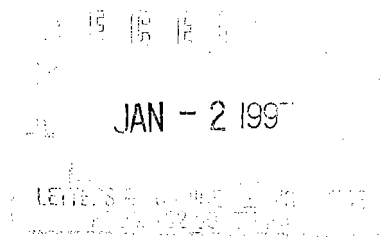


DEPARTMENT OF ANTHROPOLOGY
UNIVERSITY OF WISCONSIN - MADISON

MADISON, WISCONSIN 53706-1393 U.S.A.

December 27, 1996

Phillip R. Certain, Dean
College of Letters and Science
102 South Hall
CAMPUS



Dear Dean Certain,

Here is the Curriculum Assessment Plan developed by the Department of Anthropology during the past semester. I hope that it is satisfactory as is, but if you have any questions or need additional information, please let me know.

Sincerely,

Henry T. Bunn
Professor and Chair

DEPARTMENT OF ANTHROPOLOGY
CURRICULUM ASSESSMENT PLAN

PART I - UNDERGRADUATE PROGRAM

1. EDUCATIONAL ORIENTATION & GOALS

Anthropology at the University of Wisconsin is divided into three subdisciplines; i) Socio-cultural Anthropology - the study of the history and meaning of cultures, social systems, institutions, customs, and arts, and the relation of these to human variety, ii) Archaeology - the investigation and interpretation of the remains of past cultures through excavation and laboratory analysis, and iii) Physical or Biological Anthropology - the study of the origin and evolution of human biological characteristics, our primate ancestors, and the genetic diversity of contemporary races.

Thus, anthropology is characterized by a comparative point of view, a focus on humans in all their variation and similarity, and the verifiable conviction that history, biological endowment, environmental situation, way of life, and language are all related in discoverable patterns.

Students who major in anthropology become familiar with the ways of life and cultures of societies throughout the world, both those currently existing and those known only from the historical or archaeological record. They also explore the biological complexity of humanity and comparative perspectives from nonhuman primate behavior, ecology, and evolution. Through their studies, students often develop specialized interests in a particular area of the world, in the interrelation of archaeological and historical materials, in the relation of culture to behavior, or in the mutual influences of biology and culture.

Students of anthropology not only acquire basic information about Homo Sapiens as a thinking, creative animal, but also explore the diversity of human culture. They will encounter ideas that challenge their own beliefs or behaviors and problems of interpretation for which there is no "right" answer, only probable answers. Students who find complexity, uncertainty, and challenges to their beliefs exciting will find themselves well suited to a major in anthropology.

The major is designed to expose students to a wide range of anthropological topics and information. It is an exploration, a route toward discovering a student's own interests, not toward specializing in them. While some specialization, in biological anthropology, socio-cultural anthropology, or archaeology, is possible, basic work in all three fields is required.

There are no specific language requirements for a major in anthropology, but language can be a tool of central importance to the anthropologist. Students considering graduate work who are interested in a particular area of the world should begin work on a language appropriate to that area as soon as their decision is firm. In addition to specific languages, a basic knowledge of linguistics and the techniques of working with unwritten languages is strongly recommended.

For students who do not go on to graduate work, their training often leads them toward public service, the Peace Corps, VISTA, or similar organizations. Those who concentrate on the social and socio-cultural aspects of anthropology increasingly find careers in business, public relations, and related fields. Anthropology is now also beginning to be introduced into secondary and elementary school curricula with emphasis on the archaeological, environmental, and socio-cultural dimensions of the discipline.

Students planning a professional career in anthropology usually determine their specialized interests through exploration within the major program. Students majoring in anthropology should not expect their undergraduate training to make them professional anthropologists. Nor should they assume that the major will provide them with ready solutions to the problems of existence. Instead, they should expect a broad introduction to the range of solutions to problems humans have developed during their habitation of earth. They can anticipate training that will sharpen their awareness of themselves and society in relation to the rest of the world and that will provide the basis for advanced, graduate-level work in the discipline. Advanced graduate work is a necessity for anyone planning a career as a professional anthropologist.

2. ASSESSMENT OF STATED EDUCATIONAL GOALS

Assessment and measurement of our success in achieving these educational goals are / will be carried out in a number of ways.

a) using established procedures for curriculum assessment via monitoring of student performance and progress, as expressed in:

i) Requirements for the Major -

An undergraduate major in Anthropology consists of a minimum of 30 credits distributed within the department including the following required courses:

105, Introductory Human Biology, 3 credits **or**
107, Evolution of the Human Species, 3 credits

300, Socio-cultural Anthropology, 3 credits
490, Undergraduate Seminar, 3 credits

Majors must also take two of the following three Archaeology courses:

- 112, Principles of Archaeology, 3 credits
- 321, The Emergence of Human Culture, 3 credits
- 322, The Origins of Civilization, 3 credits

Courses 300 and above can be counted toward the 15 credits of advanced work in the major with the exception that 361 and 362 (Elementary Quechua) do not count toward the major in anthropology. No more than 40 credits in anthropology may be taken as part of the major. If advanced degree study is planned, additional courses in related fields should be discussed with an advisor in the department.

By arrangement with a supervising professor, advanced students may substitute a thesis for four (4) of the above credits, to be written in either biological anthropology, archaeology, or socio-cultural anthropology.

ii) Requirements for the Honors Program

To earn the B.A. or B.S. with honors, Anthropology majors must complete:

- 1) The Letters and Science general degree requirements.
- 2) General Honors Program requirements.
- 3) The Junior-Senior Honors Curriculum in the department.

The honors Junior-Senior Honors curriculum consists of 30 credits in the major including the following required Anthropology courses:

- 105, Introductory Human Biology, 3 credits or
- 107, Evolution of the Human Species, 3 credits

106, Human Biology Laboratory, 3 credits (Concurrent with or after 105 or 107)

- 300, Socio-cultural Anthropology, 3 credits
- 490, Undergraduate Seminar, 3 credits

Honors Students must also take two of the following three Archaeology courses:

- 112, Principles of Archaeology, 3 credits
- 321, The Emergence of Human Culture, 3 credits
- 322, The Origins of Civilization, 3 credits

In addition Honors Students must complete 105 or 107, 106, 300, 490 and two of the following, 112, 321, 322. In addition

Honors students must complete; (a) 3 credits in Honors Courses in each of the three sections of Anthropology, (Biological, Archaeological & Socio-cultural), (b) take one seminar at the 600 level, or (with consent of instructor and advisor, and an overall GPA of 3.5) at the 900 level, and, (c) write a Senior Honors Thesis (681/2).

iii) Distinction in the Major

Undergraduates who are not enrolled in the Honors Program are eligible to be recommended by their advisor to the department to receive "Distinction in the Major" if they have maintained a 3.5 GPA in the major and have written an exceptional senior thesis or paper in an undergraduate seminar, graduate seminar or independent study.

iv) Expository English Requirement

In order to graduate, students must file the Certification of Competence in Expository English in Major form. This form must be signed by a member of the Anthropology Faculty upon successful completion of an anthropology course which requires extensive writing. The suggested course required for the undergraduate major in Anthropology that is designated as writing intensive is Anthropology 490, The Undergraduate Seminar.

b) Pro-active Monitoring of Established Procedures:

Undergraduate progress is monitored by the Undergraduate Adviser, the Sections and the Curriculum Committee, which also has student representatives. However, individual Faculty have particular responsibilities for the progress of their undergraduate advisees.

Undergraduate Advising

Students are instructed to meet with their assigned advisor at least once each semester, before registration, for discussion and planning of their academic schedule. Faculty members are also available at the Faculty Advising Service in South Hall during the semester for consultation. If an undergraduates interests change, or if for any reason they would prefer another advisor, a different faculty member may be assigned after consultation with the department's general Undergraduate Advisor.

c) Direct Measures

In addition to the above procedures and established methods for Departmental monitoring the Curriculum Committee will undertake an biennial review of curriculum effectiveness for our

Undergraduate Courses using the information collected in Student course evaluations. These provide a direct measure of Student satisfaction with current course offerings.

The Curriculum Committee will therefore request course evaluation information from all Faculty who have taught undergraduate courses. A statistically significant selection from those evaluations will also be read for the contextual commentary provided by students written remarks. This will allow for the identification of any problems not reflected in the numerical evaluations scores. These procedures will permit the early identification of any problematic courses and/or less than effective Faculty delivery of those courses.

3. TIMETABLE FOR IMPLEMENTATION

The procedures described above for the assessment of the undergraduate program can be implemented in the first semester of AY 1997-8, since it is presumed that the College's evaluation of this Assessment Plan will not be finished before the second semester AY 1996-7.

PART II - GRADUATE PROGRAMS

1. EDUCATIONAL ORIENTATION & GOALS

The Department of Anthropology offers graduate students the opportunity to pursue their academic interests either within one of three major fields of contemporary Anthropology - Archaeology, Biological Anthropology, and Socio-cultural Anthropology - or, within the Intersectional Degree Program.

While there are important differences among the three "Sections" in this Department, there also are significant overlaps which are the source of disciplinary strength. Accordingly, students are encouraged to explore the similarities and in order to benefit from the different theoretical and methodological approaches that characterize the three sections.

The range of possibilities for academic growth and intellectual development that are available in the Department, as a result of this pedagogical orientation, is designed to prepare students for the different research and teaching challenges of a professional career in contemporary Anthropology. These opportunities include both formal instruction through course work and seminars, regular meetings with assigned supervisors to check Student progress through departmental requirements and to develop

Student plans for doctoral work. Informal interaction, in the various events and colloquia which the Department organizes, is also seen as an important measure of both Faculty and Student commitment to the program.

As a result Students pursuing advanced degrees in Anthropology will find themselves members of an unusually vibrant and exciting intellectual community. The University is an important crossroads where a diversity of debate and intellectual exchange can be found. The Department is actively involved in this diverse community and regularly invites renowned scholars from all over the world to give talks and hold seminars. When a new student is admitted to the Department that student also becomes a colleague to a diverse group of scholars.

The Department recognizes that the methods, perspectives, and theoretical orientation originating in Anthropology have now invigorated many other disciplines. This permeability of the borders between disciplines has created a cross fertilization that is an important element of the educational process in the Department. The Department therefore encourages students to take part in this process, as it relates both to intra-disciplinary relationships between the sections and to inter-disciplinary relationships between Departments. As a result both the course work and advisory relationships of Anthropology graduates should reflect this interdisciplinary aspect, without losing a necessary focus on the students core interest of study.

The goal of our graduate program therefore is to produce scholars and educators of the highest professional caliber in the general field of anthropology. To achieve that goal requires students to complete a series of steps whose general progress is much the same for each of our three sections. Following are the broad outlines of these steps in the graduate program.

First, incoming graduate students are expected to take courses within the department, and on occasion with their advisor's guidance, outside the department. The aim of these courses is threefold: to prepare students for their qualifying exams; to prepare them for their dissertation research and writing; and to prepare them for their future career.

Second, students must meet the qualifying exam requirements of their chosen sub-fields. Completion of these exams should advance a student to the next stage of graduate study, which is the preparation of a dissertation topic.

Third, students must prepare and be examined upon preliminary proposals for their dissertation research. Successful completion of the Preliminary Examination, minor requirements, graduate school requirements and section requirements, advances the students to candidacy as dissertators.

Fourth, students must conduct dissertation research and write their dissertations. The conduct of these endeavors, the time spent, data collected, and drafts critiqued, will vary greatly from section to section and from student to student. To be acceptable as a dissertation, the research must constitute an original contribution to that field of scholarship.

Fifth, students will defend their dissertation before a faculty committee. By university regulation, "A Ph.D. final examination committee must have at least five current graduate faculty members, and at least one of these must represent a graduate field outside your major" (Graduate Student Handbook 1994: 37). The Socio-cultural and Archaeology sections have additional requirements.

The prerequisites of each of the three sections in the Department, the nature of their qualifying exams, the composition of faculty committees, etc., are discussed in the Departmental Handbook.

2. ASSESSMENT OF STATED EDUCATIONAL GOALS

Assessment and measurement of our success in achieving these stated goals are / will be carried out in a number of ways.

a) using established procedures for curriculum assessment via monitoring of student performance and progress

i) Examination Performance:

Qualifying Exams are meant to test on what every anthropologist should know (a basic competence), the Preliminary Exams are to test what an individual particularly needs to know for their chosen course of study.

The Qualifying Exam is therefore intended to, test knowledge of core theory and method in Anthropology, require awareness of the permanently important literature, require awareness & competence in the various sub-fields of anthropology, gauge the potential of the candidate for future professional growth.

The Preliminary Exam in turns aims to, evaluate whether the candidate has sufficient breadth and depth of preparation, evaluate the feasibility of the project in terms of its methodology and the capacities of the individual, evaluate the overall merit of the project, permit a general feedback between the candidate and the committee.

ii) Student Progress Measurement:

1. Grade Point Average. A GPA of 3.5. No less than 3.0 during the 1st year; must have a 3.5 thereafter.

2. Course Load. Full-time course load of 9-12 credits per semester. The full-time course load for Teaching Assistants who are not dissertators has been set at a minimum of 6 credits. Full-time for dissertators is 3 credits.

3. Incompletes Students are not permitted to carry more than three incomplete credits at any one time. Incompletes in excess of 3 credits are counted as "F" for purposes of GPA until removed. Incompletes must be made up by the end of the following semester during which the student is registered. Incompletes not cleared by that time become "Unsatisfactory grades."

4. Examination Schedule

(Please see sectional requirements in Handbook for further details.)

Graduate students are encouraged to take the Qualifying Examinations no later than the fourth (4th) semester in residence. They must pass the Qualifying Examinations no later than the sixth (6th) semester in residence. They will normally take the Preliminary Examinations no later than the third (3rd) semester in residence after passage of Qualifying Examinations.

They must pass the Preliminary Examinations no later than the fifth (5th) semester following passage of the Qualifying Examinations.

5. Dissertation Topic Approval.

Graduate students must have an approved Ph.D. dissertation proposal no later than the semester following passage of the Preliminary Examination.

6. Dissertation Completion.

Students must complete and defend the doctoral dissertation within five years after passage of the Preliminary Examination.

7. Progress criteria for students may be waived in special circumstances, such as illness late in the semester. This is to be stated in writing, and approved by the student's advisor. (For Archaeology and Biological Sections, it must also be approved by the section and signed by the Department

chair.) Students will be notified of progress criteria upon passage of Qualifying and Preliminary Examinations and upon achievement of Dissertator Status.

8. Leaves of Absence

The Department policy is that leaves of absence for pre-dissertators may occur for up to one year and for dissertators up to two years. Dissertators must be registered even while doing field work. The written leave of absence guarantees re-entry to the program if the student applies to the graduate school for admission within the specified time period.

The criteria listed above applies equally to all students whether or not they are financially supported. Students are also responsible for meeting all Graduate School regulations. The Department will notify students of relevant progress criteria at appropriate times during graduate study (e.g., after passage of qualifying and preliminary examinations). If a student does not meet appropriate progress criteria, the student will be dropped from the graduate program.

b) Pro-active Monitoring of Established Procedures:

Examinations and Student Progress are monitored via the Sections and the Curriculum Committee, which also has student representatives. The Department does not espouse a pass/failure rate among its incoming graduates, but any precipitate change in either the outcomes of examination procedures, or in overall student progress would be evident to these Departmental bodies, as would be the case for individual students via their advisors.

In addition proposed monitoring of past students achievements in winning external grants and/or academic positions provides a longer term measure of our curriculum effectiveness.

c) Direct Measures

In addition to the above procedures and their established methods for Departmental monitoring the Curriculum Committee will undertake an annual review of curriculum effectiveness for our Graduate Courses using the information collected in Student course evaluations. These provide a direct measure of Student satisfaction of current course offerings.

In addition the Curriculum Committee will solicit feedback from its graduate representatives with regard to the following specific items;

- availability & effectiveness of advisors
- rationale and structure of course offerings
- Faculty wide support for funding applications, job applications, etc.
- adequacy of extra-curricular activities (events, speakers, colloquia, etc.)

By these means it is intended that both the formal effectiveness of our program, as reflected in the courses, advising and academic procedures/ requirements, as well the more informal quality of our program, as a crucible for the forging of the next generation of anthropologists, can be continually and usefully monitored with the aim of constantly renewing the vitality of our Department.

3. TIMETABLE FOR IMPLEMENTATION

The procedures described above for the assessment of the graduate programs can be implemented in the first semester of AY 1997-8, since it is presumed that the College's evaluation of this Assessment Plan will not be finished before the second semester AY 1996-7.