructor or the Teaching Assistant.

Revised paper drafts are to be posted on the Online Writing Environment by 4pm on the Tuesday after the module review session (please see Course Calendar). Only students who post by that time will receive individual feedback.

After revising their drafts a second time according to the feedback they received from the instructor or the TA, students will post their papers to the course Online Writing Environment by the following Tuesday at (or as marked on Course Calendar) at 4pm. Late entries will be penalized by one letter grade per day.

Papers will be evaluated on the basis of the course rubric that is included at the end of this syllabus.

Please note: A good paper is well written, focused, and makes a clear argument; it also includes all of the following:

- A title that reflects the paper contents and the argument you are making

- A succinct and clear statement of your argument

- A brief review of anthropological theories and approaches to the topics discussed in the module (please remember to explain clearly all the key concepts you use in your paper).

- Potential applications of theories to real-life, ethnographic settings (including discussion of relevant examples).

- Critical assessment of strengths and limitations (if any) of theories examined during the course

- Conclusions

- Suggestions for further research.

- References. List all sources you used for your paper, and put references in the body. Please use the American Anthropological Association style. For information and guidelines see http://www.aaanet.org/publications/style_guide.pdf
The paper should be written in a 12p Times New Roman font, with 1 inch margins on each side, and double-sided.

At the end of the semester, students will turn in a portfolio containing all of their revised papers. Course portfolios should be organized in three sections: one for the first version of the students’ papers (including the instructor’s comments); one for the second version of the revised papers, and one for the final version of the revised paper (the version in which you incorporate the feedback you received when your paper was graded).

The portfolio will be prefaced by a two- to three page introduction where the student reflects critically on the insights gained from the course.

*I strongly encourage you to revise your papers as soon as you receive feedback and start assembling your portfolio early in the semester. If you wait till the last week of the semester, you will not be able to complete your revisions and submit your portfolio in time.*

**Course participation:** Students are expected to be prepared to discuss all of the readings assigned for each module session.

**Course attendance** is mandatory. More than one unexcused absences will result in lowering the final grade by 10%.

**Grading Policy:**

Grades will be assigned as follows:

Course participation and attendance: 30% (15% each)

Section papers: 40% (10% each)

Portfolio introduction 10%

Course Portfolio 20% (10% for overall improvement, 10% for final revisions)

Grades will be awarded on a plus/minus scale. The following quality points will be used to calculate GPAs.

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**Course Calendar**

Fri. Aug. 21  Introduction to the course – Online Writing Environment tutorial

Fri. Aug. 28  Bioanth module (Dr. Turner)

Fri. Sept. 4  Bioanth module (Dr. Williams)

*Fri. Sept. 11  Bioanth review session- bring 6 copies of your draft*

Tue. Sept. 15  Draft of first paper is due online (bioanth module)

Fri. Sept. 18  Archaeology module  (Dr. Margomenou)

Tue. Sept. 22  First paper is due online (bioanth module)

Fri. Sept. 25  Archaeology module (Dr. Glover)

*Fri. Oct. 2  Arch review session-bring 6 copies of your draft*

Tue. Oct. 6  Draft of second paper is due online (arch module)

Fri. Oct. 9  1st sociocultural module (Dr. Patico)

Tue. Oct. 13  Second paper is due online (arch module)

Fri. Oct. 16  1st sociocultural module (Dr. White)

Fri. Oct. 23  1st sociocultural module (Dr. Kozaitis)

*Fri. Oct. 30  1st sociocult review session – bring 6 copies of your draft*

Tue. Nov. 3  Draft of third paper is due online (1st sociocult module)

Fri. Nov. 6  2nd sociocultural module (Dr. Guano)

Tue. Nov 10  Third paper is due online (1st sociocult module)

Fri. Nov. 13  2nd sociocultural module (Dr. Papavasiliou)

*Fri. Nov. 20  2nd sociocult review session – bring 6 copies of your draft*

Tue. Nov. 24  Draft of fourth paper is due online (2nd sociocult module). Please note: You may post your draft any time before this deadline.

Fri. Nov. 27  THANKSGIVING HOLIDAY
Wed. Dec. 2  Fourth paper is due online (2nd sociocult module)

Fri, Dec. 4  Course review session – Bring 6 copies of your introduction for feedback.

Thu. Dec. 10 Portfolios are due by 5:00 pm in Dr. Guano’s office. PLEASE NOTE : LATE ENTRIES CANNOT BE ACCEPTED; failure to submit course portfolio will result in the loss of 20% of course grade.

This course syllabus provides a general plan for the course; deviations may be necessary. Any change will be announced in class. It is the student’s responsibility to make a note of any such changes.

Course Bibliography

Please be ready to discuss all of the assigned readings in class.

**Biological Anthropology Module**

Reconstructing and Interpreting Ancient Violence: Examples from the Americas.

Taught by Dr. Bethany Turner

Martin, D. L.

Tung TA

**Biological Dimensions of Violence**

Taught by Dr. Frank Williams

Glassman, D.M.
Jurmain, R.

Kevles, B.H. and Kevles, D.J.

Sapolski, R.

Sussman, R.

Sussman, R.; Cheverud, J.M. and Bartlett, T.Q.

**Archaeology Module**

**Digging up and Preserving Violent Pasts: Archaeology and Political Action**
**Taught by Dr. Despina Margomenou**

McGuire, R. H.

Orser C. E. Jr.
2004, Chapter from Race and Practice in Archaeological Interpretation.

Trigger B.,

**Violence and the Collapse of the Ancient Maya**
**Taught by Dr. Jeffrey Glover**
Ardren, Traci

Ashmore, Wendy, Jason Yaeger and Cynthia Robin

Hruby, Zachary X.
2006 *Apocalypto: A New Beginning or a Step Backward?* In *Mesoweb Reports and News*.

Inomata, Takeshi

Miller, Mary E.

Webster, David

*Webster should be read first then preferably Miller, Inomata, Ashmore, Hruby, and Ardren*

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**First Sociocultural Module**

**Defining and Redefining Identities in the Context of Armed Violence**
Taught by Dr. Jennifer Patico

Bringa, Tone

**Structural Violence, Health, and Illness**
Taught by: Dr. Cassandra White

Biehl, João

Farmer, Paul

Lockhard, Chris

Lockwood, Diane

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**Violence, Hope, and Reform**

**Taught by Dr. Kathryn Kozaitis**


Chapter 2: A Profile of Esperanza (25 pages. with images)
Chapter 6: The Structure of Violence (17 pages)
Chapter 8: A Shift in the Paradigm (13 pages with images)

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**Second Sociocultural Module**

**The Softer Side of Violence? Violence against Women**

**Taught by Dr. Emanuela Guano**

Dewey, Susan

Engle Merry, Sally

Plesset, Sonja
Beyond Violence? From Alterity to Alternativity
Taught by Dr. Faidra Papavasiliou

J.K. Gibson-Graham

Nordstrom, Carolyn
ANTHROPOLOGY CTW RUBRIC (ANTH 3033)

Assessment ratings:

I = FULLY SATISFACTORY
II = SATISFACTORY, BUT NEEDS IMPROVEMENT
III = UNSATISFACTORY

1. Student identifies and summarizes a relevant issue, topic, or problem.

I Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.

II Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.

III Does not attempt to or fails to identify and summarize accurately.

2. Through a review of available theories and appropriate research methods, student identifies multiple perspectives on her or his research question, and explores how these perspectives are rooted in specific social, cultural, and political-economic contexts.

I Identifies appropriate theories and methodologies.

Analyzes the issue with a clear sense of scope and context. Considers other potential contexts.

Analysis acknowledges complexity and situates theories in their multiple social, cultural, and political contexts.

Questions assumptions, addressing ethical dimensions underlying the issue.

II Begins to identify theoretical and methodological approaches that are appropriate for the research question, although in a limited way.

Presents and explores relevant contexts and assumptions regarding the issue, although in a limited way. Analysis primarily relies on established authorities.

Provides some recognition of context and consideration of assumptions and their implications.

III Fails to take into account fundamental aspects of anthropological theory and methods.
Approach to the issue is in egocentric or ethnocentric terms. Does not identify multiple perspectives on the research question.

Does not recognize context or surface assumptions and underlying ethical implications, or does so superficially.

3. Student develops own approach. This entails assessing the implications, strengths, and limitations of the theories and methods s/he selects.

I  Position demonstrates ownership for constructing knowledge or framing original questions, integrating objective analysis and intuition.

Appropriately identifies own position on the issue, drawing support from experience, and information not available from assigned sources. Shows awareness of how own position is situated in a specific social, cultural, and political context.

Clearly presents and justifies own view or hypothesis while qualifying or integrating contrary views or interpretations.

Position or hypothesis demonstrates sophisticated, integrative thought and is developed clearly throughout.

II  Position includes some original thinking that acknowledges, refutes, synthesizes, or extends other assertions, although some aspects may have been adopted.

Presents own position or hypothesis, though inconsistently. Presents and justifies own position without addressing other views, or does so superficially. Self-positioning shows partial reflexivity.

Position or hypothesis is generally clear, although gaps may exist.

III  Position or hypothesis is clearly inherited or adopted with little original consideration.

Addresses a single source or view of the argument, failing to clarify the established position relative to one’s own.

Fails to present and justify own opinion or forward hypothesis. Position or hypothesis is unclear or simplistic.

Fails to show awareness of how own position is situated in a specific social, cultural, and political context.
4. Student collects, presents, and analyzes data in an appropriate manner.

I  Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources.

Examines evidence and its source; questions its accuracy, relevance and completeness.

Discerns fact from opinion.

Correlations are distinct from causal relationships between and among ideas. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.

Information need is clearly defined and integrated to meet and exceed assignment, course or personal interests.

II  Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.

Use of evidence is qualified and selective.

Discerns fact from opinion and may recognize bias in evidence, although attribution is inappropriate.

Distinguishes causality from correlation, though presentation may be flawed.

Appropriate data/evidence or sources provided, although exploration appears to have been routine.

III  No evidence of search, selection or source evaluation skills.

Repeats information provided without question or dismisses evidence without adequate justification.

Does not distinguish among fact, opinion, and value judgments.

Conflates cause and correlation; presents evidence and ideas out of sequence.

Data/evidence or sources are simplistic, inappropriate or not related to topic.
5. Student draws sound conclusions, and assesses implications and consequences.

I  Identifies, discusses, and extends conclusions, implications, and consequences. Considers context, assumptions, data, and evidence. Qualifies own assertions with balance.

Conclusions are qualified as the best available evidence within the context. Consequences are considered and integrated. Implications are clearly developed, and consider ambiguities.

II  Conclusions consider or provide evidence of consequences extending beyond a single discipline or issue. Presents implications that may impact other people or issues.

Presents conclusions as relative and only loosely related to consequences. Implications may include vague reference to conclusions.

III  Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary.

Conclusions presented as absolute, and may attribute conclusion to external authority.

6. Student presents her or his argument effectively and in clear, well-organized, and grammatically correct English prose.

I  Language clearly and effectively communicates ideas. May at times be nuanced and eloquent.

Errors are minimal. Style is appropriate for audience.

Organization is clear; transitions between ideas enhance presentation. Consistent use of appropriate format. Few problems with other components of presentation.

All sources are cited and used correctly, demonstrating understanding of economic, legal and social issues involved with the use of information.

II  In general, language does not interfere with communication.

Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice.

Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent.
Most sources are cited and used correctly.

III In many places, language obscures meaning.

Grammar, syntax or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate.

Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent, or distracting.

Few sources are cited or used correctly.
**ANTHROPOLOGY CTW RUBRIC (ANTH 3033)**

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<thead>
<tr>
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<th>I: FULLY SATISFACTORY</th>
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<tr>
<td>1. Student identifies and summarizes a relevant issue, topic, or problem.</td>
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<td>2. Through a review of available theories and appropriate research methods, student identifies multiple perspectives on her or his research question, and explores how these perspectives are rooted in specific social, cultural, and political-economic contexts.</td>
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<td>3. Student develops own approach. This entails assessing the implications, strengths, and limitations of the theories and methods s/he selects.</td>
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<td>4. Student collects, presents, and analyzes data in an appropriate manner.</td>
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<tr>
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<td>_____ pts.</td>
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Additional comments & extra points:

**Total= _____/100**
ANTH 4980 - Selected Topics (3 credit hours)

Sample Syllabus

Course Description, Prerequisites, and Objectives: Prerequisite: ANTH 2010, ANTH 2020, or ANTH 2030 with a grade of C or higher, or instructor's consent.

In anthropology, critical thinking entails exploring and contextualizing the multiple perspectives that inform complex social, cultural, and biological realities pertaining to the human condition in its past and present dimensions. Consistently with the reflexive nature of the discipline, the course promotes a critical understanding of relevant anthropological issues and questions. The course has a substantial writing component, and serves as one of the two Critical Thinking through Writing (CTW) courses required of all Anthropology majors. For the GSU CTW policy, see http://www.gsu.edu/ctw/25449.html.

The CTW component amounts to 70% of the course grade.

Course Structure:

The course is organized in sections, each of which will consist of one or more modules focusing on different issues and approaches to the course topic.

At the end of each module, students will have to write a 4-5 pages paper where they critically examine the topic of the module and respond to, or elaborate on, assigned readings, lectures, and classroom discussions. The instructor will give them written feedback, which they will incorporate in the revised version of their papers.

At the end of the semester, students will be required to turn in a portfolio with all of their revised papers.

Grading Policy:

Grades will be assigned as follows:

Course participation and attendance: 30%

Module papers (CTW): 40%

Course Portfolio (CTW) 30%

Grades will be awarded on a plus/minus scale. The following quality points will be used to calculate GPAs.

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Appendix D3: Degree requirements for each program

Undergraduate requirements

3100 Anthropology

Programs Offered:
- Bachelor of Arts in Anthropology
- Concentration in Pre-Education
- Minor in Anthropology

Anthropology, the study of humans, provides students with a perspective on the nature of humankind over time and in different environments. It is concerned with humans as biological beings (biological anthropology), with prehistory and cultural evolution (archaeology), and with how humans order their worlds socially and culturally (social/cultural anthropology), as well as with the nature of human language (linguistic anthropology). The Department of Anthropology offers a Bachelor of Arts degree in Anthropology.

Undergraduate majors are encouraged to take a wide range of courses in archaeology, biological anthropology, and cultural anthropology. Anthropologists are frequently teachers and/or researchers in educational systems, or, alternatively, they work for public and private agencies. Within these areas, they may be specifically concerned with historic or cultural resource preservation or cross-cultural and minority group relations in such areas as medicine, community development, education, tourism, business, and other specialties.

Program Financial Information

No additional expenses are needed to complete this degree program. Some special courses that travel away from campus, such as Anth 4550 Field School in Anthropology, will have additional costs. The department offers two endowed scholarships for undergraduate majors: the Robert L. Blakeley Endowed Scholarship in Anthropology and the Jeremy D. Gillen Endowed Memorial Scholarship in Anthropology.

Program Academic Regulations

Students must earn a grade of C or better in any courses required for Areas F and G. A grade of C or higher is also required in all courses counting toward an Anthropology minor.

Program Degree Requirements

Alternatives are available to some core and major requirements. Please see a degree program adviser for specific guidelines.

In addition to the Program Degree Requirements, students must fulfill the College of Arts and Sciences Degree Requirements (see section 3030) and the University Degree Requirements (see section 1400).

B.A. in Anthropology

Area F: Courses Appropriate to the Major Field (18)

1. Required Courses (12)
   - Anth 2010 Introduction to Biological Anthropology (3)
   - Anth 2020 Introduction to Cultural Anthropology (3)
   - Anth 2030 Archaeology and Prehistory (3)
   - Lang 2001 Intermediate Foreign Language (3)

2. Choose two from the following (6)
   - Math 1070 Elementary Statistics (3)
   - Phil 2100 Introduction to Philosophy (3)
   - [But only one of these]:
     - AL/ForL 2101 Introduction to Language (3)
     - AL/ForL 2102 Languages of the World (3)
   - Lang 2002 Intermediate Foreign Language (3)

Area G: Major Courses (27)

A grade of C or higher is required in all major courses.
1. Required Courses to fulfill CTW requirement (6)
   Anth 4970 Senior Seminar in Anthropology (3) and
   Anth 3033 Anthropology of Violence (3) or
   Anth 4980 Selected Topics (3)
2. Theory Course. Select one:
   Anth 4020 Anthropological Theory (4)
   Anth 4600 Archaeological Theory (4)
3. Methods Course. Select one (at least 3 hours)
   Anth 4350 Applied Biocultural Anthropology (3)
   Anth 4360 Methods and Theories in Biological Anthropology (3)
   Anth 4370 Forensic Anthropology (3)
   Anth 4440 Epidemiology and Anthropology (4)
   Anth 4480 Ethnographic Analysis (4)
   Anth 4550 Field School in Anthropology (4-8)
   Anth 4590 Archaeological Methods (4)
   Anth 4620 Quantitative Methods in Anthropology (4)
   Anth 4630 Qualitative Methods in Anthropology (3)
   Anth 4670 Methods in Sociocultural Anthropology (3)
4. Electives: Additional courses at the 3000 or 4000 level (at least 14 hours)

Area H: Minor and Additional Courses
1. Students majoring in anthropology are not required to take a minor.
2. Students majoring in anthropology must take additional courses as electives to complete a minimum of 120 hours, exclusive of 1000/2000 physical education or military science courses.

Pre-Education Concentration
The Social Studies Education Concentration in Anthropology is designed for students who want to be secondary school teachers. This degree provides the initial teaching preparation for the M.A.T. Program in Social Studies Education in the College of Education at Georgia State University, or similar master’s degrees at other universities. Students pursuing this concentration must complete all major requirements and choose three allied fields from other departments, taking a minimum of nine hours of 3000-4000 level courses in each allied field. Students with a concentration in anthropology may choose the following allied fields:

- Economics
- Geography
- History
- Political Science

Anthropology allied-field courses:
Possible prerequisites (depending on the 3000-4000 level courses selected by the student):
   Anth 1102 Introduction to Anthropology (3) or
   Anth 2010 Introduction to Biological Anthropology (3)
   Anth 2020 Introduction to Cultural Anthropology (3)
   Anth 2030 Archaeology and Prehistory (3)

Select any three 3000-4000 level courses in anthropology.

Minor in Anthropology
Students who wish to minor in anthropology should complete the following requirements (1 and 2). (at least 15 hours) A grade of C or higher is required in all courses counting toward the minor.
1. Select one course. (3)
   Anth 2010 Introduction to Biological Anthropology (3)
Anth 2020 Introduction to Cultural Anthropology (3)
Anth 2030 Archaeology and Prehistory (3)

2. Select four anthropology courses at the 3000 level or above (at least 12 hours).
   Students taking more than 15 hours in courses in anthropology may count the additional hours toward their electives or may consider completing a double major.

**MA Degree Requirements**

**Thesis Option (33 hours)**

**Practicum Option (36 hours)**

**Internship Option (36 hours)**

The following courses are required:

1. Anth 8000 Anthropological Theory and Praxis (3)
   Anth 8040 Seminar in Anthropology (3) or Anth 8050 Seminar in Applied Anthropology (3)
   One course at the 6000 or 8000 level in Biological Anthropology.
   One course at the 6000 or 8000 level in Archaeology.

2. One of the following methods courses (as relevant to the student’s MA concentration):
   Anth 6670 Methods in Sociocultural Anthropology (3) or Anth 8010 Qualitative Methods in Anthropology (3)
   Anth 6360 Methods and Theories in Biological Anthropology (4)
   Anth 6590 Archaeological Methods (4)

3. Additional 6000/8000-level anthropology courses in area of specialization to achieve a total of 33 semester hours for thesis option and 36 semester hours for practicum and internship options. Up to six hours of graduate courses may be taken outside the anthropology program.

4. Proficiency in a foreign language or approved research skill.

5. A general written and oral examination must be passed on or near the completion of coursework requirements.

6. Six credit hours of Anth 8999, Thesis Research (thesis option only)

7. Three credit hours of Anth 8990, Research Practicum (practicum option only).

8. Three credit hours of Anth 8910, Internship (internship option only).

Appendix D4: A list of courses offered by the department for the past three years with the frequency with which the courses were offered in the review period, the number of sections, the total number of students and the average number of students per section.

APPENDIX TABLE D-1
DEPARTMENTAL OFFERINGS BY FISCAL YEAR, COURSE LEVEL, NUMBER OF SECTIONS, NUMBER OF STUDENTS AND AVERAGE NUMBER OF STUDENTS
ANTHROPOLOGY

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Appendix D5: Summary results of surveys

This summary is based on the survey data provided by the Office for Institutional Research.

Undergraduate Student Survey Findings

Surveys were completed by 61 undergraduate students. The evaluations were overwhelmingly positive. For each of the 14 questions, the most frequent response was “strongly agree” or “excellent” (5 on a scale of 1-5). The department mean was above the university mean for all questions. For 6 questions, the department ranked above the 90th percentile. These high scores were received for the following questions: faculty interest in academic development of the undergraduate majors, preparation for classes, open communication between faculty and students, availability of faculty outside the classroom, effectiveness of teaching methods, and procedures for evaluating students. The lowest scores were for the frequency of undergraduate course offerings (3.2) and variety of undergraduate course offerings (3.5). However, these were still above the university mean and in the 76th and 61st percentiles respectively.

The overall mean for the 14 questions was 4.2, which is higher than the overall mean for 32 other university departments (3.7). The median overall ranking was above the 85th percentile.

The results were similar for the undergraduate alumni (n=16). The department mean was above the university mean for 12 of the 14 questions, and ranked above the 90th percentile for 4 questions. The questions about frequency and variety of undergraduate course offerings were again the lowest, and in this case slightly below the university mean. The overall mean for the 14 questions was 4.2, which is higher than the overall mean for 33 other university departments (3.8). The median overall ranking was at the 78th percentile.

Overall the undergraduate survey data indicate that students have a positive experience in the department, and desire additional courses.

Graduate Student Survey findings

Twenty graduate students completed the survey. The response rate of 77% was substantially higher than the university average (58%). For 10 of the 14 questions, the department mean was above the university mean. This included agreeing that the program was academically challenging (75% of respondents), and that there was open communication between students and faculty (80%). The department ranked above the 90th percentile for 3 additional questions, including academic advisement, availability of faculty outside the classroom, and procedures to evaluate student performance. Although still above the university mean, the questions on career advisement and frequency and variety of course offerings received relatively lower scores than the other questions.

The overall mean for the 14 questions was 4.0, which is higher than the overall mean for 38 other university departments (3.9). The median overall ranking was at the 65th percentile.

The pattern of response from the graduate alumni (n=11) was similar, although the overall scores were a bit lower. Still, there were 6 of 14 questions where the department mean was above the university mean. Among these were agreement that the program was academically challenging (91% of respondents), and preparation of faculty (100%
agreement). The lowest scores were received for the questions on career advisement and variety of course offerings.
The overall mean for the 14 questions was 3.9, compared to a mean of 4.0 for 39 other university departments (3.7). The median overall ranking was at the 40th percentile.

Student summary:
Although it is not possible to conclusively infer changes over time from these data, the fact that current students rated the program higher than alumni may suggest that the program has improved over time, perhaps due to the addition of new faculty in the last two years.

Desire for additional courses:
Current students were given a list of potential courses to be offered in the future. Human Sexuality was ranked highest, with 53% of undergraduates and 70% of graduate students choosing a score of 5 to indicate “very interested”. The Anthropology of Religious Practices was the second most popular, with 53% of undergraduates and 50% of graduate students giving it a score of 5. Linguistic Anthropology and the Anthropology of Environment were the third and fourth choices among undergraduates. The Anthropology of Environment and Political Anthropology were the third and fourth choices among graduate students.

Faculty
All nine faculty members responded to the survey. All rated the scholarship of the faculty as excellent. The clerical support was also rated as excellent. Overall, the results were substantially above the university means, with the department scores above the 90th percentile for 9 out of 11 of the evaluation questions. The 2 exceptions were the questions on frequency and variety of course offerings, which matches the pattern seen in the student data. All faculty agreed that Introduction to Biological Anthropology should be added to the University Core curriculum, and all but one favored a graduate certificate in cultural diversity.

The overall mean for questions 1-11 about faculty scholarship and departmental support was 4.7, substantially higher than the mean of 4.0 for 39 other university departments. The median overall ranking for these questions was at the 95th percentile.
Overall Rankings and Average Scores

The results from the survey show that the anthropology department rankings are substantially above the average for other university departments in all categories except graduate alumni. Faculty and current undergraduate student rankings are especially high, in the 95th and 86th percentiles respectively.

The data from the undergraduate and undergraduate alumni were combined to create a single mean score of 4.2, compared to 3.8 for university undergraduate and undergraduate alumni. The combined mean for graduate students and graduate alumni is 4 for the department and the university. The mean evaluation score for anthropology faculty is 4.7, substantially higher than the mean of 4 for other departments.

Source: 2009 Survey data compared to other University Departments
Appendix D6: Undergraduate and graduate advisement procedures

BA program: The Director of Undergraduate Studies offers biweekly open office hours. Regular contact with the Office of Academic Assistance allows the Director of Undergraduate Studies to advise majors on procedures that fulfill university, college, and in particular, major requirements. The faculty also encourage majors to join the Anthropology Club. Progressing majors, including those who are less likely to graduate after two years, benefit from peer-support networks. The listserv of the Department is aligned with the list of majors (and graduate students) and distributes opportunities anthropology, including conferences, field schools, employment, fellowships and other items of interest. The Anthropology Club provides informal student mentorship that serves to retain majors. For example, last semester, assignments were posted and discussed on the electronic social forum of the club for members to comment upon. The Advisor of the Anthropology Club has requested the student leadership to develop a formal electronic venue to assist students having trouble with their assignments and to consider introducing an informal peer-mentorship system on campus. All indications suggest that informal peer-mentorship within established student organizations, such as the Anthropology Club, leads to retention, progress, and timely graduation of majors.

The Director of Undergraduate Studies regularly appoints faculty liaisons from each subfield of anthropology represented at Georgia State (Biological Anthropology, Cultural Anthropology, Archaeology, and Applied Anthropology). These liaisons advise those students who are interested in their specific areas on relevant courses, internships, independent research, and career development. Additional and collective advisement to majors are provided during the year in the form special presentations to all the majors hosted by the Anthropology Club; these include the Director of Undergraduate Studies who provides a presentation on how students may maximize their academic experience as major in anthropology through independent research, peer-mentorship, and public engagement, a presentation by the Chair of Anthropology on applied anthropology as an academic pursuit and as a foundation for multiple career paths, and a presentation by the Director of Graduate Studies which focuses on aspects of, and requirements for, doctoral work in anthropology. Faculty encourage students to seek advisement from the Office of Academic Assistance of the College of Arts and Sciences to ensure an informed and timely trajectory toward graduation.

MA program: During the first week of class of each semester, the Director of Graduate Studies holds an orientation for new graduate students. Following the orientation, new and continuing students receive one-on-one advisement from the Director of Graduate Studies. Continuing advisement is provided on an ongoing basis by the Director of Graduate Studies as well as the student’s own advisors, whom they usually select by the middle of their second semester. Students are encouraged to meet at least once with each faculty member in order to familiarize themselves with potential research areas, and to hold regular meetings with the Department Chair.
Appendix F1: Definition and criteria for selection of graduate faculty

Department of Anthropology
Georgia State University
College of Arts and Sciences
Graduate Faculty Policy
Approved by the faculty on June 30, 2006

Background

The Graduate Faculty will conduct scholarly research, teach graduate courses, and direct the research of M.A. students. Graduate Faculty members are expected to demonstrate current knowledge of their anthropological subdiscipline and be actively involved in scholarly research and publication.

Duties

A faculty member must hold Graduate Faculty membership in order to fulfill the following duties:

- teach 8000 level courses
- serve as chair of M.A. committees
- serve as Director of Graduate Studies

Criteria

1. All new tenure-track and tenured faculty, because they are hired under the requirement of “current scholarly competence,” will be appointed to full Graduate Faculty status upon hiring. Tenure-track faculty who complete pre-tenure review will hold full Graduate Faculty status until their tenure review.

2. Tenure-track and tenured faculty members who have Graduate Faculty status will have their status reviewed by the departmental Graduate Committee, and its continuation recommended or denied as part of the tenure or post-tenure review processes. “Current scholarly competence” will be based on University policy and be assessed by the Chair in consultation with the Graduate Committee and the Executive Committee. The faculty members’ annual reports and evaluations will be used as the basis for the assessment.

3. Tenure-track and tenured faculty from other departments may request Graduate Faculty status from the Department of Anthropology via a request to the chair at the time of their initial appointment or at the beginning of Spring Semester. Their continuation in Graduate Faculty status will also be reviewed at the same time as their pre-tenure, tenure, or post-tenure reviews in their primary department. The assessment will be based on the same criteria that are used for faculty in the Department of Anthropology. Graduate Faculty status will be addressed in the documentation establishing any joint appointments.
4. Tenure-track and tenured faculty members who do not hold Graduate Faculty status may request consideration from the department Graduate Committee at the beginning of Spring Semester each year. Faculty members who have been denied Graduate Faculty status must wait two years to apply for reconsideration.

5. Non-tenure track faculty such as full-time Lecturers with appointments in the Department of Anthropology who hold a doctoral degree and have an active research program may be nominated for Graduate Faculty status by the departmental Graduate Committee at the time of the initial appointment or at the beginning of Spring Semester each year. An appointment of non-tenure track faculty to the Graduate Faculty will be approved only with a unanimous vote of the Graduate faculty and approval of the chair. Such faculty cannot chair M.A. Committees. They will have their status reviewed every three years.

6. All changes in a faculty member’s Graduate Faculty status must be approved by the Dean’s Office.
**Appendix F2: List of graduate faculty**

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<td>Dr. Cassandra White</td>
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<td>Dr. Frank Williams</td>
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CURRICULUM VITAE

Emanuela Guano, Ph.D.
Associate Professor & Director of Graduate Studies
Department of Anthropology
Sparks Hall 339A
Georgia State University
Atlanta, GA 30303

E-mail: eguano@gsu.edu; Phone: 404-413-5152

EDUCATION

- Ph.D., Social Anthropology, The University of Texas at Austin, December 1999
- M.A., Anthropology, Louisiana State University, May 1993
- Specializzazione certificate, Sociocultural Anthropology, Università di Padova (Italy), June 1991
- Laurea (M.A.) in Comparative Literatures (with honors), Università di Siena (Italy), January 1990

TEACHING EXPERIENCE

- May 2006 – present  Associate Professor, Department of Anthropology, and Georgia State University.
- August 2000- May 2000  Assistant Professor, Department of Anthropology and Geography, Georgia State University.
- January 2000-May 2000  Visiting Instructor, Department of Anthropology and Geography, Georgia State University
- August 1995-May 1997  Assistant Instructor, Department of French and Italian, the University of Texas at Austin
- August 1991-May 1993  Teaching Assistant, Department of Geography and Anthropology, Louisiana State University

ACADEMIC SERVICE

- Director of Graduate Studies
- CTW Ambassador
- Faculty Renewals Committee
Spring 09 - Director of Graduate Studies
- Chair, Executive Committee
- Critical Thinking through Writing
  Ambassador
- Chair, P&T Committee
- Curriculum Changes Liaison
  P&T Committee, Women’s Studies Institute

Fall 08 - Director of Graduate Studies
- Chair, Executive Committee
- Critical Thinking through Writing
  Ambassador
- Curriculum development and changes liaison
- Learning Outcomes, MA program
- P&T Committee

Spring 08 - Director of Graduate Studies
- Chair, Executive Committee
- Critical Thinking through Writing
  Ambassador
- Curriculum development and changes liaison
- Learning Outcomes, MA program
- Chair Evaluation Committee
- P&T Committee
- Faculty Renewals Committee

Fall 2007 - Director of Graduate Studies
- Chair, Executive Committee
- Critical Thinking through Writing
  Ambassador
- Curriculum development and changes.

Spring 2007 - Director of Graduate Studies
- Chair, search committee, tenure-track
  position in Public Archaeology,
- Chair, Executive Committee

Fall 2006 - Director of Graduate Studies
- Chair, search committee, tenure-track
  position in Public Archaeology.
- Chair, tenure-track faculty appointment renewal
  committee.
- Executive committee, Anthropology
  department.
- Bylaws, Anthropology department.
- Curriculum development,
- Tenure and Promotion Committee,
Academic Year 2005-2006 - Chair, search committee, tenure-track position in Sociocultural/Feminist Anthropology, Anthropology department.
- Search committee, tenure track position in Women’s Studies.
- Executive committee, Anthropology department.

Academic Year 2004-2005 - University senator, Faculty Affairs committee
- Executive committee, Anthropology and Geography department
- Chair, search committee, Visiting Lecturer positions in Anthropology
- Triennial Chair evaluation committee, Anthropology and Geography department
- Search committee, tenure-track position in sociocultural anthropology

Academic Year 2003-2004 - University senator, Faculty Affairs committee
- Co-author, Global Atlanta RFP, Georgia State University
- Bylaws committee, Anthropology and Geography Department.

Academic Year 2002-2003 - Learning outcomes, Anthropology and Geography department.
- Search committee, tenure-track position in sociocultural anthropology

Academic Year 2001-2002 - PR, Anthropology and Geography department

Academic Year 2000-2001 - Curriculum committee, Anthropology and Geography department
- Graduate program committee, Anthropology and Geography department
- Organizer, Anthropology Awareness Week

**FACULTY MENTORING**

Dr. Jennifer Patico, Assistant Professor, Anthropology
Dr. Megan Sinnott, Assistant Professor, Women’s Studies
Dr. Katherine Hankins, Assistant Professor, Geography
INSTRUCTION

Courses Taught at Georgia State University

- ANTH 3033 The Anthropology of Violence (CTW course)
- ANTH 2020 Introduction to Cultural Anthropology
- ANTH 4020/6020 Anthropological Theory
- ANTH 4200/6200 Urban Anthropology
- ANTH 4479/6470 Visual Culture
- ANTH 4070/6070 Beliefs, Symbols, and Systems of Thought
- ANTH 4480/6480 Ethnographic Analysis
- ANTH 4110/6110 Social Organization and Cultural Change
- ANTH 4112/6112 Modernity and Identity
- ANTH 8040 Seminar in Anthropology
- ANTH 8000 Theory and Praxis
- ANTH 4999/8999 Independent Readings (taught 23 independent reading courses at the undergraduate and graduate level)

Courses Taught at the University of Texas-Austin

- ITL 506 First Year Italian Language and Culture
- ITL 312 Second Year Italian
- ITL 118 Practice in Spoken Italian

Direction of Honors and MA Theses, MA Practica, and Service on MA and PhD Committees

- Directed 11 MA theses in Anthropology and one in Women’s Studies (8 completed, 3 in progress)
- Directed 5 Practica in Anthropology (one in progress)
- Directed one Honors Thesis in Anthropology.
- Served on 26 MA committees in Anthropology, Women’s Studies, Heritage Preservation, and Studio Art.
- Served on nine PhD committees in Communications, History, and Education at GSU;
- Served on one PhD committee in Anthropology at Simon Fraser University, Burnaby, B.C., Canada.

INTELLECTUAL CONTRIBUTIONS

Publications – Journal Articles
Currently under review and in preparation:


Refereed:


  (This article was one of five essays featured in a 2008 virtual edition of *Cultural Anthropology* on Cities and Urbanism at http://culanth.org/?q=node/181)

Non-Refereed:


Book Chapters


Books

Unstable Citizenship: State and Civil Society in Contemporary Italy. book-length manuscript (in progress).

Professional Presentations

Individual Presentations, Colloquia, and Roundtables:

- “Contribuenti, evasori e scrocconi: stato e contratto sociale nell’Italia contemporanea,” colloquium, Anthropology Program of the History Institute, Ca’ Foscari University, Venice, Italy, May 27, 2009.

- “Unstable Citizenship: Dealing with Bureacracies in Contemporary Italy,” Colloquium, Department of Anthropology and Sociology, Simon Fraser University, Vancouver, Canada; March 28, 2008.


- “Cultural Bricoleuses: Middle-Class Women in Postindustrial Genoa.” Colloquium, Geography Department, University of Georgia, in Athens, GA, March 5, 2004.


**Conference Sessions Organized and Chaired:**


- “The Many Facets of Heritage” conference session organized and chaired at the Society for Applied Anthropology annual meeting in Santa Fe, NM, April 8, 2005.


- “Identities at Stake” session organized and chaired at the 2002 annual meeting of the Society for Applied Anthropology in Atlanta, GA, March 9, 2002.


**Reviewer Projects**

**Book Reviews:**


**External Reviewer, Tenure & Promotion**

- Fall 2007: external P&T reviewer for Dr. Juan Arbona, Bryn Mawr College, Growth and Structure of Cities Program

**Referee (Book Manuscripts)**


**Referee (Journals):**

- *American Ethnologist*
- *American Anthropologist*
- *Cultural Anthropology*
- *Urban Affairs Review*
- *Urban Studies*
- *Urban Anthropology and Studies of Cultural Systems and World Economic Development*
- *The Italian American Review*
- *Latin American & Caribbean Studies*
- *Ethos*
- *Food and Foodways*
- *Geographical Review*
- *City and Society*

**Referee (Professional Associations):**


- Reviewed and ranked individual papers and panel proposals submitted to the Society for Urban, National and Transnational/Global Anthropology (SUNTA) to be considered for inclusion in the 2006 annual meetings of the American Anthropological Association.


- Organizer and referee, 2005 SUNTA Graduate Student Paper Prize

- Referee, 2004 SUNTA Graduate Student Paper Prize.
Grants

2008-09
- IEP International Outreach Grant, GSU. Purpose: traveling to Ca’ Foscari University, Venice, Italy, for the sake of promoting exchange program with GSU.

2005-06
- Georgia State University Faculty Mentoring Grant. Purpose: support for grant-writing projects.

2004-05
- Georgia State University Team Grant (with Allaine Cerwonka, Women’s Studies Institute). Purpose: funding collaborative research on gender and globalization.

2002-03
- Georgia State University Research Initiation Grant. Purpose: funding a new field research in Genoa, Italy.

1998-99
- The University of Texas Tuition Fellowship. Purpose: full waiver of tuition fees for two semesters.

1997-98
- The University of Texas – R. Fernea Scholarship. Purpose: full waiver of tuition fees for one semester (Spring 1997).
- NATO- Consiglio Nazionale delle Ricerche Italiano - Senior Fellowship. Purpose: fieldwork in Buenos Aires, Argentina.
- The University of Texas - Institute of Latin American Studies Travel Grant. Purpose: funding travel expenses for fieldwork in Buenos Aires, Argentina.

1994
- Salzburg Seminar Fellowship. Full bursary for the participation in a one-week seminar on ethnicity in the Leopolds kron castle, Salzburg, Austria.

1993-94
- Deutscher Akademischer Austauschdienst (DAAD) Fellowship. Purpose: funding one year of graduate studies in Ethnologie at the University of Heidelberg, Germany.

1992
- Robert C. West Field Award. Purpose: funding travel expenses for MA fieldwork in Kingston, Jamaica.
1991-93
- Fulbright Scholarship. Purpose: funding two years of graduate studies at Louisiana State University.

1990
- Fondazione G. Cini Fellowship. Purpose: attendance of a two-week seminar on twentieth century European art and literature in Venice, Italy.

1989
- ERASMUS (European Economic Community) Scholarship. Purpose: funding one semester of studies at the University of Würzburg, Germany.
- Instituto Banfi Fellowship. Purpose: attendance of three seminars on twentieth century German philosophy in Reggio Emilia, Italy.

1986
- Goethe Institut Scholarship. One-month full bursary for participation in an advanced course in German studies in Rothenburg ob der Tauber, Germany.

PROFESSIONAL ORGANIZATION ACTIVITIES

Membership
- American Anthropological Association
- American Ethnological Society
- Society for Cultural Anthropology
- Society for Urban, National, and Transnational/Global Anthropology
- Society for the Anthropology of Europe
- Love and Hate in a Mobile World: Network for the Study of Honor, Shame and Migration in the Mediterranean

Affiliations
- Women’s Studies Institute, Georgia State University
- Center for Metropolitan and Neighborhood Studies, Georgia State University
- Center of World History and Cultures, Georgia State University
- Centro Studi Economici e Ambientali, Università di Pisa (Italy)
- Facultad Latinoamericana de Ciencias Sociales, Buenos Aires (Argentina)

Offices
HONORS, AWARDS AND RECOGNITIONS

Citations (last updated on 12/20/08)

Journals:

Baxtrom, Richard,

Bissel, William C.

Chesluk Benjamin

Collins P.

Garguin, Enrique

Jacobson, Shari

Kipnis, Andrew

Lagunas, David

Roth, Joshua Hotaka

Sääväla, Minna

Smart Alan, Smart Josephine

Smythe WE, Murray MJ

Sutton, Barbara

Tickell, Adam, and Jamie Pek

*Books:*

Fowler, Catherine
2008 Sally Potter (Contemporary Film Directors), Champaign, IL: University of Illinois Press.

Knudsen, Daniel C., Charles Greet, Michelle Metro-Roland, and Anne Soper

Blum, Douglas

Chesluk, Benjamin, and Maggie Hopp

Davis, Jonathan S. and David Imbroscio (eds.)

Goldstein, Daniel M.

Lampe, Armando
2001 Christianity in the Caribbean: Essays on Church History. Spanish Town, Jamaica: University of the West Indies Press.

Low, Setha M., and Denise Lawrence-Zuaniga, eds.

Miller, Nicola, and Stephen Hart, eds.

Schneider, Arnd

Singerman, Diane, and Paul Amar, eds.
2006 Cairo Cosmopolitan: Politics, Culture, and Urban Space in the New Middle East Cairo, Egypt: American University in Cairo Press.

Stewart, Dianne M.

Sykes, Jean, ed.

Whitehead, Laurence
JEFFREY B. GLOVER, PH.D.
Curriculum Vitae –October 2009

Department of Anthropology Assistant Professor
Georgia State University Phone: 404-413-
5164 5164
Atlanta, GA 30302 Fax: 404-413-5159
jglover@gsu.edu

EDUCATION
2006 Ph.D. Anthropology, University of California, Riverside
2001 M.A. Anthropology, University of California, Riverside
1997 B.A. Anthropology (Honors), Vanderbilt University (Cum laude)
University of Queensland, Brisbane, Australia - July-December, 1995 - Specialized in Aboriginal Studies

RESEARCH INTERESTS
Maya Archaeology Development of Social Complexity
GIS Applications for Archaeology Household Archaeology
Social Meanings of Space Interregional Trade Networks
Settlement Pattern and Spatial Analysis Maya Agricultural Techniques
Mesoamerican Archaeology

PUBLICATIONS
Glover, Jeffrey B.
2010 The Yalahau Region: A Study of Ancient Maya Socio-Political Organization. Ancient Mesoamerica [ACCEPTED PENDING REVISIONS]
Glover, Jeffrey B., Kathryn Jackson, and Johnny Waits
Glover, Jeffrey B. and Travis Stanton
Amador, Fabio Esteban and Jeffrey B. Glover
Glover, Jeffrey B. and Dominique Rissolo
Amador, Fabio Esteban and Jeffrey B. Glover
Glover, Jeffrey B. and Fabio Esteban Amador
Glover, Jeffrey B., Dominique Rissolo and Fabio Esteban Amador
Glover, Jeffrey B. and Dominique Rissolo
2004  Recent Reconnaissance of the site of Vista Alegre, Quintana Roo, Mexico. Mexicon 26:22-23.
Glover, Jeffrey B., Kathryn Sorensen, and Scott L. Fedick
Sorensen, Kathryn, Jeffrey B. Glover, and Scott L. Fedick
Amador, Fabio Esteban and Jeffrey B. Glover

TECHNICAL REPORTS PUBLISHED
Jeffrey B. Glover and Dominique Rissolo (editors)
Glover, Jeffrey B.
Rissolo, Dominique and Jeffrey B. Glover
Rissolo, Dominique and Jeffrey B. Glover
Glover, Jeffrey B.
Rissolo, Dominique and Jeffrey B. Glover
Glover, Jeffrey B. and Fabio Esteban Amador
Reconocimiento en la Región de Yalahau, en el Norte de Quintana Roo, México, edited by Scott L. Fedick, pp. 45-63. Report prepared for the Consejo de Arqueología del Instituto Nacional de Antropología e Historia, México, D.F.

**THESIS**

Glover, Jeffrey B.

Glover, Jeffrey B.
1997 Human Impact in the Flora and Megafauna of Australia and North American during the Late Pleistocene. Honor’s Anthropology Thesis. On file at Anthropology Department, Vanderbilt University, Nashville TN.

**PAPERS PRESENTED**

Glover, Jeffrey B. and Dominique Rissolo
2010 Beyond the Mangroves: Recent Survey and Reconnaissance along the North Coast of Quintana Roo. Paper to be presented at the Society for Historical Archaeology 43rd Annual Conference on Historical and Underwater Archaeology, Amelia Island, FL.

Glover, Jeffrey B. and Fabio E. Amador

Glover, Jeffrey B., Kathryn Jackson, and Johnny Waits
2009 Applying Archaeology: The Flat Rock Cemetery Mapping Project. Paper presented at the 2009 Spring Meeting of the Society for Georgia Archaeology, Macon, GA.

Glover, Jeffrey B., Dominique Rissolo, Joseph W. Ball, and Fabio E. Amador

Glover, Jeffrey B., Kathryn Jackson, and Johnny Waits

Rissolo, Dominique and Jeffrey B. Glover

Glover, Jeffrey

Glover, Jeffrey B. and Travis Stanton

Glover, Jeffrey B.

Glover, Jeffrey B.
Fedick, Scott L., Jennifer P. Mathews, Jeffrey B. Glover, and Kathryn Sorensen

Glover, Jeffrey B. and Kurt Heidelberg
2006 The Yalahau Regional Settlement Pattern Survey: The Integration and Analysis of Multi-scalar Data through GIS Applications. Paper presented at the Computer Applications in Archaeology Meetings, Fargo, ND.

Rissolo, Dominique and Jeffrey B. Glover

Glover, Jeffrey B. and Dominique Rissolo

Glover, Jeffrey B., Kathy Sorensen and Scott L. Fedick
2005 From the region to the test pit: Integrating multi-scalar data in a GIS environment. Paper presented at the 70th Annual Meeting of the Society for American Archaeology, Salt Lake City, UT.

Rissolo, Dominique and Jeffrey B. Glover

Amador, Fabio Esteban and Jeffrey B. Glover

Glover, Jeffrey B., Kathryn A. Sorensen, Scott L. Fedick, Mark J. Sorensen, Dominique Rissolo, Lance Wollwage, Jason Hlebakos, Barry Rock, Ryan Huntley, Sam Meacham, and James Rotenberg

Glover, Jeffrey B.

Glover, Jeffrey B., Kathryn, Sorensen, and Scott L. Fedick

Sorensen, Kathryn, Jeffrey B. Glover and Scott L. Fedick

Amador, Fabio Esteban and Jeffrey B. Glover

Glover, Jeffrey B. and Fabio Esteban Amador

Glover, Jeffrey B., Kathryn Sorensen, Kurt Heidelberg, Scott L. Fedick, and Jorge Sifuentes
2002  Varying Scales of GIS Applications for the Yalahau Regional Human Ecology Project, Quintana Roo, Mexico. Poster presented at the Computer Applications in Archaeology Meetings, Hraklion, Crete.
Amador, Fabio Esteban and Jeffrey B. Glover
Glover, Jeffrey B., Kathryn Sorensen and Kurt Heidelberg
2001  GIS as a Database Management Tool at the Prehispanic Maya Site of T’isil. Poster presented at the Computer Applications in Archaeology Conference, Gotland University, Sweden.
Glover, Jeffrey B. and Fabio Esteban Amador
Glover, Jeffrey B., Kathryn Sorensen and Kurt Heidelberg
Sorensen, Kathryn, Jeffrey B. Glover and Kurt Heidelberg
2001  El uso de sistemas de información geográficas en un sitio Maya. Paper presented at El Congreso Internacional de Cultura Maya, Mérida, Mexico.
2001  GIS Applications at the Ancient Maya Site of T’isil. Poster presented at the 21st Symposium in Plant Biology “Lowland Maya Area: Three Millennia at the Human-Wildland Interface,” University of California, Riverside.
Glover, Jeffrey B.

**GRANTS AND AWARDS RECEIVED**

2008  GSU Research Initiation Grant “Laboratory Analysis of Archaeological Materials from Vista Alegre, an Ancient Maya Port”
2006  The Exploration Fund from the Explorers Club–“The Costa Escondida Expedition”
2004  Foundation for the Advancement of Mesoamerican Studies, Inc. (FAMSI) grant – “La Costa Escondida: An Archaeological Investigation of the Ancient Maya Port of Vista Alegre, Quintana Roo, Mexico”
Co-P.I. with Dr. Dominique Rissolo
2003-2004 Mini-Grants from University of California, Riverside for travel to the CAA conferences (Austria and Italy).
2003  Graduate Dean’s Dissertation Research Grant - “The Yalahau Regional Settlement Pattern Survey”
2003  UC MEXUS Grant - “Quintana Roo Information Infrastructure Initiative – Proposal Writing Workshop”
P.I. – John T. Rotenberry, Co-P.I. with Jaime Rotenberg, and Mark Sorensen
2003  UC MEXUS Dissertation Improvement Grant – “Ancient Maya Settlement Patterns in the Yalahau Region, Quintana Roo, Mexico”
2003  National Science Foundation Dissertation Improvement Grant (BCS-0327455) “The Yalahau Regional Settlement Pattern Survey”
2002  Block Grant from Department of Anthropology, University of California, Riverside
2002  Mini-Grant from University of California, Riverside for Travel to SAA and CAA conferences.
2001  Block Grant from Department of Anthropology, University of California, Riverside
2001  Mini-Grant from University of California, Riverside for Travel to CAA conference.
1998  Dean’s Fellowship from University of California, Riverside
TEACHING EXPERIENCE

2007-2009 Assistant Professor, Department of Anthropology, Georgia State University
2007 Director, Archaeological Field School in El Salvador for Georgia State University
2006-2007 Visiting Lecturer in Anthropology, Georgia State University
   - Introduction to Anthropology (4 Field Approach) (ANTH 1102)
   - Introduction to Archaeology (ANTH 2030)
   - Archaeological Method and Theory (ANTH 4590/6590)
2006 Instructor, Anthropology 142 (GIS software for Anthropology) – U.C. Riverside
2002 Teaching Assistant, Introduction to World Prehistory
2001 Teaching Assistant, Introduction to Cultural Anthropology
1999 Teaching Assistant, Introduction to Biological Anthropology
1999 Teaching Assistant, Introduction to Archaeology

RESEARCH EXPERIENCE

Fernbank Museum of Natural History’s Santa Isabel de Utinahica Project (2009)
Directed a four-week archaeological field school for Georgia State University in south-central
Georgia. We participated in horizontal excavations at the early 16th century contact period Glass Site
(9TF145) under the direction of Dennis Blanton of the Fernbank Museum.

Directed a four-week archaeological field school for Georgia State University in eastern El Salvador.
We participated in the Atlas project under the direction of Dr. Fabio E. Amador of the National
University of El Salvador.

La Costa Escondida Archaeological Project (2005, 2008)
Co-director of this project with Dominique Rissolo, which is focused on the unexplored north coast of
Quintana Roo with specific investigations directed towards the ancient Maya port site of Vista
Alegre.

The Yalahau Regional Settlement Pattern Survey (2001-2005)
Was still associated with the UCR Archaeological Field School but focused on dissertation research:
survey, mapping, and excavation. Worked for one month at the Ceramics Laboratory at the National
Institute of Anthropology and History’s (INAH) office in Mérida, Yucatán with José Manuel Ochoa
Rodriguez and Fabio Esteban Amador (August 2002).

UCR Archaeological Field School (1999-2000)
Was one of the two Crew Chiefs at the field school under the direction of Dr. Scott L. Fedick and Dr.
Jennifer P. Mathews. The field school took place at the late Preclassic Maya site of T’isil, Quintana
Roo, Mexico. I was in charge of scheduling the daily activities, which consisted of surveying and
systematic surface collecting, as well as data entry.

Río Verde Archaeological Project (2000)
Participated in the excavations at the site of Río Viejo in the lower Río Verde drainage Oaxaca,
Mexico. Worked with both American and Mexican archaeologists on this NSF funded project under
the direction of Dr. Arthur Joyce, University of Colorado, Boulder.

Cultural Resource Management with the National Institute of Anthropology and History at
Teotihuacan, Mexico (1999)
Worked with a team of Mexican archaeologist conducting excavations at apartment compounds
around the site of Teotihuacan, San Juan Teotihuacan, Mexico under the direction Arq. Alejandro
Sarabia.

Archaeological Research Unit, UCR (1998)
Worked on a Cultural Resource Management project conducting surveys and excavations of a middle
Holocene site in the California desert under the direction of Dr. Matt Hall.

Early Agriculture in the Gulf Coast Lowlands of Mexico (1998)
Worked with Dr. Kevin Pope and Dr. Mary Pohl on this NSF funded project in La Venta Tabasco,
Mexico. Participated in the excavations and the lab work.

Vanderbilt Archaeological Field School (1996)
Participated in an excavation of a fortified Mississippian Indian village at Traveller's Rest (40DV11) in Nashville under the direction of Dr. Joel Palka. I gained an overview of archaeological field methodology.

OTHER PROFESSIONAL ACTIVITIES
- Board Member of Greater Atlanta Archaeological Society (GAAS) 2008 - present
- Presented a paper at Fernbank Natural History Museum Atlanta, GA for a GAAS meeting (October 2008)
- Reviewed article for Maya Archaeology (2008) (edited by Charles Golden and Stephen D. Houston)
- Participant in electronic symposium entitled “The End of the Beginning: Explaining the Final Years of the Mesoamerican Preclassic” organized by Christopher S. Beekman and Stephen D. Houston for 72nd SAA meeting, Austin, TX (2007).
- General Secretary of newly formed Computer Applications and Quantitative Methods in Archaeology North America Chapter (CAA-NA) (2007)
- Reviewed two articles for 2006 Computer Applications in Archaeology proceedings
- Member of the Scientific Committee for the 2006 Computer Applications in Archaeology Conference held in Fargo, ND.
- Co-organized a session with Dr. Tim Murtha and Thomas Garrison at the 70th Annual Meeting of the Society for American Archaeology in Salt Lake City, UT (2005) – “Lowland Maya Settlement Pattern Studies: Technological Transformations and a Wealth of Data”
- Co-organized a session with Zac Hruby at the 102nd American Anthropological Association meeting in Chicago, IL (2003) – “World View, Ideology and Practice Theory in Archaeology”
- Guest Lectured on GIS applications in Archaeology at San Diego State University, San Diego, CA October 2003, March 2005
- Gave first Brownbag luncheon for Student Association of Graduate Anthropologists (SAGA) UC Riverside “Sites, Cenotes, and Intrigue: Recent Research on the Yalahau Project, Quintana Roo, Mexico” Fall 2004
- Guest Lectured on General Archaeology at Bancroft Middle School, Long Beach, CA – October 2003
- Guest Lectured on Maya Archaeology at Crafton Community College, Redlands, CA – October 2003
- Participant in Preclassic Workshop at the UT Austin Maya meetings (March 2003) – organized by Travis Stanton and Julia Kappelman
- Paper and Poster presented at the 2001 James Young Colloquium at UC Riverside.
- Worked for Night Fire Films in the Fall of 1999 as a research assistant on a documentary about the decipherment of the Mayan Hieroglyphs. It involved library and Internet research.
- Research Assistant for Dr. Alan Fix during Winter Quarter of 2000.
- Vice President of Anthropology Graduate Student Association for 1999 – 2000 academic year.

MEMBERSHIPS
American Anthropological Association
Society for Latin American and Caribbean Anthropology
Computer Applications in Archaeology Society
Society for American Archaeology
Sigma Xi

LANGUAGE
Reading and Conversational Spanish
KATHRYN A. KOZAITIS
October 2009
Department of Anthropology
Georgia State University
Atlanta, Georgia 30303-3083

Tel.: (404) 413-5151
Fax: (404) 413-5159
Email: kozaitis@gsu.edu

EDUCATION:

Ph.D. Anthropology and Social Welfare, University of Michigan, 1993
M.A. Cultural Anthropology, University of Michigan, 1986
M.S.W. Program Planning and Administration, University of Michigan, 1981
B.A. Sociology (with distinction) University of Michigan - Dearborn, 1979

RESEARCH AND TEACHING AREAS OF INTEREST:

Sociocultural Theory and Praxis (political economy; human agency; social reform)
Ethnography (focus: urban processes, populations, and problems)
Applied Anthropology (focus: health, education, and welfare)
Social Organization and Cultural Change (focus: complex societies; global-local articulations)
Global Migration, Relocation, and Adaptation (focus: settlement patterns, socioeconomic integration)
Ethnicity, race, class (focus: cultural marginality, identity politics, and community organization)
North America, Mediterranean Europe

ETHNOGRAPHIC RESEARCH:

2009 The Threat and Promise of Post-Socialist Minorities in Greece, Thessaloniki, Greece
2004-2008 Partnerships for Reform in Science and Mathematics (PRISM)
2000-2003 Sustainable Reform in Science Education; Atlanta Public Schools (ESEP)
1995-2001 Culture and systemic reform in urban education; Atlanta Public Schools
Summer 1990 Policy and decision making in executive committee meetings; Private, nonprofit human service organization; Detroit, Michigan
Summer 1989 Socioeconomic strategies of urban Roma, Tinos and Crete, Greece
1987-1988 Dissertation fieldwork on ethnogenesis, sociocultural change, identity Politics, and adaptive strategies of urban Roma; Athens, Greece
Summer 1985 Needs assessment study of ethnic elderly; Chicago, IL
1983-1984 Fieldwork on ethnicity, class, and aging; urban community of Greek immigrants; Chicago, IL

RESEARCH GRANTS AND AWARDS:

Research Team Award, Georgia State University, 2005-Present, $9,000
Center for Hellenic Studies, $5,000 for ethnographic research on immigrants and refugees in Thessaloniki, Greece; Summer 2009.
National Science Foundation, $99,725 for participatory action research on sustainable reform in public education – Atlanta Public Schools; 2001-2002.
National Science Foundation, $282,000 for research on educational reform; 1996-2000
Dissertation Fellowship, Horace H. Rackham School of Graduate Studies, $12,000; 1990-91
Dissertation Grant for follow-up research in Greece, Horace H. Rackham School of Graduate Studies, $5,000; 1989
Pre-doctoral Fellowship; Horace H. Rackham School of Graduate Studies, $10,000; 1988-89
Fulbright Scholarship for fieldwork in Greece. $17,000; 1987-88
Research Grant for fieldwork in Chicago, Hellenic Foundation; 1984-86
Study Grant, Horace H. Rackham School of Graduate Studies; 1983-84
Study Grant, the University of Michigan School of Social Work; 1979-1981

EMPLOYMENT:

Academic

2002-present Associate Professor of Anthropology and Chair
Department of Anthropology, Georgia State University

1996-Present Adjunct Associate Professor of Anthropology
Emory University

2001-2002 Director of Graduate Studies, Anthropology Program, Department of Anthropology and Geography

Spring 2002 Visiting Professor of Anthropology
University of Michigan

1996-2002 Assistant Professor, Department of Anthropology and Geography
Georgia State University

1993-1995 Assistant Professor, Department of Anthropology, Emory University, Atlanta

1992 Instructor, Department of History and Anthropology, Augusta College, Georgia

1982 Instructor, Departments of Social Sciences and Continuing Education, Marygrove College, Detroit, Michigan

Courses taught:
PUBLICATIONS:

2009  The Culture of Policy. Anthropology News.


1997  Partners in Reform: "What’s Culture Got to Do With It?" Urban Anthropology 26:1.

**In Progress:**

nd  “That’s the Nut We Want to Crack:” Cultural Change in Higher Education to Improve Scientific and Mathematical Literacy in K-16. Ready for submission to Anthropology and Education Quarterly (peer reviewed)

nd  Cultures of Reform: Theory, Method, and Process of Systemic Change in Science and Math Education. In final draft; will submit to *Human Organization* (peer-reviewed)

**Research Reports**

2006-2009  *Sustainable Engagement of Science/Mathematics* Faculty in K-16 Education, NSF  
2004  *Sustainable Systemic Reform in Science Education.* NSF  
1991  *Meeting the Challenge of High Quality Decisions.* 3M Management Institute

**Book Reviews**

2009  *People of the Eye: Deaf Ethnicity.* Harvard University Press.

1999  Lydaki, Anna. *Balame Kai Roma.* *Journal of the Gypsy Lore Society* (Translation from the Greek text)


1992  *Children and Youth Services Review,* 14(3/4). Primary author with Linwood Cousins of Review Essay on ‘Cross-cultural Perspectives on Youth and Adolescence ‘based on the following texts:  
CONFERENCE PAPERS AND PRESENTATIONS:


2001  “Going to Scale, Sustainability, and Dissemination of Local Systemic Change Initiatives: Principles and Strategies,” National Science Foundation, September.

2001  “Participatory Reform in Educational Settings,” Glasgow Caledonian and Strathclyde Universities, Scotland, May.


1999  Panel Organizer and Chair, Session: Fieldwork Controversies in Late Modernity.


1990 "Decision Rules in the Context of Meetings," Advisory Board Conference, 3M Meeting Management Institute, Austin, Texas, March.

1990 "Roma’s Search for Political Legitimacy and Cultural Integrity in the Greek Nation-State." Council on Byzantine and Modern Greek Studies, Columbus, Ohio, October.


1985 "Qualitative Research Methods in Human Service Organizations," Annual Conference on Doctoral Research and Social Work Practice, Columbus, Ohio, April.

INVITED LECTURES

Academic Seminars
2009 “Old and New Populations of Gypsies in Greece.” Department of Anthropology and Sociology, Ben Gurion University, Beer Sheva, Israel, June.

2004-7 Ethnographic Research: Theories and Methods in Sociocultural Anthropology. Department of Anthropology and Sociology, Agnes Scott College, Decatur, annually

2002 “Cultural Assessment Research and Engagement: A Model for Social Reform, Department of Anthropology, University of Michigan, January.


1999  “Sociocultural Reproduction Among Gypsies in Athens, Greece,” Department of Anthropology, Emory University, April.


1997  "Applying Models of Cultural Change," Cultural Diversity and Health Care Institute, Center for Applied Research in Anthropology, Georgia State University, September.

1997-03 “Qualitative Research Methods." School of Education, Georgia State University, April.


1995  "Multiculturalism: A Question of Human Worth,” Office of Multicultural Programs and Services, Emory University, April.

1994  "Roma-State Relations in Contemporary Greece," Center for Soviet, Post Soviet, and East European Studies, Emory University, February.

1993  "Ethnographic Research Methods in Urban Settings,” Department of Anthropology, Emory University November.


1989  "Formal Education and the Threat to Cultural Core: The Case of Urban Greek Roma," School of Education, Chicago State University, March.


Public Seminars
2002 “Cultural Awareness and Skills in Serving People with Disabilities,” Advocacy Center for People with Disabilities, Fort Lauderdale, October.

2002 “Culturally Competent Interventions in Mental Health,” Georgia Department of Human Resources, Atlanta, April.


1999 “Ancient Greek culture and contemporary Greek identity.” Daughters of Penelope, Atlanta, November.


Practice
1995-2005 Consultant, Atlanta Public Schools (Cultural Awareness and Educational Reform)

1997-2002 Consultant, Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, Georgia (Health Care Delivery to Diverse Populations in Medically Underserved Areas)

1998-2000 Consultant, Health Science Guides (HSG), Schools of Medicine, Nursing, and Public Health, Emory University, and the Morehouse School of Medicine, Atlanta, Georgia (Culture, Applied Science Education and Public Health)

1991-1993 Social Worker III, Department of Pediatrics, Section of Oncology/Hematology, Medical College of Georgia, Augusta, Georgia


PROFESSIONAL SERVICE:
2009 Reviewer, People of the Eye: Deaf Ethnicity (Book Manuscript, Harvard University Press); Feminist Economist, Journal of Modern Greek Studies

2008 Reviewer, Medical Anthropology Quarterly

2006-07 Editorial Board, American Anthropologist

2000-2008 Review Panelist, The National Science Foundation

2006-7 Reviewer of articles for American Anthropologist
2005  Chair, Academic Program Review, Dept. of Anthropology, University of Arizona
2002  Referee, Human Organization
2001  Referee, Research Methods
1996-2001 Executive Council, ESEP/APS Partnership

RECOGNITIONS:
2002  Named Fellow of the Society for Applied Anthropology
2001  PRAXIS AWARD for Excellence in Applied Anthropology
2001  Nominated for the Outstanding Teacher Award, College of Arts and Sciences
2000  Commitment to Excellence Award, Elementary Science Education Partners
1999  Nominated, Outstanding Junior Faculty Award, College Of Arts and Sciences
1998  Nominated, Outstanding Junior Faculty Award, College of Arts and Sciences
1994-95  Phi Beta Kappa Honor Society for Outstanding Teaching; Emory University
1993-94  Phi Beta Kappa Honor Society for Outstanding Teaching; Emory University

PROFESSIONAL MEMBERSHIPS:
American Anthropological Association
American Ethnological Society
Society for Urban Anthropology
Society for Applied Anthropology
National Association for the Practice of Anthropology
Society of the Anthropology of North America
Committee on the Status of Women in Anthropology (elected member 1989-91)

REFERENCES:
Marietta Baba, Dean, College of Social Science and Professor of Anthropology, Michigan State University, Lansing, Michigan (517) 353-2950.
Linda A. Bennett, Associate Dean and Professor of Anthropology, University of Memphis, Memphis, Tennessee ((901) 678-2080.
Conrad Phillip Kottak, Professor and Chair, Department of Anthropology, University of Michigan, Ann Arbor, MI (734) 663-7102
Timothy J. Finan, Professor of Anthropology and Director, Bureau of Applied Research in Anthropology, University of Arizona, Tucson, Arizona ((520) 621-2585.
H. Russell Bernard, Professor, Department of Anthropology, University of Florida, Gainesville, Florida, (352) 392-2031.
DESPINA MARGOMENOU
Georgia State University, Department of Anthropology
PO BOX 3998, Atlanta GA 3998, USA
Email: dmargomenou@gsu.edu

EDUCATION
2005  Ph.D. in Anthropology, Department of Anthropology, University of Michigan, Ann Arbor. Dissertation Title: *Food Storage, Surplus, and the Emergence of Institutionalized Inequality: A Study of Storage Jars and Food Storage for Central Northern Greece in the Late Bronze and Early Iron Age*.

1996  M.A. in Anthropology, Museum of Anthropology, University of Michigan, Ann Arbor.

1994  B.A. in Archaeology, Department of Archaeology and History of Art, University of Thessaloniki, Greece.

PROFESSIONAL EMPLOYMENT
2007-  Assistant Professor of Archaeology, Department of Anthropology, Georgia State University.
2005-7  Lecturer, Dept. of Classical Studies (Modern Greek Studies Program), University of Michigan, Ann Arbor.

GRANTS, AWARDS, AND FELLOWSHIPS
2009  National Geographic (Waitt Institute for Discovery) amount requested $10,000
2009  Research Initiation Grant (GSU) amount requested $10,000

2008-09  Institute for Aegean Prehistory: Renewal Grant (Northern Greek Storage Project) with Dr. Maria Roumpou (co-PI, University of Bradford/ Organic Residue Analysis Specialist) ($5,443).

2007-08  Institute for Aegean Prehistory: Research Grant (Northern Greek Storage Project) with Dr. Maria Roumpou (Co-PI, University of Bradford/ Organic Residue Analysis Specialist) ($10,000).

2007  Matthews Underclass Teaching Award, College of Literature Science and Arts, University of Michigan, Ann Arbor, MI ($1,000).

2005  Rackham One-Term Dissertation Fellowship: to write and defend Ph.D. dissertation ($ 7,000).

2003  Platis Award for Work on the Greek Classical Legacy (University of Michigan, Ann Arbor). Research paper submitted: *A view from the ‘margin’: Food storage, local politics and the emergence of states in prehistoric Northern Greece* ($500.00).

2003  Conference funding from University of Michigan programs: Context for Classics Scholarship, C. A. Tsangadas Trust for the Rackham Graduate School,
Kelsey Museum of Archaeology Grant, Center for European Studies Scholarship, and Interdepartmental Program in Classical Art and Archaeology Grant for the workshop: “Prehistorians round the Pond: Reflections on Aegean Prehistory as a Discipline”, March 14-15, 2003, Kelsey Museum of Archaeology, University of Michigan Ann Arbor (Total: $9,000.00).

1999-2000 National Science Foundation, Dissertation Improvement Grant. Title of proposal: “The role of surplus production and storage in the emergence of social inequality in central Northern Greece during the Late Bronze and the Iron Age” ($10,500.00).

1999 Department of Anthropology Dissertation Grant (University of Michigan Ann Arbor), for phytolith analysis on sediment samples from Northern Greece at the Institute of Archaeology, University College of London ($1,000.00).

1999 Museum of Anthropology J.B. Griffin Fund (University of Michigan, Ann Arbor) for organic residue analysis on ceramic samples from Northern Greece in collaboration with the University of Bradford ($700.00).

1998 Department of Anthropology, Pre-dissertation Research Fellowship (University of Michigan, Ann Arbor) ($2,000.00).

1997 Rackham Discretionary Fund (University of Michigan, Ann Arbor) for preliminary dissertation research in Greece ($1,941.00).

1997 Institute for Aegean Prehistory: Research Grant, in collaboration with Prof. N. Efstratiou (University of Thessaloniki, Greece) for analysis of Neolithic pottery from the Palace of Knossos, Crete ($2,000.00).

1994-96 College of Literature, Sciences and Arts Fellowship (University of Michigan, Ann Arbor) (Tuition +10,000.00).

1994-99 Fulbright Scholarship.

TEACHING EXPERIENCE
2007- Assistant Professor of Archaeology, Dept. of Anthropology, Georgia State University

- Courses:
  Introduction to Anthropology (i.e.: four-field anthropology, undergraduate course)
  Archaeology and Prehistory (i.e.: World Prehistory, undergraduate course)
  Archaeological Theory (senior undergraduate/graduate seminar)
  Archaeological Practice and the Public (senior undergraduate/graduate seminar)

Co-teaching with Dr. E. Guano: Title of Course “Anthropology of Violence”/ Section title: “Digging Up and Preserving Violent Pasts: Archaeology and Political Action”.
• **New Courses Designed:**
  European Prehistory (senior undergraduate/graduate seminar)
  The Human Race: Biology, Society, and Culture (Freshman Learning Communities Program, GSU)

• **Graduate and Undergraduate student advising**
• **Chair for MA theses**
• **Member of MA theses committees**
• **Undergraduate and Graduate Student Internship advising**
• **Undergraduate Senior Theses Advisor**
• **Study Abroad Program in Greece (director)/ Archaeological Field-school (in collaboration with the University of Thessaloniki, Greece):** July-August 2008

• **Student Research Awards (Supervised Research)**
  Heather Kravagna, Title of paper “Kushite Archaism in the 25th Dynasty: An Examination of Power and Gender in Nubian Art”.
  Won: Best Student Oral Presentation at the Georgia State Undergraduate Research Conference 2009; Outstanding Undergraduate Research Award 2009, Department of Anthropology, GSU

  Kim Wescott, Title of paper: “Riverfront Village and the Practice of Storage: A Subterranean Feature Analysis” (based on MA thesis).
  Won: Outstanding Graduate Research Paper 2009, Department of Anthropology, GSU

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**2005-7 Lecturer, Modern Greek Studies Program, University of Michigan, Ann Arbor:**
• Organized a new one-year course (two terms) for advanced undergraduate and graduate students on Modern Greek culture (Modern Greek 301/ 302: Interrogating Greek Identity 1: What is ‘to be Greek’?/ Interrogating Greek Identity 2: Being a ‘Greek Woman’ from Elisavet Moutzan-Martinengou to the Feminist Movement).
• Taught a total of three (3) courses/ per semester on Modern Greek language and culture (total of 55-60 students/semester, including undergraduate and graduate students).
• Supervised undergraduate students’ Independent Studies in Modern Greek.
• Supervised undergraduate students studying abroad in Greece.

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**2001-5 Graduate Student Instructor, Modern Greek Studies Program, Dept. of Classics, University of Michigan, Ann Arbor:**
• Coordinated and instructed basic levels of language learning (total of 40-45 students/semester, including undergraduate and graduate students).
• Developed an Intensive Program for Modern Greek to be taught at the University of Michigan Summer Language School (Spring and Summer Terms) in collaboration with Dr. A. Leontis.
• Developed 3-level program of Conversation/ Oral Modern Greek.

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**2001-5 Instructor for “Cornucopia: Exploring the Humanities”, College of Literature Sciences and Arts, University of Michigan, Ann Arbor:**
Developed and taught a course on Modern Greek culture and language for the College of Literature Sciences and Arts outreach program for high school students from Detroit and the state of Michigan.

**1999-2000**  
**Instructor for the University of Thessaloniki (Greece), Undergraduate Training Program in Archaeology (EU funded):** Trained 15 students during a 2-semester course on artifact cataloguing, drawing and archaeological publication illustrations, and on ceramic stylistic and technological analyses. (Software taught: Corel Photo Paint, Corel Draw, AutoCAD, Arch Info (GIS), Visual dBase, Excel, Access).

**1997-99**  
**Graduate Student Instructor, Modern Greek Studies Program, Dept. of Classics, University of Michigan, Ann Arbor:** Organized and taught the first year of Modern Greek (4 semesters/ year, 20-22 students/ semester, including undergraduate and graduate students).

**1997-99 (05/09)**  
**Graduate Student Instructor, Center of Research on Teaching and Learning (CRLT), University of Michigan, Ann Arbor:** Organized and taught teaching workshops for graduate students from the College of Literature, Sciences and Arts and the College of Engineering as part of CRLT’s one month training program. Topics: Grading Across the Curriculum/ Teaching in a Multicultural Classroom/ Teaching Discussion Sessions for Social Sciences/ Correcting and Grading Lab Reports.

**1996**  
**Graduate Student Instructor, Department of Anthropology, University of Michigan, Ann Arbor:**  
Course: *Anthropology 101: Introduction to Anthropology* (75 undergraduate students). Professor H. Peters-Golden. Duties included: lecturing (1 lecture/week), leading discussion groups, assigning and correcting papers, and writing and administering exams on cultural anthropology, biological anthropology, linguistics, and archaeology.

**RESEARCH EXPERIENCE**

**ARCHAEOLOGICAL FIELDFWORK**

**2007-**  
Director of the “Northern Greek Storage Project”: Systematic analysis of storage areas and storage remains for Bronze and Iron Age Northern Greece. Collaboration with organic residue analysis specialist Dr.M. Roumpou (University of Bradford, Department of Archaeological Sciences).

**2006-**  
Excavation project: Thessaloniki Toumba (collaboration with the University of Thessaloniki, Greece).

**1997-2004**  
Conducted dissertation-related research and excavation in Northern Greece in collaboration with the University of Thessaloniki, the 16th Ephorate of Prehistoric and Classical Antiquities, and the Archaeological Museum of Thessaloniki,
Greece. Research involved: Intra-site analysis of artifact/ecofact distributions using GIS (ArcGIS), phytolith analysis, ceramic analysis including vessel morphology (statistical analysis using SPSS), petrographic analysis (collaboration with Dr. E. Kyriatzi, Fitch Laboratory), and organic residue analysis (collaboration with M. Roumpou, University of Bradford).

1989-1997 Participated at the prehistoric excavation of Thessaloniki Toumba, Greece, as sector overseer for 4 seasons (1993-1990). Since 1994 was an overseer for the recording, drawing and cataloguing of excavation finds (use of dBase, AutoCAD, Corel Draw, Photo Paint). The excavation is organized by the University of Thessaloniki, Greece.

1996 Participated as trench overseer at excavations of Tiwanaku and Inka period shrines and temples on the Island of the Sun and the Island of the Moon (Lake Titikaka, Bolivia) organized by the Field Museum of Chicago.

1996 Worked as trench overseer at excavations in Serbia (Zidovar, Iron Age mounded site) organized by the University and the Archaeological Museum of Belgrade.

1992 Trench overseer for the prehistoric excavation at the Neolithic settlement of Makri (Thrace, Greece), organized by the University of Thessaloniki, Greece and the Archaeological Museum of Komotini.

1992 Member of the intensive archaeological survey at the Langadas Basin (Northern Greece), organized by the University of Thessaloniki, Greece.

1991 Employed by the 16th Ephorate of Prehistoric and Classical Antiquities, as a trench overseer for the excavation of Hellenistic/Roman Evropos, Kilkis (Northern Greece).

1991 Participated at an intensive survey at Platamonas (Thessaly, Central Greece) organized by the University of Thessaloniki, Greece.

LABORATORY RESEARCH

2000 Collected and analyzed sediment samples from Northern Greek prehistoric sites for the identification of plant fossils (phytoliths) at the Institute of Archaeology, University College of London (Supervisor: Professor A. Miller-Rosen).

1997-99 Ceramic analyst for Neolithic ceramics from the Palace of Knossos, Crete, Greece (Archaeological Museum of Heraklion, Crete, and University of Thessaloniki, Greece).

1993-94 Laboratory assistant for the publication of Neolithic fine wares from the site of Sesklo Thessaly, Greece (University of Thessaloniki, Greece, Department of Archaeology).

1992-93 Ceramic analyst, Langadas Basin Intensive Survey (University of Thessaloniki, Greece).
1991-92 Ceramic analyst, prehistoric excavation of Thessaloniki Toumba (University of Thessaloniki, Greece).

1990 Database development, Laboratory of Prehistoric Archaeology of the University of Thessaloniki, Greece.

RESEARCH WITH MUSEUM COLLECTIONS
1996 Studied the water jars (ollas) from collections of ceramics from the Southwestern U.S.A. (Acoma, Zuni, Hopi, Zilla etc.) at the Museum of Anthropology (University of Michigan) and the Field Museum of Chicago (Martin Collection) as part of pre-dissertation research for the Department of Anthropology (University of Michigan, Ann Arbor). Research title: Predicting volume from vessel dimensions for historical Southwestern water-jars (ollas): some statistical models.

ADMINISTRATIVE EXPERIENCE (UNIVERSITY SERVICE)
2007- Georgia State University, Department of Anthropology
• Undergraduate Curriculum Committee (member)
• Academic Program Review Committee (member)
• Department of Anthropology 3 Year Evaluation Committee (2009-2010; member)
• Hiring Committee for Visiting Lecturer position in Anthropology (Summer 2008; member)
• Hiring Committee for Permanent Lecturer position in Anthropology (Fall 2008; member)

Georgia State University, College of Sciences and Arts Division
• Center for Hellenic Studies, Executive Committee (member)
• Hiring Committee for Assistant Professor position specializing on the Ancient Mediterranean, Department of History (Fall 2008; external member)

2005-07 University of Michigan, Ann Arbor, Department of Classical Studies
• Undergraduate Curriculum Committee (member)

MUSEUM WORK
2008-9 PI/Supervisor for collaborative project with the Funk Heritage Center (GA) that includes MA research and practicum (Ms. Erin Andrews) at the Funk Heritage Center (Georgia). Title of MA thesis: “Old Stories, New Narratives: Public Archaeology and the Politics of Display at Georgia’s Official SE Indian Interpretative Center”. The project includes an applied component focusing on redesigning docent training and K-7 educational programs in collaboration with museum staff and local school teachers.

2005, 06-8 Intern grant-writer at the Detroit Institute of Arts for the museum’s capital campaign (use of PastPerfect Museum Software and Raiser’s Edge Fundraising Software).
2004-5  Donor researcher and a grant-writer intern for the Kelsey Museum of Archaeology (University of Michigan). Position involved researching and contacting potential private, corporate, and federal donors (use of several versions of FileMaker Pro).

2004  Developed and presented a proposal for re-designing and extending the permanent exhibition of the University of Michigan Kelsey Museum of Archaeology; a collaborative project with St. Davidson and C. Crawford. Title of exhibition: “From the Earth to the Museum: Archaeology and the Kelsey”. The exhibition design was accepted by the Museum curators and was included in the Kelsey Museum proposal to the IMLS in November 2004.

2003  Designed the exhibition section entitled: “Picturing Huntington Disease: Why is Huntington Disease Important?” in collaboration with M. Heng (University of Michigan, Medical School) and M. Grugel (University of Michigan, Department of Physics), for the Detroit New Science Center exhibition: “Brain: Explore the World within Your Mind” (beg. Dec. 7, 2003).

1999-98  Collections Manager, Excavation Laboratory of Prehistoric Archaeology (University of Thessaloniki, Greece). Supervised the management of collections (including artifact loans) and the conservation and research operations of the laboratory.

LIBRARY-ARCHIVAL WORK

2004, 2002  Cataloguer for the University of Michigan Graduate Library (Slavic Division, Director: J. Crayne). Online cataloguing of Modern Greek books, journals, and printed materials in World Cat (using CatMe and ALEF).


1996  Catalogued 16th and 17th century primary sources and archival material in Spanish and Quechua using CITATION, as graduate student research assistant (GSRA) to Professor J. Marcus, at the University of Michigan, Museum of Anthropology.

CONFERENCES/LECTURE SERIES ORGANIZED

2006 (3/25)  Organized a Workshop on Teaching Modern Greek in N. America with Dr. A. Leontis at the University of Michigan (participants included: University of Michigan, Columbia University, Cornell University, Harvard University, Ohio State University, Simon-Fraser University, and San Francisco State University).

2006-7 “Field Archaeology Lecture Series” Lecture series at the University of Michigan, Kelsey Museum of Archaeology together with Alexander Nader and Adela Sobotkova (Graduate students, Interdepartmental Program of Classical Art and Archaeology). Lecture series supported by the Kelsey Museum, the Department of Classical Studies, IPCAA, and the Modern Greek Program.


2003  Organized the Workshop “Prehistorians round the Pond: Reflections on Aegean Prehistory as a Discipline” (Kelsey Museum of Archaeology, University of Michigan, Ann Arbor, March 14-15, 2003).

2002  Graduate Assistant: organization of conference “War and Democracy, the Inaugural A. and M. Platis Symposium on the Classical Legacy” (University of Michigan, Modern Greek Studies Program, Sept. 22-23, 2002).

CONFERENCES/SYMPOSIA/ LECTURES


**PUBLICATIONS**


2005 Margomenou, D., J. F. Cherry, and L. E. Talalay

2004 Efstratiou N., Karetsou, A., Banou, E. and Margomenou, D.

PROJECT REPORTS


REVIEWS
2009 Reviewer for Bryn Mawr Classical Review
2007 Reviewer for Science (journal)
2006 Reviewer for Journal of Modern Greek Studies

LANGUAGES
Modern Greek (native language), German (very good reading, writing, and speaking skills), French (good reading, writing, and comprehension skills), Quechua (good reading and comprehension skills), and Ancient Greek (excellent reading, writing, and comprehension skills).

MEMBERSHIPS
Society for American Archaeology (SAA)
American Anthropological Association (AAA)
Society for Georgia Archaeology (SGA)
CURRICULUM VITAE
Susan C. McCombie
Department of Anthropology
Georgia State University
404-413-5168
email: smccombe@gsu.edu

MAJOR RESEARCH INTERESTS
Medical anthropology, infectious disease, epidemiology, evolution of disease, culture change, international health, preventive medicine, virology, Africa.

EDUCATION
1986  Ph.D.  Anthropology, University of Arizona
1980  M.A.  Anthropology, University of Arizona
1979  B.A.  Anthropology, Montclair State College

TEACHING EXPERIENCE
2005-pres  Associate Professor, Department of Anthropology, Georgia State University.
1999-2004  Assistant Professor, Department of Anthropology and Geography, Georgia State University.

Courses taught at GSU: Seminar in Applied Anthropology, Introduction to Anthropology, Introduction to Biological Anthropology, Health and Culture, Applied Biocultural Anthropology, Quantitative Methods in Anthropology, Epidemiology and Anthropology, and Diet, Demography, and Disease.

1995-97  Visiting Assistant Professor, Department of Anthropology, Case Western Reserve University. Courses: Health and Development, Applied Anthropology, Epidemiology and Anthropology, Anthropology and Public Health, International Health Research and Policy.

1988  Instructor, Anthropology and International Health, University of Arizona (with M. Nichter).

1983  Instructor, Introduction to Cultural Anthropology and Linguistics, University of Arizona.

1983  Graduate Associate in Teaching, Medical Anthropology, University of Arizona.

1982  Instructor, Cultural Anthropology, University of Arizona.

1981-82  Graduate Associate in Teaching, Culture and the Individual, University of Arizona.

1979-81  Graduate Assistant in Teaching, Anthropology 100A, Introduction to Physical Anthropology and Archaeology, Cultural Anthropology, Witchcraft and the Occult, University of Arizona.
OTHER PROFESSIONAL POSTIONS

1986-88  Epidemiologist, Pima County Health Department. Operation of surveillance system for infectious disease, preparation and negotiation of grants and contracts, supervision and training of investigators and support staff. Educational presentations in high schools and to medical professionals in hospitals and medical societies.

1983-86  Communicable Disease Investigator, Pima County Health Department. Epidemiological investigation of infectious disease, outbreak control, and evaluation of environmental health problems. Advised medical professionals on current recommendations for treatment and management of communicable diseases.

RESEARCH EXPERIENCE AND CONSULTANCIES


1998  Uganda. Training of staff at the Joint Clinical Research Unit for condom promotion study, Johns Hopkins University.

1997  China, Turkmenistan, India. Evaluation of survey research methodology, Unicef.


1993-95  Philadelphia, Albert Einstein Medical Center, Department of Pediatrics. Analysis of data and report writing for the Philadelphia Immunization project.


1993  World Health Organization, Programme on Control of Diarrhoeal Diseases. Temporary advisor, wrote paper on regulation of anti-diarrhoeal drugs.
1993 Cameroon. HIV intervention related research for Family Health International.
1991-92 Swaziland. Provided technical assistance to the Family Life Association of Swaziland in questionnaire design and data analysis for the evaluation of an industry-based family planning and AIDS prevention program. (2 trips)
1990-92 Ghana. Research to evaluate mass media campaign designed to promote AIDS prevention among young people. Two surveys among rural and urban youth in Ghana. (4 trips)
1989-92 Uganda. Conducted evaluation of AIDS in the workplace program implemented by the Federation of Uganda Employers and the Experiment in International Living. Conducted three surveys of knowledge, attitudes and practices. (7 trips)
1989 Malawi. Provided technical assistance in conducting a nationwide survey of knowledge, attitudes and practices related to AIDS.
1989 Trinidad and Tobago. Workshop to train researchers to conduct knowledge, attitudes and practices surveys. Evaluation of AIDS training workshop. (2 trips)

PEER REVIEWED JOURNAL ARTICLES


PEER REVIEWED BOOK CHAPTERS


OTHER PUBLICATIONS AND WORKING PAPER SERIES


McCombie, Susan C. 1986 Cultural Factors Related to the Epidemiology of Viral Hepatitis in a Southwestern United States County. Doctoral dissertation, University Microfilms.


**PUBLISHED BOOK REVIEWS**


**CONFERENCE PRESENTATIONS**


McCombie, Susan C. and Diana Valk 2005 The Double Standards of Malaria Control: From Tourists to Tariffs. Society for Applied Anthropology Meetings, April 7, 2005, Santa Fe, New Mexico.


McCombie, Susan 2002 (session organizer) Health, Migration and Environmental Change: Challenges in Applying Anthropology. Society for Applied Anthropology Meetings, March 6, Atlanta, Georgia.

McCombie, Susan 2001 Self Treatment for Malaria in Africa. American Anthropological Association Meetings, December 2, Washington, DC.


McCombie, Susan 1989 Condom Use assessment among men in Trinidad and Tobago. II International Conference of AIDS Information and Education, October 23, Yaounde, Cameroon.


UNPUBLISHED TECHNICAL REPORTS AND EVALUATIONS
McCombie, Susan 1994 Frequency of sex and condom use in Kenya: Results from preliminary qualitative research. Report to the Futures Group International.


McCombie, Susan 1991 Results from a Survey of Knowledge, Attitudes and Practices related to AIDS among Young People in Ghana. Report to USAID.


McCombie, Susan 1987 The Epidemiology of Shigellosis Infections in Pima County. Report to the Arizona Disease Control Research Commission.

REPRINTS

GRANTS AND AWARDS
Centers for Disease Control and Prevention/GSU Seed Grant in the Social and Behavioral Sciences. 2003-2005, $60,000 for project “Using Survey Data to Plan Qualitative Research: Toward a Better Understanding of Treatment Seeking for Fever in Africa”. Holly A. Williams, CDC co-investigator.

Georgia State University Research Initiation Grant, 2002-2003, $9,000 for research on sociodemographic predictors of treatment seeking for childhood fevers in Africa.

Arizona Disease Control Research Commission, Contract No. 8277-000000-1-1-ZL-7502, 1986-1987, $56,000 for research on shigellosis in Pima County, Arizona.

MEMBERSHIPS
American Anthropological Association
Society for Medical Anthropology
Society for Applied Anthropology
EDUCATION

Ph.D., Anthropology, Emory University 2008


Committee:
- Peggy Barlett (chair) – Department of Anthropology, Emory University
- Carla Freeman – Department of Anthropology, Emory University
- David Nugent – Department of Anthropology, Emory University
- Richard Wilk – Department of Anthropology, Indiana University, Bloomington

M.A., Anthropology, Emory University 2003

M.A., Anthropology, University of Texas at San Antonio 2000

Thesis: Variations on a Theme of Collective Action in San José de Gracia, Michoacán, Mexico.

B.A., Anthropology, University of Texas at San Antonio 1997

Honors: summa cum laude

RESEARCH AND TEACHING INTERESTS

Anthropological theory and history  Modernity, globalization and development
Economic anthropology, money and exchange  Social movements and collective action
Environment and Consumption  Cyberspace, virtual economies
Sustainability and alternative development  Four-field and applied anthropology

ACADEMIC APPOINTMENTS

Instructor:
- Lecturer – Georgia State University, 2009-pres.
- Visiting Lecturer – Georgia State University, 2008-2009
  Introduction to Anthropology, Introduction to Cultural Anthropology, Anthropology of Globalization
- A.W. Mellon Teaching Fellow – Agnes Scott College, 2007-2008
  Culture and the Global Economy, Introduction to Cultural Anthropology
- Emory University, 2006
  Economic Anthropology

Teaching Assistant:
• Concepts and Methods in Anthropology – Emory University, 2007
• Introduction to Anthropology (4 field) – Emory University, 2006
• Sustainable Development: Anthropological Perspectives – Emory University, 2003
• Introduction to Anthropology (4 field) – Emory University, 2002
• Linguistic Anthropology – University of Texas at San Antonio, 2000

Supplemental Instruction Program:
• Peer instruction leader for innovative, collaborative instruction program. Introduction to Psychology & Introduction to Anthropology – University of Texas At San Antonio, 1996 -1999

RESEARCH

Project Specialist, DeKalb County Community Food Profile, Atlanta GA. 2006 - 2007
Project summary: Developing and conducting a food security profile in two areas of Southern DeKalb County GA, in conjunction with the DeKalb County Board of Health.


Project title: “Can Ithaca HOURS become a resource for the low-income populations of Tompkins County NY?”

Project summary: Exploratory ethnographic research on local currency systems in Ithaca, N.Y.

Master’s Research, Guanajuato and Michoacán, Mexico. 2000
Project summary: Qualitative research on the effects of globalization and emergence of collective action among small-scale, commercial dairy farmers in Guanajuato and Michoacán, Mexico.

Research Assistant, Center for Archaeological Research, San Antonio, TX. 1999 - 2000
Research Assistant, University of Texas at San Antonio. 1999
SACS Confirmation of Reaccredidation institutional, thematic self-study on instructional program development –Dr. M. Martinello

Graduate Research Assistant, University of Texas at San Antonio. 1998 - 1999
- Literature review on feminist anthropology, qualitative analysis – Dr. M. Urdanetta
- Establishing Mayan population estimates for the Lower Belize Valley – Dr. R.E.W. Adams
- Archival research on jazz music – Dr. G. Caponi

PUBLICATIONS


BOOK REVIEWS

WORKS IN PROGRESS
Local Currency and the Challenge of Sustainability: Reworking Money as Vehicle of Value in the Global Sphere of Exchange. To be submitted to American Ethnologist.

The Virtual and the Real: Redefining Labor, Play and Materiality in Online Gaming Communities. To be submitted to Human Organization.

AWARDS AND FELLOWSHIPS
A. W. Mellon Teaching Fellowship 2007 - 2008
Piedmont Project Fellowship for Sustainability across the Curriculum 2007
Emory University Department of Anthropology Doctoral Research Support 2003
Alternative Currency, Alternative Development
Emory University Department of Anthropology Pilot Grant 2002
Survey of Alternative Currency Systems
Emory University Graduate School of Arts and Sciences Fellowship 2000 - 2006
College of Social and Behavioral Sciences Research Grant, UT. San Antonio 1998

CONFERENCE PRESENTATIONS


SPECIAL TRAINING

Pedagogical Training

Workshop on Sustainability across the Curriculum May 2007
Persuasive Academic Presentation Skills Workshop Aug 2006
Hosted by the Goizueta Business School and Funded by an Emory University Teaching Fund Grant

Languages and Language Training

Spoken: Greek, French, English (Fluent). Spanish (Beginner).

National teaching certification for French and English (Athens, Greece) 1993
Diplôme Supérieur de la Langue Française - Institut Français d'Athènes 1992

ACADEMIC HONORS

Most Outstanding Student College of Social and Behavioral Sciences University of Texas at San Antonio 1998
Vice president, UTSA Anthropological Society 1998
Lambda Alpha National Dean's List Scholarship 1997
Dean's List, National Dean's List (University of Texas at San Antonio) 1994 - 2000
UTSA, CSBS General Scholarship 1997
Who is Who among Students 1997
Lambda Alpha National Anthropology Honors Society Gamma Chapter of Texas, Secretary and Treasurer 1997 - 2000
Alpha-Chi & Golden Key Honors Societies 1996
Mary Vamvoras Memorial Scholarship 1996 - 1997

PROFESSIONAL SERVICE

Society for Economic Anthropology Newsletter Editor 2009
Society for Economic Anthropology Book Prize Committee 2008
Manuscript Reviewer, Culture and Agriculture 2007
Graduate Concerns Committee Department of Anthropology, Emory University 2005
Ithaca Hours inc. volunteer staff 2003-2004
Piedmont Project Workshop, support staff 2003
Culture and Agriculture Journal of the AAA, editorial staff 1998
San Antonio Missions National Historical Park, interpretation staff 1997

PROFESSIONAL MEMBERSHIPS

American Anthropological Association
Society for Applied Anthropology
Society for Economic Anthropology
REFERENCES

Peggy F. Barlett, Ph.D.
Goodrich C. White Professor of Anthropology
Emory University
Department of Anthropology
1557 Dickey Drive, Atlanta, GA 30322
Telephone: 404-727-5766
Telefax: 404-727-2860
pbarlett@emory.edu

David Nugent, Ph.D.
Professor, Department of Anthropology
Emory University
1557 Dickey Drive, Atlanta, GA 30322
Telephone: 404-727-4164
Telefax: 404-727-2860
Email: david.nugent@emory.edu

Carla Freeman, Ph.D.
Associate Professor of Anthropology and Women's Studies
Emory University
1557 Dickey Drive, Atlanta, GA 30322
Telephone: 404-727-1039
Telefax: 404-727-2860
Email: antcf@learnlink.emory.edu

Richard Wilk, Ph.D.
Professor, Anthropology Department
Indiana University, Bloomington
Student Building 130
701 E Kirkwood Avenue, Bloomington, IN 47405
Telephone: 812-855-1041
Telefax: 812-855-4358
Email: wilkr@indiana.edu

James H. McDonald, Ph.D.
Dean, College of Humanities and Social Sciences and Professor of Anthropology
Southern Utah University
351 W. University Blvd.
Cedar City, UT 84720
Telephone: 435-586-7898
Telefax: 435-865-8193
Email: mcdonaldj@suu.edu
Jennifer Patico  
Department of Anthropology  
Sparks Hall 350-A  
Georgia State University  
Atlanta, GA  
(404) 413-5167

Academic Positions

2006-present  Assistant Professor of Anthropology, Georgia State University.

2002-2006  Visiting Assistant Professor, Department of Anthropology, Haverford College.


2002 (spring)  Visiting Assistant Professor, Center for Slavic, Eurasian, and East European Studies, Duke University.

2001 (fall)  Research Associate, Five College Women’s Studies Research Center, Mt. Holyoke College.

Education

September 2001  Ph.D. (with distinction), Anthropology, New York University.  
(Dissertation: “Consumption and Logics of Social Difference in Post-Soviet Russia”)

Summer 1998  Intensive graduate study in Russian, Norwich University, Vermont.

(Thesis: “Coming Full Circle? The Institutional Construction of Soviet Jews in New York City”)

Summer 1996  American Council of Teachers of Russian language and homestay program, Herzen Institute, St. Petersburg, Russia.

June 1994  BA Magna cum Laude in Anthropology and Russian Studies (with honors), concentration in Women's Studies, Williams College.

Spring 1993  World Learning (School for International Training, Brattleboro, VT) semester study, independent research, and homestay program at the Gorny Institute, St. Petersburg, Russia.
Courses Taught

At Georgia State University:
“Anthropological Theory” (undergraduate core course)
“Introduction to Cultural Anthropology” (undergraduate core course)
“Gender and Power in Ethnographic Perspective” (undergraduate and graduate)
“Consumption and Material Culture” (undergraduate and graduate)
“Qualitative Research Methods in Anthropology” (graduate)
“Anthropology of Self and Emotion” (undergraduate and graduate)

At Haverford College:
“Introduction to Sociocultural Anthropology”
“Theory and Ethnography of Consumption and Material Culture”
“Culture in the Global Economy”
“Anthropology of Postsocialism: Russia and East Europe”
“Behind the Iron Curtain: Culture and Everyday Life in 20th c. Russia” (Freshman Writing Program)
“Playing with Categories: Redoing the Politics of Sex and Gender”
(Interdisciplinary core seminar in Gender and Sexuality Studies concentration)
Senior Research Seminar in Anthropology (including advising of ethnographic research and senior thesis-writing)

At Duke University:
“Ethnography of Postsocialism (Russia and East Europe)”
“Culture, Class, and Consumption in Russia”

Field Research

2010- Pilot ethnographic research on children’s food and its relation to parenting practices and conceptualizations of self and success in contemporary urban/suburban U.S., based in Atlanta, GA.

2006-2008 Ethnographic research in Atlanta, GA, Denver, CO and Washington, D.C. on the Russian-American matchmaking industry and related public policy debates; IRB-approved online research conducted on relevant internet discussion boards.

Summer 2004 Ethnographic research on international marriage/matchmaking agencies in St. Petersburg, Russia.
Summer 2003  Follow-up research on post-Soviet consumption and preliminary research on international marriage agencies, St. Petersburg, Russia.

1998-99  Twelve months of ethnographic doctoral research among public schoolteachers in St. Petersburg, Russia.

Summer 1995  MA research among social workers in aid agencies for Jewish immigrants from the former Soviet Union in New York City.

Spring 1993  Independent undergraduate research on eating habits and food preferences, St. Petersburg, Russia.

**Fellowships, Honors, and Awards**

2007-2008  Research Initiation Grant, Georgia State University.

2006-07  Postdoctoral Fellowship in the Humanities (in residence), Temple University (awarded and declined).

2005  Research Scholarship (in residence), Kennan Institute for Advanced Russian Studies (awarded and declined).

2004  Short-term Travel Grant for field research in Russia, IREX (the International Research and Exchange Board).

2004  Short-term Research Grant, Kennan Institute for Advanced Russian Studies.

2002-03  Research Scholarship (in residence), Kennan Institute for Advanced Russian Studies (awarded and declined).

2001  Short-term Research Grant, Kennan Institute for Advanced Russian Studies.

2000  Graduate prize, Annual Student Paper Competition, Society for the Anthropology of Europe.

2000-01  Dean’s Dissertation Write-up Fellowship, New York University.


1998-99  IREX Individual Advanced Research Opportunities in Eurasia Grant.

1998-99  PEO Scholar Award (funding for dissertation research).
1994  James Orton Award in Anthropology, Williams College.
1994  Phi Beta Kappa Society, Williams College chapter.
1994  Honors in Russian Studies, Williams College.

Publications


**Panels, Events and Collections Organized**


2004 “Visions of the Good Life and Just Getting By: Commoditization, Money, and Cultures of Economy in Postsocialist Space.” Annual Convention of the American Association for the Advancement of Slavic Studies (AAASS), Boston.


1998  3-subfield event on the anthropology of food. Co-organized with A. Baldwin-Jones under the auspices of the New York Academy of Sciences (Student Anthropology Section).

Public Presentations


2009  “Strange Bedfellows? Thinking about International/Internet Marriages and the Debates they Inspire.” Brown bag talk, Women’s Studies Institute at GSU.


2006 “For Love, Money, or Normalcy: Interrogating the Russian-American Matchmaking Industry.” Invited talk, Department of Anthropology and Women’s Studies Program, College of Wooster, OH.


2005 “Strategic Sentiments and Moral Markets: Imaginations of Russian Capitalism from Tupperware to Internet Brides.” Invited talk, Department of Anthropology, Miami University of Ohio.


2004  “Logics of Value: Troops of Culture, Civilization and Change in Urban Russia.” Invited talk, Department of Anthropology, Cornell University.


2003  “‘Super’ Prices, ‘Second-hand’ Cast-offs, and other Indexes of Quality and Inequality in Postsocialist Russia.” 102nd Annual Meeting of AAA, Chicago.


2003  “To be Happy in a Mercedes: Consumption, Value and Transformation in St. Petersburg.” Invited talk, Department of Sociology, University of Helsinki, Finland.


2002  Discussant’s comments for panel “Beyond the ‘Woman Question’: Articulations of Gender in a Postsocialist Era.” 101st Annual Meeting of AAA, New Orleans, LA.


2002  “‘There are no good housewives in Russia:’ Consumption, Change and Ambivalence in the Lives of Post-Soviet Women.” Talk presented in the Department of Slavic Languages and Literatures, Duke University.

2002  Discussant’s comments for panel “Shifting Aesthetics and Inscriptions.” Annual conference of Soyuz, the Research Network for Post-communist Cultural Studies, Ann Arbor.


2001  “Golden Cages and Bad Housewives: Consumption, Femininity, and Personhood in Postsocialist Russia.” 100th Annual Meeting of AAA, Washington, D.C.
2001 “Consuming the West and Becoming ‘Third World’: Food Imports and the State of ‘Civilization’ in St. Petersburg.” Annual Convention of AAASS, Arlington, VA.


2001 “‘Cultured’ Consumption and Gender in Post-Soviet Transformations.” Talk presented at the Five College Women’s Studies Research Center, South Hadley, MA.

2001 “Consumers Between East and West: Differentiating Status and Quality in Urban Russia.” Annual Meeting of the American Ethnological Society, Montreal, Canada.


2001 “Raskol’nikov is My Sponsor; or, Exchange Relations and Confrontations with Inequality in Post-Soviet St. Petersburg.” Annual Meeting of the British Association for Slavic and East European Studies, Cambridge, UK.


2000 “‘New Russian’ Sightings: Articulations of Social Difference and Material Possibilities.” Annual conference of Soyuz, the Research Network for Post-communist Cultural Studies, New York; and Annual Graduate Symposium, Department of Anthropology, NYU.


Selected Professional Activities and Service

2007-2009  Program Chair-Elect (2007-8) and Program Chair (2008-9), Society for the Anthropology of Europe.

2007  Reviewer of social science research grant applications for the American Council of Teachers of Russian/ACCELS.

2006-  Organizer and participant, cross-disciplinary faculty workshop/reading group, Georgia State University.


2002-03  Participant, Haverford College Humanities Faculty Seminar, “Culture, Value, Cultural Value.”

2002-2003  Participant, Delaware Valley Russian History Group, Swarthmore College.

Fall 2001  Research associate, Five College Women’s Studies Research Center, South Hadley, MA. (Individual research project: “‘Cultured’ Consumption and Gender in Post-Soviet Transformations.”)


Summer 1997, 1995  Research Assistant for Professor Constance Sutton, Anthropology, New York University.

Summer 1996  Volunteer, Petersburg Center for Gender Issues, St. Petersburg, Russia.


Spring 1995  Intern/Analyst, GROOTS international women’s network, New York, NY.

**Departmental/University Service**

2009-  University Senate (Research Committee, Graduation Committee), GSU.

2008-11  Academic program review committee, Department of Anthropology, GSU.

2008-9  Lecturer search committee, Department of Anthropology, GSU.
2008 Chair evaluation committee, Department of Anthropology, GSU.
2007- Executive committee, Department of Anthropology, GSU.
2007- Undergraduate curriculum committee, Department of Anthropology, GSU.
2007-9 Graduate studies committee, Women’s Studies program, GSU.
2007 Organizer, Margaret Mead Film Festival and October anthropology speaker series.
2006-7 Archaeology search committee, Department of Anthropology, GSU.

**Professional Memberships**

American Anthropological Association
American Ethnological Society
Society for the Anthropology of Europe
Soyuz Postcommunist Cultural Studies Research Network
Southern Anthropological Society
American Association for the Advancement of Slavic Studies

**Languages**

Russian (fluent)
French (reading knowledge)
Bethany L. Turner
Assistant Professor  Adjunct Assistant Professor
Department of Anthropology  Department of Anthropology
Georgia State University  Emory University
PO Box 3998, Atlanta, GA 30302-3998  1557 Dickey Drive NE, Atlanta, GA 30322
(404) 413-5162  Lab (404) 712-1164
Fax: (404) 413-5159
Email: antblt@langate.gsu.edu

Professional Degrees
2008  PhD, Anthropology  Emory University
2005  MA, Anthropology  Emory University
2001  BA, Anthropology, Summa cum laude  University of Massachusetts Amherst

Dissertation
2008  “The Servants of Machu Picchu: Life Histories and Population Dynamics in Late Horizon Peru.”
Ph.D. Committee: George J. Armelagos (Chair), John D. Kingston (Co-Chair), Gordon F. McEwan, Daniel W. Sellen

Research Grants
2009  Research Initiation Grant, Georgia State University Research Services & Administration (in revision), Seeds of Change: Isotopic Analysis of Dietary Change in Inca-period versus Spanish Colonial Human Remains in the Lambayeque Valley, Peru.”
2004  Graduate Research Grant, the Lambda Alpha Society
2004 Graduate Research Grant, Emory University Department of Anthropology

2004 Dissertation Research Grant, Emory University Graduate School of Arts and Sciences Fund for Internationalization (GSAS/UFI)

Scholarly Awards & Fellowships
2007 SIRE Graduate Fellowship, Emory University Office of Undergraduate Education

2006 Dean’s Teaching Fellowship, Emory University Graduate School of Arts and Sciences

2005 PRISM/ NSF GK-12 Graduate Fellowship, Emory University Center for Science Education: Problems and Research Integrating Science and Math (NSF GK-12 Initiative Grant #DGE0536941)

2005 TATTO Graduate Fellowship, Emory University Piedmont Project (Embedding environmental sustainability in undergraduate curricula)

2004 PRISM/ NSF GK-12 Graduate Fellowship, Emory University Center for Science Education: Problems and Research Integrating Science and Math (NSF GK-12 Initiative Grant #DGE0536941)

2000 Phi Beta Kappa membership (Nu Chapter), University of Massachusetts Amherst

Peer-Reviewed Journal Publications


Book Chapters & Other Publications


Media Attention


Presentations


2006 Turner, Bethany L., Deloney, Dericka Y., Haensly, Jason W. Out of breath: Using PBL/ICBL to join science and Society. Poster presented at the annual meeting of the Georgia Science Teachers Association, February 16, Atlanta, GA.

2005 Turner, Bethany L., Shamsid-Deen, Katherine K. “A Spectacular Find” for multifaceted PBL. Poster presented at the annual Southeast Regional GK-12 conference, December 10, Atlanta, GA.


2005 Turner, Bethany L., Shamsid-Deen, Katherine K. Lab Spill! Problem-based learning in sixth-grade physical science. Poster presented at the annual meeting of the American Association for the Advancement of Science, February 20, Washington, D.C.


Invited Lectures

2009  “Sexual Selection and Attractiveness.”  Invited lecture presented to ANT 201 (Concepts and Methods in Biological Anthropology), Emory University.


2008  “Bioarchaeology: Insights into the ancient world.”  Invited lecture presented to 6th and 8th grade students at Ola Middle School Social Science Day, McDonough, GA.


2007  “Isotopic Research in Bioarchaeology.”  Presentation to ANTH 312 (Skeletal Biology), Emory University


Courses Taught

**Georgia State University**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>2009</td>
<td>ANTH 1102</td>
<td><em>Introduction to Anthropology</em></td>
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<tr>
<td></td>
<td>ANTH 4310/6310</td>
<td><em>Human Variation</em></td>
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<tr>
<td>2008</td>
<td>ANTH 1102</td>
<td><em>Introduction to Anthropology</em></td>
</tr>
<tr>
<td></td>
<td>ANTH 4390/6390</td>
<td><em>Diet, Demography and Disease</em></td>
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</tbody>
</table>
Emory University
2007  ANT 385S  *The Evolutionary Ecology of the Human Diet*
2006  ANT 201  *Concepts and Methods in Biological Anthropology*

**Other Teaching Experience**
2004-6  Graduate teaching Fellow in the Center for Science Education at Emory University’s Problems and Research Integrating Science and Math (PRISM) program, awarded twice. Involved implementing Problem- and Investigative Case-Based Learning (PBL, ICBL) in public school science classes in Atlanta and Decatur, GA, as part of an NSF GK-12 Initiative Grant (#DGE0231900).

2003-6  Team teaching: Seminars in classroom diversity, teaching logistics and pedagogical techniques taught to graduate students as part of teacher training (TATTO) through the Emory Graduate School of Arts and Sciences.

2002-4  ANT 312: *Skeletal Biology*, Teaching assistantship for 3 semesters.

2002  ANT 140: *Evolutionary Anthropology*, Teaching assistantship.

**Professional Service**
2008-9  Reviewer, *Latin American Antiquity*

2009  Reviewer, *Journal of Archaeological Science*


2007  Session Chair, “Archaeometry,” Annual Meeting of the Society for American Archaeology, April 28, Austin, TX.

2003-6  Cohort Representative, Graduate Concerns Committee
Emory University Department of Anthropology

**Academic Memberships**
2004-10  American Association of Physical Anthropologists
2004-10  American Anthropological Association
2006-10  Society for American Archaeology
2004-5  Canadian Association for Physical Anthropology
2004  Paleopathology Association
2005  American Association for the Advancement of Science
Curriculum Vita
CASSANDRA WHITE

Work address : Department of Anthropology
Home address :
Georgia State University
983 Seville Dr.
Atlanta, GA 30302
Phone: (404) 413-5150
alternate e-mail:
e-mail: cwhite@gsu.edu
whitecassandra@hotmail.com

EDUCATION

Ph.D. in Anthropology, Tulane University, 2001
Dissertation title: “Cultural Aspects of Leprosy Treatment in Rio de Janeiro, Brazil”
Committee: William Balée (Chair), Victoria Bricker, Adeline Masquelier

M.A. in Anthropology, University of Florida, 1993
Thesis title: “Women’s Participation in Politics and Community Development: A Cross-
Cultural Comparison of Women in the Shantytowns of Rio de Janeiro, Lima, Bogotá, and
Medellín” Committee: Maxine Margolis (Chair), Gerald Murray, Randal Johnson

Graduate Certificate in Latin American Studies, University of Florida, 1993

B.A. With Honors in Anthropology, University of Florida, 1991

Undergraduate Certificate in Latin American Studies, University of Florida, 1991

HONORS AND GRANTS

Professional Advancement Grant ($900) for travel to the Latin American Studies
Association Conference in Rio de Janeiro, Brazil, March 11-14, 2009, from the Center
for Latin American and Latino Studies, Georgia State University (grant acceptance
received October 2008).

International Strategic Initiative grant proposal: “Social Change, Cultural Initiatives, and
Urban Development: A Partnership between Georgia State University and Brazilian
Academic Institutions,” Dr. Héctor Fernandez L’Hoeste (Modern Classical Languages),
principal author, with Dr. David McCreaey (History), Dr. Michele Reid (History), and Dr.
Cassandra White (Anthropology) applied in 2008 and 2009 (not funded).

Research Initiation Grant ($9,657) from Georgia State University for project: “Class,
Race, and Citizenship Issues in the Brazilian Immigrant Community in Atlanta,” funded
Advancement of Women Faculty Mentoring Grant, “Illness Experiences of Brazilian Immigrants affected by Hansen’s Disease in Atlanta,” applied for (not funded).

Institutional Support Grant ($350) from the Center for Latin American and Latino Studies, Georgia State University for project: “See You In Atlanta: “Brazilian Immigration and Community Cohesion,” 2006.

University System of Georgia Collaborative Grant for Study Abroad Development ($8000) and Georgia State University International Education Fee Study Abroad Program Development Site Visits Grant ($1000), grants written in collaboration with Colin Crawford, Associate Professor of Law, Georgia State University, 2004

Dissertation Writing Award, Tulane Graduate School ($11,500), 2000-2001

I.I.E. Fulbright Award for dissertation research in Rio de Janeiro, Brazil, 1998-1999

Mellon Grant for preliminary dissertation research in Brazil, Summer 1995

Tulane Graduate Student Scholarship Fund, 1994 and 1995

Tulane University Tuition Fellowship and Stipend, 1994-1997

Doris N. Carson Award for Outstanding Volunteer Service at Planned Parenthood of Northeast Florida, 1994

Florida-Brazil Institute Travel Grant for study-abroad program in Rio de Janeiro, Summer 1992

Phi Beta Kappa, 1991

Florida Undergraduate Scholarship Fund, University of Florida, 1988-1991

Young Columbus Writing Award from Parade magazine: trip to Edinburgh and London, 1988

**PROFESSIONAL EMPLOYMENT**

Assistant Professor of Anthropology (tenure-track), Department of Anthropology, Georgia State University, August 2005-present

Visiting Lecturer of Anthropology, Department of Anthropology and Geography, Georgia State University, 2003-2005

Visiting Assistant Professor of Anthropology, Department of Anthropology and Sociology, Sweet Briar College, 2001-2003
Adjunct Instructor, Anthropology, Tulane University, Fall 1999-Summer 2000
Adjunct Instructor, Anthropology, Tulane’s University College, Spring 1998
Research Assistant, Department of Anthropology, Tulane University, 1994-1997

COURSES TAUGHT

Georgia State University:

Senior Seminar in Anthropology, ANTH4970, Spring 2007, 2008, and 2009

Anthropology Field School and Advanced Field School (in Rio de Janeiro, Brazil) for the Georgia State study-abroad program, “Field School in Medical Anthropology,” ANTH4550/6550 and ANTH4560/6560, Summer 2006

Women in Cross-Cultural Perspective, ANTH4420, Spring 2006

Anthropology Field School (in Rio de Janeiro, Brazil) for the Georgia State study-abroad program, “The Urban Environment and Health: Law, Policy, and Culture—The Rio Experience,” ANTH4550/6550, Summer 2005

Introduction to Cultural Anthropology, ANTH 2020, Fall and Spring semesters, 2003-2005, Fall semesters 2006-2008, Summer 2004

Introduction to Anthropology, ANTH 1102, Fall and Spring semesters, 2003-2005, Summer 2004 and 2008

Gender, Race, and Class in Complex Societies, ANTH 4040/6040, WST4910/6910, Fall semesters, 2003-2009

Health and Culture, ANTH 4460/6460, Spring semesters, 2003-2009

Directed Readings and Directed Studies

Down’s Syndrome in Anthropological Perspective; ANTH4999, Summer 2008 (student: Nicole Kelley)

Supervised student’s Directed Study in Rio de Janeiro with the Two Brothers Foundation, ANTH8900 (student: Matthew Johnson)

Senior Seminar in Anthropology as ANTH4999, Fall 2007 (student: Lacey Bonkofsky)

Supervised student’s GSU credit for study abroad field school in Ancash, Peru as ANTH4999 (student: Shenoa Herlinger), Summer 2007
Psychological Anthropology, ANTH4999, Spring 2005, Fall 2005 (students: Robyn Perry, )

Introduction to Anthropological History, Theory, and Methods, ANTH 4999, Summer 2004 (student: Laura Martin)

Brazilian Culture, ANTH 4999, Summer 2004 (student: Dione Morton)

Peoples and Cultures of South Asia, ANTH 4999, Summer 2004 (student: Astha Ghimire)

Advanced Readings in Medical Anthropology, ANTH 4999 and ANTH 6999, Summer 2004, Fall 2004, Summer 2007 (students: Shelby Beringer, Sharon Pritchett, Kanan Mehta)

**Internship (ANTH4830) Supervision:**

for Amber Russell, volunteering with RRISA (Refugee Resettlement and Immigration Services of Atlanta)

for Douglas Jones, working on a project with the Two Brothers Foundation in Rio de Janeiro, Brazil and with CNN International in Atlanta, Fall 2009

for Secil Goksu, working for the Shreiner Academy in Marietta, GA on a nutrition education class for children, Summer 2009

for Chris Cedars, volunteering with English as a second language and creating a five-minute video to be used by Refugee Family Services of Georgia, Spring 2009

for Isabella Chan (supervised GSU undergraduate credit), attending medical anthropology field school in Ancash, Peru, Summer 2008

for Fernanda Espinosa (supervised GSU graduate credit), volunteer work for the Two Brothers Foundation in Rio de Janeiro, Brazil, Summer 2008

for Matthew Johnson (supervised GSU graduate credit), volunteer work for the Two Brothers Foundation in Rio de Janeiro, Brazil, Summer 2008 and Spring 2009

for Megan Moore (graduate credit), intern with CTTS (Center for Trauma and Torture Survivors) with the Dekalb County Board of Health in Decatur, Georgia, Summer 200

for Gladin Joseph, volunteering at Georgia Lions Lighthouse Foundation, Summer 2007

for Sam Roberts, volunteering at Grady Health Care of Atlanta, Summer 2007
for Astha Ghimire, interning in West Nile Virus education at the Fulton County Department of Health, Spring and Fall 2006

**Sweet Briar College:**

- Cultural Anthropology, ANTH 012, Fall and Spring semesters
- Medical Anthropology, ANTH 130, Spring semesters
- Cultural Perspectives on Family and Society, ANTH 133, Fall semesters
- Culture, Society, and the Individual, ANTH 121, Fall semesters
- Peoples and Cultures of Latin America, ANTH 175, Spring 2003
- Ethnography, ANTH 124, Spring 2002
- Independent study in Applied Anthropology, 200 level course, Fall 2002

**Tulane University:**

- Anthropology of Women and Men, ANTH 203-01, Summer 2000
- Cultural Anthropology, ANTH 102-03, Spring 2000
- Cultural Anthropology, ANTH 102-04, Fall 1999
- Cultural Anthropology, ANTH 102-04, Spring 1998

**RELATED WORK**

- Director of the Georgia State University Study Abroad Program, “Field School in Medical Anthropology in Rio de Janeiro, Brazil, May 16-June 20, 2006
- Co-Director, with Professor Colin Crawford (Associate Professor of Law at Georgia State University), of the Georgia State University and Armstrong Atlantic University Program, “The Urban Environment and Health: Law, Policy, and Culture—the Rio Experience,” Summer study abroad program in Rio de Janeiro, Brazil, May 22-June 22, 2005
- Invited Participant, Health-related Stigma and Discrimination Interdisciplinary Research Workshop, hosted by the Royal Tropical Institute of The Netherlands, organized in collaboration with the Swiss Tropical Institute and the London School of Hygiene and Tropical Medicine, to be held at the Kontakt der Kontinenten Conference Hotel, Soesterberg, The Netherlands, November 29-December 2, 2004
Coordinator and translator of interviews with patients and physicians in Rio de Janeiro for Discovery Channel documentary “Banished: Living with Leprosy,” Phyllis Ward, producer, 1999

Participant in Oral History project, headed by Julia Elwood, of residents, former residents, and staff at the Gillis W. Long Hansen’s Disease Center, Carville, LA; videotaped oral history interviews that I conducted and transcribed for this project are archived at the T. Harry Williams Center for Oral History at Louisiana State University, Baton Rouge, LA; 1996-1997

Assistant Editor of sociocultural section of the Florida Journal of Anthropology, 1991-1993

PROFESSIONAL REVIEWS (unpublished)

Peer-reviewer for Southern Anthropologist: 1 article (2009)

Peer-reviewer for Leprosy Review: 3 articles (2009)

Peer-reviewer for American Anthropologist: 1 article (2007)

Peer-reviewer for Medical Anthropology Quarterly: 2 articles (2006 and 2007)

Peer-reviewer for Health Education Research: 2 articles (2005 and 2007)


Peer-reviewer for Medical Anthropology: 1 article (2003)


Paid review of Chapters 14-17 of the textbook, Cultural Anthropology, Nancy Bonvillian (2008)


PUBLICATIONS

Book


Peer-reviewed articles

2010  Déjà Vu: Hansen's Disease (Leprosy) and Immigration Discourse in the Twenty-First Century United States. Accepted for publication on December 10, 2009, to be published in the March 2010 issue of *Leprosy Review*, vol. 81.


Other Publications

2009  What’s Next? Preparing Anthropology Students for Life after a BA. *Anthropology News*. Accepted for publication in September issue. (Vol. 50, Issue 6).

n.d. (submitted) Student Ethnic and Racial Identity and Study Abroad. Introductory article to invited submission of articles for a themed issue of Practicing Anthropology; articles are by panelists from the panel I chaired, “Student Ethnic and Racial Identity and Study Abroad,” at the Society for Applied Anthropology meetings in 2007 in Tampa, Florida.

n.d. Experiments in Cultural Anthropology Field School, Practicing Anthropology. submitted November 7, 2006; accepted for publication January 30, 2007; publication delayed for future teaching issue of the journal.


CITATIONS OF PUBLISHED WORK


Cited in:
Gaudet, Marcia


Cited in:
Barrett, Ron

CONFERENCE PAPERS, PANELS, AND COLLOQUIA

2009 “A História de Hanseníase no Brasil: Fatores que Contribuem para a Perpetuação da Doença,” paper presented at a joint symposium (“GSU@FCRB”) of Georgia State University faculty and scholars of the Fundação Casa de Rui Barbosa, held at the Casa de Rui Barbosa, Rio de Janeiro, Brazil, June 10, 2009.


2008 Co-organizer (with Drs. Robert Moser and Susan Quinlan of the University of Georgia’s Department of Romance Languages) for joint Georgia State/University of Georgia, symposium: Brazilian-Americans in Georgia and Beyond: a Multi-Disciplinary Symposium, April 25-26.


2007 “When is a gringo not a tourist in the favela?: Dilemmas of study abroad in urban
Brazil.” Invited paper for the panel, “International Education: Distinguishing Study Abroad from Tourism;” session organizer: Dr. Kimberley Jones; Society for Applied Anthropology Meetings, Tampa, Florida, March 31.

2006 Invited Panel Discussant: “Medical Anthropology in the Age of Paul Farmer”
“A panel of five medical anthropologists will discuss their scholarship and the work of Paul Farmer. Panelists will be Joan Paluzzi (UNC Greensboro), who worked for three years for Farmer’s organization, Partners for Health; Patricia Whelehan (SUNY-Potsdam, whose scholarship focuses on human sexuality and HIV+/AIDS); Kaja Finkler (UNC Chapel Hill), who has investigated narratives of women in pain in Mexico and biotechnology and kinship in North Carolina; Samantha Solimeo (Duke University), a feminist medical anthropologist who studies aging as a cultural process; and Cassandra White (Georgia State University), whose scholarship explores medical discourses in Brazil. Sponsored by the General Studies Program, the Department of Sociology and Anthropology, the Program for Ethnographic Research and Community Studies (PERCS), the Women’s/Gender Studies Program, and Project Pericles.” [http://www.elon.edu/e-web/speakers/fall06/oct02panel.xhtml](http://www.elon.edu/e-web/speakers/fall06/oct02panel.xhtml), Elon University, North Carolina, October 2.


2005 “The Urban Environment and Health’: Engaging Students in an Interdisciplinary Study Abroad Program in Rio de Janeiro, Brazil,” for the panel, “Culture for Sale: Tourism and its Contribution to the Construction, Preservation, and Consumption of Heritage;” Session organizer, Kathryn Kozaitis; Society for Applied Anthropology Meetings, Santa Fe, New Mexico, April 8.

2005 “Patient Perceptions of the Effects of Multidrug Therapy Treatment for Leprosy in Brazil,” for the panel, “Anthropological Approaches to Polydrug Use,” session organizer, Gilbert Quintero, to the Society for Applied Anthropology Meetings, Santa Fe, New Mexico, April 9.

2004 “The Urban Environment and Health: An Interdisciplinary Study Abroad Program in Rio de Janeiro, Brazil.” Department of Anthropology and Geography Speakers Forum Series, Georgia State University, Atlanta, GA, September 9.

2004 Invited Chair of panel, “Using the Media in Applied Anthropology,” Anthropology and Society for Medical Anthropology joint meetings, Dallas, TX, March 31-April 4.


2002 “In or Out? Life at the Former Leprosarium of Curupaiti, Brazil.” Invited paper for the One-Day Symposium: History of Leprosy—Microbiol Exchanges, 16th International Leprosy Congress, Salvador, Brazil, August 4-9.


2001 “Medical Anthropology in Practice.” Sweet Briar College Honors Colloquium, Sweet Briar, VA, October 18.

2000 “Plants Used in Popular Treatments for Leprosy in Brazil.” Ethnobotany Lunch, Tulane University, New Orleans, LA, October 5.

1999 “Folk and Patient Models of Leprosy Treatment in Rio de Janeiro.” Tulane University Graduate Student Colloquium, New Orleans, LA, October 25.

1996  “From the Days of Chaulmoogra Oil to Multidrug Therapy: Hansen’s Disease (Leprosy) Treatment in Twentieth Century Brazil and the United States.” Tulane University Graduate Student Colloquium, New Orleans, LA, April 19.


GUEST LECTURES

2009  “Cultural Constructions of Race in Brazil,” for the course, Elementary Portuguese I, PORT 1001, taught by Julia Simões, Instructor in the Department of Modern and Classical Languages, Georgia State University, November 3, 2009.

2009  “Structural Violence and Health,” for the course, The Anthropology of Violence, ANTH 3033, team-taught by the Department of Anthropology under the direction of Dr. Emanuela Guano, Associate Professor of Anthropology at Georgia State University, Atlanta, GA, October 16.

2008  “Anthropology, Cultural Relativism, and Health,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, September 10.

2008  “Leprosy in Brazil,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, February 21.

2008  “Anthropology and Public Health,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, February 7.

2007  “Medical Anthropology,” for the course Introduction to Anthropology, ANTH1102, taught by Dr. Jeffrey Glover, Assistant Professor in the Department of Anthropology, Georgia State University, Atlanta, GA, November 29.
2007  “Anthropology and Public Health,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, February 22.

2006  “Anthropology, Study-abroad, and Cross-Cultural Communication,” for the course Global Ambassadors, GSU1010, taught by Farrah Bernardino, Study Abroad Advisor in the Office of International Affairs, Georgia State University, Atlanta, GA, October 27.

2006  Guest lecture on medical anthropology to a combined class of Introductory Sociology, SOC111, taught by Dr. Lauren Kier, Instructor, and Dr. Bernard Curry, Assistant Professor of Sociology, Elon University, North Carolina, October 3.

2006  Guest lectures on my research on Hansen’s Disease in two sections of the course, The Global Experience, GST110, taught by Dr. Steve Braye, Professor of English, Elon University, North Carolina, October 2.

2006  Guest panel discussion, with Samantha Solimeo (Duke University) and Joan Paluzzi (UNC Greensboro), in a combined class of Introductory Sociology (SOC111) taught by Lisa Peloquin and Sociological Inquiry (SOC312) taught by Kimberly Jones, October 2.

2006  “Medical Anthropology and Public Health,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, September 11.

2006  “The Cross-Cultural Stigma of Disease,” for the course, Global Health, PH7600, taught by Dr. Karen Gieseker, Assistant Professor of Public Health at Georgia State University, Atlanta, GA, August 26.

2006  “The Brazilian Community in Atlanta,” for the course, Survey of World History since 1500, taught by Dr. Michele Reid, Assistant Professor of History at Georgia State University, Atlanta, GA, April 18, 2006.

2006  “Language, Dialects, and Culture,” for the course Introduction to Anthropology, ANTH1102, taught by Dana Tottenham, M.A., Adjunct Lecturer at Georgia State University, Atlanta, GA, March 21, 2006.

2005  “Medical Anthropology Basics,” for the course Introduction to Anthropology, ANTH1102, taught by Dr. J. Dwight Hines, Visiting Lecturer at Georgia State University, Atlanta, GA, November 11.
2005  “Medical Anthropology and Public Health,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, September 12.

2005  “The Cross-Cultural Stigma of Disease,” for the course, Global Health, PH7600, taught by Dr. Karen Gieseker, Assistant Professor of Public Health at Georgia State University, Atlanta, GA, August 30.

2005  “Foucault, the Body, and Biopower,” for the course, Seminar in Theory and Praxis, ANTH8040, taught by Dr. Emanuela Guano, Assistant Professor of Anthropology at Georgia State University, March 31.

2004  “The Importance of Anthropology in Addressing Public Health Problems,” for the course Social and Behavioral Aspects of Public Health, PH 7140, taught by Dr. Michael Eriksen, Professor and Director of the Institute of Public Health at Georgia State University, Atlanta, GA, September 13.

2002  “Brazilian Novelas, Brazilian Culture.” Invited guest lecture for the course Latin American Culture 102, taught by Dr. Margaret Stanton, Associate Professor of Spanish at Sweet Briar College, Sweet Briar, VA, November 1.

DEPARTMENT AND UNIVERSITY SERVICE

Fulbright Campus Review Committee member for Denise Bodor, Fall 2009.

Phi Beta Kappa Committee member (steering committee for application for a chapter of Phi Beta Kappa at Georgia State University), 2009

Academic Program Review Committee member, Department of Anthropology, Fall 2009/Spring 2010

Curriculum Coordinator, Department of Anthropology, Fall 2009/Spring 2010

Search Committee Chair for Lecturer position in the Department of Anthropology, Georgia State University, Fall 2008/Spring 2009

Department of Anthropology Faculty Representative at the December 2008 commencement ceremony at Georgia State University

Reviewer for International Education Fee Scholarship applications, 2008 and 2009
Search Committee Member for tenure-track Assistant Professor position in biological anthropology, Department of Anthropology, Georgia State University, Fall 2007/Spring 2008

Executive Committee Member, Department of Anthropology, Georgia State University, Fall 2006/Spring 2007

Graduate Studies Committee Member, Women’s Studies Institute, Georgia State University, Fall 2006/Spring 2007

Department of Anthropology Faculty Guide at December 2006 commencement ceremony at Georgia State University

Club Advisor for Georgia State University registered club, the Brazilian Students’ Association, Fall 2006-Spring 2008

Club Advisor for the Georgia State University registered club, Delta Omicron, an International Music Fraternity, Fall 2006-Spring 2008

Fulbright Campus Review Committee Chair for McCalla Orso, Fall 2006

Supervised University Scholar undergraduate students Nicole Kelley (Fall 2006, Spring and Fall 2007) and Isabella Chan (Spring 2008)

Approval committee member for Professional Advancement Grants (PAGs) and Institutional Support Grants (ISGs) for the Center for Latin American and Latino Studies, Fall 2006-present

Search committee member for tenure-track Assistant Professor position in archaeology search, Department of Anthropology, Georgia State University, Fall 2006

Department of Anthropology representative, poster session featuring departments with applied foci at the Society for Applied Anthropology, Vancouver, Canada, March 31, 2006.

Review committee member for National Security Education Program David L. Boren Undergraduate Scholarship for Study Abroad, Spring 2006 and Spring 2007

Search committee member for Lecturer search in Anthropology, Fall 2005/Spring 2006

Organizer, “Anthropology Colloquium,” Department of Anthropology, Georgia State University, Spring 2006-Spring 2007

Organizer, “Speakers Forum,” Department of Anthropology and Geography, Georgia State University, Fall 2005
Department of Anthropology Representative, with Kathryn Kozaitis, at Panther Preview, 2005

Department of Anthropology and Geography Representative, Panther Preview, 2004

Fulbright Campus Review Committee for Heather Miller, Georgia State University, Fall 2004

Judge, “Crossing Paths, Crossing Cultures,” 5th Annual Photo Competition for Study Abroad and International Students, Georgia State University, Fall 2004

HIV/AIDS and Infectious Disease Research Team, Partnership for Urban Health Research, Georgia State University, 2004-2005

Search committee member for tenure-track position Assistant Professor search in Sociology, Sweet Briar College, 2002-2003

Women and Gender Studies Committee, Sweet Briar College (2002-2003)

COMMUNITY/INTERNATIONAL SERVICE

Translation of documents and assistance with international funding contacts for the construction of a Leprosy Museum at the Agua de Dios Sanatorium in Cundinamarca, Colombia (2009)

PUBLIC/MEDIA INTERVIEWS RELATED TO RESEARCH


COMMITTEES FOR STUDENT WORK

Practicum committee member for Valerie Anonyuo, M.A. candidate in Anthropology, Georgia State University, projected graduation date: May 2010.

Chair, thesis committee for Kanan Mehta, M.A. candidate in Anthropology, Georgia State University, projected graduation date: December 2010.

Chair, thesis committee for Veronica Przybyl, M.A. candidate in Anthropology, Georgia State University, projected graduation date: May 2010.

Chair, thesis committee for Melinda Mills, M.A. candidate in Anthropology, Georgia State University, projected graduation date: May 2010.
Chair, practicum committee for Ashleigh Woodard, M.A. candidate in Anthropology, Georgia State University, projected graduation date: May 2010.

Thesis committee member for Ophelia Bradley, M.A. candidate in Anthropology, Georgia State University, projected graduation date: December 2009.

Thesis committee member for Pamela Caltabiano, M.A. candidate in Anthropology, Georgia State University, projected graduation date: December 2009.


Chair, internship committee for Megan Moore, M.A. candidate in Anthropology, Georgia State University, internship paper title: “Understanding Torture: On the Importance of Historical, Social, and Political Contexts”, graduated May 2009.

M.A. project committee member for Alysia Burdette, M.A. in Women’s Studies, Georgia State University, project title: “The Mason Jar Project,” graduated December 2008.


Chair, internship committee for Megan Rickert, M.A. in Anthropology, Georgia State University, paper title: “Practical Purposes of Applied Anthropology in Refugee Immigration,” graduated May 2008.


Practicum committee member for Lynn Shaull, M.A. in Anthropology, Georgia State University, practicum title: “‘Well, How Interesting!’: An Ethnography of an Organization and the Cervical Cancer Project that Never Happened,” graduated May 2008.

Practicum committee member for Nicole Thomas, M.A. in Anthropology, Georgia State University, practicum title: “”, graduated May 2008.
Chair, thesis committee for Yolanda Chapman, M.A. in Anthropology, Georgia State University, thesis title: “I Am Not My Hair! Or Am I?: Black Women’s Transformative Experience in their Self-Perceptions Abroad and at Home,” graduated December 2007.

Practicum committee member for Jon Blackwelder, M.A. in Anthropology, Georgia State University, Practicum title: “The Altered Atmospheres: Consistency Analysis of Pottery Production and Firing Atmospheres Amid Ceramic Samples of Two Regionally and Temporally Differing Southeastern Mississippian Sites,” graduated December 2007.


Thesis committee member for Desiree Tabor, M.A. in Anthropology, Georgia State University, “Consumption Practices and Middle-Class Consciousness Among Socially Aware Shoppers in Atlanta,” graduated May 2006.

Thesis committee member for Jeremy Greenup, M.A. in Anthropology, Georgia State University; thesis title “Identity as Politics, Politics as Identity: An Anthropological Examination of the Political Discourse on Same-Sex Marriage”, graduated December 2005.


Thesis committee member for Ariela Eschel, M.A. in Anthropology, Department of Anthropology and Geography, Georgia State University; thesis title: “Illness Etiology and Treatment Seeking Behavior among Chabad-Lubavitch Hasidim,” graduated May 2004.

Comprehensive exam committee member for Anthropology graduate students Melinda Mills (Fall 2009), Ashleigh Woodard (Fall 2009), Veronica Pryzbyl (Fall 2009), Ophelia Bradley (Spring 2009), Pamela Caltabiano (Fall 2009), Emily Gaskin (Spring 2008), Megan Moore (Spring 2008), Patrick Huff (Fall 2007), Lynn Shaull (Fall 2007), Angela Klepach (Fall 2007), Kyle Peplinski (Fall 2007), Megan Rickert (Fall 2007), Nicole Thomas (Fall 2007), Yolanda Chapman (Spring 2007), Jon Blackwelder (Spring 2007), Brian Carter (Fall 2006), Darby Proctor (Fall 2006), Rhina Vivas (Spring 2006), Taren Dailey (Fall 2005), Desiree Tabor (Fall 2005), Heather Miller (Spring 2005) and Women’s Studies graduate student Lisa Borello (Spring 2006).

Comprehensive exam committee member for all Women’s Studies M.A. students as part of the service required of the Women’s Studies Graduate Committee (Fall 2006-Spring 2007): Martha Turner (Fall 2006), Elena Weiss (Spring 2007)

FACULTY AFFILIATIONS

Institute of Public Health, Georgia State University
Women’s Studies Institute, Georgia State University
Center for Latin American and Latino Studies, Georgia State University

LANGUAGES

Portuguese (fluent—speaking, reading, and writing)
Spanish (fluent—speaking, reading, and writing)
French (basic)
Swahili (basic)

PROFESSIONAL MEMBERSHIPS
Society for Applied Anthropology
American Anthropological Association
Phi Beta Kappa
Phi Beta Delta Honor Society for International Scholars
Brazilian Studies Association (BRASA)
Latin American Studies Association (LASA)
Curriculum Vitae

Frank L’Engle Williams
Associate Professor
Department of Anthropology
Georgia State University
33 Gilmer Street
Atlanta GA, 30303
404-413-5154
Frankwilliams@gsu.edu

EDUCATION

2001  Ph.D. Anthropology  University of Massachusetts, Amherst
1993  M.A. Anthropology  University of Massachusetts, Amherst
1989  B.A. Anthropology (with honors) University of Florida, Gainesville

PROFESSIONAL EXPERIENCE

2007-present Associate Professor, Department of Anthropology, Georgia State University.
2001-2007 Assistant Professor, Department of Anthropology, Georgia State University.
2000-2001 Postdoctoral Research Assistant, Department of Anthropology, Pennsylvania State University

PUBLICATIONS

Smeenk D, Godfrey LR and Williams FL (2006) The early specimens of the potto Perodicticus potto (Statius Müller, 1776) in the National Museum of Natural
History, Leiden, with the selection of a neotype. *Zoologische Mededelingen* 80:139-164


MANUSCRIPTS UNDER REVIEW

Robinson CA, Williams FL (accepted with revision) Quantifying mental foramen position in extant hominoids and *Australopithecus*: implications for its use in studies of human evolution. *Anatomical Record*.

Williams FL, Schroeder L, Ackermann RR (under review) The middle face of SK 847 and Stw 53 compared to Plio-Pleistocene Hominini fossils, the African apes and humans. *South African Journal of Science*.

Williams FL, Patterson JW (under review) Reconstructing the paleoecology of Taung, South Africa from low-magnification of dental microwear features in fossil primates. *PALAIOS*.

**PROCEEDINGS (Referred)**


**PRESENTATIONS**


Reyes ER and Williams FL (2009) Reconstructing the diet of *Parapapio jonesi* from two Plio-Pleistocene sites, Swartkrans and Sterkfontein, South Africa. *Georgia Academy of Science* annual meetings.


Williams FL (2008) A morphometric analysis of the lower face in SK 847 and STW 53 in comparison to the maxillae of other Plio-Pleistocene Hominini. Lecture given to the Bioanthropology Seminar Series, Department of Anthropology, Emory University, November 22, Atlanta.


GRANTS

FY09 PI, Research Initiation Grant, Office of the Vice President of Research, Georgia State University. Title: Fatherhood: An Evolutionary Strategy Among Foragers. $10,000

FY04-06 Co-PI, Research Program Enhancement Grant (with B.A. Christensen and C. Elliott), Office of the Vice President of Research, Georgia State University. Title: Research in Southern African Paleoceanography-Paleoclimatology. $126,000

FY03 PI, Research Team Grant (with B.A. Christensen), Office of the Vice President of Research, Georgia State University. Title: Southern African River Beds: The Missing Link in Human Origins $14,965

FY03 PI, Research Initiation Grant, Office of the Vice President of Research, Georgia State University. Title: The Position of the Mental Foramina in Modern Human Origins and Cleft Palate Patients. $7,655 (declined).

2000 Travel Grant, University of Massachusetts, Amherst. $150.00

1999 Travel Grant, University of Massachusetts, Amherst. $240.00

1998 Sigma Xi Grant-in-Aid of Research. $491.00

1998 Travel Grant: Netherlands-America Commission for Educational Exchange, the Netherlands. $200.00

1998 Travel Grant: Faculteit der Medische Wetenschappen, Rijksuniversiteit Groningen, the Netherlands. $250.00

1997 Travel Grant: Faculteit der Medische Wetenschappen, Rijksuniversiteit Groningen, the Netherlands. $175.00

1997 Travel Grant, University of Massachusetts, Amherst. $250.00

1993 Ministerie VROM: Dutch Ministry of Housing Physical Planning and the Environment. $2,000.00

EDITORIAL/REVIEWER PROJECTS (peer-reviewer)

Annals of the Transvaal Museum (2009)
Journal of Anatomy (2009)
INSTRUCTIONAL ACTIVITIES

Courses taught

- Introduction to Anthropology
- Introduction to Biological Anthropology
- Human Evolution
- Primate Behavioral Ecology
- Forensic Anthropology
- Methods and Theory in Biological Anthropology

Direction of individual student work

- Advisor for nine MA theses/practica (with three in progress)
- Advisor for seven undergraduate honors theses
- Advisor for one McNair scholar
- Member for nine MA committees
- Advisor for eleven presenters, Georgia State Undergraduate Research Conference

ADMINISTRATIVE EXPERIENCE

- Director of Undergraduate Studies, 2006-present
- Secretary, Undergraduate Council, College of Arts and Sciences, 2006-present
- Chair, Self-Study for Department of Anthropology, 2008-present
- Member, McNair Advisory Board, 2005-present
- Library Representative for Anthropology, 2004-2009
- Learning Outcomes Assessment and Weave Reporter, 2005-2009
- Chair, Search Committee for Visiting Lecturer, 2008
- Member, University Senate, 2005-2007
- Chair, Search Committee for Archeologist, 2006-2007
- Member, Search Committee for Lecturer, 2005-2006, 2002-2003
- Member, Third Year Review of Lecturer, 2005
- Coordinator of departmental colloquium series, 2004-2005
HONORS, AWARDS AND RECOGNITION

2009  Nomination, Faculty Teaching Award
2008  Nomination, Faculty Undergraduate Research Award
2006  Sigma Xi, Full member
2000  University Graduate Fellowship, University of Massachusetts, Amherst.
1999  Earnest A. Hooton Award for Best Student Poster at the American Association of
      Physical Anthropologist annual meetings
1998  Belgian American Educational Foundation Graduate Fellowship.
1997  Fulbright Fellowship.
1994  Nederlandse Taalunie Zomercursus Scholarship (Dutch language and culture).
      Nijenrode Universiteit, Breukelen, the Netherlands.
1993  European Program Fellowship, University of Massachusetts Amherst.
1989  Phi Beta Kappa, University of Florida.
1988  Irene Kimbo Memorial Scholarship, University of Florida.
1988  duPont Scholarship, University of Florida.

RESEARCH EXPERIENCE

Summer 2009
United States  Dental molds from primates (Harvard’s Museum of Comparative
              Zoology)

Summer 2006
United States  Dental molds from primates (American Museum of Natural History)

2005-present
United States  Supervisor, Low-magnification stereomicroscopy of fossil and extant
              primate dental casts at the Dental Microwear Laboratory, Georgia State
              University

Summer 2005
United States  Dental molds from primates (Harvard’s Museum of Comparative
              Zoology)
Netherlands  Dental molds from primates (Nationaal Natuurhistorie Museum)
Belgium  Dental molds from primates (Institut Royal des Sciences Naturelles de
          Belgique)
South Africa  Dental molds from primate and hominid fossils (Department of
             Anatomical
             Sciences, The University of the Witwatersraad; Transvaal Museum; South
             African Museum).

Summer 2004
Netherlands  Perodicticus potto and other strepsirhines (Nationaal Natuurhistorie
             Museum)
Belgium  Hominoid pelves (Institut Royal des Sciences Naturelles de Belgique)
**Summer 2003**

**US**  
Modern baboon crania (Harvard’s Museum of Comparative Zoology)

Belgium  
Modern baboon crania (Institut Royal des Sciences Naturelles de Belgique)

Netherlands  
Modern baboons crania (Nationaal Natuurhistorie Museum; Universiteit van Amsterdam Zoologisch Museum)

South Africa  
Fossil baboons (Department of Anatomical Sciences, The University of the Witwatersraad; Paleanthropology Unit for Research and Exploration, the University of the Witwatersraad; Transvaal Museum).

**Summer 2002**

Belgium  
Neolithic mandibles (Institut Royal des Sciences Naturelles de Belgique)

Netherlands  
Modern human mandibles (Anatomic Museum, Rijksuniversiteit Leiden)

South Africa  
Australopithecine fossils (Department of Anatomical Sciences, The University of the Witwatersraad; Paleanthropology Unit for Research and Exploration, the University of the Witwatersraad; Transvaal Museum).

South Africa/Namibia  
Cave taphonomy (Sterkfontein, Komdraai, Drimolen, Makapansgat) and Ephemeral River beds (Augrabies, Orange River, Kalahari, Fish River Canyon).

**AY 2000-01**

United States  
Image analysis of CT scans and digitization of landmark data on NIH-funded examination of craniosynostosis and craniofacial disorders. (Image Analysis and Morphometrics Laboratory, Pennsylvania State University).

**Fall 1998**

Belgium  
Neandertal fossils (Direction de l’Archéologie, Ministère de la Région Wallone; Institut Royal des Sciences Naturelles de Belgique). Modern human crania (Institut Royal des Sciences Naturelles de Belgique).

**Summer 1998**

France  
Neandertal fossils (Université de Poitiers; Museum National de Préhistoire, Les Eyzies de Tayac).
**Belgium**

*Pan troglodytes* crania (Museum National d’Histoire Naturelle Paris).

Modern human crania (Institut Royal des Sciences Naturelles de Belgique).

*Pan paniscus* crania (Koninklijk Museum voor Midden Afrika).

**Spring 1998**

*Pan troglodytes* crania (Museum National d’Histoire Naturelle Paris).

Modern human crania (Institut Royal des Sciences Naturelles de Belgique).

*Pan paniscus* crania (Koninklijk Museum voor Midden Afrika).

**Spring 1998**

Croatia  Neandertal fossils (Croatian Natural History Museum).


*Pan troglodytes* crania (Nationaal Natuurhistorisch Museum).

Israel Neandertal and early modern human fossils (Tel Aviv University).

**Fall 1997**

Italy Neandertal fossils (Instituto di Paleontologia Umana; Universita di Roma; Pigorini Museum).


**Summer 1997**

United States Modern human crania (Johns Hopkins University).

**Spring 1996**

United States Modern human crania (American Museum of Natural History).

United States Modern human crania (Peabody Museum, Harvard University).

**Fall 1995**

Hungary Neandertal fossils (Termeszettudomanyi Muzeum).


France Neandertal fossils (L'Institut de Paléontologie Humaine; Musée de l’Homme; Musée des Antiquités Nationales, Saint Germain-en-Laye).

England Neandertal fossils (British Museum of Natural History).

*Pan troglodytes* crania (Powell-Cotton Museum).

Belgium Neandertal fossils (Institut Royal des Sciences Naturelles de Belgique; Université de Liège).

**Fall 1994**

United States Modern human crania (Smithsonian Institute).

United States *Pan troglodytes* crania (Museum of Comparative Zoology, Harvard University).

**Summer 1992**

United States Post-crania of Primates, Carnivora and Artiodactyla (Museum of Comparative Zoology, Harvard University).
PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Anthropological Association
American Association of Physical Anthropologists
National Center for Science Education
Société Royale Belge d'Anthropologie et de Préhistoire
Sigma Xi

FOREIGN LANGUAGE PROFICIENCY
Dutch (fluent)
French (conversational)
Spanish (conversational)
Appendix F4: A description of how the unit’s faculty members were involved in the process of developing and approving this self study.

All faculty members contributed to the APR through collective participation in several faculty meetings in fall 2009, and through a departmental retreat on September 24th 2009. The Director of Graduate Studies and Director of Undergraduate Studies provided crucial data elements for the BA and MA programs respectively. A cultural anthropologist interpreted the qualitative data from the survey questionnaires. Another faculty member deciphered the quantitative data from the self-study surveys, and the departmental Library Representative coordinated the retrieval of the University Library report in Appendix G2. Other faculty contributed sections related to their area of service. The Department Chair wrote the Strategic Plan and edited the final document. The Chair of the Self-Study contributed Tables B2 and B6, and wrote rough drafts of most APR sections. Preliminary drafts of the APR were distributed during October and November 2009 to the faculty for comments and editorial advice. The final draft was submitted to the faculty on December 4, 2009 for its endorsement.
Appendix F5: Significant service contributions of faculty

DESPINA MARGOMENOU:

Dr. Margomenou has a longstanding research collaboration with the Aristotle University of Thessaloniki, Greece. This includes an international archaeological field school at the prehistoric mounded settlement of Thessaloniki. The collaboration has fostered a number of initiatives for undergraduate and graduate students including study abroad and exchange programs in Greece as well as a formal student and scholar collaboration between the Department of Anthropology at Georgia State University and the Department of History and Archaeology (Faculty of Social Anthropology/ Faculty of Archaeology) at the Aristotle University of Thessaloniki, Greece. In the summer of 2009, Dr. Margomenou initiated the process for a formal collaboration between Georgia State University (Department of Anthropology) and the American School at Athens. The collaboration is currently under review.

Dr. Margomenou and her students have participated in different initiatives (for instance the GA Refugee Policy Forum). Dr. Margomenou has worked with Girls Scouts groups from GA on practicing archaeology and how to become an archaeologist, and has given public lectures for a number of groups of avocational archaeologists such as the Greater Atlanta Archaeological Society, and the Bullock Hall Archaeological Society (a chapter of the Society for Georgia Archaeology in Roswell). As a member of the Hellenic Center at Georgia State University, Dr. Margomenou also organized the main lecture event for the Spring of 2009, a lecture on Byzantine art and architecture that was attended by members of the university and the Greek community of Atlanta (more than 100 people attended), including representatives of the Metropolitan of Atlanta and the Greek Consul.

GSU undergraduate students debated on ethics and engaged an audience of avocational archaeologists, museum docents, and volunteers at the Fernbank Museum of Natural History in considering the ethical implications of archaeological and museum practices. The debate (Ethics Bowl) followed the format and guidelines of the SAA Ethics Bowl. The public presentation of an Ethics Bowl competition was part of the Archaeological Practice and the Public course and was intended as a real-life exercise for students on how to interact with “the public.” The hope with this event of course was to engage everyone in pondering over the implications of archaeological practice and to show how complicated decision-making in the archaeological and museum practice can be for professionals and the kinds of ethical considerations that play into such decisions.

The event was successful and sparked interesting debate among GAAS members and other members of the audience. Making avocational archaeologists and museum volunteers aware of ethical dilemmas is an important service, as it is often these people who are the first line of defense for protecting the archaeological record.
CASSANDRA WHITE:

Through Dr. White’s past and current research on Hansen’s disease, she has created and maintained contacts with several local, national, and international organizations, including MORHAN (a Brazilian NGO, the Movement for the Reintegration of people affected by Hansen’s disease), the Oswaldo Cruz Institute (a medical research foundation in Brazil), the National Hansen’s Disease program in the United States, and Emory University Hospital in Atlanta. Research in the Brazilian community in Atlanta has led to ties with the Atlanta-Rio de Janeiro Sister Cities Committee. In her field school in Rio de Janeiro, Brazil, Dr. White has worked closely with several NGOs in Brazil, including Viva Rio, Ação Comunitária, and the Two Brothers Foundation (Instituto Dois Irmãos). The latter is a non-profit organization that provides educational opportunities for children and adults in the favela (shantytown community) of Rocinha. Three fundraisers held in Atlanta by Georgia State students who visited Two Brothers as a part of Dr. White’s field school raised over $4000 for this non-profit. Dr. White facilitated volunteer opportunities with Two Brothers for six Georgia State undergraduate and graduate students, who stayed in Rocinha for stints ranging from six weeks to six months.

JENNIFER PATICO:

Dr. Patico’s most recent research (2003-2008) is a study of international matchmaking and marriage, a project that involved fieldwork in both Russia and the U.S. (as well as online ethnography). The International Marriage Broker Regulation Act (IMBRA), passed by U.S. Congress in 2005, is an indicator of concerns that have been raised about the possibility that Russian and other foreign women who enter this country for the purpose of marriage may be particularly vulnerable to various forms of spousal abuse. The law has placed limits on the activity of agencies that focus on the provision of contact information for the purpose of dating and marriage across national borders – most notably, requiring that men provide substantial personal background information (including any criminal arrests or convictions) to agencies when they begin as clients, so that this information may be distributed to their potential love interests before they correspond or meet. Advocacy groups for and against the legislation have debated its rationales, legitimacy, and potential effects quite vociferously, approaching the issue from distinct bases of life experience and understandings of the politics of gender. Dr. Patico’s research has engaged her with Russian and other post-Soviet clients of international matchmaking agencies as well as the American men who pursue them. She has interviewed married couples and maintains contact with activists on both sides of the IMBRA debate. Her ethnography aims to illuminate the assumptions and experiences with which the various parties approach the conversation, enriching not only the anthropology of gender and globalization but also the possibilities for more productive discussion in the policy world.
BETHANY TURNER:

From 2004-2006, Dr. Bethany Turner participated in an educational outreach program through Emory University’s Center for Science Education and metro Atlanta public schools entitled Problems and Research Integrating Science and Math (PRISM, http://www.prism.emory.edu), which has received continued funding through GK-12 Initiative and Institutionalization grants from the National Science Foundation. In this program, graduate students involved in scientific research from Emory University, Clark Atlanta University, and Morehouse College are partnered with public school teachers in an effort to implement Problem-Based Learning (PBL) and Investigative Case-Based Learning (ICBL) as an alternative to traditional teaching methods of lecture and textbook-oriented class work. PBL and ICBL were first used in medical schools and other post-secondary programs to facilitate the retention and synthesis of concepts and terms through “cases.” Cases center on real-life scenarios and ambiguous, open-ended situations that push students to take an active and investigative role. PRISM fellows design and implement these PBL and ICBL curriculum modules in order to target multiple learning styles, foster student-driven learning and help students synthesize concepts in an integrated, multidisciplinary manner while meeting established curriculum standards. Moreover, students are introduced to local researchers and institutions, exposed to ideas that go above and beyond their standard curriculum, and establish connections with local universities and graduate students. All of these reinforce the notion of accessibility and attainability of advanced degrees to GK-12 students during critical windows in their educational development.

Dr. Turner served as a PRISM graduate fellow for two years, partnered with two science teachers at Columbia Middle School in Decatur. As a graduate fellow, Dr. Turner and her teacher partners wrote and implemented PBL and ICBL curriculum modules for 6th and 8th grade students; a copy of a science education article written by Dr. Turner and one of her teacher partners is included here as an illustrative example of her PRISM activities. Dr. Turner developed lasting partnerships with these teachers and with administrators in Dekalb County Public Schools. She also maintains frequent communication with the PRISM program director, her former teacher partners, and current PRISM graduate fellows, and therefore has multiple opportunities for continued outreach in GK-12 settings as a GSU faculty member.

Dr. Turner currently utilizes these opportunities in her 4000/6000 – level anthropology seminars at GSU. Undergraduate and graduate students in her Diet, Demography, and Disease course will work in teams to design curriculum modules of their choice that distill major concepts covered in the class into formats that are not only user-friendly for different middle-school classrooms, but target current Georgia Performance Standards (GPS) for school curricula. Dr. Turner and a current graduate Fellow at Emory University supervised these team projects; upon completion, interested students volunteered to present their modules to relevant classrooms at Columbia Middle School (where Dr. Turner worked as a PRISM fellow) and at middle- or high-schools currently involved in the PRISM program. In doing so, GSU
students have gained invaluable experience participating in community education outreach, and middle/high school students will have the opportunity to learn more about opportunities in anthropology at GSU. Dr. Turner intends to implement a similar team project in her Human Variation course, which is offered in the spring; all curriculum modules will be donated to the county coordinators for the relevant school system for dissemination to any and all interested teachers for use in their classrooms. Because anthropology is such a holistic discipline, the modules from Dr. Turner’s seminars will target curriculum standards in Life Science, Social Studies, Biology, History, Earth Science, Environmental Science and other related fields of study.

Over the next several years, Dr. Turner hopes to continue these projects, and in doing so, to expand her current network within local school systems so as to eventually function independently from the Emory PRISM program. Dr. Turner also hopes to formulate faculty instructional modules to disseminate to other GSU anthropology faculty, so that sustained connections between GSU anthropology and local public school systems can grow and expand. Given Dr. Kozaitis’s expertise in evaluating the outcomes of curriculum outreach through GSU’s (unrelated) PRISM program, the expansion of this outreach to include multiple faculty members, undergraduates, graduate students, and local schools, appears to be a feasible and fruitful pursuit.

**JEFFREY B. GLOVER:**

Dr. Glover has involved himself and his students in a number of projects (short and long-term) that have contributed to local, state, and international communities. Aside from the internships already mentioned, Dr. Glover has been working with the Flat Rock community since the fall of 2008. Flat Rock is one of the oldest, continuously occupied African-American communities in Georgia, and Dr. Glover and his students have been mapping the Flat Rock cemetery. This cemetery has internments dating from the mid-19th century and was used by the community up until the late 1950’s. Dr. Glover became involved in the project through his connections with GAAS. He worked at the site with his fall 2008 Archaeological Methods course (ANTH 4590/6590). This work served as a prime example to illustrate that archaeology, while focusing on the past, must engage with modern communities to stay relevant. In fact, this project has been featured in a couple of the local newspapers and will be in an upcoming documentary about the Flat Rock community. Following the work at the site and subsequent research, the students presented their findings at a monthly GAAS meeting held at the Fernbank Museum. In the spring of 2009, two students (Michael Johnson and David Cook) volunteered with Johnny Waits of the Flat Rock Archive at the Fernbank Museum of Natural History for archaeology day. During the summer of 2009, Kelly Woodard was awarded a McNair Fellowship. She worked with Dr. Glover and the Flat Rock Archive to further the mapping of the cemetery and to better position the project within its broader historical context. Her work will be presented in a poster that was accepted to the international Society of Historical Archaeology annual meeting in January 2010. The culmination of this work will be an on-line, interactive map that will be housed on the Geospatial server at GSU but linked to the Flat Rock Archive website. As far as Dr. Glover can tell, this will be the
first such map produced for an African-American cemetery in Georgia and seemingly the Southeast. Generally, such interactive maps have been completed for large, historic cemeteries.

Local outreach projects have involved the clean-up of the historic Oakland Cemetery in Atlanta. The cemetery had suffered damage after the March 2008 tornado that hit downtown Atlanta. The students volunteered with Dr. Glover to help clean massive root wads from the Civil War section of the cemetery. In the process a few personal items were identified. These items were later reinterred in their proper graves. This volunteer activity was also recognized in a number of local media outlets.

GSU’s collaboration with Fernbank continued in May 2009 when GSU archaeology students, under the direction of Dr. Glover, participated in the Fernbank archaeological project in south-central Georgia. The project is investigating an early 16th century Native American site that has very early evidence of Spanish contact, possibly as a result of contact with Hernando de Soto’s expedition into the area. The students spent three weeks on-site conducting excavations. They then produced posters about various aspects of the project. These posters were recently presented at the fall 2009 meeting of the Society for Georgia Archaeology and are going to be displayed at the Fernbank Museum.

In addition to the work done in the state of Georgia, Dr. Glover maintains an active research agenda out of the country. While most of his work is done in Mexico, he did conduct a field school in May 2007 in eastern El Salvador. Working with Dr. Fabio E. Amador, then of the National University of El Salvador, Dr. Glover brought a small group of students to conduct basic archaeological work at a number of sites in eastern El Salvador. The students lived and worked with students from the National University for part of the time, which was an important cultural exchange. In addition, Dr. Glover and Dr. Amador presented their work to local communities and to a local school group. This type of community outreach, much like the work with GAAS members in Atlanta, is critical if we are to preserve non-renewable archaeological resources.

As mentioned, the focus of most of Dr. Glover’s work is in Mexico. He is the co-director of the Proyecto Costa Escondida, which is exploring ancient Maya maritime trade along the north coast of Quintana Roo, Mexico, where the Caribbean meets the Gulf of Mexico. He has been able to expose some students to this work and to the close connections that have been forged over the years with local communities. In particular, Dr. Glover is working with an indigenous Maya, ecotourism cooperative (Puerta Verde). Through these community connections, Dr. Glover hopes to empower local communities to better manage their cultural heritage.
Appendix G1: Summary data on student/faculty ratios and credit hour generation from the Office of Institutional Research.

**APPENDIX TABLE G-1 (SUMMARY)**
**STUDENT/FACULTY RATIOS, FY 2007-2009**
**ANTHROPOLOGY**

<table>
<thead>
<tr>
<th></th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td># TT Faculty</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td>129</td>
<td>147</td>
<td>190</td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>24</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>1 to 18</td>
<td>1 to 18</td>
<td>1 to 21</td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>1 to 3</td>
<td>1 to 3</td>
<td>1 to 3</td>
</tr>
<tr>
<td># Graduate Faculty</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D./Grad Faculty Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix G2: University Library report.

ANTHROPOLOGY DEPARTMENT REVIEW
LIBRARY RESOURCES

Summary: Strengths and Weaknesses of the University Library Collection and Services

The University Library contains over 1.4 million volumes, including approximately 4,800 active serials (newspapers, journals, magazines, etc.), 20,000 media materials, and over 290 electronic databases, many with full text access. The University Library’s collections and services are currently adequate to support the curricular and research needs of faculty and undergraduate/graduate degree candidates in the Anthropology Department.

Strengths of the anthropology monographs collection include sociocultural anthropology, biological anthropology, and archaeology. Geographic focus is strongest in the Americas (particularly the southeast and southwest U.S., Mexico, Belize, and Argentina), Sub-Saharan Africa, Greece, the Middle East, and China. Most university press monographs in anthropology and related disciplines are automatically acquired through an approval plan with Yankee Book Peddler (YBP). In addition, annual firm order acquisition budgets ($3,838 in FY10) allow for the purchase additional books and visual materials selected by the subject liaison or requested by faculty members. YBP’s peer comparison report of the library’s approval and firm order activity for FY09 is positive. Among 59 other large library clients of YBP, Georgia State University ranks 11th in the number of titles acquired in the GN (anthropology) and CC (archaeology) call number ranges. The library ranks 5th in the number of titles acquired relating to anthropology or archaeology that fall within any call number range regardless of core subject area. Thus, the print monograph collection adequately supports the anthropology programs at Georgia State University.

In addition to monographs, the University Library maintains a strong collection of online databases and journals to support the teaching and research needs the Anthropology Department. The online databases used by the department are made available on and off-campus through University Library subscriptions and GALILEO, a state-wide initiative to provide access to electronic resources. Journals are available in both print and electronic formats, with an increasing emphasis on electronic access as many database vendors increase their full text content and linking capabilities. Of note is the recent acquisition of AnthroSource. This database provides fulltext access to 32 American Anthropological Association journals, newsletters, and bulletins. Other key online resources for anthropological research include JSTOR, Anthropology Plus, Project Muse, eHRAF World Cultures, and Web of Science. A comparison of relevant database holdings among institutional peers of the Anthropology Department* demonstrates that
the University Library’s electronic holdings (databases and journal packages) are very solid.

One weakness in the library’s journal collection is that the serials budget does not often permit the acquisition of new individual journal subscriptions. In fact, the library is facing a serials cut effective January 2010 in which subscriptions to a number of titles will cease, including 14 related to anthropology. In recent years, the Anthropology Department has developed a stronger research focus in the area of archaeology and has requested several journal additions important to this area.** However, due to the current budget situation, the library has not yet been able to fund these requests.

The University Library also offers a number of important services utilized by the department. Students and faculty may request materials unavailable at the University Library through the library’s interlibrary loan service (ILLiad). Recently the library has upgraded this service through the implementation of RapidILL, enabling many journal articles to be delivered in less than 24 hours. Books available at other University System libraries may also be obtained through GIL Express. Interlibrary loan and GIL Express services are free of charge for Georgia State University faculty, staff, and students. Students and faculty may obtain research assistance and instruction in several ways. The liaison librarian offers tailored instruction to classes, and other librarians also offer sessions on general research and bibliographic software. Research assistance can be obtained by consulting with the liaison librarian, using online research guides, or by contacting the Research Support Desk in person or via email, phone, or online chat.

* Ball State University, Northern Arizona State University, East Carolina State University, Portland State University, and Memphis State University

** European Journal of Archaeology, Public Archaeology, and the Journal of Social Archaeology

**Relevant Library Statistics**

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
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</thead>
<tbody>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>219</td>
<td>Reflects number of individual journal subscriptions; excludes packages that include multiple titles such as AnthroSource (32), JSTOR (55), and Project Muse (8)</td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td>1</td>
<td>Florida Anthropological Society Publications</td>
</tr>
<tr>
<td>Number of related journal titles cancelled in last three fiscal years</td>
<td>6</td>
<td>Journal of have online</td>
</tr>
<tr>
<td>fiscal years</td>
<td>Archaeological Science</td>
<td>have online</td>
</tr>
<tr>
<td></td>
<td>Journal of Human Evolution</td>
<td>switched to online</td>
</tr>
<tr>
<td></td>
<td>Ethos [microfilm]</td>
<td>have online</td>
</tr>
<tr>
<td></td>
<td>Ethnology [microfilm]</td>
<td>print ceased – have online</td>
</tr>
<tr>
<td></td>
<td>Georgia Transit Fact Book</td>
<td>ceased</td>
</tr>
<tr>
<td></td>
<td>Index to Current Urban Documents</td>
<td>(this number excludes 14 related titles cancelled during in the 2009 Periodicals Review Project; current subscriptions end January 2010)</td>
</tr>
<tr>
<td></td>
<td>Society Contribution</td>
<td></td>
</tr>
</tbody>
</table>

| Number of related databases added in last three years | 1 (AnthroSource) |
| Number of related databases cancelled in last three years | 0 |

| Number of monograph titles supporting program | Excluding archaeology, the GN call number range includes the major subfields of anthropology, such as socio-cultural, applied, medical, biological and physical. |
| | Because anthropology is so interdisciplinary, statistics for some of the major related areas are included. |

| Core Anthropology: | |
| GN (Anthropology) – 6144 | |
| CC (Archaeology) – 732 | |
| Subtotal = 6876 | |

<p>| Related areas: | |
| RA 658.5-767 (Epidemiology) – 256 | |
| RA1001-1171 (Forensic Medicine) – 230 | |
| GR (Folklore) – 1570 | |
| GT (Manners &amp; | |</p>
<table>
<thead>
<tr>
<th>Call Number Range</th>
<th>Number of Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>P35 (Linguistics related to Anthro)</td>
<td>107</td>
</tr>
<tr>
<td>D (History, General)</td>
<td>10437</td>
</tr>
<tr>
<td>E99 (Indian Tribes &amp; Cultures)</td>
<td>2540</td>
</tr>
<tr>
<td>F1201-3799 (Latin America)</td>
<td>7005</td>
</tr>
<tr>
<td>HN (Sociology)</td>
<td>6547</td>
</tr>
<tr>
<td>HQ (Family, marriage, women)</td>
<td>18401</td>
</tr>
<tr>
<td><strong>Subtotal = 48403</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total core + related = 55279</strong></td>
<td></td>
</tr>
</tbody>
</table>

Number of monograph titles in key call number ranges added in last two fiscal years (FY07/08 – FY08/09)

<table>
<thead>
<tr>
<th>Core Anthropology:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GN (Anthropology)</td>
<td>293</td>
</tr>
<tr>
<td>CC (Archaeology)</td>
<td>28</td>
</tr>
<tr>
<td><strong>Subtotal = 321</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related areas:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RA 658.5-767 (Epidemiology)</td>
<td>25</td>
</tr>
<tr>
<td>RA1001-1171 (Forensic Medicine)</td>
<td>12</td>
</tr>
<tr>
<td>GR (Folklore)</td>
<td>55</td>
</tr>
<tr>
<td>GT (Manners &amp;</td>
<td></td>
</tr>
<tr>
<td>Call Number Range</td>
<td>Items</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>customs) – 72</td>
<td></td>
</tr>
<tr>
<td>P35 (Linguistics related to Anthro) – 8</td>
<td></td>
</tr>
<tr>
<td>D (History, General) - 356</td>
<td></td>
</tr>
<tr>
<td>E99 (Indian Tribes &amp; Cultures) – 56</td>
<td></td>
</tr>
<tr>
<td>F1201-3799 (Latin America) – 372</td>
<td></td>
</tr>
<tr>
<td>HN (Sociology) – 262</td>
<td></td>
</tr>
<tr>
<td>HQ (Family, marriage, women) - 1200</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal = 2535</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total core + related = 2856</strong></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of available universe of related monograph titles purchased through approval plan during previous fiscal year.

<table>
<thead>
<tr>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of library instruction courses taught for department during previous fiscal year.</td>
</tr>
<tr>
<td>Number of library consultations held with students from department during previous fiscal year.</td>
</tr>
</tbody>
</table>

Due to the highly specialized nature of many titles in the CC (archaeology) call number range, the library does not receive books from this range automatically. Instead, the library receives slip notification of their availability.

**Electronic Resources**

Students and faculty in the Department of Anthropology rely heavily on electronic journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for anthropology research.
## GSU Library Subscription Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AnthroSource</td>
<td>An online portal to the fulltext of 32 AAA journals and bulletins.</td>
</tr>
<tr>
<td>Anthropology Plus</td>
<td>An index that combines Anthropological Literature from Harvard University and Anthropological Index from the Royal Anthropological Institute in the UK. Indexes journal articles, reports, commentaries, edited works, and obituaries in all aspects of anthropology.</td>
</tr>
</tbody>
</table>
| eHRAF World Cultures        | Collection of thousands of books and articles on cultures from all regions of the world. Includes information on particular cultures, ethnic groups, and immigrant groups and covers such topics as beliefs, political structure, architecture, kinship units, or settlement patterns. [The library also owns the microfilm edition, which contains some material not included in the electronic counterpart.]
| JSTOR                       | An interdisciplinary fulltext backfile of scholarly journals in many disciplines. Contains 55 titles in the anthropology and archaeology collections.                                                             |
| Project Muse                 | Current and recent fulltext issues of scholarly journals in many disciplines. Contains 8 anthropology journals, plus coverage in many related disciplines.                                                          |
| Web of Science               | A combination of Social Sciences Citation Index, Science Citation Index, and Arts & Humanities Citation Index since 1992. Covers over 8000 scholarly journals and enables the research to trace cited references. |
| Annual Review of Anthropology| Traces significant developments in anthropology and its subfields, including archaeology, biological anthropology, linguistics, and sociocultural anthropology.                                             |
| GeoRef                       | Index for the earth sciences, including palaeontology.                                                                                                                                                          |
| Linguistics and Language Behavior Abstracts | Abstracts and indexes the international literature in linguistics and related disciplines in the language sciences.                                                                                       |
| Women’s Studies International | Core women’s studies database; supports anthropology as it relates to women’s studies and gender.                                                                                                             |
| GenderWatch                  | Core gender studies database with primarily fulltext content; supports anthropology as it relates to women’s studies and gender.                                                                            |
| Family and Society Studies Worldwide | Coverage of research, policy, and practice literature in the fields of family science, human ecology, human development, and social welfare.                                                              |
| Ageline                      | Abstracts the literature of social gerontology and includes aging-related content from other health and social sciences.                                                                                  |

## GALILEO Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Search Complete</td>
<td>Abstracts and some fulltext for over 9,500 publications in multiple disciplines including archaeology and anthropology.</td>
</tr>
<tr>
<td>Research Library</td>
<td>Abstracts and some fulltext for over 2,500 publications in multiple disciplines including archaeology and anthropology.</td>
</tr>
<tr>
<td>Hospitality and Tourism Complete</td>
<td>Covers scholarly research and industry news relating to all areas of hospitality and tourism.</td>
</tr>
</tbody>
</table>
Appendix H1: MARTA Archaeological Collection information.

During the 1970s Georgia State University archaeologists conducted systematic excavations associated with the construction of the MARTA rail lines. This project recovered the material remains of Atlanta’s past, and these materials represent the single most comprehensive archaeological collection of Atlanta’s history. In addition, the excavations themselves are among the pioneering projects that led to what is known today as CRM (Cultural Resource Management). This excavation archive—part of the collection—is invaluable for the history of archaeology in the United States, especially the burgeoning new field of urban archaeology.

The entire collection consists of 440 medium sized boxes and all the accompanying documentation and excavation archive. Under a permanent loan from MARTA, it is expected to be used at GSU for research and educational purposes. It should be noted that little to nothing has been published about the collection and the MARTA excavations. Accordingly, scientific investigations and scholarship that this Collection will generate will clearly place GSU in general, and the Department of Anthropology, on the national and international stage.

Showcasing significant “moments” in the life of the city, including Native American and African American history, the Civil War, and late 19th-early 20th century histories of different groups and populations, some significantly underrepresented (e.g., immigrants and refugees), the collection opens immense opportunities for faculty and student research and affords a significant competitive advantage in attracting federal, state, and other funding (NEH, IMLS, National Park Service Grants, Mellon, etc.), as well as top-rate students. Furthermore, it will facilitate interdisciplinary collaborations within GSU, as well as with Georgia Tech for the curation, conservation, study, and exhibition of the artifacts and archive.

We have already established collaborative projects (i.e., the Anthropology Department’s May 2009 archaeological field school) with the Fernbank Museum of Natural History, an institution that has indicated special interest in this collection. Having this collection on the premises of the largest academic institution of downtown Atlanta also affords possibilities for collaboration and funding from significant downtown corporations, such as Coca-Cola or CNN. Based on other similar urban archaeological projects (e.g., the Athens Metro in Greece), we envision small exhibits at selected MARTA stations and the airport, thus raising the visibility of Georgia State University, and our presence in downtown Atlanta to the thousands of MARTA passengers and tourists who visit the city.
Appendix H2: Proposal to include Introduction to Biological Anthropology as an option in Area D2 of the core curriculum

Proposal for the addition of a three credit anthropology course with inclusive lab to be included as an option for Area D: Science, Mathematics, and Technology

GSU students are required to take eleven credit hours in Area D. For majors other than Natural Science, Mathematics and Health Science, students are required to take a sequence of two courses with labs (D1) plus an additional three credit hours from a different discipline (D2). I would like to propose the addition of ANTH 2010: Introduction to Biological Anthropology to increase the number of choices for students in section D2. The course will feature a weekly laboratory component that can be conducted on-line, or in open laboratory hours staffed by two GLA (two lab hours for each of the graduate students weekly) in the Department’s new bioarcheology laboratory.

The course would be taught at least once a year to a class of 98 students. Currently, ANTH 2010 is taught to 60 students annually accommodated in two semesters. The new course would permit an additional upper-division course in biological anthropology to be offered, and would allow the Department of Anthropology to garner a modest increase in majors. Currently, the Department of Anthropology has only one course in the core (Introduction to Anthropology), while other disciplines have at least two, if not more.

Section D2 has a number of options for students from disciplines as diverse as Astronomy, Biology, Chemistry, Computer Science, Geosciences, Mathematics, Psychology and Statistics. The material in ANTH 2010 is comparable to the other offerings in its scientific rigor, emphasis on empiricism and research potential. Students will be exposed to evolutionary theory, genetics, human skeletal biology, primate behavioral ecology, comparative anatomy, primate evolution, the hominid fossil record and human variation.

This new course would help to counter efforts by local school boards in Georgia (e.g., Cobb County) that advocate for Intelligent Design as an explanation for the human condition. An additional goal of the course is to demystify the categorical race concept and its relationship to human biological variation. Race is vastly under-theorized but is featured broadly in national political, social and economic arenas.

More than half of all US universities currently offer an equivalent course to ANTH 2010 as an option to fulfill general education science requirements (see Appendix A), including one USG school. The majority of GSU’s peer institutions, and universities to which GSU aspires, offer an equivalent course to fulfill science requirements. The students of Georgia State, a leading urban research university, should have the opportunity to learn about the biology of Homo sapiens and simultaneously fulfill their science requirements as they are often denied the opportunity in secondary education.
Furthermore, adding ANTH 2010 as an option to fulfill the Area D2 requirements dovetails with CAS and University initiatives. Retention, progression and graduation are a key to increasing the national ranking of Georgia State University. Offering a greater number of choices to students who are fulfilling general education requirements may increase the efficacy of retaining students, particularly those struggling with choices made upon entering the University—many of these students do not necessarily have the information at hand to successfully change majors and graduate. This new anthropology course, representing a discipline that crosses the natural, behavioral and social sciences, may help to attract undecided students and lead to improved rates of graduation.

Below is a non-exhaustive list of universities that offer Introduction to Biological Anthropology to satisfy general education requirements.

<table>
<thead>
<tr>
<th>State</th>
<th>Introduction to Biological Anthropology satisfies general education requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Alabama State University</td>
</tr>
<tr>
<td>Alaska</td>
<td></td>
</tr>
<tr>
<td>Arizona</td>
<td>University of Arizona</td>
</tr>
<tr>
<td></td>
<td>Arizona State University-Nat./Beh*</td>
</tr>
<tr>
<td>Arkansas</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>University of California-Life Sci.*</td>
</tr>
<tr>
<td></td>
<td>California State University</td>
</tr>
<tr>
<td></td>
<td>San Diego State University</td>
</tr>
<tr>
<td>Colorado</td>
<td>University of Colorado-Nat.*</td>
</tr>
<tr>
<td></td>
<td>Colorado State University-Bio/Phy*</td>
</tr>
<tr>
<td>Connecticut</td>
<td></td>
</tr>
<tr>
<td>Delaware</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>University of Florida</td>
</tr>
<tr>
<td></td>
<td>Florida State University-Nat*</td>
</tr>
<tr>
<td>Georgia</td>
<td>Columbus State University-Sci/Math/Tech* (recently retracted)</td>
</tr>
<tr>
<td>Hawaii</td>
<td>University of Hawaii-Bio. Sci.*</td>
</tr>
<tr>
<td>Idaho</td>
<td>University of Idaho-SS*</td>
</tr>
<tr>
<td>Illinois</td>
<td>University of Illinois-SS*</td>
</tr>
<tr>
<td></td>
<td>Illinois State University-SS*</td>
</tr>
<tr>
<td>Indiana</td>
<td>Indiana University-Nat*</td>
</tr>
<tr>
<td>State</td>
<td>University of State</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Iowa</td>
<td>Iowa State University</td>
</tr>
<tr>
<td>Kansas</td>
<td>University of Kansas-Nat*</td>
</tr>
<tr>
<td>Kentucky</td>
<td>University of Louisville-Nat*</td>
</tr>
<tr>
<td>Louisiana</td>
<td>University of Louisiana</td>
</tr>
<tr>
<td>Maine</td>
<td>University of Maine-SS*</td>
</tr>
<tr>
<td>Maryland</td>
<td>University of Maryland-Life*</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>University of Massachusetts</td>
</tr>
<tr>
<td>Michigan</td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td>University of Minnesota-Phy/Bio Sci.*</td>
</tr>
<tr>
<td>Mississippi</td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td>University of Missouri-Be*</td>
</tr>
<tr>
<td>Montana</td>
<td>Montana State University</td>
</tr>
<tr>
<td>Nebraska</td>
<td>University of Nebraska-Nat*</td>
</tr>
<tr>
<td>Nevada</td>
<td>University of Nevada-Nat*</td>
</tr>
<tr>
<td>New Hampshire</td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td>Rutgers University</td>
</tr>
<tr>
<td></td>
<td>Dartmouth College</td>
</tr>
<tr>
<td></td>
<td>Princeton University</td>
</tr>
<tr>
<td>New Mexico</td>
<td>University of New Mexico</td>
</tr>
<tr>
<td></td>
<td>New Mexico State-Beh*</td>
</tr>
<tr>
<td>New York</td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>North Carolina State University-SS*</td>
</tr>
<tr>
<td>North Dakota</td>
<td>University of North Dakota-Math/Sci/Tech*</td>
</tr>
<tr>
<td>Ohio</td>
<td>Ohio State University-Nat*</td>
</tr>
<tr>
<td></td>
<td>University of Cincinnatt-Nat*</td>
</tr>
<tr>
<td></td>
<td>Ohio University-Nat/Math*</td>
</tr>
<tr>
<td>Oklahoma</td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Pennsylvania State University-Nat*</td>
</tr>
<tr>
<td></td>
<td>University of Pennsylvania-Living</td>
</tr>
<tr>
<td>State</td>
<td>University/College</td>
</tr>
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<td>---------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>W.</td>
<td>University of Pittsburgh</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>University of Rhode Island</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>College of Rhode Island</td>
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<tr>
<td>South Carolina</td>
<td>College of Charleston</td>
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<tr>
<td>South Dakota</td>
<td>South Dakota State University</td>
</tr>
<tr>
<td></td>
<td>University of South Dakota</td>
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Faculty by Tenure Status, Rank, Gender and Minority Status for 2007-2009

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**Includes PTI and partial contract

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<td>29</td>
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</tr>
<tr>
<td>TOTAL MASTERS</td>
<td></td>
<td>7</td>
<td>10</td>
<td>9</td>
<td>8.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>153</td>
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<td>219</td>
<td>180.7</td>
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<td></td>
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<td>37</td>
<td>39</td>
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</tr>
<tr>
<td>Degree</td>
<td>Major</td>
<td>Total Juniors Fall 02</td>
<td>Total Retained Fall 03</td>
<td>Total Graduated by Fall 03</td>
<td>1-Yr Retention Rate</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-----------------------</td>
<td>------------------------</td>
<td>---------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>AB</td>
<td>AN</td>
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<td>80.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>80.0%</td>
<td>0.0%</td>
<td>80.0%</td>
<td></td>
</tr>
</tbody>
</table>

Fall 03 Juniors (60-75 total credit hours at start of term)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Total Juniors Fall 03</th>
<th>Total Retained Fall 04</th>
<th>Total Graduated by Fall 04</th>
<th>1-Yr Retention Rate</th>
<th>Total Retained Fall 05</th>
<th>Total Graduated by Fall 05</th>
<th>2-Yr Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>AN</td>
<td>10</td>
<td>9</td>
<td>0</td>
<td>90.0%</td>
<td>4</td>
<td>4</td>
<td>80.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>90.0%</td>
<td></td>
<td>40.0%</td>
<td>40.0%</td>
<td>80.0%</td>
</tr>
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</table>

Fall 04 Juniors (60-75 total credit hours at start of term)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Total Juniors Fall 04</th>
<th>Total Retained Fall 05</th>
<th>Total Graduated by Fall 05</th>
<th>1-Yr Retention Rate</th>
<th>Total Retained Fall 06</th>
<th>Total Graduated by Fall 06</th>
<th>2-Yr Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>AN</td>
<td>17</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>7</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>88.2%</td>
<td>0.0%</td>
<td>88.2%</td>
<td></td>
<td>41.2%</td>
<td>47.1%</td>
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</table>

Fall 05 Juniors (60-75 total credit hours at start of term)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Total Juniors Fall 05</th>
<th>Total Retained Fall 06</th>
<th>Total Graduated by Fall 06</th>
<th>1-Yr Retention Rate</th>
<th>Total Retained Fall 07</th>
<th>Total Graduated by Fall 07</th>
<th>2-Yr Retention Rate</th>
</tr>
</thead>
</table>
### Fall 06 Juniors (60-75 total credit hours at start of term)

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Total Juniors Fall 06</th>
<th>Total Retained Fall 07</th>
<th>Total Graduated by Fall 07</th>
<th>1-Yr Retention Rate</th>
<th>Total Retained Fall 08</th>
<th>Total Graduated by Fall 08</th>
<th>2-Yr Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>AN</td>
<td>9</td>
<td>9</td>
<td>100.0%</td>
<td>66.7%</td>
<td>6</td>
<td>3</td>
<td>100.0%</td>
</tr>
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</table>

### Fall 07 Juniors (60-75 total credit hours at start of term)

<table>
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<th>Degree</th>
<th>Major</th>
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<th>Total Retained Fall 08</th>
<th>Total Graduated by Fall 08</th>
<th>1-Yr Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
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<td>12</td>
<td>12</td>
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<td>100.0%</td>
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</tbody>
</table>
Table B5a
CREDIT HOURS TAUGHT BY FACULTY ANTHROPOLOGY

FY 2007 CREDIT HOURS TAUGHT BY FACULTY BY LEVEL AND FACULTY TYPE

<table>
<thead>
<tr>
<th>FACULTY TYPE</th>
<th>UGRD</th>
<th>UGRAD</th>
<th>UGRAD</th>
<th>GRAD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENURE TRACK</td>
<td>150</td>
<td>0</td>
<td>1,590</td>
<td>571</td>
<td>2,311</td>
</tr>
<tr>
<td>NONTENURE TRACK</td>
<td>1,845</td>
<td>0</td>
<td>971</td>
<td>28</td>
<td>2,844</td>
</tr>
<tr>
<td>PTI</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>GTA</td>
<td>72</td>
<td>0</td>
<td>105</td>
<td>0</td>
<td>177</td>
</tr>
<tr>
<td>OTHER</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,067</td>
<td>0</td>
<td>2,666</td>
<td>638</td>
<td>5,371</td>
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FY 2008 CREDIT HOURS TAUGHT BY FACULTY BY LEVEL AND FACULTY TYPE

<table>
<thead>
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<th>FACULTY TYPE</th>
<th>UGRD</th>
<th>UGRAD</th>
<th>UGRAD</th>
<th>GRAD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENURE TRACK</td>
<td>1,233</td>
<td>0</td>
<td>1,875</td>
<td>642</td>
<td>3,750</td>
</tr>
<tr>
<td>NONTENURE TRACK</td>
<td>903</td>
<td>0</td>
<td>570</td>
<td>11</td>
<td>1,484</td>
</tr>
<tr>
<td>PTI</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>GTA</td>
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<td>0</td>
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</tr>
<tr>
<td>OTHER</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,217</td>
<td>0</td>
<td>2,526</td>
<td>668</td>
<td>5,411</td>
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</table>

FY 2009 CREDIT HOURS TAUGHT BY FACULTY BY LEVEL AND FACULTY TYPE

<table>
<thead>
<tr>
<th>FACULTY TYPE</th>
<th>UGRD</th>
<th>UGRAD</th>
<th>UGRAD</th>
<th>GRAD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TENURE TRACK</td>
<td>NONTENURE TRACK</td>
<td></td>
<td></td>
<td>TOTAL</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>------</td>
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</tr>
<tr>
<td></td>
<td>1,731</td>
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<td>78</td>
<td>0</td>
<td>78</td>
</tr>
<tr>
<td>OTHER</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,427</td>
<td>0</td>
<td>2,937</td>
<td>815</td>
<td>6,179</td>
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</table>
### Table B5b
#### Average Annual # of Faculty Members by Rank and Tenure Status

**ANTHROPOLOGY**

<table>
<thead>
<tr>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
<th>3 YR AVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten Prof</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>T Asc P</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>T Ast P</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TT Prof</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TT Asc P</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TT Ast P</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>Total TT</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>NTT</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total FT</td>
<td>9</td>
<td>9</td>
<td>11</td>
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<tr>
<td>PTI</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>GTA</td>
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<td>1</td>
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<tr>
<td>Total PT</td>
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#### Average Annual Credit Hours by Level

<table>
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<th>FY 09</th>
<th>3 YR AVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Core</td>
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<td>2,217</td>
<td>2,427</td>
</tr>
<tr>
<td>UG Lower</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>UG Upper</td>
<td>2,666</td>
<td>2,526</td>
<td>2,937</td>
</tr>
<tr>
<td>Grad</td>
<td>638</td>
<td>668</td>
<td>815</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5,371</td>
<td>5,411</td>
<td>6,179</td>
</tr>
</tbody>
</table>

#### Average Annual Credit Hours by Faculty Type

<table>
<thead>
<tr>
<th>FY 07</th>
<th>FY 08</th>
<th>FY 09</th>
<th>3 YR AVG</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>TT</td>
<td>2,311</td>
<td>3,750</td>
<td>4,569</td>
</tr>
<tr>
<td>NTT</td>
<td>2,844</td>
<td>1,484</td>
<td>1,490</td>
</tr>
<tr>
<td>TOTAL FT</td>
<td>5,155</td>
<td>5,234</td>
<td>6,059</td>
</tr>
<tr>
<td>PTI</td>
<td>39</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>GTA</td>
<td>177</td>
<td>162</td>
<td>78</td>
</tr>
<tr>
<td>TOTAL PT</td>
<td>216</td>
<td>177</td>
<td>120</td>
</tr>
</tbody>
</table>
# Table B6

## Faculty Numbers, Credit Hours, and Scholarly and Creative Productivity

### Three-Year Average

<table>
<thead>
<tr>
<th>Faculty Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average annual number of faculty members by rank and status</td>
<td></td>
</tr>
<tr>
<td>Tenured professors</td>
<td>0</td>
</tr>
<tr>
<td>Tenured associate professors</td>
<td>3.75</td>
</tr>
<tr>
<td>Tenure-track associate professors</td>
<td>0</td>
</tr>
<tr>
<td>Tenure-track assistant professors</td>
<td>3.5</td>
</tr>
<tr>
<td>Total tenure-track faculty members</td>
<td>7.5</td>
</tr>
<tr>
<td>Non-tenure-track faculty members (fulltime)</td>
<td>1</td>
</tr>
<tr>
<td>Total fulltime faculty members</td>
<td>8.75</td>
</tr>
<tr>
<td>Part-time instructors</td>
<td>1</td>
</tr>
<tr>
<td>Graduate teaching assistants</td>
<td>2</td>
</tr>
<tr>
<td>Total for part-time faculty</td>
<td>3</td>
</tr>
</tbody>
</table>

| Average annual number and type of staff       | Number   |
| Administrative staff (fulltime equivalents)   | 2        |
| Student assistants (half-time equivalents)    | 0        |

| Average annual credit hours by level          | Number   |
| Undergraduate: Core                           | 2,237    |
| Undergraduate: Lower division                 | 0        |
| Undergraduate: Upper division                 | 2,710    |
| Graduate                                     | 707      |

| Average annual credit hours by faculty type   | Number   |
| Tenured and tenure-track                      | 3,543    |
| Non-tenure track (fulltime)                   | 1,939    |
| Total for fulltime faculty                    | 5,654    |
| Part-time instructors                          | 32       |
| Graduate teaching assistants                   | 139      |
| Total for part-time faculty                   | 171      |

### Scholarly and creative productivity
Total number of refereed publications (includes books and book chapters): Unduplicated\(^1\) 33
Total number of refereed publications: By author\(^2\) 33
Total number of other scholarly works: Unduplicated\(^1\) 24
Total number of other scholarly works: By author\(^2\) 24
Average annual number of refereed publications per tenure-track faculty: Unduplicated\(^1\) 1.3
Average annual number of refereed publications per tenure-track faculty: By author\(^2\) 1.3
Average annual number of other scholarly/creative works per tenure-track faculty: Unduplicated\(^1\) 0.8
Average annual number of other scholarly/creative works per tenure-track faculty: By author\(^2\) 0.8

Funding from grant and other sources\(^3\)
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total external direct funding</td>
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</tr>
<tr>
<td>Total external indirect costs</td>
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</tr>
<tr>
<td>Total internal funding</td>
<td>$120,771</td>
</tr>
<tr>
<td>Total funding from other sources</td>
<td>$0</td>
</tr>
<tr>
<td>Average annual external funding per tenure-track faculty</td>
<td>$5,368</td>
</tr>
<tr>
<td>Average annual internal funding per tenure-track faculty</td>
<td>$6,023</td>
</tr>
</tbody>
</table>
### Tables E-1a and E-1b
#### FY 2007-FY 2009
##### ANTHROPOLOGY

#### MEAN STANDARDIZED GRADUATE ADMISSION TEST SCORES

<table>
<thead>
<tr>
<th>FY</th>
<th>DEGREE</th>
<th>MAJOR</th>
<th>CONC</th>
<th>GRE APPLIED</th>
<th>GRE ACCEPTED</th>
<th>GRE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007</td>
<td>MA</td>
<td>AN</td>
<td></td>
<td>524</td>
<td>578</td>
<td>1102</td>
</tr>
<tr>
<td>FY 2008</td>
<td>MA</td>
<td>AN</td>
<td></td>
<td>491</td>
<td>477</td>
<td>968</td>
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<tr>
<td>FY 2009</td>
<td>MA</td>
<td>AN</td>
<td></td>
<td>507</td>
<td>511</td>
<td>1018</td>
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</table>

#### SELECTION RATIO OF APPLICANT/ACCEPTED GRADUATE STUDENTS

<table>
<thead>
<tr>
<th>FY</th>
<th>DEGREE</th>
<th>MAJOR</th>
<th>CONC</th>
<th># OF APPLICANTS</th>
<th># OF ACCEPTED</th>
<th>ACCEPT RATIO</th>
<th># OF ENROLLED</th>
</tr>
</thead>
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<td>AN</td>
<td></td>
<td>31</td>
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<td>MA</td>
<td>AN</td>
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<td>25</td>
<td>10</td>
<td>40.0%</td>
<td>8</td>
</tr>
<tr>
<td>FY 2009</td>
<td>MA</td>
<td>AN</td>
<td></td>
<td>28</td>
<td>17</td>
<td>60.7%</td>
<td>15</td>
</tr>
</tbody>
</table>
Table H  
Outline for Section H of Self-Study

I. Teaching  
A. Goal One: To increase the number of upper-division and graduate courses to meet the demand of students and strengthen the quality of the graduate and undergraduate programs

   Objectives  
   1. Hire a lecturer who will teach principally lower-level courses and one upper-division course  
   2. Hire four additional faculty members through the 2CI initiative to build on the research foci in the Department

B. Goal Two: Increase in graduate funding for teaching assistants to increase the number of introductory courses, especially in summer semester

   Objectives  
   1. Acquire external funding to support graduate students  
   2. Acquire additional support from the College to support graduate students

II. Research and Scholarly Activity  
A. Goal One: To increase federally funded empirical research  
B. Goal Two: To build the research strengths in the Department

   Objectives  
   1. Increase the number of faculty through cluster hiring  
   2. Continue to maintain empirical research agendas

III. Service  
A. Goal One: To ensure that the faculty contribute through service to the College, University and discipline  
B. Goal Two: To increase anthropological engagement by faculty and students through community partnerships and outreach