

HSU Academic Program Criteria

Academic Program in Anthropology

I. Anthropology and the Vision for Humboldt State University

Curricular or co-curricular features of the anthropology program that are consistent with the Vision of HSU include:

1. *Humboldt State University will be the campus of choice for individuals who seek above all else to improve the human condition and our environment.*

The anthropology program offers a uniquely wide range of courses and other educational experiences that lead to an appreciation of the place that human beings occupy in the natural world, and of the full range of biological, social and cultural variation that our species has exhibited across space and through time. We produce graduates who can apply this broad perspective to contemporary problems.

2. *We believe the key to our common future will be the individual citizen who acts in good conscience and engages in informed action.*

Our discipline is inherently comparative and reflexive. We encourage our students to view the human condition from the broadest range of alternative perspectives, from the major civilizations of the Near and Far East to the myriad Indigenous societies of the Americas, the Pacific, and Africa. Our emphasis on the acquisition of first-hand field experience with other cultures gives students the opportunity to view Western models of citizenship and civil society from a critical perspective.

3. *We will commit to increasing our diversity of people and perspectives.*

Anthropology actively seeks to increase the diversity of opinion and tolerance of social and cultural differences through a curriculum that emphasizes a cross-cultural, species-wide perspective on human differences. Our stance is deliberately open-minded and non-judgmental toward alternative values.

4. *We will be exemplary partners with our communities, including tribal nations.*

Anthropology as a discipline has a long tradition of community involvement, and our department has reinforced its commitment to community development by recently hiring a full-time specialist in applied anthropology whose work focuses on Native American communities. Other members of the department work with the Tribes of northern California in multiple ways. These have ranged in scope from mentoring individual tribal members to large-scale

collaborative projects; drawing upon the full range of faculty expertise, from compiling Indian language dictionaries to training archaeological site monitors. The new museum facilities on the ground floor of the BSS builds upon the department's long-standing relationship with tribal communities through archeology and material culture and serve as a future site for collaboration.

5. *We will be stewards of learning to make a positive difference.*

Among the social sciences, anthropology stands apart in its emphasis on the holistic studies of sociocultural processes. Our discipline respects and encourages multiple strategies of cross-cultural study, from scientific laboratory analysis to hands-on participant observation of ethnographic details, to broad humanistic investigations of artistic and literary traditions. Students are trained to integrate focused, systematic studies in the field with expansive modes of analysis in their writing and teaching.

II. Demand

A. Internal demand for the degree program and courses in the degree program

1. Headcount Data

Majors								
	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Anthropology	107	91	103	109	100	113	110	120

Second Majors (exclusive of primary majors)								
	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Anthropology	10	10	6	14	15	12	7	7

Minors in Anthropology								
Class	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Frosh	1	1	1	1	2	1	0	1
Soph	5	1	2	2	1	3	2	1
Jr	4	9	3	3	2	4	4	4
Sr	5	7	13	10	12	8	12	16
Grad	0	0	0	0	0	0	0	1
	14	17	19	15	16	15	18	22

Majors by Sex and Ethnicity									
Sex	Ethnicity	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Female	Asian	2	2	0	1	1	3	1	2
	Black	2	0	0	1	1	1	1	1

	Hispanic	3	6	9	8	9	11	13	8
	Native Amer	2	4	4	2	3	3	4	4
	Pacific Is	0	0	0	0	0	1	1	0
	White	40	40	42	44	42	41	34	37
	Other	0	0	3	2	2	5	10	11
	Unknown	18	12	15	17	11	14	13	15
subtotal		66	63	72	75	67	77	76	77
Male	Asian	0	1	1	1	0	1	2	2
	Black	2	1	0	1	2	2	2	1
	Hispanic	4	1	2	4	4	6	6	11
	Native Amer	1	0	1	2	1	1	1	2
	Pacific Is	0	0	1	2	2	1	0	0
	White	20	17	17	18	17	14	9	11
	Other	4	3	3	2	3	3	7	10
	Unknown	12	7	7	5	5	9	9	9
subtotal		41	28	31	34	33	36	34	44
total		107	91	103	109	100	113	110	121

Anthropology Degrees Awarded (both primary and second majors)								
	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
Anthropology	26	33	32	32	39	32	35	37

Anthropology Degrees Awarded (by sex and ethnicity, both primary and second majors)									
Sex	Ethnicity	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
Female	Asian	1	1	1	0	1	0	0	1
	Black	0	0	0	0	0	1	0	0
	Hispanic	1	1	2	2	1	2	0	3
	Native Amer	2	0	0	0	0	1	1	0
	White	11	10	9	12	12	14	15	11
	Other	0	1	0	2	2	1	2	3
	Unknown	3	6	6	5	10	5	5	5
subtotal		18	19	18	21	26	24	23	23
Male	Asian	1	0	0	0	1	0	0	0
	Black	0	0	1	1	0	0	0	2
	Hispanic	0	2	2	0	1	1	0	3
	Native Amer	0	1	0	0	0	0	0	0
	Pacific Is	0	0	0	0	0	0	1	0

	White	5	5	8	6	6	4	6	7
	Other	2	2	0	2	2	1	3	0
	Unknown	0	4	3	2	3	2	2	2
subtotal		8	14	14	11	13	8	12	14
total		26	33	32	32	39	32	35	37

Minors in Anthropology Awarded								
	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
Anthropology	6	8	4	9	5	10	5	6

2. FTES by Course Code

FTES taken in Anthropology classes by Majors (02/03 - 07/08)							
Course level	Student Major	02/03	03/04	04/05	05/06	06/07	07/08
Lower division	Anthropology	5.7	6.3	5.2	7.5	5.9	7.9
	Undeclared	8.0	8.6	9.3	6.6	6.1	5.8
	Biology	5.8	4.9	5.2	3.8	3.7	4.0
	Art	4.7	4.4	4.0	3.9	2.3	3.5
	Psychology	3.4	2.4	1.8	2.2	2.4	3.3
	subtotal		56.3	54.4	56.8	51.5	47.0

Upper division	Anthropology	37.3	46.8	40.4	41.4	45.5	46.3
	Art	4.6	4.6	3.4	5.7	3.8	4.0
	International Studies	2.3	2.3	2.5	2.5	2.0	3.7
	Undeclared	2.8	3.0	3.6	2.8	3.2	3.7
	Biology	2.4	2.9	4.1	3.9	3.6	3.6
	subtotal		86.8	96.8	88.8	93.2	99.6

All levels	Anthropology	43.1	53.2	46.0	49.0	51.4	54.3
	Undeclared	10.8	11.6	13.1	9.4	9.3	9.6
	Biology	8.2	7.8	9.3	7.7	7.3	7.6
	Art	9.3	9.0	7.4	9.6	6.1	7.5
	Psychology	6.9	7.5	5.8	5.7	6.7	6.2
	total		144.1	152.8	149.4	147.6	147.5

3. Service to other HSU program/options

Other HSU program/option name	Courses required List course number and units	Restricted elective courses List number and units
GE Area D	Anth 104 (3)	
GE Area D	Anth 105 (3)	
GE Area D	Anth 302 (3)	
GE Area D	Anth 306 (3)	
GE Area B	Anth 303 (3)	
GE Area E	Anth 400 (3)	
Dance Studies - Interdisciplinary NRPI Nursing	Anth 104 (3)	
Pacific Basin Studies - Minor	Anth 306 (3)	North American Indians
International Studies – Chinese Studies Chinese Studies – Minor Pacific Basin Studies - Minor	Anth 306 (3)	Chinese Culture
Women's Studies	Anth 317 (4)	Women & Development
Criminal Justice – Minor	Anth 339 (4)	Forensic Anthropology
Dance Studies - Interdisciplinary Linguistics – Minor Interdisciplinary - International Studies	Anth 340 (4)	Archaeology of North America
Natural Resources Planning & Interpretation	Anth 394 (3)	
Mulicultural Queer Studies – Minor	Anth 430 (4)	Queer Across Cultures
Energy Environment Society MS Environment and Community MA	Anth 680 (3)	International Development

4. Comment on the internal demand FOR EACH OPTION of the Major.

Anthropology Major

Our male/female ratio is slightly more tipped toward females than the campus average (54% female/46% male), but is in line with our faculty, and with most of the other social sciences (compare Sociology with 58% females to 42% males or International Studies with 67% females to 33% males). Our ethnicity ratios are similar to the general campus profile (the campus average is 21 % ethnic, ours is around 23%). A slightly higher number of anthropology majors declare their ethnicity to be “unknown” than in the campus overall, perhaps reflecting the greater sophistication of anthropologists in understanding the social construction of such basically arbitrary categories as “race” and “ethnicity.”

Anthropology Minor

Anthropology offers a 15-18 unit minor. Our own review of this program shows that it is utilized primarily by students who wish to study one subfield of anthropology, as we have

described the traditional four fields: sociocultural anthropology, physical anthropology, linguistics or archaeology. This approach does not provide the holistic view we see as key to our discipline, but it is useful for students who wish to make use of the kind of specialized training anthropology provides for fieldworkers and ethnographers of all types.

B. External demand for “graduates” from the program

While it is probably true that graduates with a major in anthropology are more understanding of cultural differences than are most young people entering the workplace, the practical advantage of this intellectual openness is hard to measure. On the other hand, the HSU anthropology curriculum offers unique training opportunities in several specialized fields for which there is growing demand, including forensic anthropology, primate conservation and primate biology generally, cultural resource management, contract archaeology, and tourism studies. In addition, the highly specialized expertise of members of the department’s faculty allows interested and motivated students to obtain mentoring and field experience.

Few resources provide numbers of job openings specifically for anthropology majors because anthropological work intersects with so many other fields. Most positions require some specialized training. The American Anthropological Association (<http://www.aaanet.org/>) for example, lists about 150 jobs annually, many of them requiring a Ph.D. and specific experience. Graduates with an emphasis in physical anthropology have worked in the areas of primate conservation and in forensic anthropology laboratories, for example. Students completing an undergraduate degree in anthropology with a specialization in archaeology open themselves to a variety of job prospects. Cultural Resource Management (CRM) firms around the country employ large numbers of anthropology graduates with jobs as field excavators and as laboratory specialists (see <http://www.shovelbums.org>). Archaeology graduates are also employed by state and federal agencies such as the National Park Service, National Forest Service, State Parks and Recreation, and State Departments of Transportation as cultural resource experts to assist in the management and mitigation of archaeological resources under their respective jurisdictions (see <http://www.saa.org/careers/job-listing.html>). Jobs requiring a B.A. in anthropology with an archaeology specialization are readily available for those applicants with field and laboratory experience. The HSU Anthropology Department offers a number of opportunities during the school year and the summer session that help make our graduates exceptionally competitive applicants. Museum studies are another area that provides concrete lists of job offerings. The

Museum Employment Resource Center (<http://www.museum-employment.com/>), for example, lists about a hundred current job openings, ranging from Interpretive Assistant to Director.

State and federal databases list thousands of jobs under the social sciences, including health and human services, State Department jobs, land use and environmental research, just to give a flavor of the listings in government employment alone. Full listings can be found on the State of California <http://www.labormarketinfo.edd.ca.gov/>, and the US Department of Labor <http://www.bls.gov/OCO/>. Nonprofits and business provide uncountable opportunities in marketing, project management, and product design, again to name a few. Supplementing their degrees with some specialized training and work experience, our graduates have landed jobs in all of these fields.

Anthropology Minor

Anthropology minors can enhance their search for employment in their major fields with the specialized training that hands on experience in anthropology offers. There are a number of positions across a range of fields from marketing to health care, education, government and social services searching for entry level candidates who are well versed in anthropological training and analytical methods, some of which are listed at the National Association for the Practice of Anthropology (NAPA) website (<http://www.practicinganthropology.org/employment>).

III. Program Quality (Limit: 6 pages, not including tables) [30%]

A. Students

1. For undergraduate programs

Anthropology Mean GWPE Scores (both primary and second majors)								
	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07
Anthropology	15.8	16.4	17.1	17.0	17.2	17.7	17.1	17.2
Overall **	15.8	16.4	17.1	17.0	17.2	17.7	17.1	17.2

(** The numbers supplied to us in the “overall” row for this document are incorrect. The grid posted on the Analytic Studies site gives the following overall mean scores for the AYs shown:

Overall **	16.5	16.6	16.6	16.9	17.0	16.9	16.8	16.8
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Since AY 00/01, anthropology majors have consistently achieved higher GWPE scores than the overall university mean.)

Because our program requires significant exposure to the historic breadth of the discipline, while at the same time encouraging the acquisition of focused skills through

participation in on-going research, our students are being accepted to top-flight graduate and professional programs at high rates. Please examples of achievement in Section VI.

B. Faculty

1. Teaching effectiveness and commitment to continuous improvement of teaching.

The anthropology faculty regularly participates in teacher effectiveness workshops offered by the university (e.g., Staff and Faculty Professional Development Day, ATI Institute, Writing Across the Curriculum, Campus Dialogue on Race, Social Justice Summit/Diversity Conference, Moodle training, New Faculty Teaching Training). Student evaluations, both mid-semester and end-semester, are used to modify and improve courses, to plan future course offerings, and to improve the structure of our major. Anthropology faculty members also participate in workshops on teaching, curriculum development and student research at national and regional conferences (e.g., Council on Undergraduate Research, National Conference on Race and Ethnicity, American Indian Studies Conference).

2. Engagement in scholarship/creative activities and service.

Scholarship/Creative Activities/Service	05/06	06/07	07/08
At least one peer-reviewed publication or creative product	3/5=60%	4/5=80%	5/5=100%
At least one funded grant or contract related to scholarship	3/5=60%	2/5=40%	3/5=60%
Invited participant or leader of workshops, expert panels, or task forces	4/5=80%	3/5=60%	3/5=60%
At least one presentation (paper, poster, exhibition, etc.) given at a professional society meeting	3/5=50%	3/5=60%	4/5 =80%
Professional service activities at a regional or national level	4/5 =80%	3/5 =60%	3/5 =60%
Service on at least one university or college-level committee (at least 1 hour/wk avg.)	3/5=60%	3/5=60%	3/5=60%

3. Provide explanations of the data above and/or descriptions of the patterns of faculty engagement in scholarly and/or creative activities and service as appropriate for your program.

Each member of our faculty contributes to each of the areas under scrutiny at levels appropriate and exemplary for our respective fields (sociocultural anthropology at large, for example, publishes at a lower volume than the physical sciences) and distributes these contributions in different phases over time. We do not have a division of labor in which a few

members contribute only scholarship and others engage only in campus or professional service. Clearly, each of us is committed to maintaining an active and relevant research schedule, and each of us brings our talents to help operate our own academic community.

4. Mentoring of students.

Mentorship is an important component of the anthropology major. Faculty members in all subdisciplines provide tutorial instruction and guide experiential learning and research in a variety of settings: (1) in the archaeology and biological anthropology laboratory facilities; (2) with internships in local museums, agencies, and institutions; (3) in our field programs (e.g., Costa Rica and China), (4) in field programs sponsored by other institutions (e.g., Koobi Fora paleoanthropology field school, Oaxaca program); and (5) in independent research projects. Through the guidance of their faculty mentors, students engaged in independent studies often publish their results as academic journal articles, conference papers, or poster presentations.

Most departmental faculty members participate in one or more interdisciplinary graduate program on the HSU campus, as well as in graduate programs on other campuses (many of which are international). Professor Victor Golla, for instance, is a Research Associate at UC Davis where he has sat on several doctoral committees in anthropology and Native American studies. Professor Scoggin is a Research Associate at CSU San Jose and Peking University, and sits on several MA and PhD committees at PKU and Central University of Nationalities in Beijing.

Students are less formally mentored through faculty sponsorship of three departmental study clubs (the Anthropology Club, the Archaeology Club and the Northwest Primate Conservation Society club). Our student clubs are very active and have a great deal of faculty input and help. For example, this AY, our primate club has organized a year-long guest speaker series as well as a special weekend conference on activism and conservation; they have raised thousands of dollars and are bringing in primate researchers and conservation activists from around the world for these events.

In the department's eyes, student advising is simply another form of mentoring. anthropology faculty members spend a great deal of time with each advisee. In advising sessions, students are made aware of field school opportunities, graduate school programs, internships, and the range of careers that exist in anthropology (and faculty members are continually busy with letters of recommendation and helping students with application

processes). The department is particularly sensitive to the important roles that students from Native American and other minority backgrounds can play in our field, and one of the departmental faculty members who is herself a Native American serves as a special mentor for these students.

5. Other evidence of quality indicators related to faculty that may not be listed elsewhere, including, for example, faculty diversity within the program.

We believe that the quality of our department is enhanced when our personnel represent the diversity of the world outside the academy. We are fortunate that we have been able to maintain such diversity both in our faculty and in our office staff. Since 2000, one full-time probationary faculty member and at least one part-time lecturer have been of minority background, while our ASA (shared with Sociology)—our face to the world—before 2005 was Asian-American and her successor is a Latina.

Academic diversity is also a theme in our teaching: both in classes and research projects we emphasize the interdisciplinary nature of our field. In physical anthropology, for instance, students are encouraged to learn from biologists, ecologists, geneticists, wildlife biologists, and other scientists. In archaeology, students must become familiar with fields as diverse as history and soil science. Socio-cultural and linguistic anthropology increasingly operates in tandem with area-studies curricula, and three of our faculty are active participants in interdisciplinary programs in Chinese Studies, Islamic Studies, and Native American Studies.

C. Curriculum

1. Writing and oral communication learning outcomes

It is important to note that all of our classes employ writing assignments, including our large GE sections. As part of their regular assessment duties, anthropology faculty members collect written assignments each semester to gauge the range of students' written communication skills. Students are expected to become familiar with the technical writing styles appropriate to their field, from short essays and reflection papers to lengthy research reports.

Oral communication is also stressed. Classes use small and large group discussions, and frequent oral reports to model and teach effective oral communication skills. Courses typically combine lecture, discussion, group and individual activities that allow for creative integration and expression of the course materials.

2. Assessment

The department has conducted various exercises to assess the learning of our students. Before the new assessment guidelines were implemented in 2006, we conducted regular meetings to collect direct feedback from students. We used this feedback to make several important changes including the addition of a lower division course to our curriculum and the hiring of an applied anthropologist. While we have changed the focus of our assessment exercises, we believe we have profited from observations students articulate for us. We have established a new format to collect such information.

In concert with the philosophy of assessment now promoted on our campus, we have changed our instrument to collect a sample of writing from specific class assignments. Since our faculty includes specialists from all of the major subfields of anthropology, our group discussion of student outcomes are lively and impact our teaching in a positive manner. We have made various changes in light of the results of these assessments. Two examples:

Embedded Assessment

In one assessment we asked for direct feedback on a departmental goal. In the others we reexamined course assignments from the perspective of departmental and GE goals. As the comparison between the two exercises show, embedded assessments better reveal course-specific student abilities. In the future we will use embedded assessments for this exercise, and save student perception for our student centered meetings.

Assignment Adjustment

Another case presented us with a wide range of writing abilities, from very basic to exceptional. Some problems, like failure to cite at all, not to say properly, after specific instructions had little to do with the outcome being measured, but were significant enough to encourage us as a department to pay special attention to this skill. The instructor for this class also made revisions to the assignment for better results. The amount of writing was reduced from 13 to ten assignments, and analytical categories were reduced from five to four. This streamlining forces students to channel their arguments and highlights writing ability.

3. Accreditation

NOT APPLICABLE

4. Relevance and innovation

Anthropology is a comprehensive and holistic discipline, spanning all of its specialized subfields. It is a way of seeing beyond the contemporary globalized Western world to a

multitude of different ways in which human beings have organized their lives—both in the distant past and in the indigenous present. The anthropology curriculum is designed to challenge students to analyze and reflect on the cultural lenses that shape their worldviews. Ethnography as a hallmark method of anthropology calls upon students to use their newly-acquired cross-cultural viewpoint to rethink their immediate surroundings.

Anthropology is also a collection of specialists who pass on general data collecting and analytical skills to students, engage them in highly detailed research. For example, anthropologists may study cultures as remote as prehistoric Californian cultures on the Channel Islands or the reindeer herders of south-central Siberia. They may utilize particular techniques for gathering and processing data such as obsidian hydration sourcing of prehistoric projectile points or highly technical recordings of oral narratives in a Polynesian language. At other times, anthropological data integrates with other disciplines seen in observations of the communication patterns of non-human primates, for example, or genetic evidence for the populating of the Americas. While it might seem contradictory to urge our students to be the most general of generalists, while at the same time training them to be custodians of some of the most specialized knowledge in academia, the contradiction is more apparent than real. Both as students and as professionals, anthropologists are always seeking to make unexpected new connections. Archaeologists, human geneticists, and Americanist linguists are currently, for example, pooling their highly specialized knowledge to work out a comprehensive new hypothesis for the populating of the Western Hemisphere. There are few fields of study that encourage such far-reaching models of human cultural change.

5. Interactions between graduate and undergraduate programs

The department has offered a Women and Development course (ANTH 317/680 cross-listed with Women's Studies) every Fall since 1991 that served the needs of some of the International Development Technology students in the ERE and the Environment and Community Masters programs. In 07/08 we began offering a new graduate class in International Development to serve students in both the new Energy, Environment and Society masters program in ERE and the Environment and Society masters program. The enrollment in this initial class was 17 graduate students and it is to be offered in fall every other year. This course was always profoundly interdisciplinary and brought together advanced undergraduate students from the Anthropology and Women's Studies Departments with strong theoretical backgrounds, and

graduate students who often had significant international field experience. As a result of these linkages a significant number of our undergraduate students have gone on to enroll in the Environment and Community masters program and several of our advanced undergraduates formerly took the Design and Development of International Technology course in Engineering.

6. Program uniqueness

Anthropology Major

HSU's Anthropology Department cannot fail to take advantage of the university's unique setting in the heart of one of the most diverse and dynamic regions of Native America. This connection is most evident in our archaeology and linguistics offerings, but it pervades the department's curriculum. (Please also see III.D.3 below.)

Another distinctive feature of HSU anthropology is the emphasis placed on biological anthropology. Course offerings cover most of the major contemporary aspects of the subfield, including human biology, paleoanthropology, evolutionary medicine, primatology, and forensic anthropology. Prof Glenn runs a summer field school at the La Selva Biological Research Station in Costa Rica, and offers opportunities to gain laboratory experience through work on forensic cases with the Humboldt County Coroner's Office, and involvement with an international network of primate conservation activists. Prof. Glenn's classes attract significant numbers of students from the biological sciences, many of whom decide to take a biological anthropology minor or even major in anthropology.

Anthropology Minor

The above comments are equally relevant to the anthropology minor, which caters to the students who, with the right prerequisites and background provided through anthropology Minor requirements, can drop in on one of these unique opportunities.

7. Opportunities for undergraduate scholarship, creative activities, and service

Every anthropology major participates in original research and scholarship as a part of their breadth and specialty requirement. Last year in our graduating class of 39 students, nine (23%) were listed as co-authors or primary presenters in submitted publications and professional conferences.

Anthropology majors specializing in physical/biological anthropology earn academic credit for independent laboratory and field research projects designed in cooperation with a faculty member. Professors Glenn and Vellanoweth have taken students to conferences on a

regular basis. In 2008-2009 this tradition continues and papers will be presented at conferences listing students as co-authors. Anthropology majors specializing in archaeology also earn academic credit for independent laboratory research projects designed in cooperation with a faculty member. Their projects are published in the form of academic articles, conference papers, or conference posters and are used in formal research reports to the appropriate funding and/or permit-granting agency. The upper division courses in Community Development (Prof. Alexis Bunten) and Ethnography (Prof. Bunten or Prof. Mary Scoggin) and Women and Development/International Development (Prof. Llyn Smith) require students to conduct independent field studies, many of which incorporate a credit-earning service component, such as duty work at night shelters, The Endeavor, and veterans' service centers.

D. Affiliations, Equipment, Facilities, and Environment

1. Affiliations

The Anthropology Department has a close and increasingly important on-campus affiliation with the Center for Indian Community Development (CICD). The newly-appointed Co-Director of CICD, Dr. Jonathan Damp, an archaeologist, has a .5 appointment as Assistant Professor of Anthropology, and serves as the structural link between CICD's Cultural Resource Facility (CRF)—the administrative unit that negotiates contracts on behalf of the University for collaborative archaeological fieldwork with local Native American tribes—and the archaeology component of anthropology's teaching program (which has a 1.0 faculty position, filled in 2008-09 by Prof. Todd Braje, as well as Prof. Damp's .5 position). In addition to Prof. Damp's split appointment, the personnel exchange between the Anthropology Department and CICD-CRF is extensive: our students often work (with remuneration) on CRF archaeological projects, and CRF staff archaeologists are sometimes hired as part-time faculty to teach courses and supervise student research projects. Anthropology's affiliation with CICD, although strongest in archaeology, also includes collaborative work in socio-cultural anthropology and linguistics. Much of Prof. Golla's linguistic work with the Hupa tribe and other NW California Indian groups is done under CICD-negotiated contracts, and Prof. Golla himself served a 3-year term as Director of CICD (1989-92).

It should be noted that CICD's CRF operation is almost entirely sustained by contract-generated income, and that CRF in turn indirectly subsidizes part of the academic teaching and research program in archaeology, as well as other Anthropology Department activities, through

buyouts and other contract-generated funding. We anticipate that the development of our planned museum and gallery on the ground floor of the BSS Building will be significantly supported by grants and contracts negotiated by CICD.

2. Facilities and resources

In 2007 all Anthropology Department facilities were consolidated in the new BSS Building. In addition to the departmental office (shared with Sociology) the Anthropology Department has dedicated teaching space on the 3rd floor, a biological anthropology lab on the 2nd floor, and more than 1000 square feet of space dedicated to archaeology on the 1st floor, including two laboratories, a seminar room, and a small office. The department's dedicated general teaching lab (BSS 310) can accommodate classes of up to 24 students. In addition to many of our upper division classes, BSS 310 serves as the venue for a range of departmental meetings, seminars, special lectures, and other functions. Secure storage is provided for skeletal material and fossil casts, recording equipment, presentation materials, and research samples and material. The archaeology research laboratories (BSS 135 AND 137) and seminar room (BSS 136) provide space and technical equipment for archaeology laboratory instruction and research projects, as well as adequate storage facilities for artifacts under study. The biological anthropology laboratory (BSS 233), in addition to providing space and equipment for advanced students to carry out research projects on human and primate biology, has the special equipment and secure storage required for the identification and forensic analysis of human skeletal remains that HSU carries out as a service to the Humboldt County Coroner's Office.

3. Unique local and regional environment

Increasingly, most anthropological research involving Native American groups—not just archaeological projects, but the entire range from linguistics to community development—requires consultation and culturally sensitive negotiations, and HSU students have a considerable advantage in being exposed to this aspect of anthropological research so directly. In addition to the extensive and growing opportunities we offer our students to participate in local archaeological work, other members of the department's faculty regularly involve students in other projects with local tribes: Prof. Victor Golla, our anthropological linguist, works with the Hupa tribe on a number of language revitalization projects, most recently in collaboration with UC Berkeley; Prof. Mary Glenn works with local Indian basket weavers and offers a field course on regional ethnobotany every Spring; and Prof. Mary Scoggin has been working with several

local tribes as a consultant on transportation issues. Prof. Alexis Buntun works with a number of tribes and intertribal organizations across the US and in New Zealand in tourism, heritage and performing arts initiatives.

Much of the archaeological field and laboratory work conducted along the Northern California Coast is centered at Humboldt State University, providing students with unique opportunities to volunteer on field surveys, on excavation projects, and in laboratory analysis. Both Profs. Jonathan Damp and Todd Braje work closely with the Cultural Resource Foundation of the CICD to coordinate student involvement in on-going archaeological research projects. Local summer field schools are also being organized and are an exceptional opportunity for HSU students to develop professional archaeological skills and knowledge without leaving Humboldt County.

Beyond its Native American communities, the social texture of Northwest California has a number of other features that we put to good use in our courses in ethnographic method and community development. The special mix of subcultures that characterizes Humboldt County—from fishermen to pot farmers, from wealthy retirees to Rastafarians—is a life classroom for observing and analyzing some particularly vivid examples of what the US Federal Government calls “shifting economies” in a “non urban environment.”

IV. Investments, Revenues, and Efficiencies

A. Program Investments

1. Program Investment – Degree Requirements

Student Units

Total required Program SCUs	48	Required Program SCUs in the primary Course Code	45
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Weighted Teaching Units (WTU’s)

Total Required Program WTUs	48	Required Program WTUs in the primary Course Code	45
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2. Program investment

Total WTU in Course Code	WTU for GE and service to other academic Programs	WTU for Major Option 1	WTU for Major Option 2	WTU for Major Option 3
267	44	223	n/a	n/a

3. Program Investments – by staff allocations

	Major Program
Percents of Staff	.61

4. Program Investments – other annual costs

Category	Estimated Cost
*Equipment (including maintenance) *Equipment cost does not include donated items, and is based upon an average of five years of use. Maintenance cost is drawn from our spending plan.	Maintenance per year: \$1754 Lab Equipment: Arch: \$5050/year Bio: \$1830/year
Instructional Supplies	\$4528
Temporary Help (graders, lab assistants, GA's, etc.)	0 *but see note below

*We do not have a budget for temp help, but regularly employ work study to cover regular office duties.

Work Study

\$1000

5. Program Investments – accreditation

Not applicable.

B. Gross Revenues

Revenue	05/06	06/07	07/08
DEPARTMENTS COMPLETE THIS SECTION			
Fundraising/donations	0.00	\$4.68	\$60.00
Extended Education	\$884	\$721.25	\$690.00
Student fees	\$3150	\$2925	\$2925
Instructionally Related Activities (IRA)	0	0	0
Instructionally-related grants	\$53,325*	\$15,000	\$15,000
Grants and contracts to P.I.s	0**	0**	\$57,253
Other revenues (MSF In- Lieu from CAHSS)	\$700	\$650	\$650

*This figure includes the \$48,325 that was part of a two-year Title VI grant to support the development of a Chinese minor. This grant was shared by several departments in our college and housed in the Department of World Languages and Cultures. In our department Prof. Scoggin participated by teaching Chinese language, development and revising several classes and development a library of Chinese source material. **Does not include grants run through the non HSU Foundations.

Provide an explanation for how these revenues support the academic program.

In addition to the development of a new minor described above, through Extended Education and instructionally related grants students were able to participate in archaeological field schools on the Channel Islands, ethnobotany classes held locally, and primatology and cultural studies in Grenada and Costa Rica. Grants and contracts to P.I.s obviously benefit the professional development of our faculty, but also benefit students who are employed to work and gain experience on projects such as the Tribal Roads project Prof. Scoggin has been running in Hoopa Valley.

C. Efficiency

1. Efficiency – By SFR for course code

SFR SUMMARY	02/03	03/04	04/05	05/06	06/07	07/08
AHSS	20.36	22.05	21.94	20.61	21.19	22.91
CNRS	15.66	16.90	17.17	16.04	16.82	18.28
CPS	15.12	16.29	15.68	15.22	20.80	25.33
UNIVERSITY TOTALS	17.28	18.65	18.57	17.52	19.32	21.43
Anthropology	23.78	25.53	25.29	24.78	24.87	29.52
Ranking in CAHSS	(5/24)	(9/24)	(9/25)	(10/25)	(6/23)	(2/24)*
CAHSS average	20.36	22.05	21.94	20.61	21.19	22.91
HSU average	17.28	18.65	18.57	17.52	19.32	21.43

Anthropology is a highly productive department. The SFR mean for the years available in Analytic Studies is 29.52, which is higher than the CAHSS mean of 21.43, and significantly higher than the university mean of 21.43 for this same period.

*Please note that the significant increase in SFR after 2006 is in large part due to consolidation of three 45-student sections of the introductory course (Anth 104) into a single extra-large section with 150 students. Our rank in the college is topped only by the Religious Studies Department, which combines their RS 105 150-student megasection with a 165-student

online section. We expect that our SFR will drop over the next few years due to increased offerings of field school and lab courses that are showing growth and demand, but we expect to remain near College and above University averages.

2. Efficiency – other views

Anthropology's enrollment has gone up steadily while the college as a whole has not increased its share of the HSU FTES. The result is a small but steady increase in anthropology's share of the overall HSU enrollment, adding a quarter of a percent, or about 17 FTES, since 2002, while, for comparison, the Geography Department* lost about the same number, and the Sociology Department* lost almost double that amount (*with whom the Anthropology Department is often compared).

Course Offerings Profile in Anthropology (AY 00/01 - AY 07/08)

	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Distinct Courses Enrolled	17	19	18	18	18	19	18	19
Sections Enrolled	29	31	33	28	29	30	28	27
Average Section Enrollment	24	20	22	26	25	24	26	29

Avg Section Enrollment in Anthropology by Level (AY 00/01 - AY 07/08)

Course Level	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Lower-div	40	34	40	39	40	40	47	75
Upper-div	20	17	17	24	23	21	22	22
Graduate	4	5	3	3	4	5	3	10
Overall	24	20	22	26	25	24	26	29

FTES in Anthropology by Course Level (AY 00/01 - AY 07/08)

Course Level	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08
Lower-div	48.8	39.2	56.3	54.4	56.8	51.5	47.0	52.9
Upper-div	85.8	88.5	86.8	96.8	88.8	93.0	99.6	103.7
Graduate	1.9	1.6	1.0	1.6	3.9	2.9	.9	3.2
Total Anthro FTES	136.4	129.3	144.1	152.8	149.5	147.4	147.5	159.8

Total CAHSS FTES			3104.6	3091.6	3001.6	2953.8	2990.9	3081.9
Anthro FTES % of CAHSS FTES			4.64	4.94	4.98	4.99	4.93	5.19
Total HSU FTES			7080.6	7120.7	6951.5	6848.3	6796.4	7048.9
CAHSS FTES % of HSU FTES			.438	.434	.432	.431	.440	.437
Anthro FTES % of HSU FTES			2.035	2.146	2.151	2.152	2.170	2.267

Budget cut impacts

In addition to the yearly 10% cut in operating expenses, the Anthropology Department has reduced upper division core and special topics offerings and several sections of GE. We used to offer five sections of 45 seat Introductory classes each semester, and now we offer one extra

large (150) and one large section (80). Upper division offerings vary, but on average over the past three years we have had to reduce offerings by two classes per semester.

V. Potential

A. Program capacity with existing resources:

1. What is your program's maximum capacity with current resources?

(Completed by the department)	Graduates per year	FTES in the major option per year
Existing	(3 year av.) 35	104
Maximum capacity with existing resources	40	108

2. If you have capacity to grow with existing resources, what steps have been taken to increase enrollment? What have been the effects of these steps, and what results are still anticipated?

Our program is very near capacity, and our current focus is the course enrollment of our current 130 majors. If we can shift some of the independent studies we enroll on faculty overload (which is not counted in the data represented in this document) we can fill the few remaining seats we do have. We are targeting our lower enrolled field studies courses for full enrollment. Students like the individual attention of independent studies, but regularly enrolled courses are more efficient.

B. Opportunities for future growth or substantial curricular changes

1. What opportunity does the program have for future expansion?

We have proposed two areas expansion, summarized below:

Archaeology Master's Degree

The infrastructure for a two year Master of Arts degree in anthropology with a specialization in archaeology is currently in place through the newly cemented relation with CICD and the Cultural Resource Facility (CRF), which carries out archaeological projects on a contract basis, and provides invaluable training potential for our students (please see III.D.1). In combination with our core anthropology program and the BSS labs, we are ready to build an MA in archaeology that would directly prepare students for professional employment in industry, government, teaching positions and Ph.D. studies.

Certificate Program in Practicing Anthropology

Drawing in part upon our extant resources in applying anthropology as well as campus wide expertise, the department could quickly position itself to offer a one-year 24 unit program that would allow students to put anthropology to work outside of academia in fields including environmental management and policy, conservation, education, museums, social services, agriculture, forensics, public health, advertising, computer science and more. This program would combine specialized classroom training with internship placement.

Describe the curricular changes and/or staffing increases required to accomplish such an expansion.

In order to put both of these proposals in place the department requires an additional 1.5 faculty position and .5 for staff support. As much as half of these positions may draw upon grant and contract revenue. The plan depends upon full integration with the existing anthropology curriculum, which would supply much of the core intellectual backbone through graduate sections, seminars, fieldwork oriented classes and the established relationships with local institutions.

C. Impact of augmented resources

Assuming around \$60,000 and \$120,000 augmentations respectively, a 10% augmentation would make it possible for us to establish our Practicing Anthropology Certificate Program, and a 20% augmentation would allow us to implement both. While neither amount is entirely sufficient on its own, we assume that a percentage of the cost for either endeavor would come through grants and other outside sources. With our disciplinary core in place and essential equipment and space secured, we are in a good position to negotiate for outside support.

D. Impact of reduced resources

Reduction of resources would amplify losses in the opposite direction of augmentation; that is, we would plan not only for a reduction of the dollar amount, but we would also have to consider the effects of reduced maintenance and non-replacement of equipment, which could impact our grants and contracts.

We would certainly see a reduction of our general anthropology courses. For example, courses taught by lectures this year that we would see cut include ANTH 306: *E.U. Sociocultural Integration* (3), ANTH 306: *Peoples of Africa* (3), and ANTH 329: *Anthropology of HIV/AIDS: South Africa* (4). GE courses taught by lecturers would also be cut, and GE sections reduced. Finally, we would have to examine the viability of our prize offerings, field intensive courses

that give our students hands on experience they take to the workforce.

E. Impact of program elimination

The elimination of the anthropology program would have a significant internal impact, since the program comprises the department with its courses and faculty as a totality. General Education and eleven different programs (listed on page five) would lose one or more supporting courses. The Center for Indian Community Development would lose its academic partner, as would the Cultural Resource Facility.

The community outside of HSU would also experience losses. The local communities we serve through service learning, research and contract work described above would need to find replacements. The State of California would lose a supply of scientifically trained, experienced, culturally attuned and talented workers ready to serve as anthropologists and good citizens.

Additional Information (Limit: 1 page)

Special Student Achievements, Testimonies, and Career Placements

We would like to highlight some of our students' special awards professional achievements not mentioned in the program document. Recent placements have been at the HSU museum, the Clarke Museum, Six Rivers National Forest, Redwood National Park, and the Humboldt County Coroner's Office. In the past five years special awards include:

HSU Presidential scholars (14)
Alfred Russell Wallace Outstanding Student in Biological Anthropology award (4)
Smithsonian Institution (1)
New Voices Fellowship Program (1)
HSU Student of the Year awards (3)
NSF Research Experience Program for Undergraduates (6)
CSU Wang Family scholarships for study in China (3)
William Randolph Hearst/CSU Trustees' Award (1)

Our first ever alumni survey produced a list of current professional placements that confirm the range of careers we identified in II.B. "external demand" (page 6) in archaeology, tribal government, health care organizations, forensics, libraries, commercial publishing, the food industry, Forest Service, Peace Corps, international, government, nongovernment organizations and community development. These surveys also included testimony of the success of our undergraduate training and preparation for graduate school:

"The anthropology department at HSU gave me an excellent foundation in the study of cultural anthropology I had wonderful and important mentors in Pat Wenger, Todd Young and Llyn Smith to name a few." - Sarah Lockridge (Professor, U of New England, Biddeford, Maine)

"It's astonishing, really how little effort I put into my first year of graduate school. But I owe it all to the anthropology department at Humboldt, that I was so well-prepared by the department, in everything from anthropological theory to producing high-caliber written work that graduate school seemed easy." - Aaron Greer (PhD Candidate, Anthropology, University of Oregon)

A number of our students have gone on to become Professors of Anthropology. A list includes:

Pamela Lindell, PhD - Anthropology Professor, Sacramento City College
Sarah Charlotte Lockridge, PhD - Professor of Anthropology, U of New England, Biddeford ME
Sean O'Neill, PhD - Associate Professor of Anthropology, University of Oklahoma
Randall Law, Ph.D - Lecturer in Anthropology University of Wisconsin Madison
Zachery Hruby, PhD - Instructor of Anthropology HSU and College of the Redwoods
Leslie Berry, MA - Instructor of Anthropology, Humanities, Native Studies at DeAnza College
Heather Montgomery, MA - Professor of Anthropology at a Los Angeles Community College
Rebecca Robertson, MA - Instructor of Anthropology, Humboldt State University