

## HSU Academic Department Reports - Anthropology October 10, 2008 - Program Prioritization

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### I. Departmental History, Mission, and Goals

*Insert the department mission statement and the department goals. In addition, provide a brief (2 page limit) overview of the departmental history with emphasis on the last 5 years.*

#### I. *Departmental Mission and Goals*

The primary mission of the anthropology department is to support the commitment of Humboldt State University to provide a solid grounding of knowledge on which to base informed action on social and environmental issues. We do this by offering courses and hands-on educational experiences that lead to an appreciation of the place that *Homo sapiens* occupies in the natural world, and of the biological, social and cultural variation that our species has exhibited across space and through time. Anthropology also actively seeks to increase diversity of opinion and tolerance of social and cultural differences through a curriculum that emphasizes a cross-cultural, species-wide perspective on human differences. Among the questions we address in our courses, laboratories, and field schools are:

What were the trajectories of human biological evolution?

What systems of classification and values motivate particular behaviors and commitments in a given society?

What cultural and technological adaptations have societies developed that allow people to survive in complex and diverse environments?

What are the universal features of human language and how are they specifically manifested in diverse societies?

How can these understandings lead to informed action on social and environmental problems today?

Like most American anthropologists, we work within a disciplinary framework that is defined by four interlocking subfields:

- *Sociocultural anthropology* is the comparative study of all attested varieties of human social and political organization, from nomadic bands to nation-states, and correlations with technology and economic structure on the one hand, and religion, world-view, and intellectual culture on the other.
- *Archaeology* is the study of past human societies through the recovery and analysis of their material remains, and more generally the study of the evolution of human culture from its earliest traces to the present.

- *Physical-biological anthropology* examines human biology and evolution and includes the study of paleoanthropology, evolutionary medicine, physical adaptation, and genetics, as well as the evolution, ecology and behavior of non-human primates.
- *Anthropological linguistics* is the comparative study of languages in the context of sociocultural variation, and of the nature of linguistic communication in the context of human biological evolution.

In addition, we recognize a fifth subfield that crosscuts all of these, *applied anthropology*, which guides anthropologists in the application of their expertise to the major issues of the day.

### **Anthropology Department Goals**

1. To provide a global appreciation and understanding of human cultural and biological diversity, both past and present.
2. To provide an understanding of different cultures and world regions and explore the particular character of individual cultures and societies.
3. To gain an understanding of cultural values including kinship patterns, social and political organization, economic structure, and world-view.
4. To explore global processes, both within cultures and across cultural boundaries.
5. To examine the impact of European colonial expansion on non-European cultures.
6. To provide time depth to our understanding of human cultural development.
7. To explore human technological innovation from the earliest artifacts to modern technological systems.
8. To explore the relationships between past human cultures and the environment.
9. To examine human impacts on ancient environments and the role humans have played in shaping ecosystems across the globe.
10. To understand the role of language in the context of human communication systems and in the role it plays in shaping human culture.

11. To understand the diversity of languages and their relationship to understanding human cultural development.
12. To make the pursuit of anthropology relevant to present-day policy and social issues including medical intervention, economic development, language and cultural survival, and human rights.
13. To place our species in evolutionary context and understand human biological diversity.
14. To understand the relationship between race and culture.
15. To provide opportunities for student participation in community service, applied research, and cross-cultural experience.
16. To provide the practical foundations for assuming the roles and responsibilities of a productive member of a community. These include:
  - General Skills - such as ways of reasoning and thinking, and an appreciation of individual, gender, ethnic and cultural variety in relation to such skills.
  - Specific Skills - such as cross-cultural comparison, recognition of ethnocentric bias, ability to understand assumptions and experiences behind particular perspectives, the development of critical thinking, statistical methodology and an understanding of the scientific method including specific skill such as:
    1. Writing skills and comprehension of the complexities of ethnographic, archaeological, biological and linguistic representation.
    2. Oral communication through in-class presentations, posters and papers given and anthropological conferences.
    3. Computer skills applied to anthropological research including spreadsheet and statistical programs, basic cartography, graphics, photo and video editing.
    4. Library skills with research assignments designed for students to gain a comprehensive knowledge of library holdings, data bases, and inter-library loan capabilities.
17. To provide a solid foundation of academic competence by focusing on:
  - Professionalism
  - Ethics
  - Project formation, proposal development, and grant writing
  - Field and Laboratory Work
  - Cross-cultural sensitivity and understanding

2. *Recent departmental history. (2 page limit)*

## **Sociocultural Anthropology, Linguistics, and Area Studies**

For more than a century sociocultural anthropology has provided the integrating theoretical framework for the discipline of anthropology. Unlike some departments in the UC system and elsewhere we continue to require all of our graduates, regardless of specialization, to become familiar with this framework by requiring a set of courses in cultural anthropology, the history of anthropology, sociocultural theory, and area ethnography. In addition, students specializing in the laboratory-focused subdisciplines of archaeology or biological anthropology are required to take an upper division core course in either sociocultural anthropology or linguistics. We also have insisted that our new hires reflect the interrelated nature of the subdisciplines. However, we also continue to encourage our faculty to offer General Education courses in their regional specialties, such as Native American cultures, Chinese language and culture, traditional and contemporary Mesoamerican societies, and the peoples of the Pacific. Members of our sociocultural and linguistics faculty have a long history of collaborative work with local Native American tribes, much of which provides opportunities to students for applied and service learning.

### **Archaeology**

During the last decade, archaeology has become the department's most popular specialty option, due largely to the surging demand for well-trained field archaeologists for entry-level jobs both in government agencies such as the Forest Service and in the private sector—a demand fueled by federal and state legislation mandating the recording and protection of Native American heritage sites. In 2001, after a hiatus of several years, we hired a full-time archaeologist, and we have recently added a second position, shared with the Center for Indian Community Development (CICD). In 2008 our archaeology program was given a generous allocation of lab, storage, and dedicated teaching space in the new BSS Building, as well as shared responsibility for a museum and gallery. In addition to frequent fieldtrips and (as of 2009) two summer field schools, our archaeology students are frequently given the opportunity to acquire professional experience through work on contract projects managed by the CICD's Cultural Resource Facility. We are now in a position to train and graduate highly sought after entry level archaeologists with field experience, training in technical writing, and lab skills, and not infrequently authorship credit on reports and publications.

### **Biological Anthropology**

Over the last several years we have experienced a similar surge of interest in our specialized courses in physical and biological anthropology. Since hiring a full-time biological anthropologist in 1999, we have expanded our curriculum to include regularly taught courses in primatology, paleoanthropology,

forensic anthropology (where students receive on-the-job training in conjunction with the Humboldt County Coroner's Office), human evolution, and evolutionary medicine. We are also one of the few campuses in the CSU system to offer advanced training in field primatology. A substantial proportion of the students specializing in biological anthropology go on to doctoral work in major graduate programs or find professional placements in the field. Our new biological anthropology lab provides training in primatology and forensics lab skills and increases opportunities in graduate programs and professional placements.

### **Field Schools**

The department has a long-term commitment to offer students the opportunity to gain real-world experience through a variety of field training programs. During the past decade these have ranged from short-term local visits to intensive summer courses in locations as diverse as the Caribbean (Grenada), Central America (Costa Rica), China (Xi'an and Beijing), and the Channel Islands. New field schools are being planned for 2009 in Alaska and the Grand Canyon. Training in ethnographic methods, linguistic field research, community development, field primatology, rainforest ecology, and other field-related skills is embedded in many of our regular classes.

II. Departmental Faculty and Staff

<b>Anthropology Dept Instructors -- AY Average Count of Appointments</b> facpos_ANTH report generated: 22-FEB-08						
<b>Appt Category</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lecturer	4	4	3	5	6	7
Assist Prof	2	1	1	1	0	0
Assoc Prof	1	2	3	3	4	3
Professor	2	*2	*2	*1	*1	*2
<b>Total</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>10</b>	<b>11</b>

\*Victor Golla (linguistics) is housed administratively in Anthropology. He teaches half-time in Anthropology and half-time in Native American Studies. His position inventory rests in NAS, and the numbers from that Department and appropriate Program should reflect his presence. For administrative purposes, however, our list should read as follows:

Professor	2	*3	*3	*2	*2	*3
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<b>Anthropology AY average FTEF (time base totals)</b> facpos_ANTH report generated: 22-FEB-08						
<b>Appt Category</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Lecturer	1.97	1.64	1.04	1.47	1.74	1.77
Assist Prof	2.00	.80	1.00	1.00	.00	.00
Assoc Prof	.50	2.00	3.00	2.50	3.50	2.40
Professor	1.50	1.00	1.00	.50	.50	1.50
<b>Total</b>	<b>5.97</b>	<b>5.44</b>	<b>6.04</b>	<b>5.47</b>	<b>5.74</b>	<b>5.67</b>

<b>Anthropology department release/assigned time</b> facpos_ANTH report generated: 22-FEB-08						
<b>Assignment Description</b>	<b>AY 02/03</b>	<b>AY 03/04</b>	<b>AY 04/05</b>	<b>AY 05/06</b>	<b>AY 06/07</b>	<b>AY 07/08</b>
Excess Enrollment (=>75)	.03	.00	.00	.00	.07	.10
Non-Traditional Instruction	.00	.00	.00	.20	.00	.00
Instr Experimt Innov/Research	.00	.20	.10	.00	.00	.00
Advising Responsibilities	.20	.00	.00	.00	.00	.00
Dept Chair AY, Leaders/Dir.	.10	.13	.18	.00	.13	.13
Dept Chair - 12mo	.20	.13	.18	.07	.13	.13
Other State Funds	.00	.00	.00	.00	.25	.50
Grant: Academic	.00	.00	.00	.00	.00	.20
<b>Total</b>	<b>.53</b>	<b>.46</b>	<b>.46</b>	<b>.27</b>	<b>.58</b>	<b>1.06</b>

Name*	Position	Description of Specialty and Key Contributions (no more than 100 words per person)
Todd Braje	Visiting Assistant Professor	Anthropological archaeologist specializing in maritime adaptations along the North Pacific Rim. Research interests center on historical ecological approaches to understanding complex coastal hunter-gatherer-fishers. Maintains an active research agenda and provides a variety of anthropology students the opportunity to receive hands-on training in the archaeology laboratories. Also provides students with the opportunity to gain field experience at summer field schools, with local projects in Humboldt County, and at research sites in southern California. Teaches lower division introductory GE archaeology course, lab course and archaeology courses in area specialization.
Alexis Celeste Buntun	Assistant Professor	Applied anthropologist, specializing in anthropology of tourism, visual anthropology, indigenous entrepreneurship, cultural production, identity politics, commoditization and consumption, Native American arts, the northwest coast, Alaska, and New Zealand. In addition to regional and applied courses, teaches introductory and core theoretical courses in the department.
Jonathan Damp	Assistant Professor	Archaeologist specializing in Southwest and South American archaeology. Research interests include the emergence of agriculture and non-egalitarian social structures. Active in cultural resource management and integrating Native American perspectives into the profession. Also Co-Director of Center for Indian Community Development (CICD). Is engaged in third year of multi-year research project on the Geoarchaeology of Grand Canyon in Arizona and is developing student opportunities for field and laboratory experiences in the Southwest and through the Cultural Resource Facility of CICD. Teaches professional development courses for archaeology and cultural resource management.
Mary Glenn	Professor	Physical anthropologist specializing in primatology, and with additional interests in paleoanthropology, forensic anthropology and evolutionary medicine. Research interests center on the evolution, behavior and conservation of the African group of monkeys called guenons, with an active research agenda. Provides a variety of anthropology students the opportunity to receive hands-on training both in the field (Grenada, Costa Rica, and Africa) and in the Biological Anthropology lab and with local projects in Humboldt County, such as internships at the HSU museum and participation in local field courses (e.g., ethnobotany). Teaches all courses in biological anthropology subdiscipline.
Victor Golla	Professor	Linguistic anthropologist specializing in the indigenous languages of the Americas, in particular the languages of California (comprehensive book forthcoming). Maintains long-standing

		relationship with the Hupa tribe, whose traditional language was the topic of 1970 UC Berkeley dissertation. In addition to two grammars and a dictionary of Hupa, has also published a volume of Edward Sapir's Hupa Texts. Contributions to the departmental curriculum include a sequence of core courses on Language and Culture and Anthropological Linguistics, and a course on the ethnography of California Indians. Also directs students who want to do special topics research on California Indian languages and cultures.
Mary Scoggin	Associate Professor	Cultural Anthropologist with specialty in Chinese studies. Teaching in department includes discipline core courses: Introduction to Cultural Anthropology, Anthropological Theory, Ethnographic Methods, Anthropology of Religion. Teaches upper level specialty courses on Folklore, Chinese culture and Field Studies. Recent publications and active research in China include media and literary performance, language and poetics, political economy and the history of anthropology in China. Domestic research projects include Native American and other local communities in the United States. Supervises study abroad in China.
Llyn Smith	Professor	Cultural Anthropologist specializing in South Asian Islam, with further research interests in Maritime Anthropology and Australian colonization. Teaches multiple courses for the major and GE (History of Anthropology, Women and Development, Anthropology of Islam, Anthropology of Religion, Maritime Anthropology etc). Had a long-standing connection with the International Development Technology ERE graduate program and currently serves as faculty in the Energy, Environment and Society and Environment and Community Masters programs where she teaches International Development for graduate students and supervises master's theses.

\*This list includes our current faculty, including two new faculty (Alexis Buntin and Jonathan Damp) and Professor Todd Braje, a full-time temporary appointment occupying a position we are currently seeking to replace René Vellanoweth, who left last year for Los Angeles. Although Dr. Vellanoweth is not listed here, all numbers for 2001-2007 in these documents include his work, and continue this year and with our current and future hire.

### III. Recruitment and Retention

*Describe any specific actions (other than HOP or similar standard efforts) the department has taken to recruit and/or retain students, particularly diversity students and/or students who are underrepresented in your discipline. What have been the results of those actions?*

Two faculty in the anthropology department worked for more than ten years with the Educational Opportunity Program and taught Summer Bridge programs in order to support and retain underrepresented minority students on the campus and recruit students to anthropology. This work produced many positive results; for example, while gaining international experience is a well known challenge for many underrepresented students, two students engaged through this program participated in our department's study abroad in China program.

#### IV. Learning, Curriculum, and Assessment.

*List the student learning outcomes for your academic programs. Then for each learning outcome that has been assessed, provide a summary paragraph that includes the methodology and results of the assessment.*

##### Anthropology Department Student Learning Outcomes

- 1) Students will demonstrate an understanding of the diversity of cultural values reflected in different patterns of social and political organization and systems of communication (symbolic and linguistic).
- 2) Students will demonstrate the ability to think critically and to apply the scientific method in the various sub-fields of the discipline (Cultural, Physical, Archaeology, Linguistics and Applied).
- 3) Students will demonstrate an understanding of the complex and inter-related processes of change (physical and cultural evolution, diffusion, colonialism, globalization) both within cultures and across cultural boundaries.
- 4) Students will demonstrate the relevance of anthropology to present-day policy and social issues including medical intervention, economic development, language and cultural survival, and human rights.
- 5) Students will gain experience in the practical skills needed to assume the roles and responsibilities of a production member of a community (oral and written skills, research and library skills, technical computer skills including spreadsheet and statistical programs, cartography, graphics, photo and video editing) through classroom assignments, fieldwork, and professional service opportunities.

The Anthropology Department has assessed goal #4 above (previously Goal #12 as listed in our most recent Program Review) and Goal #1 above (previous Goal #2).

Goal: To make the pursuit of anthropology relevant to present-day policy and social issues including medical intervention, economic development, language and cultural survival, and human rights.

During the fall semester 2007 we selected two classes listed on our chart as directed towards this goal. One was Anthropology 104 Introduction to Cultural Anthropology, and the other was Anth 339 Evolutionary Medicine.

For Anthropology 104 the instructor assigned students to find articles in specific journals and online forums that demonstrate the relation of anthropology to social issues. Half of these assignments were pulled at random from the entire set. The set was reviewed by the department as a whole. About 10% (7) were only able to identify a social issue, without linking that issue to anthropology. 67% (47) were able to identify the comment an anthropological essay makes on a social issue. 23% (16) were fully able to identify the role that cultural anthropology may play in social action through this exercise.

Goal: To exhibit an understanding of different culture and world regions and explore the particular character of individual cultures and societies.

We used a method of embedded assessment to determine student outcomes with regard to goal #2 above. The outcome was assessed using an essay question in a mid-semester exam. The essays were reviewed by the entire Anthropology Department faculty who collectively developed a rubric and then each read a selection of the essays. We initially sorted the answers into three piles representing those students who demonstrated that they understood and were able to represent different cultures very well, reasonably well or not well. We then discussed our decisions as part of an evaluation process and tallied the results. The criteria were based on revealing understanding and specific knowledge of rural and urban distinctions, differential access to education and healthcare, engagement in the political process and ways in which these factors were shaped by class, gender and ethnicity. The quality of the ethnographic writing and the richness of the representations were strong factors in achieving a score in the highest category. The results revealed that 35% of the students were able to demonstrate specific and in-depth knowledge of Costa Rican cultures very well, 50% were able to do this reasonable well and 15% were not able to demonstrate this well.

The Department of Anthropology has recently streamlined their assessment processes by reducing and simplifying student learning outcomes from the longer list of department goals listed in the Anthropology Program Review. We have also instituted a biannual broad review of each level of student outcomes (University, General Education and Departmental outcomes) at the beginning of every semester. The Department plans to use data generated from these as well as from our student input and hearings to develop directions for our curricular adjustments in the future.