Appendix A: Strategic Vision of WCU and Mission/Purpose of the Anthropology Program

WCU’s 2020 Plan established the following university-wide strategic vision:

“To be a national model for student learning and engagement that embraces its responsibilities as a regionally engaged university.”

WCU’s mission is to “improve individual lives and enhance economic and community development in our region, state and nation through engaged learning opportunities in our academic programs, educational outreach, research and creative activities, and cultural activities.”

A draft version of the mission of the WCU’s College of Arts and Sciences is to “provide students with a liberal arts foundation where they are taught to think critically, grow academically, and communicate effectively. We prepare our students to be intellectually, socially, culturally, and professionally engaged citizens and leaders who contribute to and promote the sustainability of local and global communities.

The mission and purpose of the Anthropology program is to foster an understanding of humanity that contributes to economic and community development in our region, particularly as it relates to the wider world. We connect our regional approach to an international perspective, encouraging students to develop a comprehensive understanding of the multifaceted developments of the human species in the contemporary world. In doing so, we create engaged learning experiences for our students, encourage educational outreach to the region, and involve ourselves in regionally and nationally significant research and cultural activities.
Appendix B: Program Strategic Planning

The program’s strategic planning process is allied with the university and college processes. It involves faculty consultations and visioning through departmental-level meetings and correspondence. Our most recent strategic plan is focused on meeting the expectations of WCU’s 2020 Plan, and includes attention to both the Anthropology and Sociology programs.

- Departmental Strategic Plan
- 2006 Program Review Self-Study
- 2013 Program Prioritization Report
The Department of Anthropology and Sociology is committed to aligning itself to the strategic vision spelled out in WCU’s 2020 Strategic Plan. Indeed, our department has long been characterized by the student-oriented and regionally engaged approach that has more recently been embraced by the university as a whole. This document details the specific strategic alignments that characterize our department’s strengths within the 2020 vision.

**STRATEGIC DIRECTION #1 – FULFILL THE EDUCATIONAL NEEDS OF STATE AND REGION**

- All of our programs and concentrations (Sociology, Anthropology, Forensic Anthropology, Cherokee Studies, and Women’s Studies) are academically rigorous and focus on regional needs while also responding to student demand. All have steady or growing enrollment. In the case of Forensic Anthropology, growth has been quite rapid, nearly doubling the number of majors in three years (from 81 students taking the concentration in 2008-9 to 157 students taking the concentration in 2011-12). All of our programs also have steady retention and graduation rates and are closely aligned with the 2020 vision in terms of our QEP, engagement, and topical foci (environment, health, innovation and technology, and recreation and tourism).

- Several of our classes focus on the creative arts within a regional perspective, specifically ANTH 466 (Folklore) and ANTH 379 (Cherokee Arts and Crafts). Dr. Hartwell Francis has also been involved in a number of Cherokee-oriented cooperative art projects with the College of Fine and Performing Arts. Several of our courses (e.g. Feminist & Gender Theory, Queer Sociology) incorporate creative modes of assessment that encourage students to synthesize content through the production of creative output. These creative projects are shared to the campus and local communities through events and online content.

- Our department also helps WCU to “assume regional leadership in the study of the environment and environmental policy” through its focus on environmental anthropology and sociology. We consistently offer a number of environmentally oriented courses (ANTH 349 Applied Anthropology; ANTH 351 Environmental Anthropology; SOC 248 Rural Sociology; SOC 371 Sociology and the Environment) and a number of faculty bring an environmentally oriented perspective to both the Anthropology and Sociology programs, as for example with our long-term connection to the Sylva Community Garden.

- Our department also helps to “position WCU as the premier regional provider of baccalaureate and graduate education in the health professions with an emphasis on culturally sensitive, integrative, and intergenerational health care” through our focus on Medical Sociology, Sociology of the Family, and our connections to the Culturally Based Native Health Certificate Program, located in the College of Health and Human Sciences. The undergraduate minor and graduate certificate in Cherokee Studies also often include a health-oriented perspective.
• We also help to “establish WCU as a hub of innovation, facilitating interdisciplinary connections” through our Forensic Anthropology concentration, which brings together scientists, law enforcement, military, and small business people at our Human Identification Laboratory, Forensic Osteological Research Station, and cadaver dog training program.

• We “advance the recreation and tourism industries of Western North Carolina” through our focus on cultural heritage tourism, as for example in our initiatives in Hayesville, Cashiers, Stecoah, and the Great Smoky Mountains National Park and Blue Ridge Parkway, the North Carolina Folklore Society, and the North Carolina Arts Council.

• Our department has two “cross-disciplinary centers/institutes of study and outreach...based on the curricular focus areas”: Cherokee Studies and Women’s Studies.

• As should be clearly evident from this document, WCU’s Department of Anthropology and Sociology is clearly working within the department to align its departmental vision “to support the strategic vision of the University.” We have also been involved in inter-departmental work within the college and between colleges. Since 2004, Dr. Brennan completed two Regional Outlook Reports with Drs. Chris Cooper (PSPA) and Steve Ha (Econ) and is in the early stages of discussing the next ROR with the Chancellor. In doing so, we are growing our programs, particularly our Forensic Anthropology concentration, and so our department is on track to increase our graduates “by 25 percent by 2020 to meet the regional need for an educated work force.” The Sociology program has also been actively recruiting second majors and minors.

The Department of Anthropology and Sociology is intrinsically student-oriented, and we support that orientation through our hiring of faculty and our ongoing work with our majors, minors, liberal studies students, and other.

• Our recent faculty hires understand and contribute to this vision. Our recent tenure-track hire, Dr. Heather Talley, has been a leader on campus in working with students. Our recently hired Lecturer, Nikki Jastremski, has also been a student-oriented faculty member who has worked closely with students in the Forensic Anthropology program. Additionally, our Sociology Adjunct, Nathan Dollar, has been working closely with students as part of his connection to the local farm-worker organization Vecinos, Inc. Our AFE and TPR processes both “consider how faculty curricula, pedagogies, and scholarship successfully advance the University learning outcomes” and our new Engaged Learning Requirement has incorporated “research opportunities, in the curricular review process.”

• We work closely with students through faculty/student research and teaching collaborations, and expanded Advising Day that this year included peer-mentoring among students, active Sociology and Anthropology Clubs, and Honors Societies in both the Sociology and Anthropology programs.

• All of our programs “incorporate writing and research into all levels of the curricula” and “ensure that all academic programs incorporate the core abilities detailed in Goal 1.2”

• We “ensure that meaningful international/global experience opportunities are available to every student” through our summer faculty-led travel courses in Kenya, Scotland, and Mexico, as well as through our close collaboration with WCU’s IPS in sending our students on semester and year-long study-abroad placements.
• We help to “eliminate barriers to student access through coordinated endeavors with Birth-12 (B-12) and community college partners” by facilitating the Two-Step process.

• We have an active Open House and Outreach program with up-to-date displays and brochures and many recruitment activities, particularly in the Forensic Anthropology concentration. The Department has also initiated direct marketing to Haywood, Blue Ridge, and Southwestern Community Colleges regarding our Departmental brownbag series to invite local community college students to visit the Department.

• In recent years we have been expanding our “short-term, educationally based programs,” particularly through Cherokee-oriented short-courses and Forensic Anthropology courses (e.g. the cadaver dog courses). We have also expanded our summer school offerings, particularly our summer field schools in Archaeology and Forensic Anthropology, so that we fully expect to meet the target of “expand[ing] summer school enrollment by 25 percent by 2020.” Online sections of the Liberal Studies course SOC 235 (Social Problems) is being developed and could potentially be offered in summer for distance and residential students.

All of our programs are ethnically diverse and students are active in research at both the Undergraduate Expo, the Annual Gender Conference (sponsored by Women’s Studies for the past 13 years), and NCUR. Faculty members are currently building relationships with community organizations including YouthOUTright, Kituwah Preservation and Education Program, Vecinos, Inc. and others to provide additional support to diverse students.

STRATEGIC DIRECTION #2 – ENRICH THE TOTAL STUDENT EXPERIENCE

As also mentioned above, the Department of Anthropology and Sociology has a long history of faculty/student engagement and emphasis on supporting the total student experience. The most obvious evidence of the success of this approach is the positive spirit of our students, which is reflected in our solid retention and graduation rate and our steady or increasing number of majors.

• We have up-to-date promotional materials, Open House displays, web-site, as well as a presence on social media like Facebook. Through our Anthropology and Sociology Clubs there are many opportunities for peer-mentoring and collaborative student activities. Our Anthropology and Sociology Honors Societies are also active, and emphasize academic rigor and success.

• As a result of our newly instituted Engaged Learning requirement, all students will be expected to document how their out-of-classroom “learning experiences are interconnected with their program of study.”

• We are working to “expand international experiences” for our student through increased participation in exchange programs and our faculty-led summer study-trips to Kenya, Scotland, and, in the future, Mexico, where we have had a strong presence in the past. Additionally, we recently established an international faculty partnership with the University of Glamorgan in Wales and anticipate faculty exchanges in the near future which will benefit our students by bringing a global experience directly to their classrooms.

• A core departmental concern across the curriculum is our desire to “[p]rovide opportunities for students to explore of all points of view on various issues and to understand the perspectives of others through civil and informed discourse and debate.”
All of our courses are focused on this approach to critical thinking. Faculty are also actively involved in collaborating with Intercultural Affairs on student programing, particularly that involving vulnerable student populations. Dr. Chamberlin is currently collaborating with a student on a survey about rape attitudes and experiences on campus supported by the Task Force on Sexual Assault and Harassment. Results will be used to help with programming, training and solutions on campus. Women's Studies also coordinates Women's History month celebrations with Student Affairs.

- Our faculty have been actively represented on the Athletics Committee for several years, and we have a number of student-athletes in our Sociology program. We maintain high expectations for our student-athlete majors, working with Athletics Department to ensure their academic success. We "sustain campus traditions" through our twice-annual faculty/student picnics, campus celebrations in ANTH 365 (Magic, Myth, Religion) and on-going participation in campus activities, including, most recently, the Global Poverty Project.

- We are a campus leader in "building and sustaining" consistent celebrations of Cherokee history, culture, and traditions,” with our campus and regional tours of Cherokee sites, annual attendance at the Cherokee Fair, connections to Trail of Tears commemorations, annual support of the Native American Expo, and dozens of other events every year.

- We “celebrate with the institution’s internal and external audiences the accomplishments and achievements of students, faculty, and staff” through our annual Outstanding Senior Award, our monthly Brownbag presentation, annual departmental newsletter that is distributed to alumni, and an active publicity program connecting our activities to a regional audience through our consistent work with the Office of Public Relations.

**STRATEGIC DIRECTION #3 – ENHANCE OUR EXTERNAL PARTNERSHIPS**

WCU’s Department of Anthropology and Sociology is an active partner with various institutions and entities in the region.

- The Forensic Anthropology program’s Forensic Osteological Research Station (FOREST) is an active part of WCU’s Millennial Initiative, and uses its human decomposition facility as a location for building partnerships with a variety of external institutions including Oak Ridge National Laboratory, regional law enforcement agencies, search-and-rescue organizations and others.

- Our department has effectively partnered with the Eastern Band of Cherokee Indians on a variety of initiatives through the Cherokee Studies program, including a long-term language revitalization effort, the Sequoyah professorship, collaborative archaeological, ethnographic, and museum activities, and others. We have also been long-term partners through the University of Tennessee based Cooperative Ecosystem Studies Unit consortium in order to undertake ethnographic research projects with the Great Smoky Mountains National Park and the Blue Ridge Parkway. We also have a long-term partnership with the North Carolina Arts Council, which funds the North Carolina Folklore Journal (Dr. Coyle is in his seventh year as Editor) through the North Carolina Folklore Society. We are also in the fifth year of a long-term connection with Sylva’s
Community Table through our collaborative student-oriented work at the Sylva Community Garden.

- We have “align[ed] internal processes and reward systems to foster external engagement” through a revision of our DCRD to emphasize the importance of these activities in annual faculty evaluation and tenure and promotion decisions.
- Department faculty have served on numerous non-profit boards in the local community, including but not limited to the Community Table, Jackson County Habitat for Humanity, REACH (Resources, Education, Assistance, Counseling, and Housing) of Jackson County, and Vecinos Inc. Departmental staff have also been active in “staff-initiated community service,” particularly with the Jackson County Swim Team.

**STRATEGIC DIRECTION #4 – INVEST IN OUR PEOPLE**

Our department would like to be at the forefront of this category, but unfortunately in recent years our faculty and staff have received almost no such investments, in spite of the fact that our faculty have consistently been nominated for, finalists, or recipients of significant college and university awards for teaching, research, and service, including the College of Arts & Sciences Teaching Award, the Paul A. Reid Distinguished Service Award for Faculty, the Hunter Scholar Award, the Faculty Research and Creative Activities Award, the Excellence in Teaching Liberal Studies Award, the Scholarly Development and Assignment Program Award, the Chancellor’s Award for Engaged Teaching, the Chancellor’s Distinguished Teaching Award, and the Board of Governors Award for Excellence in Teaching. In fact, our most recently hired tenure-track faculty-member is among the very lowest paid at WCU. Despite this faculty member’s outstanding record of accomplishment, she has received a total raise of only $1,000 in four years, which leaves her as one of the lowest paid faculty members in the university, and, indeed, the state. We would hope that as a result of this strategic planning process reasonable faculty raises for the lowest paid among us will be forthcoming. Recent departmental faculty activity may help in this regard. They have been working with WCU’s chapter of AAUW to get the university to conduct a university-wide gender equity salary study. The Chancellor ultimately committed to conducting this study based on Dr. Brennan’s work with Laura Wright, Melissa Wargo, and Chesney Reich.

- One bright spot in this situation is that summer salaries have increased as a result of a return of summer profits to the department, which in our case go directly to the faculty members who generated those profits. We have also been able to maintain our (rather low) travel budget.
- We also maintain an open and transparent annual faculty evaluation process, though it hasn’t led to substantial increases in salary for our faculty members in over five years.
- Within the limits of university policy, we try to be a flexible and family-friendly department.
- We also attempt to accommodate faculty research needs through flexible scheduling.
- Our departmental leadership is based on the “rotating chair” model, so this gives faculty an opportunity to develop their leadership potential.
STRATEGIC DIRECTION #5 – INVEST IN OUR CORE RESOURCES

Our department is poised to take advantage of new resources to support our growing programs, particularly our Forensic Anthropology program. It is has "demonstrated/potential growth, capacity for revenue generation, and critical strategic need."

STRATEGIC DIRECTION #6 – GARNER SUPPORT FOR THE VISION

The Department of Anthropology and Sociology is committed to communicating its activities as part of WCU overall strategic vision with the wider community.

- Our faculty “facilitate a shared understanding of and commitment to the institution’s strategic vision among WCU faculty, staff and students” through collaboration with New Faculty Orientation, which resulted in revised programing focused on introducing new faculty to the mission of an “engaged university”
- We have updated all of our promotional material and have an active web-presence tied to our annually produced newsletter and periodic news releases related to our Brownbag presentations, student accomplishments, and faculty activities. Our active web presence allows for durable relationships with alumni, which we hope to convert into increased funding for our Development budget, to which a number of our faculty also contribute.
- Our faculty are active in seeking and obtaining grants and contracts (nearly $100,000 in the last several years) and have begun to look for ways to secure external funding for the activities of the Forensic Anthropology program.
Bachelor of Arts and Bachelor of Science in Anthropology

Department of Anthropology and Sociology
College of Arts and Sciences

2006 Review

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Background and Program History

Anthropology is offered at Western Carolina University as a Major leading to either a Bachelor of Arts or Bachelor of Science, and as a Minor. The first reference to anthropology occurred in the 1967 Bulletin where it was listed as a concentration within the Social Sciences major\(^1\). Within two years a new department was formed: Anthropology, Social Welfare, and Sociology. In 1972 the department was reconfigured as the Department of Sociology and Anthropology offering anthropology as a Minor. An anthropology major was approved in 1974. Anthropology and Sociology would part ways for a time with the formation of a new department of Earthsciences and Anthropology\(^2\). The year 1998 would see the rejoining of these two social sciences in their current configuration as the Department of Anthropology and Sociology\(^3\). The most recent event in the program’s history occurred in 2003 with the approval of a forensic anthropology Bachelor of Science concentration and minor\(^4\).

Program Purpose and Mission

Anthropology, simply stated, is the study of the human organism. Traditionally this study is divided into four subfields: cultural anthropology, physical anthropology, archaeology, and linguistic anthropology\(^5\). These subfields cover the range of human existence: human society or culture, human biology, human prehistory, and human communication. One fundamental feature of anthropology is the holistic approach, viewing the human organism from all directions and dimensions: behavior, biology, past, present, and future.

Anthropology is one component of the Department and Anthropology and Sociology. The department’s mission (combining both programs) supports the broader mission and strategic vision of Western Carolina University (see Appendices A and B). The faculty are dedicated to providing a learning environment conducive to the personal and intellectual growth of its

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\(^1\) At this time anthropology was offered under the sociology prefix within the Division of Social Sciences: consisting of Sociology, History, Economics, and Government.

\(^2\) The department was renamed in 1990 as Geosciences and Anthropology.

\(^3\) The department offers a program leading to a bachelor’s degree in Anthropology and in Sociology. A Minor is offered in both programs as well. The department is also the administrative home for the Cherokee Studies program and two College of Arts and Sciences interdisciplinary minors (Race, Ethnic, and Gender Relations and Social Change).

\(^4\) Forensic anthropology is the study of human skeletal remains in a legal context. This degree program is unique within the University of North Carolina system.

\(^5\) Few universities offer coursework in linguistics, at WCU only the first three subfields have coursework offered regularly.
students. The department is a resource for the region through its involvement in such activities as: the Institute for the Economy and the Future, cultural resource management, forensic consultancy, and sociological research\(^6\). Undergraduate degree programs in anthropology are offered at all the major institutions within the University of North Carolina System\(^7\). The program at WCU offers our students several benefits not always accessible at larger institutions within the system. Among these are:

- A faculty dedicated to undergraduate teaching;
- A faculty large enough to offer a diversity of course options but small enough to provide one-on-one interaction within and outside the classroom\(^8\); and
- Faculty recognized for their scholarly activity. Our students directly benefit from this in the classroom through real life examples and through opportunities to work side by side with faculty in their research\(^9\).

**Program Planning and Strategic Mission**

University guidelines provide for a periodic revision of the program’s strategic vision. The last revision took place in 2003 (see Appendix C). A number of goals were identified to be achieved or at least acted upon within five years.

In the broader strategic plan of the university three strategic themes are identified: improvement of student learning, growth aligned with thematic programs, and regional outreach (see Appendix B). The program’s strategic goals follow closely these themes. The anthropology program has responded to these goals by changes in curriculum to meet student needs, encouraging and rewarding faculty to engage in pedagogical activities, and fostering an environment conducive to and acknowledging the value of applied research.

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\(^6\) The academic program is home to three applied research laboratories: Ethnology, Archaeology, and Forensic Anthropology. While created to facilitate faculty research students gain firsthand experience in conducting anthropological research through work study, independent and directed study, or salaried laboratory assistantships.

\(^7\) In addition to eight UNC institutions three private colleges/universities also offer an undergraduate anthropology degree.

\(^8\) Western offers the only regular course for the search and recovery of human remains. The program also offers an archaeology field school. While not unique to Western this course offers students the opportunity to participate in local archaeology.

\(^9\) This dedication to undergraduates and the university focus on teaching as a central mission make it difficult for faculty to find time to conduct scholarly activity. This is especially troublesome for tenure track faculty, who juggle a high teaching load with the necessity of tenure requirements for scholarly activity.
Identified Strategic Vision Goals

To become fully integrated into the Liberal Studies program with first year experience and upper-level perspective courses

To increase the number of majors by 25%

To be among the top 10% of faculty in terms of teaching effectiveness

To increase retention rates by 10%

To strengthen applied scholarship

To improve assessment tools

Program Curriculum and Instruction

With the exception of courses taught jointly as graduate credit the curriculum is entirely undergraduate leading to either a Bachelor of Arts or a Bachelor of Science degree\(^\text{10}\) (see Appendix D). Students graduating with a degree in anthropology have multiple career tracks. These include post-graduate training in anthropology (M.A. or Ph.D.) and other professional fields (law and medicine), and various non-academic fields of endeavor\(^\text{11}\). Our curriculum is designed with these outcomes in mind. In preparing our students for graduate school and beyond a background in the three major subfields forms the basis of the curriculum. The curriculum is purposefully kept uncomplicated. Following the two introductory courses there is no set sequence for students to maintain. This has advantages. First it makes it possible for our students to complete their degree in four years with a normal course load. Second, our students can explore the variety of anthropology courses offered and focus on those that most interest each student (i.e., archaeology). Anthropology is perhaps the most interdisciplinary field of academic study. Because the holistic premise of anthropology is enhanced through knowledge of other disciplines we expect and encourage our students to explore other fields. Our curriculum requires

\(^{10}\) The difference in degrees is one of a language requirement. The B.A. requires two semesters of a foreign language and the B.S. does not. Students who choose the latter track are still responsible for the credit hours that the language requires. These hours are taken as additional anthropology electives.

\(^{11}\) Recent alumni are pursing graduate training at Western Carolina University, East Carolina University, University of Florida, Indiana University, and Eastern Virginia Medical School. Alumni occupations are varied. Some examples are rangers for both the U.S. Park and Forest Services, a mortgage loan officer, and the director of the University of Tennessee “Body Farm.”
students to have an area of concentration outside of anthropology. Often our majors choose an area of concentration that complements their anthropological interest.

An eight semester curriculum has been designed to graduate students in four years (see Appendix D). Students spend their freshman year fulfilling liberal studies requirements. They complete these in their sophomore year and enroll in two introductory anthropology courses (Anth 250 and Anth 260). During their junior and senior years they focus on anthropology electives and the remaining required course (Anth 341). The plan is flexible, though, and changes in course offerings are made to accommodate student needs and faculty availability to teach specific elective courses.

The program has made a substantial commitment to the liberal studies curriculum through course offerings in the first year seminar (Anth 190), (P1) social sciences (Anth 110) and (P6) world cultures (Anth 120) categories. More than half of the student credit hours produced by anthropology faculty satisfy liberal studies requirements (see Appendix E).

In 2005 the department, through an initiative of the Office of Program Assessment, revised its learning outcomes assessment document (see Appendix F). This year marks the beginning of implementation of the new assessment process. In consultation with the university assessment director the department (program) chose to undertake one of four identified goals each year until all have been covered. The assessment document will be periodically reviewed and changes made to meet changing program function and student needs. It is the purpose of our assessment procedure to provide feedback on the curriculum as it prepares our majors for their post-graduate life. The program faculty chose to examine Goal 4 (Professional Development) for academic year 2006-2007. The assessment method was altered to coincide with the program review. To explore this goal more broadly, in conjunction with the program review, an alumni

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12 This can be satisfied by a second major, a minor, or a series of thematic courses.
13 For example, forensic anthropology students choose criminal justice as a minor.
14 The liberal studies courses mirror the two 200 level major required courses. Prior to this academic year majors could not use required courses to meet liberal studies credit.
15 With the recent increase in the number of majors one section of Anth 250 and Anth 260 are offered each semester. Previously one section of each course was offered annually. The remaining required course, Anth 341, remains as an annual course offering.
16 For the past three academic years the percentage of student credit hours in liberal studies has declined from 79% to 59% of the total student credit hours (SCH). This decline is due to an increase in non-liberal studies SCH, reducing the liberal studies percentage. During this time three anthropology faculty were added. The courses offered by these faculty are predominately upper division and not liberal studies.
survey was sent out to 513 anthropology and sociology alumni. Fifty alumni responded. Of these 13 were anthropology majors. The survey asked for responses to 19 questions. The results of this survey are presented in Appendix G. The responses to several questions involve student perceptions of the program curriculum as having a high quality

- 85% felt that there were sufficient course offerings in anthropology
- 71% felt that degree requirements were sufficient in depth
- 92% viewed the faculty as current in their fields

With few exceptions positive responses were never lower than 60%, with approximately half the questions with a favorable response of greater than 80%. Most telling, 62% would choose anthropology as a major if they had their academic careers to do over.

Additionally as each semester's classes are decided upon faculty input is elicited with regard to short term curricular adjustments needed to accommodate enrollment numbers.

From 2001-2004 the total number of course sections averaged 25. Coinciding with the addition of new faculty the number of sections increased by approximately 1/3, averaging 33 for the past two years (see Appendix H). Due to their popularity as required courses the program’s liberal studies sections have maintained class sizes ranging from the mid teens to the upper 30s. The remaining courses (including the three courses required of all majors) ranged in size from a low of nine to just under 30 students.

The number of anthropology majors during the past five years has gradually but progressively increased to more than double (see Appendix I). The increase in the number of majors directly coincided with the development and introduction of the B.S. Forensic Anthropology concentration.

Traditionally students do not enter as freshman majors but often choose anthropology after taking a liberal studies or other introductory course. The uncomplicated nature of the program curriculum lends itself to students who choose anthropology late in their undergraduate career. It is only during past two years, with the advent of the forensic anthropology

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17 Thirty one surveys were returned due to incorrect addresses. The functional total was 482 surveys sent, with 50 responses, a slightly higher than 10% return rate.
18 In 2004 a second forensic anthropologist was hired and a faculty member returned to the department full-time after a stint in the honors college administration.
19 The number of liberal studies course sections averaged 40% of the total anthropology sections offered over the past five years.
20 For the past two years the number of B.S. majors comprises more than 2/3rds of all anthropology majors.
concentration, that freshmen are choosing anthropology upon entering Western. These small incoming freshman numbers makes it difficult to track students four year completion and graduation and retention rates (see Appendix J). Still, cumulatively 59% of anthropology majors finish within four years of starting at Western. Unfortunately the data do not indicate why particular students take more than four years to complete our curriculum (i.e., full time load, double major). Graduation rates of early choice majors range yearly from 50% to 100% with a cumulative graduation rate of 67%. Small numbers and a lack of explanation as to why students did not graduate make it impossible to properly interpret these percentages. Similarly 65% of freshman declared majors and new transfer students remain in the program for the four semester timeline. No data have been provided to indicate whether these values compare favorably with those of Western overall or with other disciplines across the campus.

Faculty Resources

The anthropology program currently is maintained by seven full-time faculty (six tenure track and one fixed term)\(^2\). Additional courses are offered by part time faculty and members of the Cherokee Studies program\(^2\). All regular faculty meet SACS standards by possessing a Ph.D. in anthropology as their terminal degree or in having an M.A. with the requisite 18 hours of graduate coursework in the program field\(^2\). The faculty are evenly divided among the three major anthropological subfields (see Appendix K). Full time tenure track faculty ranks are also divided equally: full professor (two), associate professor (two), and assistant professor (two) giving the program a balanced mix of new and seasoned faculty. The two assistant professors are not yet eligible for tenure. Gender diversity is roughly even for full time faculty (four female and three male) although favoring females (see Appendix L). As for racial diversity only one faculty member is a person of color. Which equates to 14% of the full time program faculty. During recent hires every effort was made to consider gender equity and ethnic diversity.

\(^{21}\) The 80% appointment is a fixed term appointment renewed annually based on need and funding availability. Although not tenure eligible this faculty member is afforded the same rights, privileges (i.e., voting on departmental issues), and responsibilities (no student advisement).

\(^{22}\) Part time faculty, usually one each semester, offer courses meeting liberal studies requirements. The Cherokee Studies program is administratively aligned with the Department of Anthropology and Sociology and its faculty level staff offer courses under the anthropology prefix as special topics courses on an irregular basis.

\(^{23}\) With 86% of the fulltime faculty possessing a Ph.D. the program is above Western's total of 73%.
As a strictly undergraduate department with no graduate teaching assistants, the anthropology faculty are fully engaged at all levels of teaching duties from introductory and liberal studies courses to courses within each faculty member’s subfield and scholarly specialization (see Appendix M). The same can be said of advising with each tenure track faculty member carrying their proportional share of students. Comparing generated student credit hours (SCH) for each faculty member is difficult in that teaching loads vary each semester and some faculty have reduced loads due to extra-program related activities. Over the past three years it is clear that the fixed term faculty member makes the largest single contribution, averaging 396 student credit hours (27%). On average the tenure track faculty individually account for 12% of the total SCH generated.

As a master’s degree comprehensive university, teaching is a primary focus of the university and department. The program recognizes, however, that to be a good teacher a faculty member must also be current in her/his field. Western also emphasizes the importance of service to the university and especially the community and nation. Faculty being considered for promotion and/or tenure are evaluated in each of the three areas: teaching, scholarly activity, and service. The program recognizes that within each category faculty may be engaged in a wide range of expressions and that these change from year to year (see Appendix N). In the program’s AFE/TPR document scholarly activity can mean anything from a traditional peer reviewed journal article to an applied research report. Each year all faculty are peer reviewed, not only in their classroom performance, but also their performance in each of the three categories. Since 1998 and the current departmental configuration no anthropology faculty member in a tenure track position has been denied tenure or promotion to associate professor.

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24 The one term faculty member, visiting lecturer has an M.A. and currently teaches only liberal studies freshman level courses.
25 Three program faculty have course reductions: one as director of the Cherokee Studies Program, one as the Editor of the North Carolina Journal of Folklore, and one as Department Head and Director of the Forensic Anthropology Program.
26 Not to detract from her contribution but this faculty position has the highest per semester course load of four courses. In addition this instructor is responsible only for higher enrollment liberal studies classes which generate a larger SCH.
27 In any given semester individual contributions will vary by courses taught both in number and course type. Liberal studies courses generate larger SCH than do upper division courses within the major.
28 Student evaluations of teaching performance utilize a ranking scale of 1-5 with a rank of 5 being the highest. Program faculty consistently rank 4 or better in all categories measured by the student evaluations (anecdotal report by the Department Head).
Despite high teaching obligations the anthropology faculty are able to engage in a variety of scholarly activities. During the past five years the anthropology program faculty collectively participated in the following scholarly activities: twenty-two presentations at professional conferences, ten refereed publications, twenty-one applied research projects, and seven sponsored research grants totaling in excess of $500,000. The program faculty also share their academic and scholarly knowledge base through a variety of service outlets from presentations to local community groups, presentations to national and statewide professional organizations, membership on nonprofit agency boards, holding office in regional and national anthropological organizations, and providing pro bono training to law enforcement agencies.

Faculty are encouraged to improve their pedagogical skills. One indicator of this is participation in faculty learning communities. During this and the past year 43% of the anthropology faculty participated in one or more FLCs.

**Student Quality**

The anthropology program has seen a significant increase in the number of enrolled majors (see Appendix O). Compared with high demand programs anthropology does not enjoy a high volume. As such, entrance requirements beyond those of the university are not used by the program to limit student numbers. In addition the program wishes to attract the broadest spectrum of students as majors. The absence of entrance requirements fulfills this goal.

Consistently, females outnumber males each year for the B.A. and B.S. degree candidates approximately two to one (see Appendix P). This is far greater than the campus ratio of approximately even gender representation. Students of color are not represented as well or as consistently among anthropology majors. The percentage varies considerably by year with the lowest being zero non-White students to a high of 16%. During this same time frame the campus averaged just under 10%. At least 50% of the time the anthropology program met or exceeded campus averages for non-White students.

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29 Faculty Learning Communities (FLC) are sponsored by the Coulter Faculty Center. They bring together faculty from across the campus to meet and discuss specific topics related to faculty instructional activities. For example, one FLC explores the role and use of technology in the classroom.

30 Data from the 2006-2007 American Anthropological Association Guide to Departments show that a higher proportion of female to male undergraduate majors is common both in North Carolina and nationwide.

31 This includes all students who did not indicate their ethnicity as “White.”
At the level of admission to Western anthropology majors tend to be less “stellar” than their counterparts in other majors. Combined average SAT scores for both bachelor degrees range from 972 to 1340 with B.A. students having higher overall SAT scores than their B.S. counterparts. High school GPAs are similar ranging from 2.9 to 4.0 (one student) with the majority in the low 3.0 range. During this same time frame the mean GPA of all incoming freshmen ranged between 3.25 and 3.3. The average overall SAT scores ranged from 1012 to 1027. In terms of both high school GPA and overall SAT scores our majors are both above and below the university averages during any given semester.

The majority of students do not come to Western with anthropology in mind as a major. Instead students choose the major after taking a liberal studies or other introductory course. Few students have any conception of what anthropology is prior to arriving at Western. Recruitment in terms of cost expenditure would not yield the results for which it is intended. The program does actively participate in on-campus open house activities where the program can be presented one-on-one with interested students. One recruitment tool that is used is the recently revamped program brochure (see Appendix Q). Full color pamphlets were designed for the program with funds provided by the college Dean. These are given to campus recruiters and to students requesting information about the program.

Because student-advisee ratios are low, advisors take an active interest in their advisee’s academic progress. The results of the alumni survey were positive but mixed on the topic of advising (see Appendix G). Respondents felt that faculty did a good job of advising with regard to course choices (77%) but not so well with regard to career choices (62%). Still, the program views advising as one of the best retention tools available. The department head usually sees one problem advisement case a year. Usually the difficulty is not with individual advising but with conflicting answers given by different academic units regarding student graduation requirements. In nearly every case the advisor and department head are able to find a way for the student to graduate on time.

As an undergraduate program anthropology has made it a goal to involve students in scholarly activities beyond the classroom. Students are encouraged whenever possible to work with faculty on anthropological research. Every academic year 5-7 students are engaged directly with faculty and their research. This past year our students worked in the archaeology laboratory cleaning and cataloguing artifacts, helped transcribe oral histories in the ethnology laboratory,
and assisted the forensic anthropologists on some routine aspects of their casework. Depending on proximity to Western, several students each year attend regional and national anthropology conferences\(^\text{32}\). The program is especially proud of five of our students who during 2005-2006 were selected as Lancy Foundation undergraduate scholars\(^\text{33}\). The theme for that year's competition was Cherokee heritage and culture. In addition to their individual directed research three students presented their findings at the National Conference on Undergraduate Research. Our majors also participate in internships and in coop education. Recent examples include an internship in the business of marketing folk art, and internships at the Mountain Heritage Center and the Eastern Band of Cherokee Indians.

**Administrative Resources**

The anthropology program is one of two components in the larger Department of Anthropology and Sociology. Each program shares the same administrative structure. Given the department’s size and absence of a graduate program the Department Head is the primary contact between the program and the College of Arts and Sciences and Office of the Provost\(^\text{34}\). The department head is appointed and serves no fixed term nor does the position rotate among the faculty.

The department has three standing committees\(^\text{35}\). Membership on these committees, where possible, is spread among the departmental faculty and is appointed annually. The department head also annually appoints faculty to individual duties within the department (i.e., taking minutes at departmental meetings). The department meets at least once each month for

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\(^{32}\) Examples include: The Mountain, Swamp, and Beach Forensic Anthropologists, Southeastern Archaeological Conference, and the American Anthropological Association.

\(^{33}\) Only eight students on the Western campus received this competitive honor.

\(^{34}\) The department head is appointed and serves no set term. The department head is evaluated annually following guidelines established by the College of Arts and Sciences. At this time no formal procedure is in place to make use of student or alumni input in establishing departmental policy, academic or non-academic.

Western provides department heads with regular on-campus opportunities for continuing education in administration related issues. The college Dean and the Office of the Provost also support travel to attend academic leadership conferences and workshops off-campus.

\(^{35}\) These are:

- Technology (responsible for reviewing departmental needs and maintaining the department web page)
- Tenure, Promotion, and Reappointment (consists of all tenured faculty and responsible for reviewing tenure, promotion and reappointment documents)
- Assessment (responsible for administering the annual program assessment of student learning)
updates and to provide the department head with guidance on issues that impact the department’s programs.

As the department head is an anthropologist he serves as the de facto head of the anthropology program. The program meets as a committee of the whole at least once each semester to plan the coming semester’s course schedule. Other program meetings occur as needed to address program-specific issues (i.e., curriculum changes).

Program Resources

The anthropology program is one of two components in the larger Department of Anthropology and Sociology. Each program equally shares the same budget structure\textsuperscript{36}. Prior to academic year 2005-2006 the departmental budget was barely adequate to cover routine expenditures\textsuperscript{37}. The past year saw a permanent increase of 47\% in the departmental operating budget. This has eased issues of routine and to some extent extraordinary expenditures. However, with a 40\% increase in the number of faculty (anthropology and sociology) since 2003 some of the budget increase covered increased needs brought on by increased faculty numbers\textsuperscript{38}.

In 2003 McKee Hall, home to the anthropology program, underwent a major reconstruction and remodeling. Classrooms were brought up-to-date with computer interface and LCD projector capability\textsuperscript{39}. Faculty offices were modernized and each office was provided with new matching furniture. Each faculty member and the department administrative assistant was also provided with a new computer\textsuperscript{40}. Western provides faculty with Windows-based office software. Few department faculty use specialized software, outside of SPSS which is provided via a university server. As a whole the program does not have major equipment needs outside of office and audio-visual equipment. Two programs within the anthropology program, archaeology

\textsuperscript{36} When Cherokee Studies was administratively added to the department no provision was made for the added drain this program would have on the departmental budget. The Cherokee Studies program has been inconsistent in assisting in offsetting increased costs incurred by the department.

\textsuperscript{37} Emergency repairs or faculty requests to purchase DVDs or software could not be accommodated without serious budget adjustments.

\textsuperscript{38} One major expense, duplicating, is subsidized heavily by the university so that increased faculty use did not significantly jeopardize the department budget.

\textsuperscript{39} Anthropology is a heavy user of audio-visual media and the improved classrooms were definitely well received by the program faculty. Unfortunately a new classroom scheduling program has taken program faculty from their classrooms and placed them in substandard rooms in other buildings.

\textsuperscript{40} Faculty computers are replaced on a rotating basis based on date of acquisition. As a result faculty always have up to date hardware and software. The department office also houses two laser printers accessible electronically from each faculty member’s office.
and forensic anthropology do have associated with them substantial laboratory needs. During the remodeling of McKee Hall both programs were provided with up-to-date laboratory space. Through non-departmental funds both programs acquired equipment specific to each program’s needs (i.e., microscopes).

Library resources have been adequate: approximately $12,000 per year is allocated for the combined department. This figure, however, has remained static for several years while books costs have risen. Fortunately periodical subscriptions do not come from the departmental allocation. The Hunter Library shares its electronic catalogue with Appalachian State University and the University of North Carolina at Asheville. One hundred and thirty one anthropology periodicals are available for student and faculty use. The keyword “anthropology” yielded 4500 non-periodical listings in this shared library resource.

As for administrative staff, the small departmental size justifies only one administrative assistant. This staff member provides routine clerical support for program faculty and is the secretary for the department head. She is responsible for interaction with the Dean’s and other administrative staff, classroom scheduling, purchasing, and maintenance of the department budget. The department is provided with funding for several work study students, including one who assists the administrative assistant.

Program Concerns

The anthropology program recognizes that there are areas that need improvement or continued action. Some of these are within program control. Upper level perspective courses are needed for the liberal studies program, currently no anthropology courses fulfill this requirement. Faculty teaching loads are high when the tenure and promotion process dictates that scholarly

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41 Excluding costs associated with the remodeling and construction of the laboratory space the forensic anthropology program was given in excess of $250,000 to outfit the laboratory. This laboratory, rivals many Ph.D. institutions with regard to the state of the art depth of equipment available for student and faculty use.

42 Cherokee Studies also utilizes the department book purchase allocation. No provision for this added drain on departmental resources has been made by the library or the university.

43 The periodical budget of $10,000 covers subscriptions to 39 journals and periodicals.

44 The alumni survey found that 68% felt that library holdings were adequate. It is not known if this refers only to Hunter Library or to the three library system.

45 Other work study allocations are in the archaeology and forensic anthropology laboratories where clerical and laboratory assistance is provided.
activity be considered as significant. Juggling teaching demands with those of creating and maintaining a presence within the world of scholarly endeavor is problematic, especially for faculty working toward tenure. With recent additions to the program faculty office space has been taxed. Three faculty have been assigned to lesser space (smaller size and absence of windows) compared to that of the remainder of the faculty. Part-time faculty have no office space making it difficult for them to meet with students and to conduct scholarly activities of their own. Travel funds remain insufficient for most faculty to attend professional meetings without incurring a substantial unreimbursed cost. The library and departmental budgets have been impacted by the Cherokee Studies program. When the Cherokee Studies program was administratively housed within the department no additional funds were provided to accommodate additional faculty needs. In addition the nature of the position of Cherokee Studies within the department is not clear. In many ways this program is parallel to that of the anthropology program operating independently outside of the control of the department head.

The alumni survey, the first comprehensive contact with program alumni, points to the need for better communication with alumni. Open lines of communication with alumni would allow the program to better judge its effectiveness in preparing majors for real world occupations. This would also provide the program with up-to-date data regarding graduate school applications and progress.

Program faculty are concerned over the use of a new software-based classroom scheduling program. Prior to this academic year all classroom scheduling was performed by the department administrative assistant and the department head. All classes were held in McKee Hall. The Resource 25 software schedules classes in McKee and nearby buildings. The concern here is that when McKee Hall was renovated faculty offices were placed next to program classrooms. This provided for better student faculty interaction. This also made communicating with majors easy through bulletin board announcements. Currently majors are sent from building to building as are faculty. As a result faculty have little time to talk with students between classes and majors have no home base.

46 Part of the concern with this software is its capricious assignment of classrooms, following no logical system.
Summary

The anthropology program at Western Carolina University is one component of the Department of Anthropology and Sociology. The program offers two undergraduate degrees and a minor in anthropology, including a concentration and minor in forensic anthropology. The number of faculty and of majors has increased substantially over the past three years. The degree requirements are kept uncomplicated so that students can take a variety of anthropology courses. These courses span the breadth of the discipline including: cultural anthropology, archaeology and physical anthropology.

The program faculty receive high marks for their quality of instruction. As an undergraduate program the faculty have a presence in all levels of instruction from freshmen liberal studies courses through specialized courses within the major. The faculty remain current in their field by conducting research and presenting that research in a variety of venues. It is common for the faculty to directly involve students in their scholarly activities.

The program continues to attract quality students, students who after graduation go on to a number of career paths from graduate school to occupations within the public and private sector. Sixty-two percent of our graduates, when asked, said they would do it over in choosing either anthropology or sociology.

The physical plant of McKee Hall was remodeled in 2003 updating both classroom and office space. Faculty are regularly given computer and software upgrades, maintaining currency in computing. The departmental budget is sufficient for the routine running of the program.

With a significant increase in the number of majors and an increase in faculty numbers course offerings have increased. A change in policy regarding liberal studies courses within a major may also impact the program course offerings at the freshmen/sophomore level\(^\text{47}\). The program faculty will be taking a long hard look at the current curriculum and whether it should be modified.

\(^{47}\) Until this academic year majors could not use liberal studies courses that are major requirements to satisfy liberal studies requirements. For this reason the anthropology program maintained a separate series of liberal studies courses which could not be used within the major. This led to some duplication of effort in having 100 and 200 levels courses covering much the same material.
Appendix A: Department of Anthropology and Sociology Mission Statement

The Department of Anthropology and Sociology fosters an understanding of the cultural and social factors that contribute to the environment, natural and cultural, which we all share. We provide an international perspective, encouraging students to develop an understanding of other cultures. In so doing we create learning experiences that prepare students to become useful and productive citizens.

The Department of Anthropology and Sociology supports the mission and strategic vision of Western Carolina University. The faculty is dedicated to providing a learning environment conducive to the personal and intellectual growth of its students. The department is a resource for the region through its involvement in such activities as; the Institute for the Economy and the Future, cultural resource management, forensic consultancy, and sociological research.
Appendix B: Western Carolina University Mission Statement

Statement of Educational Mission
A member of the University of North Carolina, Western Carolina University offers courses in the arts, sciences, technologies, humanities, and professions. Students can elect degree programs at the bachelor’s or master’s-level, or doctoral-level study in educational leadership. As a regional comprehensive institution, it serves the people of North Carolina from its residential campus at Cullowhee and through off-campus instruction in Asheville and other locations.

Teaching and learning constitute the central mission of Western Carolina University. The university seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university assists individuals and agencies in the region through the expertise of its faculty, its staff, and its students. Western Carolina University seeks to provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.

Brief Description
A comprehensive university offering programs at the baccalaureate, master’s, intermediate, and doctoral (education) levels. Its instructional programs are organized in four undergraduate colleges (applied sciences, arts and sciences, business, and education and allied professions) and a graduate school. Offers resident-credit undergraduate, and graduate-level courses and programs on the main campus in Cullowhee and in Cherokee and Asheville. In Asheville, some of the undergraduate programs are offered in cooperation with the University of North Carolina at Asheville. Western Carolina University is committed to equality of opportunity.

History

Location
Located in a beautiful valley near the Blue Ridge and Great Smoky Mountains, Cullowhee (population: 6,700) is 52 miles southwest of Asheville and 6 miles south of Sylva. Situated at the southern end of Cullowhee Valley along the Tuckasegee River, the campus is unusually attractive and easily accessible.
Appendix C: Western Carolina Strategic Goals (abridged from complete Strategic Planning document approved March 2003)

Strategic Direction and Goals
Strategic Themes:
➢ Improvement of student learning experiences
➢ Growth aligned with the thematic programs and priorities of the institution
➢ Extension of outreach to the region

Strategic Goals:
1. Close the gap between aspirations and reality
2. Encourage and facilitate a student-centered campus culture
3. Provide challenging curricula that engender a sense of pride in the University
4. Create unique student learning opportunities such as fostering innovative scholarship, academic collaboration, internships, and performance and service learning
5. Continue targeted collaborations with other institutions of learning
6. Enhance student life programs, with particular attention to recreational facilities and the unique needs of new students
7. Continue to add value and quality to instruction through innovative technology
8. Improve the delivery of student services through the use of technology
9. Extend the University’s reach to meet the needs of place-bound adults
10. Implement the campus master plan to enhance the sense of campus community
11. Promote regional economic development by creating a center for emerging technologies
12. Document outcome-based assessment of student learning
13. Implement the program review process for on-going quality improvement
14. Pursue resources that advance the mission of the university
15. Celebrate, study and protect the region’s cultural heritage, quality of life, and integrity of the environment
Appendix D: Program Catalogue Description

Department of Anthropology and Sociology

John Williams, department head


Major in Anthropology, B.A. Degree

Liberal Studies, 42 hours

The major requires 42 hours as follows:
250 Archeology and Bioanthropology, 3 hours
260 Cultural and Social Anthropology, 3 hours
341 History of Anthropological Theory, 3 hours
MFL 231-232 or 240, 6 hours

Electives (27 hours) selected from junior and senior level anthropology courses

To complete the program, 36 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.

Suggested Course Sequence for Anthropology (B.A.)

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After earning ninety hours, the student must file an application form with the Dean after paying a $30 graduation fee to the University Cashier.

### Senior Year

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Total Hours for Degree: 120
Total Hours of Pre-requisites: ANTH 250 & ANTH 260

Students may finish earlier if they attend summer school at WCU or another approved institution.
Major in Anthropology, B.S. Degree

All the requirements for the degree are the same as those listed previously for the bachelor of arts degree, except that a foreign language is not required and electives are increased by 6 hours.

**Suggested Course Sequence for Anthropology (B.S.)**

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<th>COURSE PREFIX OR LS CATEGORY</th>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>ANTH</td>
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<td>Cultural &amp; Social Anth.</td>
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<td>ANTH</td>
<td>250</td>
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<tr>
<td>CMHC</td>
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<td>3</td>
<td>P6</td>
<td>Perspective</td>
<td>World Cultures</td>
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<td>P5</td>
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<td>Fine &amp; Performing Arts</td>
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</tr>
<tr>
<td>P3</td>
<td>Perspective</td>
<td>History</td>
<td>3</td>
<td>General Elective</td>
<td></td>
<td></td>
<td>3</td>
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</table>
## JUNIOR YEAR

<table>
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<tr>
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<td>COURSE PREFIX OR LS CATEGORY</td>
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<tr>
<td>ANTH</td>
<td>341</td>
</tr>
<tr>
<td>ANTH</td>
<td></td>
</tr>
<tr>
<td>P1-P6 Jr-Sr</td>
<td>Perspective</td>
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</tbody>
</table>

After earning ninety hours, the student must file an application form with the Dean after paying a $30 graduation fee to the University Cashier.

## SENIOR YEAR

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>COURSE PREFIX OR LS CATEGORY</td>
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<tr>
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<td></td>
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</tbody>
</table>

Total Hours for Degree: 120  
Total Hours of Pre-requisites: ANTH 250 & ANTH 260  
Students may finish earlier if they attend summer school at WCU or another approved institution.

**Minor in Anthropology**

The minor requires 21 hours, including ANTH 250, 260, and 15 hours of junior-senior level anthropology courses.

**Major in Anthropology, B.S. Degree**  
**Forensic Anthropology Concentration**

Liberal Studies, 42 hours

The major requires 42 hours as follows: Core (9 hours), Concentration (12 hours), Electives (21 hours)

**Core: 9 hours**  
ANTH 250 Archaeology and Bioanthropology, 3 hours  
ANTH 260 Cultural and Social Anthropology, 3 hours  
ANTH 341 History of Anthropological Theory, 3 hours
**Concentration:** 12 hours
- ANTH 251 Introduction to Forensic Anthropology, 3 hours
- ANTH 364 Human Osteology, 3 hours
- ANTH 400 Advanced Topics in Human Osteology, 3 hours
- ANTH 401 Osteopathology, 3 hours

**Electives:** (21 hours) selected from junior and senior level anthropology courses.
To complete the program, 36 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.

**Suggested Course Sequence for Anthropology (Forensic Anthropology Concentration), B.S. Degree**

| FRESHMAN YEAR | | SPRING |
|---------------||---------|
| **COURSE PREFIX OR LS CATEGORY** | **COURSE NUMBER** | **COURSE TITLE** | **HRS** | **COURSE PREFIX OR LS CATEGORY** | **COURSE NUMBER** | **COURSE TITLE** | **HRS** |
| ENGL | 101 | Composition I | 3 | ENGL | 102 | Composition II | 3 |
| HEAL or HSCE | 123 or 101 | Wellness | 3 | C2 | Core | Math | 3 |
| C5 | Core | Physical & Biological Sciences | 3 | C5 | Core | Physical & Biological Sciences | 3 |
| P1 | Perspective | Social Sciences | 3 | P1 | Perspective | Social Sciences | 3 |
| XXXX | 190 Series | First Year Seminar | 3 | P4 | Perspective | Humanities | 3 |
| JS | 101 | Jumpstart | 0 | | | | |
| | | | **15** | | | | **15** |

| SOPHOMORE YEAR | | SPRING |
|---------------||---------|
| **COURSE PREFIX OR LS CATEGORY** | **COURSE NUMBER** | **COURSE TITLE** | **HRS** | **COURSE PREFIX OR LS CATEGORY** | **COURSE NUMBER** | **COURSE TITLE** | **HRS** |
| ANTH | 260 | Cultural & Social Anth. | 3 | ANTH | 250 | Arch & Bio Anth | 3 |
| CMHC | 201 | Communication | 3 | P6 | Perspective | World Cultures | 3 |
| P5 | Perspective | Fine & Performing Arts | 3 | | | | |
| P3 | Perspective | History | 3 | | | | |
| | | General Elective | 3 | ANTH | 251 | Intro to Forensic Anth | 3 |
| | | | **15** | | | | **15** |
JUNIOR YEAR

<table>
<thead>
<tr>
<th>COURSE PREFIX OR LS CATEGORY</th>
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<th>COURSE TITLE</th>
<th>HRS</th>
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<th>HRS</th>
</tr>
</thead>
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<tr>
<td>ANTH</td>
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<td>History of Anth Theory</td>
<td>3</td>
<td>ANTH</td>
<td>400</td>
<td>Adv. Topic in Human Osteology</td>
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<td>ANTH</td>
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</tbody>
</table>

After earning ninety hours, the student must file an application form with the Dean after paying a $30 graduation fee to the University Cashier.

SENIOR YEAR

<table>
<thead>
<tr>
<th>COURSE PREFIX OR LS CATEGORY</th>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>HRS</th>
<th>COURSE PREFIX OR LS CATEGORY</th>
<th>COURSE NUMBER</th>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>ANTH</td>
<td>401</td>
<td>Osteopathology</td>
<td>3</td>
<td></td>
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<td>General Elective</td>
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</tbody>
</table>

Total Hours for Degree: 120
Total hours of prerequisites: ANTH 250 and ANTH 260
Students may finish earlier if they attend summer school at WCU or another approved institution.

Minor in Forensic Anthropology

The minor requires 21 hours, including ANTH 250, 251, 260, 364, 400, and 6 hours of junior-senior level anthropology courses.

Course Descriptions

ANTH 110 - Origins of Civilization (3)
Survey of human and cultural development from the earliest hominids to the advent of ancient civilizations. (P1)

ANTH 120 - Comparative Cultural Systems (3)
Analysis and comparison of the major features of diverse human cultures. (P6)

ANTH 190 - Freshman Seminar: The Human Condition (3)
Examination of various aspects of human cultural behavior. 3 Seminar.
ANTH 250 - Archaeology and Bioanthropology (3)
Evolutionary theory, human genetics, primatology, fossil humans, and early civilizations.

ANTH 251 - Introduction to Forensic Anthropology (3)
A survey of the forensic applications of the human skeleton and related aspects of death investigation.

ANTH 260 - Cultural and Social Anthropology (3)
Survey and comparison of social, political, economic, religious, and artistic achievements to provide understanding of cultural diversity.

ANTH 327 - Economy and Society (3)
Types of economic systems examined and compared; emphasis on preindustrial and industrializing societies. PREQ: 260.

ANTH 341 - History of Anthropological Theory (3)
Concepts, theories, and schools of thought in historical context; contributions to contemporary anthropology. PREQ: 250, 260.

ANTH 349 - Applied Anthropology (3)
Examination of problems and solutions in programs of directed social and cultural change; case studies. PREQ: 260.

ANTH 351 - Environmental Anthropology (3)
Relationships between physical environment and culture; nonphysiological means of environmental adaptation. PREQ: 250, 260, or SOC 103.

ANTH 361 - World Prehistory (3)
Examination of prehistoric cultural developments and the advent of modern civilization in major world areas.

ANTH 363 - Human Origins (3)
Examination of the human, hominid, and primate fossil records. PREQ: 250 or permission of instructor.

ANTH 364 - Human Osteology (3)
An examination of the human skeleton focusing on bone anatomy and fundamental analytical methods.

ANTH 365 - Religion, Magic, Myth (3)
Nonliterate religious tradition and ritual behavior; life-crisis rituals, secret societies, magic and witchcraft, notions of divinity. PREQ: 260.

ANTH 379 - (ART ) Cherokee Arts and Crafts (3)
Present-day Cherokee skills of woodcarving, basketry, pottery making, and other arts of Cherokee culture and society. 1 Lecture, 5 Lab.

ANTH 380 - (SOC ) Ethnographic Research Methods (3)
Theory and method; techniques of observation, description, interviewing, notetaking, and analyzing data; planning and completing a field study. PREQ: 260 or SOC 103.

ANTH 389 - Cooperative Education in Anthropology (1-3, R15)
See Cooperative Education Program.

ANTH 400 - Advanced Topics in Human Osteology (3)
An in-depth examination of the analytical and theoretical aspects of human osteology with an emphasis on forensic applications. S/J grading. PREQ: 384 or permission of instructor.
ANTH 401 - Osteopathology (3)
A study of bony evidences of disease in prehistory and in forensic applications. PREQ: 251 or 364 or permission of instructor.

ANTH 414 - (SOC) Minority Groups (3)
Relations between dominant and subordinate racial and ethnic groups; historical, economic, and cultural aspects are considered. Not available as a P1 for Sociology majors. (P1)

ANTH 417 - Southern Appalachian Culture (3)
Stability and change in the sociocultural institutions of the region. PREQ: 260 or SOC 103.

ANTH 419 - Comparative Family (3)
The family as a social institution in various cultures. PREQ: 260 or SOC 103.

ANTH 431 - North American Prehistory (3)
Cultural history of the peoples of prehistoric North America, including Mexico. PREQ: 250.

ANTH 440 - Archaeological Field Techniques (6)
Basics of field work; surveying, photography, excavation, recording, and preservation techniques. PREQ: Permission of instructor.

ANTH 441 - Archaeological Problems and Analyses (3)
Experience in collecting and analyzing relevant archaeological data. PREQ: Permission of instructor.

ANTH 461 - Indians of North America (3)
Traditional and changing life styles of native North Americans; environmental adaptations, social organizations, religions, and arts. PREQ: 260.

ANTH 485 - Cultures of Latin America (3)
Cultural and historical perspectives on the political relations, social structures, and religions of the indigenous peoples of the region. PREQ: 260.

ANTH 466 - Folklore (3)
Major forms, theories, and functions of lore among the world’s cultures; collection, classification, and analysis of folklore. PREQ: 260 or permission of instructor.

ANTH 473 - Contemporary Cherokee Culture and Society (3)
Present-day Cherokee culture and society; effects of tourism and the reservation system on life styles. PREQ: 260.

ANTH 477 - Cultures of Subsaharan Africa (3)
Cultural diversity and development in Subsaharan Africa from earliest times to the present.

ANTH 481 - Independent Study in Anthropology (1-2, R5)
PREQ: Written application, approval of instructor and adviser.

ANTH 483 - Anthropology Internship (3)
Application of academic training in an approved agency under faculty supervision. Credit toward anthropology major or minor limited to 3 hours. S/U grading. 9 hours per week per course.

ANTH 484 - Anthropology Internship (3)
Application of academic training in an approved agency under faculty supervision. Credit toward anthropology major or minor limited to 3 hours. S/U grading. 9 hours per week per course.
ANTH 485 - Anthropology Internship (3)
Application of academic training in an approved agency under faculty supervision. Credit toward anthropology major or minor limited to 3 hours. S/U grading. 9 hours per week per course.

ANTH 486 - Field Recovery of Human Remains (6)
Fundamentals of the field recovery of human remains; survey, photography, excavation and recovery, and processing. PREQ: Permission of instructor.

ANTH 493 - Topics in Anthropology (3, R6)
PREQ: Permission of instructor.
Appendix E: Student Credit Hours by Course Type

Student Credit Hours

<table>
<thead>
<tr>
<th>course #</th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
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<td>867</td>
<td>984</td>
</tr>
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<td>120</td>
<td>867</td>
<td>735</td>
<td>807</td>
</tr>
<tr>
<td>190</td>
<td>132</td>
<td>99</td>
<td>66</td>
</tr>
<tr>
<td>all other courses</td>
<td>518</td>
<td>913</td>
<td>1311</td>
</tr>
<tr>
<td>414</td>
<td>0</td>
<td>3</td>
<td>12</td>
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</tbody>
</table>

Liberal studies courses are Anth 110, 120, 190 and 414.
Appendix F: Department Assessment Document

Western Carolina University

Department of Anthropology and Sociology
College of Arts and Sciences
B.A./B.S. in Anthropology
B.A./B.S. in Sociology

Assessment Plan for 2006-2007

Mission Statement

The Department of Anthropology and Sociology fosters an understanding of the cultural and social factors that contribute to the environment, natural and cultural, which we all share. We provide an international perspective, encouraging undergraduate students to develop an understanding of other cultures. In so doing we create learning experiences that prepare students to become useful and productive citizens.

The Department of Anthropology and Sociology supports the mission and strategic vision of Western Carolina University. The faculty is dedicated to providing a learning environment conducive to the personal and intellectual growth of its undergraduate students. The department is a resource for the region through its involvement in such activities as; the Institute for the Economy and the Future, cultural resource management, forensic consultancy, and sociological research.

Program Outcome Objectives

Goal 1: Understanding core concepts and theoretical perspectives

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Curricular and Co-curricular Experiences</th>
<th>Methods of Assessment</th>
</tr>
</thead>
</table>
| Students will be able to discuss the core concepts and theoretical perspectives in anthropology or sociology. | Courses within each major. | 1. Capstone project.  
2. In-house exit exam required of all seniors prior to graduation.  
3. Random sampling of student course work (papers, Powerpoint presentations). |

---

1 All assessments of student work/performance will use the San Diego State University template or equivalent.
2 Internship assessments will be performed by the professor directing the particular internship. All other assessments will be performed by the Department of Anthropology and Sociology Assessment Committee.
### Goal 2: Integration of theoretical perspectives and methods

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Curricular and Co-curricular Experiences</th>
<th>Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to apply theoretical perspectives and methods to the study of anthropology or sociology.</td>
<td>Courses within each major, internships, directed student research.</td>
<td>1. Capstone project. 2. Post-internship evaluation of all interns. 3. Evaluation of student research (oral or written presentations).</td>
</tr>
</tbody>
</table>

### Goal 3: Proficiency in Oral and Written Communication

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Curricular and Co-curricular Experiences</th>
<th>Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to communicate within the context of anthropology or sociology.</td>
<td>Courses within each major, directed student research, internships.</td>
<td>1. Capstone project required of all students prior to graduation. 2. Random sampling of student course work (papers, Powerpoint presentations). 3. Post-internship evaluation of all internees. 4. Evaluation of student research (oral or written presentations).</td>
</tr>
</tbody>
</table>

### Goal 4: Professional Development

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Curricular and Co-curricular Experiences</th>
<th>Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to apply coursework within the major in preparation for future careers or education.</td>
<td>Directed student research, internships.</td>
<td>1. Exit interview/ survey of all graduating seniors. 2. Employment/graduation rates. 3. Graduate school placement rates.</td>
</tr>
</tbody>
</table>
Appendix G: Alumni Survey and Results

The department provided sufficient course offerings in my major

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<tr>
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<th>Sociology</th>
<th>Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18 (51.5)</td>
<td>5 (38.5)</td>
</tr>
<tr>
<td>Agree</td>
<td>13 (37.1)</td>
<td>6 (46.2)</td>
</tr>
<tr>
<td>No opinion</td>
<td></td>
<td></td>
</tr>
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<td>Disagree</td>
<td>3 (8.6)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (2.9)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td></td>
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</table>

The faculty provided opportunities for hands-on experience in their research activities

<table>
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<tr>
<th></th>
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<th>Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>8 (22.9)</td>
<td>6 (46.2)</td>
</tr>
<tr>
<td>Agree</td>
<td>11 (31.4)</td>
<td>3 (23.1)</td>
</tr>
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<td>No opinion</td>
<td>5 (14.3)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>Disagree</td>
<td>6 (17.1)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3 (8.6)</td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>2 (5.7)</td>
<td></td>
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</table>

The faculty showed an interest in your academic success.

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</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>20 (57.1)</td>
<td>8 (61.5)</td>
</tr>
<tr>
<td>Agree</td>
<td>9 (25.7)</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>No opinion</td>
<td>2 (5.7)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>2 (5.7)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2 (5.7)</td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td>1 (7.7)</td>
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</tbody>
</table>

The faculty showed an interest in you as a person.

<table>
<thead>
<tr>
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<th>Anthropology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>20 (57.1)</td>
<td>10 (76.9)</td>
</tr>
<tr>
<td>Agree</td>
<td>9 (25.7)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>No opinion</td>
<td>2 (5.7)</td>
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</tr>
<tr>
<td>Disagree</td>
<td>3 (8.8)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (2.9)</td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td>1 (7.7)</td>
</tr>
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</table>
The faculty provided good advisement as to which courses to take to best develop my personal interests.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Sociology F (%)</th>
<th>Anthropology F (%)</th>
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</thead>
<tbody>
<tr>
<td>Agree</td>
<td>18 (51.4)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>No opinion</td>
<td>4 (11.4)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Disagree</td>
<td>6 (17.1)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (7.7)</td>
<td></td>
</tr>
<tr>
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</tbody>
</table>

The faculty provided good advisement as to which courses to take to best develop my career interests.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Sociology F (%)</th>
<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>12 (34.3)</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>No opinion</td>
<td>8 (22.9)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Disagree</td>
<td>4 (11.4)</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (7.7)</td>
<td></td>
</tr>
<tr>
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</table>

The requirements in my major should be expanded.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>11 (31.4)</td>
<td>5 (38.5)</td>
</tr>
<tr>
<td>No opinion</td>
<td>8 (22.9)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Disagree</td>
<td>4 (11.4)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (2.9)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td></td>
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</table>

The department provided a friendly environment for students to gather.

<table>
<thead>
<tr>
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<th>Sociology F (%)</th>
<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>14 (40.0)</td>
<td>8 (61.5)</td>
</tr>
<tr>
<td>No opinion</td>
<td>9 (25.7)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>Disagree</td>
<td>3 (8.6)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2 (5.7)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2 (5.7)</td>
<td>1 (7.7)</td>
</tr>
</tbody>
</table>

The faculty provided support and encouragement for attending graduate school.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Sociology F (%)</th>
<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>4 (11.4)</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>No opinion</td>
<td>9 (25.7)</td>
<td>5 (38.5)</td>
</tr>
<tr>
<td>Disagree</td>
<td>8 (22.9)</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (2.9)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2 (5.7)</td>
<td>2 (15.4)</td>
</tr>
</tbody>
</table>
The department provided adequate external experiences such as guest speakers.

<table>
<thead>
<tr>
<th></th>
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<th>Anthropology F (%)</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>4 (11.4)</td>
<td>4 (30.7)</td>
</tr>
<tr>
<td>Agree</td>
<td>9 (25.7)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>No opinion</td>
<td>8 (22.9)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>Disagree</td>
<td>8 (22.9)</td>
<td>5 (38.5)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (2.9)</td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
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<td></td>
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</tbody>
</table>

Field school was a useful and worthwhile experience.

<table>
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<th>Anthropology F (%)</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>2 (5.7)</td>
<td>6 (46.2)</td>
</tr>
<tr>
<td>Agree</td>
<td>1 (2.9)</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>No opinion</td>
<td>10 (28.6)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Disagree</td>
<td>3 (8.6)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (2.9)</td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>17 (48.6)</td>
<td>2 (15.4)</td>
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</table>

Internships were a useful and worthwhile experience.

<table>
<thead>
<tr>
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<th>Anthropology F (%)</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>8 (22.9)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>Agree</td>
<td>5 (14.3)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>No opinion</td>
<td>7 (20.0)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>Disagree</td>
<td>2 (5.7)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (2.9)</td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>12 (34.3)</td>
<td>5 (38.5)</td>
</tr>
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</table>

In my experience the library resources for my major were adequate.

<table>
<thead>
<tr>
<th></th>
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<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>8 (22.9)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Agree</td>
<td>15 (42.9)</td>
<td>8 (61.5)</td>
</tr>
<tr>
<td>No opinion</td>
<td>5 (14.3)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Disagree</td>
<td>7 (20.0)</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
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</table>

The faculty members were current in their fields.

<table>
<thead>
<tr>
<th></th>
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<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>19 (54.3)</td>
<td>4 (30.8)</td>
</tr>
<tr>
<td>Agree</td>
<td>12 (34.3)</td>
<td>8 (61.5)</td>
</tr>
<tr>
<td>No opinion</td>
<td>3 (8.6)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1 (2.9)</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td>1 (7.7)</td>
<td></td>
</tr>
</tbody>
</table>
Writing was stressed enough in my classes.

<table>
<thead>
<tr>
<th></th>
<th>Sociology F (%)</th>
<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>10 (28.6)</td>
<td>4 (30.8)</td>
</tr>
<tr>
<td>Agree</td>
<td>18 (51.4)</td>
<td>8 (61.5)</td>
</tr>
<tr>
<td>No opinion</td>
<td>1 (2.9)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>4 (11.4)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2 (5.7)</td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Classroom activities were assessed appropriately (i.e., multiple choice, essay etc.).

<table>
<thead>
<tr>
<th></th>
<th>Sociology F (%)</th>
<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>15 (42.9)</td>
<td>7 (53.8)</td>
</tr>
<tr>
<td>Agree</td>
<td>18 (51.4)</td>
<td>4 (30.8)</td>
</tr>
<tr>
<td>No opinion</td>
<td>2 (5.7)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>2 (5.7)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td></td>
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</tbody>
</table>

The faculty members were fair and unbiased in their presentation of course materials.

<table>
<thead>
<tr>
<th></th>
<th>Sociology F (%)</th>
<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>14 (40.0)</td>
<td>5 (38.5)</td>
</tr>
<tr>
<td>Agree</td>
<td>16 (45.7)</td>
<td>7 (53.8)</td>
</tr>
<tr>
<td>No opinion</td>
<td>2 (5.7)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>2 (5.7)</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (2.9)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student oral presentations were a useful classroom experience.

<table>
<thead>
<tr>
<th></th>
<th>Sociology F (%)</th>
<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>10 (28.6)</td>
<td>3 (23.1)</td>
</tr>
<tr>
<td>Agree</td>
<td>8 (22.9)</td>
<td>6 (46.2)</td>
</tr>
<tr>
<td>No opinion</td>
<td>8 (22.9)</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>7 (20.0)</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1 (2.9)</td>
<td>1 (7.7)</td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you had it to do all over again would you still choose the same major?

<table>
<thead>
<tr>
<th></th>
<th>Sociology F (%)</th>
<th>Anthropology F (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>24 (68.5)</td>
<td>8 (61.5)</td>
</tr>
<tr>
<td>Probably</td>
<td>2 (5.7)</td>
<td>2 (15.4)</td>
</tr>
<tr>
<td>No</td>
<td>9 (25.7)</td>
<td>3 (23.1)</td>
</tr>
</tbody>
</table>
Surveys were sent to over 513 alumni from Anthropology and Sociology. Thirteen were returned with unknown addresses. Fifty surveys were completed and returned for a response rate of 10%. Of those returned 35 were sociology majors, 13 were anthropology majors and 2 had concentrations or minors in sociology/anthropology but majored in another field.

The results of the surveys indicate that overall the department provided sufficient courses and the faculty showed interest both personally and academically in the students, provided good advisement, and were current in their fields. While alumni agreed that classroom activities were assessed appropriately they thought courses did not stress enough writing and that oral presentations were not useful.

When asked “if you had it to do all over again would you still choose the same major?” 68% of the sociology alumni and 62% of the anthropology alumni said they would choose the same major. Of those who would not choose the same major all cited trouble finding a job as the reason they would select a different major. In particular those who graduated prior to 2000 said they would not select sociology or anthropology as a major.

Several trends emerged when analyzing the responses from the alumni. The years students were enrolled at Western impacted their assessment of the department. In particular the negative responses came almost exclusively from those who graduated prior to 2000. When reviewing the negative responses and the history of the department this trend is particularly important for assessing what the department has done over the past decades. Prior to 1997 the anthropology program and sociology program were not joined. If the alumni responses are any indication both programs have flourished since joining. In addition both programs have increased the number of faculty and thus the number of course offerings and advisors in the programs. The more recent alumni seem to have benefited from these additions since they agreed that the requirements were appropriated, the environment in the department is friendly, offerings (including field school and internships) are sufficient, and advising is well done. Prior to the increase in faculty and early in the existence of both programs alumni were less satisfied with the majors.

A number of areas did emerge across time and major that need to be addressed. First, alumni did not agree that the department provides adequate external experiences such as speakers. Library resources need to be examined as alumni identified this as a problematic area. The use of both writing assignments (increasing them) and oral presentation (making them useful) are two final areas that need to be addressed within both programs. Each of these areas was identified by the majority of alumni as positive but they also had the highest percentages of negative responses.
Appendix H: Course Section Enrollments

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>120</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>190</td>
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<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>414</td>
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<td>liberal studies</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>13</td>
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<td>others</td>
<td>15</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>25</td>
<td>21</td>
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</table>

Liberal studies courses are Anth 110, 120, 190 and 414.

Number of Sections Offered by Course Type

Diagram showing the distribution of course sections by type.
Appendix I: Program Majors

### Majors in Anthropology

<table>
<thead>
<tr>
<th></th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>20</td>
<td>12</td>
<td>8</td>
<td>28</td>
<td>47</td>
<td>52</td>
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<tr>
<td>BA</td>
<td>12</td>
<td>18</td>
<td>15</td>
<td>20</td>
<td>27</td>
<td>17</td>
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<td>32</td>
<td>30</td>
<td>23</td>
<td>48</td>
<td>74</td>
<td>69</td>
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## Majors in Anthropology

<table>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td>25</td>
</tr>
<tr>
<td>BA</td>
<td>12</td>
<td>18</td>
<td>15</td>
<td>20</td>
<td>27</td>
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<tr>
<td>Totals</td>
<td>33</td>
<td>36</td>
<td>30</td>
<td>41</td>
<td>52</td>
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Appendix J: Program Completion, Graduation, and Retention Rates

Yearly Retention Rates by Major, Cohort, and Initial Enrollment Status

Major: BA Anthropology

<table>
<thead>
<tr>
<th>Year of Entry</th>
<th>Initial Student Status</th>
<th>Number In Class</th>
<th>Retention Rate After Year Number</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spr</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>First-time Full-time Freshman</td>
<td>10</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td>New Full-time Transfer</td>
<td>3</td>
<td>100.00</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>First-time Full-time Freshman</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Full-time Transfer</td>
<td>2</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td>New Part-time Transfer</td>
<td>1</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Yearly Retention Rates by Major, Cohort, and Initial Enrollment Status

Major: BS Anthropology

<table>
<thead>
<tr>
<th>Year of Entry</th>
<th>Initial Student Status</th>
<th>Number In Class</th>
<th>Retention Rate After Year Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spr</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>First-time Full-time Freshman</td>
<td>8</td>
<td>87.50</td>
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<td>New Full-time Transfer</td>
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<tr>
<td>Fall 2005</td>
<td>First-time Full-time Freshman</td>
<td>16</td>
<td>87.50</td>
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</table>
Length of Degree By Major and Cohort

Major: BA Anthropology

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Number in Major</th>
<th>Total Graduation Rate</th>
<th>3.5 Years Graduation Rate</th>
<th>4 Years Graduation Rate</th>
<th>4.5 Years Graduation Rate</th>
<th>5 Years Graduation Rate</th>
<th>5.5 Years Graduation Rate</th>
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<td></td>
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<td>1998 - Fall</td>
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<td>66.67</td>
<td>33.33</td>
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<tr>
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<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1999 - Fall</td>
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</tr>
<tr>
<td>2000 - Spring</td>
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<td>100</td>
<td>100.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000 - Fall</td>
<td>2</td>
<td>50</td>
<td></td>
<td>100.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001 - Fall</td>
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<td>50</td>
<td>50.00</td>
<td>50.00</td>
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</table>

Length of Degree By Major and Cohort

Major: BS Anthropology

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Number in Major</th>
<th>Total Graduation Rate</th>
<th>3.5 Years Graduation Rate</th>
<th>4 Years Graduation Rate</th>
<th>4.5 Years Graduation Rate</th>
<th>5 Years Graduation Rate</th>
<th>6 Years Graduation Rate</th>
<th>7 Years Graduation Rate</th>
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<td>1999 - Fall</td>
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<td>25.00</td>
<td>25.00</td>
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<td>1999 - Spring</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1999 - Fall</td>
<td>2</td>
<td>100</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>2001 - Fall</td>
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<td>50</td>
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<td>100.00</td>
</tr>
</tbody>
</table>
Appendix K: Full Time Faculty

Jane Brown

Ms. Brown is a visiting instructor. She received her M.A. in History from Western Carolina University in 1995. Her research and teaching interests include: archaeology in general; Cherokee Indian history and culture; Appalachian history and culture; and forensic anthropology.

Philip Coyle

Dr. Coyle is an associate professor and cultural anthropologist. He received his Ph.D. in 1997 from the University of Arizona. His teaching and research interests include: the politics of religion; performance and expressive culture; kinship and social organization; Mesoamerica and Greater Southwest; and the Blue Ridge Mountains.

Jane Eastman

Dr. Eastman is an assistant professor and archaeologist. She received her Ph.D. from the University of North Carolina at Chapel Hill in 1999. Her teaching and research interests include: Cherokee culture; culture contact; gender studies; deerskin trade; and Southeastern U.S. archaeology.

Cheryl Johnston

Dr. Johnston is an assistant professor and physical anthropologist. She received her Ph.D. from The Ohio State University in 2002. Her teaching and research interests include: human variation; forensic anthropology; dental anthropology; bioarchaeology; and the field recovery of human remains.

Nyaga Mwaniki

Dr. Mwaniki is an associate professor and cultural anthropologist. He received his Ph.D. from Indiana University in 1986. His teaching and research interests include: economic; environmental, and applied anthropology; and East Africa.

Anne Rogers

Dr. Rogers is a full professor and archaeologist. She received her Ph.D. from the University of Georgia in 1982. Her teaching and research interests include: Southeastern archaeology; Native American studies; especially southeastern tribal groups; Cherokee culture, past and present; and human utilization of natural resources in the southern Appalachian region.

John Williams

Dr. Williams is Department Head, full professor, and a physical anthropologist. He received his Ph.D. from The Ohio State University in 1980. He is also the director of the forensic anthropology program. His teaching and research interests include: forensic anthropology; palaeopathology; death investigation; trauma analysis; digital imaging; bioarchaeology; human decomposition, and human origins.
## Appendix L: Faculty Demographics

### Anthropology Faculty Distribution

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Appendix M: SCH by Faculty Member
Appendix N: Department AFE/TPR Document

DEPARTMENT OF ANTHROPOLOGY AND SOCIOLOGY
DEPARTMENTAL TENURE, PROMOTION, AND REAPPOINTMENT CRITERIA

Year(s) Effective: 2006-2007

Section I: Appointment, Reappointment, Promotion, and Tenure

A. Introduction.

The criteria, guidelines, and procedures contained herein are supplementary to Section II, 4.00 of the current WCU Faculty Handbook and the WCU Tenure Policies and Regulations as approved by the Board of Governors, the provisions of which shall prevail on any matter not covered herein by further allowable specification or on any point wherein this departmental document is inconsistent with these provisions.

B. Criteria for Appointment, Reappointment, Promotion, and Tenure.

1. Earned Academic Degrees
   The departmental requirements are the same as those stated in the Faculty Handbook Section II, 4.02.02, Section IV.A.

2. Professional Preparation and Experience
   a. Years of College-level Teaching Experience
      1. For appointment/reappointment, or promotion in rank: The minimal departmental requirements are the same as those stated in the Faculty Handbook Section II, 4.02.02, Section IV.B.
      2. For tenure, the maximum number of years of continuous full-time probationary service shall be seven years.
   b. Other Qualifications (Experience and preparation): These are the same as those stated in the Faculty Handbook.

3. Quality and Effectiveness of Teaching
   Competence and proficient teaching will be evaluated by peers and the department head as evidenced by performance on the seven criteria for teaching effectiveness provided in the 2006-2007 Faculty Handbook Section II, 4.05, Section II.C.
   a. Content Expertise
   b. Instructional Delivery Skills
   c. Instructional Design Skills
   d. Course Management Skills
   e. Evaluation of Students
   f. Faculty Student Relationships
   g. Facilitation of Student Learning

4. Evidence of Scholarly Activity
   Evidence of scholarly activity will include, but is not limited to, the following:
   a. Research and/or publications:
      1. Books
      2. Articles in refereed journals
      3. Edited volumes
      4. Reports describing results of contracted research activities
   b. Creative works and projects
      1. Grants (funded and unfunded), awards, contracts, or other professional funding support
   c. Professional activity, including participation, contributions, and recognition of achievement
1. Papers presented at professional meetings
2. Reviews prepared for professional journals or publishers
3. Participation in professional conferences and meetings
4. Participation in workshops
5. Chairing panels or sessions at professional meetings
6. Serving as a peer reviewer for conferences and meetings
7. Membership on national committees
8. Participation in local and state organizations related to the person’s discipline
9. Invited presentations and speeches
10. Holding offices in professional organizations
d. Other evidence of professional growth and leadership

5. Quality of role in, and special contributions to institutional affairs
   a. Off campus instruction and regional service
      1. Participation in activities of community service agencies and boards
      2. Consultation provided pro bono to community groups and organizations
      3. Presentations to non-professional organizations
      4. Presentations to elementary, middle, and high school classes or groups
      5. Off-campus instruction
   b. Work with students
      1. Advisor to students in major
      2. Advisor to non-majors, through CAP Center or other unit of the University
      3. Advisor to student organizations
      4. Support of student participation in research activities and presentations
   c. University activities at the departmental, college, and university levels
      1. Membership on departmental committees
      2. Membership on college committees
      3. Membership on university committees
      4. Participation in student recruiting activities
      5. Administrative duties
      6. Special assignments for benefit of department, college, or University

6. Promise for Sustained Future Professional Achievement.
   In considering candidates for tenure and promotion, the department shall assess and be guided
   by each individual’s promise for sustained future professional achievement based upon the
   cumulative record in all categories listed above. Recommendations for appointment or
   reappointment, or promotion to a higher rank shall be consistent with the provisions of the
   Faculty Handbook Section II, 4.02.02, Section IV. Recommendations for permanent tenure
   must be based on a thorough assessment of the candidate’s cumulative record and promise for
   sustained achievement.

7. Institutional Needs and Resources.
   All recommendations on appointment or reappointment, promotion, and conferral of permanent
   tenure shall be consistent with the needs of the department and the University.

C. Composition of the Department’s Reappointment, Promotion, and Tenure Committee.

   The departmental advisory committee for reappointment, promotion and tenure shall be constituted
   in a manner consistent with the provisions of the Faculty Handbook Section II, 4.02.02, Section VI.
   A. The department head shall serve as a non-voting member of the committee.

D. Procedures.
   1. Preparation of the files of candidates.
      Files for each candidate shall be prepared according to the University guidelines. The
      University time line will be followed, and will be shared with the faculty by the department head.
   2. Procedures of the departmental committee on tenure, promotion and reappointment will be
      consistent with those in the Faculty Handbook Section II, 4.02.02, Section VI. Candidates will
be notified informally with the results of that committee's recommendation and of the
department head's recommendation.
3. After receiving the recommendations of the Tenure, Promotion, and Reappointment committee,
the department will present the Dean of the College of Arts and Sciences with his/her
recommendation.
4. If the recommendation should be negative, the following procedures will be followed. In the
case of tenure, the general reasons for the negative recommendation will be discussed
privately with the candidate. In the case of early tenure or promotion requests, the head shall
suggest ways in which the candidate might correct problems or deficiencies. In the case of non-
reappointment, no discussion is required. An appeal of a negative decision (request for
reconsideration) may be initiated at the conclusion of the consideration process as provided in
the Faculty Handbook Section II, 4.02.01, Section VI. D.
5. No proceedings of this committee, other than official oral and written reports required by
University guidelines, will be made public in any manner.
6. Committee members may not serve for their own evaluations.

Section II: Annual Faculty Evaluation
A. Purposes
1. To assist faculty members in knowing how their work is being evaluated.
2. To promote the continuing scholarly activity of faculty members.
3. To provide a professional basis for assessment when decisions regarding the status of faculty
members are required.
4. To assist faculty members in achieving a high level of professional quality, including teaching
effectiveness.

B. General Guidelines
1. Supplemental to the annual appointment/reappointment, promotion and tenure process, the
department shall complete an evaluation of each faculty member in the spring semester of
each academic year.
2. As a minimal condition, each faculty member shall be evaluated according to the same criteria
and by the same process consistent with the Faculty Handbook Section II, 4.05.

C. Criteria for Evaluation
1. Criteria by which faculty members will be evaluated are:
a. Effectiveness as a teacher. Characteristics to be assessed. Evaluation of teaching will be
based on information that reflects the quality of student learning; content expertise,
instructional delivery skills, instructional design skills, course management skills, evaluation
of students, faculty student relationships, facilitation of student learning.
b. Effectiveness as a researcher and producer of scholarly works. Characteristics to be
assessed. Evaluation of participation in and contributions to the disciplines of Anthropology
and Sociology will be based on professionally recognized standards.
c. Service to the University at departmental, college, and university levels
d. Service at the community, regional, and national levels
e. Other skills, abilities, contributions, or roles that are highly valued by the department

2. Criteria emphasizes: In keeping with the mission of the department, teaching is the primary
function of its faculty. Faculty are expected to actively engage in scholarly activity and service
to the department, university, and region. Each faculty member will be evaluated on all criteria,
although it is recognized that at any one time a faculty member may not perform equally well in
each areas.

D. Method of Evaluation
1. An advisory committee composed of all members of the department's faculty, either tenured or
in tenure track positions, will serve in the evaluation process. The members of this committee
will individually provide the department head with their evaluations.
2. Types and Sources of information used in faculty evaluation
   Teaching
Section IIa: Annual Faculty Evaluation – Part Time Faculty

A. Purpose
1. To assist part-time faculty members in knowing how their work is being evaluated.
2. To promote the continuing scholarly activity of part-time faculty members.
3. To provide a professional basis for assessment when decisions regarding the status of part-time faculty members are required.
4. To assist part-time faculty members in achieving a high level of professional quality, including teaching effectiveness.
B. General Guidelines
1. The department shall complete an evaluation of each part-time faculty member in the spring semester of each academic year.
2. As a minimal condition, each part-time faculty member shall be evaluated according to the same criteria and by the same process consistent with the Faculty Handbook Section II, 4.05.01.

C. Criteria for Evaluation
1. Criteria by which part-time faculty members will be evaluated are:
   a. Effectiveness as a teacher. Characteristics to be assessed. Evaluation of teaching will be based on information that reflects the quality of student learning; content expertise, instructional delivery skills, instructional design skills, course management skills, evaluation of students, faculty student relationships, facilitation of student learning.
   b. Effectiveness as a researcher and producer of scholarly works. Characteristics to be assessed. Evaluation of participation in and contributions to the disciplines of Anthropology and Sociology will be based on professionally recognized standards.
   c. Service to the University at departmental, college, and university levels
   d. Service at the community, regional, and national levels
   e. Other skills, abilities, contributions, or roles that are highly valued by the department
2. Criteria emphasis: In keeping with the mission of the department, teaching is the primary function of its faculty. Part-time Faculty are expected to actively engage in scholarly activity and service to the department, university, and region. Each part-time faculty member will be evaluated on all criteria, although it is recognized that at any one time a faculty member may not perform equally well in each areas.

D. Method of Evaluation
1. Types and Sources of information used in faculty evaluation
   Teaching
   a. Evaluation of teaching methods and techniques, as indicated by syllabi, exams, and instructional techniques
   b. Indications of keeping current in the field
   c. Student evaluations for all classes taught
   d. Instructor's self-report and assessment
   d. Posting and maintenance of regular office hours
   e. Peer observation of classroom teaching
   f. Evidence of recognition for excellence in the classroom
2. Scholarly Activities
   a. Publications
      (1) books
      (2) chapters in edited books
      (3) journal articles
      (4) reviews for journals or publishers
      (5) edited volumes
      (6) reports describing results of contracted research activity
   b. Papers presented at professional meetings
   c. Innovative teaching methods and development of new curriculum
3. Institutional Affairs
   University
   a. Special assignments in department, college, or university
   b. Off-campus instruction
   c. Other relevant activities
   Professional
   a. Participation in professional meetings
   b. Offices held in professional organizations
   c. Workshops organized and directed
   Regional and national service
a. Presentations to non-professional organizations
b. Uncompensated consultation for community groups and organizations

E. Procedures
1. At least two weeks prior to the start of the evaluation process the department head will solicit from each tenured, tenure track, and part-time faculty member a statement of the activities to be considered for evaluation.

2. Each faculty member will prepare a summary of activities conducted during the current academic year. This file will include student evaluations from the previous spring and fall semesters, copies of peer evaluation of teaching, instructor’s self report and assessment, a representative sample of syllabi and special recognition regarding teaching, information concerning publications, papers presented at professional meetings, research activities, grants or awards, professional meetings attended, other professional activities; service provided to the department, College of Arts and Sciences, University, and the community. This summary will be provided to the evaluation advisory committee and the department head.

3. The department head will review with each faculty member the results of the annual evaluation and discuss ways to improve or enhance performance. A written summary of the department head’s evaluation will be provided to each faculty member. The faculty member will sign this document to indicate receipt of this evaluation. The faculty may either concur with the evaluation, or provide a written response noting areas of disagreement with the evaluation. This written response will be attached to the evaluation.

4. At the conclusion of the evaluation process, the department head will consult with each member of the faculty to review the results of his/her evaluation and to discuss ways to improve performance. A written summary of the consultation shall be prepared by the department head and shared with the faculty member. The faculty member will sign the summary to indicate that it has been received and discussed. If the faculty member disagrees with the evaluation, he/she may submit a response which indicates areas of disagreement. The faculty member will have one week in which to provide a written response to the evaluation. This response will be appended to the department head’s evaluation. The head may reconsider the evaluation and change, amend or forward it as previously written.

5. The evaluations of the department head, with responses attached where appropriate, will be provided to the Dean of Arts and Sciences according to the time table provided by that administrator.
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## Appendix P: Major SATs and Class Rank

### Number of Students Who Graduated 'ASBA ANTH' by Year

<table>
<thead>
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<th>Year</th>
<th># of graduates</th>
<th>Average HS Rank</th>
<th>Average HS GPA</th>
<th>Average SAT Math</th>
<th>Average SAT Verbal</th>
<th>Average Total SAT</th>
<th>Average ACT</th>
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<td>580</td>
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<td>2005</td>
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<td>87</td>
<td>4</td>
<td>620</td>
<td>560</td>
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<td>2006</td>
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<td>480</td>
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### Number of Students Who Graduated 'ASBS ANTH' by Year

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<th># of graduates</th>
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<th>Average HS GPA</th>
<th>Average SAT Math</th>
<th>Average SAT Verbal</th>
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<th>Average ACT</th>
</tr>
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<td>520</td>
<td>1050</td>
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<td>2004</td>
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<td>3.3</td>
<td>450</td>
<td>530</td>
<td>980</td>
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<td>3.11</td>
<td>484</td>
<td>494</td>
<td>978</td>
<td>17.5</td>
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</table>
Appendix Q: Recruitment Brochures
HUMAN BEINGS
AND THEIR BEHAVIOR,
BOTH PAST AND PRESENT——
THAT IS THE FASCINATING SUBJECT OF ANTHROPOLOGY.

As a student of anthropology at Western Carolina University, you will learn about behaviors of diverse populations from around the world, about the development of human behaviors over a wide range of time, and about different ways those behaviors have been expressed in thinking, believing, and doing. Learn about early humans, how these people used what the world supplied to meet their needs, how cultures developed, and how they exist today in fascinating and complex diversity.

INFORMATION
Visit our campus. We'll show you around and talk with you personally. If you have questions, write or call:

DEPARTMENT OF
Anthropology & Sociology
101 McKee Building
Western Carolina University
Cullowhee, NC 28723

phone (828) 227-7268
fax (828) 227-7061

OR SPEAK WITH THE DEPARTMENT SECRETARY
DANIELLE HANEY
(828) 227-3833
dhaney@wcu.edu

www.wcu.edu/as/anthro_soc

THE Anthropology MAJOR
WESTERN CAROLINA UNIVERSITY
A University of North Carolina campus
Dig into the past, present and future.

The Anthropology Major
The anthropology major at Western Carolina University offers the bachelor of arts and bachelor of science degrees. The bachelor of arts requires study in a foreign language. The department also offers a minor in Cherokee studies.

We provide special opportunities for you to participate in experiential learning. Field courses in archaeology let you learn firsthand how to excavate and identify artifacts left behind by Native Americans and early settlers of the southern Appalachian area. You may participate in internships and cooperative education courses as well. In the archaeology laboratory, you gain experience in the analysis and interpretation of artifacts.

Your future in Anthropology
If you are interested in a career that involves dealing with people, a bachelor's degree in anthropology is a valuable asset. By selecting a wide range of electives and acquiring specialized knowledge and research skills, students have gained a competitive edge in the job market. Many graduates in anthropology work in private businesses and agencies. Others find employment in state and federal organizations, like the U.S. Forest Service and the National Park Service. Graduates of our program have established careers in such areas as archaeological research, primate research, public relations, economic development, counseling, and law.

An anthropology degree is good preparation for positions in international service, economic development, international business, and various health professions. Anthropology graduates are employed in museums, public health, and archaeological contract positions. Students with anthropology degrees tend to receive higher than average scores on standardized tests required for professional schools. Career opportunities are continually expanding.

Students who choose to pursue graduate study—perhaps in a specialty like archaeology or applied anthropology—find their undergraduate degrees from WCU have prepared them well for further education. We offer a broad background in the discipline, with many opportunities to practice skills taught in the classroom.

Other Opportunities at WCU
Your studies in anthropology will benefit from several campus resources. Hunter Library, the largest in Western North Carolina, has subscriptions to major anthropology and archaeological journals. Its collection of anthropology and archaeology books is substantial. For study and analysis, the archaeology laboratory houses the John J. Newton collection of archaeological and ethnographic artifacts, as well as artifacts from various archaeological excavations in the area.

www.wcu.edu/as/anthro_soc
INFORMATION
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phone (828) 227-7268
tax (828) 227-7061

OR SPEAK WITH THE DEPARTMENT SECRETARY
DANIELLE HANEY
(828) 227-3833
dhaney@wcu.edu

FORENSIC ANTHROPOLOGY
is the study of the human skeleton in a legal context.

This can range from homicide investigations to the recovery of prehistoric and historic graves.

www.wcu.edu/as/anthro_soc
ACADEMIC PROGRAMS:

WCU has two undergraduate programs for training in forensic anthropology: a B.S. Concentration and a Minor. Class work and hands-on experience with human remains gives students the skills to continue on to more advanced training or to augment training in another field.

A master's degree program is being developed that will focus on forensic anthropology and its role in death investigation. Tentatively, this will begin enrolling students in 2007.

COURSES
Students receive a strong background in human osteology and must know their “bones” to be successful in the program. Other course topics are: bone trauma, dental anthropology, and North Carolina’s only academic course on the field recovery of human remains.

The Faculty
The forensic anthropology faculty are active in the field and handle cases ranging from homicides to missing persons to mass disasters such as 9-11. They bring their collective knowledge to the classroom linking coursework to the real world. Students also benefit by observing their faculty in actual forensic cases. Among the faculty is a board certified forensic anthropologist, one of just 58 in the country. Faculty research specialties are varied and include: trauma analysis, cremation analysis, and dental anthropology.

Decomposition Studies Facility
A body donation program has been initiated which allows researchers and students to study the process of human decomposition.

www.wcu.edu/as/anthro_soc
2013 Program Prioritization Report

Department / Program: ANSO/Anthropology

Please provide a statement of no more than 600 words, including the following three items:

1. Brief context for the last five years of program data;

2. Specific ways the program relates to WCU's 2020 strategic plan;

3. Program distinction in the region and the state (you may include discussions of community engagement/service, student quality outcomes, faculty contributions to the program in scholarship and creative works, uniqueness in the state, accreditation, awards, revenue, grants, or other program income generation).

1. In 2003 the anthropology program saw the addition of a B.S. Concentration in Forensic Anthropology. Growth was slow at first. However, beginning in 2007 interest in the concentration (and so the program) grew. In 2007 half of all anthropology majors were identified as taking the forensic anthropology concentration. Since 2007 the number of anthropology majors has doubled, with 70% to 75% taking the forensic anthropology concentration. The general anthropology program and its forensic anthropology concentration have room for more growth, but currently we are focusing on providing the best student experience possible for our very-high number of majors. The numbers show that we are doing a good job at encouraging such student success among our large number of majors, with very high retention and graduation rates in the program.

2. The anthropology program and its forensic anthropology concentration relates to the 2020 strategic plan in nearly every aspect. The forensic anthropology concentration has gained national and international attention for the quality of its program and the unique features it offers to the region, the state, and the nation. Additionally, our archaeological and cultural heritage work with the Eastern Band of Cherokee Indians has had an important impact. Meanwhile, our sociocultural anthropology faculty members have focused on working with students to "internationalize" WCU, and have also engaged students to work with regionally located national parks and an important state-level service organization. The forensic anthropology concentration also stresses student engagement. This takes many forms from assisting on forensic cases to participation in outreach opportunities associated with WCU's decomposition facility. The forensic anthropology concentration's cadaver dog training workshops have gained a high reputation within the law enforcement community.

3. The WCU anthropology program is unique in the state as an undergraduate program with a concentration in forensic anthropology. A fully functioning laboratory and an outdoor decomposition facility are associated with the program. The latter is one of only five in North America and the second to be established. The director of the forensic anthropology program is certified by the American Board of Forensic Anthropology, the only person with this designation in North Carolina. Forensic anthropology students are actively involved with the program faculty. Students assist on forensic casework and with the collection of data at the decomposition facility.
Use this table to complete your optional comments sections. Do not use optional comments unless additional information that is unique to your program must be presented. Limit your comments to fifty words per criterion.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Optional Comments: 50 word maximum per criterion. Reserve comments to additional information that may be unique to your program. Statements longer than 50 words will not be considered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Majors</td>
<td>We have the highest (by a significant margin) &quot;major enrollment as a percentage of total enrollment&quot; compared to our peer institutions. Anthropology majors at WCU have doubled since 2007. Majors with a Forensic Anthropology Concentration have seen a four-fold increase.</td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td>We also have the highest (by a significant margin) &quot;degrees conferred as a % of total degrees at level&quot; compared to our peer institutions. The Anthropology program is on track to stay well above peer institutions and the WCU median in this area into the future.</td>
</tr>
<tr>
<td>Student Success</td>
<td>The Anthropology program has retention and graduation rates consistently above the WCU averages. We retain our new students—who tend to declare early—and we graduate them on-time.</td>
</tr>
<tr>
<td>SCHs Generated</td>
<td>Both the department and program SCHs have increased over time, with the exception of 2011-2012 when anthropology lost some adjunct funding. Departmental SCH are generated well above WCU averages.</td>
</tr>
<tr>
<td>Generated / Allocated</td>
<td>Although the ratio is below one, it has been steadily increasing and we are within a standard deviation of the mean. Three anthropology faculty members have course releases associated with being department head or program director.</td>
</tr>
<tr>
<td>Faculty FTE</td>
<td>Our instruction cost has been decreasing to near the national average, probably as a result of increasing student enrollment associated with the expanding number of anthropology majors, and larger class sizes in general.</td>
</tr>
<tr>
<td>Number of Faculty</td>
<td>Anthropology has 6 full-time faculty members. Given the increasing enrollment in the Forensic Anthropology program, we could use another full-time, tenure-track faculty member to teach those classes.</td>
</tr>
<tr>
<td>% Courses Taught by Faculty Type</td>
<td>Anthropology has a fixed-term lecturer who teaches lower-division and liberal studies courses. All tenured and tenure-track faculty also teach lower and upper level courses, including liberal studies courses.</td>
</tr>
<tr>
<td>% SCHs Taught by Faculty</td>
<td>Courses and SCHs by faculty type are well below the median for the university. In anthropology, students take courses with full-time, tenure-track faculty.</td>
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<tr>
<td>Type</td>
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### Retention and Graduation by Program Code

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<th>Year</th>
<th>Fall</th>
<th>Spring</th>
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<th>Fall</th>
<th>Spring</th>
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### University Average

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<th>Year</th>
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<th>Spring</th>
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### Number of Upper Division Majors at Fall Census by 6-digit CIP Code and Degree Level

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### Number of Degrees Awarded per Academic Year by 6-digit CIP Code and Degree Level

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### Institutional Cost by 4-digit CIP

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### Program Code:

**Program Name:** Anthropology - BA

**Department:** Anthropology

**Program Code:** 0501

**Program Title:** Anthropology and Sociology

**Program Department:** College of Arts and Sciences

### Faculty Data

**Generated Faculty:**

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**Allocated Faculty:**

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<td>2003-2004</td>
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<td>2.0</td>
<td>50%</td>
<td>2010-2011</td>
</tr>
<tr>
<td>2011-2012</td>
<td>4.0</td>
<td>2.0</td>
<td>50%</td>
<td>2011-2012</td>
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### Average Department Data

- **FTE:** 3.0
- **FT:** 2.0
- **%:** 66.6%
- **Date:** 2002-2003

### Percentage of Courses Taught by Faculty Type

**All Courses:**

<table>
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<tr>
<th>Subject</th>
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<th>Faculty Type</th>
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<tbody>
<tr>
<td>Anthropology and Sociology</td>
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</tr>
<tr>
<td>Anthropology and Sociology</td>
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<td>Faculty Type</td>
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**Undergraduate Courses:**

<table>
<thead>
<tr>
<th>Department</th>
<th>Faculty Type</th>
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</thead>
<tbody>
<tr>
<td>Anthropology and Sociology</td>
<td>Undergraduate</td>
</tr>
</tbody>
</table>

**Graduate Courses:**

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<th>Faculty Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology and Sociology</td>
<td>Graduate</td>
</tr>
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### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
- **Total FT:** 2.0
- **Total Faculty Type:** 3.0
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- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
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- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
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- **Total Faculty Type:** 3.0
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- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
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- **Total Faculty Type:** 3.0
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### Department Data

- **Total FTE:** 3.0
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- **Total Faculty Type:** 3.0
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- **Total Graduate:** 1.0

### Department Data

- **Total FTE:** 3.0
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- **Total Faculty Type:** 3.0
- **Total Undergraduate:** 2.0
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Program Code: ANTH
Program Name: Anthropology - BS
Degree: Bachelor's
Program URL: https://www.example.com/anthropology-bs
Program Department: Anthropology and Sociology
College of Arts and Sciences

### Generated/Allocated Faculty FTE - by Department

<table>
<thead>
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<th>Department #</th>
<th>Anthropology and Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generated</td>
<td>2070 FTE</td>
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<tr>
<td>Allocated</td>
<td>2070 FTE</td>
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<tr>
<td>FTE</td>
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</tr>
</tbody>
</table>

### Undergraduate (UG) FTE - by Department

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<th>Department #</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Generated</td>
<td>2070 FTE</td>
</tr>
<tr>
<td>Allocated</td>
<td>2070 FTE</td>
</tr>
<tr>
<td>FTE</td>
<td>1.1</td>
</tr>
</tbody>
</table>

### Percentage of Courses Taught by Faculty Type - by Department

<table>
<thead>
<tr>
<th>Department Type</th>
<th>Anthropology and Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Courses</td>
<td>100%</td>
</tr>
<tr>
<td>Faculty</td>
<td>100%</td>
</tr>
<tr>
<td>Staff</td>
<td>100%</td>
</tr>
<tr>
<td>Other</td>
<td>100%</td>
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</tbody>
</table>

### Lower Division/Undergraduate Courses

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<tr>
<th>Sections</th>
<th>Anthropology and Sociology</th>
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<tbody>
<tr>
<td>Total</td>
<td>2008 FTE</td>
</tr>
<tr>
<td>Fall</td>
<td>45</td>
</tr>
<tr>
<td>Winter</td>
<td>45</td>
</tr>
<tr>
<td>Spring</td>
<td>45</td>
</tr>
<tr>
<td>Summer</td>
<td>45</td>
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</table>

### Upper Division/Undergraduate Courses

<table>
<thead>
<tr>
<th>Sections</th>
<th>Anthropology and Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2008 FTE</td>
</tr>
<tr>
<td>Fall</td>
<td>45</td>
</tr>
<tr>
<td>Winter</td>
<td>45</td>
</tr>
<tr>
<td>Spring</td>
<td>45</td>
</tr>
<tr>
<td>Summer</td>
<td>45</td>
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</table>

### Master's/Doctoral Courses

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<th>Sections</th>
<th>Anthropology and Sociology</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>2008 FTE</td>
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<tr>
<td>Fall</td>
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</tr>
<tr>
<td>Winter</td>
<td>45</td>
</tr>
<tr>
<td>Spring</td>
<td>45</td>
</tr>
<tr>
<td>Summer</td>
<td>45</td>
</tr>
</tbody>
</table>

*Other to read on of math and statistics, graduate needs, offline, full time, and any other courses.
Appendix C: Old and New Curricula, Course Syllabi, and Eight-Semester Plans
Anthropology, B.A. (Old)

Total number of hours for the program: 120. Students must meet all requirements indicated including a second major, minor, or other approved program.

Liberal Studies Hours: 42

Major Requirements (36 hours)

The major requires 36 hours as follows: Six hours of Language courses, nine hours of Anthropology Core courses, and 21 hours of Anthropology Program Electives are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduation semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

Language Requirement

MFL 231, 232, or 240 credits: (6)

Anthropology Core

Must take:

- ANTH 250 - Archaeology and Bioanthropology Credits: 3
- ANTH 260 - Cultural and Social Anthropology Credits: 3
- ANTH 341 - History of Anthropological Theory Credits: 3

Anthropology Program Electives

Electives (21 hours) selected from sophomore, junior and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.
Additional Program Requirements (42 hours)

To complete the program, 42 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.

Anthropology, B.A. (New)

Total number of hours for the program: 120. Students must meet all requirements indicated including a second major, minor, or other approved program.

Liberal Studies Hours: 42

Major Requirements (36 hours)

The major requires 36 hours as follows: Six hours of Language courses, nine hours of Anthropology Core courses, nine hours of Perspective courses from three categories (sociocultural/linguistic; archaeology; and bioanthropology) and 12 hours of Anthropology Program Elective are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduation semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

Language Requirement

MFL 231, 232, or 240 credits: (6)

Anthropology Core

Must take:

- ANTH110 - Archaeology and Bioanthropology Credits: 3
- ANTH 120 - Cultural and Social Anthropology Credits: 3
- ANTH 341 - History of Anthropological Theory Credits: 3

Anthropology Perspectives (9 hours)
Must take at least one course in each category:

**Sociocultural and Linguistic Anthropology:**

- 327 Economy and Society
- 351 Environmental
- **349 Applied Anthropology**
- 350 Linguistic Anthropology
- **351 Environmental Anthropology**
- 365 Religion, Magic, Myth
- 379 Cherokee Arts and Crafts
- 380 Ethnographic Research Methods
- 414 Minority Groups
- 417 Southern Appalachian Culture
- 419 Comparative Family
- 461 Indians of North America
- 465 Cultures of Latin America
- 466 Folklore
- 473 Contemporary Cherokee Culture
- 477 Cultures of sub-Saharan Africa

**Archaeology:**

- 361 World Prehistory
- 362 Southeastern Archaeology
- 405 Archaeology of Death
- 431 North American Prehistory
- 440 Arch. Field Techniques
- 441 Arch. Problems and Analysis

**Bioanthropology:**

- 342 Death, Decay, and Deconstruction
- 360 Primates
- 363 Human Origins

**386 Juvenile & Functional Human Osteology**

- 367 Dental Anthropology
- 368 Bioarchaeology
- 370 Human Biological Variation
- 401 Bone Trauma
- 402 Skeletal Analysis
- 403 Taphonomy
- 406 Advanced Osteology
- 486 Field Recovery of Human Remains
- 487 Forensic Anthropology Practicum

**Anthropology Program Electives**

Electives (12 hours) selected from sophomore, junior and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

**Additional Program Requirements (42 hours)**

To complete the program, 42 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.
Anthropology, B.S. (Old)

Total number of hours for the program: 120. Students must meet all of the requirements indicated including a second major, minor or other approved program.

Liberal Studies Hours: 42

Major Requirements (36 hours)

The major requires 36 hours as follows: Nine hours of Anthropology Core courses, and 27 hours of Anthropology Program Elective are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

Anthropology Core

Must take:

- ANTH 250 - Archaeology and Bioanthropology Credits: 3
- ANTH 260 - Cultural and Social Anthropology Credits: 3
- ANTH 341 - History of Anthropological Theory Credits: 3

Anthropology Program Electives

Electives (27 hours) selected from sophomore, junior, and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

Additional Program Requirements (42 hours)

To complete the program, 42 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.
Anthropology, B.S. (New)

Total number of hours for the program: 120. Students must meet all of the requirements indicated including a second major, minor or other approved program.

Liberal Studies Hours: 42

Major Requirements (36 hours)

The major requires 36 hours as follows: Nine hours of Anthropology Core courses, nine hours of Perspective courses from three categories (sociocultural/linguistic; archaeology; and bioanthropology), and 18 hours of Anthropology Program Electives are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

Anthropology Core

Must take:

- **ANTH 110 - Archaeology and Bioanthropology** Credits: 3
- **ANTH 120 - Cultural and Social Anthropology** Credits: 3
- **ANTH 341 - History of Anthropological Theory** Credits: 3

Anthropology Perspectives (9 hours)

Must take at least one course in each category:

Sociocultural and Linguistic Anthropology:
- 327 Economy and Society
- 351 Environmental
- **349 Applied Anthropology**
- 350 Linguistic Anthropology
- **351 Environmental Anthropology**
- 365 Religion, Magic, Myth
- 378 Cherokee Arts and Crafts
- 380 Ethnographic Research Methods
- 414 Minority Groups
- 417 Southern Appalachian Culture
- 419 Comparative Family
461 Indians of North America
465 Cultures of Latin America
466 Folklore
473 Contemporary Cherokee Culture
477 Cultures of sub-Saharan Africa
   Archaeology:
   361 World Prehistory
   362 Southeastern Archaeology
   405 Archaeology of Death
   431 North American Prehistory
   440 Arch. Field Techniques
   441 Arch. Problems and Analysis
   Bioanthropology:
   342 Death, Decay, and Deconstruction
   360 Primates
   363 Human Origins
366 Juvenile & Functional Human Osteology
   367 Dental Anthropology
   368 Bioarchaeology
   370 Human Biological Variation
   401 Bone Trauma
   402 Skeletal Analysis
   403 Taphonomy
   406 Advanced Osteology
   486 Field Recovery of Human Remains
   487 Forensic Anthropology Practicum

Anthropology Program Electives

Electives (18 hours) selected from sophomore, junior, and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

Additional Program Requirements (42 hours)

To complete the program, 42 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.

Anthropology, Minor (Old)

Total number of hours for the program: 21.

Minor Requirements

The minor requires 21 hours, including:

- ANTH 250 - Archaeology and Bioanthropology Credits: 3
- ANTH 280 - Cultural and Social Anthropology Credits: 3
Additional Requirements

15 hours of junior-senior level anthropology courses. Students may use up to 3 hours of Native American Studies (NAS) courses as program electives.

Anthropology, Minor (New)

Total number of hours for the program: 21.

Minor Requirements

The minor requires 21 hours, including:

- ANTH 110 - Archaeology and Bioanthropology Credits: 3
- ANTH 120 - Cultural and Social Anthropology Credits: 3

Additional Requirements

15 hours of junior-senior level anthropology courses. Students may use up to 3 hours of Native American Studies (NAS) courses as program electives.

Anthropology (Forensic Anthropology Concentration), B.S. (Old)

Total number of hours for the program: 120. Students must meet all requirements indicated including a second major, minor, or other approved program.

Liberal Studies Hours: 42

Major Requirements (36 hours)

The major requires 36 hours as follows. Nine hours of Anthropology Core courses, twelve hours of Forensic Anthropology courses specified for the concentration, and fifteen hours of Anthropology Program Electives are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later
than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

**Anthropology Core** Must take:

- ANTH 250 - Archaeology and Bioanthropology Credits: 3
- ANTH 260 - Cultural and Social Anthropology Credits: 3
- ANTH 341 - History of Anthropological Theory Credits: 3

**Forensic Anthropology Concentration**

The major requires 36 hours as follows. Nine hours of Anthropology Core courses, twelve hours of Forensic Anthropology courses specified for the concentration, and fifteen hours of Anthropology Program Electives are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

- ANTH 251 - Introduction to Forensic Anthropology Credits: 3
- ANTH 364 - Human Osteology Credits: 3
- ANTH 400 - Human Osteology Method & Theory Credits: 3
- ANTH 401 - Bone Trauma & Modification Credits: 3

**Anthropology Program Electives**

Electives (15 hours) selected from junior and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

**Additional Program Requirements (42 hours)**

To complete the program, 42 hours are required, including a second major, minor, or other approved
program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.

**Anthropology (Forensic Anthropology Concentration), B.S. (New)**

Total number of hours for the program: 120. Students must meet all requirements indicated including a second major, minor, or other approved program.

**Liberal Studies Hours: 42**

**Major Requirements (36 hours)**

The major requires 36 hours as follows. Nine hours of Anthropology Core courses, nine hours of Anthropology Perspective courses, nine hours of Forensic Anthropology courses specified for the concentration, and nine hours of Anthropology Program Electives are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

**Anthropology Core**

Must take:

- **ANTH 110 - Archaeology and Bioanthropology** Credits: 3
- **ANTH 120 - Cultural and Social Anthropology** Credits: 3
- **ANTH 341 - History of Anthropological Theory** Credits: 3

**Anthropology Perspectives (9 hours)**

Must take at least one course in each category:

**Sociocultural and Linguistic Anthropology:**

- 327 Economy and Society
- 351 Environmental
- **349 Applied Anthropology**
- **350 Linguistic Anthropology**

9
351 Environmental Anthropology
365 Religion, Magic, Myth
379 Cherokee Arts and Crafts
380 Ethnographic Research Methods
414 Minority Groups
417 Southern Appalachian Culture
419 Comparative Family
461 Indians of North America
465 Cultures of Latin America
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473 Contemporary Cherokee Culture
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Archaeology:
361 World Prehistory
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431 North American Prehistory
440 Arch. Field Techniques
441 Arch. Problems and Analysis

Bioanthropology:
342 Death, Decay, and Deconstruction
360 Primates
363 Human Origins

366 Juvenile & Functional Human Osteology
367 Dental Anthropology
368 Bioarchaeology
370 Human Biological Variation
401 Bone Trauma
402 Skeletal Analysis
403 Taphonomy
406 Advanced Osteology
486 Field Recovery of Human Remains
487 Forensic Anthropology Practicum

Forensic Anthropology Concentration

- ANTH 251 - Introduction to Forensic Anthropology Credits: 3
- ANTH 264 - Human Osteology Credits: 3
- ANTH 400 - Human Osteology Method & Theory Credits: 3

Anthropology Program Electives

Electives (9 hours) selected from junior and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

Additional Program Requirements (42 hours)

To complete the program, 42 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.
To complete the program, 42 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.

Anthropology, B.A. (New)

Total number of hours for the program: 120. Students must meet all requirements indicated including a second major, minor, or other approved program.

Liberal Studies Hours: 42

Major Requirements (36 hours)

The major requires 36 hours as follows: Six hours of Language courses, nine hours of Anthropology Core courses, nine hours of Perspective courses from three categories (sociocultural/linguistic; archaeology; and bioanthropology) and 12 hours of Anthropology Program Elective are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduation semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

Language Requirement

MFL 231, 232, or 240 credits: (6)

Anthropology Core

Must take:

- ANTH 110 - Archaeology and Bioanthropology Credits: 3
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- ANTH 341 - History of Anthropological Theory Credits: 3

Anthropology Perspectives (9 hours)
Must take at least one course in each category:

**Sociocultural and Linguistic Anthropology:**

327 Economy and Society  
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361 World Prehistory  
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366 Juvenile & Functional Human Osteology  
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**Anthropology Program Electives**

Electives (12 hours) selected from sophomore, junior and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

**Additional Program Requirements (42 hours)**

To complete the program, 42 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.
Anthropology, B.S. (Old)

Total number of hours for the program: 120. Students must meet all of the requirements indicated including a second major, minor or other approved program.

Liberal Studies Hours: 42

Major Requirements (36 hours)

The major requires 36 hours as follows: Nine hours of Anthropology Core courses, and 27 hours of Anthropology Program Elective are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

Anthropology Core

Must take:

- ANTH 250 - Archaeology and Bioanthropology Credits: 3
- ANTH 260 - Cultural and Social Anthropology Credits: 3
- ANTH 341 - History of Anthropological Theory Credits: 3

Anthropology Program Electives

Electives (27 hours) selected from sophomore, junior, and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

Additional Program Requirements (42 hours)

To complete the program, 42 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.
Anthropology, B.S. (New)

Total number of hours for the program: 120. Students must meet all of the requirements indicated including a second major, minor or other approved program.

Liberal Studies Hours: 42

Major Requirements (36 hours)

The major requires 36 hours as follows: Nine hours of Anthropology Core courses, nine hours of Perspective courses from three categories (sociocultural/linguistic; archaeology; and bioanthropology), and 18 hours of Anthropology Program Electives are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

Anthropology Core

Must take:

- **ANTH 110 - Archaeology and Bioanthropology** Credits: 3
- **ANTH 120 - Cultural and Social Anthropology** Credits: 3
- **ANTH 341 - History of Anthropological Theory** Credits: 3

Anthropology Perspectives (9 hours)

Must take at least one course in each category:

Sociocultural and Linguistic Anthropology:
- 327 Economy and Society
- 351 Environmental
- **349 Applied Anthropology**
- 350 Linguistic Anthropology
- **351 Environmental Anthropology**
- 365 Religion, Magic, Myth
- 379 Cherokee Arts and Crafts
- 380 Ethnographic Research Methods
- 414 Minority Groups
- 417 Southern Appalachian Culture
- 419 Comparative Family
451 Indians of North America
465 Cultures of Latin America
466 Folklore
473 Contemporary Cherokee Culture
477 Cultures of sub-Saharan Africa
Archaeology:
361 World Prehistory
362 Southeastern Archaeology
405 Archaeology of Death
431 North American Prehistory
440 Arch. Field Techniques
441 Arch. Problems and Analysis
Bioanthropology:
342 Death, Decay, and Deconstruction
360 Primates
363 Human Origins
366 Juvenile & Functional Human Osteology
367 Dental Anthropology
368 Bioarchaeology
370 Human Biological Variation
401 Bone Trauma
402 Skeletal Analysis
403 Taphonomy
406 Advanced Osteology
486 Field Recovery of Human Remains
487 Forensic Anthropology Practicum

Anthropology Program Electives

Electives (18 hours) selected from sophomore, junior, and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

Additional Program Requirements (42 hours)

To complete the program, 42 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.

Anthropology, Minor (Old)

Total number of hours for the program: 21.

Minor Requirements

The minor requires 21 hours, including:

- ANTH 250 - Archaeology and Bioanthropology Credits: 3
- ANTH 260 - Cultural and Social Anthropology Credits: 3
Additional Requirements

15 hours of junior-senior level anthropology courses. Students may use up to 3 hours of Native American Studies (NAS) courses as program electives.

Anthropology, Minor (New)

Total number of hours for the program: 21.

Minor Requirements

The minor requires 21 hours, including:

- ANTH 110 - Archaeology and Bioanthropology Credits: 3
- ANTH 120 - Cultural and Social Anthropology Credits: 3

Additional Requirements

15 hours of junior-senior level anthropology courses. Students may use up to 3 hours of Native American Studies (NAS) courses as program electives.

Anthropology (Forensic Anthropology Concentration), B.S. (Old)

Total number of hours for the program: 120. Students must meet all requirements indicated including a second major, minor, or other approved program.

Liberal Studies Hours: 42

Major Requirements (36 hours)

The major requires 36 hours as follows. Nine hours of Anthropology Core courses, twelve hours of Forensic Anthropology courses specified for the concentration, and fifteen hours of Anthropology Program Electives are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later
than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

**Anthropology Core** Must take:

- ANTH 250 - Archaeology and Bioanthropology Credits: 3
- ANTH 260 - Cultural and Social Anthropology Credits: 3
- ANTH 341 - History of Anthropological Theory Credits: 3

**Forensic Anthropology Concentration**

The major requires 36 hours as follows. Nine hours of Anthropology Core courses, twelve hours of Forensic Anthropology courses specified for the concentration, and fifteen hours of Anthropology Program Electives are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

- ANTH 251 - Introduction to Forensic Anthropology Credits: 3
- ANTH 364 - Human Osteology Credits: 3
- ANTH 400 - Human Osteology Method & Theory Credits: 3
- ANTH 401 - Bone Trauma & Modification Credits: 3

**Anthropology Program Electives**

Electives (15 hours) selected from junior and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

**Additional Program Requirements (42 hours)**

To complete the program, 42 hours are required, including a second major, minor, or other approved
program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.

**Anthropology (Forensic Anthropology Concentration), B.S. (New)**

Total number of hours for the program: 120. Students must meet all requirements indicated including a second major, minor, or other approved program.

**Liberal Studies Hours: 42**

**Major Requirements (36 hours)**

The major requires 36 hours as follows. Nine hours of Anthropology Core courses, nine hours of Anthropology Perspective courses, nine hours of Forensic Anthropology courses specified for the concentration, and nine hours of Anthropology Program Electives are required in the major. Students must also finish an approved Engaged Learning Experience to complete the requirements for the degree. Each student is required to work with his/her departmental advisor to enter into an Engaged Learning Requirement Contract no later than the end of drop/add period in the semester prior to their graduating semester and must complete the contract no later than the last day of classes of the semester prior to their graduating semester. This contract will detail the specific activities to be undertaken and corresponding deliverables to be produced during the experience. Engaged Learning Experiences may be associated with a travel course, independent study, internship, designated Engaged Learning course, or an independent engaged learning experience, but the timely completion of an Engaged Learning Requirement Contract is required.

**Anthropology Core**

Must take:

- ANTH 110 - Archaeology and Bioanthropology Credits: 3
- ANTH 120 - Cultural and Social Anthropology Credits: 3
- ANTH 341 - History of Anthropological Theory Credits: 3

**Anthropology Perspectives (9 hours)**

Must take at least one course in each category:

**Sociocultural and Linguistic Anthropology:**

327 Economy and Society
361 Environmental
349 Applied Anthropology
350 Linguistic Anthropology
351 Environmental Anthropology
  365 Religion, Magic, Myth
  379 Cherokee Arts and Crafts
  380 Ethnographic Research Methods
  414 Minority Groups
  417 Southern Appalachian Culture
  419 Comparative Family
  461 Indians of North America
  465 Cultures of Latin America
  466 Folklore
  473 Contemporary Cherokee Culture
  477 Cultures of sub-Saharan Africa
  Archaeology:
  351 World Prehistory
  362 Southeastern Archaeology
  405 Archaeology of Death
  431 North American Prehistory
  440 Arch. Field Techniques
  441 Arch. Problems and Analysis
  Bioanthropology:
  342 Death, Decay, and Deconstruction
  360 Primates
  363 Human Origins
  366 Juvenile & Functional Human Osteology
  367 Dental Anthropology
  368 Bioarchaeology
  370 Human Biological Variation
  401 Bone Trauma
  402 Skeletal Analysis
  403 Taphonomy
  406 Advanced Osteology
  486 Field Recovery of Human Remains
  487 Forensic Anthropology Practicum

Forensic Anthropology Concentration

- ANTH 251 - Introduction to Forensic Anthropology Credits: 3
  - ANTH 264 - Human Osteology Credits: 3
  - ANTH 400 - Human Osteology Method & Theory Credits: 3

Anthropology Program Electives

Electives (9 hours) selected from junior and senior level anthropology courses. Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

Additional Program Requirements (42 hours)

To complete the program, 42 hours are required, including a second major, minor, or other approved program. Students must take at least 32 hours at the junior-senior level at WCU to satisfy general degree requirements.
Forensic Anthropology, Minor (Old)

Total number of hours for the program: 21.

Minor Requirements

The minor requires 21 hours, including:

- ANTH 250 - Archaeology and Bioanthropology Credits: 3
- ANTH 251 - Introduction to Forensic Anthropology Credits: 3
- ANTH 260 - Cultural and Social Anthropology Credits: 3
  - ANTH 364 - Human Osteology Credits: 3
- ANTH 400 - Human Osteology Method & Theory Credits: 3

Additional Requirements

6 hours of junior-senior level anthropology courses, Students may use up to 6 hours of Native American Studies (NAS) courses as program electives.

Forensic Anthropology, Minor (New)

Total number of hours for the program: 21.

Minor Requirements

The minor requires 21 hours, including:

- ANTH 110 - Archaeology and Bioanthropology Credits: 3
- ANTH 251 - Introduction to Forensic Anthropology Credits: 3
- ANTH 120 - Cultural and Social Anthropology Credits: 3
  - ANTH 264 - Human Osteology Credits: 3
- ANTH 400 - Human Osteology Method & Theory Credits: 3

Additional Requirements

6 hours of junior-senior level anthropology courses, Students may use up to 3 hours of Native American Studies (NAS) courses as program electives.
Anthropology 110-02: Origins of Civilization

Instructor: Wendy Tanner  
Office: McKee 104  
Office Hours: M/W/F 9:30-10:00, 11:10-12:10  
Also by appointment or drop-in  
e-mail: wstanner@wcu.edu  
Class Meeting Time: M/W/F 10:10 – 11:00am, McKee 110

COURSE DESCRIPTION
This course introduces our current knowledge of human origins and the radiation of early humans and ancestral humans out of Africa and across the globe. It covers our species' general transition through time from the lifestyle and subsistence strategy of a hunter-gatherer to the beginnings of settled communities and the origins of food production—animal domestication and the cultivation of agriculture. It examines the development of more culturally complex societies around the world, specifically looking at the rise of chiefs and chiefdoms, and then at the many exotic and diverse early state-organized civilizations that flourished at various times across the African, European, Asian, and American continents. We will also discuss some other interesting topics in archaeology and prehistory out of pure curiosity for exploring past ways and peoples. Archaeology is a really fascinating field of study. Don't be afraid to be amazed by the remains of the past worlds around you!

GRADING

Tests (4)  50%  
See makeup policy note below.

Quizzes/Assignments  20%  
Pop quizzes will be given occasionally that will cover the reading assignments and also the "Prehistory Icons" (posted on Blackboard) related to the previous class meetings' lectures and text topics (see Schedule for weekly slides you should be learning). One drop is allowed, and there will be no makeups unless agreeable arrangements have been made in advance (at least one day) of the class. Pop quizzes go for the first 10 minutes of class. So make sure that you’re on time so that you have the full 10 minutes. Several in- or out-of-class assignments will be given over the semester. Details will be communicated as the assignments are introduced. You are also allowed one dropped assignment. For late assignments, the grade will be reduced at intervals for each class day late.

Research Project  25%  
Each student will prepare a research paper, 4-6 pages in length, on a prehistoric archaeological site. See research project guidelines (separate handout coming later) for more information on requirements, methods, and expectations.

Attendance/Participation  5%  
It is essential that you attend class in order to succeed in this course. Many topics that I introduce in lecture are not covered adequately in the text, and missing assignments and group work will directly impact your course grade. If you must miss a class it is highly recommended that you get the notes from another student or come to my office hours to learn what was discussed. You are allowed 3 absences with no penalty.  

100-93%:A, 92-90%:A-, 89-87%:B+, 86-83%:B, 82-80%:B-, 79-77%:C+, 76-73%:C, 72-70%:C-, 69-60%:D, <60%:F

EXTRA CREDIT
Extra credit of up to 3% may be earned by visiting local (instructor-approved—see me) archaeological/cultural sites or cultural history museums (1% of extra credit is possible for each different site visit). In order to get the full 1% of credit for the visit you will need to do four things: 1) spend some real time at the site or museum, taking in what the place has to offer in terms of information, activities, and atmosphere; 2) read a "substantive" amount of text related to the site (either text posted on location, and/or text from print/internet sources before/after your visit), or thoroughly read exhibit texts on a "substantive" historic/prehistoric topic of your choice at the museum; 3) write an inspired and informative one-page typed paper on the history of the archaeological/cultural site and your experience there, or on a topic detailed by one of the exhibits at the museum and your personal thoughts on that topic; and finally, 4) take a nice picture of Yourself At The Site or Yourself At The Museum to create an instant historic document of the actual fact of your visit (& email this to me, or otherwise show me in combo w/paper)!
MAKEUP POLICY
All assignments must be turned in on time and cannot be made up. You are allowed one dropped assignment, so use it wisely. Tests cannot be made up. If you miss a test and have a valid, verifiable excuse (i.e. doctor’s note) you will have the opportunity to take a comprehensive final to replace the missing test grade. The comprehensive final will be given during the class final examination period. If you know that you will have to miss an assignment or a test, see me in advance so that we can make alternative arrangements.

A NOTE ON CLASSROOM ETIQUETTE
I strive to maintain a learning environment that is comfortable and free from distraction. Cell phones and other electronic devices must be put away before the beginning of class. If you are waiting on an important call (e.g. family member in the hospital), please see me before class for special arrangements. Use of computers, other than for note-taking authorized by Disability Services, is not permitted. Also, please do what is necessary before class so that you do not have to step out (for water, bathroom, etc.) during class, particularly during testing. Lack of respect for this policy may result in a lowered participation grade, and students who are being excessively disruptive will be asked to leave class.

COMPOSITION CONDITION MARKS
A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lane\_a@wcu.edu You may also visit the office’s website: disability.wcu.edu

ACADEMIC HONESTY POLICY
(Complete policy can be found within the undergraduate catalog – several important points are included here)
Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process.

Violations of the Academic Integrity Policy include:
Cheating - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
Fabrication – Creating and/or falsifying information or citation in any academic exercise.
Plagiarism - Representing the words or ideas of someone else as one’s own in any academic exercise.
Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination).

Faculty members have the right to determine the appropriate sanction(s) for violations of the Academic Integrity Policy within their courses, up to and including a final grade of “F” in the course. Within five (5) days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform his/her department head in writing of the allegation and proposed sanction(s).

Subsequent procedures for cases involving allegations of academic dishonesty can be found in the student handbook.

CLASS SCHEDULE AND ASSIGNMENTS ARE TENTATIVE AND ARE SUBJECT TO CHANGE DURING THE SEMESTER. YOU WILL BE NOTIFIED OF ANY CHANGES DURING CLASS TIME.
Philip E. (Ted) Coyle  
**Anthropology 120: Comparative Cultural Systems**  
Tuesdays and Thursdays 9:30-10:45  
Office: 106b McKee  
Office Hours: TTH 11:00-12:00 and by appt.  
Telephone: 828-227-3900

**The Course**  
This course provides a general introduction to sociocultural anthropology as it explores the dynamics of selected cultures and societies around the world. The course begins by reviewing some fundamental concepts, theories and methods of the discipline. It then uses these concepts, theories and methods to think about globalization from an anthropological perspective. This course is part of WCU’s Liberal Studies Program and fulfills the P6 (World Cultures) requirement (http://www.wcu.edu/10943.asp).

**Objectives**  
Students should not only gain an appreciation of the wide range of cultural diversity around the world from this class, but should also learn techniques of scholarship that will help you to make sense of your own position as part of this diversity. Specifically, by the end of the class, students should be able to:

- Explain the difference between "culture" and "society" and the relevance of this distinction for understanding a very wide range of human experiences;
- Think about the significance of ethnocentrism and cultural relativism;
- Discuss the importance of globalization to your own life and the lives of peoples around the world;
- Compare and contrast formalist and substantivist approaches to economics;
- Diagram the structures of various systems of marriage and descent;
- Analyze constructions of race and gender both historically and cross-culturally;
- Interpret art and ritual from an anthropological perspective;
- Consider paths of action as humanity continues its development on the planet.

**Books and Readings**  
The following required book is available for rental at the Western Carolina University Bookstore:

- Anthropology Unbound . Paul Durrenberger and Suzan Erem.

Because all of the tests and assignments in this course require good writing skills, I recommend the following book. It is available to be checked out in the Hunter Library:

- William Strunk,, Jr. The Elements of Style. 2000. (Also:  
Also, please note that the Writing Center in the Hunter Library is a very useful resource and I recommend it highly.

**Schedule of Topics, Readings and Tests**

*Note: Some additional readings relating to current events will be added to the course during the semester. Changes in this schedule and grading scheme may be made. These will be announced in class. Some of the readings listed below will be handed out in class.*

**Week One (January 12th-14th): Introduction to the Course and to Anthropology**

**Tuesday, January 12th**
- Assignment: Obtain book, readings and email account. Familiarize yourself with the on-line course syllabus. For Thursday, Read Anthropology Unbound, Introduction and Chapter One.

**Thursday, January 14th**
- Assignment for Tuesday: Read Body Ritual among the Nacirema (https://www.msu.edu/~jdowell/miner.html)

**Week Two (January 19th-21st): Evolution and Culture**

**Tuesday, January 19th**
- Assignment for Thursday: Read Chapter Two
- NPR: For Cave Women, Farmers had Extra Sex Appeal

**Thursday, January 21st**
- Assignment for Tuesday: Read the AAA Statement on Race: http://www.aaanet.org/stmtrs/racepp.htm and first part of Chapter Three

**Week Three (January 26th-28th): Race and Gender**

**Tuesday, January 26th**
- Assignment for Thursday: Read second part of Chapter Three

**Thursday, January 28th**
- Assignment for Tuesday: Chapter Four
- Hand out Test #1

**Week Four (February 2nd-4th): Language**

**Tuesday, February 2nd**
- Video: Tough Guise

Thursday, February 4th
- Assignment: Chapter 5
- Turn in Test #1

Week Five (February 9th-11th): Kinship

Tuesday, February 9th
- Assignment: Read
  http://www.umanitoba.ca/faculties/arts/anthropology/tutor/kinmenu.html, focusing
  on the marriage systems of the Yanamamo, Turkish villagers, and Akan.

Thursday, February 11th
- Assignment: Read Anthropology Unbound, Chapter 6

Week Six (February 16th-18th): Cultural Ecology

Tuesday, February 16th
- Assignment: Read Planet of Weeds

Thursday, February 18th
- Assignment: Read

Week Seven (February 25th): Economic Anthropology

Tuesday, February 23rd
- Advising Day: (no classes)

Thursday, February 25th
- Assignment: Read Anthropology Unbound, Chapter Seven
- Video: A Poor Man Shames Us All
- Test #2 Handed-out today

Week Eight (March 2nd): Mid-term break

Tuesday, March 2nd
- No class: Work on Test #2

Thursday: March 4th is Midterm Break
Week Nine (March 9\textsuperscript{th}-11\textsuperscript{th}): Economic Anthropology (Continued)

Tuesday, March 9\textsuperscript{th}
- Read Chapter Eight (second part)
- Video: A Poor Man Shames Us All
- Turn in Test #2

Thursday, March 11\textsuperscript{th}
- Read Chapter Eight (first part)

Week Ten (March 16\textsuperscript{th}-18\textsuperscript{th})

Tuesday, March 16\textsuperscript{th}
- Video: Battle of the Titans
- Read Chapter Nine

Thursday, March 18\textsuperscript{th}
- Read Chapter Ten

Week Eleven (March 23\textsuperscript{rd}-25\textsuperscript{th})

Tuesday, March 23\textsuperscript{rd}
- Read Chapter Twelve

Thursday, March 25\textsuperscript{th}
- Read Chapter Eleven
- Hand out Test #3

Week 11: Spring Break

Week Twelve (April 6\textsuperscript{th}-8\textsuperscript{th})

Tuesday, April 6\textsuperscript{th}
- Assignment: Read Chapter Thirteen
- Test #3 due

Thursday, April 8\textsuperscript{th}
- Assignment: Read Durkheim and Douglas (linked here)

Week Thirteen (April 13\textsuperscript{th}-15\textsuperscript{th}):
Tuesday, April 13th
• Assignment: Read Turner (linked here)

Thursday, April 15th
• Assignment: Read Chapter 14

Week Fourteen (April 20th-22nd):

Tuesday, April 20th
• Assignment: Read Chapter 15

Thursday, April 22nd
• Video: Why We Fight

Week Fifteen (April 27th-29th)

Tuesday, April 27th
• Assignment: Chapter 16 and 17

Thursday, April 29th
• Hand out Final Exam

Final Exam Week

Grading
Grading is based on tests and class participation.
• Test: Four tests of equal weight comprise 400 points of the baseline course grade
• Class participation: 100 points of the baseline course grade. This is graded based on my evaluation of your general engagement with the course. Understand that persistent absences and/or tardiness and/or disruptive conduct may result in you receiving no credit for this portion of the grade.

Extra Credit: Up to 10 pts of extra credit (up to 50 pts.) may be earned for writing a paragraph about your attendance at Mountain Heritage Center events, work in our plot at the Sylva community garden, or other events on campus to be cleared with the professor. You can also comment on the course blog, which is located here: http://ted-coyle.livejournal.com/. Note the date of the entry, because most of them were made during previous classes.

Directions to Sylva Community Garden: From WCU take 107 all the way into Sylva (past Asheville turn-off). Take a right on Grindstaff Road past the new green-roofed Bridge
Park Pavilion. Take the first left off Grindstaff Road onto Central and then another left onto Brendle. Drive past the garden and park in the church parking lot.

The final course grade is determined on a 10% basis (i.e. 500-450=A, 449-400=B)

Attendance, Make-ups, Academic Integrity, Etc.
The attendance policy of this class follows the guidelines for attendance established in the WCU Student Handbook:

- Classroom norms: We will attempt to conduct ourselves in a professional manner as might characterize a business meeting. Note that texting and obsessively surfing the internet are not acceptable behaviors in this class.
- Tests: Take-home tests and other written work are due at the beginning of the class (exactly).
- Academic Integrity and etc.: Plagiarism is subject to sanctions as detailed in the Student Handbook
- Courseval dates will be announced in class.

Accommodations for Students with Disabilities: Western Carolina University Carolina committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu.
Prof. Philip E. (Ted) Coyle

Anthropology 341 (01): History of Anthropological Theory
Office: 101 McKee
Office Hours: TTH 11:00-12:00 and by appointment
Telephone: 828-227-3835

The Course

This course provides an advanced introduction to classic and contemporary anthropological theory with room to develop deeper knowledge in areas of particular interest. It emphasizes the wide variety of approaches that have been, and continue to be, useful to practicing anthropologists in different sub-disciplines. It is required for all anthropology majors at Western Carolina University.

Books and Readings

The following required book is available for rental at the Western Carolina University Bookstore:

McGee, Jon and Richard Warms. Anthropological Theory: An Introductory History (Rental)

A number of other readings will be made available for students to download from Blackboard.

Objectives

This course is divided into four sections, based roughly on historical periods in the intellectual history of anthropological theories and approaches: 1) evolution and relativism; 2) function and conflict; 3) structures and classification; and 4) mind and body. By the end of this class the student will have read the key works of many classic and contemporary anthropological theorists. After completing these readings, and learning about them in class, the student should be able to understand and discuss the following key issues in the study of humankind:

- 19th-Century evolutionary understandings of human progress
- Boasian cultural relativism and its implications
- The origins of bone measurement in anthropology
- The circular causality of culture
- The idea of the linguistic determination of perception and cognition
- Culture’s impact on the individual
- Conflict between nature and nurture as part of the human condition
- Functional explanations for culture
- Social structure and its analysis
- Rituals of conflict in society
- Ecological explanations for culture change
- Materialist explanations for cultural change and the development of social classes
- Social classifications and human mentality
- Cultural frameworks and their strategic use in marketing
• Contemporary Darwinian approaches for explaining human behavior
• The interpretation of ritual symbols
• Classic and contemporary feminist critiques and approaches
• The use of emotion and self-reflection for understanding others

Schedule of Readings and Assignment Deadlines (To be updated during the semester)

Week One (January 14th-16th): Evolutionism

January 14th: Introduction to the class; Nineteenth-Century Evolutionism and Spencer
January 16th: Spencer to Morgan; Listen to MP3 (Evolutionists MP3)

Week Two (January 21st-23rd): Evolutionism (continued)

January 21st: Morgan (continued); NC Eugenics;
January 23rd: Sociobiology, Evolutionary Psychology, and Behavioral Ecology; Sociobiology MP3; Wilson; Bird et al; Slocum; Slocum MP3

Week Three (January 28th-30th): Historical Particularism

January 28th: Tylor; Historical Particularism and Boas; Kroeber (NOT in Mcgee and Warms: On Blackboard); Boas and Kroeber MP3
January 30th: Whorf. Whorf MP3; First Test Distributed; Review for Test #1

Week Four (February 4th-6th): Cultural Relativism

February 4th: Culture and Personality; Benedict. Culture and Personality MP3
February 6th: Mead in reader; For homework watch video about Margaret Mead (http://www.youtube.com/watch?v=GOCYhmnx6o8)
• Turn in Test #1

Week Five (February 11th-13th): Freud

February 11th: Begin Freud readings
February 13th: Continue Freud readings; Scientific American article; Freud MP3

Week Six (February 18th-20th): Functionalism and Structural-Functionalism

February 18th: Functionalism and Malinowski; Functionalism MP3
February 20th: Radcliffe-Brown; Joking Relationship MP3; Gluckman MP3; Test Two distributed
• Article summary due!

Week Seven (February 25th-February 27th): Cultural Ecology

February 25th: Advising Day
February 27th: Cultural Ecology and Neo-evolutionary Thought. White. White MP3; Steward. Steward MP3
  • Test Two Due

Week Eight (March 4th-6th): Marx

March 4th: Neomaterialism; Rappaport; Rappaport MP3
March 6th: Marx and Engels;

Week Nine (March 11th-13th): Marx

March 11th: Marx (Marx readings on Blackboard)
March 13th: Marx (continued); Marx MP3a and Marx MP3b

Week Ten (March 18th-20th): Spring Break

  • Read!

Week Eleven (March 25th-27th): Materialism

March 18th: Harris. Harris and Neo-Functionalists MP3;
March 20th: Bourdieu; Test #3 Out

Week Twelve (April 1st-3rd): Structuralism

April 1st: Durkheim (both); Mauss. Structuralism MP3;
April 3rd: Structuralism and Levi-Strauss; Ortner. Ortner MP3
  • Turn in Test #3

Week Thirteen (April 8th-10th): Ethnoscience
April 8th: Conklin; Tyler. Ethnoscience MP3
April 10th: Strauss; Obama, Tea Parties and the Battle for Our Brains;

Week Fourteen (April 15th): Ethnoscience (continued)

  • Turn in Article Comparison

Week Fifteen (April 22nd-24th): Feminist and Interpretative Approaches

April 22nd: Anthropology and Gender; Leacock; Stoler; Leacock and Stoler MP3;
April 24th: Symbolic and Interpretative Anthropology and Douglas and Turner; Douglas and Turner MP3.

Week Sixteen (April 29th-May 1st): Reflexivity

April 29th: Geertz MP3
Final Exam Review: May 6th - May 10th

- Final exam due at the end of the exam period.

Grading

Grading is based on three criteria: Exams, assignments, and class participation:

Exams
Four take-home/in-class exams comprised of short answer and essay questions are worth up to 100 points each. Essay questions will be provided one week before the due date, and then will be followed with an in-class multiple-choice/short-answer portion of the test.

Engaged Research Assignments

Two assignments are worth up to 100 points each. These are 1) a 250 word summary of a peer-reviewed anthropology journal article; 2) A comparative essay of about 500 words contrasting two journal articles. Both of these assignments are due at the beginning of the relevant class period (exactly).

These are the peer-reviewed anthropology journals in Hunter Library: American Ethnologist, American Anthropologist, American Antiquity, American Journal of Archaeology, American Journal of Physical Anthropology [bound only to 2004, computerized version of more recent articles from this one OK], Anthropos, Current Anthropology, Ethnohistory, Ethnomusicology, Journal of Field Archaeology, North Carolina Archaeology, World Archaeology. Please GO TO THE HUNTER LIBRARY and look through these journals to find articles of interest to you to be used in your assignment. Copy the first page of each of the articles and turn these in with your.

These are “engaged research assignments.” That means that you need to be informed by a text (a journal article), and then connect with some kind of a community (the community of anthropologists), and finally reflect upon that text and connection to create an “artifact” that you can store as part of your portfolio as a student at WCU (in your “eBriefcase,” which is part of Blackboard).

Class participation

10% of the course grade. Class participation is judged based on active contribution to class discussions. Understand that persistent tardiness, disruptive behavior, or a zombie-like attitude (which often involves the use of cell-phones and computers) will lower this grade.
Extra Credit

Extra credit may be completing engaged learning assignments based on work in the Sylva Community Garden or Campus Kitchen Garden. Here are directions to the Sylva Community Garden:

- Take 107 all the way in to Sylva without turning. Make your first and only right turn at Grindstaff Cove Rd, which is right past the park/parking area on your right (in front of the MMA gym). Then take the first left, which is Central Street. You will then need to take an immediate left and the garden will be right in front of you!
- The Campus Kitchen Garden is located on campus behind the men’s baseball stadium.
- The Cullowhee Community Garden in “lower Cullowhee.”

After working for one hour in one of these gardens ask me for a news article about gardening from my archive and complete a one-page paper discussing the article and your experience working in the garden. Each hour-assignment is worth up to 10 points. 30 points may be earned in the semester.

Grading is based on a 10% scale (e.g. B=80-83%; B= 84-86%; B+=87-89%). A course grade of A+ may be earned only with perfect grades on all course work and class participation. No extra credit may be used to achieve an A+ grade.

Attendance, Make-ups, Academic Integrity, Etc.

Attendance is counted as part of the class participation grade. Frequent absences will decrease that grade.

Classroom norms: We will attempt to conduct ourselves in a professional manner as might characterize a business meeting.

Tests: Take-home tests and other take-home written work are due at the beginning of the class (exactly).

Academic Integrity and etc.: Plagiarism is subject to sanctions as detailed in the Student Handbook. Academic integrity is expected in this class, and students engaging in plagiarism or cheating will be referred to campus authorities.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu
Anthropology 363
Human Origins

Spring 2014 MWF 11:15-12:05

Instructor: Dr. John A. Williams
Office: G02 McKee Hall
Telephone: 227-2430
E-mail: jawilliams@wcu.edu
Office Hours: M-F 8-10, and by appointment
http://www.wcu.edu/3403.asp

Examination of the Human, hominid, and Primate Fossil Records. 3 Credit Hours.
Prerequisite ANTH 250.

This course is designed to provide you with a concise and comprehensive examination of the primate and human fossil records. Special emphasis will be placed on the origins and evolution of the first hominids. The fossil record will be traced from the beginnings of the Primate Order to the appearance of modern humans. In addition to the fossil record, related topics such as evolutionary theory, taxonomy, and geologic time will be covered.

required text

course goals

✓ You will gain a basic understanding of the concept of taxonomy.
✓ You will gain a basic understanding of evolutionary theory.
✓ You will learn the geologic time record and the events that characterize each geologic time event.
✓ You will learn the primate fossil record as it applies to hominid and human origins.
✓ You will learn what it means to be a hominid/hominin.
✓ You will explore the hominid and human fossil records and the various taxonomies linking these fossils to ourselves, modern Homo sapiens.

course expectations

✓ You will be expected to maintain regular attendance. Projects will regularly take place during class time. These projects may not be able to be "made up."
✓ It is your responsibility to inform me of future absences as well unexpected ones.
✓ You will be expected to maintain deadlines. Late submissions will be graded as such. At the same time I will strive to grade assignments promptly.
✓ From time to time it may be necessary to spend time in the forensic anthropology laboratory (McKee G13) outside of class.
✓ Blackboard will play a variable role in this course. I expect that all students enrolled in this class will have reliable access to Blackboard. It is your responsibility to ensure that this is the case before the end of the first week of class.
✓ There will be NO cell phones on during class.
Three will be no use of tablets or laptop computers (except as approved for students with a disability).

**Course Assessment**

- There will be a variety of assessment methods.
- There will be (3) exams (see outline for scheduled dates). There will be two during the semester and one during finals week. Each exam will be assigned a letter grade and a point value (generally 40-60 points). Exams will consist of multiple choice, short answer, true/false, and essay questions. The exam given during finals week is comprehensive.
- There will be several short quizzes given during the course. These may or may not be announced.
- There will be activities, both in-class and outside of the classroom. These may involve written reports.
- There will be a research paper (approximately 20 pages in length) pertaining to the subject material of the course.
- All makeup exams must be approved in advance. Makeup exams may be different from the scheduled exam and may be of an essay type.
- Not all activities will have the option of being “made up.”
- There are no exceptions to the final exam date.
- The final grade will be computed from the percentage of total points from all assessment methods:

  - A+ 97-100%
  - A  94-96.9%
  - A- 90-93.9%
  - B+ 87-89.9%
  - B  83-86.9%
  - B- 80-82.9%
  - C+ 77-79.9%
  - C  73-76.9%
  - C- 70-72.9%
  - D+ 67-69.9%
  - D  63-66.9%
  - D- 60-62.9%

**WCU Academic Honesty Policy**

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

**Professional Conduct**

The nature of forensic anthropology is such that contact with human remains, both skeletal and fleshed, is a routine occurrence. This necessitates a standard of behavior higher than that of other scientific disciplines. Students are expected at all times to treat human remains with dignity and respect and to maintain confidentiality when confidential or privileged information is disclosed or when students are given access to information of a private or otherwise sensitive nature. Professional decorum is expected and behaviors such as "horseplay", posting on electronic media, and inappropriate humor will not be tolerated. Failure to abide by these expectations may result in a failing grade in the course as well as the imposition of discipline under the Code of Student Conduct or applicable University Policy.

**Accommodations for Students with Disabilities**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886.
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May
2      last day of class
5      exam #3 3:00 to 5:30 pm
Introduction to Forensic Anthropology  
ANTH 251-01  
Spring 2014  
Instructor: Professor Nikki Jastremski  
Office: MK 603A  
Office Hours: Monday and Wednesday 10-11 am, and by appointment  
Open Lab Hours: Tuesday 5-8pm and Thursday 9am-1pm in McKee G13  
Email: najastremski@wcu.edu

Course Description: This course focuses on the applicability of biological anthropology to the medico-legal community. Topics include trauma, manner of death, recovery of remains, determination of ancestry, sex, and age at death, and identification. This is a 3 credit course.

Lecture: Monday, Wednesday, Friday at 2:30-3:20pm in McKee 110.

Required Text:  
• Additional handouts to be provided.

Course Expectations and Requirements:
• Lectures will be based on assigned readings, additional information not found in the assigned readings, handouts, and films. It is strongly recommended that you attend all classes to do well in this course. If you have an excused absence for reasons such as a crisis or religious holiday, please see me to discuss how best for you to make-up the missed material.  
• Please read all assigned material before coming to class.  
• Although this class is in a lecture format, I encourage discussion and questions about the topics that we are covering. Your opinions and insights matter and will make the material and the class more exciting! Please share!  
• Respect is critical in an anthropology class. Some of the subjects we will be covering may be sensitive and controversial to some. I ask that you keep an open mind about the subject matter. You do not have to necessarily agree with all the material presented, but you do have to know the material to pass the class. Likewise, you may not agree with all of the opinions and beliefs of your fellow classmates or of myself. Please respect others in the class and their respective opinions. Disrespect of any kind will not be tolerated! Please refer to WCU’s Code of Student Conduct at http://www.wcu.edu/24861.asp for more info.
• Electronic devices are NOT allowed during class. Electronic devices include but are not limited to cell phones, pagers, computers, tablets, ipads, ipods, and any other beeping, buzzing, noise making device, etc. If you would like to use an electronic device for note taking, then you must receive prior permission from either myself or from disability services must be given. For those who permission is given, I reserve the right to ask to see the
information on the electronic device at any point during class. If you are found talking, texting, tweeting, playing games, searching the internet, doing other work, disturbing others, etc. during any part of the class, you will be asked to leave immediately and will be required to make up any work on your own time.

- Violations of Western Carolina University's Academic Integrity Policy include: cheating, fabrication, plagiarism, and facilitation. The specifics of this policy and the consequences of violating this policy are pursuant to the Code of Student Conduct. You can find the specifics of the policy and the code at [http://www.wcu.edu/26163.asp](http://www.wcu.edu/26163.asp) and [http://www.wcu.edu/24861.asp](http://www.wcu.edu/24861.asp), respectively. Therefore, cheating, plagiarism, or any other form of academic dishonesty will not be tolerated and will result in an F for the specific assignment or for the entire course.

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**Assignments and Grading:**

There will be a total of four (4) cumulative exams that will be worth 100 points each. Additionally, you will have seven (7) lab/exercise assignments that will be worth 10 points each, and two movie reports worth 10 points each. These exercises will be done in class and will be posted on blackboard. This gives a total of 490 points for the semester. Attendance will be taken randomly and grades may go up or down based upon the number of classes you have attended and your participation in the class. No electronic devices, this includes cell phones, will be permitted during exams. If you are found with your cell phone or other electronic device during your exam, you will receive an F. Make up exams will **NOT** be given except for University approved absences. Oversleeping, a trip, a hangover, too much other homework or exams, you forgot, etc., are **NOT** considered university approved absences.

Assignments will be posted to blackboard, but will only be available for a limited amount of time due to publishing regulations. This means that it is your responsibility to save the assignments to another device so that you have access to them when they are no longer available on blackboard. Do **NOT** ask me for a copy of the assignments. Assignments will **NOT** be accepted emailed or in electronic form. You must print out the questions and turn in the hard copy. Likewise, assignments that are handwritten on notebook or any other paper will **NOT** be accepted. Late assignments will be deducted 1 point per day they are late. No money on your catcard, your printer is not working, you have no ink in your printer, etc., are **NOT** considered valid excuses for not turning in your assignment on time.

I encourage you to use the tutoring center at the Writing and Learning Commons. Those who decide to use the tutoring center will receive extra credit.
The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring, and online writing and learning resources for all students. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu/) or call 828-227-2274. All tutoring sessions take place in the WaLC or in designated classrooms on campus. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and WaLC’s online resources.

Grade Scale:
- A+ 100-97%
- A 96-93%
- A- 92-90%
- B+ 89-87%
- B 86-83%
- B- 82-80%
- C+ 79-77%
- C 76-73%
- C- 72-70%
- D+ 69-67%
- D 66-63%
- D- 62-60%
- F 59 and below

Course Outline:
Please note that the outline is subject to change. Any change will be communicated orally in class or through email communication. The final exam time and date is non-negotiable, so please plan accordingly. This means that you may NOT take the exam earlier or later than the assigned exam time, per university regulations. The final exam will be taken via blackboard. Please familiarize yourself with this prior to the end of the semester.

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<td>Ch. 13</td>
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<tr>
<td>Monday, March 31</td>
<td>Blunt Force Trauma</td>
<td></td>
</tr>
<tr>
<td>Wednesday, April 2</td>
<td>Sharp Force Trauma</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>Friday, April 4</td>
<td>Sharp Force Trauma</td>
<td></td>
</tr>
<tr>
<td>Monday, April 7</td>
<td>Trauma Exercise 6 lab time and Movie 2</td>
<td></td>
</tr>
<tr>
<td>Wednesday, April 9</td>
<td>Trauma Exercise 6 lab time and finish movie 2</td>
<td></td>
</tr>
<tr>
<td>Friday, April 11</td>
<td>Review</td>
<td>Exercise 6 Due</td>
</tr>
<tr>
<td>Monday, April 14</td>
<td>Exam 3</td>
<td>Movie Report 2 Due</td>
</tr>
<tr>
<td>Wednesday, April 16</td>
<td>No Classes</td>
<td>No Classes</td>
</tr>
<tr>
<td>Friday, April 18</td>
<td>No Classes</td>
<td>No Classes</td>
</tr>
<tr>
<td>Monday, April 21</td>
<td>Antemortem Conditions</td>
<td>Ch. 15 and Handout</td>
</tr>
<tr>
<td>Wednesday, April 23</td>
<td>Antemortem Conditions and Exercise 7 lab time</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>Friday, April 25</td>
<td>Post mortem Conditions and Exercise 7 lab time</td>
<td></td>
</tr>
<tr>
<td>Monday, April 28</td>
<td>Postmortem Changes</td>
<td>Exercise 7 due</td>
</tr>
<tr>
<td>Wednesday, April 30</td>
<td>Mock Trial</td>
<td></td>
</tr>
<tr>
<td>Friday, May 2</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Monday, May 5</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Wednesday, May 7</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Thursday, May 8</td>
<td>FINAL EXAM 8:30-11am</td>
<td></td>
</tr>
</tbody>
</table>
ANTHROPOLOGY 361

SPRING 2014

Instructor: Anne Rogers
Office: 105B McKee
Telephone: 227-2443
e-mail: rogers@email.wcu.edu
Office hours: 10:00-11:00 a.m., MWF
2:30-3:30, MWF
Other times by appointment

Text: World Prehistory and Archaeology, by Michael Chazan

Course description: This course provides a survey of ways in which the past is investigated by archaeologists and an overview of the development of modern humans and the ways in which they developed civilization in different areas of the world. Students should develop an understanding of the differences and similarities that characterize civilizations that developed in Europe, Asia, Africa, and the Americas.

Attendance policy: According to the WCU attendance policy, missing more than the equivalent number of credit hours awarded for a course can result in a lowered grade for the semester. As this class meets three times a week, more than two unexcused absences may result in a lowered grade for the semester. Excused absences may be granted for medical or family emergency situations or for participation in university events.

Accommodations for students with disabilities: WCU is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at 828-227-3886 or lalexis@wcu.edu. You may also visit the office’s website: http://disability.wcu.edu

Academic integrity policy: Students, faculty, staff, and administrators of Western Carolina University strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature a violation of the Code of Student conduct and will follow the same conduct process (See Article VII.1.a). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather
information, timelines may be extended at the discretion of the Department of Student Community Ethics.

Violations of the Academic Integrity Policy include:

Cheating—Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

Fabrication—Creating and/or falsifying information of citation in any academic exercise.

Plagiarism—Representing the words or ideas of someone else as one’s own in any academic exercise.

Facilitation: Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during and examination.)

Writing and Learning Commons: The Writing and Learning Commons (WaLC), located in Blek 207, provides free small-group course tutoring, one-on-one writing tutoring, and online writing and learning resources for all students. To schedule tutoring appointments, log in to TutorTrac from http://walc.wcu.edu or call 828-227-2274.

Classroom behavior: Use of cell phones is not permitted during class time, either for oral communication or texting. Use of computers, other than for note-taking authorized by Disability Services, is also not permitted.

Grading: There will be three exams during the semester, including the final exam. Questions on exams may be taken from lectures, films shown in class, assigned readings and classroom discussion. Each counts as 25% of the final grade. Each student will also prepare a research paper, 3-5 pages in length, on a topic related to this class. It may be based on personal observation or on a reliable academic source. This counts as 20% of the final grade. Each student will also give a short presentation on the topic covered in the research paper. This counts as 5% of the final grade.

Grading summary:  

- 3 exams 75%
- Research paper 20%
- Presentation 5%
Class Schedule:
Jan. 13  introduction to course
Jan. 15  Archaeological methods  Ch. 1
Jan. 20  MLK holiday—no class
Jan. 22  Archaeological methods  Ch. 1
Jan. 27  Applying archaeology  Ch. 2
Jan. 29  Applying archaeology  Ch.
Feb.  3  Early hominins  Ch. 3
Feb.  5  Early hominins  Ch. 3
Feb. 10  Homo erectus  Ch. 4
Feb. 12  Neanderthals  Ch. 4
Feb. 17  Modern humans  Ch. 5
Feb. 19  Modern humans  Ch. 5
Feb. 24  Exam #1
Feb. 26  Australia and the New World  Ch. 6
Mar.  3  Australia and the New World  Ch. 6
Mar.  5  Early agriculture  Ch. 7
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 10,12</td>
<td>Spring break—no classes</td>
<td></td>
</tr>
<tr>
<td>Mar. 17</td>
<td>Mounds and maize</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>Mar. 19</td>
<td>Mounds and maize</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>Mar. 24</td>
<td>Agriculture worldwide</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>Mar. 26</td>
<td>Agriculture worldwide</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>Mar. 31</td>
<td>Complex cultures</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>Apr. 2</td>
<td>Exam #2</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>Apr. 7</td>
<td>Mesopotamia and Egypt</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>Apr. 9</td>
<td>Mesopotamia and Egypt</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>Apr. 14</td>
<td>Europe and Asia</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>Apr. 16</td>
<td>Holiday—no classes</td>
<td></td>
</tr>
<tr>
<td>Apr. 21</td>
<td>Europe and Asia</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>Apr. 23</td>
<td>Mesoamerica</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>Apr. 28</td>
<td>The Andes</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>Apr. 30</td>
<td>The Andes</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>May 9</td>
<td>8:30 a.m., final exam</td>
<td></td>
</tr>
</tbody>
</table>
Instructor: Dr. Cheryl Johnston  
Office: G03B McKee  
Telephone: 227-2816  
E-mail: johnstonc@email.wcu.edu

Dr. Johnston’s Office Hours: Wednesday from 11:00 am – 12:00 pm and 3:00 pm-4:00 pm, and by appointment.

Class meets in McKee room 110 from 12:30 pm until 1:45 pm on Tuesdays and Thursdays.

Laboratory/Class support: Nikki Jastremski (najastremski@email.wcu.edu; G03A McKee)

ANTH 364 - Human Osteology  
An examination of the human skeleton focusing on bone anatomy and fundamental analytical methods.  
(3 Credit Hours)

The ability to identify and interpret human skeletal remains is essential to the student of forensic anthropology or bioarchaeology. In this course we will study the human skeleton in detail so that by the end of the semester each student will be able to distinguish human from non-human bones, identify whole and fragmentary human bones, and know what information can be gleaned from a careful analysis of the human skeleton.

Course Objectives:

By the end of the semester each student will:

• Be able to identify each bone in the human body and locate associated characteristics and landmarks.

• Be able to determine the anatomical position of each skeletal element.

• Understand how bones grow and develop.

• Understand the characteristics of bone as a material.

• Be able to describe methods of age, stature and ancestry estimation and sex assignment.
Course Requirements and Expectations:

► Required Text:

► There will be four practical exams (see attached schedule for dates) worth 150 points each for a total of 600 points. Make-up practical exams will be given only in the event of an unavoidable absence.

• You must provide documentation of the cause of an absence resulting in a missed exam.

• If you miss a practical exam for a documented, excusable reason you must schedule a makeup within 24 hours of the missed exam.

• The make-up exam will not be the same test as the one given in class and will therefore most likely be a more difficult exam.

► Regular class attendance is expected.

- There will be no excused absences.
- You are responsible for all material presented in class (including videos, activities, guest speakers, etc.) and for all out of class assignments such as reading assignments.
- Please be on time for each class.

► You are expected to spend at least 20 hours outside of class studying bones in the lab (Room G13 McKee). A sign-up sheet will be posted. Please sign in and out when you visit the lab so that a record of your visits may be kept.

- Nikki will be in the lab to help you on Tuesdays from 5:00-8:00 pm and Thursdays from 11:00 am-3:00 pm.
- You may study in the lab when it is unattended as long as there is not a class in the lab.
- You will be awarded 5 points for each lab hour you complete up to 20 hours (100 points). If you spend more than 20 hours studying in the lab you may earn a point of extra credit for each (not to exceed 10 extra points).
- If you are spending time in lab doing something besides studying for the class, points will not be awarded. Similarly, if you distract other students who are studying in the lab, points for your lab time will not be awarded.
- Practice materials for the practical exams will be available in the lab to help you prepare. Please return these materials to the place you found them and clean up after yourself before leaving the lab.

► The final exam will be worth 300 points and will be held on Thursday May 8th 2014 from 3-5 pm in McKee 110. This will be a comprehensive final exam. There are no exceptions to this date.

Your final grade will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% - 98%</td>
</tr>
<tr>
<td>A</td>
<td>97% - 95%</td>
</tr>
<tr>
<td>A-</td>
<td>94% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 86%</td>
</tr>
<tr>
<td>B</td>
<td>85% - 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 76%</td>
</tr>
<tr>
<td>C</td>
<td>75% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 66%</td>
</tr>
<tr>
<td>D</td>
<td>65% - 63%</td>
</tr>
<tr>
<td>D-</td>
<td>62% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>less than 60%</td>
</tr>
</tbody>
</table>
Total Possible Points:
Practical Exams: 150 points each X 4 = 600 possible points
Lab study 5 points per hour X 20 = 100 possible points
Final Exam: = 300 possible points
Total = 1000 possible points

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**Professional Conduct:**
The nature of forensic anthropology is such that contact with human remains, both skeletal and fleshy, is a routine occurrence. This necessitates a standard of behavior higher than that of other scientific disciplines. Students are expected at all times to treat human remains with dignity and respect and to maintain confidentiality when confidential or privileged information is disclosed or when students are given access to information of a private or otherwise sensitive nature. Professional decorum is expected and behaviors such as “horseplay,” posting on electronic media, and inappropriate humor will not be tolerated. Failure to abide by these expectations may result in a failing grade in the course as well as the imposition of discipline under the Code of Student Conduct or applicable University Policy.

**Electronics Policy:**
Electronic devices including phones, tablets, and laptops will be turned off or silenced and not visible to students or to the professor during class unless otherwise indicated by the professor. Failure to follow this policy once will result in your removal from class. A second violation will lower your final grade by 5%. A third violation will result in a failing grade in the class.
# Schedule

This is not carved in stone. I reserve the right to make changes as the semester progresses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Exam/Quiz</th>
<th>Reading Assignment etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Introduction</td>
<td></td>
<td>Chapter 1 and Chapter 6</td>
</tr>
<tr>
<td>1/16</td>
<td>Skull</td>
<td></td>
<td>Chapter 7 and &amp; 155-156</td>
</tr>
<tr>
<td>1/21</td>
<td>Skull</td>
<td></td>
<td>Chapter 7 and &amp; 155-156</td>
</tr>
<tr>
<td>1/23</td>
<td>Skull</td>
<td></td>
<td>Chapter 7 and &amp; 155-156</td>
</tr>
<tr>
<td>1/28</td>
<td>PRACTICAL EXAM</td>
<td>PRACTICAL EXAM #1</td>
<td>Covers all topics and materials covered prior to today</td>
</tr>
<tr>
<td>1/30</td>
<td>Bone Growth and Structure</td>
<td></td>
<td>Chapter 4</td>
</tr>
<tr>
<td>2/4</td>
<td>Vertebrae</td>
<td></td>
<td>Pages 156-180 and pages 241-245</td>
</tr>
<tr>
<td>2/6</td>
<td>Vertebrae</td>
<td></td>
<td>Pages 156-180 and pages 241-245</td>
</tr>
<tr>
<td>2/11</td>
<td>Ribs</td>
<td></td>
<td>Pages 185-192</td>
</tr>
<tr>
<td>2/13</td>
<td>Sternum, Scapula, Clavicles</td>
<td></td>
<td>Pages 181-185 and Chapter 11</td>
</tr>
<tr>
<td>2/18</td>
<td>Prepare for Practical Exam #2</td>
<td></td>
<td>Class will not meet. Work on practice practical exam in the lab.</td>
</tr>
<tr>
<td>2/20</td>
<td>Prepare for Practical Exam #2</td>
<td></td>
<td>Class will not meet. Work on practice practical exam in the lab.</td>
</tr>
<tr>
<td>2/25</td>
<td>ADVISING DAY</td>
<td>No Classes</td>
<td></td>
</tr>
<tr>
<td>2/27</td>
<td>Sternum, Scapula, Clavicles</td>
<td></td>
<td>Pages 181-185 and Chapter 11</td>
</tr>
<tr>
<td>3/4</td>
<td>PRACTICAL EXAM</td>
<td>PRACTICAL EXAM #2</td>
<td>Covers topics and materials covered from 1/30 until 2/27.</td>
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<tr>
<td>3/6</td>
<td>Bones of the arm</td>
<td></td>
<td>Chapter 12</td>
</tr>
<tr>
<td>3/11</td>
<td>SPRING BREAK</td>
<td></td>
<td>NO CLASSES</td>
</tr>
<tr>
<td>3/13</td>
<td>SPRING BREAK</td>
<td></td>
<td>NO CLASSES</td>
</tr>
<tr>
<td>3/18</td>
<td>Bones of the hand</td>
<td></td>
<td>Chapters 13</td>
</tr>
<tr>
<td>3/20</td>
<td>Bones of the hand</td>
<td></td>
<td>Chapters 13</td>
</tr>
<tr>
<td>3/25</td>
<td>Bones of the hand</td>
<td></td>
<td>Chapters 13</td>
</tr>
<tr>
<td>3/27</td>
<td>PRACTICAL EXAM</td>
<td>PRACTICAL EXAM #3</td>
<td>Covers all topics and material covered since 3/6.</td>
</tr>
<tr>
<td>4/1</td>
<td>Os coxa</td>
<td></td>
<td>Pages 246-253</td>
</tr>
<tr>
<td>4/3</td>
<td>Os coxa</td>
<td></td>
<td>Pages 246-253</td>
</tr>
<tr>
<td>4/8</td>
<td>Bones of the leg</td>
<td></td>
<td>Chapter 15</td>
</tr>
<tr>
<td>4/10</td>
<td>Bones of the leg</td>
<td></td>
<td>Chapter 15</td>
</tr>
<tr>
<td>4/15</td>
<td>Bones of the feet</td>
<td></td>
<td>Chapter 16</td>
</tr>
<tr>
<td>4/17</td>
<td>Holiday</td>
<td></td>
<td>NO CLASSES</td>
</tr>
<tr>
<td>4/22</td>
<td>Bones of the feet</td>
<td></td>
<td>Chapter 16</td>
</tr>
<tr>
<td>4/24</td>
<td>PRACTICAL EXAM</td>
<td>PRACTICAL EXAM #4</td>
<td>Covers all topics and materials covered since 4/1.</td>
</tr>
<tr>
<td>4/29</td>
<td>Bones of the feet</td>
<td></td>
<td>Chapter 16</td>
</tr>
<tr>
<td>5/2</td>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>FINAL EXAM</td>
<td>FINAL EXAM</td>
<td>3:00-5:00 pm in room 110 McKee</td>
</tr>
</tbody>
</table>
Anthropology 400
Human Osteology Method and Theory

Spring 2014

Instructor: Dr. John A. Williams
Office: G02 McKee Hall
Telephone: 227-2430
E-mail: jawilliams@wcu.edu
Office Hours: M-F 8-10, and by appointment
http://www.wcu.edu/3403.asp

An In-Depth Examination of the Analytical and Theoretical Aspects of Human Osteology with an Emphasis on Forensic Applications. 3 Credit Hours

course goals

✓ You will learn about history of human osteological analysis.
✓ You will learn the theoretical basis behind the varied techniques that human osteologists use in studying the human skeleton.
✓ You will learn how to perform the various methods in human osteology with an emphasis on theoretical strengths and weaknesses of each technique.

course expectations

✓ You will be expected to maintain regular attendance. Projects will regularly take place during class time.
✓ It is your responsibility to inform me of future absences as well unexpected ones.
✓ You will be expected to maintain deadlines. Late submissions will be graded as such. At the same time I will strive to grade assignments promptly.
✓ From time to time it may be necessary to spend time in the forensic anthropology laboratory (McKee Room G13) outside of class. There are activities which require the use of equipment in the forensic anthropology laboratory.
✓ Blackboard will play a variable role in this course. Still I will expect that all students enrolled in this class will have reliable access to Blackboard. It is your responsibility to ensure that this is the case before the end of the first week of class.
✓ There will be NO cell phones on during class.
✓ There will be no use of tablets or laptop computers (except as approved for students with a disability).

course assessment

✓ There will be a variety of assessment methods.
✓ There will be (3) exams (see outline for scheduled dates). There will be two during the semester and one during finals week. Each exam will be assigned a letter grade and a point value (generally 40-60 points). Exams will consist of multiple choice, short answer, true/false, and essay questions. The exam
given during finals week **is comprehensive.**

- ✔ There will be several short quizzes given during the course. These may or may not be announced.
- ✔ There will be activities, both in-class and outside of the classroom. These may involve written reports.
- ✔ There will be a research paper (approximately 20 pages in length) pertaining to the subject material of the course.
- ✔ All makeup exams must be approved in advance. Makeup exams may be different from the scheduled exam and may be of an essay type.
- ✔ Not all activities will have the option of being "made up."
- ✔ There are no exceptions to the final exam date.
- ✔ The final grade will be computed from the percentage of total points from all assessment methods:

  - A+ 97-100%
  - A 94-96.9%
  - A- 90-93.9%
  - B+ 87-89.9%
  - B 83-86.9%
  - B- 80-82.9%
  - C+ 77-79.9%
  - C 73-76.9%
  - C- 70-72.9%
  - D+ 67-69.9%
  - D 63-66.9%
  - D- 60-62.9%

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**Required Texts**


Williams, J. (2014) *Anthropology 400 Course Lecture Notes* various offprints

**Outline & Schedule**

<table>
<thead>
<tr>
<th>week</th>
<th>topic</th>
<th>reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>first day of class and introduction</td>
<td>~</td>
</tr>
<tr>
<td>16</td>
<td>history, human/non-human, MNI, safety</td>
<td>2, 3,</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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February

4
6
11
13
18
20
25
27

March

4
6
11
13
18
20
25
27

April

1
3
6
10
15
17
18
20
22
24
25
27
29

May

1
5

Supplementary readings by topic

<table>
<thead>
<tr>
<th>Topic</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>history</td>
<td>T.D. Stewart</td>
</tr>
<tr>
<td>human/non-human</td>
<td>M.E. Sims</td>
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<tr>
<td>MNII</td>
<td>A. Z. Mundorf</td>
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<td>safety</td>
<td>A. Galloway and J.J. Snodgrass</td>
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<td>sex</td>
<td>P. Walker</td>
</tr>
<tr>
<td></td>
<td>E. Giles</td>
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<td>K.M. Weiss</td>
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<tr>
<td>age</td>
<td>S. Brooks and J.M. Suchey</td>
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<td></td>
<td>J.L. Buckberry and A.T. Chamberlin</td>
</tr>
<tr>
<td></td>
<td>A.W Mann et al.</td>
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<tr>
<td></td>
<td>E.L. Smith</td>
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<td>S. Rhine</td>
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<td></td>
<td>E. Giles and O. Elliot</td>
</tr>
<tr>
<td>ancestry</td>
<td>D.G. Steele and C.A. Bramblett</td>
</tr>
<tr>
<td>stature</td>
<td>K.R. Kennedy</td>
</tr>
<tr>
<td>life history</td>
<td>R. Taylor and P. Craig</td>
</tr>
</tbody>
</table>

exam #1
AAFS
advising day – no class
estimation of age; juvenile, adult

exam #2
stature
Easter – no class
life history

exam #3 12:00 to 2:30 pm

last day of class
ANTH 493, Archaeology of Death (soon to be Anth 405)

"It's not what you find, it's what you find out." David Hurst Thomas, 1988

McKee 110, 11:00 – 12:15 TTR

Instructor: Dr. Jane M. Eastman  jeastman@email.wcu.edu or 227-3841
Office Hours: G-03C McKee 1:30-2:30 pm T, 9-10 am W and by appointment

I. Rationale/Purpose
As Mike Parker Pearson (2000:3) asserts in our textbook, this class will be "about the archaeological study of the funerary practices that the living perform for the dead. It is not so much about the dead themselves as the living who buried them." We will use a case study approach to examine evidence of past funerary practices, apply a historiography approach to study how archaeologists have interpreted that evidence in an attempt to understand those practices in their historical contexts, and finally use a contextual approach to try to explain why burial practices were performed as they were.

II. Course Aims and Objectives:
- Aims:
  You will gain insight into the practice of archaeological interpretation and will learn about burial practices of human beings from the beginning of such practices to the present and in many areas around the world.
- Specific Learning Objectives:
  By the end of this course, students will:
  - analyze archaeological evidence to reconstruct past burial practices
  - describe and contextualize burial practices and other cultural traditions of many different peoples around the world and through time
  - compare and contrast different approaches to archaeological interpretation
  - analyze patterns in burial practices to reconstruct cultural and social aspects of a community

III. Course Materials

Course readings:
- Supplementary course materials will be provided in digital form through our course page in Blackboard.

IV. Faculty Expectations of Students/Course Policies

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886.

The Writing and Learning Commons (WaLC): located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (http://walc.wcu.edu/) or call 828-227-2274.

Academic Honesty Policy: Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).
Violations of the Academic Integrity Policy include:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication** - Creating and/or falsifying information or citation in any academic exercise.

**Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination).

I will pursue any violation of student conduct and the minimum sanction for a violation will be failure of the assignment, but can include failure in the course.

Attendance and Classroom Policies:
- I do take roll in class and expect that you will attend and be prepared for class meetings.
- You will have very regular assignments and many will build on an earlier assignment. Therefore, you must complete them on time. I will use my discretion about accepting late assignments and you are responsible for communicating with me about any assignments that you fail to complete on time.
- You will be allowed 2 unexcused absences and be aware of the new university policy regarding absences for participation in required religious observances.
- You cannot participate in class and use a cell phone simultaneously. You will be asked to leave class if you attempt to do both. You will be counted as absent if you are asked to leave class.

**V. Grading Procedures:**

<table>
<thead>
<tr>
<th>Percentage of Grade for each assignment</th>
<th>Percentage of Grade for this type of assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 of 11 Readings Assignments</td>
<td>5%</td>
</tr>
<tr>
<td>3 Components of Final Analysis</td>
<td>4%</td>
</tr>
<tr>
<td>1 Powerpoint Presentation</td>
<td>12%</td>
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<tr>
<td>1 Final Mortuary Analysis Paper</td>
<td>26%</td>
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Letter grades will be assigned according to the following:

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<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>IP</td>
<td>In Progress</td>
<td>0</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.67</td>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
<td>U</td>
<td>Unsatisfactory</td>
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<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>W</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.67</td>
<td>AU</td>
<td>Audit</td>
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<tr>
<td>C+</td>
<td>Satisfactory</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
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<td>1.67</td>
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<tr>
<td>D+</td>
<td>Poor</td>
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<tr>
<td>D</td>
<td>Poor</td>
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<tr>
<td>D-</td>
<td>Poor</td>
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<td>READING/ASSIGNMENT</td>
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</table>
| T-TR Jan 14 - 16  | History of Archaeology and Theoretical Orientations | Read: Renfrew and Baun (pp 21-43)  
                      |                                                 | Read: Pearson Ch 2: 31-34  
                      |                                                 | Assignment: Burial and Representation Assignment |
| T Jan 21          | Representation: Terminology and approaches to Burial Research | Read: Pearson Ch 1  
                      |                                                 | Read: Sullivan and Mainfort |
| TR Jan 23         | Processual & Post-Processual Case Studies        | Read: Pearson Ch 4: 72-87  
                      |                                                 | Read: Blackboard Case Studies (Gender)  
                      |                                                 | Assignment: Theoretical Approach of Case Studies |
| T Jan 28          | Ethnographic Analogy & Ethnoarchaeology          | Read: Pearson Ch 2: 21-27; and 34-36  
                      |                                                 | Read: Backboard Case Study (Stonehenge)  
                      |                                                 | Assignment: Evaluate Effectiveness of Analogy |
| TR-T Jan 30 - Feb 4 | Death Awareness & Self Identity                  | Read: Pearson Ch 7: 142-154  
                      |                                                 | Read: Blackboard Case Studies (Paleolithic Period)  
                      |                                                 | Assignment: When was the Earliest Human Burial? |
| TR Feb 6          | Personhood and Kinship                           | Read: Ch 5: 110-123  
                      |                                                 | Read: Blackboard Case Study (Thailand) |
| T Feb 11          | Ancestorhood                                     | Read: Ch 7: 157-164  
                      |                                                 | Read: Blackboard Case Studies (Secondary Treatment)  
                      |                                                 | Assignment: Consider Relationship of Dead to Living |
| TR Feb 13         | Treatment of a Corpse                             | Read: Ch 8: 171-176  
                      |                                                 | Read: Blackboard Case Study (Cherokee) |
| T Feb 18          | Gender Identities                                 | Read: Ch 5: 95-110  
                      |                                                 | Read: Blackboard Case Studies (Gender and Power) |
| TR-TR Feb 20-27   | Age Identities                                   | Read: Backboard Case Studies (Life Courses)  
                      |                                                 | Assignment: Can you Separate Age and Gender? |
| T-TR Mar 4-6      | Individuals with Special Status                   | Read: Blackboard Case Studies (Ritual Specialists)  
                      |                                                 | Assignment: Did They Make their Case? |
| T-TR Mar 11-13    | Spring Break                                     | Read: Ch 9  
                      |                                                 | Read: Blackboard Case Studies (Funerals and Feasts) |
| T Mar 18          | Ritual Behavior and Places                        | Read: Ch 3: 56-59; Ch 4: 88-94  
                      |                                                 | Read: Blackboard Case Studies (Egypt and Moundville)  
                      |                                                 | Assignment: How do you Distinguish a Necropolis? |
| TR-T Mar 20-25    | Cities of the Dead?                              | Read: Ch 6  
                      |                                                 | Read: Blackboard Case Studies (Cem's & Megaliths)  
<pre><code>                  |                                                 | Assignment: Why Special Burial Places? |
</code></pre>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Reading Assignments</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR-T Apr 3-8</td>
<td>Cannibalism?</td>
<td>Read: Ch 3: 52-54</td>
<td>Assignment: Are you Convinced they were Cannibals?</td>
</tr>
<tr>
<td>TR-T Apr 10-15</td>
<td>Human Sacrifice</td>
<td>Read: Backboard Case Studies (Neandertal &amp; Anasazi)</td>
<td>Assignment: What does it Mean when Humans are Sacrificed?</td>
</tr>
<tr>
<td>T Apr 22</td>
<td>Set up Final Analytical Project</td>
<td>Download Data from Blackboard</td>
<td></td>
</tr>
<tr>
<td>Week of Apr 22</td>
<td>Work on age-based mortuary patterns</td>
<td>Cultural Context for Final Report Due</td>
<td></td>
</tr>
<tr>
<td>T Apr 29</td>
<td>Work on gender-based mortuary patterns</td>
<td>Theoretical Approach and Methods of Analysis Due</td>
<td></td>
</tr>
<tr>
<td>TR May 1</td>
<td>Work on spatial aspects of mortuary patterns</td>
<td>Outline of Analysis and Preliminary Data Results Due</td>
<td></td>
</tr>
<tr>
<td>T May 6</td>
<td>Exam Period 12:00 – 2:30</td>
<td>Final Paper and Presentation Due</td>
<td></td>
</tr>
</tbody>
</table>

Your papers should follow either MLA or AAA style guidelines for documentation of resources. You should include a references cited page.
Anthropology 493 02
Forensic Anthropology Practicum
Spring 2014

Instructor: Dr. Cheryl Johnston
Office: G03B McKee
Telephone: 227-2816
E-mail: johnstone@email.wcu.edu

Dr. Johnston’s Office Hours: Wednesday from 11:00 am – 12:00 pm and 3:00 pm-4:00 pm, and by appointment.

Class meets in McKee G13 on Tuesday and Thursday from 3:30 pm until 4:45 pm.

Forensic Anthropology Practicum: An active learning experience designed to enhance student understanding of professional practice in forensic anthropology.

In the real world, forensic anthropologists engage in research, conduct lab and field based casework, and teach. Forensic Anthropology Practicum will provide opportunities for students to apply the knowledge and skills developed in previous course work to these endeavors. Students will examine the lives of professional forensic anthropologists, be given a case to work on as a class, design and teach a 30 minute lab activity or lesson, and will conduct a research project. The research project can be one started in a previous anthropology class, such as Taphonomy (ANTH 403), or can be designed during the practicum.

Course Requirements and Expectations:

Required Texts:


You must also acquire the six biographical/autobiographical books listed below to read and discuss in class:


Course Objectives:
By the end of the semester students will...
1) gain insight into the path to professional forensic anthropology by examining the lives of six forensic anthropologists.
2) become active learners of forensic anthropology
3) become creative thinkers and problem solvers
4) become researchers of a topic in forensic anthropology
5) design learning experiences to convey concepts or ideas
6) plan and conduct a forensic anthropological investigation.

Your grade in the course will be partly based on your ability to identify a relevant topic, research it, and report the results in both written and oral formats. Assignments building toward this goal include proposing a research topic and having it approved by the professor and your student colleagues in the class (5% of final grade), carrying out a literature review and producing an annotated bibliography (5% of final grade), carrying out the research and writing a research report (20% of final grade), and presenting your research in class (5% of final grade).

You will design and carry out an educational activity worth 100 points (10% of final grade).

Six popular books on the lives of professional forensic anthropologists will be read and discussed in class. Question sets on these readings will be answered and are worth 25 points each (15% of final grade).

A case based problem will be presented to the class. This will involve recovery and analyses of a set of human remains and defending your work in a mock trial (10% of final grade).

Attendance and participation will be part of your grade (10% of final grade). Your participation grade will be based on participation in class discussion of the assigned readings. It is important to come to class having done the assigned reading and to speak up in class so that you earn the participation points.

A final exam will be given and accounts for 20% of your final grade.

Class notes will not be provided. You are expected to attend class regularly and to take your own notes. You are responsible for any all material presented in class (including videos, activities, guest speaker, etc.) and for all out of class assignments such as reading assignments.

Please be on time for class.
Your final grade will be based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100% - 98%</td>
</tr>
<tr>
<td>A</td>
<td>97% - 95%</td>
</tr>
<tr>
<td>A-</td>
<td>94% - 90%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 86%</td>
</tr>
<tr>
<td>B</td>
<td>85% - 83%</td>
</tr>
<tr>
<td>B-</td>
<td>82% - 80%</td>
</tr>
<tr>
<td>C+</td>
<td>79% - 76%</td>
</tr>
<tr>
<td>C</td>
<td>75% - 73%</td>
</tr>
<tr>
<td>C-</td>
<td>72% - 70%</td>
</tr>
<tr>
<td>D+</td>
<td>69% - 66%</td>
</tr>
<tr>
<td>D</td>
<td>65% - 63%</td>
</tr>
<tr>
<td>D-</td>
<td>62% - 60%</td>
</tr>
<tr>
<td>F</td>
<td>less than 60%</td>
</tr>
</tbody>
</table>

**Total Possible Points:**
- Lesson plan/teaching experience: 100 points
- Reading questions (6 x 25 points): 150 points
- Case notes: 100 points
- Identification of an approved research topic: 50 points
- Annotated bibliography: 50 points
- Research Paper: 200 points
- Class presentation: 50 points
- Attendance and Participation: 100 points
- Final Exam: 200 points
- Total possible: 1000 points

**WCU Academic Honesty Policy**
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards on honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating -- Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
b. Fabrication -- Intentional falsification of information or citation in academic exercise.
c. Plagiarism -- Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
d. Facilitation of Academic Dishonesty -- Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

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You may also visit the office's website: disability.wcu.edu

**Professional Conduct:**
The nature of forensic anthropology is such that contact with human remains, both skeletal and fleshed, is a routine occurrence. This necessitates a standard of behavior higher than that of other scientific disciplines. Students are expected at all times to treat human remains with dignity and respect and to maintain confidentiality when confidential or privileged information is disclosed or when students are given access to information of a private or otherwise sensitive nature. Professional decorum is expected and behaviors such as “horseplay,” posting on electronic media, and inappropriate humor will not be tolerated. Failure to abide by
these expectations may result in a failing grade in the course as well as the imposition of discipline under the Code of Student Conduct or applicable University Policy.

**Electronics Policy:**
Electronic devices including phones, tablets, and laptops will be turned off or silenced and not visible to students or to the professor during class unless otherwise indicated by the professor. Failure to follow this policy once will result in your removal from class. A second violation will lower your final grade by 5%. A third violation will result in a failing grade in the class.

**Schedule**
This is not carved in stone. I reserve the right to make changes as the semester progresses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Exam/Quiz</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Introduction</td>
<td></td>
<td>Read prior to class: Pokines and Symes Chapters 1 &amp; 2 Begin reading: Joyce &amp; Stover book</td>
</tr>
<tr>
<td>1/16</td>
<td>-Microscopic destruction of bone -Discuss teaching assignment/lesson plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/21</td>
<td>-Microbiology of decomposition -Bone density and attrition</td>
<td>-Research topic due</td>
<td>Read prior to class: Pokines and Symes Chapters 3 &amp; 4 Begin reading: Joyce &amp; Stover book</td>
</tr>
<tr>
<td>1/23</td>
<td>-Finalize teaching plans -Discussion of the Joyce &amp; Stover book</td>
<td>-Reading questions on the Joyce &amp; Stover book due</td>
<td>Begin reading: Maples and Browning book</td>
</tr>
<tr>
<td>1/28</td>
<td>-The burial environment -Fluvial taphonomy</td>
<td>-Annotated bibliography due</td>
<td>Read prior to class: Pokines and Symes Chapters 5 &amp; 6</td>
</tr>
<tr>
<td>1/30</td>
<td>-Salt water alterations to bone -Cultural alterations to bone -Discussion of Maples and Browning book</td>
<td>-Reading questions on the Maples &amp; Browning book due</td>
<td>Read prior to class: Pokines and Symes Chapters 7 &amp; 8 Begin reading: Rhine book</td>
</tr>
<tr>
<td>2/4</td>
<td>-Effects of non-human scavengers on bone -Effects of humans as dispersing agents of bone</td>
<td></td>
<td>Read prior to class: and Pokines and Symes Chapters 9 &amp; 10</td>
</tr>
<tr>
<td>2/6</td>
<td>-Recovery of human remains</td>
<td></td>
<td>Read prior to class: Pokines and Symes Chapter 17</td>
</tr>
<tr>
<td>2/13</td>
<td>Recovery of human remains (weather permitting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>Clean human remains</td>
<td></td>
<td>Class will not meet. Work in lab. Finish lesson plan. Begin reading Craig book</td>
</tr>
<tr>
<td>2/20</td>
<td>Clean human remains</td>
<td></td>
<td>Class will not meet. Work in lab. Finish lesson plan. Begin reading Craig book</td>
</tr>
<tr>
<td>2/25</td>
<td>ADVISING DAY</td>
<td></td>
<td>NO CLASSES</td>
</tr>
<tr>
<td>3/4</td>
<td>-Subaerial weathering -Color changes in bone</td>
<td></td>
<td>Read prior to class: Pokines and Symes Chapters 11 &amp; 12</td>
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<tr>
<td>3/6</td>
<td>-Discussion of Manheim book</td>
<td>-Reading questions on the Manheim book due</td>
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<tr>
<td>3/11</td>
<td>SPRING BREAK</td>
<td></td>
<td>NO CLASSES</td>
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<tr>
<td>3/13</td>
<td>SPRING BREAK</td>
<td></td>
<td>NO CLASSES</td>
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<tr>
<td>3/18</td>
<td>-Fracture -Burning</td>
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<td>Read prior to class: Pokines and Symes Chapters 13 &amp; 14</td>
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<tr>
<td>3/25</td>
<td>-DNA -Birds</td>
<td></td>
<td>Read prior to class: Pokines and Symes Chapters 15 &amp; 16</td>
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<tr>
<td>3/27</td>
<td>-Discussion of Koff book</td>
<td>-Reading questions on the Koff book due</td>
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<tr>
<td>4/1</td>
<td>-Human remains analyses: Biological profile</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Exam/Quiz</td>
<td>Reading Assignment</td>
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<tr>
<td>4/3</td>
<td>-Human remains analyses: Taphonomy, Trauma, Pathology</td>
<td></td>
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<tr>
<td>4/8</td>
<td>-Preparation for trial</td>
<td>-Case Report Due</td>
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<tr>
<td>4/10</td>
<td>-Preparation for trial</td>
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<td>4/15</td>
<td>-Preparation for trial</td>
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<td>4/17</td>
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<td>4/29</td>
<td>-Presentations</td>
<td>-Research paper due</td>
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<td>5/2</td>
<td>-Presentations</td>
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<td>5/9</td>
<td>FINAL EXAM</td>
<td>FINAL EXAM</td>
<td>Noon-2:30, McKee G13; Exam covers all readings, lectures, and experiences</td>
</tr>
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</table>
I. Rational/Purpose
Over half of the world's estimated 6000 languages will die in the next 20 to 50 years. This is an unprecedented phenomenon that will greatly reduce humanity's store of knowledge of the world. In this course we will take a close look at the problem of language death.

II. Course Aims and Objectives:
By the end of the course, students will: Have an idea of the number of languages in the world; Understand the connection between language and place; Understand the processes of language death; Identify the factors leading to language death; Write in-depth about a particular endangered language.

III. Course Materials
Textbook

Articles (available on-line)


Linden, E. 1991. Lost tribes, lost knowledge. Time 138(12): 46, 7p, 4c


Anth 493: Language Death
Syllabus Spring 2014


And other resources as they become available.

IV. Faculty Expectations of Students/Course Policies
- Statement on Accommodations for students with disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or jalaxis@wcu.edu You may also visit the office's website: disability.wcu.edu
- Academic Honesty Policy: Always be honest. No cheating or plagiarism.
- Attendance Policy: Students are expected to participate in required discussions and chats and grade points for participation are given on a task-by-task basis.

V. Syllabus and Grading Procedures
The syllabus indicates the schedule of the class, the readings, and the assignments. The point value for each assignment is given on the right. Most discussions and tasks are 10 points. Most document submission assignments are 50 points. The final paper is 250 points. Students are required to lead one discussion and this assignment is 40 points. Extra credit assignments are labeled Extra and are 10 points each. The point total is 1000 with 50 possible extra points.

<table>
<thead>
<tr>
<th>A+ 98-100</th>
<th>B+ 87-89</th>
<th>C+ 77-79</th>
<th>D+ 67-69</th>
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<td>C 73-76</td>
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<td>D- 60-62</td>
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<tr>
<th>1/13</th>
<th>Module 1: Using the Technology</th>
<th>1.1. Discussion Post</th>
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<td>1.2. Link Website</td>
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<td>1.3. Discussion Reply</td>
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<td>1.5. Submit Document (3paragraph)</td>
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<td>1/27 Module 2: Language Attitudes</td>
<td>2.1. Reading Discussion</td>
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<td>Read: Nettle and Romaine p.190-200.</td>
<td>2.2. English Policy Discussion</td>
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<td>2.3. 3-argument Doc (paragraph)</td>
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<td>2.4. Extra Languages in Danger</td>
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<td>C</td>
<td>2/3 Module 3: The Value of Language</td>
<td>3.1. Discussion of Chpt. 1</td>
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<td>Read: Nettle and Romaine Chpt. 1. Read: Ostler, 2001.</td>
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<td>3.3. Last Speaker Discussion</td>
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<td></td>
<td></td>
<td>(student leaders)</td>
<td>(40)</td>
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<td>3.4. Extra Last Speakers</td>
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<td>4.1. Discussion of Chpt. 2</td>
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<td>4.2. Discussion of UNESCO</td>
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<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<td>2/17</td>
<td>Read: Nettle and Romaine Chpt. 2. Read: UNESCO 2003 5th Week Progress Report</td>
<td>4.3. Ethnologue Review 4.4. Languages of South East Discussion (student leaders) 4.5. Websites SE Language</td>
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<td>Module 5: Structure of Language Read: Nettle and Romaine Chpt. 3.</td>
<td>5.1. Discussion of Chpt. 3 5.2. Discussion of Ishi Video 5.3. Website Compilation 5.4. Value of Language (1-2 page) 5.5. Extra Structure of Language</td>
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<td>3/10</td>
<td>Spring Break</td>
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<td>3/17</td>
<td>Module 7: Factors in Language Death Read: Nettle and Romaine Chpt. 5, 6. Read: Maffi 2002.</td>
<td>7.1. Discussion of Chpt. 5 7.2. Discussion of Chpt. 6 7.3. Gauge Health of Language</td>
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<td>Module 9: Language Policy Read: Nettle and Romaine Chpt. 8.</td>
<td>9.1. Discussion of Language Policy in Various Countries 9.3. Language Policy in Country of Adopted Language (Botswana, China, Nigeria, Peru, etc.) (student leaders)</td>
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<td>13</td>
<td>4/7</td>
<td>Catch up. Last week for any late work. Review. Student ideas.</td>
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<td>16</td>
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<td>Final Paper</td>
<td>10.3. Final Paper on Adopted Language (10-12 page) 250</td>
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Eight-Semester Plan for B.S. in Anthropology

Major Program Guide For: B.S. in Anthropology
Suggested Course Sequence

- Total for Degree: 120 Credit Hours
- Total Hours of Prerequisites: 6
- Students may finish earlier if they attend summer school at WCU or another approved institution.

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<th>Hours</th>
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<td>Social Science</td>
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<td></td>
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<td>Writing and Critical Inquiry</td>
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Upper Level Perspective (ULP): An approved Upper Level Liberal Studies Perspectives course is required in one of the Liberal Studies Perspectives categories.

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Upper Level Perspective (ULP): An approved Upper Level Liberal Studies Perspectives course is required in one of the Liberal Studies Perspectives categories.

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</table>

NOTES:

- Total for Degree: 120 Credit Hours
- Total Hours of Prerequisites: 6
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Eight-Semester Plan for B.A. in Anthropology

Major Program Guide For: B.A. in Anthropology
Suggested Course Sequence

- Total for Degree: 120 Credit Hours
- Total Hours of Prerequisites: 6
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Upper Level Perspective (ULP): An approved Upper Level Liberal Studies Perspectives course is required in one of the Liberal Studies Perspectives categories.

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Upper Level Perspective (ULP): An approved Upper Level Liberal Studies Perspectives course is required in one of the Liberal Studies Perspectives categories.

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NOTES:

- Total for Degree: 120 Credit Hours
- Total Hours of Prerequisites: 6
- Students may finish earlier if they attend summer school at WCU or another approved institution.
Eight-Semester Plan for B.S. in Anthropology: Forensic Anthropology Concentration

Major Program Guide For: B.S. in Anthropology : Forensic Anthropology Concentration
Suggested Course Sequence

- Total for Degree: 120 Credit Hours
- Total Hours of Prerequisites: 9
- Students may finish earlier if they attend summer school at WCU or another approved institution.

### Freshman Year

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<td>History</td>
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<td>C4</td>
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<td>Wellness</td>
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<td>MATH</td>
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<tr>
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*Upper Level Perspective (ULP): An approved Upper Level Liberal Studies Perspectives course is required in one of the Liberal Studies Perspectives categories.*

### Junior Year

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<td>Upper Level Perspective</td>
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<td>ANTH</td>
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<td>Archaeology Elective</td>
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<tr>
<td>Minor/Approved Program</td>
<td></td>
<td></td>
<td></td>
<td>Minor/Approved Program</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Upper Level Perspective (ULP): An approved Upper Level Liberal Studies Perspectives course is required in one of the Liberal Studies Perspectives categories.

<table>
<thead>
<tr>
<th>Course Prefix or Liberal Studies Requirement</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Course Prefix of Liberal Studies Requirement</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<td>ANTH</td>
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<td>Elective</td>
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<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
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<td>Elective</td>
<td>3</td>
<td>General</td>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>General</td>
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<td>Elective</td>
<td>3</td>
<td>Minor/Approved Program</td>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
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<td></td>
<td>Elective</td>
<td>3</td>
<td>Minor/Approved Program</td>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>General</td>
<td></td>
<td>Elective</td>
<td>3</td>
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<td></td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTES:

- Total for Degree: 120 Credit Hours
- Total Hours of Prerequisites: 9
- Students may finish earlier if they attend summer school at WCU or another approved institution.
Appendix D: List of Full-time Faculty (with credentials), their Curriculum Vitea, and our most recently updated Departmental Collegial Review Document.
<table>
<thead>
<tr>
<th>Name</th>
<th>Given</th>
<th>Degree</th>
<th>University</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Coyle</td>
<td>Philip</td>
<td>Ph.D</td>
<td>University of Arizona</td>
<td>1997</td>
</tr>
<tr>
<td>Eastman</td>
<td>Jane</td>
<td>Ph.D</td>
<td>UNC at Chapel Hill</td>
<td>1999</td>
</tr>
<tr>
<td>Francis</td>
<td>Hartwell</td>
<td>Ph.D</td>
<td>University of Colorado</td>
<td>2006</td>
</tr>
<tr>
<td>Jastremski</td>
<td>Nicole</td>
<td>MA</td>
<td>Florida Atlantic University</td>
<td>2006</td>
</tr>
<tr>
<td>Johnston</td>
<td>Cheryl</td>
<td>Ph.D</td>
<td>Ohio State University</td>
<td>2002</td>
</tr>
<tr>
<td>Mwaniki</td>
<td>Nyaga</td>
<td>Ph.D</td>
<td>Indiana University</td>
<td>1986</td>
</tr>
<tr>
<td>Rogers</td>
<td>Anne</td>
<td>Ph.D</td>
<td>University of Georgia</td>
<td>1982</td>
</tr>
<tr>
<td>Williams</td>
<td>John</td>
<td>Ph.D</td>
<td>Ohio State University</td>
<td>1980</td>
</tr>
</tbody>
</table>
Curriculum vitae: Philip Edward (Ted) Coyle, Ph.D.
Birth Date: February 28, 1961
Birth Place: Berkeley, California

Departmental Address: Department of Anthropology and Sociology
Western Carolina University
Cullowhee, NC 28723
(828) 227-3900, pcoyle@wcu.edu

Home Address: 1654 John's Creek Road
Cullowhee, NC 28723
(828) 293-1118

Education and Academic Employment:
- Professor and Department Head, Western Carolina University. Current
- Associate Professor of Anthropology, Western Carolina University. 2005-2011
- Assistant Professor of Anthropology, Western Carolina University, 1998-2004
- Doctoral Degree in Cultural Anthropology, University of Arizona (Ph.D. 1997)
- Bachelor of Arts Degree in Anthropology, San Francisco State University (B.A. 1987).

Publications:
- 2010 “Licor y Agua Sagrada.” Artes de México 98.
- N.D. Blue Ridge Parkway Ethnographic Overview and Assessment, Final Report (Draft under review).


• 2000 “To Join the Waters: Indexing Metonyms of Territoriality in Cora Ritual.” Journal of the Southwest. Special Issue on Coras and Huichols, Philip E. Coyle and Paul Liffman, editors.


• 1996 La ideología de Parentesco y Vendetas entre los Coras de Santa Teresa. Proceedings of the XXIV Mesa Redonda de la Sociedad Mexicana de Antropología, Volume II. Jesús Jáuregui, editor.


Coyle, Philip E., et al.


Alan Jabbour, Philip E. Coyle, and Paul Webb


Paul Liffman and Philip E. Coyle

• 2000 “Introduction: Ritual and Historical Territoriality of the Cora (Náyari) and Huichol (Wixárika) Peoples.” Journal of the Southwest. Special Issue on Coras and Huichols, Philip E. Coyle and Paul Liffman, editors

Frankenberger, T.R. and Philip E. Coyle

Public Lectures and Participation in Professional Conferences:

- Blue Ridge Parkway Oral History Workshops. Public workshops presented at Western Carolina University, The Folkart Center of Asheville, the Floyd County Public Library, the Alleghany County Public Library and at Brinegar Cabins Days on the Blue Ridge Parkway. Various dates through the Summer and Fall of 2005.
CURRICULUM VITAE

I. GENERAL INFORMATION:

Jane McManus Eastman
61 Pecan Dr.
Sylva, NC 28779

(828) 631-0583
jeastman@email.wcu.edu

II. EDUCATION:

Ph.D., University of North Carolina at Chapel Hill, North Carolina
Anthropology  December 1999

MA, University of North Carolina at Chapel Hill, North Carolina
Anthropology  May 1990

BA, University of North Carolina at Chapel Hill, North Carolina
Anthropology, with highest honors  May 1986

III. HONORS:

C.B. Moore Award, excellence in archaeology for a young scholar in Southeastern studies,
Southeastern Archaeological Conference, 2002
Manning Prize, Anthropology Department dissertation award, UNC-CH, 2000
Timothy P. Mooney Fellowship, dissertation improvement grant, UNC-CH, 1997
John J. Honigman Award, undergraduate honor's thesis prize, UNC-CH, 1986
Lambda Alpha (Anthropology Honorary)

IV. TEACHING EXPERIENCE:

Associate Professor, Anthropology and Sociology Department, Western Carolina University, July
2008 - present
Assistant Professor, Anthropology and Sociology Department, Western Carolina University, Fall
Visiting Assistant Professor, Department of Anthropology and Sociology, Western Carolina
University, Fall 2001 through Summer 2002
Lecturer and Visiting Assistant Professor, Department of Anthropology, East Carolina University,
Spring 1999 through Spring 2001
Course Instructor, Department of Anthropology, UNC-Chapel Hill, Fall 1990, Fall 1993, Spring
1994, Summer 1995
Graduate Teaching Assistant, Department of Anthropology UNC-Chapel Hill, Spring 1989,

Courses taught: Introduction to General Anthropology, World Prehistory, Origins of Civilization,
Archaeology of Southeastern U.S., Southeastern Mounds Tour, Introduction to Archaeology
and Bioanthropology, North American Indians, Field School in Prehistoric Archaeology,
V. EMPLOYMENT:

Associate Professor, Department Head, and Director of Cherokee Studies Anthropology and Sociology Department, Western Carolina University, July 2009 – present

Associate Professor, Interim Department Head, and Director of Cherokee Studies Anthropology and Sociology Department, Western Carolina University, July 2008 – June 2009

Assistant Professor and Director of Cherokee Studies – Anthropology and Sociology Department, Western Carolina University, Fall 2002 to July 2008

Visiting Assistant Professor – Anthropology and Sociology Department, Western Carolina University, August 2001 to July 2002


Lecturer and Visiting Assistant Professor - Anthropology Department, East Carolina University, January 1999-May 2001

Laboratory Supervisor and Field Director - Coastal Carolina Research, Inc., Cultural Resources Management firm, Tarboro, May 1990-December 1998


Field Supervisor - Supervised test excavations of late prehistoric and historic sites in Orange County. Research Laboratories of Anthropology, UNC-Chapel Hill, May-July 1989.


Field Supervisor - Supervised test excavations of late prehistoric and historic sites in Chatham County. Research Laboratories of Anthropology, UNC-Chapel Hill, September-November 1986.

VI. PROFESSIONAL ASSOCIATIONS AND OFFICES HELD:

Southeastern Archaeological Conference, (former associate editor, newsletter)
North Carolina Archaeological Council, (former vice president)
North Carolina Archaeological Society, (former executive board member)
National Register Advisory Committee for North Carolina (through 2009)
North Carolina State Historic Preservation Office, Public Advisory Committee

VII. SELECTED PUBLICATIONS:

Eastman, Jane M.


1999 The Sara and Dan River Peoples: Siouan Communities in North Carolina’s Interior Piedmont from A.D. 1000 to A.D. 1700. Unpublished Ph.D. dissertation, Department of Anthropology, University of North Carolina, Chapel Hill.

1994 The North Carolina Radiocarbon Date Study (Part 2). Southern Indian Studies vol. 43.


Eastman, Jane M. (editor)


Eastman, Jane M. and Christopher B. Rodning (editors)


Eastman, Jane M., Christopher B. Rodning, and Edmond A. Boudreaux, III (editors)

2002 The Archaeology of Native North Carolina. SEAC Special Publication 7, Southeastern Archeological Conference.
HARTWELL S. FRANCIS

Western Carolina University
Dept. Anthropology and Sociology
McKee 101
Cullowhee, NC 287203

office: hfrancis@email.wcu.edu
home: hfrancis.ling@yahoo.com
tel: (828) 227-2303
fax: (828) 227-7061

Research and teaching interests

Cherokee and Arapaho languages, Native American languages, languages of small populations, verb structure, language curriculum development, dictionary development, electronic media, language loss and language invigoration

Current Position

Director, Cherokee Language Program, 2006 to Present
Western Carolina University, Department of Anthropology and Sociology
Develop Cherokee language program
Establish and maintain relationships with speakers of Eastern Band of Cherokee Indians
Instruct courses in language, linguistics, and anthropology
Recruit elementary education professionals for language revitalization
Develop and complete language/culture documentation projects
Community outreach, including websites, workshops, symposia, and conferences
Plan and maintain program budget
Secure funding for program continuation

Education

Ph.D., Linguistics, 2006
University of Colorado at Boulder
Dissertation: *Transitivity in Arapaho: A Construction Grammar Approach*
  • Arapaho verb inflected for single distinguished argument
  • Distinguished argument determined by animacy and discourse status
  • Arapaho verb is inflected for semantic role of distinguished argument
  • Stem structure defines clusters of semantically related verbs
Advisors: Drs. Laura A. Michaelis (chair) and Andrew Cowell

M.A., Linguistics, 2000
University of Colorado at Boulder

M.A., Teaching English to Speakers of Other Languages, 1994
Portland State University, Portland, Oregon
Thesis: *Prepositions in Engineering textbooks*
Advisor: Dr. Jeanette DeCarico

B.A., Spanish, Latin American Studies Minor, 1990
University of New Mexico, Albuquerque
Fellowships and grants

Cherokee Language Revitalization Initiative Grant
Cherokee Preservation Foundation. 2007-2011
Principal officer (2009-2011)
Dr. Jane Eastman, principal officer (2007-2008)
Yearly grant for Cherokee language revitalization WCU/Eastern Band of Cherokee Indians partnership. Close coordination with EBCI required.

Thomas Edwin Devaney Dissertation Fellowship
Center for Humanities and the Arts Graduate Fellow. 2003-2004

IMPART Award
Documentation and description of Chiwere (Iowa-Oto; Siouan language family)
Dr. David S. Rood, principal investigator. 2001

Beverly Sears Graduate Student Grant
The development of vernacular literacy in Mexico. 2000

University Fellowship
The Graduate School of the University of Colorado, Boulder. 1998-1999

Research

Lexical Subjects Project Research Assistantship
Linguistics Department, University of Colorado at Boulder, 1998-1999
Dr. Laura A. Michaelis, principal investigator.
Corpus of English conversations examined for occurrences of lexical subjects.

Teaching

University Teaching
Anthropology and Sociology Department, Western Carolina University

Introduction to Master/Apprentice Language Learning: Initial course in 12 credit hour series. Language learning approach pairs adult learner with fluent native speaker. Fall 2008 - 2010

Linguistic Anthropology: Survey of the motivations and methodology for the study of language and its relationship to culture. Fall 2007, 2010


Modern Foreign Languages Department, Western Carolina University

Cherokee 101 – Cherokee Speaking World: Fully on-line course. Introduction to Cherokee language. Fall 2008-2011

Cherokee 310 - Introduction to Cherokee Language Literature: course on history and texts of written Cherokee language. Spring 2010

Cherokee 351 – Cherokee Grammar Spring 2008

Written Composition: Develop written communication of intermediate speakers of English as an additional language. Emphasis on academic genres of English. Fall 2001

Literacy Practicum: Place undergraduate students in community literacy programs. Spring 2000

Teaching Assistantships
Linguistics Department, University of Colorado at Boulder

Introduction to Linguistics: Introduce the study of languages as structural systems and linguistics as a science. Spring 2001

Language and Gender: Introduces the study of the interaction between gender and language. Spring 2001


English Language Instructor

International English Center, Boulder, CO, 1999
Nova International Institute, Fukuoka, Japan, 1996
Suzuki World Academy, Kyoto, Japan, 1995
Instituto Mexicano Norteamericano de Relaciones Culturales de Saltillo, A.C., 1995
Mt. Hood Community College, Gresham, OR, 1993
Hall Laboratories, Inc., Portland, OR, 1993
Amherst School District, Amherst, MA, 1997

Guest Lectures

Compromised Expressive Events: Assessing Cherokee Texts
Hockett's Design Features of Language
Arapaho Verb Structure
Syntactic Structures in Arapaho Texts
Writing Systems
Mesoamerican Picture Books and Hieroglyphics
Alphabet Books for Literacy Development

Multimedia

Cherokee Language Wiki
Wiki for distribution of Cherokee language learning video files, sound files, texts files, internet links, and other media.
https://media.wcu.edu/groups/cherokeelanguage/ (10/10/11 access)

Kituwah Preservation and Education Program Wiki
Wiki for Western Carolina University Cherokee language revitalization partner Kituwah Preservation and Education Program.
https://media.wcu.edu/groups/kpep/ (10/10/11 access)

Set of Pages of The Arapaho Project
Early experimentation with electronic media. (10/10/11 access)
http://www.colorado.edu/csilw/arapahoproject/language/wm_ducks_apr_26_04/wm_ducks_home.html
Publications


Scholarly presentations

The Promise of Technology: Packaging Language Learning in the Digital Age, 6th Language Revitalization Symposium, Western Carolina University, Cullowhee, NC. 6/23/11.


Cherokee Language Constructions for Situating Entities and Events in Space, Oklahoma Workshop on Native American Languages, Tahlequah, OK. 4/18/09.

The Grammar of it All: Cherokee Grammatical Knowledge as the Basis for Cherokee Language Instruction, 4th Annual Cherokee Language Symposium, Cherokee, NC. 6/5/08.

Developing Cherokee Language Texts for Instruction, with Thomas Belt and Nannie Taylor. Conference on Endangered Languages and Cultures of Native America, Salt Lake City, Utah. 3/29/08.

Stimulating Interaction with Pictures: Data Collection and Lesson Development, with Thomas Belt and Nannie Taylor. Conference on Endangered Languages and Cultures of Native America, Salt Lake City, Utah. 4/11/07.


The use of pictures for teaching words and sentence structure, with Wayne C’Hair. The Northern Arapaho Language Symposium. Lander, WY. 5/27/06.

Secondary derivation in Arapaho. The 37th Algonquian Conference. Ottawa, Ontario. 10/25/05


Chiwere word classes, with co-author Armik Mirzayan. The 21st Annual Siouan and Caddoan Languages Conference. Chicago, Il. 6/15/01.

Orthographic choices: Developing literature in language minority communities. The XXIX Annual International Conference of the Linguistic Association of the Southwest. Pueblo, Mexico. 10/15/00.
Nicole A. Jastremski, M.Sc., M.A., RPA
4214 Little Savannah Rd. Apt. 38
Cullowhee, NC 28723
561.504.0309
njastremski@hotmail.com

OBJECTIVE
To procure a teaching position that will ultimately lead to a tenured track position in which I can educate students and pursue research projects in anthropology.

AREAS OF INTEREST
Bioarchaeology, paleopathology, forensic anthropology, mortuary analysis, South American and Ecuadorian archaeology, identity, taphonomy, biological ancestry, human variation, anatomy and physiology, European expansion and colonialism.

EDUCATION
Present
Doctoral Candidate, Anthropology, Binghamton University, SUNY, Advisor: Dawnie Steadman, Ph.D.

2006
M.A. Anthropology, Florida Atlantic University, Thesis: Osteological Remains from Salango, Ecuador with Comparisons to Four Other Ecuadorian Coastal Sites. Advisor: Douglas Broadfield, Ph.D.

2004
Archaeological Field School in Ecuador, Florida Atlantic University

2003

2001
B.A. Anthropology and Geography, Spanish minor, Eastern Michigan University

AWARDS/SCHOLARSHIPS
2013
Recognition of Support from Delta Zeta Sorority, Theta Iota Chapter, Western Carolina University

2013
FYE Mentor Nominee, Western Carolina University

2012
Recognition by 4.0 Honors Students, Western Carolina University

2007
Certificate of Appreciation, Graduate Research Day, Binghamton University

2005
Ann Adams Graduate Fellowship for Outstanding Research Activities, Florida Atlantic University

2003
John Q. Adams Memorial Award for Maya Studies and Ecuadorian Research, Florida Atlantic University

2001
International Student Scholarship, Bournemouth University

2001
Magna cum Laude, Eastern Michigan University

1997
Presidential Scholarship, Eastern Michigan University
Nicole A. Jastremski

PROFESSIONAL MEMBERSHIPS
American Anthropological Association
American Assoc. of Physical Anthropologists
Society for American Archaeology
Society for Historical Archaeology
American Academy of Forensic Sciences
Register of Professional Archaeologists
Paleopathology Association
Lambda Alpha

COLLEGE TEACHING EXPERIENCE
2012-Present Lecturer, Western Carolina University, Cullowhee, NC
2011-2013 Visiting Professor, Florida Atlantic University Anthropological Field School, Salango, Ecuador
2011 Summer Visiting Professor, Universidad de Cuenca, Cuenca, Ecuador
2006-2007 Teaching Assistant, Binghamton University, SUNY, NY
2003-2006 Teaching Assistant, Florida Atlantic University, FL

Courses taught:
Origins of Civilization
Archaeology and Bioanthropology
Bioarchaeology
Introduction to Forensic Anthropology
Introduction to Biological Anthropology
Reason and Value
Cuenca a través sus Huesos
Clinical Gross Anatomy

Other Professional Experience
Nov. 2012 Instructor of Bone Identification, Western Carolina University Cadaver Dog Training Course, Cullowhee, NC
2011 Project Director, Excavation and Analysis of Human Remains from Las Banderas, Chone, Ecuador
2011 Project Director, Excavation and Analysis of Human Remains, Río Blanco, Ecuador
2010 Bioarchaeologist, Excavation and Analysis of Human Remains at Iglesia Todos Santos, Cuenca, Ecuador
2010 Bioarchaeologist, Excavation and Analysis of Human Remains at Escuela Central, Cuenca, Ecuador
2008-2009 Archaeological Field Technician, Public Archaeology Facility, Binghamton University, Binghamton, NY
2007-2008 Research Assistant, Anthropology Department, Binghamton University, Binghamton, NY
2004-2007 Forensic Consultant, Bone Clones, Inc., Canoga Park, CA
2004 Volunteer Archaeological Field Technician, Southeast Archeological Center of U.S. National Park Service, Chekika State Park, FL
Nicole A. Jastremski

2004 Volunteer Archaeological Field Technician, The Seminole Indian Tribe of South Florida, Hollywood, FL
2004 Physical Anthropologist, Analysis of Human Remains at San Ippolito di Mineo, Catania, Italy
2002-2003 Laboratory and Field Technician, Duke University Marine Laboratory, Beaufort, NC

PUBLICATIONS AND ABSTRACTS


Also in Spanish: Informe sobre la Conservación y Preservación de Restos Óseos del Patio del Sur de la Escuela Central, Cuenca, Ecuador.


Also in Spanish: Informe Preliminar sobre una Muestra de Huesos Humanos Excavado en el Sitio de la Escuela Central.

2010 Preliminary Report on a Sample of Human Remains Excavated at the Site of Iglesia Todos los Santos. Submitted to Ilustre Municipalidad de Cuenca, Ecuador. (Jastremski, N.A.)

Also in Spanish: Informe Preliminar sobre una Muestra de Huesos Humanos Excavado en el Sitio de la Iglesia de Todos los Santos.


Also in Spanish: Recomendaciones para la Conservación y la Preservación de los Restos Humanos para Estudios de Futuro en la Escuela Central.


Also in Spanish: Recomendaciones para la Conservación y la Preservación de los Restos Humanos para Estudios de Futuro en la Iglesia Todos los Santos.
Cheryl A. Johnston  
Department of Anthropology & Sociology  
101 McKee Bldg.  
Cullowhee, N.C. 28723  
828-227-2816  
E-mail: johnstonc@wcu.edu

Current Position:

Associate Professor of Anthropology  
Western Carolina University  
Department of Anthropology & Sociology  
101 McKee Building  
Cullowhee, N.C. 28723  
E-mail: johnstonc@wcu.edu  
Office: 828-227-2816

Qualifications:

2013: Certification by the American Board of Forensic Anthropology. I hold certificate number 96.

Education:

Ph.D. December 2002  
Department of Anthropology  
Ohio State University, Columbus, Ohio  
Advisor: Dr. Paul W. Sciulli  
Dissertation: Culturally Modified Human Remains from the Hopewell Mound Group  
(available online at www.ohioline.edu/etd/view.cgi?osu1039181572)

M.A. 1991  
Department of Anthropology  
Ohio State University, Columbus, Ohio

Inducted into the Phi Kappa Phi Honor Society, 1991  
University of Chicago Archaeological Field School, Kampsingle, Illinois, 1991

B.A. 1986  
Department of Psychology  
North Carolina State University, Raleigh, N. C.

B.S. 1985  
Department of Biological Sciences  
North Carolina State University, Raleigh, N. C.
Employment Experience:

1/04-7/05: Course Coordinator, Biology 114 & H116, Ohio State University, Columbus, Ohio
My duties include all aspects of course delivery including assisting in planning and implementation of new curricula, analyzing student performance, assessment of the effectiveness of courses, and training, monitoring and evaluating graduate teaching associates.

2005 Adjunct Faculty, University of Rio Grande, Rio Grande, Ohio

1996-2004 Adjunct Faculty, Columbus State Community College, Columbus, Ohio

2003 Adjunct Faculty, Hocking College, Nelsonville, Ohio

1993-2002 Curator IV, Physical Anthropologist, Ohio Historical Society. I collected or supervised the collection of biological profile, paleopathological, taphonomic, skeletal and dental metric and non-metric, and cultural modification data from over six thousand sets of human remains. My duties included design and implementation of procedures for collecting data for the production of inventories of human remains as required under the Native American Graves Protection and Repatriation Act (NAGPRA).

1993-2001 Graduate Teaching Associate, Dept. of Anthropology, The Ohio State University. Eight appointments.


Teaching Experience:

As Course Developer and Instructor:

Death, Decay and Deconstruction: Western Carolina University, ANTH 493 02, Spring 2013

Taphonomy: Western Carolina University, ANTH 403, 2008-2013

Skeletal Analysis: Western Carolina University, ANTH 402, 2007-2013

Human Variation: Western Carolina University, ANTH 493 (Special Topics), 2006

Dental Anthropology: Western Carolina University, ANTH 367, 2005-2013

Human Osteology: Hocking College, Archaeology 271, 2003 and University of Rio Grande, Anthropology 32804, 2005

As Instructor:

Field Recovery of Human Remains: Western Carolina University, ANTH 486, 2007-2013

Human Osteology: Western Carolina University, ANTH 364, 2006-2013.

Archaeology and Bioanthropology: Western Carolina University, ANTH 250, 2006-2009

Origins of Civilization: Western Carolina University, ANTH 110, 2005-2006

Introduction to Forensic Anthropology: Western Carolina University. ANTH 251, 2005-2007 and 2009-2010


Introduction to Physical Anthropology Web Course, Anthropology 200 WEB, Columbus State Community College 2003 (3 sections)

Social Problems, Social Sciences 103, Columbus State Community College, 2003

Social Problems Web course, Social Sciences 103 WEB, Columbus State Community College, 2003
NYAGA MWANIKI

345 Cowan Valley Estates
Sylva, NC 28779
(828) 586-0048

EDUCATION - Training and Degrees

1977-1986 Indiana University, Bloomington, Indiana
Department of Anthropology
Ph.D., Anthropology and African Studies

1985 Department of Geography and Regional Planning
Indiana University of Pennsylvania, Indiana, PA
Graduate courses in Geography and Regional Planning

1975-1977 Indiana University of Pennsylvania, Indiana, PA
Department of Sociology/Anthropology
B.A., Sociology/Anthropology. Cum Laude.

Studied history, geography and religious education
High School Teacher Certificate.

WORK EXPERIENCE
2005-Present Full-time teaching

2001-2005 Acting Department Head
Department of Anthropology and Sociology
Western Carolina University

1999-Present Associate Professor
Department of Anthropology and Sociology
Western Carolina University
Cullowhee, NC 28723

1992-1998 Assistant Professor
Department of Geoscience and Anthropology
Western Carolina University
Cullowhee, NC 28723

1990-1991 Assistant Visiting Professor
Department of Geoscience and Anthropology
Western Carolina University
Cullowhee, NC 28723

1989-1990 Assistant Professor
Department of Sociology/Anthropology
Denison University
Granville, OH
1987-1988  Assistant Professor
Department of Sociology/Anthropology
Indiana University of Pennsylvania
Indiana, PA  15705

1986-1987  Instructor
Department of Sociology/Anthropology
Indiana University of Pennsylvania
Indiana, PA  15705

1982-1983  Research Assistant, Human Relations Area Files
and Department of Anthropology
1978-1980  Indiana University, Bloomington, Indiana

1972-1975  High School Teacher
Kijabe Secondary School
Kijabe, Kenya

SERVICE: WCU AND REGION
2007-2008  President: Phi Beta Delta: Honor Society for International Scholars
2006-2007  President Elect: Phi Beta Delta Honor Society for International Scholars

1999-2002  Tenure, Promotion and Reappointment Committee. College on Arts and Sciences
1998-2001  Coordinator: South Eastern Seminar on African Studies
1994-1995  Co-Chair: Task Force on Diversity
1993-1995  Faculty Senate, Western Carolina University

1990-2005  Invited guest to speak to groups within WCU community and to elementary school children within Jackson County on various topics related to Africa.

Service: Department:
1999 - Present:
- Department TPR Committee
- Department PTR Committee
- Chair of 4 Search Committees for new faculty members
  College:
2007
- Chair: Search Committee for MFL Department Head
2006
- Chair - PTR Committee for Dr. Nancy Norris in MFL Department

COURSES TAUGHT

Origins of Civilizations
Introduction to Anthropology
Principles of Sociology
Contemporary Social Problems
Peoples and Cultures of Africa
Development and Food Deficits in Africa
Applied Anthropology
History and Cultures of Africa
Social and Cultural Anthropology
Economy and Society
Environmental Anthropology
Social and Cultural Anthropology
Comparative Cultural Systems
Women and Development in Africa
Sources of Conflict in Africa

HONORS AND AWARDS

1995    Summer Research Grant ($5,000) School of Research and Graduate Studies, Western Carolina University

1982    Winner of the Social Science Research Competition for Eastern and Southern Africa
        Sponsored by the International Development Research Centre (IDRC), Nairobi, Kenya

1982-1983 Graduate Assistantship (competitive) and Department of Anthropology

1978-1980 Indiana University, Bloomington, IN

1980    Winner of the Indiana University African Studies Program Annual Term Paper Competition

1975    Scholarship to study in the United States. Awarded by the Institute of International Education (IIE), with additional support from the Kenya Ministry of Education

FIELD RESEARCH

1998    Principal Investigator: Impact of the OPPEP (On-Farm Productivity Enhancement Program) Approach on its Partners

1997    Principal Investigator: Factors Influencing Technology Adoption and the Impact of OPPEP on Rural Communities in Western Kenya

1995    Land Reform, Land Inheritance, and the Law of Succession in Kenya

1981-1982 Investigated the effects of the individualization of land tenure on the social and economic system of the Mbeere in central Kenya

1982    Investigated the income generating activities of Women's Self Help Groups in Mbeere Division, Kenya
Curriculum Vitae

Anne Frazer Rogers

Educational background:
1982  Doctor of Philosophy in Anthropology, University of Georgia. Dissertation title: *An Interpretation of a Late Archaic Period Site in Piedmont Georgia*. Published as Wallace Reservoir Project Contribution No. 17, Department of Anthropology, University of Georgia.

Professional employment:
Current position: Professor, Anthropology, Western Carolina University
2001 - 2004  Associate Dean, Honors College, Western Carolina University
1997 – 2001  Head, Department of Anthropology & Sociology, Western Carolina University
1992 – 1997  Head, Department of Geosciences & Anthropology, Western Carolina University
1990 – 1992  Director, Honors Program, Western Carolina University
1982 – 1993  Faculty advisory appointment, National Forests in North Carolina
1980 - 1982  Faculty member, Western Carolina University
1978 – 1980  Curator of Anthropology, Georgia State University
1979 – 1980  Visiting Instructor (part-time), Emory University
1977 – 1978  Field supervisor, Wallace Reservoir project, University of Georgia
1976 – 1977  Field archaeologist, The History Group, Atlanta, Georgia
1975  Field archaeologist, Kennesaw Mountain National Battlefield Park survey

Honors and awards:
1999  Elected to Phi Kappa Phi, academic honor society
1998  Elected to Phi Beta Delta, international honor society
1992  H. F. Robinson Social Science Achievement Award
1992  International Education Award, Phi Gamma Mu, WCU chapter
1986  Elected to Sigma Xi, scientific honor society
1978  Elected to Lambda Alpha, anthropology honor society
1977  University of Georgia Graduate Fellowship, awarded in University-wide competition
1976  University of Georgia Teaching Assistantship
1975  University of Georgia Teaching Assistantship
1974  University of Georgia Teaching Assistantship
1973  University of Georgia Graduate Fellowship, awarded in University-wide competition
Publications:
In progress: The Payne-Butrick Papers (with W. Anderson and J. Brown). Under contract with the University of Nebraska Press.

Published reviews:

Papers presented at professional meetings:
2005a Traditional Uses of Divining Crystals. Southern Anthropological Society annual meeting, Chattanooga, TN
Curriculum Vitae
February 2010

JOHN ALLAN WILLIAMS, D-ABFA, F-AAFS

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♦ 205 Sunset Ridge Road, Clyde, North Carolina, 28721
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Degrees
June 1975
♦ B.S. from Lake Erie College, Magna Cum Laude
Major in Anthropology, Minor in Biology

December 1976
♦ M.A. from The Ohio State University, with Departmental Distinction
Concentration in Anthropology

June 1980
♦ Ph.D. from The Ohio State University, Concentration in Physical Anthropology
Dissertation Title, Phylogeny and Adaptation of the Paleocene Primate Family, the
Pliocaenidae

Professional Experience
2008-
♦ Treasurer, American Board of Forensic Anthropology

2005-
♦ Board Member, American Board of Forensic Anthropology

2005
♦ Granted Tenure, Western Carolina University

2003-
♦ Professor, Department of Anthropology and Sociology and Director, Western Carolina
Human Identification Laboratory, Western Carolina University

1995-2003
♦ Board of Director, Region 8 DMORT, National Disaster Medical System, United States Public
Health Service

1992-2003
♦ Professor, Department of Anthropology and Associate Member of the Graduate Faculty,
University of North Dakota

1985-1992
♦ Associate Professor, Department of Anthropology, University of North Dakota

1987
♦ Granted Tenure, University of North Dakota

1982-1985
♦ Assistant Professor, Department of Anthropology, University of North Dakota

1985
♦ Adjunct Assistant Professor Division of Continuing Education, The College of St. Francis

1980-1982
♦ Visiting Assistant Professor, Department of Anthropology, University of North Dakota

1979
♦ Teaching Associate, Department of Genetics, The Ohio State University, One quarter
appointment with Professor Emeritus G. Ledyard Stebbins

1977-1980
♦ Teaching Associate, Department of Anthropology, The Ohio State University
Professional Experience (continued)

1976-1977  ♦ Teaching Assistant, Department of Anthropology, The Ohio State University

Academic Administrative Experience

2004-2008  ♦ Department Head, Department of Anthropology and Sociology, Western Carolina University

2003-       ♦ Director, Forensic Anthropology Program and the Western Carolina Human Identification Laboratory, Western Carolina University


2000-2003  ♦ Director, Forensic Science Program, University of North Dakota

2002-2003  ♦ Chairman, Physical Anthropology Section, American Academy of Forensic Sciences

2001-2002  ♦ Secretary, Physical Anthropology Section, American Academy of Forensic Sciences

1999-2000  ♦ Program Chair, Physical Anthropology Section, annual meeting of the American Academy of Forensic Sciences, Reno, Nevada

1995-1996  ♦ Chairman, University Senate, University of North Dakota

1995-1996  ♦ Chairman, Undergraduate Program Evaluation Team, Department of Communication Sciences and Disorders, University of North Dakota

1993-1994  ♦ Vice-Chairman, University Senate, University of North Dakota

1993       ♦ Chairman, Tenure and Reappointment Special Review Committee, University of North Dakota

1992-1994  ♦ Chairman, Faculty Research Committee

1992-1993  ♦ Chairman, Committee on Committees

1987-1990  ♦ Chairman (1989-1990) and Secretary (1987-1989), General Education Requirements Committee

1986-1988  ♦ Chairman, Faculty Instructional Development Committee

Professional Societies

Member of the American Association of Physical Anthropologists

Member of Sigma Xi, The Scientific Research Society of North America

Member of the American Academy of Forensic Sciences

Member of the International Association of Forensic Sciences

Member of the American Association for the Advancement of Science

Member of the American Society for Testing and Materials International

Member of the Mountain, Swamp, and Beach Practicing Forensic Anthropologists

Member of the Mountain, Desert, and Coastal Forensic Anthropologists

Member of the Midwest Bioarchaeology and Forensic Anthropology Association

Member of the North Carolina Homicide Investigators Association

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Professional Societies (continued)

Member of the International Association for Identification

Member of the North Carolina Division International Association for Identification

Teaching and Research Interests

Topical     Forensic anthropology, bioarchaeology, paleopathology
Regional    North America, northern Great Plains
Analytical  Trauma analysis, fourier analysis, osteometric analysis

Honors, Awards, Certifications, and Licenses

2005        Wildlife Collectors License, North Carolina Wildlife Resources Commission
2003        Named a Founding Member of the Department of Homeland Security
1999        West Polk County Soil and Water Conservation District, Friend in Conservation, for assisting in
            relocating graves at the Fisher Lutheran Cemetery
1997        Fellow, American Academy of Forensic Sciences
1995        Diplomate, American Board of Forensic Anthropology
1995        U.S., Department of the Interior, For Successful Use of Innovative Mining or Reclamation Techniques,
            for the recovery of prehistoric human remains at the Falkirk Mine
1992        Fellows of the University Excellence in Departmental Research, University of North Dakota

Publications and Disseminated Research Reports

            20:121-122.
2008        Saw Cut Marks in Bone Created by Atypical Saws. Proceedings of the American Academy of Forensic
            Sciences, 14: 323.
2007        J.A. Williams
            Bone Fragmentation Created by a Mechanical Woodchipper. Proceedings of the American Academy of
            Forensic Sciences, 13:257.
2003        J.A. Williams
            It Came Out of the Sky: Cremains as an Aerial Hazard. Proceedings of the American Academy of
            Forensic Sciences, 9:257.
2002        J.A. Williams
            Analysis of Human Skeletal Remains. In Prehistory on First Street NE: The Archaeology of Scattered
            Village in Mandan, North Dakota, Research Contribution No. 40. PaleoCultural Research Group.
            Taphonomical Context of Sharp Trauma in Suspected Cases of Human Mutilation and Dismemberment.
            In Forensic Taphonomy, CRC Press.
2001        J.A. Williams
            Ossified Thyroid Cartilage in an Elderly White Population. Proceedings of the American Academy of
            Forensic Sciences 6:
1998        J.A. Williams
Department of Anthropology and Sociology
Collegial Review Document
Effective Fall 2014

Policies, Procedures, and Criteria for Faculty Evaluation:
Annual Faculty Evaluation, Reappointment, Tenure, Promotion and Post-Tenure Review

I. Overview – The criteria, guidelines, and procedures outlined here are supplementary to
Section II, 4.00 of the current WCU Faculty Handbook and WCU Tenure Policies and
Regulations as approved by the Board of Governors, the provisions of which shall prevail
over any matter not covered here or on any point where this departmental document is
inconsistent with these provisions.

II. Domains of Evaluation

A. Teaching (Faculty Handbook 4.04 & 4.05)

1. Evaluation of teaching centers on three areas: pedagogical content knowledge; the
   professional administration of the class; and student response to instruction.
   “Pedagogical content knowledge” refers to the ways that scholars restructure their
   expertise in forms that are understandable and useable by their students. The
   “professional administration of the class” refers to the required administrative and
   professional functions associated with instruction. “Student response to
   instruction” refers to observed and reported ratings of teaching effectiveness from
   the student’s perspective.

B. Methods of evaluation

1. Pedagogical Content Knowledge – Faculty members should be able to evaluate
   the current state of their pedagogical content knowledge for a particular course by
   responding to the questions: “What am I doing to help my students understand the
   most important material in my field?”; and “How have I changed my teaching
   practices to help students understand the central concepts, skills and
   advancements for the courses I teach?” Peer evaluators should be able to see
   evidence of pedagogical content knowledge in the portfolios of materials faculty
   members submit, including their syllabi, assignments, exams, classroom
   exercises, and self-evaluations. Two statements will be submitted: 1) a statement
   by the faculty member discussing how instruction has changed or developed in
   relation to her/his discipline; 2) a peer evaluation of the extent to which a faculty
   member’s pedagogy is appropriate to the discipline.

2. Professional Aspects of Teaching – Direct observation by peers of instruction
   and materials is the basis for evaluation of a faculty member’s organizational and
   administrative performance in their classes. Student feedback (on SAIs, for
   example) may also provide evaluation of performance in this area.
3. Student Response to Instruction – Evaluation is based on feedback from direct peer-observation of teaching and by peer-evaluation of teaching materials. All sections of all courses taught by all faculty will also be evaluated by SAIs using a version of the Faculty Senate-approved university-wide SAI instrument. Independent studies and other course formats where student anonymity cannot be maintained are exempt from this requirement. Course-specific SAIs may be used to supplement but not replace the university-wide SAI instrument. (4.05B2A)

4. General comments – Teaching evaluation draws on input from varied sources each with positive and negative aspects. While student evaluation is valued and provides specific insights into instructional activities, peer review provides a less biased assessment. Teaching is not a static process. Demonstration of professional development as an instructor is an expectation of all faculty.

5. Sources of Data for Evaluating Teaching – When evaluating a faculty member's teaching for tenure, promotion, and reappointment, data must be included from at least the following three sources: Student assessment of instruction (SAI); Colleagues' reviews of teaching and teaching materials; Instructor's self-report and evaluation.

   a) Student Assessment of Instruction (SAI) – Tenured faculty members are required to report SAIs during at least one semester each academic year. Those standing for promotion or reappointment may be required to provide more frequent evaluations as prescribed by the Provost. SAIs will be conducted using forms and procedures that have been departmentally approved and include one of the university-wide assessment forms approved by the Faculty Senate.

   b) Colleagues’ Review of Teaching –

   - Teaching Materials. The elected members of the departmental CRC/AFE committee will review and evaluate teaching materials prepared by the instructor being evaluated. Materials may include course syllabi, examinations, quizzes, reading lists, assignments, study guides, handouts, slides and media, computer programs, etc. All files must include the peer evaluation report of teaching materials. The committee will follow departmental protocol in reviewing materials.

   - Direct Observation of Classroom Teaching. All tenure-track faculty members must be evaluated by direct observation of classroom teaching as required by the University of North Carolina General Administration (see UNC Policy Manual 400.3.1.1(G). The department head will ensure that additional teaching faculty, both full time fixed-term and adjunct faculty, are included in the peer observation process. Classroom observation should never be used as the sole measure of teaching effectiveness. Peer observation assignments will be made available to faculty members by the department head. Department head observation assignments shall follow the following guidelines: Untenured faculty shall not be assigned to
observe a tenured faculty member. There should be no reciprocal assignments (the person a given faculty member observes should not also be the person who will observe them). Other faculty members may also include direct observations in support of their AFE. In addition to the direct classroom observation, the peer evaluator will also review teaching materials provided by the faculty peer to which they were assigned.

- Peer evaluation of the extent to which the faculty member's pedagogy is appropriate to the discipline will be conducted by a member of the faculty in the same discipline.

B. Scholarship and Creative Works (4.05C)

1. WCU recognizes as legitimate forms of scholarly activity the four types described by Boyer. Specific departmental perspectives on these categories, relative valuations of various forms of scholarly activity, and department-specific examples of each, are described below. The Department of Anthropology and Sociology recognizes that during each evaluation cycle faculty members may emphasize one of these forms of scholarship more than another. Each Boyer category is valued equally.

   a) **Scholarship of discovery** – Original research that advances knowledge.
   b) **Scholarship of integration** – Synthesis of information across disciplines, across topics, or across time.
   c) **Scholarship of application** – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.
   d) **Scholarship of teaching and learning** – Systematic study of teaching and learning processes.

An activity that qualifies as scholarship, regardless of type, must meet the following general criteria: (1) the activity is subjected to external peer review; (2) there is clear evidence of methodological rigor; (3) the activity results in substantive outcomes or implications beyond the scope of the activity itself; and (4) the outcomes are disseminated to a professional, governmental, or scholarly audience. These four criteria help to differentiate the scholarship of teaching and learning from teaching, and the scholarship of application from service/engagement. Peer review can include traditional forms (e.g., journal reviewers, editors, committees awarding grants), but it can also include a broader community of scholars.

2. **Methods of evaluation** – Scholarship in the Department of Anthropology and Sociology, regardless of the Boyer category involved, will be based on the concept of a “unit” of work, which generally reflects the expectation for most faculty members for a normal year. The department’s AFE/TPR Committee will judge whether a unit has been achieved on a case-by-case basis, but the following
provides general guidelines:

a) Published pieces are valued more highly than unpublished pieces.
b) The quality of the journal in which an article appears will play a role in
determining the value of the contribution.
c) The department values multi-disciplinary research but candidates should show
competence in anthropology or sociology.
d) The department values collaboration and co-authorship, but sole author status
is valued slightly higher than the other alternatives.
e) Presentation at national, international, or regional conferences is valued more
highly than presentation at local conferences.
f) Publishing the first edition of a book is valued more highly than publishing
subsequent editions of that book.
g) With published books, scholarly treatises that involve some degree of original
research are valued more highly than the production of textbooks.
h) Technical reports resulting from professional consulting for academic,
governmental, or professional organizations will be evaluated differentially
based on factors such as impact of scholarship (international, national, state,
regional, etc) and type of scholarship (discovery, integration, application,
etc.).
i) When acquiring grants, external grants are more highly valued than internal
grants.
j) Applying for a grant, even if unsuccessful, is valued.
k) Scholarship should identify Western Carolina University as the author’s
institution unless a previous arrangement is made to count prior service.
l) The department expects faculty to have a well formulated research agenda
indicating future projects and activities.

Using these general guidelines, the department’s AFE/TPR peer review
committee will determine “unit” totals for each faculty member being reviewed.
Although what constitutes a unit cannot be defined absolutely, the following
should be useful to the candidate and to the committee. Some items are of such
high value that they will be awarded two or four units, most items will earn one
unit, and some items will earn a half unit. It is important to recognize what
follows are examples and do not exhaust the possible ways in which units can be
earned.

Category A: four units
- Authorship of a first edition book with a university press or equivalent

Category B: two units
- Authorship of an article in a refereed international or national journal
- Authorship of the first edition of a textbook
- Editorship of a book with a university press or equivalent
- A previously unpublished chapter in a scholarly edited book

**Category C: one unit**

- Authorship in a nationally-recognized regional journal (sponsored and refereed by a regional professional association)
- A successful external grant proposal, external awards, contracts, or other professional funding support
- A peer-reviewed technical report based on implementation of an original project or investigation that has the purpose of aiding society or the discipline in addressing problems

**Category D: one-half unit**

- Authorship in a refereed state-level journal or equivalent
- A book review prepared for professional journals or publishers
- A presentation at a professional conference
- A successful internal grant proposal (excludes travel grants)
- An article related to your scholarship in a magazine or other non-scholarly publication
- An encyclopedia entry in a scholarly publication
- Facilitation of undergraduate research that results in a presentation or publication
- An unsuccessful external grant proposal
- A grant or manuscript review
- A presentation in workshops related to one’s discipline
- A presentation in workshops related to the scholarship of teaching and learning

3. **General comments** – These guidelines and examples are not exhaustive, nor do they focus on "borderline" cases. The activities listed are intended to be typical examples of scholarship in this department. In the case of scholarship where a traditional external review is not possible, the Department Head in consultation with the departmental AFE/TPR peer review committee will create a formal peer review process that will result in at least two positive written assessments of the work in question by qualified external peer-reviewers. These assessments will be filed in the departmental office and will be included in tenure and promotion dossiers. Forensic Anthropology case reports may be peer reviewed within the medicolegal system. Due to their confidential and sensitive nature this process involves the use and acceptance of the report by professionals in the medicolegal system. Although not specified in the unit system, professional development activities in the area of scholarship are also positively valued and should be described and documented as appropriate for the specific review event. As the
candidate progresses through the probationary period, expectations increase with regard to production of scholarship and creative works.

C. Service (4.04C3 & 4.05D)

1. Types of service
   a) Institutional service – Institutional service may include, but is not limited to
      • participation in faculty governance by serving on department, college, and university committees
      • serving on the Faculty Senate
      • participation in recruitment (both on and off campus)
      • serving on departmental and college search committees
      • mentoring fellow faculty
      • administrative duties (other than Department Head)
      • special assignments for benefit of department, college, or university
   b) Community engagement – As social scientists, community engagement is a common element of faculty service and may include
      • participation in the activities of community service agencies and boards
      • participation in local and state organizations related to one’s discipline
      • consultation provided pro bono to community groups and organizations
      • presentations to non-professional organizations
      • presentations to elementary, middle, and high school classes or groups
      • non-compensated off-campus instruction
   c) Special expertise, unusual time commitments, or exceptional leadership - Some university and professional service may involve significant time or other commitments
      • serving as an officer or board member in a professional organization
      • membership on national committees or holding offices in professional organizations related to one’s discipline
      • serving on professional accrediting boards
      • serving on editorial review boards
      • administrative duties such as department head
      • any major role in faculty governance
   d) Advising – All department faculty have the expectation of student advising. With this expectation comes the responsibility of maintaining accessibility to students and advisees, as well as currency in university curriculum and related policies. Special activities may include
      • advisor to department student organizations
      • advisor to or serving on on-campus student honorary societies
      • support of student participation in research activities and presentations
      • service or engaged learning activities

2. Methods of evaluation and sources of evidence – Using these criteria the departmental AFE/TPR peer advisory committee will review and evaluate the service activities of each faculty member. It is recognized that not all faculty can serve in the same manner and that junior faculty will have fewer opportunities.
3. **General comments** – The Department of Anthropology and Sociology recognizes that each faculty member should be a good “academic citizen.” The expectation of more entailed service comes with rank and longevity. While service is generally regarded as secondary to teaching and scholarship it is an important element in each faculty member’s professional development.

III. Specific Procedures for Review Events

A. Annual Faculty Evaluation (4.05)

1. **Overview** – All faculty are evaluated annually. Timelines for the completion of the review process are determined annually by the Dean and Provost.

2. **Composition of review committee** - An AFE/TPR peer advisory committee comprised of up to six tenured faculty (excluding the Department Head) will be formed each academic year. The members of this committee will be elected by the faculty at large at the beginning of each academic year with the intention of fairly representing each discipline.

3. **AFE Review Period** - The review period for SAI data is the prior spring, summer, and fall semesters. The review period for teaching load, service, and scholarly activity is May 1st (of the preceding calendar year) through April 30th

4. **Procedures and preparation of documentation**

   a) All faculty members must prepare an AFE document that includes:

   1) **Teaching**
      a. a self-evaluation addressing the three dimensions of teaching (especially pedagogical content knowledge), a statement of teaching philosophy, a description of goals, methods, and strategies used; and selected teaching materials for courses taught during the period of review
      b. copies of peer evaluations of teaching materials
      c. copies of peer teaching observation report
      d. student assessment of instruction (SAI)

   2) **Scholarship and Creative Activity** – List scholarly activity that took place during the current AFE review period. Documentation (reprints etc.) of scholarly activities may be requested in order to give the AFE/TPR peer advisory committee the opportunity to see the individual faculty member’s scholarly work.

   3) **Service** – List service activities by category (institutional, community, special, advising) that took place during the current academic year (the 12 months since the last AFE review cycle). In the case of advising list the
number of advisees assigned to the faculty member and present the results of student assessment of advising.

b) Specific guidelines for preparation of the AFE document

1) At least two weeks prior to the start of the evaluation process the Department Head will solicit from each full-time faculty member materials to comprise the AFE document. The assembled AFE document will be provided to the AFE/TPR peer advisory committee.

2) **Teaching:** In preparing AFE the faculty member will include the following:
   a. **Self Evaluation:** Each faculty member must provide a 300 word maximum statement discussing how her/his instruction has changed or developed in relation to her/his discipline.
   b. **Teaching Load Data:** Faculty should provide SCH data for each course taught during the evaluation period. The AFE period for teaching load data is summer through spring during the year in question.
   c. **Student Evaluations ("SAI"):** Faculty must provide a copy of the CoursEval "comparative" (complete) quantitative data report for each course section taught during the evaluation period. Results of the CoursEval qualitative data reports are not required to be submitted with the AFE document. If a faculty chooses to provide them, s/he must provide them for all class sections taught during the evaluation period. Results of the CoursEval "individual" (summary) quantitative data reports are not required to be submitted with the AFE document. If a faculty chooses to provide them, s/he must provide them for all class sections taught during the evaluation period.
   d. **Peer review of teaching:** A copy of the written feedback from the departmental peer review of classroom instruction and teaching materials. These peer ratings should be for the current academic year.
   e. **Teaching Materials:** Representative samples of teaching materials from the current academic year. Include syllabi, examinations or other assessment forms, projects and assignments.
   f. **Other Materials:** Any other documentation the faculty member wishes to include.
   g. **General Comments:** The AFE review period for SAI data is the prior spring, summer, and fall semesters.

3) **Scholarly Activity:** In preparing the AFE the faculty member will include a succinct account of all scholarly activity for the AFE review period.
   a) For activities for which a faculty member is claiming units of scholarship, that activity needs to be documented (copy of title page, conference schedule with your presentation, etc.). Units of scholarship should only be claimed when the activity is completed within the review period (presentation given, publication or equivalent of work, contract completed and product accepted, grant application submitted
and acknowledged, etc.).

b) In addition to this enumeration of units of scholarship, a narrative may be included that describes works in progress and other aspects of your scholarly activity that the AFE/TPR committee needs to be aware of when assessing your activity for the year. Activity described in the narrative doesn’t have to include documentation, but the AFE/TPR committee has the right to ask for documentation.

c) The Department Head shall prepare a written AFE summary statement based on the AFE document assembled by the faculty member together with the evaluations provided by the AFE/TPR peer advisory committee. This statement will address the faculty member’s performance in the areas of teaching, scholarship, and service, with regard to departmental expectations (does not meet, meets, exceeds). The faculty member meets with the Department Head to read and sign the AFE Statement. If the faculty member disagrees with the evaluation, he/she may submit a response which indicates areas of disagreement. The faculty member will have one week in which to provide a written response to the Department Head evaluation. This response will be appended to the Department Head’s evaluation. The Department Head may reconsider the evaluation and change, amend or forward it as previously written.

d) The evaluation of the Department Head, with responses attached as appropriate, will be provided to the Dean of Arts and Sciences according to the timetable provided by that administrator.

e) Evaluation of part-time/non tenure-track instructors (4.05F) – It is assumed that part-time faculty members are responsible solely for teaching. Although the AFE will be conducted during the time of annual faculty evaluation, peer review of classroom instruction will take place during each semester of teaching.

1) All part-time instructors will be evaluated by the AFE/TPR peer advisory committee with regard to teaching effectiveness based on the three dimensions (as outlined in Section II.A.1. above).

2) Materials to be evaluated include
   a. a self-evaluation addressing the three dimensions of teaching--especially pedagogical content knowledge--(as outlined in Section II.A above), a statement of teaching philosophy, a description of goals, methods, and strategies used.
   b. copies of peer evaluations of teaching materials
   c. copies of peer teaching observation report
   d. Student Assessment of Instruction

3) The Department Head shall prepare a written AFE summary statement based on the AFE document assembled by the faculty member together
with the evaluations provided by the AFE/TPR peer advisory committee.
This statement will address the faculty member’s performance in the areas
of teaching, scholarship, and service, with regard to departmental
expectations (does not meet, meets, exceeds). The faculty member meets
with the Department Head to read and sign the AFE Statement. If the
faculty member disagrees with the evaluation, he/she may submit a
response which indicates areas of disagreement. The faculty member will
have two weeks in which to provide a written response to the Department
Head evaluation. This response will be appended to the Department Head’s
evaluation. The Department Head may reconsider the evaluation and
change, amend or forward it as previously written.

B. Reappointment, Tenure and Promotion (4.06 & 4.07)

1. **Overview** – Probationary faculty will be evaluated annually. Evaluation for
tenure and promotion to Associate Professor will normally take place at the
beginning of the sixth year of service. Faculty to be considered for tenure should
meet with the Department Head during the Spring Semester of the fifth year to
begin organizing materials for the TPR dossier.

2. **Composition of review committee (4.07D1)** – An AFE/TPR peer advisory
committee comprised of up to six tenured faculty (excluding the Department
Head) will be formed each academic year. The members of this committee will be
elected by the full-time faculty at large at the beginning of each academic year.
The Department Head will Chair (non-voting) the committee.

3. **Procedures and preparation of documentation** – The candidate list for each
college is prepared by the Office of the Provost and distributed to the deans for
review. The list is finalized by the Office of the Provost in conjunction with the
Dean’s office. Detailed instructions for preparing the dossier are issued annually
from the Office of the Provost including the TPR schedule for when documents
are due and decisions are made at the various review levels.

C. Post-Tenure Review (4.08)

1. **Overview** – A post-tenure review is required of all tenured full-time faculty. This
review will be consistent with the policies and procedures developed by the
University and by the College of Arts and Sciences. This review is conducted
every five years and provides an evaluation of activities of tenured faculty in
order to promote and support continuing faculty development, to promote faculty
vitality, and to encourage excellence in the performance of duties.

2. **Composition of review committee** - At least three tenured department faculty
(excluding the Department Head) shall comprise the Post-Tenure review
committee. The members of this committee will be appointed by the Department
Head.

3. **Procedures and preparation of documentation** –
a) The faculty member will provide the following for evaluation of performance:
1) the four most recent Annual Faculty Evaluations (Department Head will submit annual Dean’s evaluation) along with supporting materials, including a summary of SAIs and peer reviews of teachings

2) a current curriculum vitae

3) any other relevant documents the faculty member wishes to include

b) Faculty shall be evaluated on the basis of professional competence; conscientious discharge of duties in relation to workload; and efforts to improve performance in teaching, scholarly development, and service.

c) Members of the evaluation committee will present written evaluations to the Department Head.

d) The Department Head shall prepare a written summary statement based on the document assembled by the faculty member together with the evaluations provided by the post-tenure review committee. This statement will address the faculty member’s performance in the areas of teaching, scholarship, and service, with regard to departmental expectations (does not meet, meets, exceeds). The faculty member meets with the Department Head to review the Post-Tenure Review Statement. If the faculty member disagrees with the evaluation, he/she may submit a response which indicates areas of disagreement. This response will be appended to the Department Head’s evaluation. If appropriate, suggestions for improving or enhancing performance may be provided. In the case of review of a department head, the dean shall perform the roles assigned to the department head.

e) See the Faculty Handbook (Section 4.08) for further details concerning procedures, outcomes, appeals, and due process.

D. Program Director Annual Review

1. Overview – Annual review is required of all departmentally associated Program Directors. This review will be consistent with the policies and procedures developed by the University and by the College of Arts and Sciences. In all cases the timing of the annual evaluation of Program Directors will coincide with that of their Annual Faculty Evaluation, so that the outcomes of their reviews will be included with their Department Head AFE written summaries.

2. Reviewers -- The Director of the Forensic Anthropology Program is annually evaluated by the Department Head. The Director of Cherokee Studies is annually evaluated by a committee organized by the Department Head and comprised of at least three members, including at least one representative from the WCU Cherokee Studies Program and including program partners associated with the EBCI. The Cherokee Language Revitalization Program Director is annually evaluated by the Director of Cherokee Studies.

3. Procedures and preparation of documentation – Evaluations will be based on the documented roles and responsibilities of the particular positions, which are filed in the College of Arts and Sciences.
Criteria for Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post Tenure Review

IV. The criteria for meeting expectations in the Department of Anthropology and Sociology

A. Annual Faculty Evaluation (4.05)

1. Teaching – Every faculty member should meet or exceed departmental expectations in the three areas of teaching effectiveness for the year with regard to the following criteria
   a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
   b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee
   c) overall rating on the peer review of instruction

2. Scholarship – Every faculty member should meet or exceed departmental expectations for effective scholarship for the year
   a) an assessment of scholarship will be made by the AFE/TPR peer review committee
   b) to meet expectations of scholarship each faculty member should produce one unit as described in Section II.B.2. of the Department of Anthropology and Sociology Collegial Review Document
   c) though not required to do so each single year, faculty must successfully demonstrate ability to produce different forms of scholarship and show progress toward fulfilling tenure and promotion expectations

3. Service – All tenured or tenure track faculty are expected to participate in service
   a) satisfactory assessment (meets or exceeds expectations) of service by the AFE/TPR peer review committee
   b) to meet expectations of service each faculty member must demonstrate performance in at least one category each year
   c) though not required to do so in a single year, faculty will be expected to serve both internal and external constituencies

4. General comments – As this is an undergraduate department, teaching stands as the most important element in each faculty member’s annual activities. Scholarly activity follows with service usually as the least significant. In any given year each faculty member will have a different mix of proportions of the three areas of assessment. Regardless, teaching should never take a secondary role to either scholarly activity or service.

B. Reappointment (4.06)

1. Teaching - Every faculty member should meet or exceed departmental expectations in the three areas of teaching effectiveness for the year with regard to the following criteria
   a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
   b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee
c) overall rating on the peer review of instruction

2. **Scholarship** – For the initial reappointment decision, there will be no expectation for scholarly activity beyond a plan to initiate scholarly activity. As the faculty member progresses through the probationary period, expectations will increase with regard to the breadth of scholarly activity. A satisfactory assessment (meets or exceeds expectations) of scholarship by the AFE/TPR peer advisory committee is expected each year of the probationary period
   a) to meet expectations of scholarship the faculty member must show evidence of
      at least one form of scholarship identified in Section II.B.2. of the Department of Anthropology and Sociology Collegial Review Document
   b) this evidence must demonstrate clear progress toward the completion of a research agenda (for example the presentation of research at a professional meeting that leads toward the submission of a peer-reviewed publication)
   c) during the probationary period the faculty member must demonstrate the ability to successfully produce externally peer-reviewed scholarly work

3. **Service** - For the initial reappointment decision, there will be no expectation for faculty service. As the faculty member progresses through the probationary period the expectation of service will increase. The faculty member should demonstrate performance in at least one category including some community service activities. There should be a clear pattern of service beyond the department as the faculty member approaches tenure. Following the first probationary year the faculty member should carry an appropriate share of advisees.

4. **General comments** - As this is an undergraduate department, teaching stands as the most important element in the tenure-track faculty member’s annual activities. Scholarly activity follows with service as the least significant. Scholarly activity should increase in frequency and depth as the faculty member approaches tenure. Regardless, teaching should never take a secondary role to either scholarly activity or service.

C. **Tenure (4.07)**

1. **Teaching** – The faculty member should meet departmental expectations in the three areas of teaching effectiveness for the prior four years with regard to the following
   a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
   b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee
   c) overall rating on the peer review of instruction

2. **Scholarship** - Meets or exceeds expectations of highly effective scholarship by the AFE/TPR peer advisory committee for the prior four years of the probationary period. The faculty member should demonstrate a clear and consistent program of scholarly activity. To meet the scholarship expectation, faculty should accumulate six total units. At least three units must be from categories II.B.2. A, B, or C and at least one point must come from activity other than authorship of technical reports and successful grant proposals. This activity should demonstrate recognition of the faculty member’s efforts beyond the region.
3. **Service** – The faculty member should have a record of highly effective service at the department, college, and university levels as well as off-campus service or engagement activities. The faculty member should carry an appropriate share of advisees, have demonstrated competence as an advisor, and received satisfactory assessment by their advisees.

4. **General comments** – As this is an undergraduate department, teaching stands as the most important element in the tenure-track faculty member’s job expectations and evidence of highly effective teaching should carry the greatest weight in the tenure decision. Scholarly activity follows with service usually as the least significant.

D. **Promotion to Associate Professor (4.07)**

1. **Teaching** - The faculty member should meet departmental expectations for highly effective teaching in the three areas of teaching effectiveness for the prior four years with regard to the following criteria
   a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
   b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee
   c) overall rating on the peer review of instruction

2. **Scholarship** – The faculty member should demonstrate a clear and consistent program of scholarly activity. To meet the scholarship expectation, faculty should accumulate six total units. At least three units must be from categories II.B.2. A, B, or C and some points must come from activity other than authorship of technical reports and successful grant proposals. This activity should demonstrate recognition of the faculty member’s efforts beyond the region.

3. **Service** – The faculty member should have a record of highly effective service at the department, college, and university levels as well as off-campus service or engagement activities. The faculty member should carry an appropriate share of advisees, have demonstrated competence as an advisor, and received satisfactory assessment by their advisees.

4. **General comments** – As this is an undergraduate department, teaching stands as the most important element in the tenure-track faculty member’s job expectations and evidence of highly effective teaching should carry the greatest weight in the promotion decision. Scholarly activity follows with service usually as the least significant. The faculty member should demonstrate a good balance in teaching, scholarly activity, and service.

E. **Promotion to Full Professor (4.07)**

1. **Teaching** - The faculty member should meet departmental expectations for superior teaching in the three areas of teaching effectiveness for the prior four years with regard to the following criteria
   a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
   b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee
c) overall rating on the peer review of instruction
d) facilitating other faculty teaching through mentoring and/or pedagogical presentations and publications

2. Scholarship – The faculty member should demonstrate a superior record with a clear and consistent program of scholarly activity. To meet the scholarship expectation, faculty shall accumulate six total units since promotion to Associate Professor. At least four units must be from categories II.B.2. A or B. This activity should demonstrate recognition of the faculty member’s scholarship at the national and/or international levels.

3. Service – The faculty member should have a superior record of service at the department, college, and university levels as well as off-campus service or engagement activities. The faculty member should carry an appropriate share of advisees, have demonstrated competence as an advisor, and received satisfactory assessment by their advisees.

General comments – As this is an undergraduate department, teaching stands as the most important element in the tenured faculty member’s job expectations and evidence of superior teaching should carry the greatest weight in the promotion decision. Scholarly activity follows with service usually as the least significant. The faculty member should demonstrate a good balance in teaching, scholarly activity, and service. Activities should be commensurate with senior rank.

F. Post-Tenure Review (4.08)

1. Teaching - The faculty member should meet or exceed departmental expectations with regard to instruction for the prior four years with regard to the following criteria
   a) rating of teaching materials and self-assessment of teaching by the AFE/TPR peer advisory committee
   b) rating of scores on the standard SAI by the AFE/TPR peer advisory committee
   c) overall rating on the peer review of instruction

2. Scholarship – The faculty member should demonstrate a clear and consistent program of scholarly activity. An average of one unit for each year since tenure or the last post-tenure review is the general expectation.

3. Service – The faculty member should have a consistent record of service at the department, college, and university levels as well as off-campus service or engagement activities. The faculty member should carry a full share of advisees, have demonstrated competence as an advisor, and received satisfactory assessment by their advisees.

4. General comments – Expectations for scholarly activity will depend on rank.

Approved by:

Department Head

Date
Appendix E: Numbers of Anthropology Majors and Minors
ANTHROPOLOGY MAJOR

<table>
<thead>
<tr>
<th>Term</th>
<th>Total Enrollment - Anth Majors</th>
<th>Total Enrollment - All A&amp;S Majors*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>155</td>
<td>1981</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>185</td>
<td>1994</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>177</td>
<td>2138</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>133</td>
<td>1982</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>109</td>
<td>1825</td>
</tr>
</tbody>
</table>

* This is a duplicated count of undergraduate students with A&S majors. Students with more than one major are included.

** Based on current IPEDS definitions. % given here excludes students reporting "race ethnicity"

ANTHROPOLOGY MINOR

<table>
<thead>
<tr>
<th>Term</th>
<th>Total Enrollment - Anth Minors</th>
<th>Total Enrollment - All A&amp;S Minors*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>24</td>
<td>1036</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>27</td>
<td>999</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>23</td>
<td>935</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>24</td>
<td>869</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>28</td>
<td>816</td>
</tr>
</tbody>
</table>

* This is a duplicated count of undergraduate students with A&S minors. Students with more than one minor are included.
<table>
<thead>
<tr>
<th>Percentage of Total A&amp;S Majors</th>
<th>A&amp;S Major Enrollment Rank</th>
<th>% Majors - Minorities**</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.8%</td>
<td>5th (of 22)</td>
<td>13.6%</td>
</tr>
<tr>
<td>9.3%</td>
<td>3rd (of 22)</td>
<td>14.1%</td>
</tr>
<tr>
<td>8.3%</td>
<td>5th (of 22)</td>
<td>11.6%</td>
</tr>
<tr>
<td>6.7%</td>
<td>6th (of 22)</td>
<td>13.4%</td>
</tr>
<tr>
<td>6.0%</td>
<td>7th (of 20)</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

In one major in A&S will be counted once for each major unknown" and "non-resident alien" from the equation.

<table>
<thead>
<tr>
<th>Percentage of Total A&amp;S Minors</th>
<th>A&amp;S Minor Enrollment Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3%</td>
<td>14th (of 32)</td>
</tr>
<tr>
<td>2.7%</td>
<td>14th (of 32)</td>
</tr>
<tr>
<td>2.5%</td>
<td>13th (of 34)</td>
</tr>
<tr>
<td>2.8%</td>
<td>10th (of 34)</td>
</tr>
<tr>
<td>3.4%</td>
<td>9th (of 34)</td>
</tr>
</tbody>
</table>

In one minor in A&S will be counted once for each minor.
<table>
<thead>
<tr>
<th>% Majors - Female</th>
<th>% Majors - Athletes</th>
<th>% Majors - Transfers</th>
<th>% Majors - BA</th>
<th>% Majors - BS</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.1%</td>
<td>0.0%</td>
<td>31.0%</td>
<td>4.5%</td>
<td>95.5%</td>
</tr>
<tr>
<td>80.0%</td>
<td>0.0%</td>
<td>32.4%</td>
<td>7.0%</td>
<td>93.0%</td>
</tr>
<tr>
<td>75.7%</td>
<td>0.0%</td>
<td>36.2%</td>
<td>10.2%</td>
<td>90.2%</td>
</tr>
<tr>
<td>79.7%</td>
<td>1.0%</td>
<td>36.8%</td>
<td>12.0%</td>
<td>88.0%</td>
</tr>
<tr>
<td>83.5%</td>
<td>1.0%</td>
<td>40.4%</td>
<td>4.5%</td>
<td>95.5%</td>
</tr>
</tbody>
</table>
Appendix F: Departmental Budget and Student Workers
Operating Budget:
2010-2011: 14407.00
2011-2012: 13907.00
2012-2013: 13907.00
2013-2014: 13907.00

Full-time faculty receive $600 for travel expenses.
Support Personnel

Work study students in the department:
Kelsie Fox
Savanah Hopper
Michaela Gunter