Program
Anthropology
Department
Anthropology
College
Arts & Sciences
Year
2013

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I. Program Outcomes

Please include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.

Original Program Learning Outcomes:

1. Students will be able to describe and discuss topics related to the four subfields of Anthropology (Cultural Anthropology, Biological Anthropology, Archaeology, and Linguistics), and characterize the various approaches and issues associated with each.
2. Students will apply their understanding of Anthropological topics and approaches to advanced methodological and theoretical considerations; in particular, they will assess and evaluate research and articulate interpretations and arguments derived from data.
3. Students will integrate and articulate ideas, information, and approaches from particular subfields of Anthropology through taking upper-level courses in particular areas.
4. Students will connect their classroom experiences to real-world contexts through the application of the methodological and theoretical approaches of Anthropology to case studies and field sites outside of the classroom, and will articulate arguments for the relevance of Anthropology in today’s globalized society.

Proposed new Program Learning Outcomes:

Upon completion of the BA program in anthropology students will be able to …

1. Describe and critically discuss historical and contemporary topics related to the four subfields of Anthropology (Cultural Anthropology, Biological Anthropology, Archaeology, and Linguistic Anthropology) and articulate theoretical and methodological approaches and issues associated with each.
2. Articulate the relevance of Anthropology in an increasingly globalized society and rapidly changing social and natural environments.
3. Recognize and reflect on ethical concerns and historical trends in Anthropology and Archaeology.
4. Identify primary sources of anthropological literature and critically evaluate these sources using written and oral communication.
5. Apply theoretical and methodological knowledge in field and laboratory contexts by collecting, organizing, analyzing, and interpreting qualitative and quantitative data.
II. Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completing this grid.

See following pages.
<table>
<thead>
<tr>
<th>Key</th>
<th>E = Emerging</th>
<th>D = Developing</th>
<th>A = Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Learning Outcomes</td>
<td>Required Courses Identified in P-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 1001 (Intro to Cult)</td>
<td>ANTH 1003 (Intro to Bio)</td>
<td>ANTH 1005 (Intro to Arch)</td>
<td>ANTH 1007 (Intro to Ling)</td>
</tr>
<tr>
<td>PLO 1: Subfields of anthropology</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
</tr>
<tr>
<td>PLO 2: Articulate the relevance of Anthropology</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>PLO 3: Ethical concerns and historical trends</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>PLO 4: Identify primary literature and critically evaluate using written and oral communication.</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
</tr>
<tr>
<td>PLO 5: Apply theoretical and methodological knowledge</td>
<td>E, D, A</td>
<td>E, D, A</td>
<td>E, D, A</td>
</tr>
</tbody>
</table>
Important note: In many cases a PLO can be assessed as emerging (E), Developing (D), or Achieved (A) in more than one course (e.g., PLO #2 can be assessed at the emerging stage in ANTH 1001, ANTH 1003, ANTH 1005, and ANTH 1007). Rather than collect emerging assessment data from each of these core courses every year, each year one of these four courses will be selected as the course used to measure the outcome at the “emerging” level. For example, in Year One emerging assessment data will be collected for PLO #2 in ANTH 1001. In Year 2 these data will be collected in ANTH 1003, in Year 3 ANTH 1005, and in Year 4 ANTH 1007. One might imagine a similar rotation for courses in which PLO #3 is assessed at the “Achieved” level (courses in the Methods, 4000+, and capstone categories).
III. Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels.

• One helpful guide for this section is the “Program Assessment Checklist” (also available on the CET&L web site), which lists and describes a variety of possible assessment measures. You might include that list and then check off any of the measures that you plan to use to assess the learning outcomes in your program.

• As a next step with this Checklist, identify what knowledge/skills students must be able to demonstrate at various levels at the end of each required course and upon graduation, verify that they align with your program outcomes, and describe how that alignment will be measured and assessed.

Please see following pages.

Please note—before “expected levels of achievement” can be adequately defined we anticipate the need to collect assessment data for a period of 2-3 years to develop a baseline picture of student academic achievement. After this period of baseline data the Curriculum Committee will meet to define expected levels of achievement for each PLO.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tool and stage (E, D, A) of assessment</th>
<th>Course(s) where assessment occurs</th>
</tr>
</thead>
</table>
| **PLO #1: Subfields of anthropology**                    | - An assignment (unique to each of the four courses) will be given each time the course is taught to assess at the “E” and “D” stages.  
  - A set of questions (unique to each of the four courses) will be included on the final exam to assess at the “A” stage | **ANTH 1001 (E, D, A), ANTH 1003 (E, D, A), ANTH 1005 (E, D, A), ANTH 1007 (E, D, A)**          |
| **PLO #2: Articulate the relevance of Anthropology**     | - An assignment (unique to each of the four courses) will be given each time the course is taught to assess at the “E” stage.  
  - Students will complete one written assignment (graded according to faculty-developed guidelines that evaluate content and focus, organization, writing style, and grammar/spelling) to assess at the “D” and “A” stages (for a total of two assignments). | **ANTH 1001 (E), ANTH 1003 (E), ANTH 1005 (E), ANTH 1007 (E), 4000+ courses (D), Capstone (A)** |
| **PLO #3: Ethical concerns and historical trends**       | - An assignment (unique to each of the four courses) will be given each time the course is taught to assess at the “E” stage.  
  - Students will complete one written assignment (graded according to faculty-developed guidelines that evaluate content and focus, organization, writing style, and grammar/spelling) to assess at the “D” stage.  
  - Students will complete one written assignment (graded according to faculty-developed guidelines that evaluate content and focus, organization, writing style, and grammar/spelling) to assess at the “A” stage. | **ANTH 1001 (E), ANTH 1003 (E), ANTH 1005 (E), ANTH 1007 (E), Methods (D, A), 4000+ courses (D, A), Capstone (A)** |
| **PLO #4: Identify primary literature and critically evaluate using written and oral communication.** | - Students will complete a written assignment that requires them to identify primary sources related to a question of interest and summarize the findings/discussions in these sources. This will be graded according to faculty-developed guidelines that evaluate the appropriateness of the source (e.g. article in Science vs. Wikipedia entry), relevance to the question at | **Methods (E, D, A), 4000+ courses (E, D, A), Capstone (D, A)** |

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hand, and understanding of the article. This assignment will assess at the “E” stage.

- Students will complete one written research paper and one oral presentation that compare and contrast multiple primary sources related to a question of interest. These will be graded according to faculty-developed guidelines that evaluate content, presentation style, organization, understanding of material, and grammar. These will be used to assess at the “D” and “A” stages.

| PLO #5: Apply theoretical and methodological knowledge | Assignments and/or lab practicals in the Methods and 4000+ courses will be used to assess at the “E” and “D” stages. While these will vary from course to course (e.g., lab practicals in Human Locomotion will be quite different from those in Field Archaeology of the Southwest), assignments and practicals will be constructed so that they address four key areas: correct application of relevant methodology, correct identification of lab materials, data collection and interpretation.  
- Students will complete a research paper/project in order to assess at the “A” level. These papers/projects will be graded according to faculty-developed guidelines that evaluate the quality of data collected, organization and presentation of data, data analyses, data interpretation, and grammatical/stylistic issues. |

| Methods (E, D, A), 4000+ courses (E, D, A), Capstone (D, A) ‡ |

One course will be selected to capture assessment data at the E, D, or A levels each year

‡ For a complete listing of Methods, 4000+, and capstone courses see Major checklist form in Appendix
IV. Assessment Infrastructure

Please include in this section a description of the process by which your program intends to assess its learning outcomes.

- Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.
- Identify what kinds of administrative support will be available for those faculty.

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

Assessment Personnel
Members of the departmental Curriculum Committee will review assessment information annually. The curriculum committee will consist of no fewer than three members, including a representative from Archaeology, Cultural Anthropology, and Biological Anthropology. The Director of Undergraduate Studies will assume the position of Curriculum Committee Chair. As needed, graduate assistants and/or the Program Coordinator (PC) may be involved in data collection (e.g., obtaining and organizing assessment items from faculty members for presentation to the Curriculum Committee). The PC will be in charge of setting up a Blackboard site (or other secure online site) to which faculty can upload the relevant assessment information from their courses. The Curriculum Committee will be charged with analyzing and interpreting these data, producing an annual report, and disseminating that report to other departmental faculty.

It should be noted that given the anticipated large volume of work associated with assessment activities, faculty on the Curriculum Committee should be identified as having a substantial department service load according to departmental workload policies and merit criteria.

Assessment schedule
At the beginning of each semester, the PC will contact all faculty teaching required courses and remind them of the assessment data that will need to be collected for each course (e.g., scores on standard assignments, lab practicals, final papers, etc). At the conclusion of the semester, faculty will be asked to submit the relevant data electronically to the Blackboard site set up by the PC. The PC will organize these data according to the PLO that they address. He/she will produce summaries of these assessments. Once summarized, these data will be provided to the Curriculum Committee for review. The Curriculum Committee will meet annually (at the conclusion of the spring semester) to review assessment data for each required course and determine if actual level of achievement for each PLO matches the expected levels (n.b., initially these reviews will be used to generate baseline datasets on student achievement. After 2-3 years of data collection the Curriculum Committee will use these baseline data to define expected levels of achievement for each PLO). A report will be produced and disseminated to the faculty at the beginning of the fall semester for their
review and comment. If changes or modifications appear to be needed, the Department Head will explore the issue with relevant faculty, the Curriculum Committee will review the relevance of expectations, modification of student preparation will be considered, and potential adjustments will be examined (for example, enrolling in a summer CET&L class in course design, re-examination of course SLOs, etc). Annual reports of the Curriculum Committee and associated data and proposed recommendations (if any) will be stored and maintained by the PC.

While these annual reports and meetings allow for small-scale changes of courses, it is anticipated that every 4-5 years the Curriculum Committee will conduct larger-scale analyses of assessment data, with the end goal of identifying (and recommending) any major programmatic changes that may be needed.
IV. Findings

Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

V. Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

• How will this information be presented to and discussed among the faculty?
• How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?
## Course Requirements: A Minimum of 37 Anthro Hours

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses: Category I</td>
<td>12</td>
</tr>
<tr>
<td>Mid-Collegiate Methods: Category II</td>
<td>3</td>
</tr>
<tr>
<td>Capstone: Category III</td>
<td>4</td>
</tr>
<tr>
<td>Electives: Categories IV, V, VI, VII</td>
<td>18</td>
</tr>
</tbody>
</table>

### IV. Archaeology Electives
- **1015** Ice Age Mammals
- **1017** Fantastic Archaeology
- **2016** Great Discoveries in Archaeology
- **2017** Old World Prehistory
- **2018** New World Prehistory
- **2035** Historical Archaeology
- **3016** Public Archaeology
- **3019** European Prehistory
- **3020** Maya Prehistory
- **3022** Southwest Prehistory
- **3023** Ohio Valley Prehistory
- **3024** Origins of Agriculture
- **3026** Origins of Civilization
- **3027** Identities and Material Culture
- **3032H** Reading Maya Texts
- **3037** Archaeology of Slavery
- **M 4019** Formation Processes of the Arch. Record
- **M 4020** Principles of Archaeological Analysis
- **M 4022** Archaeobotany and Ethnobotany
- **M 4030** Royal Courts of the Ancient New World
- **M 4036** Field Research in European Archaeology
- **M 4037** Field Research in Southwest Archaeology
- **M 4038** Field Research in Mesoamerican Archaeology
- **M 4039** Field Research in Midwest Archaeology
- **C 6025** Archaeological Theory
- **6026** Water Management
- **6028** Spatial Archaeology
- **6030** Quaternary Paleocology
- **6039C** Zooarchaeology

At least 3 hours must be at or above the 4000 level excluding Field Archaeology courses and Category VII (Individual Studies) electives.

### V. Biological Anthropology Electives
- **2040** Humans and Nature: Living in the Anthropocene
- **2045** Genetics of Human Variation and Disease
- **2050** Primate Behavior
- **2053** Ecological Anthropology
- **M 3043C** Human Osteology
- **4046** Human Evolutionary Genetics and Genomics
- **4058** Human Structure
- **M 4059** Human Adaptation
- **M 5047** Primate Locomotion
- **6029** Stable Isotope Ecology
- **C 6049** Evolutionary Theory
- **M 6051** Lab Methods in Human Movement
- **6052** Biocultural Anthropology
- **6055** Evolutionary Medicine and Health
- **M 4061** Quantitative Ethnography
- **4066** Applied Anthropology
- **4070** Economic Anthropology
- **4074** Anthropology and Development
- **4078** Beauty, Race and Gender in the Marketplace
- **4079** Medical Anthropology II
- **5075** Critical Visions
- **M 6071** Ethnographic Methods
- **C 6080** History and Theory of Anthropology
- **C 6085** Contemporary Anthropological Theory

### VI. Cultural Anthropology Electives
- **2058** Anthropology of Food
- **2060** Anthropology of Race
- **2066** Anthropology of Global Problems
- **2068** Religion in Culture
- **2072** Anthropology of Media
- **2079** Medical Anthropology
- **3029** Indians of North America
- **3065** Anthropology of International Migration
- **3070** Peoples of the Balkans
- **3074** Forms of Seeing
- **4021** People and Wetlands
- **4066** Quantitative Ethnography
- **4069** Applied Anthropology
- **4070** Economic Anthropology
- **4074** Anthropology and Development
- **4078** Beauty, Race and Gender in the Marketplace
- **4079** Medical Anthropology II
- **5075** Critical Visions
- **M 6071** Ethnographic Methods
- **C 6080** History and Theory of Anthropology
- **C 6085** Contemporary Anthropological Theory

### VII. Individual Studies Electives
- **3095, 3096** Anthropology Junior Readings
- **4095, 4096** Anthropology Senior Readings
- **5020** Public Archaeology Internship
- **5095, 5096** Individual Work

*Semester conversion students should consult the Director of Undergraduate Studies and/or their IAP to determine their progress towards completion of the major.*