

Date: July 10, 2015

To: Dean Orn Bodvarsson (Dean, College of SS&IS) and Dr. Amy Liu (Director, OAPA)

From: Raghu Trichur (Chair, Department of Anthropology)

In Fall 2013, the Department of Anthropology offered a team-taught experimental senior seminar (ANTH 196S) to explore the possibility of using a capstone course as an assessment tool in the future. At least one faculty representing each sub-discipline (Archaeology, Biological Anthropology, Cultural Anthropology and Linguistic Anthropology) participated in teaching this course. This course was only open for enrollment to students who are scheduled to graduate during the AY 2013-14. Student's performance in this course was used to assess all four Learning Goals and Objectives namely, Inquiry and Analysis, Critical Analysis, Use of Anthropological Perspectives and Written Communications.

Method of Assessment

ANTH 196S: Senior Seminar was team-taught by 5 full-time faculty members. The 4 main categories were assessed through 2 direct measures: the final research paper for the senior seminar in Anthropology and oral presentation of the final research. All students who enrolled for the class were evaluated. The Grading Rubric generated by the five faculty members and was made available to the students enrolled. Students were encouraged to develop their own topics for the assignment based on specific instructions provided in the prompt.

Findings

Beyond some foundational knowledge about anthropology as a whole, students prefer to think within the dominant methodological framework of the sub discipline that they see themselves specializing in. Additionally they are better served if the curriculum would also offer students an opportunity to focus on a topic.

In light of these findings and the changing students learning environment and requirements for post-baccalaureate success for our majors and minors, during the recently concluded 2014-15 academic year the Department of Anthropology has focused its energies on rethinking its undergraduate curriculum and developing an complementary assessment plan. These conversations about the curriculum started in Spring 2014 and continued till the end of Spring 2015 semester. We are glad to inform all concerned that the department has finally arrived at a curriculum that the faculty believes will tie into the University's baccalaureate learning outcomes and more importantly provide our majors and minors the tools necessary to achieve post baccalaureate success. The new curriculum, while retaining the broad exposure of students to anthropology (in the form of an emphasis on General Anthropology) will also allow students to pursue a focused line of enquiry in of the one of the two tracks of anthropological enquiry, namely 1) Archaeological and Biological Anthropology (ABA) and 2) Culture Language and Society (CLS). As indicated by the name, ABA take advantage of the expertise available in the department, presents a combination of Anthropological Archaeology and Biological Anthropology. CLS takes advantage of the expertise at the disposal of the

department to provide a combination of cultural anthropology and linguistic anthropology. ABA and CLS, following a common foundation of 25 units, exposes our students to distinct bodies of knowledge, afford them an opportunity to develop in depth knowledge in their individual area of anthropological enquiry and specialized skillsets. Please find attached the draft of the proposed undergraduate curriculum for Anthropology.

We have started developing a new assessment plan to complement the proposed curriculum. The following tasks have been completed: 1) Learning Outcomes for the new curriculum; and 2) Course Matrix for ABA and CLS emphasis. We have an assessment rubric in place to evaluate 1) Critical Thinking; 2) Anthropological perspectives; and, 3) Written Communications.

What remains to be done:

- 1) We have yet to develop an assessment rubric for Inquiry and Analysis;
- 2) We need to iron out how the curriculum with emphasis on General Anthropology will look like; and
- 3) We need to plan our assessment schedule.

We hope to accomplish these tasks when we meet as a faculty at our department retreat scheduled for August 26th, 2015.

Please find attached the following documents for your perusal.

- 1: PROPOSED NEW CURRICULUM FOR BA IN ANTHROPOLOGY
- 2: ABA CURRICULUM MATRIX
- 3: CLS CURRICULUM MATRIX
- 4: NEW BA IN ANTHROPOLOGY PROGRAM LEARNING OUTCOMES
- 5: ASSESSMENT RUBRIC

If you have any questions please feel free to contact me.

**Proposed New Curriculum for BA (Anthropology)
Draft**

Archaeological & Biological Anthropology (ABA) (49 units) + 3 units of Statistics

Lower Division required courses (13 units)

ANTH 1,
ANTH1A,
ANTH2,
ANTH 3
ANTH 4

Foundational courses (12 units)

Archaeology: ANTH 111 or ANTH 112 or ANTH 113 or ANTH 122 (prereq ANTH 3) [3 units]

Biological Anthropology: ANTH 151 or ANTH154 or ANTH155 (prereq ANTH 1) [3 units]

Cultural Anthropology: ANTH 146 (prereq Anth 2) [3 units]

Linguistic Anthropology: ANTH 160 or ANTH 162 (prereq ANTH 4) [3 units]

ABA Subgroup / Concentration (6 units)

- Archaeology Theory (choose 1, 3 units):
ANTH 107 or
ANTH 109 or
ANTH 110 or
ANTH 115,
- Biological Anthropology (choose 1, 3 units):
ANTH 151 or
ANTH 153 or
ANTH 154 or
ANTH 156

Laboratory Methods* (choose 1, 3 units):

ANTH 120 or
ANTH 124 or
ANTH 126 or
ANTH 150 or
ANTH 192

Emphasis Specific Electives (9 units):

ANTH 127 and/or
ANTH 128 and/or
ANTH 135 and/or
ANTH 158 and/or
ANTH 152 and/or
ANTH 157 and/or
ANTH171 and/ or any of the classes listed above

General Electives (2 courses, 6 units): upper division courses approved by ABA advisor

Statistics (1 course, 3 units)

Culture, Language and Society (CLS) (49 units) + 3 units of Statistics

Lower Division required courses (13 units)

ANTH 1,
ANTH 1A,
ANTH 2,
ANTH 3
ANTH 4

Foundational courses (12 units)

Archaeology: ANTH 111 or ANTH 112 or ANTH 113 or ANTH 122 (prereq ANTH 3) [3 units]
Biological Anthropology: ANTH 151 or ANTH154 or ANTH155 (prereq ANTH 1) [3 units]
Cultural Anthropology: ANTH 146 (prereq Anth 2) [3 units]
Linguistic Anthropology: ANTH 160 or ANTH 162 (prereq ANTH 4) [3 units]

Methods (3 units)

ANTH 169 (prereq Anth 160 or ANTH 162) or
ANTH 177 (prereq ANTH 146) or
*Qualitative Research Methods (QRM) (ANTH146) or
*Cultural Analysis (CA) (ANTH 146)

Theoretical (3 units) [Prerequisite: Methods]

ANTH 167: (prereq QRM/CA) or
ANTH 168 (prereq ANTH 160/162) or
Anth 176 (prereq ANTH 177) or
ANTH 190 (prereq ANTH 160/162) or
*Anthropological Political Economy (prereq QRM/CA) or
*Theoretical Approaches to Culture (prereq QRM/CA)

Practicum (3 units)

*Anthropology Practicum to be established in collaboration with Office of Community Engagement Center/ Office of Global Studies, etc.

Emphasis Specific Electives (6 units) [Prerequisite: Theoretical]

ANTH 105 and/or
ANTH 131 and/or
ANTH 144 and/or
ANTH 145 and/or
ANTH 161 and/or
ANTH 163 and/or
ANTH 172 and/or
ANTH 181 and/or
*Language and Gender and/or
*Anthropology of Contemporary Asia and/or
*Anthropology of Globalization and/or
*Senior Seminar and/or

Electives (9 units) : Upper Division courses approved by Major advisor.

Statistics (1 course, 3 units)

NOTE: * = New course / (ANTH 000) = prerequisites

ABA Curricular Matrix					
I: Introduce, D: Develop, P: Proficiency					
All Majors		Inquiry & Analysis	Critical Analysis	Anthro perspectives	Writing
LD	1	I	I	I	I
	1A	I	I	I	I
	3	I	I	I	I
Found					
	111	D	D	D	D
	112	D	D	D	D
	113	D	D	D	D
	114	D	D	D	D
	122	D	D	D	D
	151	D	D	D	D
	155	D	D	D	D
	157	D	D	D	D
Subgroup					
Arch	107	D/P	D/P	D/P	D/P
	109	D/P	D/P	D/P	D/P
	110	D/P	D/P	D/P	D/P
	115	D/P	D/P	D/P	D/P
Bio	151	D/P	D/P	D/P	D/P
	153	D/P	D/P	D/P	D/P
	154	D/P	D/P	D/P	D/P
	156	D/P	D/P	D/P	D/P
Methods	120	D/P		D/P	
	124	D/P		D/P	
	126	D/P		D/P	
	150	D/P		D/P	
	192	D/P		D/P	
	195	D/P		D/P	
Elect*^	116				
	123				
	127				
	128				
	135				
	196T				
	152				
	158				
	171				
* And any other upper division class from the above lists					
^ while electives will cover many assessment outcomes, we will not assess there					

CLS Curricular Matrix					
I: Introduce, D: Develop, P: Proficiency					
All Majors	ANTH Course #	Inquiry & Analysis	Critical Analysis	Anthropological perspectives	Writing Skills
LD	2	I	I	I	I
	4	I	I	I	I
Foundational					
	146	I	I	I	I
	160	I	I	I	I
	162	I	I	I	I
Methods					
	169	D	D	D	D
	177	D	D	D	D
	Qualitative Research Methods (new)	D	D	D	D
	Cultural Analysis (new)	D	D	D	D
Theoretical Perspectives					
	167	D	D	D	D
	168	D	D	D	D
	176	D	D	D	D
	190	D	D	D	D
	Anthropological Political Economy (new)	D	D	D	D
	Theoretical Approches to Culture (new)	D	D	D	D
Praticum					
	Anthropological Praticum to be established in collabortion with Office of Community Engagement. (new)	D	D	D	D

Emphasis Specific Electives					
	105	P	P	P	P
	131	P	P	P	P
	144	P	P	P	P
	145	P	P	P	P
	161	P	P	P	P
	163	P	P	P	P
	172	P	P	P	P
	181	P	P	P	P
	Language and Gender (new)	P	P	P	P
	Anthropology of Contemporary Asia (new)	P	P	P	P
	Anthropology of Globalization (new)	P	P	P	P

Learning Outcomes for revised undergraduate curriculum

July 10, 2015

Inquiry & Analysis

Students will be able to:

- Identify and investigate issues and objects of inquiry drawing from anthropologically relevant evidence.
- Systematically analyze anthropological topics or issues.

Critical Thinking

Students will be able to:

- Critically evaluate issues through an anthropological lens and articulate the ways in which nature, culture and/or society intersect and inform human experience.
- Engage in and synthesize on-going debates and discussions in the field through the development of strong analytical skills and arguments.

Anthropological perspectives

Students will be able to:

- Effectively use anthropological concepts, frameworks and/or theories to analyze, explain and address the diversity in human experience.
- Demonstrate how anthropological scholarship contributes to, and in turn is influenced by, theories from other disciplines.
- compare and contrast anthropological theories and/or perspectives.

Written Communication

Students will be able to:

- Explain key theoretical concepts and debates within anthropology clearly and effectively.
- Identify and cite appropriate scholarly sources.
- Write in a clear, organized, and grammatically correct manner.

Grading Rubric for assessment of New Undergraduate Anthropology Curriculum

	4-Capstone	3 – Milestone	2 – Approaching Milestone	1 – Benchmark
Critical Thinking: Explain issues and Problems	Investigates important & relevant problem or issues. Constructs a sophisticated, clear and focused analysis.	Identifies and investigates a relevant problem or issues. Analysis of issues is coherent.	Identifies a somewhat relevant problem or issues. Analyzes it in a general way.	Identifies problem or issues in a general way. Analysis is too general.
Argument	Develops a strong argument that contributes to on-going debates in the field.	Develops argument in a clear and somewhat focused way.	Argument has little focus or development.	There is no focused development of argument.
Intersection	There is strong evidence of anthropological approaches to human experience	There is some evidence of anthropological approaches to human experience	There is little evidence of anthropological approaches to human experience	There is no evidence of anthropological approaches to human experience
Anthropological Perspective: Scholarship	Critically evaluates & compares theoretical texts, establishing clear connections.	Evaluates theoretical perspectives without fully establishing their connection.	There is an attempt to explain theories and concepts within anthropology.	There is limited understanding of anthropological ideas and concepts.
Perspectives	Effectively engages in debates regarding different perspectives, developing a strong argument.	Engages, with some success, in debates between various anthropological perspectives.	There is an effort to establish connections between theories.	No effort to establish connections.
Research Evidence	Excellent research on institution or cultural processes; successfully applies anthropological perspective to individual research.	Good research on institution or cultural processes; fairly successful in applying anthropological perspective to individual research.	Somewhat succeeds in applying anthropological perspective to individual research.	Makes an effort to apply feminist theory to individual research topic.
Draws Inferences and Identifies Limitations	States a clear and insightful conclusion from analysis. Identifies limitations and/or implications of current theories.	States a clear and appropriate conclusion from analysis. Identifies apparent limitations of current theories.	States a somewhat clear and appropriate conclusion from analysis. Identifies some limitations of current theories.	States an ambiguous, illogical, or unsupported conclusion. Does not identify limitations of current theories.

<p>Written Communication: Organization</p>	<p>Assignment is sophisticated, clear, cohesive & well-organized, with a clear central purpose.</p>	<p>Assignment is clear, well-organized & contains a central purpose; it needs development.</p>	<p>Assignment has clarity & organization problems; needs development of central purpose.</p>	<p>Assignment is confusing; lacks organization, clarity & a central purpose.</p>
<p>Grammar and Spelling</p>	<p>The Assignment is free of spelling and grammatical errors.</p>	<p>Assignment has a few typos, but no major grammatical errors</p>	<p>There are some grammatical and spelling errors, and awkward phrases</p>	<p>There are several spelling and grammatical errors impeding understanding of assignment.</p>