

# 2018 - 2019 Annual Program Assessment Report

The Office of Academic Program Assessment  
California State University, Sacramento

For more information visit our [website](#)  
or [contact us](#) for more help.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

## IMPORTANT REMINDER:

Please use the "[Guidelines](#)" and "[Examples for Answering Open-Ended Questions](#)" to answer each question in the template as you complete the report. Please provide and attach the following information:

1. PLO Assessed (Q1.1, Q2.1)
2. Definition of the PLO(s) (Q2.1.1)
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (Q2.3)
4. Direct Measures (Q3.3.2)
5. Data Table(s) (Q4.1)
6. Curriculum Map (Q21.1)
7. Most Updated Assessment Plan (Q20.2)

Please provide only relevant information and limit all of your attachments to 30 pages.

**Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**

**DEADLINE TO SUBMIT: JULY 1, 2019.**

Please begin by selecting your program name in the drop down.

If the program name is not listed, please enter it below:

BA Anthropology
OR enter program name:

## Section 1: Report All of the Program Learning Outcomes Assessed

### Question 1: All the Program Learning Outcomes Assessed

#### Q1.1.

Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs) or emboldened Graduate Learning Goals (GLGs) **did you assess?** [Check all that apply]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☒ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work

- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. **Research**
- ☐ 21A. Other, specify any assessed PLOs not included above:

a.

b.

c.

- ☐ 21B. **Check here if your program has not collected any data for any PLOs.** Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

**Q1.3.a.**

Are your PLOs closely aligned with the mission and/or the [strategic plan](#) of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.** )

## Section 2: Report One Learning Outcome in Detail

### Question 2: Detailed Information for the Selected PLO

**Q2.1.**

Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the **correct box*** for this PLO in Q1.1):

**Inquiry and Analysis**

If your PLO is **not listed**, please enter it here:

**Q2.1.1.**

Please provide the definition for this PLO ([See Appendix 15 Sample Answer to Q2.1.1](#)).

Students will be able to identify and investigate anthropologically relevant issues and develop strong arguments relating to ongoing debates in the field that demonstrate the complex ways in which nature, culture, and society intersect.

**Q2.2.**

Has the program developed or adopted **explicit program standards of performance/expectations** for this PLO? (e.g. "We expect 80% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know  
☐ 4. N/A

### Q2.2.a.

Please provide the standards of performance/expectations for this PLO:

We expect 70% of our students to score at least 3 or higher on all dimensions of the Inquiry and analysis asses...

### Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment(  
[See Appendix 15 Sample Answer to Q2.3](#)):

See attachment (Assessment Rubric)

 No file attached

 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard (stdrd)</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.**

Was assessment data/evidence **collected** for the selected PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

**Q3.1.1.**

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

**Q3.2.**

Was the data **scored/evaluated** for this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

**Q3.2.1.**

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Data were collected in a random fashion from three upper division courses taught in Spring 2019, with one each of the classes applicable to each of three concentrations within the major

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

### Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

**Q3.3.**

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☒ 1. Yes
- ☐ 2. No (skip to **Q3.7**)
- ☐ 3. Don't know (skip to **Q3.7**)

**Q3.3.1.**

Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

- ☒ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- ☒ 2. Key assignments from required classes in the program
- ☐ 3. Key assignments from elective classes
- ☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects
- ☐ 6. E-Portfolios
- ☐ 7. Other Portfolios
- ☐ 8. Other, specify:

**Q3.3.2.**

Please **attach the assignment instructions that the students received to complete the assignment** ([See Appendix 1 Sample Answer to Q3.3.2](#)):

See attachment (Final Paper Prompt, Tips for Writing a Scientific Term Paper in Archaeology, ANTH 191, Final Case Study)

 No file attached

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**Q3.4.**

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ☒ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ☐ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 7. Used other means (Answer **Q3.4.1.**)

**Q3.4.1.**

If you used other means, which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify:

(skip to **Q3.4.4.**)

**Q3.4.2.**

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

**Q3.4.3.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

**Q3.4.4.**

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

**Q3.5.**

Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

**Q3.5.1.**

Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

**Q3.5.2.**

**If** the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☐ 1. Yes  
☒ 2. No  
☐ 3. Don't know  
☐ 4. N/A

**Q3.6.**

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

The work of five students from each of three upper division courses was randomly selected for evaluation

**Q3.6.1.**

How did you **decide** how many samples of student work to review?

To provide a reasonable sample that would not require excessive work on the part of faculty reviewers.

**Q3.6.2a.**

Please enter the number (#) of students ***from ONLY your program*** that were assessed for this program learning outcome (not all students in the class).

**Q3.6.3a.**

Please enter the number (#) of samples of student work ***from ONLY your program*** that were evaluated for this program learning outcome.

**Q3.6.4.**

Was the sample size of student work for this program assessment adequate for assessing this program learning

outcome?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)**

### Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

#### Q3.7.

Were indirect measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q3.8**)
- ☐ 3. Don't Know (skip to **Q3.8**)


#### Q3.7.1.

Which of the following indirect measures were used? **[Check all that apply]**

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☐ 3. College/department/program student surveys or focus groups
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews
- ☐ 7. Other, specify:

#### Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

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 No file attached

#### Q3.7.2.

If surveys were used, how was the sample size **decided**?

#### Q3.7.3.

If surveys were used, how did you **select** your sample:

**Q3.7.4.**

If surveys were used, please enter the response rate:

**Question 3C: Other Measures**  
(external benchmarking, licensing exams, standardized tests, etc.)

**Q3.8.**

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

**Q3.8.1.**

Which of the following measures was used? **[Check all that apply]**

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

**Q3.8.2.**

Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

**Q3.8.3.**

If other measures were used, please specify:



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**(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)**


**Question 4: Data, Findings, and Conclusions**



**Q4.1.**

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our [Feedback Packet Example](#).) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

See attachment Table 1

 No file attached


 No file attached

**Q4.2.**

Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO ([See Appendix 15 Sample Answers to Q4.1-Q4.3](#))?

As Table 1 shows, 77% of students met the program performance standard of 3 or higher for the Inquiry and Analysis PLO overall, as evaluated across three courses representing each of three concentrations within the program. Significant differences are, however, apparent in the results for each of the three assessed courses, with 100% of graduating seniors meeting the performance standard in ANTH 191, a lower but still acceptable 80% meeting the standard in ANTH 119, and a less than desired number (54%) achieving the standard in ANTH 115. This is to be expected given the differing levels of experience reflected by the students in each of the evaluated courses, with more advanced students performing better in subject specific classes (ANTH 191 and 119) than students with less experience taking required courses in areas of potentially less interest to them (ANTH 115). Thus, students partially met program standards for the Inquiry and Analysis PLO, with room for improvement in especially required courses typically taken by sophomores and juniors.

In order to assist students in our program to develop their Inquiry and Analysis skills at an earlier point in their education, we will develop more assignments related to: 1) the identification of relevant problems within the discipline and 2) appropriate strategies for presenting cogent arguments about the complex interactions between nature, culture, and society. To be most effective, these assignments should begin early in student's careers (i.e., first upper division courses) and occur early enough in the semester to permit adequate feedback, revision, and improvement.

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**Q4.3.**

For the selected PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

### Question 4A: Alignment and Quality

**Q4.4.**

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes
- ☐ 2. No

- ☐ 3. Don't know

**Q4.5.**

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

### Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.**

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate **making any changes** for your program (e.g. course structure, course content, or modification of PLOs)?

- ☐ 1. Yes  
☐ 2. No (skip to **Q5.2**)  
☒ 3. Don't know (skip to **Q5.2**)

**Q5.1.1.**

Please describe **what changes** you plan to make in your program as a result of your assessment of this PLO.

**Q5.1.2.**

Do you have a plan to assess the **impact of the changes** that you anticipate making?

- ☐ 1. Yes, describe your plan:

- ☐ 2. No  
☐ 3. Don't know

**Q5.2.**

To what extent did you apply **previous assessment results** collected through your program in the following areas?

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Modified curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improved advising and mentoring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revised learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Revised rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
6. Developed/updated assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Other, specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**Q5.2.1.**

Please provide a detailed example of how you used the assessment data above:

With the recent (2016-17) development of three concentrations within the Anthropology major and the hiring of four new faculty over the past two years, we have made numerous changes and adjustments to our curriculum. These include the development of new courses and modifications to existing classes to serve the new major, results of which are, as yet, difficult to fully assess. In response to previous assessment cycles, we have likewise instituted mandatory advising for all undergraduate majors, which has helped to direct students to appropriate classes and avoided unnecessary delays in graduation.

**Q5.3.**

To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2. Standards of Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Alignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

6. Data Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

**Q5.3.1.**

Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

As a newly installed department Chair, I have not received/reviewed previous assessment feedback from OAPA, which are apparently unavailable for the last several years.

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

### Section 3: Report Other Assessment Activities

#### Other Assessment Activities

**Q6.**

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

NA



No file attached



No file attached

**Q6.1.**

Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

NA

**Q7.**

What PLO(s) do you plan to assess next year? [Check all that apply]

- ☐ 1. **Critical Thinking**
- ☐ 2. **Information Literacy**
- ☐ 3. **Written Communication**
- ☐ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☐ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. **Research**
- ☒ 21. Other, specify any PLOs not included above:

a. To be determined

b.

c.

**Q8.**

Please explain how this year's assessment activities help you address recommendations from your department's last program review?



Our last program review was in 2006, with the current three-concentration major, mandatory advising, and assessment plan developed in response to the recommendations contained in that review.

**Q9.** Please attach any additional files here:

2019 Assessment Attachments.zip  
424.63 KB



No file attached

 No file attached No file attached**Q9.1.**

If you have attached **any** files to this form, please list **every** attached file here:

Yes: Assessment Rubric, Table 1, Final Case Study, ANTH 191, Tips for Writing A Scientific Term Paper in archaeology, Final Paper Prompt.

## Section 4: Background Information about the Program

### Program Information (**Required**)

**Program:**

(If you typed in your program name at the beginning, please skip to **Q11**)

**Q10.**

Program/Concentration Name: [skip if program name is already selected or appears above]

**Q11.**

Report Author(s):

**Q11.1.**

Department Chair/Program Director:

**Q11.2.**

Assessment Coordinator:

**Q12.**

Department/Division/Program of Academic Unit (select):

**Q13.**

College:

**Q14.**

What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

**Q15.**

Program Type:

- ☒ 1. Undergraduate baccalaureate major  
☐ 2. Credential  
☐ 3. Master's Degree  
☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)  
☐ 5. Other, specify:

**Q16.** Number of **undergraduate degree programs** the academic unit has?

**Q16.1.** List all the names:

BA Anthropology

**Q16.2.** How many concentrations appear on the diploma for this undergraduate program?

**Q17.** Number of **master's degree programs** the academic unit has?

**Q17.1.** List all the names:

MA Anthropology

**Q17.2.** How many concentrations appear on the diploma for this master's program?

**Q18.** Number of **credential programs** the academic unit has?

**Q18.1.** List all the names:

**Q19.** Number of **doctorate degree programs** the academic unit has?

**Q19.1.** List all the names:

When was your <b>Assessment Plan...</b>	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
<b>Q20.</b> Developed?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Q20.1.</b> Last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q20.2. (Required)**

Please **obtain** and **attach** your latest **assessment plan**:

 **No file attached**

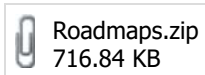
**Q21.**

Has your program developed a **curriculum map**? Please note: A curriculum map is not a roadmap. A **roadmap** is a graphical representation of the courses students must take to graduate. A **curriculum map** is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q21.1.**

Please **obtain** and **attach** your latest **curriculum map**:

**Q22.**

Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

**Q23.**

Does your program have a capstone class?

- ☒ 1. Yes, specify:

ANTH 191 for CLS Concentration

- ☐ 2. No
- ☐ 3. Don't know

**Q23.1.**

Does your program have a capstone project(s)?

- ☐ 1. Yes
- ☒ 2. No
- ☐ 3. Don't know

**Q24.**

**BEFORE YOU SUBMIT:** Please **check** that you have included all of the following key evidences:

- ☒ 1. PLO Assessed (**Q1.1, Q2.1**)
- ☒ 2. Definition of the PLO(s) (**Q2.1.1**)
- ☒ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations (**Q2.3**)
- ☒ 4. Direct Measures (**Q3.3.2**)
- ☒ 5. Data Table(s) (**Q4.1**)
- ☒ 6. Curriculum Map (**Q21.1**)
- ☐ 7. The Most Updated Assessment Plan (**Q20.2**)

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

**Save When Completed!**

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

**DEADLINE:** July 1, 2019.

Thank you and have a great summer!

ver. 03.11.19



**Department of Anthropology  
California State University, Sacramento**

**Spring 2019**

**ANTH 191: Anthropology Practicum**

Instructor: R. Trichur,

Office: MND 4013

Class meetings: TR 12 noon – 1:15 pm.

Class Location: EUR 413C

Office hours: Tuesdays and Thursdays 1:30 pm to 2:45 pm and by appointment

Email: [rtrichur@csus.edu](mailto:rtrichur@csus.edu)

Phone: 916 278 5832

**Catalog Description**

Students work 6–8 hours per week off campus in one of several research institutions under the supervision of institutional personnel. Students are required to become familiar with the scholarly literature relevant to their placement, to participate in on-campus meetings, and to write a research paper integrating the research and fieldwork aspects of the practicum. Permission of instructor and ANTH coordinator required prior to registration. Open only to seniors. Prerequisite: ANTH major CLS concentration or Instructor Permission. (3 units)

**Course Description**

In this upper-division course, designed especially for anthropology majors, pursuing the Culture, Language & Society concentration. This course serves as a capstone experience course where students will have an opportunity to deploy the knowledge and skills they have gained as anthropology majors to understand and explain one or more processes unfolding in an organization/situation that is the focus of their research. In addition to some basic readings, depending on the research topic, student will develop a reading list in consultation with the faculty supervisor. The “practicum” portion of the course will be spread over at least 11 weeks and will begin latest by the 4<sup>th</sup> week of the semester. The class will meet as per schedule for the first three weeks of the semester. During the practicum portion of the course, students must with the instructor at least once every two weeks. Regular class meetings will be held during Weeks 13, 14 and 15. During this period, students will be expected to make oral presentation of their research. A final report based on the experience of the practicum must be submitted to the instructor during the Finals week of the semester.

During the practicum, students are expected to maintain detailed logs and/or journals. In class discussions during the practicum period will be based on the student’s journal entries and issues that rise from them.

## Course Learning Objectives

Students will be able to:

1. Demonstrate a solid understanding of core concepts in anthropology through effective communication, including scholarly writing and public presentations.
2. Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge, in the analysis of social, cultural, economic or political issues.
3. Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines.
4. Identify, analyze, and address real world problems through scholarly and structured civic engagement.
5. Make connections between one or more concepts and/or between multiple levels of disciplinary engagements.

## Sacramento Stories

Michel de Certeau in his book *The Practice of Everyday* argues that people personalize culture by altering the use of objects, ideas and rituals to make it their own. Herein lies the potential for subversion of institutional plans and designs.

This course provides students enrolled an opportunity to employ various ethnographic treatments and develop a narrative. The objective of this course is to gather stories of everyday practices in Sacramento. What do these practices reveal? What do they hide? The narrative can focus on an individual or a group, an object or an event. Using broad globally relevant themes students are expected to independently explore their own independent research topic. Individuals/ teams will be responsible for (i) developing a research proposal; (ii) conduct the research; (iii) analyze the data gathered; and (iv) produce a report. The report can be presented as an essay, a poster presentation or a video recording (yes, you can record using your smartphone. Students will make a 12 to 15 minutes long present at the end. The presentation will include a Q&A session. Students will enhance their skills at archival and social research, participant- observation, interviewing techniques, data analysis and presentation.

This course is intended to be a rigorous and exciting opportunity for students to tell empirically grounded stories using the voices of their subjects. Potential texts that you could refer include: *Sidewalk* (a book and documentary film by Mitchell Duneier), *Righteous Dopefiend* (a book and museum exhibit by Philippe Bourgois), and excerpts from other ethnographic work by Ana Ramos-Zayas, Elijah Anderson, Todd Wolfson, David Grazian, Setha Low, Ulf Hannerz, Leith Mullings, John Gwaltney, Dana-ain Davis, Carol Stack, Melissa Checker, Katherine S. Newman, and others.

Your research proposal must be approved by the instructor.

## Reading

Students are expected to develop a customized list of readings in consultation with the instructor. These reading will be specific to the topic the student will explore while engaging in practicum. These readings will help the student develop research questions and methods of analysis.

### Course Requirements:

- Students must develop a reading list of scholastic material relevant to the topic of their focus
- Each student is expected to dedicate 6 -8 hours per week to the practicum. Students must maintain a Practicum Log/Journal. Herein, students are expected keep corpus notes explaining the activities related to the practicum that s/he was involved in. Among other things, students are expected to document observations based on participation observations, transcriptions based on interviews or group discussion, commentary on quantitative and qualitative data gathered. Illustrations, etc. A minimum of 1 entry per week (1000 words) is minimally required. If participating in a group project, students are expected to meet every week to discuss findings, exchange notes, discuss data gathered and develop plans for the work to be accomplished in the week or weeks to come - **(40% of total grade)**
- Attendance and active participation in class discussion through the semester - **(10% of the total grade)**
- Student are expected to make a professional presentation based on the practicum experience towards the end of the semester. This presentation should focus on the research undertaken, data gathered, analysis and conclusions. The audience might include fellow students, and faculty. **(20% of total grade)**
- 2000 to 2500 words long research report based on Practicum experience - **(30% of the total grade)**

**Grading Scale**— A (93% -100%); A- (90-92.99%); B+ (88-89.99%); B (82-87.99%); B- (80-81.99%); C+ (78-79.99%); C (72-77.99%); C- (70-71.99%); D+ (68-69.99%); D (62-67.99%); D- (60-61.99%); F (59% or below).

Students are expected to satisfy all requirements for the course to pass the course. Students will not be awarded a “Incomplete” grade.

## Plagiarism

Plagiarism occurs when the ideas or words of others are used without proper acknowledgment or citation. This is considered a serious offense and results in an F as final grade for the course. Further, University policy states that students found guilty of plagiarism can be suspended or expelled from the university. For further information see <http://www.csus.edu/schedule/additi.htm#ACAD> for official statement of university policy on Academic Dishonesty.

## Tentative Class Schedule

**Jan 22<sup>nd</sup>, 2019: Introduction to the course**

**Jan 24<sup>th</sup> 2019: Brainstorming research projects.**

**Jan 29<sup>th</sup>, 2019:**

*Identify a research topic that you would like to explore individually or as a part of the ANTH 191 team.*

**Jan 31<sup>st</sup> 2019, Feb 5<sup>th</sup> and Feb 7<sup>th</sup>, 2019**

*Finalizing research topic, method for data gathering, analysis. Also finalize format for presentation*

**Feb 11<sup>th</sup> to April 19<sup>th</sup>, 2019:**

*Students enrolled engage in independent research. Students are expected to submit a bi-weekly report of work undertaken - how that fits within the overall research plan and schedule.*

**April 23<sup>rd</sup> and 25<sup>th</sup>, 2019 – in Class Presentation**

**April 30<sup>th</sup> and May 2<sup>nd</sup>, 2019 – In Class Presentation**

**May 7<sup>th</sup> and 9<sup>th</sup>, 2019 – In Class Presentation**

Presentation schedule will be adjusted dependent on the total number of presentations.

Final report is due on May 14<sup>th</sup>, 2019.

## Final Case Study: Last Supper Cave, Nevada

You have been contracted with writing a comprehensive faunal report for the Last Supper Cave fauna by Near Eastern Anthropological Group, Inc., a local cultural resource management firm. Your trustworthy assistant has already completed the specimen identifications, including taxa, skeletal part, and taphonomic data (carnivore markers, cut marks, etc.). The summary data has been provided to you in a set of Excel spreadsheets. These include: (1) taxonomic representation with NISP values; (2) skeletal part representation for artiodactyls; (3) location and frequency of cutmarks on *Ovis* specimens; and (4) location and frequency of carnivore markers on *Ovis* specimens.

### Report Structure

Your contract stipulates that your final report on the faunal assemblage must be at least five pages long, excluding references, tables, and graphs.<sup>1</sup> Following standards of scientific writing, your report should include the following sections:

1. **Introduction:** Clearly state your objectives (see Research Objectives below)
2. **Background:** This may be broken into multiple subsections as you deem necessary. Provide any information necessary to form your predictions, including theory, local environmental history (see below), et cetera. Your lab assistant has provided you with a “Descriptive Summary” for all the taxa recovered from Last Supper Cave, including useful biogeographical data. Additional readings that may be used to gain an understanding of some of the temporal trends seen at Last Supper Cave are listed below.
3. **Methods:** What is the goal of each analysis being conducted? Which statistical operation is appropriate, and why? How will the results of the statistic be interpreted?
4. **Results:** Provide concise descriptions of the results (with minimal interpretation, which belongs in the discussion). Summary tables and graphs must be provided as necessary. Do not include any “working” tables but only summary tables that are necessary for the reader to assess the data. Statistics and their probability values should be embedded into the text (e.g., “The distribution of carnivore marks on the skeleton is uneven ( $\chi^2 = \#\#\#, p < .\#\#\#$ ; Table X, Figure X)”).
5. **Discussion:** Discuss the meaning of the statistics in light of your objectives, as well as any other interesting observations you may have made. You may want to consider some of the following points in your discussion and conclusions, but do not feel limited to these questions. What were the environmental conditions for each time period? Who was responsible for depositing the remains? Who did the hunting? Why did they hunt these particular animals? Who did the processing? Why did they process the remains in such a manner?
6. **Conclusions:** Summary and future directions, missing data, and so on.
7. **References Cited:** Throughout the report, you are to make good use of the references provided in class, as appropriate. In-text citations and your References Cited sections must be formatted using the *American Antiquity* style-guide.

### Site Background

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<sup>1</sup> Formatted with 1-inch margins, 1.5 spacing, 12-pt Times New Roman font.

Last Supper Cave is located in northern Nevada near the Oregon border at approximately 1646 m elevation. The cave is relatively large: approximately 9.1 m wide at the mouth and 21.3 m deep. The excavators of the site initially discovered that the site contained an early Holocene lithic assemblage. Upon further excavation and analysis, major stratigraphic units were identified (Table 1).

**Table 1: Stratigraphic units identified at Last Supper Cave.**

Stage	Age	Stratum
1	Miocene	8 (Pink)
2	Pleistocene	8 (White)
3	9000 – 7000 BP	6 (Lower Shell) and 5 (Upper Shell)
4	7000 – 6000 BP	4 (Suborganic)
5	6000 – 0 BP	3 (Organic) and 2 (Ash)
6	Historic	1 (Surface)

Most of the cultural materials came from packrat (woodrat) middens. However, considering the presence of large mammalian remains that woodrats could not possibly have redeposited, much of the packrat midden must represent human deposition.

This rich assemblage covers a wide range of time, allowing us to address questions regarding environmental change related to climatic episodes and changes in human-environment relationships. The following summary of environmental and climate change is from Madsen (2002):

The Younger Dryas (c. 11,200 – 10,100 rcybp) was characterized by numerous shallow, productive lakes in the basin and corresponds with the Paleoindian period (stemmed and fluted points). Virtually no buried sites have been excavated from this period, but since sites tend to be found on lake margins, it is inferred that they were using marsh resources. Some megafauna species may have been present (such *Camelops*, *Equus*, and *Mammuthus*), but most likely in limited numbers. The absence of grinding implements prior to ~10,000 BP supports a lowland strategy focusing on higher-ranked marsh resources.

The Early Holocene Transition (c. 10,000 – 8000 rcybp) saw lake level regression, although they were still at higher stands with greater marshlands than today. The presence of these lacustrine systems supported a continuation of lowland adaptations with minimal seed processing. Small seed and small animals (including birds and fish) entered the subsistence. Tree-ring, pollen sequences, lake deposits, and small mammal records all suggest a cooler (at least 2-3°C) and moisture period up to or slightly after 8000 years ago. There was increased environmental stability, which allowed newly developed adaptive strategies to spread.

The Middle-Holocene Lake Regressions (c. 8000-5000 rcybp) saw reduced annual precipitation and increased temperatures that led to the reduction and disappearance of lake and marsh systems, although the major systems probably survived in a reduced state along major Great Basin rivers. There is little evidence of sites along these marshes, but it is likely that these were located at terminal marsh habitats that are now covered by later deposits. Upland sites began to appear in large numbers. While a decrease in radiocarbon dates is biased by the number of samples coming from cave sites next to marshes, there is an increase in projectile points noted by

Bettinger (1999). This may suggest that there was only a shift in adaptive strategy and not a population decrease.

Most sites in the Great Basin date to the Neopluvial Lakes (c. 5000-2500 rcybp) when lakes rebounded after the mid-Holocene. Pinyon was widespread during this period, but the nuts were probably only included in diets very late prehistorically, and only in places lacking substantial marsh habitats.

Despite favorable marsh conditions during the Late Holocene Adaptations (2500-0 rcybp) period, there was also extensive mobile use of upland areas throughout the late Holocene, most likely the result of population growth. There is a simultaneous inclusion of both pine nuts and other upland resources at this time.

### Research Questions

The content of your report should address the following questions (at minimum).

- 1) **Taxonomic Representation**: How does taxonomic representation change between the early Holocene deposits (9000 to 7000 years before present), middle Holocene deposits (7000 to 6000 BP), and later Holocene deposits (6000 BP to historic; note that this deposit includes the end of the middle Holocene as well). To do so, you need to review the following:
  - a) **Taxonomic Richness**: First, compute the taxonomic richness for each of the three assemblages. To do so, you will need to remove non-exclusive classifications—for example, if identifications were made at both the species and genus level, you can only use one of these. Should you use family-, genus-, or species-level identifications? What exceptions did you make? And finally, does it appear that the richness values—the count of taxa identified—depend on the number of specimens identified (NISP)?
  - b) **Taxonomic Evenness**: Next, we want to review whether each of the three assemblages vary in taxonomic evenness. Do a small number of taxa dominate the assemblage, or were identifications fairly evenly distributed among taxa? To evaluate this, use Simpson's D (or reciprocal of D). Keep in mind that when evaluating D, you have to use exclusive taxonomic categories, just as is the case with taxonomic richness (i.e., you should not separate species from genus if identifications were made at both levels). However, while richness is merely a count of categories (i.e., taxa), evenness takes into account the number of identifications (NISP) for each taxa. Thus, you must sum the NISP for the inclusive categories when lumping them together (i.e., *Sylvilagus* sp. NISP of 175 and *Sylvilagus nuttallii* NISP of 3134 would be combined, resulting in *Sylvilagus* sp. NISP of 3309). Please provide a table summarizing your richness and evenness data (showing your lump sums for each taxonomic unit, etc.)
  - c) **Taxonomic Composition**: Third, you need to evaluate what species are driving the changes seen in the evenness. Are certain kinds of animals more common in one deposit than another? Here, you will need to use chi-square to see whether the distribution of taxa is significantly

different between two deposits. However, you have not been given the tools to evaluate three deposits (you would need to use a statistics package to do this), and you would compound errors if you were to use three chi-square analyses to separate the three deposits (i.e., Stratum 5-6 versus Stratum 4, Stratum 5-6 versus Stratum 2-3, and Stratum 4 versus Stratum 2-3). Instead, I suggest that you complete chi-square analysis for the following sets of taxa across the three deposits to address specific changes that may relate to environmental change (the descriptive summary and additional readings will provide data on this).

- a. *Lepus* sp. versus *Sylvilagus* sp. (including *S. nuttallii*)
- b. *Neotoma lepida* versus *N. cinerea*
- c. Artiodactyla versus combined leporids and marmots (i.e., the primary large-bodied prey to medium-small bodied prey).

If you wish, you may represent these data graphically through the use of an abundance index (e.g., *Sylvilagus* divided by *Sylvilagus* and *Lepus*; *Neotoma lepida* divided by *N. lepida* and *N. cinerea*, etc.)

- d) Qualitative Assessment: Using the data from the descriptive summary and additional readings, describe what kind of environmental changes may be represented based on the distribution of taxa across time periods. Do some taxa appear only during certain climatic intervals? Are there any significant shifts in subsistence strategies over time at the cave, after controlling for possible non-human deposition (e.g., packrats, raptors, etc.)? What is the meaning of the representation of certain taxa on human behavior and/or environmental conditions? You may want to touch upon this information in your methods and results, but the bulk of this assessment should be in your discussion. Some of the taxa that you may want to review include (see Descriptive Summary):

- a. *Sylvilagus nuttallii*
- b. *Brachylagus idahoensis*
- c. *Marmota flaviventris*
- d. *Neotoma lepida* and *N. cinerea*
- e. *Microtus montanus* and *M. longicaudus*
- f. *Thomomys bottae* and *T. talpoides*
- g. *Lemmiscus curtatus* (formerly *Lagurus curtatus*)
- h. *Cervus elaphus*

- 2) **Artiodactyl Skeletal Part Utility**: What can be said about selective transportation of artiodactyls to the site by prehistoric hunters? To evaluate this, you first must determine whether skeletal part representation is related to survivorship by evaluating the relationship between frequencies of skeletal parts with volume density. Then compare the frequencies of skeletal parts with the modified general utility index (MGUI; Binford 1978).

### **Additional Readings**

I will place some of these references on SacCT.



- Grayson, D. K.  
 2006 The Late Quaternary Biogeographic Histories of Some Great Basin Mammals (Western USA). *Quaternary Science Reviews* 25(21-22):2964-2991.  
 2011 *The Great Basin: A Natural Prehistory*. University of California Press, Berkeley.
- Grayson, Donald K. and Jacob L. Fisher  
 2009 Holocene Elk (*Cervus elaphus*) in the Great Basin. In *Past, Present and Future Issues in Great Basin Archaeology: Papers in Honor of Don D. Fowler*, edited by B. Hockett. U.S. Department of the Interior: Bureau of Land Management, Nevada.
- Grayson, D. K. and D. B. Madsen  
 2000 Biogeographic Implications of Recent Low-Elevation Recolonization by *Neotoma cinerea* in the Great Basin. *Journal of Mammalogy* 81(4):1100-1105
- Hall, E. Raymond  
 1946 *Mammals of Nevada*. University of California Press, Berkeley; Los Angeles.  
 1981 *The Mammals of North America*. Wiley, New York.
- Nowak, Ronald M. and Ernest P. Walker  
 1991 *Walker's Mammals of the World*. 5th ed. Johns Hopkins University Press, Baltimore.

## References Cited

- Binford, Lewis Roberts  
 1978 *Nunamiut Ethnoarchaeology*. Academic Press, New York.  
 1981 Chapter 4: Human Modes of Bone Modification. In *Bone: ancient men and modern myths*, pp. 87-141. Academic Press, New York.
- Lyman, R. L.  
 1984 Bone-Density and Differential Survivorship of Fossil Classes. *Journal of Anthropological Archaeology* 3(4):259-299.
- Madsen, David B.  
 2002 Great Basin Peoples and Late Quaternary Aquatic History. In *Great Basin Aquatic Systems History*, edited by R. Hershler, D. B. Madsen and D. R. Currey, pp. 387-405. Smithsonian Contributions to the Earth Sciences. vol. No. 33. Smithsonian Institution Press, Washington, D.C.

## Final Paper Prompt

**Paper Assignment:** You are to prepare a research paper describing prehistoric change over the late Pleistocene and Holocene of any region of your choice, other than those covered in-depth in class lectures or readings (central California, MW/SE US, Western Australia, western Fertile Crescent, central Mesoamerica, American Southwest). It may be any area where

- 1) agriculture arose independently,
- 2) agriculture spread from adjacent regions by migration or diffusion, or
- 3) agriculture never developed or was adopted at all.

If you are unsure where to start, you might browse through the *Journal of World Prehistory*, which often publishes summary articles on the prehistory of regions and time periods.

In the paper you must

- 1) Review the prehistory of the region emphasizing the period when agriculture developed or introduced, and preceding hunting and gathering periods.
- 2) Ascertain whether that region developed agriculture as is commonly understood, developed in an alternative way, or resisted the introduction of agriculture;
- 3) If the region never developed/adopted agriculture discuss what foraging management practices most resemble agriculture.
- 4) Evaluate what climatic-biotic-sociocultural factors favored or impeded the development/spread of agriculture.
- 5) Critically evaluate how well different anthropological theories for the origins of agriculture (i.e., climate change, population pressure, social and cultural change, niche construction and so on) explain why agriculture did or did not develop in the region.

You must have chosen a tentative region and notified me of your selection no later than Mar 6. I will let you know by Mar 13 if the region you have chosen is acceptable or suggest alternatives.

The assignment entails two components:

1. Draft Outline and Bibliography: Draft Outline and Bibliography: At the end of class on April 15, each student will turn-in (email and hard copy) an outline and partial bibliography for the paper reflecting the research accomplished as of that date. The outline must be fully developed (at least five pages). The bibliography must have at least 10 sources that may include the texts and sources I provide but must also include at least five peer-reviewed sources\* you have located on your own. I will return the outline/bibliography without comment if they are not properly developed and the grade will be assigned accordingly. This is to ensure that people get started on their papers in a timely fashion and will allow me to assess whether students are on the right track and finding appropriate literature. I strongly advise you to get cracking on your paper research as soon as you have selected a topic. Avail yourself, not only of the CSUS library (which is notably poor in more recently published materials), but also of the more extensive holdings at the UCD library.
2. Final Term Paper: Papers (email and hard copy) are due on Friday, May 3. They will be carefully researched, well written, and concise. They will have to demonstrate reading and research beyond those assigned in class. They will be 2000-3000 words of typed, double-spaced text plus a bibliography of references cited (not included in the page count). Format should follow the American Antiquity (<http://www.saa.org/StyleGuideText/tabid/985/Default.aspx>) style.

Preparing the paper will require the student to draw from assigned readings, class lectures, and movies. However, to receive an A, the student must find and use at least 10 peer-reviewed sources. tentative grading rubric for the paper is attached below.

**Important note:** Although, I encourage students to collaborate in doing their background research, each student must write their own paper demonstrating their own work. It will be considered an unacceptable act of plagiarism for students to turn-in essentially identical papers and will result in a grade of F for the assignment. Information on plagiarism may be accessed at the Library's Plagiarism Website (<http://library.csus.edu/content2.asp?pageID=353>).

### **Possible Regions:**

- I. You might write on the development of agriculture (or lack thereof) in any of the following geographic regions:
  - a. China (North)
  - b. China (South)

- c. Oceania (Micronesia/Polynesia- you may select individual islands- Hawaii, Easter Island, New Zealand etc.)
- d. Southeast Asia
- e. Northeast North America
- f. Northwest North America
- g. Korea
- h. Japan
- i. Mongolia
- j. Siberia
- k. Canada (select a sub region)
- l. North America (Great Basin)
- m. South America (Andes)
- n. South America (Patagonia)
- o. North America (Pacific Northwest, or Alaska)
- p. South America (Amazonia)
- q. Sub Saharan Africa
- r. South America (Patagonia)
- s. Europe (British Isles, Scandinavia, Central, Northern, or Mediterranean Basin)
- t. South Asia (southern subcontinent, Indus-Ganges)
- u. North America Plains
- v. Central Eurasia
- w. Saharan Africa
- x. New Guinea/ Melanesia
- y. Maya Mesoamerica (not Oaxaca or Tehuacan)
- z. OTHER? (See instructor)

### Rubric for Inquiry and Analysis

	4 - Capstone	3 – Milestone	2 - Milestone	1 – Bench Mark
<b>Inquiry and analysis:</b> 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 the complex ways in which nature, culture and society intersect.	There is some evidence of the intersection of nature, culture and society.	There is little evidence of the intersection of nature, culture and society.	There is no evidence of intersectional approaches to human experience

Table 1. Results, Discussion, and Conclusions for Inquiry and Analysis Skill in Each of the Three Assessed Courses

	Capstone – 4	Milestone – 3	Milestone – 2	Benchmark – 1	Total
ANTH 191 For CLS Concentration	53%	47%	0%	0%	100% N=15
ANTH 119 For ABA Concentration	53%	27%	20%	0%	100% N=15
ANTH 115 For General Concentration	27%	27%	20%	27%	100% N=15
Overall	44%	33%	13%	9%	100% N=45

## Tips for Writing a Scientific Term Paper in Archaeology

If you are having problems starting your research paper, please see **The Student's Practical Guide: Writing Term Papers for Anthropology (and Related Subjects)** by Steven M. Parish on <http://pages.ucsd.edu/~jmoore/courses/Parish.html#contents>.

### 1. Outline

- a. Revise and update your outline first, so that it proceeds logically to make all of your points and stick to this outline in writing your paper.
  - a. Update based on additional research (references) and instructor comments
- b. You may use **major** outline headings as section labels in your paper.

### 2. Formatting

- a. The manuscript must be typewritten, one-sided, and printed on good quality white paper measuring 8 1/2 by 11 inches. The print should be sufficiently dark that it is easily readable at arms length: if in doubt, use a new ribbon, toner, or ink cartridge.
- b. The text of the paper, including the reference list, must be double-spaced and 12 point in size.
- c. Margins should be one inch on all sides. Right margins are to be ragged, i.e., do not use right margin justification.
- d. Number all pages after the title page, starting with your first text page as page 1. Place the page number in the footer section of the page, centered.

### 3. Organization -.

- a. **Title Page-** Provide a title page with appropriate title, your name, date, course number and title, the instructor's name, and number of words in the text.
- b. **The Introduction-** should relate the topic of the paper to the objectives of the course. It should clearly state the specific objectives of the paper, summarizing what you are attempting to do. Think of the objective in terms of a question to be answered. If you can phrase the question, you are well on your way to a good paper.
  1. The Introduction should be no more than a couple of paragraphs, usually less than one page, and should end with a concise statement of the purpose or theme of your paper and how you intend to accomplish it.
  2. You do not need to open with a heading of "Introduction." Readers should know that your first paragraphs are introducing the topic.
- c. **The Body of the Paper-** Sections of the body can include
  1. Literature Review- present a critical review of the published research that is relevant to your topic, Take care that the data that you present are arranged in a systematic fashion so that their significance may be readily and independently evaluated by the reader.

### 2. Discussion-

Summary - summarize your literature review in a paragraph and the

data and arguments necessary to answer your question fully and objectively.

**Critique** - Critically evaluate & compare theoretical perspectives or methods. Discuss limitations or qualifications of your findings: What problems do you see with the data or sources you are using in your research?

**Implications**- discuss implications of your research for understanding the context of your topic within anthropology. Suggest future research related to this topic

d. **The Conclusion** - Summarize your findings and make a final evaluation of your efforts in light of your stated objective. Draw a clear and insightful conclusion from analysis that is consistent with your thesis a research paper is not a mystery. Do not introduce critical material at the end of the paper to come to a dramatic conclusion. Present all relevant information before the Conclusions

e. Make sure your conclusions are consistent with the thesis from which you started.

e. **References Cited.** Only list those references that you have actually cited in the body of the paper--not ones you consulted but did not cite.

#### 4. Tips for Writing Your Paper

a. Be critical. Simply because something is published in refereed sources, does not mean the authors are interpreting their findings correctly. Examine

your sources to make sure the authors are justified in their conclusions. b. Consider alternative explanations of the findings if applicable, especially opposing viewpoints presented in other sources in your literature review.

Evaluating opposing viewpoints/arguments can be key to an excellent paper.

c. Do not make unsupported assertions. It is fine to express an opinion so long as it is based on a reasonable consideration of the available information. If you wish to make a point, present the evidence, as specifically as possible, that applies to the point, and evaluate its relevance. The only statements not attributed to your sources should be those based on your conclusions and your critique.

d. Present REAL DATA from your sources; do not just discuss what the authors found. e.g., do not say "they ate more meat," say "Aardvark (1992) found Carbon<sup>13</sup>/Carbon<sup>12</sup> isotope ratios of 0.014 in group X and 0.035 in group Y, indicating that group Y ate more meat than group X." Just citing the source is NOT presenting evidence--the evidence is in the source, but you must dig it out and present it.

e. Appeals to authority are not valid evidence in support of an argument (i.e., statements such as, "most anthropologists agree," "several studies show," or "Dr. Joe Blow of the Harvard School of Public Health says. . .).

#### 5. Maps, figures, tables

a. Only include illustrations if they are pertinent to and referenced in your paper. Sources for the illustration should be appropriately cited and NOT

included in your page and word count. Append them to the end of your paper rather than embed them into the text

6. Sources

- a. Use peer-reviewed sources (What is a peer-reviewed article?  
<https://apus.libanswers.com/faq/2154>)
- b. Always go to the primary sources. Review articles and texts are good ways of building your bibliography, but do not trust authors of secondary sources to correctly report and interpret original data. Encyclopedia articles and popular magazines such as Time, Newsweek, Discover, are NOT appropriate sources for research papers.
- c. Do not cite lecture notes either as publications or as personal communications without prior permission of the lecturer.
- d. Electronic documents from the Worldwide Web are ephemeral and unreliable. They should ONLY be cited if they contain timely or important PRIMARY information that is unavailable from any other source. Check with the instructor before including electronic document information in your paper

7. Keep direct quotes to an absolute minimum (in fact, none is ideal).

- a. Only use direct quotes when they are especially pertinent and cover an important point.
- b. Reserve the use of quotation marks for direct quotes,
- c. Give the page number, for example, (Bindon, 1982:181) for direct quotes.
- d. If you copy directly from a source without noting that it is a quote and properly referencing it, YOU ARE COMMITTING PLAGIARISM.

8. **Citations:** All sources of information or ideas used or referred to in your paper must be identified with explicit citations. **Failure to acknowledge the sources of borrowed data and ideas constitutes plagiarism.**

9. Cite sources for all information that are not your first-hand research and list those

sources on a References Cited Page. Follow the American Antiquity

(<http://www.saa.org/StyleGuideText/tabid/985/Default.aspx>) style.

- a. Anthropological writing uses parenthetical citation. Cite (within parentheses) the author's name, the year of publication, and the specific page or pages on which the material appears. A colon (:) is used after the date when a page reference follows, a comma (,) in the case of a figure or other graphic reference. There is no punctuation after the author's name. The terminal period (.) of the sentence should follow, not precede, the parenthesized information.

Example: The Feast of the Dead was adopted by the Algonquians of the northern Great Lakes from the Huron of the Ontario peninsula (Hickerson 1960:87-88).



- b. Do not use footnotes, endnotes, or numbered citations.
  - c. All sources of information or ideas used or referred to in your paper must be identified with explicit citations. **Failure to acknowledge the sources of borrowed data and ideas constitutes plagiarism.**
10. **References Cited:** Only list those references that you actually cited in the body of the paper--not ones you consulted but did not cite includes only those items that you cite in the paper (i.e., this is not a bibliography that lists all sources relevant to the topic of your paper, whether actually cited in the text or not).
- a. All sources cited in text must be listed in the References Cited section.
  - b. The list of references must be alphabetized by author name, and multiple sources by the same author or authors should be arranged chronologically. Multiple publications by the same author in the same year must be designated a, b, etc. in the order they are encountered in the text and listed in the references in the same order.
  - c. A web address and access dates are insufficient bibliographic entries. Give the book/journal title, volume, pages, editor, etc.
  - d. Format should follow the American Antiquity  
[https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide\\_updated-july-2018.pdf?sfvrsn=556277d9\\_2\\_style](https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_updated-july-2018.pdf?sfvrsn=556277d9_2_style)). In general:  
 An in-text citation should look like this (Zeanah et al. 2017).  
 Your References Cited entry should be like this:  
 Zeanah, David W., Brian F. Coddling, Rebecca Bliege Bird and Douglas W. Bird  
 2017 Mosaics of fire and water: the co-emergence of anthropogenic  
 landscapes and intensive seed exploitation in the Australian arid  
 zone. *Australian Archaeology* 83(1-2):2-19.

## 11. Common Grammatical/Writing Errors

- a. Write in well-formed, logical paragraphs. A paragraph is a collection of related sentences dealing with a single topic; if you transition to a new idea, it belongs in a new paragraph. A good paragraph starts with a topic sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. It then is followed by 3-5 supporting sentences. Avoid paragraphs that are too short or too long.
- b. Never use passive voice when you can use active. **Active voice** describes a sentence where the subject performs the action stated by the verb. In **passive voice** sentences, the subject is acted upon by the verb.
- c. don't write in first person
- c. Make sure all verbs are correct for all subjects (subject-verb agreement).
  - a. Note that in a scientific research paper "data" are plural, datum is singular.
- d. Also be sure to check for singular versus plural agreement between pronouns and antecedents
- e. Use parallel construction for phrases in the same sentence, be

especially careful when linking series of phrases to use the same construction (verb, noun, modifier, etc.)

- f. Punctuation problems include misuse of commas, colons, semicolons, and dashes. Unless you are certain you know how to use these, avoid them by breaking the sentence into smaller, direct and active sentences. Also, always use two spaces after the punctuation terminating a sentence
- g. Avoid elaborate or any other kind of parenthetical statements. Either find a way to include the comment directly in the text or omit the information.
- h. Do not switch verb tense between past and present gratuitously within paragraphs. Be consistent. Since you are working with published results, past tense is usually the most appropriate.
- i. Do not confuse its, the apostrophe-less possessive form of it, with it's, the contraction of it is, which you should not be using.
- j. Colloquialisms are inappropriate in a research paper. "Don't" use contractions for verb forms (isn't, don't, weren't, etc.) since you are preparing a formal writing project and these are colloquial forms.
- k. Make sure all sentences are complete; do not leave fragments floating in your text. A sentence fragment is a piece of a sentence that has been punctuated as if it were a complete sentence. Usually it is a phrase or subordinate clause that has been improperly separated from a main clause
- l. Sentences can become confusing because of awkward construction, missing words, or simply from being too long. Avoid sentences that are too long.
- m. Avoid overusing relative pronouns such as which and that. Often rewriting the sentence in a more direct manner can eliminate them. It is preferable to use that rather than which if it makes sense in the sentence.
- n. Avoid sentences with would, could, or should unless absolutely necessary.
- o. Avoid overusing meaningless qualifiers such as quite, extremely and very. Also stay away from phrases like "a great many of . . ." and "a great deal of . . ." and the old standby, "in general".
- p. Avoid ponderous or vague constructions such as despite the fact that, due to the fact that, an aspect of, and the use of, among others.
- q. If it is possible to cut a word out of a sentence and retain the meaning, always cut it out (for example, always check "the" in your drafts)
- r. Scientific writing often requires use of technical terms. However avoid using a long word where a short one will do. Never use a foreign phrase, a scientific word, or a jargon word if there is an appropriate everyday English equivalent.
- s. Taxonomic nomenclature rules: Taxonomic binomens (Genus species) are always italicized, with the first letter of the genus capitalized and the species name all in lower case as in *Homo sapiens*. As a side note, the species name for man ends in an s--that is not the plural form. In addition to genus

names, all higher taxons should be capitalized (e.g., family: Hominidae, superfamily: Hominoidea, suborder: Anthroidea, order: Primates, etc.).

**t. Numbers and Numerals**

- a. Always spell out numbers beginning sentences but try not to start a sentence with numerals.
- b. Spell numbers that are inexact, or below 10 and not grouped with numbers over 10 (one-tailed t test, eight items, nine pages, three-way interaction, five trials).
- c. Use numerals for numbers 10 and above, or lower numbers grouped with numbers 10 and above (for example, from 6 to 12 hours of sleep).
- d. Spell out common fractions and common expressions (one-half, Fourth of July).
- e. To make plurals out of numbers, add s only, with no apostrophe (the 1950s).
- f. Treat ordinal numbers like cardinal numbers (the first item of the 75th trial . . .).
- g. Use combinations of written and Arabic numerals for back-to-back modifiers (five 4-point scales).
- h. Use combinations of numerals and written numbers for large sums (over 3 million people).
- i. Use numerals for exact statistical references, scores, sample sizes, and sums (multiplied by 3, or 5% of the sample). Here is another example: "We used 30 subjects, all two year olds, and they spent an average of 1 hr. 20 min per day crying.
- j. Use metric abbreviations with figures (4 km) but not when written out (many meters distant).
- k. Use the percent symbol (%) only with figures (5%) not with written numbers (five percent).

**12. Final Steps**

- a. Save your files often and make multiple backup copies
- b. Do a grammar and spell check at least twice before submitting.  
However, Bee wear the spiel chigger.
- c. Proof READ your document.
- d. Have someone else read your paper.
- e. Revise and Rewrite after your Proofread.
- f. Save your files often and make multiple backup copies.
- g. The pages of the hard copy should be fastened together securely with a single staple in the upper left corner.
- h. Do not use a report cover for your hard copy paper.
- i. Please print the rubric page and staple it to the front of your hard copy.**

# ANTHROPOLOGY – Archaeology & Biological

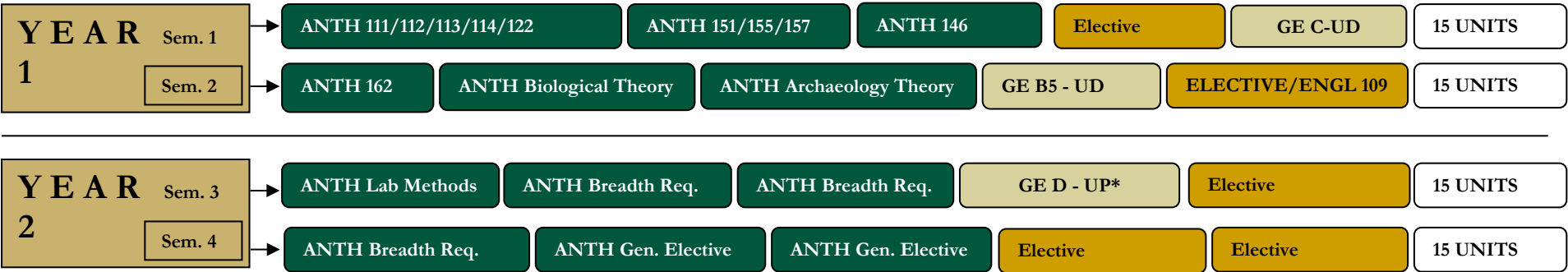
# TRANSFER ♦ PLAN

Minimum total units required for B.A. Degree: 120 ▪ (Units required for Major: 52)  
▪ Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4  
This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

\*Reference ANTHROPOLOGY MAJOR REQUIREMENTS SHEET FOR **ARCHAEOLOGY & BIOLOGICAL ANTHROPOLOGY CONCENTRATION** complete list of courses

COMPLETION of Lower Division required: ANTH 1, ANTH 1A, ANTH 2, ANTH 3, ANTH 4 (or equivalents), other GE Requirements, PLUS GPA

60 + TRANSFER UNITS



TOTAL = 120 UNITS

KEY:

- Major requirements
- GE/graduation requirements
- Electives

UD Upper Division  
+ Race & Ethnicity  
\* Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)  
FL If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives  
AI American Institutions GE Requirement

NOTES:  
GE/Major Overlaps: majors can overlap up to 9 units between major and GE by taking Anthropology courses that fulfill both requirements.  
Examples: ANTH 143 (D1B), ANTH 147 (D1B), ANTH 166 (C4), ANTH 170\* (C4)  
ANTH majors must take a statistics course



# ANTHROPOLOGY – Culture, Language, & Society

## TRANSFER ♦ PLAN


Minimum total units required for B.A. Degree: 120 ▪ (Units required for Major: 52)

▪ Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

\*Reference ANTHROPOLOGY MAJOR REQUIREMENTS SHEET FOR **CULTURE, LANGUAGE, & SOCIETY CONCENTRATION** complete list of courses

COMPLETION of Lower Division required: ANTH 1, ANTH 1A, ANTH 2, ANTH 3, ANTH 4 (or equivalents), other GE Requirements, PLUS GPA						60 + TRANSFER UNITS	
<b>YEAR</b> 1	Sem. 1	ANTH 111/112/113/114/122	ANTH 151/155/157	ANTH 146	Elective	GE C-UD	15 UNITS
	Sem. 2	ANTH 162	ANTH Theoretical Perspectives	ANTH Gen. Elective	GE B5 - UD	ELECTIVE/ENGL 109	15 UNITS
<b>YEAR</b> 2	Sem. 3	ANTH Methods	ANTH Breadth Req.	ANTH Gen. Elective	GE D - UP*	Elective	15 UNITS
	Sem. 4	ANTH 191 Practicum	ANTH Breadth Req.	ANTH Gen. Elective	Elective	Elective	15 UNITS
<b>TOTAL = 120 UNITS</b>							

<b>KEY:</b> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 20px; height: 10px; background-color: #2e7d32; margin-right: 5px;"></div> Major requirements </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="width: 20px; height: 10px; background-color: #d4c08e; margin-right: 5px;"></div> GE/graduation requirements </div> <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 10px; background-color: #f1c40f; margin-right: 5px;"></div> Electives </div>	<b>UD</b> Upper Division <b>+</b> Race & Ethnicity <b>*</b> Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling) <b>FL</b> If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives <b>AI</b> American Institutions GE Requirement	<b>NOTES:</b> <b>GE/Major Overlaps:</b> majors can overlap up to 9 units between major and GE by taking Anthropology courses that fulfill both requirements. Examples: ANTH 143 (D1B), ANTH 147 (D1B), ANTH 166 (C4), ANTH 170* (C4)  ANTH majors must take a statistics course	 <b>SACRAMENTO STATE</b>
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# ANTHROPOLOGY – General

# TRANSFER ♦ PLAN

Minimum total units required for B.A. Degree: 120 ▪ (Units required for Major: 52)

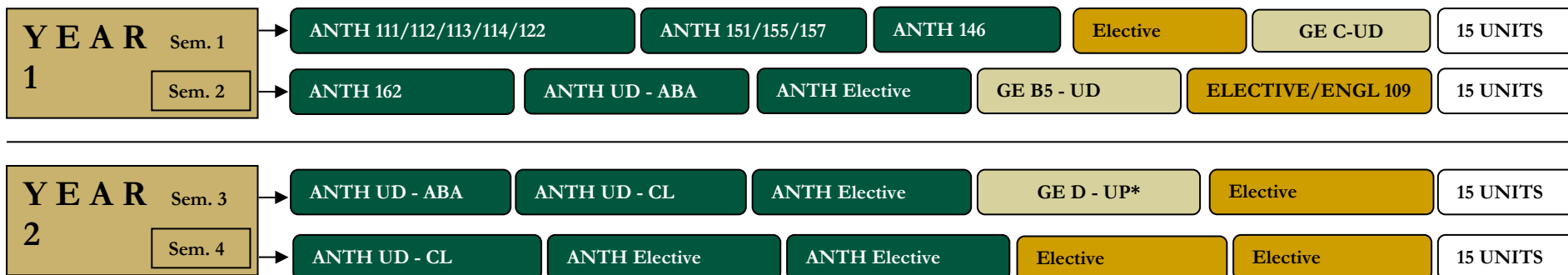
▪ Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

\*Reference ANTHROPOLOGY MAJOR REQUIREMENTS SHEET FOR **GENERAL CONCENTRATION** complete list of courses

COMPLETION of Lower Division required: ANTH 1, ANTH 1A, ANTH 2, ANTH 3, ANTH 4 (or equivalents), other GE Requirements, PLUS GPA

60 + TRANSFER UNITS



TOTAL = 120 UNITS

## KEY:

- Major requirements Major requirements
- GE/graduation requirements GE/graduation requirements
- Electives Electives

**UD** Upper Division  
**+** Race & Ethnicity  
**\*** Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)  
**FL** If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives  
**AI** American Institutions GE Requirement

**NOTES:**  
**GE/Major Overlaps:** majors can overlap up to 9 units between major and GE by taking Anthropology courses that fulfill both requirements.  
 Examples: ANTH 143 (D1B), ANTH 147 (D1B), ANTH 166 (C4), ANTH 170\* (C4)  
 ANTH majors must take a statistics course



# ANTHROPOLOGY – Archaeology & Biological

## FOUR ♦ YEAR PLAN

Minimum total units required for B.A. Degree: 120 ▪ (Units required for Major: 52)

▪ Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

\*Reference ANTHROPOLOGY MAJOR REQUIREMENTS SHEET FOR **ARCHAEOLOGY & BIOLOGICAL ANTHROPOLOGY CONCENTRATION** complete list of courses

<b>YEAR 1</b>	Sem. 1	→ ANTH 2 (GE D)	GE A2	GE B1	GE C1	GE E (FYS)	15 UNITS
	Sem. 2	→ ANTH 3 (GE D)	STATS 1 (GE B4)	GE A1	GE C2	FL	15 UNITS

<b>YEAR 2</b>	Sem. 3	→ ANTH 1 (GE B2) + ANTH 1A (GE B3) (4 units)	GE C	GE D (AI GOVT)	ENGL 20	FL	16 UNITS
	Sem. 4	→ ANTH 4 (GE A3)	GE C - UD*	GE B5 - UD	GE D – UD+ (AI US History)	Elective	15 UNITS

<b>YEAR 3</b>	Sem. 5	→ ANTH 151/155/157	ANTH 111/112/113/ 114/122	ANTH 146	Elective	Elective	15 UNITS
	Sem. 6	→ ANTH Biological Theory	ANTH 162	ANTH Archaeology Theory	Elective/ENGL 109	Elective	15 UNITS

<b>YEAR 4</b>	Sem. 7	→ ANTH Lab Methods	ANTH Breadth Req.	ANTH Breadth Req.	Elective	Elective	15 UNITS
	Sem. 8	→ ANTH Breadth Req.	ANTH Gen. Elect.	ANTH Gen. Elect.	Elective	Elective (2 units)	14 UNITS

### KEY:

- Major requirements
- GE/graduation requirements
- Electives

### UD

- Upper Division
- + Race & Ethnicity
- \* Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 6 before enrolling)
- FL If requirement was met in high school or through testing, substitute two semesters of Foreign Language for electives
- AI American Institutions GE requirement

### NOTES:

**GE/Major Overlaps:** majors can overlap up to 9 units between major and GE by taking Anthropology courses that fulfill both requirements. Examples: ANTH 143, ANTH 147 (D1B), ANTH 166 (C4), ANTH 170\* (C4)

ANTH majors must take a statistics course

**TOTAL = 120 UNITS**



**SACRAMENTO  
STATE**

# ANTHROPOLOGY – Culture, Language, & Society

## FOUR ♦ YEAR PLAN

Minimum total units required for B.A. Degree: 120 ▪ (Units required for Major: 52)




▪ Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

\*Reference ANTHROPOLOGY MAJOR REQUIREMENTS SHEET FOR **CULTURE, LANGUAGE, & SOCIETY CONCENTRATION** complete list of courses

YEAR 1	Sem. 1	→ ANTH 2 (GE D)	GE A1	GE B1	GE C2	GE A2	15 UNITS	
	Sem. 2	→ ANTH 3 (GE D)	STAT 1 (GE B4)	GE C1	GE E (FYS)	Elective	15 UNITS	
YEAR 2	Sem. 3	→ ANTH 1 (GE B2)	ANTH 1A (B3)	ANTH 4 (GE A3)	ENGL 20	GE D (AI GOVT)	Elective	16 UNITS
	Sem. 4	→ ANTH 146	ANTH 162	GE C	GE B5-UD	Elective/ENGL 109	15 UNITS	
YEAR 3	Sem. 5	→ ANTH 151/ 155/157	ANTH 111/112/113/114/122	ANTH Theoretical Perspectives	Elective	Elective	15 UNITS	
	Sem. 6	→ ANTH Breadth Req.	ANTH Methods	ANTH Gen. Elect.	GE D – UD+ (AI US History)	Elective	15 UNITS	
YEAR 4	Sem. 7	→ ANTH Breadth Req.	ANTH Gen. Elect.	GE C-UD*	FL	Elective	15 UNITS	
	Sem. 8	→ ANTH 191 Practicum	ANTH Gen. Elect.	FL	Elective	Elective (2 units)	14 UNITS	

### KEY:

	Major requirements
	GE/graduation requirements
	Electives

UD	Upper Division
+	Race & Ethnicity
*	Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)
FL	If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives
AI	American Institutions GE Requirement

### NOTES:

**GE/Major Overlaps:** majors can overlap up to 9 units between major and GE by taking Anthropology courses that fulfill both requirements.  
Examples: ANTH 143 (D1B), ANTH 147 (D1B), ANTH 166 (C4), ANTH 170\* (C4)

ANTH majors must take a statistics course

**TOTAL = 120 UNITS**





# ANTHROPOLOGY – General

# FOUR ♦ YEAR PLAN

Minimum total units required for B.A. Degree: 120 ▪ (Units required for Major: 52)




▪ Additional courses may be needed to meet requirements in English and/or Math prior to completing GE requirements: A2 & B4

This form is designed to be used in partnership with GE and Major advisors - modifications may be necessary to meet the unique needs of each student. Seek assistance each semester to stay on track and graduate!

\*Reference ANTHROPOLOGY MAJOR REQUIREMENTS SHEET FOR **GENERAL CONCENTRATION** complete list of courses

<b>YEAR</b> 1	Sem. 1	→ ANTH 2 (GE D)	GE A1	GE B1	GE A2	GE E (FYS)	15 UNITS
	Sem. 2	→ ANTH 3 (GE D)	STATS 1 (GE B4)	GE C1	GE C2	Elective	15 UNITS
<b>YEAR</b> 2	Sem. 3	→ ANTH 1 & ANTH 1A (GE B2 + B3 4 units)	GE C	GE D (AI GOVT)	ENGL 20	FL	16 UNITS
	Sem. 4	→ ANTH 4 (GE A3)	GE C-UD*	GE B5 - UD	FL	Elective	15 UNITS
<b>YEAR</b> 3	Sem. 5	→ ANTH 162	ANTH 151/155/157	ANTH 146	GE D – UD+ (AI US History)	Elective	15 UNITS
	Sem. 6	→ ANTH 111/112/113/114/122	ANTH UD - ABA	ANTH UD - CL	ANTH Elective	Elective	15 UNITS
<b>YEAR</b> 4	Sem. 7	→ ANTH UD - ABA	ANTH UD - CL	ANTH Elective	Elective	Elective/ENGL 109	15 UNITS
	Sem. 8	→ ANTH Elective	ANTH Elective	Elective	Elective	Elective (2 units)	14 UNITS

## KEY:

	Major requirements
	GE/graduation requirements
	Electives

UD	Upper Division
+	Race & Ethnicity
*	Writing Intensive (Complete WPJ or substitute ENGL 109W/M for elective in Semester 5 before enrolling)
FL	If requirement was not met in high school or through testing, substitute two semesters of Foreign Language for electives
AI	American Institutions GE Requirement

## NOTES:

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Examples: ANTH 143 (D1B), ANTH 147 (D1B), ANTH 166 (C4), ANTH 170\* (C4)

ANTH majors must take a statistics course

**TOTAL = 120 UNITS**

