

Anthropology Curriculum Meeting
April 27, 2015

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Based on discussion among the Anthropology faculty, the following were discussed as areas of interest in the evolution and development of the undergraduate Anthropology curriculum. Major themes centered on what skills and competencies should undergraduates have upon completion of their degree and how the program should be arranged in order to ensure attainment of these goals. Specifically, the existing Student Learning Outcomes (SLOs) were assessed for relevancy and possible revision.

Skills and Competencies

- Communicate effectively / think critically: SLOs related to these matters should be dropped from the SLOs because students must master these outcomes as part of their general education core requirements.
- Knowledge of history of anthropology should be dropped from the existing SLOs since it is not an integral part of the existing anthropology curriculum and largely expressed through only one or two courses.
 - The history of the discipline can be and should be incorporated into the curriculum of numerous courses; however, it should not represent a stand-alone outcome.
- Knowledge and **integration** of the four anthropology subfields must remain within the SLOs and become more clearly woven throughout the course offerings.
- Knowledge of anthropological theory remains as a core SLO for the program.
- Draft an SLO that addresses the “anthropological perspective” that students should gain through their study and connect it to cultural diversity awareness and applying the study of anthropology to the “real world”.

Potential Program Revisions

- Require a field experience of some kind. Compose the requirement in such a way that it can accommodate “traditional” students, transfer students, students who declare the major closer to graduation (e.g. late junior year) and those students with employment and/or childcare responsibilities.

- Field experience can include formal field schools and fieldwork, as well as volunteer experiences in Eastern Washington.
- There was consensus that writing effectively is a necessary skill that needs to be incorporated into a number of classes.
 - Effective writing should be tied into the product submitted for the Portfolio course.
- The Portfolio course should address the “what do I do with this degree” question.
 - Additionally, a two-credit course on “Your Future” was discussed where faculty would occasionally appear to discuss collectively on career and continuing education opportunities.
 - Other times, the course would rely upon small groups to tackle particular questions.
 - Might be a good idea to create one archaeology/physical section and one cultural / linguistic section.
- Career opportunities could also be addressed in the capstone course.
- There was consensus among the faculty that requiring students to present their research in a public forum should become a requirement – but the same caution urged in the requirement for field experience should be followed in crafting this requirement.
- To better facilitate student research, the following timeline was proposed:
 - Junior Year – Spring: Students complete IRB paperwork.
 - Junior Year – Summer / Senior Year – Fall: Students gather data.
 - Senior Year – Winter: Students analyze data & write up.
 - Senior Year – Spring: Students present research.

Existing Anthropology SLOs

Students will:

- demonstrate basic knowledge of the four anthropological subdisciplines: cultural anthropology, archaeology, linguistic anthropology and physical anthropology;
- demonstrate basic knowledge of the history of anthropology;
- demonstrate basic knowledge of anthropological theory;
- demonstrate critical reasoning required to use the knowledge of anthropology s/he has learned;
- demonstrate communication skills required to use the knowledge of anthropology s/he has learned.

May 13th Revision

Student Learning Outcomes – students will:

- Demonstrate basic knowledge in and integration of each of the four anthropological subfields: cultural anthropology, archaeology, linguistic anthropology and physical anthropology;
- Demonstrate knowledge of anthropological theories and connect this knowledge to historical and contemporary trends within the discipline;
- Effectively synthesize anthropological knowledge, methods and theories to address contemporary issues;
- Establish a personal anthropological perspective that engages
- Demonstrate a commitment to defending cultural diversity;
- Develop a set of anthropological-inspired ethics that embraces and defends cultural diversity;

May 18th Revision

Student Learning Outcomes – students will:

- Demonstrate basic knowledge in and integration of each of the four anthropological subfields: cultural anthropology, archaeology, linguistic anthropology and physical anthropology;
- Demonstrate knowledge of anthropological theories and connect this knowledge to historical and contemporary trends within the discipline;
- Effectively synthesize anthropological knowledge, methods and theories to address contemporary cultural, social, political, economic and religious issues;

- Establish a personal anthropological perspective and ethos that makes a meaningful contribution to the contemporary world;
- Demonstrate a commitment to cultural diversity;

Demonstrate culturally competent communication skills.