

Program Performance Review

Division of Anthropology

Self-study

2018

I. Department/Program Mission, Goals and Environment

- a. **Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.**

On August 27, 2010, months after our last PPR was completed, the Anthropology Department was placed into receivership by Dean Della Volpe. At the same meeting, Dr. John Bock, Dr. Barbra Erickson, and Dr. Carl Wendt were elected to serve as coordinators of Evolutionary, Cultural, and Archaeology, respectively. As part of being put into receivership, both our Undergraduate and Graduate programs were closed to new students. On October 31 and November 1, 2013, the faculty of the Anthropology Department voted unanimously to restructure the Department (see Exhibit A) and to revise the MA program (see Exhibit B). This new structure was supported by the Dean of HSS, and Bock, Erickson, and Wendt were formally elected by the faculty to serve for a three-year term as coordinators of their respective programs. To reflect this new structure, the “Department” was re-named “Division.” The new structure was subsequently approved by the Provost, the Academic Senate, and the President.

Since November of 2013, Anthropology faculty have worked closely with their respective Program members on a range of tasks including curriculum design, scheduling, and advisement. Other tasks have involved committees whose members cross-cut program lines. These include assessment and web (public relations). The Division has never met as a whole, but each program meets regularly throughout each academic year.

Our BA re-opened in 2013 and our new cohort of Anthropology undergraduates began in Fall 2013. Our MA was re-opened in for applications in Fall 2014, and the first class of new students began in Fall 2015.

Since the last program review, the Division has not revised their Vision and Goals Statement (see Exhibit C). Our assessment program has moved forward to include direct forms of assessment. As a first step, we linked our student learning goals to the University Mission and Goals and our Vision Statement (see Exhibits C-E). We developed student learning outcomes for each goal, and subfield teams constructed Program Outcome Alignment Matrices (POAMs) and course planning grids for every course in our curriculum. The alignment of the program philosophy and curricular design is manifest in the clear linkage of University Mission, Goals, and Strategies, Department of Anthropology Vision Statement, Department Learning Goals, and Department Learning Outcomes. The agreement with pedagogical method is evident in the course planning grid, uniting learning outcomes with assignments.

- b. **Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (Community/regional needs, placement, and graduate/professional school).**

CSUF values a strong four-field approach, and we have structured our curriculum and our division accordingly. Our students benefit from a richer curriculum through the inclusion and integration of the 4 subfields of Anthropology. Our students will play an important role in the community through employment: in health related fields, museums and zoos, and at Cultural Resource Management

(CRM) firms. We are continuing the process of soliciting feedback from external stakeholders, such as area CRM firms, zoological parks, graduate and professional programs, to enhance our curriculum to meet the needs of our students and community.

c. Identify the unit's priorities for the future.

Our priorities are to build up our major and minor programs, promote student success by improving our assessment and advising practices, increasing community engagement within our curriculum, continuing to support our extremely active student clubs, and developing our curriculum guided by a strong evidence-based assessment program.

In the near future we hope to establish concentrations (Archaeology, Cultural, and Evolutionary) within the Anthropology Major that complement our division structure and strengths, and to focus our assessment and advising efforts.

Shortly, we will be proposing a professional certificate program in Forensic Anthropology and hope to get it approved within the coming year. We have just received approval for the capstone course (ANTH 444 "Forensic Anthropology") for the certificate and plan to teach it and issue our first certificates next Spring (2019).

We plan to propose a Museum Studies Certificate or Minor, having as core requirements our two existing courses, ANTH 402 Museum Science, and ANTH 498, Museum Exhibit, and at least one new course that would be an introductory level course. The certificate (or minor) would include a required internship and electives. Because any number of things may be displayed in a museum-like setting, we envision this as being useful to students with a broad range of interests—whether art, cultural artifacts, paleontology, or archives—and hope to have a list of electives that is cross-disciplinary. (Sample curriculum in Exhibit F).

As noted in our Vision Statement, we value faculty involvement in leadership and governance. In the future, we endeavor to increasingly involve faculty in University governance. Since the last PPR our faculty have served on various Academic Senate committees and currently one faculty member (Patton) is the Vice Chair of the Academic Senate and another (Bowser) chairs the General Education Committee.

d. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc.).

N/A

II. Department/Program Description and Analysis

a. **Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?**

Shortly after our last PPR in 2010, the Anthropology Department was put in receivership, students were not allowed to declare a major in Anthropology, and our undergraduate and graduate curriculum and program was administered by the Dean's Office. Student were not allowed to declare a major until we were restructured in 2013, and student were not accepted to our MA Program until Fall 2015. During that time, we lost three cohorts of majors, and 5 cohorts of graduate students. With the new division structure, anthropology faculty once again were allowed to administer our undergraduate and graduate programs and we began to rebuild our program. We are still rebuilding.

Since the last PPR, as part of the restructuring, we redesigned our MA Program and we made a number of changes to our undergraduate curriculum. Our By-Laws (Exhibit G) divides our course offerings by sub-program (Archaeology, Cultural, and Evolutionary), with the exception of 6 shared courses ANTH 100, 105, 402, 480, 481 & 498). Each sub-program coordinator is responsible for scheduling the courses for their program curriculum. We cut dormant courses and added a number of new courses to complement the strengths of our faculty and new division structure. Curricular development, assessment, and scheduling are now done within the sub divisions.

Our goal is to infuse community engagement throughout the curriculum. We are expanding our student learning opportunities in service learning. Several of the faculty have received grants and Dr. Sara Johnson has revised a course in behavioral observation, ANTH 455, to include students in research at the Los Angeles Zoo, and the CSUF Children's Center; while the archaeology faculty have been involved overseeing the archaeological curation and research at Orange County's Cooper Center.

Since the last PPR, The Urban Agriculture Community-based Research Experience project (U-ACRE), housed in Evolutionary Anthropology was developed by Dr. Sara Johnson, who is project director. U-ACRE places paid undergraduate interns in ongoing research with community partners at one or more of the 11 U-ACRE project sites. U-ACRE partners include governmental and nonprofit organizations that serve the hungry and homeless, those recently emancipated from the foster system, the area's largest aquaponics farm, local organic and biodynamic farms, public schools, the American Heart Association, the US Forest Service, and CSUF Center for Sustainability.

In 2017 the Peace Corps accepted a proposal by the Evolutionary Anthropology Program to establish a Paul D. Coverdell Fellows Program in Evolutionary Anthropology. The memorandum of agreement was signed by the Peace Corps and CSUF in January of 2017 and we are planning to accept our first Fellows for enrollment in Fall 2018. The Fellowship program welcomes returning Peace Corps volunteers into our MA Program and provides graduate support and paid internships for Fellows to work in underserved communities as part of our U-ACRE project. With this Coverdell Fellows Program CSUF is now an official University Partner with the Peace Corps. Dr. John Patton, who initiated the process, is the campus coordinator.

The Center for Sustainability is housed in Anthropology. Dr. John Bock founded the Center and is its director. The Center provides numerous opportunities for students across the campus to participate in community engagement, research and education within the field of sustainability. The Center works closely with our U-ACRE program, the Arboretum, the Center for Public Policy, Sustainable Facilities, and other campus entities in support of internships and service-learning. For the tenth year in a row, the Center is organizing CSUF's Earth Week celebration, which includes participating groups from across campus and the community. The Center is also hosting the 5th Annual OC K-12 Student Sustainability Showcase, which brings students from across the county to campus. The Center is working with the Evolutionary Anthropology program and others to develop a CSUF standalone minor as part of the CSU system-wide sustainability minor program.

We have not cancelled or discontinued any programs.

- b. Describe the structure of the degree program (e.g. identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.**

The Anthropology minor, BA, and MA have a series of general core courses and elective courses. Undergraduate students are free to choose their electives from a wide range of offerings. Some choose to focus on one or two subfields, and those who do often take most of their courses from one or two subfields.

The Anthropology BA consists of 45 units – five required courses (Anth 101, 102, 103, 480, and 481) and ten elective courses, three of which must be 400-level classes. The major allows up to 6 units from related fields, which can be transferred in to Anthropology using a TDA Exception form. We also allow seniors to take graduate-level anthropology courses, with the permission of the instructor, which then count as upper division electives for the major.

The Minor in Anthropology currently consists of the same five required courses, with two elective classes. However, we recently voted to alter the Minor in Anthropology to consist of ANTH 101, 102, 103, 480 and three electives.

The MA in Anthropology consists of 30 units and can follow three different study plans (see Appendices ##):

- (1) Study Plan A: Thesis
Anth 510, 511, 512, 513, 504T, 504T, 2 electives (400- or 500-level), 6 units of Anth 598
- (2) Study Plan B: Project
Anth 510, 511, 512, 513, 504T, 504T, 2 electives (400- or 500-level), 6 units of Anth 597
- (3) Study Plan C: Exam
Anth 510, 511, 512, 513, 504T, 504T, 3 electives (400- or 500-level), 3 units of Anth 599

Graduate students most often choose only one of the three subfields, taking 504T and elective classes in their respective sub-field. Occasionally, a student's research focus crosscuts subfield boundaries and those students take courses and work with faculty in multiple subfields.

- c. **Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit’s offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree. (See instructions, Appendix I)**

Anthropology has had relatively small graduation classes. At the BA level the data show that over the past several cohorts we have graduated 65 to 100 percent of upper division first-time freshman in six years or less (please see Table 1). Comparable university data are 71 to 75%. In general, we are quite pleased with undergraduate graduation rates. At this time, we get so few freshman as anthropology majors that the data on the 4-year graduation rate are too small to make any generalizations (please see Table 2).

Table 1.

Graduation Rates for New Undergraduate Transfer Cohorts by University, College, and Department

	Initial Cohort			% Graduated 2 yrs. or less in major			% Graduated 3 yrs. or less in major			% Graduated 4 yrs. or less in major		
	CSUF	HSS	ANTH	CSUF	HSS	ANTH	CSUF	HSS	ANTH	CSUF	HSS	ANTH
Fall 2009	3800	1039	28	26%	36%	29%	58%	64%	71%	71%	75%	75%
Fall 2010	4165	1175	32	29%	37%	34%	60%	67%	63%	72%	75%	72%
Fall 2011	3532	973	3	29%	38%	33%	63%	68%	100%	75%	78%	100%
Fall 2012	4343	1174	11	30%	35%	27%	63%	69%	55%	74%	77%	64%
Fall 2013	4752	1209	31	32%	41%	39%	64%	69%	55%	75%	78%	65%
Fall 2014	3973	1053	29	36%	43%	31%	69%	73%	66%			
Fall 2015	3991	1005	11	38%	45%	46%						

Sources: Graduation/Retention Rates for Undergraduate Transfer Cohorts Accessed 1/29/2019:

<http://www.fullerton.edu/analyticalstudies/student/graduationrates/transfer.php> ; CSUF Business Intelligence Student Success Dashboard Accessed 11/20/17

Table 2.

Graduation Rates for First-time Freshmen Cohorts by University, College, and Department

	Initial Cohort			% Graduated 4 yrs. or less in major			% Graduated 5 yrs. or less in major			% Graduated 6 yrs. or less in major		
	CSUF	HSS	ANTH	CSUF	HSS	ANTH	CSUF	HSS	ANTH	CSUF	HSS	ANTH
Fall 2009	3845	658	18	17%	25%	39%	47%	52%	67%	62%	63%	78%
Fall 2010	3749	719	20	18%	22%	15%	49%	52%	55%	62%	61%	75%
Fall 2011	4091	743	11	22%	29%	18%	54%	60%	46%	66%	69%	64%
Fall 2012	4419	702	12	22%	30%	17%	56%	62%	75%			
Fall 2013	4512	762	13	23%	29%	15%						

Sources: Graduation/Retention Rates for First-time Full-time Freshman Cohorts Accessed 1/29/2019:

<http://www.fullerton.edu/analyticalstudies/student/graduationrates/freshman.php> ; CSUF Business Intelligence Student Success Dashboard Accessed 11/20/17

We currently generate more than 90 percent of our enrollment via GE courses (see Table 3). This is of concern as GE is both a political and academic endeavor. To help “cushion” the division from the vagaries of GE, we developed a “grow the enrollment, grow the minor, and grow the major program” for undergraduates. Our marketing strategy includes advertising in the Daily Titan, social

media (Facebook, Twitter), and various electronic mailings. It is now possible for a student to meet the requirements for a minor in anthropology through online courses. We communicated this to students on our website, through advertising in the Daily Titan, and through memos to select advisors.

Table 3.

GE Category	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
B.5	126.0	150.4	167.6	160.8	188.8
C.2	43.8	41.6	18.2	41.4	25.0
C.3 & Z	116.8	105.8	120.8	121.4	128.4
D.1	71.4	53.8	59.8	40.0	56.6
D.5	8.8	0.0	0.0	9.2	12.6
D.5 & Z	57.0	44.8	55.4	53.0	54.2
E & Z	95.0	104.8	83.0	90.0	99.2
Total GE	518.8	501.2	504.8	515.8	564.8
Total Non-GE	39.0	63.0	47.8	44.4	51.4
Total FTES	557.8	564.2	552.6	560.2	616.2
% of FTES from GE	93%	89%	91%	92%	92%
% of FTES from Non-GE	7%	11%	9%	8%	8%

Sources: Fall 2017 Class Tally 9/19/2017; Spring 2017 Class Tally 2/17/2017;
Fall 2016 Class Tally 9/21/2016; Spring 2016 Class Tally 2/24/2016; Fall 2015
Class Tally 9/23/2015

We serve a large number of students, and our growth program is designed to generate an increase in anthropology majors. We are consistently over target and our major head count went from 95 in AY 2012-13 to 108 in AY 2016-17, an increase of 13% (Table 4). This may reflect marketing efforts including advertisement and our vigorous grow-the-minor program.

Table 4.

Academic Year	Lower Division	Upper Division	Total	FTES per HC
2012-2013	18.5	76.5	95	0.8
2013-2014	18	83.5	101.5	0.8
2014-2015	24	90.5	114.5	0.8
2015-2016	22.5	84.5	107	0.8
2016-2017	17.5	90.5	108	0.8

Source: PPR Tables Anthropology (BA & MA) Institutional Research and Analytical Studies, Fall 2017

Like most departments, we try to promote interest in our major/minor/graduate program through participating in campus events such as “Welcome to CSUF Day,” the periodic Graduate Fairs, and other events. We have also designed and produced a colorful brochure promoting the Major in Anthropology at CSUF. As many students in our major are transfer students who became interested in anthropology at community colleges, last year we sent a packet of our brochures to all of the community colleges in our area. We also conduct periodic outreach to local high schools and community colleges when the opportunity arises. For example, as an activity for the national

Anthropology Day on February 15, some of our students are giving a presentation about anthropology [under the guidance of Dr. Sarah Grant] at Troy High School.

We are a department with a large General Education presence, with courses in B.2, B.5, C.2, C.3, D.1, D.5, E, and Z. Many of our majors are students who have changed their major to anthropology, or declared a double-major, because they became interested through taking our courses as general education electives. As described in Section II.b, we have recently decided to alter our Minor to facilitate students taking one less theory class and one additional elective, in hopes that increasing student exposure to anthropological topics of interest to them may even inspire them to declare a major. This small change also helps students to complete the minor faster, even though the number of units required remains the same.

We hope to attract many more majors and minors through a recent change in the GE status of our course ANTH 101, Introduction to Biological Anthropology. For years, due to historic accident and other factors, ANTH 101 was incorrectly placed in B.5, which should be upper-division courses only. Just last year we finally succeeded in getting ANTH 101 properly placed in Category B.2, Life Sciences. Since the only other option for students to fill this GE category is Biology 101, we believe that many students—particularly those in Humanities and Social Sciences—will opt for ANTH 101 instead. It is quite an established pattern that we have seen, in talking to students and even amongst ourselves, that ANTH 101 is a gateway course for students taking their first anthropology course—even for those who go on to prefer archaeology or cultural anthropology, it's that ANTH 101 that grabs their interest for some reason. In addition, new system wide changes to GE now allow double counting of GE and major requirements. We hope that Anthropology, with courses in 8 GE categories, more than any other department at CSUF, will become a more attractive major and minor.

We are also trying to attract more majors and minors through the development of new options, such as the Forensic Anthropology Certificate and the Museum Studies Certificate. Anthropology also participates in interdisciplinary minors across campus, such as the Queer Studies minor, Gerontology minor, and Food Studies minor. Some anthropology courses are cross-listed with Linguistics, Women and Gender Studies, and Biology.

- d. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program. (See instructions, Appendix II)**

Undergraduate Program: Since the last PPR, and reopening of our undergraduate program to majors, we have been rebuilding our program and we are seeing a positive trend in both overall enrollments and in numbers of majors.

Our overall enrollments are strong and growing. Since over 90% of our enrollments are from non-majors fulfilling GE requirements. The restructuring of Anthropology, and the three-year disruption in the recruitment of majors, had little influence in our overall enrollment trends.

The restructuring, and disruption of our major, did negatively influence the enrollment by majors within our BA Program. The 5 year (2003 – 2008) average headcount of majors reported in the last

PPR was 131. In 2011-2012, we experienced a significant decline in enrollment (see Table 5). The 5 year average from 2012-2017 was 105.2. In the current semester (Spring 2018) we have 128 majors registered for classes, an increase of 18.5% over last year's average (108 majors, and we are hopeful that our efforts are paying off.

TABLE 5. UNDERGRADUATE PROGRAM ENROLLMENT (HEADCOUNT)

AY	Lower Division	Upper Division	Total	FTEsperHC
2008-2009	17	133.5	150.5	0.8
2009-2010	21	117.5	138.5	0.8
2010-2011	22	125.5	147.5	0.8
2011-2012	15.5	98.5	114	0.8
2012-2013	18.5	76.5	95	0.8
2013-2014	18	83.5	101.5	0.8
2014-2015	24	90.5	114.5	0.8
2015-2016	22.5	84.5	107	0.8
2016-2017	17.5	90.5	108	0.8

Graduate Program: When we were put into receivership in 2010, we were also forced to stop admissions into our MA program. Our MA was not re-opened until Fall 2014 (see Exhibit B), with the new class entering Fall 2015. We took this opportunity to re-envision our MA program due to long-standing concerns that we were not giving adequate supervision to our MA students nor offering the range of courses to which they should have access. The largest problem was that we simply had too many graduate students and could not adequately supervise them. To that end, we revamped the MA and now (1) require all applicants to have a pre-admission sponsor, (2) have limited the number of MA students at any one time to 6 students per faculty advisor, and (3) only allow each faculty to sponsor two students per admission cycle. We also now require the GRE, and use it for advisement purposes. For the period under review, we had a head count of 20 (2016-17) for a high and a low of 5 (2013-14) (see Table 6). The fact that we were not able to admit new graduate students for over four years significantly crippled our MA program, and we have been struggling to build it back up to a sustainable level allowing us to have enough students to fill our 500-level classes. We have been struggling each semester to offer the range of classes that we believe our students should take, and which they deserve. We believe 60 active MA students is a good number to strive towards, and this number would allow us to offer the range of classes we desire without overloading the faculty. The most recent head count of 26 is moving us in the desired direction. Our yield, that is, those newly accepted graduate students who enroll approximates 80 percent annually (Table 8).

Table 6.

Graduate Program Enrollment					
Academic Year	Masters	Doctoral	Credential	Total	FTES per HC
2012-2013	20	0	0	20	0.4
2013-2014	5	0	0	5	0.2
2014-2015	14	0	0	14	0.6
2015-2016	25	0	0	25	0.6
2016-2017	26	0	0	26	0.5

Source: PPR Tables Anthropology (BA & MA) Institutional Research and Analytical Studies, Fall 2017

TABLE 8. GRADUATE PROGRAM APPLICATIONS, ADMISSIONS, AND ENROLLMENTS

AY	applied	admitted	pctAdmitted	enrolled	pctEnrolled
2014-2015	15	15	100.0	12	80.0
2015-2016	15	10	66.7	10	100.0
2016-2017	13	12	92.3	10	83.3

Our budgeted SFR is typically around 27. Our achieved SFR approximates 31, largely due to well enrolled GE classes (please see Table 9).

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TABLE 9.

FTES by Course, Fall 2015 - Fall 2017

CAT #	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
100	43.8	41.6	18.2	41.4	25.0
101	75.0	86.4	100.4	92.4	118.6
102	23.2	17.6	27.4	17.6	24.8
103	36.8	28.4	18.4	13.6	22.8
105	11.4	7.8	14.0	8.8	9.0
300	23.0	13.2	17.8	17.2	22.4
301	30.8	26.0	33.2	26.4	22.0
304	45.0	45.8	52.0	52.0	43.8
305	35.4	34.8	44.6	36.8	41.4
306	26.6	25.2	15.2	16.6	25.4
308	9.0	0.0	9.0	0.0	9.0
310	0.0	7.8	0.0	11.4	0.0
311	9.8	0.0	9.0	16.0	17.8
313	8.8	0.0	0.0	9.2	9.0
315	27.8	23.6	24.4	17.2	24.0
316	26.4	64.2	20.8	52.2	46.8
321	8.2	8.2	12.6	8.0	8.0
322	6.2	22.2	16.8	24.8	24.2
325	8.2	0.0	8.6	0.0	0.0
327	13.0	13.2	7.8	8.4	7.6
329	0.0	0.0	0.0	0.0	8.4
332	4.6	0.0	8.8	3.0	4.0
333	7.4	9.4	0.0	0.0	0.0
340	4.6	0.0	8.6	0.0	7.8
342	19.8	17.0	20.0	17.6	15.4
343	2.8	0.0	3.2	0.0	2.8
344	14.0	15.8	17.2	17.2	24.0
347	0.0	8.2	0.0	8.0	0.0
350	0.0	2.4	0.0	0.0	0.0
370	0.0	0.0	0.0	0.0	0.0
380	0.0	0.0	0.0	2.0	0.0
381	0.0	0.0	0.0	0.0	0.0
383	0.0	0.0	0.0	0.0	3.6
401	3.8	0.0	0.0	0.0	0.0
402	0.0	0.0	4.4	0.0	0.0
403	0.0	0.0	0.0	0.0	1.8

406	0.8	1.0	1.2	0.8	1.6
411	0.0	0.0	0.0	0.0	4.4
414	0.0	4.0	0.0	0.0	0.0
415	0.0	0.0	0.0	4.0	0.0
416	0.0	6.4	0.0	0.0	2.6
418	0.0	0.0	0.0	0.0	0.0
425	0.0	0.0	2.0	0.0	0.0
441	1.6	0.0	0.0	0.0	0.0
442	0.0	0.0	0.0	0.0	3.6
443	0.0	1.4	0.0	1.8	0.0
445	2.8	0.0	3.2	0.0	2.4
451	0.0	2.2	0.0	0.0	0.0
453	0.0	0.0	0.0	1.2	0.0
454	0.0	0.0	1.6	0.0	0.0
455	0.0	0.0	0.0	2.0	0.0
457	0.0	0.0	0.0	0.0	1.6
458	0.0	3.2	0.0	0.0	0.0
459	0.0	0.0	0.0	0.0	2.8
460	0.0	0.0	0.0	3.0	0.0
461	2.0	0.0	0.0	0.0	1.4
480	5.4	4.8	8.0	5.6	7.8
481	6.0	4.6	5.2	8.6	5.0
482	1.8	0.0	0.0	0.0	0.0
486	0.0	0.0	4.8	0.0	0.0
490T	0.0	1.6	1.4	0.0	0.0
491	0.8	2.2	1.6	1.0	2.2
498	0.0	0.0	0.0	3.4	0.0
499	0.6	1.6	1.2	1.8	0.8
504T	4.2	4.0	3.6	2.2	4.4
507	0.0	0.0	0.0	0.0	0.0
510	0.0	2.2	0.0	2.0	0.0
511	2.2	0.0	1.8	0.0	3.2
512	2.4	0.0	2.0	0.0	1.8
513	0.0	2.6	0.0	2.0	0.0
597	0.0	0.0	0.0	0.4	0.0
598	0.4	2.8	2.0	1.8	0.8
599	1.4	0.8	0.6	0.8	0.4

Sources: Fall 2017 Class Tally 9/19/2017; Spring 2017 Class Tally 2/17/2017; Fall 2016 Class Tally 9/21/2016; Spring 2016 Class Tally 2/24/2016; Fall 2015 Class Tally 9/23/2015

- e. **Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.**

As mentioned in section I.C, we hope to propose and implement concentrations in anthropology. We are proposing a Forensics Certificate and a Museum Studies Certificate (or minor).

Undergraduate Curriculum: The Division of Anthropology is concerned with building the program by attracting new majors and minors. To that end we have been deleting some outdated courses and adding new ones that will more accurately reflect the discipline in today's world. For example, in cultural anthropology we deleted several 400-level courses that were no longer being taught by current faculty, and added ANTH 486 Anthropology of Digital Media, ANTH 482 Globalization and Culture Change, ANTH 435 Death and Mortuary Practices, ANTH 416 Anthropology of Tourism, and ANTH 411 Anthropology of Human Rights. We have recently proposed ANTH 413 Global Ethnographies of Food, ANTH 472 Los Angeles/Mumbai: Cinematic Cities Cross-Culturally, and ANTH 422 Mass Media Cross-Culturally. We have re-invigorated ANTH 310 Urban Anthropology and ANTH 311 Culture and Communication with the addition of our most recent faculty hires. We changed the name of ANTH 332 from Women in Cross-Cultural Perspective to Gender in Cross-Cultural Perspective. This fits with the recent change of the Women's Studies Program to Women and Gender Studies Department.

The evolutionary anthropology program faculty have also made changes in their curriculum in response to student and faculty interest. In response to student interest in our major, and to attract students from other related majors such as Criminal Justice, we are developing a Forensic Anthropology Certificate Program (see Section I.c above). To support the certificate, we have added a new course ANTH 444 Forensic Anthropology (capstone for the certificate), to existing courses (ANTH 343 Human Osteology, ANTH 443 Advanced Topics in Human Osteology, ANTH 441 Human Variation, and ANTH 453 Human Evolutionary Anatomy) to complete the Forensic Anthropology Certificate. We have also added ANTH 458 Sustainable Urban Food Systems, ANTH 459 Anthropology of Food and Nutrition and ANTH 504T #24 Advanced Seminar in Culture and Nutrition (a graduate course) to existing courses (ANTH 315 Culture and Nutrition and ANTH 342 Anthropology and Health) to complement our U-ACRE program (see section II.a for a description of U-ACRE).

Several of our faculty have proposed new Study Abroad and Study Away programs, or developed new field classes. Dr. Karen Stocker's Study Abroad program proposal for Costa Rica was approved, and she has led that program several times. She will be leading the program in Summer 2018 as well. Dr. Sarah Grant's Study Abroad program proposal for Vietnam was also approved. She led a group over the Winter intersession semester, and will be leading another group in Summer 2018. Dr. Brenda Bowser has developed an archaeological field school in Brazil. She has taken both undergraduate and graduate students to Brazil for the past two summers and plans to take more for a third field season this coming Summer (2018).

Graduate Curriculum: In the last five years we changed our graduate program curriculum in several ways, while keeping the total number of units (30) constant. First, we decided to require a course called Research Design (ANTH 510), which had formerly been an elective course. Second, we reduced the number of required ANTH 504T topical graduate seminars from three to two. We also talked with several other departments that use a graduate exam as an exit option, and added exam as

a third choice (in addition to thesis and project). However, we now think the exam option is probably not the best option for our students, and plan to drop this third option in favor of the traditional thesis or project.

- f. Include information on any Special Sessions self-support programs offered by the department/program.**

N/A

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes (Because student learning is central to our mission and activities, it is vital that each department or program includes in its self-study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). Please provide information on the following aspects, and if applicable, please feel free to include relevant documents in the Appendices.)

- a. Describe the department/program assessment plan (e.g. general approach, time table, etc.) and structure (e.g. committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.**

Since becoming a Division, we established an assessment committee composed of one person from each of the three programs [Evolutionary, Cultural, Archaeology]. According to our bylaws, our curriculum is divided by program, and each program assesses its own courses. However, some of our classes are shared, and these classes we collaborated on in devising assessment measure. We have also begun assessing learning outcomes in our graduate program.

- b. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.**

Anthropology has 10 Department Learning Goals, with 14 corresponding Department Learning Outcomes. The department learning goals are designed to cover the concepts and skills we expect all anthropology majors to learn. Regardless of a student's individual interests in anthropology, by taking the five required core courses, with the addition of student-selected electives in anthropology, all department learning goals should be covered within the 45 units of the major.

For example, Department Learning Goal #1 is: Describe, explain, and apply the holistic and comparative perspective inherent in anthropological knowledge to real world problems. The corresponding Learning Outcome #1 is: "Students can identify and interpret real world issues using a holistic and comparative approach." The rubric is already developed, and in conjunction with Dr. Grant, reworked an assignment for film response papers that could be used across sections of Anth 102 (and possibly applied to other levels of courses as well) to assess this SLO.

Since 2015, Drs. Stocker, Bowser and Pillsworth worked to identify and refine Student Learning Objectives to assess. In 2015, they collectively assessed Anth 481 [a shared Course for all three

programs] with regard to Writing Competence, and to Theoretical Competence. They developed assessment rubrics for writing skills, and the SLO related to application of core theories of anthropology [“Students will be able to identify, understand, and apply theories from Anthropology.”]. Their expectations were as follows:

- “At the 100 level, students will be able to identify, understand, and apply theories from Anthropology at the ‘developing’ level.”
- At the 300 level, “students will be able to identify, understand, and apply theories from Anthropology at the ‘proficient’ level of the Anthropology Theory Rubric.”
- At the 400 level, “students will be able to identify, understand, and apply theories from Anthropology at the ‘advanced’ level of the Anthropology Theory Rubric”.

They assessed the same SLO for graduate students in 513 in Spring 2016. Since that time, they agreed to rotate assessment duties by subfield.

Last semester, the Evolutionary Program assessed an SLO, and next semester, Archaeology will assess one (with wording adjusted to make it specific to Archaeology: Students can interpret the archaeological evidence of human behavior using the principles of archaeological methodology and anthropological theory).

- c. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.**

We are working on this. We’ve worked on some initial assessments, and we are working on what changes we might make to improve these factors.

- d. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g. graduation rate, number of students attending graduate or professional school, job placement rates, etc.).**

We have been keeping track of our alumni, and want to develop ways to do this. Generally, several graduate students each year have been accepted to PhD programs, including UC Davis, UC Riverside, UC Santa Barbara, University of Nevada, Reno, University of Nevada, Las Vegas, UC San Diego, University of Iowa, and others. Some of our MA students have gone on to additional graduate degrees in nursing and public health. We have placed many of our MA graduates as teachers in Southern California community colleges. A number of our MA graduates have gone on to work for professional archaeological firms, cultural resource management firms, museums, state agencies, and businesses.

- e. Many department/programs are offering courses and programs via technology (e.g. on-line, etc.) or at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?**

We endeavor to ensure that all of our students are treated alike across course delivery formats. All sections of a particular course have the same student learning goals, whether taught in class or online. In sum, we assess student learning in our online courses in a similar fashion to the in-person classes.

IV. Faculty

- a. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) (See instructions, Appendix IV) (Attach faculty vitae see Appendix VII).**

Our FTEF has increased slightly since our last program review (21.8 to 22.4). The last year reported in the previous PPR was 2007-2008 at which time we had 9 permanent faculty (7 tenured), in this PPR for 2016-2017 we had 14 permanent faculty (13 tenured), and we have hired an additional faculty this AY to bring our total to 15 faculty. Currently we have 9 professors, 4 associates, and 2 assistant professors. In terms of number of faculty we have been relatively stable during the past 6 years. In AY 2012-2013 we had 15 permanent faculty (one in FERP), and today we have 15 permanent faculty. The changes have been in the distribution of rank. In the same period of time we have gone from 60% to 87% tenured faculty. In the same period of time we have gone from 10 to 16 lecturers, a 60% increase. (See table 9 in Appendix III)

The previous 2 PPRs noted a high level of faculty turnover. Since then we have been relatively stable. Since the last PPR there has been no turnover of faculty in the Archaeology and Evolutionary Programs. In the Cultural Program there have been two departures (one person passes away; the other did not achieve tenure) who have since been replaced. Another faculty member in the Cultural Program will retire at the end of this academic year. The Division of Anthropology currently has a formal FTEF allocation of 20 (4.1 Archaeology, 7.0 Cultural, and 8.9 Evolutionary) The current faculty distribution by program is as follows: the Archaeology Program has 4 permanent faculty, 2 professors (Wendt and James) and 2 associates (Bowser and Knell); the Cultural program has 5 permanent faculty, 2 professors (Erickson and Nevadomsky), 1 associate (Stocker) and 2 assistants (Afzal and Grant); and the Evolutionary Program has 6 permanent faculty, 4 professors (Bock, Fashing, Johnson, and Patton) and 2 associates (Nguyen and Pillsworth).

- b. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.**

In the last 5 years we have had a 18.4% increase in FTES. During the same time, we have had no increase in our permanent faculty lines. We have met the increased enrollments by hiring additional temp faculty. With 15 permanent faculty and a FTEF 22.4 we have a ratio of permanent to part-time faculty of 67%, well below the 80% goal of the college.

A significant change in our course demands has resulted from the move of our ANTH 101 course (Intro. to Biological Anth.) into the B2 General Ed. category (Life Science). The demand for this course has dramatically increased. In the current year (AY2017-2018) we offered 22 sections of

ANTH 101 which held 1058 students with a fill rate of over 99%. We currently have 4 lecturers who teach ANTH 101, three are teaching fulltime in the Evolutionary Anthropology Program. We would welcome an additional tenure-track hire to meet this increased demand.

The Cultural Anthropology Program will be losing one full-time faculty member to retirement at the end of this academic year. We will need to replace him with another full-time faculty member. Of a total of 26 classes this semester, the 5 full time faculty are teaching 16 classes, with 10 taught by lecturers. In fall, Cultural generally schedules 29 classes. With only four FT faculty, the ratio of cultural courses taught by FT to those taught by PT will be 12:17. Further, cultural anthropology could easily schedule and fill more classes if their allocation was raised.

- c. Describe the role of full-time or part time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.**

Curriculum is developed by full time tenured and tenure track faculty within each of the three programs. Our By-Laws divides our course offerings by program, with the exception of 6 shared courses (ANTH 100, 105, 402, 480, 481 & 498). Each program coordinator is responsible for scheduling the courses for their program curriculum. We do not hire student teaching assistants or assign students to teach classes and part time faculty do not have exclusive control over any portion of the curriculum. Part time faculty with PhDs are much more likely to be assigned 400 level courses. During the past 5 years (Table 9) we have employed between 10 to 16 lecturers who teach about a third of our courses. The previous PPR states that 30% of our courses were taught by lecturers, in the current year (AY 2017-2018) lectures teach 34.7% of our courses (66 out of a total of 190 sections). Since lecturers tend to teach larger lower division courses their share of the enrollments are 44.7% (2741 students out of a total of 6132 for AY 2017-2018). This ratio varies by program. With the increased demand for ANTH 101 courses, lecturers in the Evolutionary Program currently teach 54.9% of the courses and are responsible for 57.7% of the enrollments.

- d. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.**

N/A

V. Student Support and Advising

- a. Briefly describe how the department advises its majors, minors, and graduate students.**

Graduate Students:

New graduate students have the opportunity to go to the Graduate Studies Office campus-wide new graduate student orientation, and we also talk with new graduate students either in a group orientation, or individually when they begin our program. Overall graduate student advisement [orientation, study plans, graduate requirements, etc.] is generally done by the three program coordinators for students within their subfields, while thesis-specific advisement is handled by the student's thesis or project advisor with input from the student's committee. We have a Graduate

Handbook on our division website that lists the steps to completion of the MA degree, and we also provide students with sample Study Plans, sample Prospectus, reference and citation format, and other aids for graduate students. We work closely with the Graduate Studies Office. (Sample documents in the Appendix, page ###).

Undergraduate Major and Minor Students:

Undergraduate advisement is a responsibility shared by the full time faculty on a volunteer basis. Each faculty member keeps office hours, and the department support personnel direct walk-in students to available faculty members. Not all faculty are equally familiar with the Titan Degree Audit (TDA), but we are making efforts to train everyone. Particularly with changes in GE being implemented by recent Chancellor's Orders, this is a good time for everyone to refresh their knowledge. Historically, one of us has handled the undergraduate major and minor grad checks for students who have applied for graduation. This is because most faculty don't have access to Student Administration without taking a training workshop. However, this is another advisement task for which we are taking steps to provide more of the faculty with access.

As a result of discussions at chairs meetings about how to best facilitate student success, the faculty have had some conversations about requiring each major to come in for advisement at least once a year, but that has not yet been planned or implemented.

For students who visit the division office for advisement, we provide several types of handouts at our front counter. These include an undergraduate study plan form, which allows students to keep track of their progress; a list of all of the courses offered in anthropology; sample study plans for students interested in focusing on one particular area of anthropology (evolutionary, cultural, archaeology, and linguistics); the current class schedule; and ideas for using anthropology in one's career.

- b. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.**

Graduate Students:

As part of our support of anthropology graduate students, we reinstated graduate assistantships two years ago. Usually these assistantships are for three months of the semester (5, 10, 15 or 20 hours per week) and duties include such things as helping with research, data analysis, grading, and proctoring. Some graduate students work with faculty at their field sites, using this work as part of their thesis projects. For a number of years we have offered competitive student awards for research proposals, which have helped students travel for research to sites such as Malta, Ecuador, and Mexico for thesis-related projects.

High Impact Practices:

Students are encouraged to obtain internships according to their interests and career goals, which have included both on-campus and off-campus locations. For example, many students have done internships at the Cooper Center. For several years, donations to the department for curation training allowed some of the internships at the Cooper Center to be paid positions. Some students work with various faculty analyzing archaeological collections materials. Several of our students

interested in forensic anthropology have obtained internships at a Coroner's Office. Over the years, many of our students have done internships at the Bowers Museum, while a few have obtained internships at other museums such as the Getty or the Museum of Natural History. Our award winning U-ACRE program offers paid internships and community based research opportunities to many of our majors and non-majors (more below, see also Section II.a). Several of our graduate students have done teaching internships at Fullerton Community College through a partnership between our faculty and FCC anthropology faculty. Several of these have led to lecturer positions for our former graduate students.

Several of our faculty have developed Study Abroad Programs or conducted field classes abroad or in other states. For example, Dr. Karen Stocker has guided multiple summer Study Abroad programs in Costa Rica, where she has worked for more than 20 years. Dr. Sarah Grant just led a Winter Session Study Abroad in Vietnam, and will do a "Study Away" program in Little Saigon during Spring Break this year. For the last two summers, Dr. Brenda Bowser has organized trips to Brazil, where students had the opportunity to work with university archaeologists in museums and at field sites. Dr. Steven James has taught field classes locally, in Arizona, and on San Nicolas Island, and Dr. Edward Knell has taught field classes in the Mojave Desert at Zyzxx.

Dr. Karen Stocker provided a hands-on learning experience for students of ANTH 350, Culture and Education, in Fall 2014 and Spring 2016 through a collaboration with the artist cooperative called Cog*Nate Collective, Artists in Residence at the Grand Central Art Center. Each time, through a series of workshops and meetings in addition to regular class meetings, students worked with the artists to study a salient aspect of community culture (2014: gentrification in downtown Santa Ana; 2016: Swap Meet culture in Santa Fe Springs), and then to design and implement an art intervention related to community education in and about that setting.

Drs. Sarah Grant and Karen Stocker held a "teach-in" in collaboration with graduate students to facilitate a participatory discussion about "Understanding Race after Charlottesville," using materials disseminated by the American Anthropological Association for that purpose.

Dr. Johnson and the U-ACRE project have received national and state level recognition for their high impact efforts in community engagement. Currently supported by the USDA, U-ACRE places paid undergraduate interns at one of its 11 project sites that focus on issues of food security, health and nutrition. U-ACRE and its partners have received the Washington Center Higher Education Civic Engagement award in 2014, a Golden Bell award from the California School Board Association in 2016, and this past year (2017) received the Best Practice award in "Sustainability in Academics: Arts, Humanities and Social Sciences" at the California Higher Education Sustainability Conference in Santa Barbara.

Dr. John Bock is a founder, and the director, for the Center for Sustainability which provides undergraduate and graduate students opportunities for community engagement, research and education in issues of sustainability. The Center relocated to Anthropology last year and is working closely with U-ACRE.

Dr. Pillsworth has included both graduate and undergraduate students in her Reproductive Ecology Lab research projects, and fieldwork in the Ecuadorian Amazon. Many of her students have presented data at regional and international professional conferences based on these high impact experiences. Likewise, Dr. Patton includes both graduate and undergraduate students in his

research and fieldwork in the Ecuadorian Amazon, his students have also presented and published papers based on these research experiences, and some have gone on to Ph.D. programs in Evolutionary Anthropology.

VI. Resources and Facilities

a. **Itemize the state support and non-state resources received by the program/department during the last five years. (See instructions, Appendix V.)**

Since forming the Division, we have not collected/maintained an accurate list of these resources. The Coordinators recognize that this was an error, and moving forward we will work with staff to compile and maintain an up-to-date list of all resources received by the Division. That said, Anthropology is one of the top academic units in the College in terms of external funding.

Professors Johnson and Bock in the Evolutionary Anthropology Program have been very successful in acquiring funding from the US Dept. of Agriculture (USDA) to support the U-ACRE program. In the past 5 years U-ACRE has generated over a million dollars in grants and Johnson and Bock are currently administering a second million dollar grant from the USDA. Johnson is co-PI on another USDA grant for \$400,000 with a community partner. Bock is co-PI on an \$1.7 million NSF grant through Virginia Tech studying climate change and health in Botswana. Professors Fashing and Nguyen have received a number of grants to support their primate research on geladas in Highland Ethiopia. Combined with other smaller state and non-state support, we estimate that the Evolutionary Anthropology faculty has generated over 1.1 million dollars in grants (administered by CSUF) in the past 5 years, currently are administering approximately \$275,000 in active grants, and have awards for approximately an additional \$750,000 in the coming 5 years.

b. **Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.**

Anthropology Teaching Museum

The Anthropology Teaching Museum [which has no collections of its own] has been an important part of the anthropology department/division since the mid-1970s. In its current space, the department had regularly scheduled museum exhibits, facilitated by a part-time faculty member's relationship with the Bowers Museum. After his death, the department had several traveling exhibits, including an astonishing collection of puppets, and most recently, a photographic exhibit of tattooed women of the 19th and early 20th centuries. In 20xx, students designed and installed two exhibits on their own: the first, a display dedicated to indigenous peoples; and the second, a display of visual anthropology broadly defined. Both of these student exhibits relied on items loaned by faculty members.

We have recycled most of our old, worn out and broken museum display cases. For the last exhibit, we were able to borrow display furniture from the library, and this worked well, as the person teaching our museum courses is in charge of the exhibit spaces in Pollak Library.

We have begun to envision the museum space as a multi-purpose area. We plan to purchase some small couches and chairs so that we can also use the room for small events, student and faculty gatherings, and presentations of various kinds. Thus, when there is no exhibit installed, we will be making good use of the room, and when an exhibit is in place, this furniture will encourage more students to come into the museum and view the exhibit.

Computer Lab

The Division of Anthropology computer lab in MH422 consists of 29 terminals (28 student-available and one faculty control terminal), computer software, a research library (classic ethnographies and theoretical works), and a computer and printer for making posters. The lab is used by various faculty for classes or parts of classes [e.g., ANTH 445 Quantitative Methods, ANTH 418 GIS in Archaeology, ANTH 401 Ethnographic Field Methods, ANTH 402 Museum Science, ANTH 486 Anthropology of Digital Media, and others]. Graduate students also use the lab to work on their theses, as the computers have SPSS and programs such as MAXQDA for analyzing quantitative and qualitative data.

Evolutionary Lab and Archaeology Lab

The Evolutionary Anthropology and Archaeology Labs double as faculty/student research space and as classrooms. We have a great need for access to classrooms so we can rededicate these labs to student and faculty research. These labs have scheduled classrooms in them for most of the week. With growing enrollments this problem has increased during the past 5 years. For instance, the Evolutionary Anthropology Lab (MH28) had 16 sections scheduled last semester (Fall 2017), that met Mondays through Thursday, from 8:30am to 9:45pm. This lab also serves the U-ACRE project, the CBE (Culture Evolution and Behavior) research group, and two student clubs (APES “Association for Primate Evolutionary Studies, and AREA Association for Research in Evolutionary Anthropology) which hold meetings in the lab on Fridays. With this growing demand for classroom space, our faculty have little room for their research.

The Archaeology lab (MH420) space currently serves our classroom and the Titan Archaeology Cub needs as well. It is our goal to rededicate these lab space to student and faculty research. The evolutionary lab (MH428) recently acquired new lab chairs; MH420 is also in need of new lab chairs.

Archaeological Research Facility

Formerly known as the Center for California Public Archaeology, the Archaeological Research Facility (ARF) houses invaluable archaeological and ethnographic collections, and their records, in order to maintain their continuing research, educational, heritage, and cultural resource management values for the University, Orange County, the State of California, and the federal government, and thus helps fulfill some of the University’s Mission, Goals, and Strategies.

The Archaeological Research Facility is a very significant repository for the prehistoric archaeological resources of Orange County and the archival documents that pertain to these collections, and maintains facilities in which students, faculty, and qualified researchers from the community can study these collections. The archaeological materials were recovered from a number of prehistoric archaeological sites in Orange County that have since been destroyed by construction of houses, office buildings, roads, freeways, and other urban developments during the past 50 years. These archaeological collections are all that remains to document and verify the prehistoric human record of Orange County’s past that extends back at least 12,000 years ago.

The Archaeological Research Facility also helps provide support for lab and field research, including field classes and projects in southern California (e.g., San Nicolas Island, Palos Verdes Peninsula), the American Southwest, and Mesoamerica. In addition, some archaeological materials from our collections are placed on loan to other cultural and educational institutions, and these loans serve as an important vehicle for imparting knowledge about our shared past to students, faculty, and the general public in Orange County.

Center for Ethnographic Cultural Analysis

The mission of the Center for Ethnographic and Cultural Analysis (CECA) is to provide students with resources, and a space for equipment, training, and hands-on experience in systematic cultural analysis that will be transferable to the workplace, and to prepare students for graduate study. The increased emphasis on methods (in addition to theory and content) in the Bachelor of Arts and Master of Arts programs reflects the recognition that real-world skills are vitally important to our students. The Center was begun in 1998 and is housed by the Cultural Anthropology program. In the Division of Anthropology, there is an increased emphasis on applied anthropology in cultural anthropology, in which anthropological training and perspectives are used to help solve important challenges and problems in society. For students aiming toward working as professional applied anthropologists, as well as those seeking further graduate study and an academic career in anthropology, the Center can help to provide students with important and potentially marketable abilities.

In addition to serving students in Cultural Anthropology, as of 2016, the Center for Ethnographic and Cultural Analysis has expanded to include faculty from across the university. We made this change out of recognition that ethnographic methods infuse numerous academic disciplines, and this Center may offer both students and faculty members a forum in which to exchange ideas, research, and support with regard to concerns related to the use of ethnographic methodologies.

The goals of the Center include, but are not limited to, the following: (1) to support ethnographic research, methodology, and innovations to provide opportunities for interdisciplinary and multidisciplinary work; (2) to provide facilities and technology for ethnographic teaching and research; (3) to provide facilities and technology for graduate and undergraduate students to engage in local community, national, and international research; and (4) to facilitate community research on the culturally constructed boundaries and cultural heritage in diasporic communities in California.

- c. **Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.**

We are not sure, since the library has been purging books; however, we have been actively “stopping” the purge of anthropology books. The Division owns many of the films it uses, and has digitized most of them.

VII. Long-term Plans

- a. **Summarize the unit’s long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity.**

See section 1.C and 2.E.

- b. Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.**

We need to work on this.

- c. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.**

We need to work on this.

- d. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?**

We need to work on this.

VIII. Appendices Connected to the Self-Study (Required Data)

- a. Undergraduate Degree Programs
- b. Graduate Degree Programs
- c. Faculty
- d. Resources
- e. Long-term planning
- f. Curriculum Vitae of faculty (which should include recent scholarly/creative activity and any research funding)

Exhibit A: Proposed Organizational Structure for Department of Anthropology, College of Humanities and Social Sciences, California State University Fullerton, Submitted by John Bock, Barbra Erickson, and Carl Wendt, October 30, 2013

Exhibit B: Approved Program Changes for the Anthropology MA Degree

Exhibit C: Visions & Goals

Exhibit D: Articulation of University Mission, Goals, and Strategies with Department of Anthropology

Exhibit E: Sample Course Planning Grid

Exhibit F: Museum Studies Minor (sample courses)

Exhibit G: Division of Anthropology By-Laws

Exhibit A:

Proposed Organizational Structure for Department of Anthropology, College of Humanities and Social Sciences, California State University Fullerton, Submitted by John Bock, Barbra Erickson, and Carl Wendt, October 30, 2013



CALIFORNIA STATE UNIVERSITY, FULLERTON

Office of the Provost and Vice President for Academic Affairs

P.O. Box 6850, Fullerton, CA 92834-6850 T 657/278-2614 F 657/278-5853

DATE: November 7, 2013
TO: Dr. Sean Walker
Chair, Academic Senate
FROM: Dr. José L. Cruz
Provost
SUBJECT: Proposed Division of Anthropology

Pursuant to UPS 100.605 "Policy on Administrative Restructuring of Academic Programs," I hereby request that an ad hoc committee be chartered and elected by the Academic Senate for the purpose of reviewing the attached proposal to restructure the Department of Anthropology in the College of Humanities & Social Sciences.

I have reviewed this proposal and concur with Dean Fontaine's recommendation.

Sincerely,

José L. Cruz, Ph.D.
Provost and Vice President for Academic Affairs

ACADEMIC SENATE

NOV 12 2013

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CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Humanities and Social Sciences

Office of the Dean

P.O. Box 6850, Fullerton, CA 92834 / T 657-278-3528 / F 657-278-5898

MEMORANDUM

November 5, 2013

TO: José Cruz, Ph.D.
Provost and Vice President for Academic Affairs

FROM: Sheryl Fontaine, Interim Dean
Mitch Avila, Associate Dean

RE: Restructuring of Anthropology Department, UPS 100.605

On October 31 and November 1, 2013, the faculty of the Anthropology Department voted unanimously to restructure the Anthropology Department and to revise the Anthropology MA program. Voting was held by secret ballot in the H&SS Dean's Office. Attached are the documents as approved by the faculty.

These proposals have the full support of the College. Taken together, they will advance the objectives of the College and the University, including improving student-learning outcomes, while at the same time returning the department to fully contributing member of the University community.

As specified in UPS 100.605, we request that in your capacity as Provost, you ask the Academic Senate Executive Committee to appoint an *ad hoc* committee to study the proposal to restructure the department. Ideally, the *ad hoc* committee would hold its open hearing in sufficient time to report to the Academic Senate before the end of the fall semester.

The process for bringing the MA program into compliance with the newly adopted guidelines will proceed through the normal curriculum change processes.

This process was initiated last spring at a meeting you held with Dean Della Volpe, Associate Dean Avila, and the three Anthropology Coordinators (Prof. Bock, Prof. Erickson, and Prof. Wendt), where the Coordinators were charged with drafting changes to the MA program and with developing a proposal for restructuring the department along with bylaws. As the process continued, the Coordinators have met extensively with Associate Dean Avila for guidance, as well as with faculty from other programs throughout campus for guidance and best practices. There have also been numerous opportunities for the Associate Dean to consult with the Anthropology faculty, both collectively and individually. We are confident that this process has been inclusive and collegial, resulting in a fairly-arrived at set of recommendations that represent the collective will of the Anthropology faculty.

Proposed Organizational Structure for Department of Anthropology
College of Humanities and Social Sciences
California State University Fullerton
Submitted by John Bock, Barbra Erickson, and Carl Wendt
October 30, 2013

We propose that the following structure be formalized.

The department will become the Division of Anthropology. Within the Division, there will be the three units as they are currently constituted, Archaeology, Cultural Anthropology, and Evolutionary Anthropology. Each unit would be led by a coordinator with the equivalent duties of a department chair. Each unit will be responsible for curriculum, scheduling, advisement, and other functions usually conducted by departments. Each unit will have a DPC. Budgets will be divided into individual unit budgets based on faculty allocation per unit and a general budget for shared expenses. Each coordinator will be responsible for an individual program budget. The Council of Coordinators will meet at least once per month to discuss shared expenditures and other issues held in common. The specific form of the DPCs, operation of the Council of Coordinators, and curriculum review will be formalized through forthcoming by-laws.

The Department of Anthropology has been in organizational flux for the past several years. We are proposing to formalize existing organizational patterns with the goal of providing a means for our students to excel through a modernized curricular experience in anthropology, promoting community engagement, providing the means for faculty to excel in teaching, scholarship, and obtaining resources, and simplifying administrative functions.

The current organizational structure of the department consists of three semi-autonomous units, Archaeology, Cultural Anthropology, and Evolutionary Anthropology, corresponding to the organizational structure of our umbrella international professional organization, the American Anthropological Association, as well as the organizational structure of most medium to large anthropology departments in the United States, Canada, and the UK. In addition, the department has long recognized the increased specialization of the anthropological endeavor beginning with the 1999 NSF grant that secured funding for our facility, which provides separate space for each program. Faculty hiring and curricular development during the 2000s was oriented towards building out the programs into more autonomous units with internal coherence, while contributing to an overall four-field structure.

Each of the units has a coordinator, whose functions are similar to that of a chair, except for certain elements normally within the purview of a chair that have been reserved to the dean of H&SS. These include final say over scheduling, adjunct hiring, and budget. In addition, within the RTP process our department has been lacking one level of review, that of the chair. Our proposal would return those functions currently reserved to the dean to the coordinators who would act individually and *en banc* as the Council of Coordinators.

This proposal is cost-neutral and will significantly promote the strategic goals of the university.

ANTHROPOLOGY AND THE ADVANCEMENT OF THE UNIVERSITY STRATEGIC GOALS

CURRENT MEASURES OF SUCCESS

The proposed reorganization will build on the current successes of Anthropology to further the university's strategic goals. The department has been successful when evaluated through several objective outcomes related to the university's strategic goals.

Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

- **Community engagement**
 - Our faculty have substantial community engagement projects underway, including numerous internship opportunities at the Cooper Center, field sites in Mexico and elsewhere, a study abroad program in Costa Rica, the Center for Sustainability, and USDA funded U-ACRE (Urban Agriculture Community Research Experience) Project.
 - We currently offer three service learning courses (ANTH 445, ANTH 455, ANTH 491SL).
- **Curriculum**
 - A benefit of the movement within anthropology to a more specialized curriculum is that students gain skills and knowledge that prepare them for participation in a global, diverse workforce. Anthropology provides both an overarching perspective built on understanding and appreciating human diversity across cultures, places, and times, while our curriculum in each of the areas, Archaeology, Cultural Anthropology, and Evolutionary Anthropology provides the opportunity to master specific theoretical, empirical, and methodological approaches incorporating critical thinking, cultural competency, and technical skills that are in demand. The curriculum continues to be enhanced and modernized, with the addition of a new 100-level general introduction, and several 400-level archaeology courses reconfigured as 300-level GE courses.
- **Advisement**
 - The Department of Anthropology has a long history of successfully advising and mentoring a diverse student body.
 - Over the last four years, the primary undergraduate advisors have been the three coordinators.

Goal 2: Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students

- **Enrollment**
 - Each individual program and the department as a whole has met or exceeded target over the last three years, even with increasing faculty allocations. Since 2000, the number of majors has been among the highest of similar sized departments in HSS.
- **Student success**
 - Our undergraduate program has been successful in retention and time to degree for all students including members of underrepresented groups. Between 2008

and 2010, two year retention for both freshman and transfer majors averaged over 85%, with members of underrepresented groups having equal or higher retention rates. The average time to degree between 2005-6 and 2012-13 for freshman majors was 5.2 years, with no difference among students based on membership in underrepresented groups. For transfer students, the average time to degree was 3.1 years for members of non-underrepresented groups and 3.0 years for members of underrepresented groups. For master's students, two year retention for new master's students between 2008 and 2010 was 64% for students from non-underrepresented groups and 45% for students who were members of underrepresented groups. Average time to degree for master's students between 2005-6 and 2012-3 was 3.2 years for members of nonunderrepresented groups and 2.9 years for students who were members of underrepresented groups.

- **Participation in High Impact Practices by members of underrepresented groups**
 - Currently, the USDA HSI funded U-ACRE project serves 30 undergraduate students who receive extensive training, stipends, and travel support as they participate in community-based experiential research with community partners including the Fullerton School District, Pathways of Hope (including a transitional living center for families and a food distribution center), the Orange County Food Access Coalition, and the Fullerton Arboretum. Approximately 1,000 seventh and eighth graders participate in the program. The project has received approximately \$600,000 in funding to date, with the latest grant to begin September 1, 2013.

Goal 3: Recruit and retain a high-quality and diverse faculty and staff

- **Faculty success**
 - Since the institution of the current organizational structure, six of seven faculty members who have applied have earned tenure and/or promotion.
 - Many faculty members have maintained high scholarly output.
 - We have been successful in recruiting members of underrepresented groups in past hiring.

Goal 4: Increase revenue through fundraising, entrepreneurial activities, grants, and contracts

- **External funding**
 - Over \$1 million in federal and private funding has been obtained through PI-initiated grants since 2010.

POSITIVE EFFECTS OF PROPOSED CHANGES

These changes will promote the university's strategic goals in the following ways:

Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

- **Assessment**
 - We propose that the department reinitiate the assessment program with each of the individual programs, Archaeology, Cultural Anthropology, and Evolutionary Anthropology, taking the lead in their area using best practices. Building on the foundation of shared student learning outcomes, this will allow each program to

refine student learning outcomes to reflect the specialized skills and knowledge attained, and this will enable each unit to strengthen its curriculum to most effectively create an environment that promotes student success. The Department of Anthropology has long been a leader in assessment at CSUF. The original Department of Anthropology assessment program is used as a model across the university. However, the assessment program has been on hiatus while the department is directly administered by the dean's office. One faculty member is prominent in the assessment community, frequently presenting at conferences as well as at CSUF. In addition, this faculty member has received UMGI funding to establish the Epsilon Pilot Project, a ground-breaking online assessment system with 13 departments and programs participating. In addition, this faculty member has been assessment coordinator for both the College of HSS and for the FDC. Another faculty member received a US Dept. of Education FIPSE grant that contained a substantial assessment element and is recognized as a model assessment system. This faculty member also chaired the WASC Task Force on Student Learning Assessment for two years leading up to the site visit and provided leadership in developing the University Learning Outcomes.

- **Curriculum**
 - The proposed curricular structure will allow further development of the curriculum that will benefit student learning through new material and approaches emerging within anthropology.
- **Graduate Program**
 - We have developed a proposal to revamp the MA program that effectively addresses problems that existed in the previous iteration of the program and will provide students with a state of the art anthropological education specializing in Archaeology, Cultural Anthropology, or Evolutionary Anthropology. This proposal is attached.

Goal 2: Improve student persistence, increase graduation rates University-wide, and narrow the achievement gap for underrepresented students

- **Advisement**
 - We propose that the three coordinators continue to be the primary undergraduate advisors, allowing students access to curriculum of the entire division, to have access to all academic support within the division, and to avoid the kinds of confusion that might delay students' progress to degree. As the program grows, we might add an undergraduate advisor in each area to ensure continued access for students.
- **Recruitment**
 - In the proposed new structure, the increased autonomy will allow more focused recruiting of underrepresented groups through additional engagement with local community colleges and other potential talent pools.
- **High Impact Practices**
 - Increased curricular autonomy will promote the development of additional internship, service learning, and other experiential learning opportunities by both specific areas and individual faculty members.

Goal 3: Recruit and retain a high-quality and diverse faculty and staff

- **Recruitment**
 - The focus on more specialized areas will be an attractive element of the recruitment package since it allows faculty to grow their interests through teaching and scholarship and reflects the national trend in higher education in the discipline.
- **RTP**
 - We propose that each of the individual programs, Archaeology, Cultural Anthropology, and Evolutionary Anthropology, maintain its own DPC, and that the program coordinator evaluates portfolios at the level of the chair. This will benefit both faculty members and students by supporting development of faculty research and teaching that is built on faculty members' expertise and disciplinary focus and standards.
 - Each program will elect its own DPC. In the unlikely event that one program does not have enough faculty members to accomplish this, the Council of Coordinators will put out a call for members of other programs to stand for election in that program.

Goal 4: Increase revenue through fundraising, entrepreneurial activities, grants, and contracts

- **External funding**
 - The proposed structure will enhance faculty activities in these areas by allowing more focused support within each program.

Taken as a whole, these changes will return full self-governance to Anthropology, building on structures that have been demonstrably successful. There are no costs associated with these changes, since administrative assigned time for coordinators has not changed and any other budgetary issues that arise would be handled internally. We believe that these changes can be phased in over a relatively short period of time without disrupting the workings of the department, and students, faculty, the college and university, and the community will all benefit from a strengthened and self-governing Anthropology. In addition, the proposed structure allows for flexibility. As we move forward, we can respond in an adaptive fashion to both internal and external influences to continue to promote the strategic goals of the university.

DIVISION OF ANTHROPOLOGY BY-LAWS [Draft 7]

I. The By-laws:

- a. These By-laws, in conjunction with the relevant University and College policies, shall serve as the basis for Division governance and Division administrative structure.
- b. These By-laws shall become operative when adopted by a two-thirds vote of Division full time tenure-track faculty.

II. Division Administrative Structure:

- a. The Division of Anthropology shall be composed of three Programs: Archaeology, Cultural Anthropology, and Evolutionary Anthropology.
- b. The Division budget shall be apportioned according to faculty allocation (FTEF) of each program. Each Program shall have a separate budget, and shall use those funds according to the program's needs [with the exception of operating expenses common to the Division as a whole, which shall be shared].
- c. Each Program shall be responsible for its own class scheduling. [See section V.]
- d. Each Program shall constitute its own Program Personnel Committee. [See section VI.]
- e. Each Program shall constitute its own recruitment committee, and each will hire new faculty according to the needs of the Program.
- f. Each Program shall constitute its own graduate selections committee, and will select new graduate students in accordance with Division policies.

III. Program Coordinators:

- a. The Programs of Archaeology, Cultural Anthropology, and Evolutionary Anthropology shall each have a Program Coordinator.
- b. Program Coordinators for each Program shall be elected by a majority vote within that Program.
- c. The normal term length of a Coordinator shall be three years. In the event of a vacancy, a new Program Coordinator shall be selected by the members of the Program to fulfill the balance of the existing term.
- d. Program Coordinators ideally should be tenured faculty.
- e. Program Coordinators shall be responsible for the following:
 1. Overseeing the budget for their respective Programs
 2. Scheduling for their respective Programs
 3. Student Advisement for their respective Programs [including grade change forms, drop forms, and other student administration].
 4. Representing their respective Programs [e.g. attending chairs meetings, or in other college or university matters]
- f. Program Coordinators may delegate members of their respective Programs to assist them as needed.

IV. Executive Committee:

- a. The three Program Coordinators shall constitute the Executive Committee of the Division of Anthropology.

- b. The Executive Committee shall meet twice every semester to coordinate on matters common to the Division as a whole [such as scheduling, staff, shared expenses]. Any member of the Executive Committee may call a special meeting, if needed. A minimum of 72 hours notice should be given.
- c. The Executive Committee will meet with Division staff periodically, and will evaluate staff as needed.
- d. The Executive Committee may form ad hoc committees as needed to address Division-level needs. Such committees shall include an equal number of representatives from each Program.
- e. The Executive Committee shall annually designate one of the Program Coordinators to sign any documents that require a Division signature, if needed. The Executive Committee must unanimously approve any such representation of the Division.
- f. A majority of the Executive Committee must approve any decisions that affect the Division as a whole, such as budget, personnel, curriculum, or university policy changes.
- g. The Executive Committee shall be responsible for organizing a voting procedure in the case of proposed amendments to the By-laws. If the By-laws are amended, the Executive Committee will be responsible for providing all Program faculty with updated By-laws.

V. Division Curriculum and Scheduling of Classes:

- a. The existing curriculum of the Division of Anthropology shall be divided such that each course is assigned to a “home program.” [See list, last page.]
- b. Program Coordinators shall be responsible for scheduling the courses for their Programs.
- c. Program Coordinators shall be responsible for scheduling part-time faculty for their Programs.
 - 1. Hiring and scheduling of adjunct faculty shall take place in accordance with CBA guidelines and policies.
 - 2. Coordinators shall agree upon the allocation of adjunct faculty among Programs.
- d. Coordinators shall generally schedule courses from their own Program lists, but may schedule a course from another Program with the approval of that Program’s Coordinator.
 - 1. ANTH 100 is deemed a “shared course.” The Executive Committee will decide each semester how many sections should be allocated to each Program based on budget needs or constraints.
 - 2. ANTH 105 is deemed a “shared course.” The Executive Committee will decide each semester how many sections should be allocated to each Program based on budget needs or constraints.
 - 3. ANTH 480 and ANTH 481 are deemed “shared courses” and may be taught by any Program, as approved by Program Coordinators.
 - 4. ANTH 402 and ANTH 498 are deemed “shared courses” and may be taught by any Program, as approved by Program Coordinators.
 - 5. ANTH 490T is a topical course number that may be used by any Program for approved topics.
 - 6. The faculty of each Program shall be assigned ANTH 499 (Independent Study), ANTH 599 (Independent Graduate Research) and ANTH 491 (Internship) section numbers each semester. Individual faculty may consent to supervise these as they wish.

- e. Summer and Intersession scheduling shall be done by Program Coordinators in accordance with the above guidelines.
- f. New courses and new topical courses (490T or 504T) may be developed by each Program according to its needs. New course proposals shall require majority approval by the Executive Committee before submission to the College curriculum committee.

VI. Program Personnel Committees and RTP Procedures:

- a. Each program will constitute its own Personnel Committee.
- b. Program Coordinators will serve the function of Chair in the RTP process.
- c. Personnel Committee members shall be elected within each Program by majority vote.
 - 1. In the event that there are insufficient eligible faculty in a Program to form a Personnel Committee of three members, eligible faculty from other Programs may be asked if they are willing to serve.
 - 2. Alternatively, Programs may ask faculty from other departments to serve on the Personnel Committee.
 - 3. Program faculty should decide among themselves who outside that Program shall be asked to serve on the Personnel Committee.
- d. The chair of the Personnel Committee shall be determined by each committee as they see fit.

VII. Student Organizations:

- a. The Division of Anthropology has various student clubs.
- b. In accordance with ASI guidelines, at the beginning of each academic year, student officers from each club will select an appropriate faculty member to serve as adviser for the club.

VIII. Amendments

- a. Amendments to the By-laws shall be proposed by a Program, and the Coordinator of that Program shall introduce the proposed amendment to the Executive Committee. If a majority of the Executive Committee supports an amendment, the amendment shall be scheduled for a vote for ratification by all full-time tenure-track faculty in the Division. Amendments to the By-laws shall be ratified and adopted by a two-thirds vote of full-time tenure-track Division faculty.
- b. It shall be the responsibility of the Division Executive Committee [see section IV] to maintain an accurate record of these amendments or changes and to provide updated By-Laws to the Division faculty members.

Anthropology Courses Listed by Home Program [* Shared courses]:

Archaeology	Cultural	Evolutionary
ANTH 100*	ANTH 100*	ANTH 100*
ANTH 105*	ANTH 105*	ANTH 105*
ANTH 103	ANTH 102	ANTH 101
ANTH 321	ANTH 300	ANTH 301
ANTH 327	ANTH 304	ANTH 315
ANTH 380	ANTH 305	ANTH 316
ANTH 381	ANTH 306	ANTH 322
ANTH 382	ANTH 308	ANTH 333
ANTH 383	ANTH 310	ANTH 342
ANTH 403	ANTH 311	ANTH 343
ANTH 404	ANTH 313	ANTH 344
ANTH 418	ANTH 320	ANTH 419
ANTH 427	ANTH 325	ANTH 441
ANTH 430	ANTH 328	ANTH 442
ANTH 460	ANTH 329	ANTH 443
ANTH 461	ANTH 332	ANTH 445
ANTH 463	ANTH 340	ANTH 451
ANTH 476	ANTH 345	ANTH 452
ANTH 480*	ANTH 347	ANTH 453
ANTH 481*	ANTH 350	ANTH 454
ANTH 402*	ANTH 360	ANTH 455
ANTH 498*	ANTH 370	ANTH 456
	ANTH 400	ANTH 480*
	ANTH 401	ANTH 481*
	ANTH 406	ANTH 402*
	ANTH 407	ANTH 498*
	ANTH 408	
	ANTH 409	
	ANTH 410	
	ANTH 414	
	ANTH 415	
	ANTH 416	
	ANTH 417	
	ANTH 420	
	ANTH 435	
	ANTH 470	
	ANTH 482	
	ANTH 497	
	ANTH 480*	
	ANTH 481*	
	ANTH 402*	
	ANTH 498*	

Exhibit B:

Approved Program Changes for the Anthropology MA Degree



CALIFORNIA STATE UNIVERSITY, FULLERTON

Academic Programs

MH-103

P.O. Box 6850, Fullerton, CA 92834/92831 / T 657-278-3602 / F 657-278-7238

Date: June 26, 2015

To: Distribution

From: Dr. Peter Nwosu
Associate Vice President for
Academic Programs

Subject: Approved Program Change
Anthropology MA Degree Requirements

Attached is a copy of approved program change to the MA Anthropology degree requirements.

Effective Fall 2015.

See attached.

Distribution:

N. Dority, A & R Enrollment Services
M. Whatley, Registrar
J. Hackbarth, IT Director/A&R IT
J. Tambio, Programmer Analyst/A&R IT
M. Mezhinsky, Special Consultant/A&R IT
K. Powers, Graduate Studies
L. Winter, Graduate Studies
R. Bodeen, Associate Registrar
E. Estrada, Scheduling Office
G. Matsunaga, Catalog Edit
Academic Programs

S. Fontaine, Dean/HSS
L. Sargeant, Interim Assoc Dean/HSS
C. Wendt, Coordinator/Anthro
B. Erickson, Coordinator/Anthro
J. Patton, Coordinator/Anthro

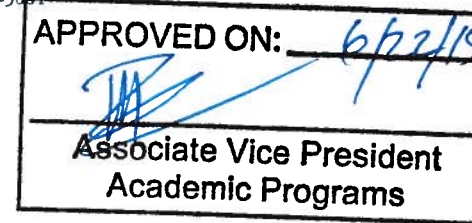
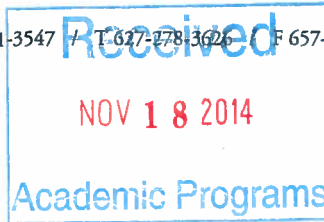


CALIFORNIA STATE UNIVERSITY, FULLERTON

Humanities and Social Sciences

Anthropology Department, MH-426

800 N. State College Blvd., Fullerton, CA 92831-3547 / T 657-278-3626 / F 657-278-5091



DATE: September 11, 2014
TO: Dr. Peter Nwosu
Office of Academic Programs, MH-103

Dr. Katherine Powers
Graduate Studies, MH-112

FROM: Dr. Carl Wendt
Coordinator, Archaeological Anthropology Program

Dr. Barbra Erickson
Coordinator, Cultural Anthropology Program

Dr. John Patton
Coordinator, Evolutionary Anthropology Program

SUBJECT: Proposed Program Changes for the Anthropology MA Degree

Rationale for changes to Anthropology MA degree requirements:

In analyzing our program, the Division of Anthropology faculty have identified a number of ways in which the completion rate of our graduate students could be improved and the requirements of the program could be made more relevant to contemporary anthropological research in the subfields of archaeology, cultural anthropology, and evolutionary anthropology. The purpose of the present proposal is as follows: (1) to make the program more selective by changing admission requirements; (2) to change the course requirements of the Study Plan; (3) to expand the ways in which students can satisfy the graduate writing requirement; (4) to change the methods requirement on the Study Plan; and (5) to add an alternative pathway, in addition to the formal thesis or project, for the culminating experience.

(1) Pre-classification requirements:

We propose that all applicants be required take the graduate record exam (GRE) during the year prior to applying to our program.

(2) Study Plan Course Requirements:

We propose to replace one of the three 504T courses currently required with 510, Research Design, making 510 a required course for all students. Two 504T courses would still be required, along with enough electives and exit option units to make 30 units total.

THE CALIFORNIA STATE UNIVERSITY

Bakersfield / Channel Islands / Chico / Dominguez Hills / East Bay / Fresno / Fullerton / Humboldt / Long Beach / Los Angeles / Maritime Academy
Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma / Stanislaus

Approving courses
to meet the graduate²
writing requirement is the
responsibility
of the
Graduate
Educational
Committee
those
courses
were
approved
on 12/11

(3) Graduate Writing Requirement:

On our existing Study Plan, we required that all graduate students take our ANTH 480 and ANTH 481, which serve as the writing courses for our BA degree (if passed with a C or better). This meant that students from other universities had to take two extra courses. We now wish to make it easier and more straightforward for our graduate students to meet the graduate writing requirement.

- a) We will continue to accept ANTH 480 and ANTH 481 with a C or better; however ANTH 480 and ANTH 481 will no longer be requirements on the Study Plan.
- b) We will accept completion, with a C or better, of the upper division writing requirement from other CSUs.
- c) We seek, in this proposal, to also have each of our three graduate core courses approved as an acceptable way to meet the Graduate Writing Assessment Requirement.

Attached are sample syllabi that are representative of the way we teach our three core courses: ANTH 511, Theory and Method in Biological Anthropology; ANTH 512, Theory and Method in Archaeology; and ANTH 513, Theory and Method in Cultural and Linguistic Anthropology. Each of the sample syllabi were written by faculty who routinely teach the courses. Each of the three courses contains a significant percentage of the total grade that must be met by writing. Further, each course requires multiple types of writing and multiple opportunities to benefit from instructor feedback.

(4) Study Plan Methods Requirement:

Our existing Study Plan calls for either "Competence in foreign language" or "Competence in quantitative methods." The proposed new Study Plan would allow either competence in foreign language or one of a range of methods courses (instead of only quantitative methods).

Option 1: Methods Course

This requirement may be considered fulfilled if a student has taken a methods course as an undergraduate that is approved by his or her advisor. If a student has not taken such a course, the student's advisor will select one of the following courses for the student to complete as appropriate for their chosen subfield and research agenda.

- o ANTH 400 Qualitative Methods in Anthropology
- o ANTH 401 Ethnographic Field Methods
- o ANTH 403 Archaeological Field Methods
- o ANTH 404 Analytical Methods in Archaeology
- o ANTH 406 Descriptive Linguistics
- o ANTH 418 GIS in Archaeology
- o ANTH 445 Quantitative Methods in Anthropology
- o ANTH 455 Behavioral Observation
- o ANTH 476 Archaeological Investigations (field class)
- o ANTH 497 Cultural Investigations (field class)

Option 2: Second Language Proficiency

If proficiency in a second language is deemed appropriate for a student's research agenda by his or her faculty advisor, a student may show proficiency in several alternative ways. These include, for example, having earned a degree in a language other than English, passing an intermediate-level proficiency exam, completing the equivalent of three years of high school study in another language, completing a Study Abroad program in which the language of instruction was not English, and a variety of other ways approved by CSUF.

(5) Alternative Pathway for Culminating Experience

In addition to the Thesis and Projects options, we propose to add a third option in the form of a Comprehensive Exam.

Students completing a project or thesis take 24 units of coursework plus 6 units of ANTH 597 or ANTH 598 respectively. Exams will have no unit value; thus students on the Exam Track will take the same 24 units plus 3 units of ANTH 599 (for directed study related to the exam), and one additional 500-level elective selected in consultation with his or her advisor.

At least one semester before taking the exam, students on the Comprehensive Exam track will select three areas of concentration in consultation with their MA advisers and committee members. The committee will assist the student in preparing for the exam by (e.g.) assigning a reading list and posing questions, and will meet with the student for discussion and guidance. Students will have a total of nine hours to answer questions from each of the three areas during this in-person, closed book exam. The questions will reflect anthropology overall, but will focus on the sub-field (archaeology, cultural anthropology, or evolutionary anthropology) pertaining to the student's own research area and interests.

Summary of Proposed Study Plan Changes:

- ANTH 480/481 no longer required.
- Graduate writing requirement met in multiple ways
- Methods option 1: Methods course selected by faculty advisor from approved list; may be taken as an undergraduate
- Methods option 2 (If deemed an appropriate alternative by faculty advisor): Foreign language met in multiple ways
- Exam option added, in addition to existing thesis and project options

Study Plan A: Thesis

ANTH 510, 511, 512, 513, 504T, 504T, 2 electives, 6 units of ANTH 598 30 units

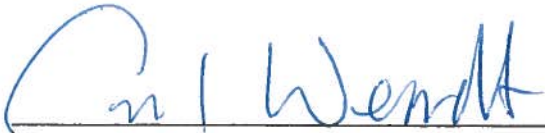
Study Plan B: Project

ANTH 510, 511, 512, 513, 504T, 504T, 2 electives, 6 units of ANTH 597 30 units

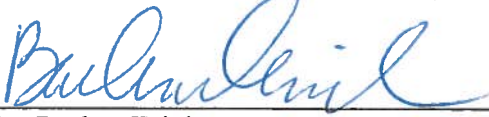
Study Plan C: Exam

ANTH 510, 511, 512, 513, 504T, 504T, 3 electives, 3 units of ANTH 599 30 units

Signatures:



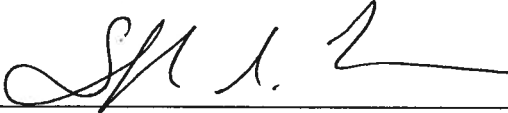
Dr. Carl Wendt
Coordinator and Graduate Advisor, Archaeology Program



Dr. Barbra Erickson
Coordinator and Graduate Advisor, Cultural Anthropology Program

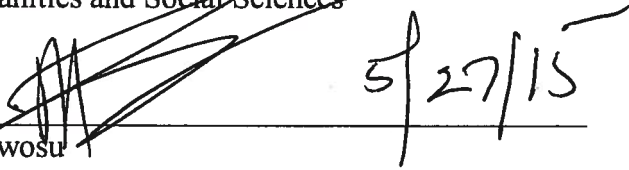


Dr. John Patton
Coordinator and Graduate Advisor, Evolutionary Anthropology Program



Dr. Sheryl Fontaine
Dean, Humanities and Social Sciences

OK
5/27/15

 5/27/15

Dr. Peter Nwosu
Associate Vice President, Academic Programs

Exhibit C:
Visions & Goals

Cal State Fullerton Anthropology Department
Vision & Goals
Final Draft – 12/07/07

Vision:

We shall hold ourselves to the highest standards of professionalism and ethics.

We will be at the theoretical and empirical vanguard in contributing to the anthropological literature.

We will be at the pedagogical vanguard in facilitating our students' education.

We promote the four-field conception of the sub-fields of anthropology as independent yet synergistic.

We promote empiricism and the scientific method in the pursuit of anthropological knowledge.

We promote a humanistic and sociocultural perspective in the pursuit of anthropological knowledge.

We respect the faculty's common and diverse interests and strengths, and we are a mutual support system for each faculty member's pursuit of his/her research and teaching agenda.

We will provide the means to our students to achieve the finest education possible in anthropology without regard to their economic or social background, cultural identity, gender, marital status, physical condition, sexual orientation, religion, political beliefs, age, or country of origin.

We will provide an environment that nurtures and mentors careers in a collegial and supportive fashion without regard to sub-field, research interests, economic or social background, cultural identity, gender, marital status, physical condition, sexual orientation, religion, political beliefs, age, or country of origin.

We will provide our students and colleagues (faculty and staff) a safe environment free of any form of harassment. We respect each other in all of our communications.

We are committed to an environment that promotes research and its dissemination. The creation of knowledge is integral to our teaching mission and our effectiveness as teachers and scholars. Student learning is best served by a faculty immersed in research and teaching. Support of faculty research is also integral to maintaining engagement within our discipline and faculty satisfaction and retention.

We will apportion resources and responsibilities in a fair and equitable manner. The principles underlying fairness and equity include that everyone is treated alike and has equal opportunity. We abhor favoritism and nepotism.

We will be a model of service, civility, and team effort in the development of the department in support of the Missions and Goals of the university.

And in doing so we will build the finest anthropology department in the country.

Goals:

We view the following four areas, Leadership & Governance, Recruitment & Retention, Quality & Performance, and Growth & Development as mutually interactive. Rather than being a sequence of events, the individual goals below are co-occurring and synergistic.

Leadership & Governance

We envision leadership as a set of shared and collegial responsibilities. The faculty exercises its leadership in every area through individual actions in teaching, research, and service as well as through collective action as a board. The chair leads the board and facilitates the success of each faculty member in the conduct of his/her duties and responsibilities and in the pursuit of his/her goals and aspirations. The following individual goals are integral to our model of leadership and collegial governance:

In November 2007 the faculty elected Dr. Jack Bedell to a three year term as chair, achieving self-governance. To maintain this stable self-governance, we will continue to develop and implement our model of shared leadership and collegial governance through defining the roles and responsibilities of faculty and the chair, and through recruiting and socializing new faculty who will contribute to this endeavor.

Consistent with the standards and practices of our discipline, the sub-field wing will be the fundamental organizing unit in the department. We have three wings, Anthropological Archaeology, Biocultural/Evolutionary Anthropology, and Cultural/Social Anthropology that cover the traditional four fields of anthropology as well as topical areas such as applied anthropology, ecological/environmental anthropology, medical anthropology, museum anthropology, and visual anthropology. Caucuses composed of the faculty of each wing will be responsible for curriculum, graduate students, and recruiting pertinent to their own interests with proposed actions submitted by each caucus for overall faculty agreement and approval.

We will dedicate ourselves to learning our professional role when serving on committees such as the DPC.

Recruitment & Retention

We envision the recruitment of new faculty as essential in developing a culture of support and success. In recruiting new faculty we will seek out those who are motivated and excited by the challenges and opportunities in the years ahead. New faculty members will become part of a team environment that nurtures their talents and provides appropriate mentorship. This process includes the following individual goals:

We will achieve a 95% retention rate by 2012.

We will revise our Departmental Guidelines when UPS 210.000 receives final approval with a target of Spring 2009. We will ensure that our Departmental Guidelines take into consideration our new Vision and Goals. This time of growth and promise requires a revised set of expectations for faculty and chair performance that takes into consideration the diverse scholarship currently represented within our department and the growth and diversity of scholarship that we envision in the future. We need to establish a clear statement as to our expectations for faculty performance and ensure that the DPC and chair evaluate RTP portfolios within the letter and the spirit of our Guidelines. RTP reviews must be fair and unbiased and consistent with UPS 210.000. RTP benchmarks will be reviewed and revised as needed.

We will maintain a workload of a maximum of 3 section with 2 preps every semester for every full-time faculty member.

We will work proactively with the Dean and the VPAA to secure adequate research and office space for each full-time faculty member.

We will continue to provide each full-time faculty member with at least one GA per semester.

We will continue to make available guaranteed research and travel funds to each full-time faculty member every AY.

During Spring 2008 we will collectively produce a white paper that details strategies to help establish university policies that facilitate faculty grant getting. This white paper will be circulated widely and to the highest levels of the university.

Quality & Performance

We will provide each student with a broad and comprehensive education in anthropology consistent with our department learning goals. To that end, we will achieve the following individual goals regarding our curriculum and support for students:

We will use our assessment program to expand the depth and breadth of our undergraduate and graduate curriculum:

- to emphasize the current state-of-the-art in all sub-fields of anthropology.

- to ensure that students receive current state-of-the-art training in applied areas of anthropology to develop marketable skills.
- to ensure that students receive sufficient methodological training.
- to reflect the strengths and interests of the full time faculty.
- to increase the requirements for both undergraduates and graduate students to better emphasize methodological skills and the linkages between theory and methods.
- to require every student to successfully complete a course in quantitative methods.
- to infuse writing throughout the curriculum.

We will achieve SFR of 40:1 in 100-level classes, 30:1 in 300-level classes, 20:1 in 400-level classes, and 15:1 in 500-level classes by 2012 with the goal of not exceeding our budgeted SFR.

We will shift from a service department to a department where 50% of our FTES is generated by majors by 2012.

We will increase the quality of students entering our MA program through:

- Only accepting students who have been selected by a faculty advisor.
- Limiting the size of the incoming class based on the average number of advisees per f-t faculty member, using an average number of six as a benchmark.
- Recommending the GRE for advisement purpose.

We will increase the number of graduate students receiving financial support from 10% to 20% by 2012.

We will require all students to be involved in research by 2012.

In each academic year, if a web section of a course is offered a traditional section will be offered as well.

We will work with colleagues across campus to align our students' curricular needs with the offerings of other programs.

Growth & Development

We will promote the major to incoming freshman with a goal of increasing majors by 10% per year through 2012.

We will work to increase the department allocation by at least 35% to achieve 27.2 FTEF by 2012.

We will work to increase the f-t/p-t ratio to 80/20 by 2012.

We will expand our outreach program with the goal of introducing anthropology to the K-12 curriculum.

We will develop the capacity and reputation to develop a PhD program by 2012.

We will define the role of the Teaching Museum in the development of the department, producing a white paper by Fall 2009.

**UNANIMOUSLY ADOPTED AND APPROVED BY THE FACULTY OF THE
DEPARTMENT OF ANTHROPOLOGY, CALIFORNIA STATE UNIVERSITY
FULLERTON, DECEMBER 7, 2007**

Exhibit D:

Articulation of University Mission, Goals, and Strategies with Department of
Anthropology

CSUF Mission, Goals, and Strategies	Anthropology Vision Statement	Learning Goal	Learning Outcome
Provide experiences in and out of the classroom that attend to issues of culture, ethnicity, and gender and promote a global perspective	We will use our assessment program to expand the depth and breadth of our undergraduate and graduate curriculum: <ul style="list-style-type: none"> to emphasize the current state-of-the-art in all sub-fields of anthropology. 	Apply the holistic and comparative perspective inherent in anthropological knowledge to real world problems	1). Students can identify and interpret a real world problem using a holistic and comparative approach
Integrate knowledge with the development of values, professional ethics, and the teamwork, leadership, and citizenship skills necessary for students to make meaningful contributions to society.		Demonstrate leadership and teamwork in a diverse environment	2). Students can effectively collaborate to produce a group project
Integrate advances in information technologies into learning environments	We will use our assessment program to expand the depth and breadth of our undergraduate and graduate curriculum: <ul style="list-style-type: none"> to require every student to successfully complete a course in quantitative methods. 	Perform data collection and analysis -both quantitative and qualitative-specific to all four subfields of anthropology	3). Students can collect data from primary or secondary sources 4). Students can analyze data using quantitative and qualitative methods using professional software

CSUF Mission, Goals, and Strategies	Anthropology Vision Statement	Learning Goal	Learning Outcome
Develop a strong library which provides rapid access to global information and serves as a nexus for learning		Identify and assess information resources and technology to research current issues in all four subfields of anthropology	5). Students can generate an annotated bibliography and classify material based on peer-review and whether it is a review article or book chapter, original research article or book chapter, or a monograph.
Integrate teaching, scholarly and creative activities, and the exchange of ideas.		Examine and relate current issues in anthropology	6). Students can identify current debates in anthropology and they can evaluate the logic of an argument
Assess student learning collegially and continually use the evidence to improve programs	We will use our assessment program to expand the depth and breadth of our undergraduate and graduate curriculum: <ul style="list-style-type: none"> • to infuse writing throughout the curriculum. 	Produce written communication that interprets information in an effective manner	7). Students can produce written communication that is characterized by clarity, insight, the proper citation of sources and strict adherence to the basic rules of grammar, and spelling

CSUF Mission, Goals, and Strategies	Anthropology Vision Statement	Learning Goal	Learning Outcome
Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.	We will use our assessment program to expand the depth and breadth of our undergraduate and graduate curriculum: <ul style="list-style-type: none"> • to increase the requirements for both undergraduates and graduate students to better emphasize methodological skills and the linkages between theory and methods. 	Synthesize and interpret theoretical perspectives specific to anthropology and general to the social and natural sciences	8). Students can identify and compare at least three theoretical perspectives
Integrate knowledge with the development of values, professional ethics, and the teamwork, leadership, and citizenship skills necessary for students to make meaningful contributions to society	We shall hold ourselves to the highest standards of professionalism and ethics.	Operate in an ethical manner with respect to human and animal participants in research, colleagues, and students	9). Students can complete the IRB or IACUC tutorial with a 100% grade 10). Students follow professional and ethical standards in research design and implementation
Encourage departments to reconsider the nature and kinds of scholarship within the discipline and to create a culture conducive to scholarly and creative activity.		Critique and interpret history of anthropological thought and anthropological theory	11). Students can explain significant schools of anthropological thought

CSUF Mission, Goals, and Strategies	Anthropology Vision Statement	Learning Goal	Learning Outcome
<p>Create opportunities in and out of the classroom for collaborative activities for students, faculty, and staff</p> <p>Cultivate student and staff involvement in faculty scholarly and creative activities</p>	<p>We will require all students to be involved in research by 2012</p>	<p>Compare and select appropriate research design and methods</p>	<p>12). Students can develop research question or problem statement within a theoretical framework</p> <p>13). Students can identify appropriate sampling frame</p> <p>14). Students can identify appropriate analytical method</p>
<p>Establish an environment where learning and the creation of knowledge are central to everything we do.</p> <p>Integrate teaching, scholarly and creative activities, and the exchange of ideas.</p>		<p>Integrate and explain evolutionary theory and the history of humankind and the nonhuman primates</p>	<p>15). Students can apply the principles of Neodarwinism and evolutionary ecology to understand adaptation, variation, and evolution in the human lineage</p>
<p>Provide experiences in and out of the classroom that attend to issues of culture, ethnicity, and gender and promote a global perspective.</p>		<p>Identify cultural relativism and cultural identity</p>	<p>16). Students can discriminate among anthropological theories on a continuum from universalism to relativism</p> <p>17). Students can analyze the elements of cultural identity for a specific group</p>

CSUF Mission, Goals, and Strategies	Anthropology Vision Statement	Learning Goal	Learning Outcome
<p>Establish an environment where learning and the creation of knowledge are central to everything we do.</p> <p>Integrate teaching, scholarly and creative activities, and the exchange of ideas.</p>		<p>Discuss human communication and language</p>	<p>18). Students can discuss the elements of communication and the characteristics and significance of language</p>
<p>Establish an environment where learning and the creation of knowledge are central to everything we do.</p> <p>Integrate teaching, scholarly and creative activities, and the exchange of ideas.</p>		<p>Interpret past human activity</p>	<p>19). Students can interpret past human activity using anthropological theory and the principles of archeological fieldwork</p>

CSUF Mission, Goals, and Strategies	Anthropology Vision Statement	Learning Goal	Learning Outcome
		Appraise and relate interactions of humans with ecological systems	20). Students can evaluate the effect of ecological conditions on human behavior and adaptation as well as the impact of human activity on the environment
Integrate knowledge with the development of values, professional ethics, and the teamwork, leadership, and citizenship skills necessary for students to make meaningful contributions to society	We shall hold ourselves to the highest standards of professionalism and ethics.	Review and summarize ethics in anthropology	21). Students can explain the AAA code of ethics and the ethical guidelines and positions of the pertinent professional associations associated with the subfields of anthropology

Exhibit E:
Sample Course Planning Grid

Department Learning Outcome	ANTH 315 Learning Outcome	Bloom's Level	Assignment
❖ Students can identify and interpret a real world problem using a holistic and comparative approach	Students can identify ecological and social threats to contemporary food systems cross-culturally. Students can explain ecological and social challenges to human growth and development.	1&2 Know and Translate	Lab 2: Dietary Shifts and Time Allocation Lab 4: Human Growth and Development Quizzes 1-8
❖ Students can collect data from primary or secondary sources ❖ Students can analyze data using quantitative and qualitative methods	Students can collect data and understand explicit and implicit assumptions in research Students can utilize nutrition and time allocation data from published sources and compare it with their own nutrition and time allocation data as well as cross-culturally.	3&4 Apply and Analyze	Lab 1: Dietary Shifts: Nutrient Analysis Lab 2: Dietary Shifts and Time Allocation
❖ Students can generate an APA format bibliography of refereed journal articles using electronic databases and RefWorks	Students can submit an APA format bibliography.	2 Translate	Lab write-ups in essay form
❖ Students can produce written communication that is characterized by clarity, insight, the proper citation of sources and strict adherence to the basic rules of grammar, syntax, and spelling	Students can produce a well written report in essay form that is characterized by clarity, insight, the proper citation of sources and strict adherence to the basic rules of grammar, syntax, and spelling.	5 Synthesize	Lab write-ups in essay form "Take some time to refresh your writing skills. You will find it essential to successfully complete the written component of the assignment. Go to the writing workshop folder and work through the material. Outline each of your answers before you begin to write."

Department Learning Outcome	ANTH 315 Learning Outcome	Bloom's Level	Assignment
❖ Students can develop research question or problem statement within a theoretical framework	Students can identify and explain a significant thesis/problem statement corresponding to four topical areas.	1 and 2 Know and Translate	Write-ups for labs 1-4 in essay form "Each of your answers should begin with a strong introductory paragraph. Clearly state the main point or thesis statement of your essay in this introductory paragraph."
❖ Students can apply the principles of Neodarwinism and evolutionary ecology to understand adaptation, variation, and evolution in the human lineage	Students can employ evolutionary theory to examine modern health concerns as part of a novel diet and environment.	3 Apply	Lab 1: Dietary Shifts: Nutrient Analysis
❖ Students can analyze the elements of cultural identity for a specific group	Students can identify and compare salient ecological and social features of food systems cross-culturally.	1 and 4 Know and Analyze	Lab 3: Food within the Social Domain Quizzes 1-8
❖ Students can evaluate the effect of ecological conditions on human behavior and adaptation as well as the impact of human activity on the environment	Students can identify aspects of food systems related to sustainability and the global marketplace.	1 Know	"Follow the Bean" exercise based on Frontline Documentary "The Greening of Eritrea" documentary and associated quiz

Representative Articulation with University Mission, Goals, and Strategies*

CSUF Goals and Strategies	Anthropology Reflection and Planning
<p>IV. To make collaboration integral to our activities, we will:</p> <p>A. Create opportunities in and out of the classroom for collaborative activities for students, faculty, and staff.</p>	<p>We engage in ongoing collaborative activities with the Fullerton Arboretum, field schools, and Cultural Resource Management (CRM) firms. Many faculty provide opportunities for undergraduate and graduate students in research, for example, through service learning opportunities at the Santa Ana Zoo, LA Zoo, and CSUF Children's Center</p>
<p>VII. To expand connections and partnerships with our region, we will:</p> <p>A. Develop mutually beneficial working partnerships with public and private sectors within our region.</p> <p>C. Develop community-centered programs and activities, consistent with our mission and goals, that serve the needs of our external communities.</p>	<p>Fullerton Arboretum Orange County Collection</p>
<p>VI. To increase external support for university programs and priorities, we will</p> <p>B. Strengthen links with our alumni that optimize an on-going commitment to the success of the University.</p> <p>VII. To expand connections and partnerships with our region, we will:</p> <p>D. Involve alumni as valued participants in the on-going life of the university.</p>	<p>Alumni Survey</p>
<p>VI. To increase external support for university programs and priorities, we will</p> <p>A. Increase the proportion of campus resources generated by private giving.</p>	<p>Curation project Zimmerman Grant</p>
<p>VI. To increase external support for university programs and priorities, we will</p> <p>C. Increase our effectiveness in obtaining grants and contracts, consistent with university mission and goals.</p>	<p>Orange County Collection</p>

* This list is not meant to be exhaustive but is illustrative of activities under the period of review.

CSUF Goals and Strategies	Anthropology Reflection and Planning
<p>III. To enhance scholarly and creative activity, we will:</p> <p>B. Encourage departments to reconsider the nature and kinds of scholarship within the discipline and to create a culture conducive to scholarly and creative activity.</p>	<p>Quantitative methods Additional methods conversations and curriculum development</p>
<p>V. To create an environment where all students have the opportunity to succeed, we will:</p> <p>B. Ensure that students of varying age, ethnicity, culture, academic experience, and economic circumstances are well served.</p>	<p>Active Student Organizations and Clubs</p>
<p>VIII. To strengthen institutional effectiveness, collegial governance and our sense of community, we will:</p> <p>A. Assess university activities and programs to ensure that they fulfill our mission and to identify areas of needed improvement, change, or elimination.</p>	<p>Assessment Program</p>
<p>VIII. To strengthen institutional effectiveness, collegial governance and our sense of community, we will:</p> <p>B. Create simplified and responsive decision-making structures that reduce fragmentation and increase efficiency.</p>	<p>Develop coherence and simplify committee structure</p>
<p>VIII. To strengthen institutional effectiveness, collegial governance and our sense of community, we will:</p> <p>F. Strengthen shared collegial governance in order to build community and acknowledge our collective responsibility to achieve the University's goals.</p> <p>I. To ensure the preeminence of learning, we will:</p> <p>D. Affirm the university's commitment to freedom of thought, inquiry, and speech.</p>	<p>Endorse Civility Statement Develop and Endorse Department Vision and Goals</p>

CSUF Goals and Strategies	Anthropology Reflection and Planning
<p>VIII. To strengthen institutional effectiveness, collegial governance and our sense of community, we will:</p> <p>D. Provide a good work environment with effective development and training programs that assist employees in meeting their job requirements and in preparing for advancement.</p>	<p>Encourage part-time faculty and staff in development programs Development of Faculty Online Learning Community for full and part time faculty teaching online</p>
<p>VIII. To strengthen institutional effectiveness, collegial governance and our sense of community, we will:</p> <p>G. Enhance a sense of community to ensure that faculty, students, and staff have as a common purpose the achievement of the overall goals of the University.</p>	<p>Work effectively with outside consultant facilitator</p>
<p>I. To ensure the preeminence of learning, we will:</p> <p>G. Integrate advances in information technologies into learning environments.</p>	<p>Online Learning</p>
<p>I. To ensure the preeminence of learning, we will:</p> <p>H. Develop a strong library which provides rapid access to global information and serves as a nexus for learning.</p>	<p>Develop Library Resources Integrate Information Literacy into curriculum</p>
<p>II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will</p> <p>C. Develop a coherent and integrated general education program.</p>	<p>We offer x GE approved/certified courses most also web certified</p>
<p>II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will</p> <p>D. Provide experiences in and out of the classroom that attend to issues of culture, ethnicity, and gender and promote a global perspective.</p>	<p>Encourage non continental US field schools: La Suerte Danta</p>
<p>II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will</p> <p>G. Provide opportunities to learn from external communities through internships, cooperative education, and</p>	<p>Quadrupled number of students involved in internships on a semester basis</p>

CSUF Goals and Strategies	Anthropology Reflection and Planning
<p>II. To provide high quality programs that meet the evolving needs of our students, community, and region, we will</p> <p>F. Capitalize on the uniqueness of our region, with its economic and cultural strengths, its rich ethnic diversity, and its proximity to Latin America and the Pacific Rim.</p>	<p>Latin American connections</p> <p>Select field operations provide learning opportunities unique to region, for example San Nicolas Island</p>
<p>III. To enhance scholarly and creative activity, we will:</p> <p>D. Cultivate student and staff involvement in faculty scholarly and creative activity.</p>	<p>Taking students to the field and accompanying students to the AAA for poster presentations</p> <p>Providing research experience for undergraduates</p>
<p>III. To enhance scholarly and creative activity, we will:</p> <p>A. Support faculty research and grant activity that leads to the generation, integration and dissemination of knowledge.</p>	<p>Encourage and reward intra- and extramural grant activity with assigned time</p>
<p>III. To enhance scholarly and creative activity, we will:</p> <p>C. Encourage departments to implement a plan and personnel document supportive of scholarly and creative activities consistent with collegial governance and the university's mission and goals..</p>	<p>Our department standards for retention, tenure, and promotion recognize the role of scholarship</p>
<p>III. To enhance scholarly and creative activity, we will:</p> <p>E. Provide students, faculty, and staff access to and training in the use of advanced technologies supportive of research, scholarly, and creative activity.</p>	<p>Allocated lottery grants to facilitate classroom teaching and research</p>
<p>VI. To increase external support for university programs and priorities, we will</p> <p>C. Increase our effectiveness in obtaining grants and contracts, consistent with university mission and goals.</p>	<p>Cross list courses with other departments, for example, Biology, Linguistics, and Women's Studies</p>

CSUF Goals and Strategies	Anthropology Reflection and Planning
<p>V. To create an environment where all students have the opportunity to succeed, we will:</p> <p>C. Facilitate a timely graduation through class availability and effective retention, advisement, career counseling, and mentoring.</p>	<p>Facilitate timely graduation through scheduling advisement, holding mandatory meetings with students on probation, and sending letters of congratulations to students on the Dean's List</p>
<p>I. To ensure the preeminence of learning, we will:</p> <p>E. Recruit and retain a highly-qualified and diverse staff and faculty.</p>	<p>Recruiting highly qualified faculty. The guiding precept in hiring faculty is a commitment to teaching and scholarship.</p>
<p>I. To ensure the preeminence of learning, we will:</p> <p>H. Develop a strong library which provides rapid access to global information and serves as a nexus for learning.</p>	<p>Receptive to library donations especially to flesh out existing collections with seminal works and classic ethnographies. The department library is housed in MH 2 and MH 422.</p>
<p>I. To ensure the preeminence of learning, we will:</p> <p>B. Integrate teaching, scholarly and creative activities, and the exchange of ideas.</p>	<p>Faculty who actively publish and engage in research bring currency of the field to the classroom</p>
<p>I. To ensure the preeminence of learning, we will:</p> <p>F. Develop and maintain attractive, accessible, and functional facilities that support learning.</p>	<p>We have upgraded our office furniture, public space furniture, and our museum and lab space</p>

Exhibit F:

Museum Studies Minor (sample courses)

Tentative Museum Studies Minor (21 units) [or certificate program]

Includes hands-on training, internships, and practical experience leading to career paths in museum work. Core courses, required internship, and choice of interdisciplinary electives to support a student's individual interests and goals.

Core Courses (12 units):

(1) ANTH 302 (new) Introduction to Museum Studies

History of museums and collections, creative careers in museums, types of museums, purpose of museums, social and cultural aspects of museums, scientific collections and cultural collections.

(2) ANTH 352 (new) "Title"

Collection management, exhibit design, accessibility issues in museums, oral history, public and community history, heritage, visual arts, ethics.

(3) ANTH 402 Museum Science

Exhibition planning, budget issues, proposal writing; curation, museum theory, signage planning and research, installation design.

-OR-

ART 466 Museum Education

History of museum education, its philosophy and issues. Events organization, writing interpretive materials, budgets and grants, conducting tours.

(4) ANTH 498 Museum Practicum

Installation of an exhibit; planning and building displays, catalog preparation, outreach activities. Uses Anthropology Teaching Museum, and/or TSU or Library exhibit space.

Internship (3 units):

ANTH 491 Internship

Required internship experience at a museum or research facility, such as [but not limited to] the Bowers Museum (cultural, archaeology), the Cooper Center (cultural, archaeology, paleontology), or the Los Angeles Museum of Natural History (cultural, archaeology, paleontology).

Electives (6 units)

ART 464 Museum Conservation

ANTH 409 Applied Anthropology

ANTH 420 Visual Anthropology

ANTH 350 Culture and Education

ANTH 306 Culture and Art

GEOG 322 Paleontology

BIOL 447 Ethnobotany

HIST 492B Introduction to Oral History

HIST 492C Practicum in Public History

HIST 493A Oral History

HIST 493B Oral History/Guided Autobiography

Exhibit G:

Division of Anthropology By-Laws

**DIVISION OF ANTHROPOLOGY
BY-LAWS [Draft 7]**

I. The By-laws:

- a. These By-laws, in conjunction with the relevant University and College policies, shall serve as the basis for Division governance and Division administrative structure.
- b. These By-laws shall become operative when adopted by a two-thirds vote of Division full time tenure-track faculty.

II. Division Administrative Structure:

- a. The Division of Anthropology shall be composed of three Programs: Archaeology, Cultural Anthropology, and Evolutionary Anthropology.
- b. The Division budget shall be apportioned according to faculty allocation (FTEF) of each program. Each Program shall have a separate budget, and shall use those funds according to the program's needs [with the exception of operating expenses common to the Division as a whole, which shall be shared].
- c. Each Program shall be responsible for its own class scheduling. [See section V.]
- d. Each Program shall constitute its own Program Personnel Committee. [See section VI.]
- e. Each Program shall constitute its own recruitment committee, and each will hire new faculty according to the needs of the Program.
- f. Each Program shall constitute its own graduate selections committee, and will select new graduate students in accordance with Division policies.

III. Program Coordinators:

- a. The Programs of Archaeology, Cultural Anthropology, and Evolutionary Anthropology shall each have a Program Coordinator.
- b. Program Coordinators for each Program shall be elected by a majority vote within that Program.
- c. The normal term length of a Coordinator shall be three years. In the event of a vacancy, a new Program Coordinator shall be selected by the members of the Program to fulfill the balance of the existing term.
- d. Program Coordinators ideally should be tenured faculty.
- e. Program Coordinators shall be responsible for the following:
 1. Overseeing the budget for their respective Programs
 2. Scheduling for their respective Programs
 3. Student Advisement for their respective Programs [including grade change forms, drop forms, and other student administration].
 4. Representing their respective Programs [e.g. attending chairs meetings, or in other college or university matters]
- f. Program Coordinators may delegate members of their respective Programs to assist them as needed.

IV. Executive Committee:

- a. The three Program Coordinators shall constitute the Executive Committee of the Division of Anthropology.

- b. The Executive Committee shall meet twice every semester to coordinate on matters common to the Division as a whole [such as scheduling, staff, shared expenses]. Any member of the Executive Committee may call a special meeting, if needed. A minimum of 72 hours notice should be given.
- c. The Executive Committee will meet with Division staff periodically, and will evaluate staff as needed.
- d. The Executive Committee may form ad hoc committees as needed to address Division-level needs. Such committees shall include an equal number of representatives from each Program.
- e. The Executive Committee shall annually designate one of the Program Coordinators to sign any documents that require a Division signature, if needed. The Executive Committee must unanimously approve any such representation of the Division.
- f. A majority of the Executive Committee must approve any decisions that affect the Division as a whole, such as budget, personnel, curriculum, or university policy changes.
- g. The Executive Committee shall be responsible for organizing a voting procedure in the case of proposed amendments to the By-laws. If the By-laws are amended, the Executive Committee will be responsible for providing all Program faculty with updated By-laws.

V. Division Curriculum and Scheduling of Classes:

- a. The existing curriculum of the Division of Anthropology shall be divided such that each course is assigned to a “home program.” [See list, last page.]
- b. Program Coordinators shall be responsible for scheduling the courses for their Programs.
- c. Program Coordinators shall be responsible for scheduling part-time faculty for their Programs.
 - 1. Hiring and scheduling of adjunct faculty shall take place in accordance with CBA guidelines and policies.
 - 2. Coordinators shall agree upon the allocation of adjunct faculty among Programs.
- d. Coordinators shall generally schedule courses from their own Program lists, but may schedule a course from another Program with the approval of that Program’s Coordinator.
 - 1. ANTH 100 is deemed a “shared course.” The Executive Committee will decide each semester how many sections should be allocated to each Program based on budget needs or constraints.
 - 2. ANTH 105 is deemed a “shared course.” The Executive Committee will decide each semester how many sections should be allocated to each Program based on budget needs or constraints.
 - 3. ANTH 480 and ANTH 481 are deemed “shared courses” and may be taught by any Program, as approved by Program Coordinators.
 - 4. ANTH 402 and ANTH 498 are deemed “shared courses” and may be taught by any Program, as approved by Program Coordinators.
 - 5. ANTH 490T is a topical course number that may be used by any Program for approved topics.
 - 6. The faculty of each Program shall be assigned ANTH 499 (Independent Study), ANTH 599 (Independent Graduate Research) and ANTH 491 (Internship) section numbers each semester. Individual faculty may consent to supervise these as they wish.

- e. Summer and Intersession scheduling shall be done by Program Coordinators in accordance with the above guidelines.
- f. New courses and new topical courses (490T or 504T) may be developed by each Program according to its needs. New course proposals shall require majority approval by the Executive Committee before submission to the College curriculum committee.

VI. Program Personnel Committees and RTP Procedures:

- a. Each program will constitute its own Personnel Committee.
- b. Program Coordinators will serve the function of Chair in the RTP process.
- c. Personnel Committee members shall be elected within each Program by majority vote.
 - 1. In the event that there are insufficient eligible faculty in a Program to form a Personnel Committee of three members, eligible faculty from other Programs may be asked if they are willing to serve.
 - 2. Alternatively, Programs may ask faculty from other departments to serve on the Personnel Committee.
 - 3. Program faculty should decide among themselves who outside that Program shall be asked to serve on the Personnel Committee.
- d. The chair of the Personnel Committee shall be determined by each committee as they see fit.

VII. Student Organizations:

- a. The Division of Anthropology has various student clubs.
- b. In accordance with ASI guidelines, at the beginning of each academic year, student officers from each club will select an appropriate faculty member to serve as adviser for the club.

VIII. Amendments

- a. Amendments to the By-laws shall be proposed by a Program, and the Coordinator of that Program shall introduce the proposed amendment to the Executive Committee. If a majority of the Executive Committee supports an amendment, the amendment shall be scheduled for a vote for ratification by all full-time tenure-track faculty in the Division. Amendments to the By-laws shall be ratified and adopted by a two-thirds vote of full-time tenure-track Division faculty.
- b. It shall be the responsibility of the Division Executive Committee [see section IV] to maintain an accurate record of these amendments or changes and to provide updated By-Laws to the Division faculty members.

Anthropology Courses Listed by Home Program [* Shared courses]:

<u>Archaeology</u>	<u>Cultural</u>	<u>Evolutionary</u>
ANTH 100*	ANTH 100*	ANTH 100*
ANTH 105*	ANTH 105*	ANTH 105*
ANTH 103	ANTH 102	ANTH 101
ANTH 321	ANTH 300	ANTH 301
ANTH 327	ANTH 304	ANTH 315
ANTH 380	ANTH 305	ANTH 316
ANTH 381	ANTH 306	ANTH 322
ANTH 382	ANTH 308	ANTH 333
ANTH 383	ANTH 310	ANTH 342
ANTH 403	ANTH 311	ANTH 343
ANTH 404	ANTH 313	ANTH 344
ANTH 418	ANTH 320	ANTH 419
ANTH 427	ANTH 325	ANTH 441
ANTH 430	ANTH 328	ANTH 442
ANTH 460	ANTH 329	ANTH 443
ANTH 461	ANTH 332	ANTH 445
ANTH 463	ANTH 340	ANTH 451
ANTH 476	ANTH 345	ANTH 452
ANTH 480*	ANTH 347	ANTH 453
ANTH 481*	ANTH 350	ANTH 454
ANTH 402*	ANTH 360	ANTH 455
ANTH 498*	ANTH 370	ANTH 456
	ANTH 400	ANTH 480*
	ANTH 401	ANTH 481*
	ANTH 406	ANTH 402*
	ANTH 407	ANTH 498*
	ANTH 408	
	ANTH 409	
	ANTH 410	
	ANTH 414	
	ANTH 415	
	ANTH 416	
	ANTH 417	
	ANTH 420	
	ANTH 435	
	ANTH 470	
	ANTH 482	
	ANTH 497	
	ANTH 480*	
	ANTH 481*	
	ANTH 402*	
	ANTH 498*	

CVs

2-page CVs of T/TT Faculty

AHMED AFZAL

Division of Anthropology, CSU Fullerton | Office MH -426 G | 657-278-3626 | aafzal@fullerton.edu

EDUCATION

- 2005 PhD Anthropology, Yale University
2001 MPhil Anthropology, Yale University
1996 MSc Department of Geography, London School of Economics, University of London, *Distinction*
1992 Bachelor of Arts, Self-Designed Major: *Third World Studies*, Vassar College

Dissertation Title: *Islam and Transnational Citizenship: Pakistani Immigrants in Texas*

ACADEMIC POSITIONS

I have previously taught as a full-time faculty at Colgate University, Purchase College and CSU Stanislaus. I was first hired at CSUF as a visiting professor in Fall 2016, and then as an Assistant Professor in Fall 2017.

TEACHING PERFORMANCE

Teaching Assignments at CSUF: Since joining CSUF in Fall 2016, I have taught the following courses:

Anth 102 Introduction to Cultural Anthropology	Anth 305 Anthropology of Religion
Anth 310 Urban Anthropology	Anth 311 Culture and Communication
Anth 332 Gender in Cross-Cultural Perspective	Anth 486 Anthropology of Digital Media

Student Evaluations

Since I have been at CSU Fullerton (Fall 2016), my total average SOQ scores have consistently been in the “excellent” category according to our Departmental standards (above 3.30). My SOQ Summary Means have consistently been above the Department Summary Mean.

Advisement

I have been a committee member for a graduate student in cultural anthropology in Fall 2017, and serve as the faculty advisor for the Pakistani Student Association at CSUF since fall 2017.

SCHOLARSHIP AND CREATIVE ACTIVITIES

Book-length Monograph

Lone Star Muslims: Transnational Lives and the South Asian Experience in Texas. New York: New York University Press. 2014. (<http://nyupress.org/books/9781479855346/>).

Lone Star Muslims has been reviewed in *American Anthropologist*, *Anthropological Quarterly*, *Journal of American Studies*, *Journal of Asian American Studies*, *Journal of Ethnic and Racial Studies*, *Reading Religion*, and *Social Anthropology*.

Peer Reviewed Journal Articles

Beyond “Hi...Pic? Location?": Grindr, social media and the refashioning of sexuality among gay and bisexual men in Pakistan. Under preparation for submission to *Women Studies Quarterly*.

“Being Gay Has Been a Curse for Me”: Gay Muslim Americans, narrative and negotiations of belonging in the Muslim ummah. *Journal of Language and Sexuality, Special Issue: Queering Borders: Language, Sexuality and Migration*, 3: 1 (2014), 60-86.

From an Informal to a Transnational Muslim Heritage Economy: Transformations in the Pakistani ethnic economy in Houston, Texas. *Urban Anthropology*, 39: 4 (2010), 397-424.

Public Policy Limitations: The individual, the family and AIDS in Pakistan. *Development: Journal of the Society for International Development* 2 (1995), 61-63.

Book Chapters

Pakistani Families. In *Asian Families in North America*, edited by Uwe P. Gielen, Roy Moodley, and Saadia Akram. New York: Springer Press. Draft submitted for peer review in August 2017.

“You’ll Learn Much about Pakistanis from Listening to Radio”: Pakistani radio programming in Houston, Texas. In *Global Asian American Popular Cultures*, edited by Shilpa Dave, LeiLani Nishime, and Tasha Oren, pp. 124-138. New York: New York University Press. May 2016.

Islam, Marriage, and Yaari: Making meaning of male same-sex sexual relationships in Pakistan. In *Cultural Politics of Gender and Sexuality in Contemporary Asia*, edited by Tiantian Zheng, pp. 187-204. Honolulu: U. of Hawai’i Press. March 2016.

“It’s Allah’s Will that I am Here”: U.S. State surveillance and the immigrant experience of the Pakistani Muslim working poor”. In *Shifting Positionalities: The Local and Global Geopolitics of Surveillance and Policy*, edited by M. Viteri & A. Tobler, pp. 184-203. UK: Cambridge Scholars. 2009.

Family Planning & Male Friendships: *Saathi* condom and male same sex-sexual desire in Pakistan. In *Culture & the Condom*, edited by K. Anijar & T. DaoJensen, pp. 177-205. N.Y.: Peter Lang. 2005.

Administration of Rawalpindi District, Pakistan. In *District and Police Systems in Pakistan*, pp. 55-155. Islamabad, Pakistan: Vanguard Books. 1999.

Reviews & Encyclopedia Chapters

Film Review of *Visible Silence* (2016). Directed by Ruth Gumnit. *Urbanites: Journal of Urban Ethnography*. Forthcoming in Spring 2018.

Invited Review of *Queer Beirut*, by Sofian Merabet. *American Ethnologist*. 42: 4: 785-87, Nov 2015.

Intimacies, Relationships and Socialities: South Asians and Racialist America in the Early Twentieth Century. A Review Essay of *Bengali Harlem and the Lost Histories of South Asian America*, by Vivek Bald; *Stranger Intimacy: Contesting Race, Sexuality, and the Law in the North American West*, by Nayan Shah; and *Coolie Woman: The Odyssey of Indenture*, by Gaiutra Bahadur. *American Studies Journal*. 54: 2: 5-17, June 2015.

Gay Rights and Legislation in Puerto Rico. In *Proud Heritage: People, Issues, and Documents of the LGBT Experience* (3 vols.), edited by Chuck Stewart, pp. 1157-64. Santa Barbara: ABC-Clio, 2014.

Invited Review of *Terrifying Muslims: Race and Labor in the South Asian Diaspora*, by Junaid Rana. *American Anthropologist*, 116: 1: 42-43, March 2014.

Invited Review of *Muslims in Motion: Islam and Muslim Identity in the Bangladeshi Diaspora*, by Nazli Kibria. *Amerasia Journal*, 39: 2: 126-129, 2013.

“Ethnocentrism” and “Veil”. *Encyclopedia of Immigrant Health*, edited by S. Loue and M. Sajatovic, pp. 655-56 and pp. 1468-69. New York: Springer + Business, 2011.

Conference Presentations and Invited Lectures

- Since 2001, I have presented research at the annual meetings of the American Anthropological Association, the Society for Applied Anthropology, the Association of American Geographers, the Association of Asian American Studies, American Studies Association, Society for the Anthropology of North America, and the Association of Asian Studies.
- I have given invited lectures/presentations at the annual Phi Kappa Phi Week (CSU Stanislaus), Yale Center for Transnational Cultural Analysis (Yale University), Ethnography and Social Theory Colloquium (Yale University), *Solidarity: A Regional Conference on Socio-Economic Disparities in South Asian America* (Yale University), *Urban Charisma Conference* (Yale University), Conference on *The New Frontiers of Race: Criminalities, Cultures, and Policing in the Global Era* (University of Chicago), Conference on *Surveillance and Inequality* (Arizona State University), Keynote paper at South Asia Consortium’s symposium on *South Asian Religious Transnationalism: Regional Dynamics, Global Passages* (Syracuse University), Faculty Colloquium Series (Purchase College), and Asia Society in Houston, Texas.

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

- On-going ethnographic research on South Asian media industries in the United States, queer male sexualities, and cosmopolitanism and urbanism in Pakistan.
- Member of American Anthropological Association, Society for Urban, National and Transnational/Global Anthropology, Asian American Studies Association, Association of Asian Studies, Association of American Geographers, Society for Applied Anthropology, and Association for Queer Anthropology.
- Program Committee Member for the Association for Queer Anthropology (2017-2019).
- Peer reviewer for manuscripts for publication consideration in *American Anthropologist*, *Cambridge University Press*, *Sociological Quarterly*, *South Asian Popular Culture* and *Surveillance and Society*.

CURRICULUM VITAE
(abridged)

JOHN A. BOCK

Department of Anthropology
California State University, Fullerton
Fullerton, CA 92834-6846 USA
Email: jbock@fullerton.edu <http://anthro.fullerton.edu/jbock/>

EDUCATION:

Doctor of Philosophy in Anthropology. 1995. University of New Mexico, Albuquerque, NM.

DISSERTATION:

Determinants of Variation in Children's Activities in a Southern African Community.

Committee: Hillard S. Kaplan, Chair; Jane B. Lancaster; Kim Hill; Nicholas Blurton Jones

ACADEMIC POSITIONS:

January 2010-present: Director, Center for Sustainability, California State University, Fullerton, CA.

August 2010-August 2014: Dean's Liaison, Evolutionary Anthropology Program, California State University, Fullerton, CA.

August 2008-present: Professor (tenured). Department of Anthropology, California State University, Fullerton, CA.

January 2008-June 2014: Coordinator, Environmental Studies Program, California State University, Fullerton, CA.

August 2003-August 2008: Associate Professor (tenured). Department of Anthropology, California State University, Fullerton, CA.

August 2000-July 2003: Assistant Professor (tenure-track). Department of Anthropology, California State University, Fullerton, CA.

September 1999-August 2000: Research Assistant Professor. Department of Family and Community Medicine, University of New Mexico Health Sciences Center, Albuquerque, NM.

January 1999-May 2000: Visiting Assistant Professor. Department of Anthropology, University of New Mexico, Albuquerque, NM.

September 1995-April 1998: Andrew W. Mellon Post-Doctoral Fellow. Health Transition Centre, National Centre for Epidemiology and Population Health, The Australian National University, Canberra, Australia. Preceptor: Professor John C. Caldwell.

TEACHING EXPERIENCE:

Department of Anthropology, California State University, Fullerton:

Since 2013, numerous sections including ANTH 101, ANTH 315, ANTH 333, ANTH 342, ANTH 344, ANTH 510, ANTH 480, ANTH 481, ANTH 490T, ENST/CHEM 492, ENST 520

GRADUATE STUDENTS ADVISED:

Since beginning at CSUF, Principal Advisor on over 35 Master's projects in Anthropology (MA), Environmental Studies (MS), and Public Health (MPH). Committee member on numerous others.

UNIVERSITY SERVICE AT CSUF:

Member, CSUF College of Humanities and Social Sciences External Research and Grants Committee, 2016-

CSUF Representative for CSU System-wide Sustainability Minor, 2015-

Chair, Student Learning Assessment Task Force, WASC Accreditation team 2008-2012

Chair, University Research Committee, 2010-2011

Member, University Research Committee, 2009-2010

Member, President's Sustainability Task Force, 2009-2013

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS:

American Anthropological Association (Section Memberships: Biological Anthropology Section, Evolutionary Anthropology Society, Society for Medical Anthropology)

American Association of Physical Anthropologists (Professional Member)

Human Biology Association (Fellow)

EDITORSHIPS AND REVIEWING:

D. Lancy, J. Bock, and S. Gaskins, eds. 2010. *The Anthropology of Learning in Childhood*. Lanham, MD: Alta Mira Press.
 Consulting Editor (1999-2002, 2011-present) Associate Editor (2002-2011)—*Human Nature*.
Ad hoc Reviewer (2001-2015)—Allyn and Bacon, Alta Mira Press, *American Journal of Public Health*, *American Journal of Physical Anthropology*, *Anthropologica*, *Current Anthropology*, *Evolution and Human Behavior*, Harvard University Press, *Human Nature*, *Journal of Cross-Cultural Gerontology*, Oxford University Press, Pearson, *Population and Environment*, *PLOS One*, *Proceedings of the Royal Society: Biological Sciences*, Thomson.
 Grant Proposal Reviewer (2001-2015)—National Geographic Society, LSB Leakey Foundation, NSF Cultural Anthropology, NSF Physical Anthropology.

ACADEMIC AWARDS:

Sabbatical Award, California State University, Fullerton, 2013-2014.
 Outstanding Professor Award, 2012.

LANGUAGES:

Fluent in Thimbukushu. Some conversational in Rudxeriku, Khwe, Otjherero, Setswana, and Shiyeyi.

GRANTS:

U-ACRE 3.0 Partnership across HSIs to Enhance the Student Research Experience. Co-investigator with Sara Johnson, PI. National Institute for Food and Agriculture, USDA NIFA 2016-03480, \$250,000 (non-competitive renewable for four years \$1,000,000 total), 2016.
CNH-L: The Coupled Dynamics of Human-Dryland River Systems: Linkages and Feedbacks Between Human and Environmental Drivers of Water Quality and Human Health. Co-investigators: K. Alexander (First PI), S. Eubank, B. Lewis, A. Godrej, D. Orth, M. Ponder, M. Vandewalle, J. Bock, D. Goodin, and L. Iverson. National Science Foundation (1518486), 2015-2019, \$1,799,999.
Earth Week 2013.
 Co-investigators: J. Bock, W. van der Pol, CSUF University Mission and Goals Initiative, 2012-2013, \$45,000.
Development of a Sustainability Undergraduate Minor.
 Co-investigators: S. Hewitt, J. Bock, N. Page Fernandez, CSUF University Mission and Goals Initiative, 2012-2013, \$40,000.
CNH-EX: Water Quality and Environmental Health in Botswana - Coupled Dynamics in a Water Scarce Environment. Co-Investigators: K. Alexander (First PI), J. Bock, J. Blackburn, M. Ponder, L. Krometis. National Science Foundation. (1114953), 2011-2013, \$249,943.
Virtual Community of Practice - Transdisciplinary Sustainability Program. US Dept. of Education (FIPSE: P116V090042), 2010-2012, \$300,000.

PEER-REVIEWED ARTICLES IN JOURNALS AND EDITED VOLUMES (selected):

Kaplan, H.S., J. Bock, and P. Hooper. 2015. Fertility Theory: The embodied capital theory of life history evolution. *International Encyclopedia of the Social and Behavioral Sciences, volume on Demography*. (Editors-in-chief J. Wright). New York: Elsevier Science. Vol. 16, Pp. 28-34.
 Lancy, D., J. Bock, and S. Gaskins. 2010. Putting Learning in Context. In: D. Lancy, J. Bock, and S. Gaskins, eds. *The Anthropology of Learning in Childhood*. Lanham, MD: Alta Mira Press. Pp. 3-10.
 Bock, J. 2010. An evolutionary perspective on learning in social, cultural, and ecological context. In: D. Lancy, J. Bock, and S. Gaskins, eds. *The Anthropology of Learning in Childhood*. Lanham, MD: Alta Mira Press. Pp. 11-34.
 Over 30 additional publications since 2002.

ON CAMPUS SYMPOSIA AND PRESENTATIONS ORGANIZED:

Earth Week, Chair of Organizing Committee, Cal State Fullerton, April 2015
 Earth Week, Chair of Organizing Committee, Cal State Fullerton, April 2014
 Earth Week, Chair of Organizing Committee, Cal State Fullerton, April 2013
 Sustainable Life: Pathways to our Future (as member of Steering Committee of President's Sustainability Task Force), Cal State Fullerton, April 2012.
 Local, Organic, and Sustainable Food Expo, Cal State Fullerton, April 2012.

BRENDA J. BOWSER
CURRICULUM VITAE

EDUCATION

PhD 2002 Anthropology, University of California, Santa Barbara
MA 1986 Anthropology, University of California, Santa Barbara
BA 1981 Geography/Anthropology, University of Southern Maine

RESEARCH INTERESTS

Amazonia; ethnography, ethnoarchaeology, and archaeology; horticultural foragers; social identity and material culture; indigenous responses to colonialism; traditional environmental knowledge; land tenure and property rights; cultural transmission; cultural heritage; ceramics, LA-ICP-MS, XRF, OSL.

EMPLOYMENT

2014-present Associate Professor. Anthropology, California State University, Fullerton.
2008-2014 Assistant Professor. Anthropology, California State University, Fullerton.
2005-2008 Instructor. Anthropology, California State University, Fullerton.
2000-2005 Faculty Research Associate. Anthropology, Washington State University, Pullman.
1989-2001 Senior Scientist. Science Applications International Corporation, Santa Barbara and Albuquerque.
1986-1989 Senior Scientist. URS Corporation, Santa Barbara.

PUBLICATIONS (Selected, Recent)

- n.d. **Bowser, Brenda J.** *The Perceptive Potter: Women's Politics, Ethnicity, and Pottery in the Ecuadorian Amazon*. University of Arizona Press, Tucson. Accepted, pending revisions; in revision. .
- n.d. Patton, John and **Brenda Bowser**. Meat, Manioc, and the Male Warrior Hypothesis: A Comparison of Men's and Women's Food Sharing Networks in a Horticultural Foraging Community in the Ecuadorian Amazon. Submitted to *Evolution and Human Behavior*. In revision.
- 2014 Beier, Christine, **Brenda Bowser**, Lev Michael, Julia Pichura Cuji, and Vivian Wauters. *Diccionario Trilingue. Sapara-Castellano-Kichwa, Castellano-Sapara, y Kichwa-Sapara*. Abya Yala, Quito.
- 2010 **Bowser, Brenda J.** and John Q. Patton. Women's Leadership: Political Alliance, Economic Resources, and Reproductive Success in the Ecuadorian Amazon. In Vaughn, Kevin, John Kantner, and Jelmer Eerkens (editors), *The Emergence of Leadership: Transitions in Decision Making from Small-Scale to Middle-Range Societies*, pp. 51-71. SAR Press, Santa Fe.

ACADEMIC GRANTS (Selected, Recent)

Extramural Grants

2011 National Science Foundation. Documenting Endangered Languages Grant. Zaparo RAPID Documentation Project. Brenda Bowser (PI) and Christine Beier (co-PI). \$14,999

Intramural Grants (CSUF)

- 2012 Faculty-Undergraduate Student Research/Creative Activity Grant. Determining Settlement Patterns in California Prehistory using Isotopic Analyses of California Mussel Shells at Archaeological Site CA-ORA-64, with undergraduate student Kasey Cole, Faculty Development Center, Fall 2012. \$1,000
- 2011 Faculty-Undergraduate Student Research/Creative Activity Grant. The Analysis and Sourcing of Shoshone Obsidian Artifacts, with undergraduate student Richard Saldana, Faculty Development Center, Fall 2011. \$1,000
- 2011 Faculty-Undergraduate Student Research/Creative Activity Grant. Archaeology Day at the Arboretum: Preparing, Presenting, and Publishing a Research Poster, with undergraduate student Jamie Gray, Faculty Development Center, Fall 2011. \$1,000
- 2011 International Travel Grant, College of Humanities and Social Sciences, Fall 2011 \$1,000
- 2011 Summer Research Stipend, College of Humanities and Social Sciences, Summer 2011 \$5,000
- 2011 PURE Faculty-Undergraduate Student Research Grant, Office of Graduate Programs and Research, Spring 2011 \$1,000
- 2010 International Travel Grant, Faculty Development Center, Fall 2010 \$1,000
- 2010 CSU Special Fund for Research, Scholarships, and Creative Activity. The Zaparo Oral History and Archaeology Project. \$5,000

2010 Faculty-Undergraduate Student Research/Creative Activity Grant. Determining the Evidence of Skill in Lithic Flakes. with co-PI John Bock and undergraduate student Cristina DeLorenzo. Faculty Development Center, Spring 2010. \$1,000

Professional Service (Selected)

Chair, Women in Archaeology Interest Group, Society for American Archaeology (SAA) (2007-Present)
Elected Member, Andean Institute (2003-present)
Symposium Co-Organizer, SAA meetings, Austin (2014)
Member, Native American Scholarship Committee, SAA (2011-2014)
Ethics Bowl Judge, SAA meetings, Memphis (2012)
Journal Editorial Board member. *Ethnoarchaeology* (2008-Present)
Member, Publications Committee, SAA (2007-2011)
Session Chair, SAA meetings, Atlanta (2009)
Peer Reviewer, book and journal manuscripts, University of Alabama Press, University of Arizona Press, University Press of Florida, University of Utah Press, *American Antiquity*, *Current Anthropology*, *Ethnoarchaeology*, *Human Nature*, *Journal of Cultural Geography*, *Intersecciones de Antropología*, *Journal of Archaeological Science*, *Journal of Archaeological Research*, *Latin American Antiquity*, and *Pacific Coast Archaeological Society Quarterly*

Community Service

Representative, Nacionalidad Sápara del Ecuador (NASE), Pastaza Province, Ecuador (2005-Present)
Director, California Indian Plants Uses Program, Public educational program at the Fullerton Arboretum (2008-2011)
Director, Archaeology Day at the Arboretum, Public educational program at the Fullerton Arboretum (2008-2011)

University Service

Chair, General Education Committee, Academic Senate, 2016-Present
Member, General Education Committee, Academic Senate, 2015-2016
Member, HSS Student Scholarship Committee, 2014-2016
Board Member, Faculty Development Center (FDC) Board (2012-2014)
Reviewer, FDC faculty grant proposals (2011-2014)
Member, Office of Research Development's Student Research Advisory Committee (Fall 2012)
Member, Office of Academic Affairs's Advisory Council for Promoting Undergraduate Research Experiences (2008-2012)
Freshmen Programs Faculty, ANTH 103 service-learning section (Spring 2011)
Reviewer, FDC faculty grant proposals (2010-2011)
Freshmen Programs Faculty, ANTH 103 service-learning section (Spring 2010)
Faculty Research Mentor, McNair Scholarship Program (2009-2010)
Faculty Associate, CSUF Health Promotion and Research Institute (2008-2009)

Department Service

Student Success Coordinator, Division of Anthropology, 2017-Present
Chair, Assessment Committee, Division of Anthropology, 2016-Present
Member, Assessment Committee, Division of Anthropology, 2015-2016
Curator, CA-ORA-64 Departmental Archaeological Collection (2009-Present)

Erickson, Barbra

BARBRA E. ERICKSON

Division of Anthropology, CSU, Fullerton ~ Office MH425-E ~ (657) 278-5697 ~ beerickson@fullerton.edu

EDUCATION

2002 Ph.D. Anthropology, University of Nevada, Reno.
2001 Graduate Certificate in Gerontology, University of Nevada, Reno.
1996 M.A. Anthropology, California State University, Fullerton.
1994 B.A. Anthropology, California State University, Fullerton.

Dissertation: *Toxin or Medicine? Incorporating Radioactive Radon Gas into the Therapeutic Process.*

ACADEMIC POSITIONS

I was first hired at CSUF as a full-time lecturer in Fall 2002, then as an Assistant Professor in Fall 2003. I was granted early tenure and promotion to Associate Professor in 2007, and promoted to Professor in 2013. I have served as the Coordinator for the Cultural Anthropology Program since 2010. Member of the Gerontology Program Council since 2005.

TEACHING PERFORMANCE

Teaching Assignments at CSUF: I have taught a variety of courses at both the undergraduate and graduate level.

Anth 101	Intro to Biological Anthropology	Anth 414	Economic Anthropology
Anth 102	Intro to Cultural Anthropology	Anth 415	Anthropology of Tourism
Anth 300	Language and Culture	Anth 442	Medical Anthropology
Anth 304	Traditional Cultures of the World	Anth 480	History of Anthropology
Anth 308	Culture and Aging	Anth 481	Contemporary Anthropology
Anth 310	Urban Anthropology	Anth 504T	Medical Pluralism
Anth 313	Psychological Anthropology	Anth 504T	Anthropology of Organizations
Anth 342	Anthropology & Health	Anth 504T	Business & Industrial Anthro
Anth 360	Contemporary American Culture	Anth 504T	Anthropology of Aging
Anth 410	Ethnographic Field Methods	Anth 504T	Anth of Peace and Conflict
Anth 408	Ethnogerontology	Anth 513	Theory & Method in Cultural Anth

Student Evaluations:

Since I have been at CSU Fullerton (Fall 2002), my total average SOQ scores have consistently been in the “excellent” category according to our Departmental standards (above 3.30). My SOQ Summary Means have consistently been above the Department Summary Mean.

Awards:

2007 Outstanding Faculty, Scholarly and Creative Accomplishments
2006 HSS College Award for Outstanding Teaching
2005-6 Outstanding Faculty, Service to Students
2004-5 Outstanding Faculty, Exceptional Teaching Effectiveness Category
2004-5 Nominated for Outstanding Faculty Advisor

Advisement:

- Since 2003, I have served as Faculty Adviser for various Anthropology Department Student Organizations, including Anthropology Students Association (ASA), Lambda Alpha National Anthropology Honor Society, Visual Anthropology Club (VAC), multiple times.
- I have been the thesis chair for 66 graduate students (3 Gerontology), and a committee member for an additional 83 graduate students (4 Gerontology).
- I have served formally as the Department Graduate Adviser (2007-2010) and Undergraduate Adviser (2005-2006). I have been the Cultural Anthropology Graduate Adviser since 2010, and I am one of the primary undergraduate advisers in the Division.

SCHOLARSHIP AND CREATIVE ACTIVITIES

Publications

2012 Places in the Earth: Power, Mystery, Healing [Death?]. *Proceedings of the Southwestern Anthropological Association* 6:75-82.

Erickson, Barbra

- 2007 Radioactive Pain Relief: Health Care Strategies and Risk Assessment among Elderly Arthritis Sufferers at Radon Health Mines. *Journal of Alternative and Complementary Medicine* 13(3):375-380.
- 2007 Toxin or Medicine? Explanatory Models of Radon in Montana Health Mines. *Medical Anthropology Quarterly* 21(1):1-21.
- 2006 The Therapeutic Use of Radon: A Biomedical Treatment in Europe; an "Alternative" Remedy in the United States. *Dose Response* 5:48-62.
- 2006 Range of Motion Assessment of Elderly Arthritis Sufferers at Montana "Radon Health Mines." *International Journal of Low Radiation* 3(4):325-336.
- 2004 The Therapeutic Use of Radon: A Biomedical Treatment in Europe; an "Alternative" Remedy in the United States. In, *Proceedings of the 14th Annual Pacific Basin Nuclear Conference*, pp. 600-610. La Grange IL: American Nuclear Society.
- 2000 Low Dose Radon as Alternative Therapy for Chronic Illness. *Proceedings of the Health Effects of Low-Dose Radiation Conference*, pp. 269-277. World Council of Nuclear Workers (WONUC), Paris France (Ed.). Amsterdam: Elsevier Science B.V.
- 2000 ...And the People Came to the Caves to be Healed. *The Halcyon Series Vol. 22: Western Futures*, pp. 31-52. Reno: Nevada Humanities Committee.
- 1999 Low Dose Radon as an Alternative Therapy for Chronic Illness. Low Dose Radiation Hormesis & Adaptive Response Web Site. Javad Mortazavi (Ed.), University of Teheran.
<http://www.angelfire.mo.radioadaptive.barbara.html>

Volume Editor

- 2012 Telling Stories: Analysis, Interpretation, and Narrative. *Proceedings of the Southwestern Anthropological Association*, Volume 6, pp. 1-105. ISSN 1941-7500.
- 2008 Borders, Boundaries, and Transitions: Framing the Past, Imagining the Future. *Proceedings of the Southwestern Anthropological Association*, Volume 2, pp. 1-141. ISSN 1941-7500.

Volume Co-Editor

- 2015 Anthropological Voyages: Past, Present, and Future. *Proceedings of the Southwestern Anthropological Association*, Volume 9, pp. 1-148. ISSN 1941-7500.
- 2014 Imagineering the Present: Technology and Creativity. *Proceedings of the Southwestern Anthropological Association*, Volume 8, pp. 1-104. ISSN 1941-7500.
- 2013 Work and Play. *Proceedings of the Southwestern Anthropological Association*, Volume 7, pp. 1-72. ISSN 1941-7500.

Published Artwork

- 2004 Water color painting, "4000 Years at Lovelock Cave," selected as the 2004 Nevada Archaeology and Historic Preservation Awareness Week poster.
- 2004 *The Architecture of Life and Death in Borneo*, by Robert Winzeler (2004). Honolulu: University of Hawai'i Press. [Fourteen pen and ink drawings by B. Erickson].

PROFESSIONAL ACTIVITIES

- Ongoing research on aging, in particular the treatment of chronic illnesses. Research since 1997 on radon therapy, an alternative therapy used by elderly people in the U.S., although a mainstream therapy in Europe and Japan.
- NSF Proposal Reviewer [invited] for projects such as "Play, Masking, Older Women and the Red Hat Society"; "Alaskan Grandparents' Roles, Strengths, Routines and Traditions"; "Play, Older Women, and Successful Aging"
- 2006-08 AmeriCorps "Boomers Care!" Project. Part of the evaluation team in planning and submitting a grant for the "Boomers Care!" Project in Orange County. This federally sponsored 3-year program was designed to recruit more "boomer" age volunteers and AmeriCorps members to work for Orange County agencies in serving the elderly.
- Newsletter Editor for the Southwestern Anthropological Association (SWAA) since 2009 [quarterly newsletters]
- Editor or Co-Editor for five volumes of SWAA Proceedings
- Manuscript Reviewer [invited] for *Arthritis Research and Therapy*; *Journal of the International Dose Response Society*; *Recreation & Society in Africa, Asia, & Latin America*; *Social Sciences and Medicine*; *Medical Anthropology Quarterly*
- Textbook Reviewer [invited] for McGraw-Hill, University of Toronto Press, Thomson Higher Education, Altimira Press.

PETER J. FASHING
Division of Anthropology
California State University, Fullerton
800 N. State College Boulevard
McCarthy Hall 422A
Fullerton, CA 92834-6846
Phone: 657-278-3977, Fax: 657-278-5001
E-mail: peterfashing@gmail.com
Website: <http://anthro.fullerton.edu/pfashing/>

CURRENT POSITION

Professor, Department of Anthropology, California State University, Fullerton, 2017-present
Faculty, Environmental Studies Program, California State University, Fullerton, 2008-present

EDUCATION

Columbia University, Department of Anthropology, New York, NY
Ph.D. (Major Area: Biological Anthropology), 1999

College of William and Mary, Williamsburg, VA
B.A. (Majors: Anthropology and Biology), 1992

RECENT RESEARCH SUPPORT

Leakey Foundation (2017: \$25,000); San Diego Zoo (2012: \$10,000, 2013: \$15,000, 2014: \$15,000, 2015: \$9,500, 2016: \$12,500; 2017: \$17,500); Margot Marsh Biodiversity Foundation (2007: \$10,000; 2008: \$14,000; 2015: \$15,000; 2017: \$15,000); U.S.-Norway Fulbright Scholar Award (2015-16: \$32,250 = 9 months stipend + travel); Fulbright Intercountry Lecture Grant (2016: \$800); Primate Conservation Inc. (2006: \$2,000; 2017: \$4,500)

GRADUATE STUDENTS ADVISED

- A. **California State University, Fullerton Anthropology MA students**
 - **Laura Lee** (FA09-SP11); **Zachary Schakner** (FA09-FA11); **Julie Cash** (FA10-SP13); **Cha Moua** (FA10-FA15)
- B. **California State University, Fullerton Environmental Studies MS students**
 - **Yi Zhao** (FA10-SU15); **April Nakagawa** (FA13-SU15)
- C. **Addis Ababa University (Ethiopia) Biology MS & PhD students**
 - **Addisu Mekonnen** (FA06-SP08); **Dereje Tesfaye** (FA08-SP10); **Hailu Beyene** (FA08-SP10); **Kelil Abu** (FA10-SP12); **Alemneh Amare** (FA10-SP12); **Amera Moges** (FA13-present); **Zewdu Kifle** (FA13-present); **Dereje Yazezew** (FA14-present) *Highlands*.
- D. **University of Oslo (Norway) Biology MSc student**
 - **Gry Anita Eriksen** (FA15-FA17)
- E. **University of Lethbridge (Canada) Biology MSc student**
 - **Sarah Erskine** (FA13-SP16)
- F. **University of Minnesota (USA) Anthropology PhD student**
 - **Carrie Miller** (FA14-present)
- G. **University of Oxford (UK) Biology MSc student**
 - **Ryan Burke** (FA13-present)
- H. **University of Oslo (Norway) Biology PhD students**
 - **Addisu Mekonnen** (SP12-present); **Dereje Tesfaye** (FA14-present); **Behailu Etana** (SP16-present)

RECENT PAPERS (SINCE 2011) (* signifies student co-author)

1. Abu, K.* , Mekonnen, A.* , Bekele, A. **Fashing, P.J.** (2017). Diet and activity patterns of Arsi geladas in low-elevation disturbed habitat south of the Rift Valley at Indetu, Ethiopia. *Primates* DOI: 10.1007/s10329
2. Nguyen, N., Lee, L.M.* , **Fashing, P.J.**, Nurmi, N.O.* , Stewart, K.M.* , Turner, T.J.* , Barry, T.S.* , Callingham, K.R.* , Goodale, C.B.* , Kellogg, B.S.* , Burke, R.J.* , Bechtold, E.K.* , Claase, M.J.* , Eriksen, G.A.* , Jones, S.C.Z.* , Kerby, J.T., Kraus, J.B.* , Miller, C.M.* , Trew, T.H.* , Zhao, Y.* , Beierschmitt, E.C.* , Ramsay, M.S.* , Reynolds, J.D.* , & Venkataraman, V.V. (2017). Comparative primate obstetrics: Observations of 15 diurnal births in wild gelada monkeys (*Theropithecus gelada*) and their implications for understanding human and nonhuman primate birth evolution. *American Journal of Physical Anthropology* 163: 14-29.
3. Mekonnen, A.* , **Fashing, P.J.**, Bekele, A., Hernandez-Aguilar, R.A., Rueness, E.K., **Nguyen, N.**, Stenseth, N.C. (2017). Impacts of habitat loss and fragmentation on the activity budget, ranging ecology and habitat use of Bale monkeys (*Chlorocebus djamdamensis*) in the southern Ethiopian Highlands. *American Journal of Primatology* DOI: 10.1002/ajp.22644.
4. Fashing, N.J., Ueckermann, E.A., **Fashing, P.J.**, Nguyen, N., Back, A.M.* , and Allison, L.A. (2016). *Bryobia abyssiniae* (Prostigmata: Tetranychidae), a new species from the highlands of Ethiopia. *International Journal of Acarology* 42: 366-376.
5. Shapiro, A.E.* , Venkataraman, V.V.* , Nguyen, N., and **Fashing, P.J.** (2016). Dietary ecology of fossil *Theropithecus*: Inferences from dental microwear textures of extant geladas from ecologically diverse sites. *Journal of Human Evolution* 99: 1-9.
6. Nguyen, N., **Fashing, P.J.**, Boyd, D.A.* , Barry, T.S.* , Burke, R.J.* , Goodale, C.B.* , Jones, S.C.Z.* , Kerby, J.T.* , Kellogg, B.S.* , Lee, L.M.* , Miller, C.M.* , Nurmi, N.O.* , Ramsay, M.S.* , Reynolds, J.D.* , Stewart, K.M.* , Turner, T.J.* , Venkataraman, V.V.* , Knauf, Y., Roos, C. & Knauf, S. (2015). Fitness impacts of tapeworm parasitism on wild gelada monkeys at Guassa, Ethiopia. *American Journal of Primatology* 77: 579-594.
7. Venkataraman, V.V.* , Kerby, J.T.* , Nguyen, N. Ashenafi, Z., and **Fashing, P.J.** (2015). Solitary Ethiopian wolves increase predation success on rodents when among grazing gelada monkey herds. *Journal of Mammalogy* 96: 129-137.
8. **Fashing, P.J.**, Nguyen, N., Venkataraman, V.V.* , and Kerby, J.T.* (2014). Gelada feeding ecology in an intact ecosystem at Guassa, Ethiopia: Variability over time and implications for theropithecine and hominin dietary evolution. *American Journal of Physical Anthropology* 155(1):1-16.
9. Venkataraman, V.V.* , Glowacka, H.* , Fritz, J., Clauss, M., Seyoum, C.* , Nguyen, N., and **Fashing, P.J.** (2014). Effects of dietary fracture toughness and dental wear on chewing efficiency in geladas (*Theropithecus gelada*). *American Journal of Physical Anthropology* 155(1): 17-32.
10. Tesfaye, D.* , **Fashing, P.J.**, Bekele, A., Mekonnen, A.* , and Atickem, A. (2013). Ecological flexibility in Boutourlini's blue monkey (*Cercopithecus mitis boutourlini*) in Jibat Forest, Ethiopia: A comparison of habitat use, ranging behavior, and diet in intact and fragmented forest. *International Journal of Primatology* 34: 615-640.
11. **Fashing, P.J.**, Nguyen, N., Luteshi, P., Opondo, W., Cash, J.F.* , and Cords, M. (2012). Evaluating the suitability of planted forests for African forest monkeys: A case study from Kakamega Forest, Kenya. *American Journal of Primatology* 74: 77-90.
12. Laurance, W.F. et al. (many authors including **Fashing, P.J.**). (2012). Averting biodiversity collapse in tropical forest protected areas. *Nature* 489:290-294.
13. Mekonnen, A.* , Bekele, A., **Fashing, P.J.**, Lernould, J.M., Atickem, A.* , and Stenseth, N.C. (2012). Newly discovered Bale monkey populations in forest fragments in southern Ethiopia: Evidence of crop raiding, hybridization with grivets, and other conservation threats. *American Journal of Primatology* 74: 423-432.
14. **Fashing, P.J.** and Nguyen, N. (2011). Behavior towards the dying, diseased, and disabled among animals and its relevance to paleopathology. *International Journal of Paleopathology* 1: 127-128.
15. **Fashing, P.J.**, Nguyen, N., Barry, T.S.* , Burke, R.J.* , Goodale, C.B.* , Jones, S.C.Z.* , Kerby, J.T.* , Lee, L.M.* , Nurmi, N.O.* , and Venkataraman, V.V.* (2011). Death among geladas (*Theropithecus gelada*): A broader perspective on mummified infants and primate thanatology. *American Journal of Primatology* 73: 405-409.

DR. SARAH G. GRANT Assistant Professor | Division of Anthropology
California State University, Fullerton | 800 North State College Blvd. | Fullerton, CA 92831-6868
sagrants@fullerton.edu | 657-278-4703

PROFESSIONAL APPOINTMENTS

Assistant Professor, California State University – Fullerton (2015 – Present)
LUCE-ASIANetwork Postdoctoral Teaching Fellowship, Hendrix College (2014-2015)

EDUCATION

2014 Ph.D., Anthropology, University of California, Riverside
Dissertation: *On Culprits and Crisis: Branding Vietnam in the Global Coffee Industry*
2006 M.A., Southeast Asian Studies, University of Wisconsin, Madison

TEACHING: Selected Courses Taught and Designed 2015-18 (CSUF)

ANTH 102: Introduction to Cultural Anthropology ANTH 304: Traditional Cultures of the World
ANTH 340: Peoples of Asia ANTH 401: Ethnographic Methods
ANTH 411: The Anthropology of Human Rights ANTH 414: Economic Anthropology
ANTH 482: Globalization and Culture Change ANTH 504T: Visual Culture
HUM 350: Contemporary Vietnam: Cultures, Commodities, Change

SELECTED SCHOLARLY AND CREATIVE ACTIVITIES

Books

In Preparation *Caffeinated Culture: Vietnam in the Global Coffee Industry*. Monograph in preparation.

Journal Articles

Under Review “Finding Vietnam in Cali and Cali in California,” in *Boom California*
In Preparation “Penetrating New Markets: Vietnamese Coffee in America” for *American Anthropologist*.
In Preparation “A Social Science of and for the Specialty Coffee Industry,” for *Journal of Business Anthropology*.

Book Reviews

Forthcoming Book review of *Rice and Baguette: A History of Food in Vietnam* by Vu Hong Lien (2016) for *Global Food History*
2017 Book review of *Essential Trade: Vietnamese Women in a Changing Market Place* by Ann-Marie Leshkovich (2014) for *The Journal of Vietnam Studies* Vol. 12, no. 1: 167-170.
2016 Book review of *Vietnam’s New Middle Classes: Gender, Career, City* by Catherine Earl (2014) for *American Anthropologist*. Vol. 118, no. 2 (2015): 424-425.
2015 Book review of *Rice Talks: Food and Community in a Vietnamese Town* by Nir Avieli (2012) for *Gastronomica: The Journal of Food and Culture*. Vol. 15, no. 1 (2015):94.

Magazines and Popular Media

2018 Grant, Sarah G., “Tran Han: Championing Coffee in Vietnam,” *Barista Magazine* December-January 2018.
2017 Grant, Sarah G., “Building a Research Based Community for All,” *Standart* Issue 10, December 2017.

SELECTED LECTURES AND PRESENTATIONS

Invited Talks and Presentations

- 2016 Fall “Brewing New Cultures: Vietnam in the Global Coffee Industry” at the Osher Lifelong Learning Institute, CSU-Fullerton
- 2016 Fall “Coffee and Human Rights: Asian-Pacific Perspectives” at the Maui Ola Festival, Pahala, HI 21-24 September

Select Conference Presentations and Panel Organization

- 2017 Fall “The Farmer, the NGO, and the Brand: Precarity in the Vietnamese Coffee Industry,” at the American Anthropological Association Annual Meetings, Washington D.C., 29 November – 3 December (panel organizer of “Precarious Southeast Asia”)
- 2016 Fall “Precarious Coffee in Vietnam’s Third Wave,” at the American Anthropological Association Annual Meetings, Minneapolis, 16-20 November
- 2016 Spring “Specialty Coffee in Vietnam: Quality Qualms or Global Integration?” at the International Conference in Vietnamese Studies, Vietnam National University, 17-19 January

Workshop Presentations

- 2018 Spring (forthcoming) “The Future is NPK: Fertilizer in the South-Central Highlands” at Southeast Asian Natures: Defining Environmentalism and the Anthropocene in Southeast Asia, Center for Ideas and Society (University of California, Riverside), Palm Springs, CA 12-14 March

SERVICE

University

- 2017-Present Faculty Awards Committee, College of Humanities and Social Sciences, CSUF
- 2016 – Present Faculty Advisor, CSUF SOARing Graduate Student Association (SGSA)
- 2016 – Present Faculty Reviewer, CSUF Fulbright Program
- 2016 Spring Guest Judge, CSUF Student Research Competition (SRC)
- 2015 – Present Mentor, CSUF Faculty/Graduate Student Mentoring Program

Professional

- 2017 – Present Vice President, Southwestern Anthropological Association (SWAA)

Ad hoc reviewer of the following journals: *American Anthropologist*, *Cultural Anthropology*, *C.A.F.E. (Culture, Agriculture, Food, and Environment)*, *Food, Culture, and Society*, *Gastronomica: The Journal of Critical Food Studies*, and *The Journal of Vietnamese Studies*

Media and Interviews

- 2016 “Brewing up some research on Vietnamese coffee growers,” interview for *The Orange County Register*, 15 March. Available: <http://www.ocregister.com/articles/coffee-708353-vietnamese-grant.html>
- 2015 “Digital Threats; Vietnamese Coffee,” interview for *Loa: Broadcasting Vietnam* podcast ep. 24, 5 October. Available: https://soundcloud.com/loa_fm/ep-24

CSUF FELLOWSHIPS AND AWARDS

- 2017 Pollak Library Collection Grant (with Moon Kim and Linh K. Nguyen), \$5000

CURRICULUM VITAE
(Short Version, January 2018)

STEVEN R. JAMES
Professor of Anthropology
Director, Archaeological Research Facility
Division of Anthropology, MH-426
California State University at Fullerton
Email: sjames@fullerton.edu

Education

Ph.D. in Anthropology, Arizona State University, Tempe, awarded 1994
Dissertation: *Regional Variation in Prehistoric Pueblo Households and Social Organization: A Quantitative Approach.*

M.A. in Anthropology, University of Utah, Salt Lake City, awarded 1982
Thesis: Published in 1983 as "Surprise Valley Settlement and Subsistence: A Critical Review of the Faunal Evidence." *Journal of California and Great Basin Anthropology* 5(1 & 2):156-175.

B.A. in Anthropology, University of California, Berkeley, awarded 1975
Senior Seminar Paper: Published in 1975 as "California Indian Warfare." In *Ethnographic Interpretations: 12-13*, edited by Robert F. Heizer. *Contributions of the University of California Archaeological Research Facility* No. 23:47-109 (with S. Graziani).

Academic Appointments (Past 15 years at CSUF)

- Present-2012 **Full Professor**, Division of Anthropology, California State University, Fullerton, CA
- Present-2006 **Director, Archaeological Research Facility**, Division of Anthropology, California State University, Fullerton, CA
- 2016-2014 **Faculty Curator/Fellow of Archaeology**, The Dr. John C. Cooper Archaeological and Paleontological Center, California State University, Fullerton, CA
- 2006-2012 **Associate Professor**, Department of Anthropology, California State University, Fullerton
- 2006-2003 **Assistant Professor**, Department of Anthropology, California State University, Fullerton

Recent Publications (over 70 peer-reviewed publications and 200 technical reports throughout career)

- 2018 Amateurs and Professionals during Early Archaeological Explorations in the American Southwest: Fay-Cooper Cole and His Father vs. Hewett and Lummis. In *Amateurs and Professionals*, edited by Andrew Christenson and David R. Wilcox. Society for American Archaeology Press, Washington, D.C. Ms. in preparation.
- 2018 Preclassic Period Archaeofaunal Assemblage from Trash Mound No.1 at Pueblo Grande, Phoenix, AZ. In *Pueblo Grande Museum, Archival Series Project*, Vol. 5, edited by Laurene Montero and Douglas R. Mitchell. Pueblo Grande Museum, Phoenix, AZ. Ms. in preparation (with Todd W. Bostwick).
- 2018 Review of: *Applied Zooarchaeology: Five Case Studies* by Steve Wolverton, Lisa Nagaoka, and Torben C. Rick, 2016, Eliot Werner Publications, New York. *California Archaeology: Journal of the Society for California Archaeology* 10(1), June 2018, in press.
- 2016 Late Nineteenth Century Archaeology in the Verde Valley, Arizona: The Research of Palmer, Mearns, Hoffman, and Other Early Investigators. *Journal of Arizona Archaeology* 2015, Vol. 3(1-2):1-21. Published by the Arizona Archaeological Council. (with Peter J. Pilles, Jr.)

- 2014 From Native Americans to New Agers: Changes in Place Names and Cultural Landscapes in the Red Rock Country of Sedona, Arizona. *Proceedings of the Southwestern Anthropological Association, 2012*, Vol. 6, pp. 88-100. ISSN 1941-7500.
- 2013 Changes Induced by Human Exploitation in Prehistoric Shellfish Population: A Case Study from the OLP II Site Excavation in Taiwan. In *Archaeology and Sustainability*, edited by Scarlett Chiu and Cheng-hwa Tsang, pp. 329-373. Center for Archaeological Studies, Research Center of Humanities and Social Sciences, Academia Sinica, Taipei, Taiwan. (with Kuang-Ti Li)
- 2011 Prehistoric Hunting and Fishing Patterns in the American Southwest. In *The Subsistence Economies of Indigenous North American Societies: A Handbook*, edited by Bruce D. Smith, pp. 185-232. A Smithsonian Contribution to Knowledge. Smithsonian Institution Scholarly Press, Washington, D.C.

Teaching Experience (Past 15 years at CSUF)

At least 136 general anthropology and archaeology courses taught for undergraduate and graduate students during the past 15 years at CSUF. These include 18 archaeological field classes, field schools, and other fieldwork opportunities (High-Impact Practices Courses) for anthropology students in southern California (San Nicolas Island, Palos Verdes Peninsula, and in San Bernardino Mountains) and the American Southwest. With regard to graduate student research at CSUF (2003-2018), I have served as Committee Chair on 35 MA Theses in Anthropology (2003-2018), Committee Member on 33 MA Theses in Anthropology, Committee Member on one MS Thesis in Environmental Studies (2005-2007), Project Advisor on one MS Project in Environmental Studies (2005-2007), and currently serving as Committee Chair for 5 graduate students specializing in archaeology.

Archaeological Field Experience (Over 42 years; surveys, testing, and excavations in both prehistoric and historic archaeology): California, American Southwest (Arizona, New Mexico, & Utah), Great Basin (Nevada and Utah), Great Plains (Texas & Wyoming), Mesoamerica (Baja California and Belize), and Hawaii

Geographical Areas of Interest: Western & Southwestern North America (California, American Southwest, Great Basin), Mesoamerica, Oceania

Research Interests: Zooarchaeology, evolutionary ecology, Paleoindians, prehistoric human impacts on the environment, paleoenvironmental research, hunter-gatherers and agriculturalists, lithics, historical archaeology, hominid evolution, origins of agriculture, history of archaeology, cultural resource management, rock art

Awards and Honors (Selected)

Sabbatical leave awarded for spring 2017 semester, CSUF (2016); Faculty Recognition: Scholarly and Creative Activity, CSUF (2013); Sabbatical leave awarded for fall 2009 semester, CSUF (2009); *Outstanding Untenured Faculty* in College of Humanities and Social Sciences, CSUF (2006); *CSUF Faculty Author Award* from the Office of the Vice President for Academic Affairs, Faculty Development Center, and Pollak Library, for a book published in 2004, entitled *The Archaeology of Global Change: The Impact of Humans on Their Environment*. Smithsonian Institution Press, Washington, D.C. (co-edited with C. L. Redman, P. R. Fish, J. D. Rogers) (2005).

Research Findings Presented at Conferences

Over 90 presentations at international, national, and regional professional conferences throughout career.

Grant Awards (Internal and External)

Over \$182,000 in grant funds from both University and external sources during the past 15 years.

Peer-Reviewer for Scholarly Publications

Editorial Board Member: *California Archaeology: Journal of the Society for California Archaeology*—peer-reviewed biannual journal of the Society for California Archaeology (2009-present); **Journal Articles:** Since 1987, served as occasional peer-reviewer for manuscripts submitted to the following journals: *Anthropocene*, *American Anthropologist*, *American Antiquity*, *California Archaeology: Journal of the Society for California Archaeology*, *Current Anthropology*, *Kiva: Journal of Southwestern Anthropology and History*; **Scholarly Books and Textbooks:** Served as peer-reviewer for *Images of the Past*, 5th ed., by T. Douglas Price and Gary M. Feinman, McGraw-Hill (2008); *Human Impacts on Ancient Marine Ecosystems: A Global Perspective*, edited by Torben C. Rick and Jon M. Erlandson, University of California Press (2008).

Recent Grant Reviewer—Early Hominins and Fire, Leakey Foundation, San Francisco, CA (2014-2015).

CURRICULUM VITAE

SARA E. JOHNSON

Department of Anthropology California State
University, Fullerton Fullerton, CA 92831 USA

EDUCATION:

Ph.D. (with distinction), Anthropology, 2001, Department of Anthropology, University of New Mexico,
Albuquerque, NM 87131

M.A., Human Evolutionary Ecology, 1992, Department of Anthropology, University of New Mexico,
Albuquerque, NM 87131

B.S., Animal Behavior, 1982, (Integrated Biology/Psychology major), Bucknell University, Lewisburg, PA 17837

ACADEMIC POSITIONS:

August 2013-present: **Professor**, Department of Anthropology, Cal State Fullerton

August 2011-present: **Project Director and Principal Investigator**, Urban Agriculture Community-based
Research Experience (U-ACRE), USDA NIFA HSI funded.

January 2011-May 2012: **Assessment Coordinator**, Faculty Development Center, Cal State Fullerton

August 2010-July 2011: **Assessment Coordinator**, College of Humanities and Social Science, Cal State Fullerton

December 2010-July 2013: **Co-Director**, Epsilon Pilot Project, Cal State Fullerton

August 2008-August 2009: **Vice Chair**, Department of Anthropology, Cal State Fullerton

August 2007-August 2013: **Associate Professor**, Department of Anthropology, Cal State Fullerton

August 2002-June 2007: **Assistant Professor**, Department of Anthropology, Cal State Fullerton

August 2000-July 2002: **Part-time Instructor**, Department of Anthropology, Cal State Fullerton

January 1999-May 2000: **Part-time Instructor**, Department of Anthropology, University of New Mexico

ACADEMIC AWARDS:

Best Practice Award in Academics: Arts, Humanities, and Social Sciences, California Higher Education
Sustainability Conference, 2017 (to U-ACRE Project).

Campus Nominee for CSU Wang Family Award in Teaching Excellence, Social and Behavioral Sciences and
Public Service, Cal State Fullerton, 2017.

Outstanding Service and Contributions to Student Success, College of Humanities and Social Sciences, Cal State
Fullerton, 2016

Guardian Scholars Faculty Mentor, Cal State Fullerton, 2016.

Stewards in Place Community Engagement Award, Cal State Fullerton, 2015.

Washington Center New York Life Higher Education Civic Engagement Award (to Cal State Fullerton for U-
ACRE Project), \$20,000 to university scholarship fund, 2014.

Sabbatical Award, Cal State Fullerton, 2009.

Faculty Service Award, Cal State Fullerton, 2008-2009.

Faculty Teacher-Scholar Award, Cal State Fullerton, 2007-2008, 2011-2012.

Early Tenure and Promotion to Associate Professor, Cal State Fullerton, 2007.

Faculty Scholarly and Creative Achievement Award, Cal State Fullerton 2012-2013

Faculty Scholarly and Creative Achievement Award, Cal State Fullerton 2006-2007.

Faculty Scholarly and Creative Achievement Award, Cal State Fullerton, 2003-2004.

Ph.D. in Anthropology awarded with distinction, University of New Mexico, 2001.

GRANTS:

- U-ACRE 3.0 Partnership across HSIs to Enhance the Student Research Experience.* National Institute for Food and Agriculture, USDA NIFA 2016-03480, \$250,000 per year (non-competitive renewable for four years \$1,000,000 total), 2016-20.
- Call to Service-Move to Action Mini-grant,* Cal State Fullerton, \$3,000, 2016.
- Integrating Workforce Training for Foster Youth with a Community Food Web: Culinary Arts, agriculture, and nutrition.* (Grant awarded to Hart Community Homes). National Institute of Food and Agriculture, USDA NIFA 2016-33800-25587 \$400,000, 2016-20. (co-PI).
- Collaborating to Expand Opportunities for Community-based Research in Sustainable Agriculture and Food Security,* Incentive Grants to Encourage External Funding, Cal State Fullerton, \$10,000, 2015.
- U-ACRE 2.0: Expanding Opportunities for Hispanic Undergraduates through an Urban Agriculture Community-based Research.* National Institute for Food and Agriculture, USDA NIFA 2013-01564, \$295,000, 2013.
- Ladera Vista Food Bio-Web.* Environment Grant, Orange County Community Foundation, \$7,500, 2012.
- Urban Agriculture and Community-based Research Experience (U-ACRE).* National Institute for Food and Agriculture, USDA NIFA 2011-38422-30838, \$277,500, 2011.
- The CSUF Epsilon Pilot Project: A learning matrix and eportfolio approach to direct and authentic assessment.* University Mission and Goals, Cal State Fullerton, \$40,000, 2011.
- Distribution and Consequences of Food Insecurity in Orange County.* Incentive Grants to Encourage External Funding, Cal State Fullerton, \$10,000, 2010.

SELECTED PUBLICATIONS AND PRESENTATIONS

- Agredano, E.* and **Johnson, S.E.** Visualizing relationships of consumption, food security, nutritional attainment, food space, and food ways in Orange County, CA. Annual Meetings of the Association of American Geographers, Chicago, April 2015.
- Monahan-Wiggs, J.* and **Johnson, S.E.** Exploring the Garden: Investigating the Effect of Garden-Based Education on Learning and Food Preferences. Annual Meetings of the American Anthropological Association, Chicago, November 2013.
- Johnson, S.E.** and Cholakians, E.* Effects of Food Insecurity on Macro and Micronutrient Intake. Invited presentation: Orange County Food Access Coalition, Irvine, May 2012.
- Johnson, S.E.** The Cal State Fullerton Epsilon Pilot Project: An innovative and collaborative approach to assessment. WASC ARC, Costa Mesa, April 2012
- Johnson, S.E.** and Rizkallah, T. Making ePortfolios Work for You, Western Assessment Conference, Fullerton, April 2012
- Johnson, S.E.** Teaching Effectiveness and Assessment, Southern California Project Kaleidoscope, La Verne, CA, February, 2011
- Chen, H., Ittelson, J., **Johnson, S.E.**, Kelly, K. Using Student ePortfolios to Extend, Assess, and Validate the Work of the Academy through Community Partnerships. WASC ARC, San Francisco, April 2011
- Johnson, S.E.** Social and Ecological Influences on the Process of Maturation: Growth, body size, and skill attainment in chacma baboons. Invited lecture: American Association of Physical Anthropologists, Albuquerque, April 2010.
- Johnson, S.E.**, McEligot, A, Cullin, J.*, Alano, R.*, McMahan, S., Cunningham, S.*, Sandoval, N.* Information and Decision-Making Regarding Food Choices by Undergraduate Students. Experimental Biology 2010—Annual meetings of the Federation of American Societies for Experimental Biology (FASEB), Human and Clinical Nutrition Session, Poster presentation, April 2010.
- Bock, J. and **Johnson, S.E.** 2008. Grandmothers Productivity and the HIV/AIDS Pandemic in sub-Saharan Africa. *Journal of Cross-Cultural Gerontology* 25(3): 131-145.

Edward J. Knell, Ph.D., RPA

eknell@fullerton.edu

Education

- 8/99-5/07 Ph.D., Anthropology, Washington State University, Pullman
Dissertation Title: The Organization of Late Paleoindian Cody Complex Land-Use on the North American Great Plains.
8/96-7/99 M.A., Anthropology, University of Wyoming, Laramie
8/86-5/90 B.A., Anthropology, University of Colorado, Boulder

Research Interests

Anthropological archaeology, prehistoric hunter-gatherers, land use and mobility, lithic analysis, organization of lithic technology, Paleoindians of the west, cultural resources management, Great Plains and Rocky Mountains, Mojave Desert.

Recent Positions Held

- 2014- Associate Professor, California State University, Fullerton
2008-2014 Assistant Professor, California State University, Fullerton

Teaching Interests

Undergraduate classes: ANTH 103 (Introduction to Archaeology); ANTH 327 (Origins of Civilizations); ANTH 383 (Prehistoric North America); ANTH 425 (Lithic Analysis); ANTH 460 (Public Archaeology); ANTH 461 (California Archaeology).
Graduate classes: ANTH 504T (Lithic Analysis); ANTH 504T (Peopling of the Americas).

Recent Peer-Reviewed Articles and Book Chapters

- Knell, Edward J., and Mark S. Becker
2017 Early Holocene San Dieguito Complex Lithic Technological Strategies at the C.W. Harris Site, San Diego County, California. *Journal of California and Great Basin Anthropology* 37:183-201.
- Andrews, Brian N., Edward J. Knell, and Metin I. Eren
2015 The Three Lives of a Uniface. *Journal of Archaeological Science* 54:228-236.
- Kirby, Matthew E., Edward J. Knell, William T. Anderson, Matthew S. Lachniet, Jennifer Palermo, Holly Eeg, Ricardo Lucero, Rosa Murrieta, Andrea Arevalo, Emily Silveira, and Christine A. Hiner
2015 Evidence for insolation and Pacific forcing of late glacial through Holocene climate in the Central Mojave Desert (Silver Lake, CA). *Quaternary Research* 84:174-186.
- Knell, Edward J.
2015 Prehistoric Human Settlement and Lithic Technology around Soda Lake. *Mojave National Preserve Science Newsletter* April 2015:1-6.
2014 Terminal Pleistocene-Early Holocene Lithic Technological Organization around Lake Mojave, California. *Journal of Field Archaeology* 39:213-229.
- Knell, Edward J.
2012 Minimum Analytical Nodules and Late Paleoindian Cody Complex Lithic Technological Organization at Hell Gap, Wyoming. *Plains Anthropologist* 224:325-351.
- Knell, Edward J., Leah C. Walden-Hurtgen, and Matthew E. Kirby
2014 Terminal Pleistocene-Early Holocene Spatio-Temporal and Settlement Patterns around Pluvial Lake Mojave, California. *Journal of California and Great Basin Anthropology* 34:43-60.
- Knell, Edward J., and Mark P. Muñiz (editors)
2013 *Paleoindian Lifeways of the Cody Complex*. University of Utah Press, Salt Lake City.
- Knell, Edward J.
2013 Cody Complex Land-Use Organization on the Northwestern Great Plains. In *Paleoindian Lifeways of the Cody Complex*, edited by E.J. Knell and M.P. Muñiz, pp. 249-268. University of Utah Press, Salt Lake City.
- Knell, Edward J., and Mark P. Muñiz
2013 Introducing the Cody Complex. In *Paleoindian Lifeways of the Cody Complex*, edited by E.J. Knell and M.P. Muñiz, pp. 3-28. University of Utah Press, Salt Lake City.
- Hill, Matthew E, Jr., and Edward J. Knell
2013 Cody in the Rockies: The Mountain Expression of a Plains Culture Complex? In *Paleoindian Lifeways of the Cody Complex*, edited by E.J. Knell and M.P. Muñiz, pp. 188-214. University of Utah Press, Salt Lake City.

Recent Peer-Reviewed Articles and Book Chapters (continued)

- Root, Matthew J., Edward J. Knell, and Jeb Taylor
2013 Cody Complex Land-Use in Western North Dakota and Southern Saskatchewan. In *Paleoindian Lifeways of the Cody Complex*, edited by E.J. Knell and M.P. Muñiz, pp. 121-143. University of Utah Press, Salt Lake City.
- Knell, Edward J., and Matthew E. Hill, Jr.
2012 Linking Bones and Stones: Regional Variation in Late Paleoindian Cody Complex Land Use and Foraging Strategies. *American Antiquity* 77:40-70.
- Knell, Edward J.
2009 Cody Complex at Locality I. In *Hell Gap: A Stratified Paleoindian Campsite at the Edge of the Rockies*, edited by M.L. Larson, M. Kornfeld, and G.C. Frison, pp. 180–194. University of Utah Press, Salt Lake City.
- Knell, Edward J., Matthew G. Hill, and Andrew Izeta
2009 The Locality IIIS/ V Eden Complex Component. In *Hell Gap: A Stratified Paleoindian Campsite at the Edge of the Rockies*, edited by M.L. Larson, M. Kornfeld, and G.C. Frison, pp. 157–179. University of Utah Press, Salt Lake City.

Recent Grants

- 2015 \$5000 Lamb Spring Archaeological Preserve (LSAP), Colorado, LSAP Board of Directors
2014 \$5000 Junior Intramural Research Award, California State University Fullerton
2013 \$16,104 National Geographic Committee for Research and Exploration (not funded)
2012 \$5000 Junior Intramural Research Award, California State University Fullerton (not funded)
2011 \$5000 State Special Fund Grant, California State University Fullerton
2010 \$4685 Begole Archaeological Research Grant, Colorado Desert Archaeology Society

Current Archaeological Research

Great Plains: My Great Plains research focuses on the way later Paleoindians responded to variations in the biotic (flora, fauna) and abiotic (water, lithic raw material) resource structure, and how resource structure influenced lithic technological and land use organization. I have considered this question since the mid-1990s at the local- or site-scale (primarily at the Hell Gap site, Wyoming), and at the regional-scale by evaluating sites in the greater northern Great Plains. Data to test my ideas primarily come from late Paleoindian Cody complex sites, most recently including the Cody complex component at the Lamb Spring site, Colorado.

Mojave Desert: Since 2009 my research focus expanded to include the Great Basin, particularly the Mojave Desert of California. My research questions and time period of interest are similar to those in the Great Plains, but instead consider how Terminal Pleistocene-Early Holocene hunter-gatherers organized land use and lithic technology around the pluvial lakes, particularly pluvial Lake Mojave. This research is part of a long-term project around the lake, for which I have thus far considered variations in the paleoclimate, the conveyance of lithic raw materials to reconstruct land use patterns, occupation span, settlement patterns, and lithic technological organization strategies.

California/San Diego: I recently published about the lithic technological strategies at the C.W. Harris site, type site for the Early Holocene San Dieguito component in the San Diego region. Plans are underway to further study this enigmatic cultural complex.

Key Service Activities

- Professional Service:* Presented papers at professional conferences (n = 19); Manuscript Peer-Reviews (n = 11); Plains Anthropological Society student paper award committee member 2005–2017; California Network Coordinator for Archaeology Education, Society for American Archaeology
- University Service:* University Faculty Research Committee (UFRC) – 2017-19; Faculty Development Center (FDC) Committee – 2016-18; Assessment and Educational Effectiveness Committee (AEEC) – 2014-2015; Cooper Center, Faculty Curator for Archaeology – 2008-2013
- College Service:* HSS Research and Grants Committee – 2017-2019; HSS Faculty Awards Committee – 2014-2015; Curriculum Committee Coordinator (Archaeology Program) – 2016-17
- Department Service:* Department Personnel Committee (Chair; Archaeology Program) – 2014, 2016-18; Assessment Coordinator (Archaeology Program) – 2015, 2018; Titan Archaeology Club Advisor – 2009-2015
- Community Service:* Public Lectures; Advisor to Orange County Parks; Mentor to High School Student

CURRICULUM VITAE
Joseph Nevadomsky
Distinguished Professor H&SS 2000

EDUCATION

1977 Ph.D. University of California, Berkeley (Social and Cultural Anthropology)

PROFESSIONAL EXPERIENCE

1994/present Professor: Department of Anthropology, CSUF
2000 Distinguished H&SS Professor,
1999 instructor: Art History Education, LACMA
1993 Resident Director: CSU International Programs, Zimbabwe
1990/91 Visiting Associate Professor: Department of Art History, UCLA
1989 Lecturer: Department of Social Sciences, Grossmont Community College, San Diego
1987 Associate Professor: Department of Sociology and Anthropology, University of Benin
1984 Research Associate Professor: Center for Social, Cultural and Environmental Research (CenSCER),
1985 University of Benin, Nigeria
1981 Adjunct Professor: Department of Anthropology, University of Kansas, Lawrence
1973 Lecturer II: School of African and Asian Studies, University of Lagos, Nigeria
1967 Fulbright Program, PSP. Delhi School of Economics, University of Delhi, India
1964/66 Peace Corps Volunteer: Provincial Teachers' Training College, Abudu, Nigeria

FIELDWORK EXPERIENCE

Trinidad, India, Nigeria, Zimbabwe, Belize

TEACHING EXPERIENCE

USC (1997/98)
ART HIS-376M Introduction to African Art
LACMA (1996/97)
Art Ed Art of Non-Western Societies Art Ed Art of African Kingdoms
CSUF (1990/2010)
AN-102 Introduction to Cultural Anthropology (in-class and WEB) AN-104, Traditional Cultures of the World (WEB)
AN-306 Comparative Aesthetics and Symbolism (Culture and Art) AN311 Culture and Communication
AN-328 Peoples of Africa AN420 Visual Anthropology AN-450 Culture and Education
AN470 Ethnographic Films AN-480 History of Anthropology
AN-481 Contemporary Anthropology AN-504T Cultural Themes in Anthropology (GRAD)
AN-502 Anthropological Theory (GRAD) AN-504 Visual Anthropology Seminar (GRAD)
University of Zimbabwe (1993)
SOC-301 Social Theory
UCLA (1990/91)
ART HIS-C118C African Art History ART HIS-C119A Advanced Studies (West African Art)
ART HIS-C216A Graduate Seminar (African Architecture)
Grossmont Community College (1989/90)
SOCSCI American Culture for International Students
University of Benin (1975/89)
Level 200 Introduction to Anthropology Level 400 Ritual and Symbolism
Level 400 Anthropology of Religion Level 400 Research Methods: Projects and Field Methods
Level 400 Research Methods in Education: Applied Statistics Level 400 Sociological and Anthropological Theories
Postgrad Anthropological Theories (GRAD)
University of Lagos (1973/75)
GAS General African Studies: African Societies and Cultures

NEW COURSES DEVELOPED

CSUF
AN-331 The Cultural Archaeology of Ancient Egypt and Nubia (*accepted 2/08 for course inclusion*)
AN-420 Visual Anthropology AN-329 Peoples of the Caribbean
AN-504t Cultural Themes AN-504t Cross-Cultural Analysis (HRAF)
AN-504t Visual Anthropology Seminar AN306 Culture and Art

SOME RECENT PUBLICATIONS

2018

"The Vigango Affair: The Enterprise of Repatriating Mijikenda Memorial Figures to Kenya." *African Arts* (Summer 2018).

2017

Benin Royal Arts: Artistic and Hand-crafted Artefacts." (with Barbora Půtová and Václav Soukup). In: *The Benin Monarchy: An Anthology of Benin History*. O. Osadolor (ed.) . *Benin City in press.*.

" Commentary: Cautionary Tales and Culture History in the Evolution of the Benin Kingdom: The Ogiso Era." *Global Journal of Archaeology and Anthropology*, 1 (4)

"The Owegbe Cult: Political and Ethnic Rivalries in Early Post-Colonial Benin City." In: *Minorities and Politics in Nigeria*.(Uyi Usuanlele, ed.). Palgrave Macmillan. 2017.

"Casting Technologies in Benin Art: Reception, Reflection and Revitalization from 1897 to the Present." (with Barbora Půtová and Václav Soukup). *Emotan* vol. 8, No. 1: 29-49. 2015(7).

2016

Book: *Kralovství Benin (Kingdom of Benin)* .(Barbora Půtová and Václav Soukup). Prague: Karolinum Press of St Charles University. 2016.

Review: "Displaying Loot: The Benin Objects and the British Museum by Staffan Lunden." H-AfArt@H-net.msu.edu.

"The Owegbe Cult: Political and Ethnic Rivalries in Early Post-Colonial Benin City." In: *Minorities and Politics in Nigeria*.(Uyi Usuanlele, ed.). Palgrave Macmillan. 2016.

"The Dating Game: A Layman's Brief on the Scientific Analysis of Benin Brass Art – From TL to 210Pb." In Barbora Půtová, Joseph Nevadomsky and Václav Soukup. *Benin: Rise and Fall of the Empire of Noble Bronze*. Prague: Karolinum Press of St Charles University. 2016.

"Casting Technologies in Contemporary Benin Art." In Barbora Půtová, Joseph Nevadomsky and Václav Soukup. *Benin: Rise and Fall of the Empire of Noble Bronze*. Prague: Karolinum Press of St Charles University. 2016.

"Cautionary Tales and Culture History in the Evolution of Benin Kingdom: The Ogiso Era." In Barbora Půtová, Joseph Nevadomsky and Václav Soukup. *Benin: Rise and Fall of the Empire of Noble Bronze*. Prague: Karolinum Press of St Charles University. 2016.

"An Ethnography of Benin Kingdom Nobility Architecture." In Barbora Půtová, Joseph Nevadomsky and Václav Soukup. *Benin: Rise and Fall of the Empire of Noble Bronze*. Prague: Karolinum Press of St Charles University. 2016.

"Sacral Rituals of Kingship in the Former Kingdom of Benin." In Barbora Půtová, Joseph Nevadomsky and Václav Soukup. *Benin: Rise and Fall of the Empire of Noble Bronze*. Prague: Karolinum Press of St Charles University. 2016.

2015

"How Photography Affects Representations of the Oba in the Contemporary Art of the Benin Kingdom." (submitted to European Conference on African Studies, The Sorbonne, Paris July 8-10, 2015. *Critical Interventions*, 9:3.219-229.

Exhibition Review: "The Fabulous Fowler at 50 Celebrates a Milestone by Showing off its Stuff." *African Arts* 48, 1, Spring 2015. 78-82.

2014

"An Ethnographic and Space Syntax Analysis of Benin Kingdom Nobility Architecture" (and Natalie Lawson, Ken Hazlett). *African Archaeology Review*. 2014.

"Sacral Rituals of Kingship in the Late 20th Century former Kingdom of Benin." *Culturologia* Vol.1, 2014: 21-27.

"Benin Art and Casting Technologies." (with Barbora Půtová and Václav Soukup). *West Bohemian Historical Review* . 2014, (1): 75-104.

2012

"Vergangenheitbewältigung: Recursive Practices and Historic Consciousness among Brass Casters in Benin City. *Special Issue on Fractals in Africa. Critical Interventions*. Summer 2012. 24-48.

"Iconoclasm or Iconoconstrain: Truth and Consequence in Contemporary Benin B[®]and Brass Castings." Special Issue on *Heritage in the Age of Iconoclasm. African Arts*. Vol 45, #2, Summer 2012.

2011

Review:"Whose Objects? Art Treasures from the Kingdom of Benin in the Collection of the Museum of Ethnography, Stockholm." H-AfArt@H-net.msu.edu. August 2011.

Review: "Osogbo and the Art of Heritage: Monuments, Deities, and Money by Peter Probst. Indiana University Press" H-AfArt@H-net.msu.edu July 2011.

NGA NGUYEN, Ph.D.
Department of Anthropology & Environmental Studies Program
California State University Fullerton
Fullerton, CA 92834
Phone: 657-278-7144
E-mail: nganguyen@fullerton.edu
Website: <http://anthro.fullerton.edu/nganguyen/>

CURRENT POSITIONS

Associate Professor, Dept. of Anthropology, California State University Fullerton, CA. 2013-present
Faculty, Environmental Studies Program, California State University Fullerton, CA. 2009-present

PREVIOUS POSITIONS

Assistant Professor, Dept. of Anthropology, California State University Fullerton, CA. 2009-2013
Associate Research Curator, Conservation and Science & *Supervisor*, Wildlife Endocrinology Laboratory, Cleveland Metroparks Zoo, Cleveland, OH. 2006-2009.

EDUCATION

Princeton University, Dept. of Ecology & Evolutionary Biology, Princeton, NJ
Ph.D. September 2006. Dissertation Title: Endocrine Correlates and Fitness Consequences of Variation in the Mother-Infant Relationship in Wild Baboons (*Papio cynocephalus*) in Amboseli, Kenya. Advisor: Dr. Jeanne Altmann
Barnard College, Columbia University, New York, NY
B.A. Majors: Anthropology and Biology, 1999, *magna cum laude*

CLASSES TAUGHT AT CSU FULLERTON

1. Anthropology 101 "Introduction to Physical Anthropology"
2. Anthropology 301 "Primate Behavior"
3. Anthropology/Biology 456 "Hormones and Behavior"
4. Anthropology 504T "Sexuality, Reproduction and Parenting in Humans and Other Animals"
5. Environmental Studies 500 "Environmental Issues and Approaches"

GRADUATE STUDENTS ADVISED

- **CSU Fullerton Anthropology MA students** (Co-advisor with Dr. Peter Fashing):
 - 1. **Laura Lee** (2011); 2. **Julie Cash** (2013); 3. **Cha Moua** (2015)
- **CSU Fullerton Environmental Studies MS students** (Co-advisor with Dr. Peter Fashing)
 - 1. **Yi Zhao** (2015); 2. **April Nakagawa** (2015)
- **Other Universities (Graduate Committees)**
 - 1. **Carrie Miller** (PhD, U of Minnesota); 2. **Gry Anita Erikson** (MSc, 2017, U of Oslo, Norway); 3. **Ryan Burke** (PhD, Oxford U); 4. **Sarah Erskine** (MSc, 2016, U of Lethbridge)

RESEARCH INTERESTS

Behavioral ecology of primates & other animals; Behavioral endocrinology; Social behavior; Sex differences; Development and reproduction; Health & disease;

RECENT PAPERS IN PEER-REVIEWED JOURNALS (SINCE 2012)

1. **Nguyen, N.**, Lee, L.M.*, Fashing, P.J., Nurmi, N.O.*, Stewart, K.M.*, Turner, T.J.*, Barry, T.S.*, Callingham, K.R.*, Goodale, C.B.*, Kellogg, B.S.*, Burke, R.J.*, Bechtold, E.K.*, Claase, M.J.*, Eriksen, G.A.*, Jones, S.C.Z.*, Kerby, J.T., Kraus, J.B.*, Miller, C.M.*, Trew, T.H.*, Zhao, Y.*, Beierschmitt, E.C.*, Ramsay, M.S.*, Reynolds, J.D.*, & Venkataraman, V.V. (2017). Comparative primate obstetrics: Observations of 15 diurnal births in wild gelada monkeys (*Theropithecus gelada*) and their implications for understanding human and nonhuman primate birth evolution. *American Journal of Physical Anthropology* DOI: 10.1002/ajpa.23141
2. Mekonnen, A.*, Fashing, P.J., Bekele, A., Hernandez-Aguilar, R.A., Rueness, E.K., **Nguyen, N.**, Stenseth, N.C. (2017). Impacts of habitat loss and fragmentation on the activity budget, ranging ecology and habitat use of Bale monkeys (*Chlorocebus djamdjamensis*) in the southern Ethiopian Highlands. *American Journal of Primatology* DOI: 10.1002/ajp.22644
3. Fashing, N.J., Ueckermann, E.A., Fashing, P.J., **Nguyen, N.**, Back, A.M.*, and Allison, L.A. (2016). *Bryobia abyssiniae* (Prostigmata: Tetranychidae), a new species from the highlands of Ethiopia. *International Journal of Acarology* 42: 1-11.
4. Shapiro, A.E.*, Venkataraman, V.V.*, **Nguyen, N.**, and Fashing, P.J. (2016). Dietary ecology of fossil *Theropithecus*: Inferences from dental microwear textures of extant geladas from ecologically diverse sites. *Journal of Human Evolution* 99: 1-9.
5. **Nguyen, N.**, Fashing, P.J., Boyd, D.A.*, Barry, T.S.*, Burke, R.J.*, Goodale, C.B.*, Jones, S.C.Z.*, Kerby, J.T.*, Kellogg, B.S.*, Lee, L.M.*, Miller, C.M.*, Nurmi, N.O.*, Ramsay, M.S.*, Reynolds, J.D.*, Stewart, K.M.*, Turner, T.J.*, Venkataraman, V.V.*, Knauf, Y., Roos, C. & Knauf, S. (2015). Fitness impacts of tapeworm parasitism on wild gelada monkeys at Guassa, Ethiopia. *American Journal of Primatology* 77:579-594.
6. Fashing, P.J., **Nguyen, N.**, Venkataraman, V.V., and Kerby, J.T. 2014. Gelada feeding ecology in an intact ecosystem at Guassa, Ethiopia: Variability over time and implications for theropith and hominin dietary evolution. *American Journal of Physical Anthropology* 155:1-16.
7. Venkataraman, V.V., Glowacka, H., Fritz, J., Clauss, M., Seyoum, C., **Nguyen, N.**, and Fashing, P.J. 2014. Effects of dietary fracture toughness and dental wear on chewing efficiency in geladas (*Theropithecus gelada*). *American Journal of Physical Anthropology* 155:17-32.
8. **Nguyen N.**, Gesquiere L., Alberts S.C., Altmann J. 2012. Sex differences in the mother-neonate relationship in wild baboons: social, experiential and hormonal correlates. *Animal Behaviour* 83:891-903.
9. Fashing, P.J., **Nguyen, N.**, Luteshi, P., Opondo, W., Cash, J.F., and Cords, M. 2012. Evaluating the suitability of planted forests for African forest monkeys: A case study from Kakamega Forest, Kenya. *American Journal of Primatology* 74: 77-90.

PEER-REVIEWED BOOK CHAPTER

1. **Nguyen, N.** 2013. Primate behavioral endocrinology. In: Sterling, E.J., Bynum, N., and Blair M.E, editors. *Primate ecology and conservation: A handbook of techniques*. Oxford, England: Oxford University Press. Pp. 224-237.

CURRICULUM VITAE
JOHN QUIÑONES PATTON

2017

PERSONAL DATA

Home Address: 1845 Descanso Dr.
La Habra Heights, CA 90631
Tel. (714) 872-2038

Office Address: Department of Anthropology
California State University, Fullerton
Fullerton, CA 92834-6846
Tel. (657) 278-5763
Fax (657) 278-5001

E-Mail Address: johnpatton@fullerton.edu

Birth Date: December 5, 1957

Birthplace: Los Angeles, California

Ethnicity: Mexican-American

Languages: English and Spanish

EDUCATION

1996 Ph.D. Anthropology, University of California, Santa Barbara
1990 M.A. Anthropology, University of California, Santa Barbara
1984 B.A. Anthropology, California State University, Los Angeles (with honors)

EMPLOYMENT / ACADEMIC POSITIONS

2014 – present Coordinator, Evolutionary Anthropology Program, Division of Anthropology, California State University, Fullerton

2013 – present Professor, Evolutionary Anthropology Program, Division of Anthropology, California State University, Fullerton

2008 -2013 Associate Professor, Department of Anthropology, California State University, Fullerton

2005-2008 Assistant Professor, Department of Anthropology, California State University, Fullerton

1999-2005 Assistant Professor, Department of Anthropology, Washington State University

PUBLICATIONS (incomplete list)

2012 Reply to van Hoorn: Converging Lines of Evidence, (Joseph Henrich, Robert Boyd, Richard McElreath, Michael Gurven, Peter J.Richerson, Jean Ensminger, Michael Alvard, Abigail Barr, Clark Barrett, Alexander Bolyanatz, Colin F.Camerer, Juan-Camilo Cardenas, Ernst Fehr, Herbert M.Gintis, Francisco Gil-White, Edwins Laban Gwako, Natalie Henrich, Kim Hill, Carolyn Lesorogol, John Q.Patton, Frank W.Marlowe, David P.Tracer, John Ziker) *Proceedings of the National Academy of Sciences of the United States of America*, IP

2012 “Culture Does Account for Variation in Game Behavior” (Joseph Henrich, Robert Boyd, Richard McElreath, Michael Gurven, Peter J.Richerson, Jean Ensminger, Michael Alvard, Abigail Barr, Clark Barrett, Alexander Bolyanatz, Colin F.Camerer, Juan-Camilo Cardenas, Ernst Fehr, Herbert M.Gintis, Francisco Gil-White, Edwins Laban Gwako, Natalie Henrich, Kim Hill,

- Carolyn Lesorogol, John Q. Patton, Frank W. Marlowe, David P. Tracer, John Ziker) *Proceedings of the National Academy of Sciences of the United States of America*, 109:E32-E33.
- 2010 “Male Traits Associated with Attractiveness in Conambo, Ecuador.” (Michelle Escasa, Peter B. Gray, and John Q. Patton) *Evolution and Human Behavior*, 31:193-200.
- 2009 Women’s Leadership: Political Alliance, Economic Resources, and Reproductive Success in the Ecuadorian Amazon. (Brenda J. Bowser and John Q. Patton). In *The Evolution of Leadership: Transitions in Decision Making from Small-Scale to Middle-Range Societies*, edited by Kevin J. Vaughn, Jelmer W. Eerkens, and John Kantner, pp 51-71, School for Advanced Research Press, Santa Fe.
- 2008 Learning and Transmission of Pottery Style: Women’s Life Histories and Communities of Practice in the Ecuadorian Amazon. (Brenda J. Bowser and John Q. Patton). In *Breaking Down Boundaries: Anthropological Approaches to Cultural Transmission and Material Culture*, edited by Miriam Stark, Brenda Bowser, and Lee Horne, pp 105-129, University of Arizona Press, Tucson.
- 2005 “Economic Man” in *Cross-cultural Perspective: Behavioral Experiments in 15 Small-scale Societies*. (Joseph Henrich, Robert Boyd, Samuel Bowles, Colin Camerer, Ernst Fehr, Herbert Gintis, Richard McElreath, Michael Alvard, Abigail Barr, Jean Ensminger, Kim Hill, Francisco Gil-White, Michael Gurven, Frank Marlowe, John Q. Patton, Natalie Smith, and David Tracer), with comments and reply, *Behavioral and Brain Sciences*, 28:795-855.
- 2005 *Models of decision-making and the coevolution of social preferences*, (Joseph Henrich, Robert Boyd, Samuel Bowles, Colin Camerer, Ernst Fehr, Herbert Gintis, Richard McElreath, Michael Alvard, Abigail Barr, Jean Ensminger, Kim Hill, Francisco Gil-White, Michael Gurven, Frank Marlowe, John Q. Patton, Natalie Smith, and David Tracer), Author’s Reply, *Behavioral and Brain Sciences*, 28:838-855.
- 2005 “Meat Sharing for Coalitional Support.” *Evolution and Human Behavior*, 26:137-157.
- 2004 “Coalitional Effects on Reciprocal Fairness in the Ultimatum Game: a Case from the Ecuadorian Amazon.” In, *Foundation of Human Sociality: Economic Experiments and Ethnographic Evidence from Fifteen Small-Scale Societies*, Joseph Henrich, Robert Boyd, Samuel Bowles, Herbert Gintis, Colin Camerer and Ernst Fehr (eds.) pp 96-124, Oxford: Oxford University Press.
- 2004 “Domestic spaces as public places: An ethnoarchaeological case study of houses, gender, and politics in the Ecuadorian Amazon.” (Brenda J. Bowser and John Q. Patton) *Journal of Archaeological Method and Theory*, 11:157-181.
- 2004 Cooperation and Conflict, (John Q. Patton and Tim Kohler) Knowledge Exchange News Feature in *Anthropology News*, Vol. 45, No. 2.
- 2001 “A Comparison of the Anthropometric Indices of Nutritional Status in Tukanoan and Achuar Amerindians” (Orr, C.M., D.L. Dufour and J.Q. Patton), *American Journal of Human Biology* 13:301-309.
- 2000 “Reciprocal Altruism and Warfare: a Case from the Ecuadorian Amazon.” In Chagnon, N, L. Cronk, & W. Irons (eds.), pp. 417-436, *Human Behavior and Adaptation: An Anthropological Perspective*, New York: Aldine de Gruyter.
- 1999 A Comparison of the Anthropometric Indices of Nutritional Status in Tukanoan and Achuar Amerindians (Orr, C.M., D.L. Dufour and J.Q. Patton), *American Journal of Physical Anthropology* 108 (5):215-216, (AAPA Abstracts).

ELIZABETH G. PILLSWORTH

Associate Professor
Division of Anthropology

Peer-Reviewed Publications – 2012-2017

- Saphire-Bernstein, S., Larson, C. M., Gildersleeve, K. A., Fales, M. R., Pillsworth, E. G., & Haselton, M. G. (2017). Genetic compatibility in long-term intimate relationships: partner similarity at major histocompatibility complex (MHC) genes may reduce in-pair attraction. *Evolution and Human Behavior*, 38(2), 190-196.
- Gangestad, S. W., Haselton, M. G., Welling, L. L., Gildersleeve, K., Pillsworth, E. G., Burriss, R. P., Larson, C. M., & Puts, D. A. (2016). How valid are assessments of conception probability in ovulatory cycle research? Evaluations, recommendations, and theoretical implications. *Evolution and Human Behavior*, 37(2), 85-96.
- Gentle, B. N., Pillsworth, E. G., Goetz, A. T., & Fink, B. (2014). Changes in sleep time and sleep quality across the ovulatory cycle as a function of fertility and partner attractiveness. *PloS ONE*, 9(4).
- Larson, C. M., Haselton, M. G., Gildersleeve, K. A., & Pillsworth, E. G. (2013). Changes in women's feelings about their romantic relationships across the ovulatory cycle. *Hormones and Behavior*, 63(1), 128-135.
- Larson, C., Pillsworth, E. G., Haselton, M. G. (2012). Ovulatory shifts in women's attractions to primary partners and other men: Further evidence of the importance of primary partner sexual attractiveness. *PLoS ONE*, 7(9): e44456.
- Gildersleeve, K., Haselton, M. G., Larson, C. & Pillsworth, E. G. (2012). Women's body odor is more attractive near ovulation: Evidence in a study using hormone-confirmed ovulation. *Hormones & Behavior*, 61(2): 157-166.

Awards – 2012-2017

- 2016 Senior Intramural Research Award, CSUF Research & Sponsored Projects
2012 Junior Intramural Research Award, CSUF Graduate Programs and Research

Conference Presentations, Invited Talks, and Panel Discussions – 2012-2017

2017. *Parent-offspring conflict, arranged marriage, and female choice: A case study of the Shuar of Ecuador*. Presented at the Human Behavior & Evolution Society Meetings, Boise, ID.
Parent-offspring conflict, arranged marriage, and female choice. Invited talk at the California Workshop on Evolutionary Perspectives in Social Sciences, San Luis Obispo, CA.
2016. *No, seriously...What do women want? Rethinking the underlying constructs of male mate value*. Presented the Human Behavior & Evolution Society Meetings, Vancouver, BC, Canada.
2015. *Women in the Field: In Recognition of Women and Anthropology*. Panel discussion presented by the CSUF Anthropology Student Association.
2014. *Life history theory and women's sexual strategies*. Invited talk at the Exploring Darwin Event, Palomar College, San Marcos, CA.
2013. *Women's sexual and romantic preferences from a cross-cultural and life history perspective*. Invited talk at the Osher Lifelong Learning Institute, CSUF.
Women in Academia. Panel discussion at the University of California, Riverside, hosted by the UCR Graduate Division.
Mate preferences among the Shuar of Ecuador: Trait rankings and peer evaluations. Presented at the International Association for Cross-Cultural Psychology Meetings, UCLA
2012. *Community ratings, partner matching, and reproductive success in a Shuar village*. Presented at the Human Behavior & Evolution Society Meetings, Albuquerque, NM.

Fertility effects on kin affiliation in humans. Presented at the annual meeting of the Western Psychological Association, San Francisco, CA.

Mentored Students' Conference Presentations – 2012-2017

Human Behavior and Evolution Society Meetings

- 2016
 - Amanda Barnes-Kennedy. *Sex-biased parental investment in a Southern California Population.*
 - Holly Pittaway. *Cooperation, competition, and physical attractiveness among women.*
- 2015
 - Amanda Barnes-Kennedy. *Rethinking condition metrics for a test of sex-biased parental investment in a modern population.*
 - Giovanni Magginetti. *Facial Masculinity, attraction, and formidability in a small-scale Amazonian population.*
- 2013
 - Jaclyn Ross. *Sexual strategies during pregnancy.*
- 2012
 - Amanda Barnes-Kennedy. *Social norms and tandem breastfeeding from an evolutionary perspective.*
 - Shiloh Betterley. *Parent-offspring conflict: Trade-offs for potential mate preferences.*
 - Dominick Grossi. *Women's mating strategies across the lifespan.*
 - Jaclyn Ross. *Sexual strategies in pregnant women.*

California Workshop on Evolutionary Perspectives of Human Behavior

- 2017
 - Juanita Jackson. *The female orgasm: Testing an evolutionary adaptation for pair-bonding reinforcement in potentially conceptive and non-conceptive pairs.*
- 2016
 - Gordon Aldaco, Citlally Contreras, Bianca Figueras, Macy Ragole, Amanda Barnes-Kennedy, and Justin Lynn. *Men's and women's mating strategies as a function of ovulatory status.*
 - Holly Pittaway. *Cooperation, competition, and physical attractiveness among women.*
- 2015
 - Jessica Ayers. *Is women's intrasexual competitiveness heightened at high fertility?*
 - Amanda Barnes-Kennedy. *Assortative mating and sex-biased parental investment.*
 - Giovanni Magginetti. *What it means to be a man: Male morphology and intrasexual competition.*
- 2012
 - Amanda Barnes-Kennedy. *Social norms and tandem breastfeeding from an evolutionary perspective.*
 - Justin Lynn. *An overview of current projects in the ovulation research lab at CSUF.*
 - Jaclyn Ross. *Sexual strategies in pregnant women.*

Journals Served as Ad Hoc Reviewer – 2012-2017

- *Biology Letters*
- *European Journal of Social Psychology*
- *Evolution & Human Behavior*
- *Evolutionary Psychology*
- *Hormones & Behavior*
- *Human Nature*
- *Journal of Evolutionary Psychology*
- *J. of Experimental Social Psychology*
- *Journal of Sex Research*
- *Proceedings of the Royal Society B*
- *Social Networks*
- *Women and Health*

Academic Committees – 2012-2017

- 2016 - Public Relations Committee, Division of Anthropology
- 2014 - Assessment Committee, Division of Anthropology
- 2014-2017 Chair, Departmental Personnel Committee, Evolutionary Anthropology Program
- 2014-2016 External Grants and Contracts Committee, College of Humanities & Social Sciences
- 2011-2015 Extended Education Committee, CSUF Academic Senate - College of Humanities & Social Sciences Representative

Karen Stocker

Division of Anthropology, CSU, Fullerton – Office MH 477E – (657) 278-1070- kstocker@fullerton.edu

Education

- 2001 Ph.D., Anthropology, University of New Mexico, Albuquerque, NM. Awarded Distinction for dissertation titled *The Effects of Schooling on Ethnic Identity: the Dynamics of Discrimination in a Rural Costa Rican High School Setting*
- 1997 M.A., Latin American Studies, University of New Mexico, Albuquerque, NM. Awarded Distinction for thesis
- 1993 B.A., Latin American Studies, Carleton College, Northfield, MN. Awarded Distinction for thesis

Relevant Employment History

- 2014- present Associate Professor, Division of Anthropology, California State University, Fullerton
- 2014 Awarded early tenure and promotion
- 2010-14 Assistant Professor, Department of Anthropology, California State University, Fullerton
- Courses taught at CSUF: Anth 102: Introduction to Cultural Anthropology; 300: Language and Culture; 332: Women in Cross-Cultural Perspective; 350: Culture and Education; 415: Anthropology of Tourism; 481 Contemporary Anthropology; 504T: Ethnography and Communication; 504T: Ethnographic Styles: Reading and Writing Ethnography; 510: Research Design; Humanities 350T: Costa Rican Life and Culture (for Study Abroad); Geography 355: Global Cuisines (for Study Abroad)
- 2007-10 Associate Professor, Anthropology Program, Department of Sociology and Anthropology, California State University, Bakersfield
- 2003-7 Assistant Professor, Anthropology Program, Department of Sociology and Anthropology, California State University, Bakersfield; Awarded early tenure and promotion

Peer-Reviewed Publications

- In Press “The Alchemy of Tourism: From Stereotype and Marginalizing Discourse to Real in the Space of Tourist Performance,” invited as part of the edited volume titled *Cultural Tourism Movements: New Articulations of Indigenous Identity*, edited by Alexis Celeste Bunten and Nelson Graburn, accepted for publication by the University of Toronto Press.
- 2013 *Tourism and Cultural Change in Costa Rica: Pitfalls and Possibilities*. Lanham, MD: Lexington Books.
- 2013 *Locating Identity: The Role of Place in Chorotega Identity*. In *Who Is an Indian? Race, Place, and the Politics of Indigeneity in the Americas*. Maximilian Forte, ed. Pp. 151-71. Toronto: University of Toronto Press.
- 2009 *Authenticating Discourses and the Marketing of Indigenous Identities*, *London Journal of Tourism, Sport and Creative Industries* 2 (1): 62-71 (Special Issue: Current Themes in Indigenous Tourism).
- 2007 *Identity as Work: Changing Job Opportunities and Indigenous Identity in the Transition to a Tourist Market*. Theme Issue, “Work and Anthropology in Costa Rica,” *Anthropology of Work Review* XXVIII (2): 18-22.
- 2005 “I Won’t Stay Indian, I’ll Keep Studying”: *The Effects of Schooling on Ethnic Identity in a Rural Costa Rican High School*. Boulder: University Press of Colorado.
- 2005 *Citizenship, Wealth, and Whiteness in a Costa Rican High School*, *International Journal of Educational Research, Policy, and Practice (IJEPRP)* 5(4): 119-146.
- 2003 “Ellos se comen las heces/eses:” *The Perceived Language Difference of Matambú*,” In *Linguistic Anthropology of Education*. Stanton Wortham and Betsy Rymes, eds. Pp. 185-211 Westport, CT: Praeger.
- 2000 *No somos nada: Ethnicity and Three Dominant and Contradictory Indigenist Discourses in Costa Rica*, University of New Mexico Latin American Institute Research Paper Series No. 35 (June).
- 1999 *The Exportation of Managed Care to Latin America*, *New England Journal of Medicine* 340 (4), April 8. Co-authored with Howard Waitzkin and Celia Iriart.
- 1995 *Historias Matambuqueñas*. Heredia, Costa Rica: Editorial de la Universidad Nacional (**EUNA**).

Work in Progress

- (L)inked Movements: *Placemaking in an Urban Sphere*; manuscript invited by and in process of submission to the University of Toronto Press, as part of their Teaching Culture series; based on ethnographic research conducted during sabbatical leave in Fall 2016

Professional Papers, Invited Colloquia, and Invited Lectures (past five years)

- 2017 "Emerging Social Movements, Multi-Sited Projects, and Applied Anthropology," presented as part of the panel, "Applying Ethnographic Methods," to the Society for Applied Anthropology, April 1, Santa Fe, NM.
- 2015 "Indigenous Place Making in the Era of Social Media," accepted for presentation to the American Anthropological Association (AAA), November 2015, Denver, Colorado.
- 2015 "Gender in the Academy," presented as part of the panel, "Women in the Field," convened by the Anthropology Student Association, CSU, Fullerton.
- 2014 "Producing Anthropological Writing: How Books Turn Dull in Spite of the SHA," presented to the American Anthropological Association, December 3, 2014, Washington, DC.
- 2014 "Self-Representation and Community Organization Through Social Media," presented as part of the panel "The Network Doesn't Stop at the Door," for the Society for Applied Anthropology meetings, March 19, 2014, Albuquerque, NM.
- 2014 "Ethics in Anthropology," presented to Lambda Alpha and Anthropology Student Association, CSU, Fullerton.
- 2012 "Expat Experiences: Illusions, Repercussions, and Solutions," presented as part of the panel "Baby Boomers Abroad: Lifestyle and Retirement Migration in the Americas," for the AAA meetings, November 15, 2012, San Francisco, CA.
- 2012 "Las Redes Sociales, el Internet, y Otras Tradiciones Chorotegas," TEDx Pura Vida, Auditorio Nacional, San José, Costa Rica, 2/9/12. <http://www.youtube.com/watch?v=k3zRXhwsBx4&feature=youtu.be>
- 2011 "Chorotega Narrative Legacy in a Globalized Context," Presented to the AAA, November 20, 2011, Montreal, Canada. (Panel title: "Cultural Heritage and the Politics of Identity in Latin America.")
- 2010 "The Legacy of Discrimination in School, Ten Years Later," Presented to the AAA, November 17, 2010, New Orleans, LA. (Panel title: "Contextualizing Social Identification and Youth Formation in Schools.")
- 2010 "Trademarking Native Goods: The Case of the Chorotega Reservation, Costa Rica." Invited paper, presented at the National Science Foundation Sponsored Workshop, "Market as Commons: Developing a Comparative Framework for Investigating Cultural Resources in Regional Economies," Saturday, September 11, 2010. University of North Carolina, Chapel Hill. Chair: Rudi Colloredo-Mansfield.

Funded Grants

- 2016 Guanacaste Community Fund, \$1,270 in matching funds received for the Chorotega Indigenous Territory to use on a community mural project titled, "Colaborativo de arte público por jóvenes chorotegas"
- 2016 CSUF Humanities and Social Sciences (HSS) International Travel Grant, \$1,000.
- 2007 CSU, Bakersfield Research Council of the University, \$3,000, for sabbatical research on tourism and cultural change
- 1999 Title VI Foreign Language and Area Studies (FLAS), \$10,000, for dissertation field work
- 1995 Embassy of the Netherlands in Costa Rica, \$1,230, negotiated with National University Press's costs of publication (subsequent to peer-review process of acceptance of publication and contract) of *Historias Matambugueñas*, to facilitate return of 100% of royalties and profits to the Chorotega
- 1994-5 Extension of Fulbright funding, \$6,000, for research and publication regarding Indigenous oral tradition
- 1993-4 Fulbright Fellow, Costa Rica, \$18,000; ethnography field work regarding gender roles and ethnic identities.

University-Wide Committee Service (since 2010):

Co-Director, CECA (Center for Ethnographic Cultural Analysis); Campus Representative, International Programs, CSU-Wide Committee; HSS Study Abroad Committee (Chair, 2015); Curriculum Committee, HSS; Senate Subcommittee on Student Academic Life; Latin American Studies

CURRICULUM VITAE

Carl J. Wendt

cwendt@fullerton.edu

EDUCATION

- 2003 Ph.D., Anthropology, Pennsylvania State University
Dissertation Title: “Early Formative Domestic Organization and Community Patterning in the San Lorenzo Tenochtitlán Region, Veracruz, Mexico”
- 1998 M.A., Anthropology, University of Kentucky
Thesis title: “Intra-Community Settlement Organization at Tres Zapotes: The Perspectives from a Sub-Surface Testing Program”
- 1993 B.A., Anthropology, California State University at Long Beach
- 1993 B.A., Radio, Television and Film California State University at Long Beach

RESEARCH INTERESTS

Anthropological Archaeology, Complex Societies, Mesoamerica, Formative Period Cultures, Political Economy, Cultural Ecology, Exchange Systems, Settlement Patterns, Household Archaeology, Ceramic Analysis, Ceramic Analysis, GIS, Quantitative Methods, Archaeometry (materials analysis, GC/MS, LA-ICP-MS, XRF)

RECENT POSITIONS HELD

- 2014- Professor, California State University, Fullerton
- 2009-2014 Associate Professor, California State University, Fullerton
- 2005-2009 Assistant Professor, California State University, Fullerton

RECENT PEER-REVIEWED ARTICLES AND BOOK CHAPTERS

Wendt, Carl J.

- 2017 Olmec Manifestations in the San Lorenzo Countryside. In *The San Lorenzo Olmec and their Neighbors: Material Manifestations*, edited by Jeffrey P. Blomster and David Cheetham, pp. 65-88. Cambridge University Press.

Wendt, Carl J., Henri Noel Bernard, and Jeffery Delsescaux

- 2014 A Middle Formative Artifact Excavated at Arroyo Pesquero, Veracruz. *Ancient Mesoamerica* 25(2):309-316.

Wendt, Carl J. and Roberto Lunagómez Reyes

- 2011 Investigating the Arroyo Pesquero Olmec. *Mexicon* 33(3):73-79.

Wendt, Carl J.

- 2010 A San Lorenzo Phase Household Assemblage from El Remolino, Veracruz. *Ancient Mesoamerica* 21(1):107-122.

Wendt, Carl J.

- 2009 The Scale and Structure of Bitumen Processing in Early Olmec Households. In *Housework: Craft Production and Domestic Economy in Ancient Mesoamerica*, edited by Kenneth G. Hirth, Archaeological Papers of the American Anthropological Association 19(1):33-44.

Wendt, Carl J.

- 2008 El Antiguo Procesamiento y Uso de Chapopote en las Tierras Bajas de San Lorenzo, Veracruz, Mexico. In *Ideología Política y Sociedad en el Periodo Formativo (Political Ideology and Society in the Formative Period): Ensayos en homenaje al doctor David C.*

- Grove*, edited by Ann Cyphers and Kenneth G. Hirth, pp. 55-92. Universidad Nacional Autónoma de México, Instituto de Investigaciones Antropológicas, México.
- Wendt, Carl J. and Ann Cyphers
 2008 How the Olmec Used Bitumen in Ancient Mesoamerica. *Journal of Anthropological Archaeology* 27(2):175-191.
- Wendt, Carl J. and Shan-Tan Lu
 2006 Sourcing Archaeological Bitumen in the Olmec Region. *Journal of Archaeological Science* 33(1):89-97.
- Wendt, Carl J.
 2005 Using Refuse Disposal Patterns to Infer Olmec Site Structure in the San Lorenzo Region, Veracruz, Mexico. *Latin American Antiquity* 16(4):449-466.
- Wendt, Carl J.
 2005 Excavations at El Remolino: Household Archaeology in the San Lorenzo Olmec Region. *Journal of Field Archaeology* 30:163-180.

RECENT BOOK REVIEWS

- Wendt, Carl J.
 2009 Review of *Classic Period Cultural Currents in Southern and Central Veracruz*, edited by Philip J. Arnold III and Christopher A. Pool. *Journal of Field Archaeology* 34:499-505.
- Wendt, Carl J.
 2007 Review of *Farming, Hunting, and Fishing in the Olmec World*, by Amber M. VanDerwarker. *Journal of Anthropological Research* 63:289-291.

RECENT EXTRAMURAL GRANTS RECEIVED

- 2012-15 National Science Foundation Senior Research Grant (BCS-1143571), "Olmec Household Archaeology: Investigating Los Soldados," Carl J. Wendt (PI), \$248,907
- 2010-11 National Geographic Committee for Research and Exploration (#8760-10), "Olmec Household Archaeology: Investigating Los Soldados" for archaeological excavation at the Soldados site. Carl J. Wendt (PI), \$24,107.
- 2007-10 National Science Foundation Senior Research Grant (BCS-0636107), "Bitumen Processing and Exchange Among the Olmec," Carl J. Wendt (PI) and Scott Hewitt (co-PI), \$115,037.
- 2007-09 National Geographic Committee for Research and Exploration (#8157-07), "Archaeological Investigation in the Eastern Olmec Heartland: Proyecto Arqueológico Río Pesquero," for archaeological excavation at the Arroyo Pesquero site. Carl J. Wendt (PI), \$25,772.

CURRENT ARCHAEOLOGICAL RESEARCH

- 2008- Director, *Proyecto Arqueológico Arroyo Pesquero*. Archaeological investigations in the Arroyo Pesquero region, southern Veracruz, Mexico.
Consejo de Arqueología, Instituto Nacional de Antropología e Historia
 2008 Season: Oficio Núm. C.A.401-36/0899; 29 de Abril 2008
 2010 Season: Oficio Núm. C.A.401-36/0894; 21 de Mayo 2010
 2012 Season: Oficio Núm. C.A.401B(4)19.2011/36/0144 30 de Enero de 2012
- 2007- Director, *Proyecto Arqueológico Chapopote, Phase 2* – Investigation Olmec exchange networks, intra/inter-regional interaction, and the organization of processing activities by way of bitumen sourcing (GC-MS) and petrographic techniques.