Department of Anthropology
College of Arts and Humanities

Graduate Program Assessments Report 2013

To: Linda Buckley, Associate Vice President, Academic Planning and Educational Effectiveness
cc: Susan Shimanoff, Associate Dean, College of Arts and Humanities
from: Peter Biella, Department Chair, with assistance from all faculty and Gina Caprari, Office Manager

Introduction
As this document shows, between 2011 and the present, Anthropology has actively gathered information about our Graduate Program, assessed it and implemented measures to improve it. For Academic Year 2013-14, we have prepared additional assessment strategies. Our sources of assessment information, as well as the completed and forthcoming assessments, are summarized in Part I, below. Part II gives a full account of the nine completed assessments and the innovations to the Graduate Program that resulted from them. Part III presents six additional assessment strategies to be instituted in academic year 2013-4. Supporting documents appear in the eight Appendices.

I - Summary

Over the last two years, the Anthropology Department has frequently assessed and instituted improvements to our Graduate Program on the basis of the following seven sources of information:

- faculty recommendations for means to serve student needs as identified from course work and from informal interviews
- regular discussions of the Graduate Program in Faculty and Graduate Committee meetings
- recommendations of the 6th Cycle Review Committee
- peer evaluations of Anthropology faculty members who teach graduate courses
- Annual Progress Reports submitted by each graduate student to his or her advisor
- graduate student exit and alumni interviews
- evaluations of graduates’ and post-graduates’ professional and academic achievements
On the basis of this information, Part II of this report describes ten innovations to Anthropology's Graduate Program that were inspired by assessments in the last two years. These are:

1) creation of a revised Department *Mission Statement* (p. 3)
2) adoption of Anthropology *Graduate Program Learning Outcomes* (p.3)
3) creation of Anthropology *MA Thesis Evaluation* rubrics (p.4)
4) publication of the Anthropology Department's *MA Program Handbook* (p. 6)
5) creation of three new 1-unit graduate courses contending with the need for more graduate training in research skills (p. 6)
6) creation of two new 3-unit graduate courses in Visual Anthropology (p. 6)
7) institution of mandatory annual progress-reports submitted by each graduate student to his or her advisor (p. 7)
8) peer reviews of graduate faculty teaching (p. 7)
9) evaluation of graduate and post-graduate student academic and professional achievements (p. 7)

*Part III* describes six additional Graduate Program assessment projects that will be instituted in the 2013-14 academic year, followed by the Conclusion.

10) identification and description in writing of weakest students in the Graduate Program’s introductory course; assignment of a faculty mentor to each (p. 8)
11) collection of graduate students’ first-semester essays for quantitative assessment using evaluation rubrics (#3) (p. 8)
12) assessment of recent and future MA theses based on evaluation rubrics comparison of each student’s first-semester assessment (#11) with that of their thesis (p. 8)
13) redesign of Anthropology’s introductory graduate seminar to allow it to dovetail with new *Research Skills* mini-courses (#5) and introduce departmental facul and sub-disciplines (p. 9)
14) biannually-updated spreadsheet of each graduate student’s grades with written evaluations appended (p. 9)
15) four Faculty Meetings per year set aside for discussion of each of our graduate student’s status (based on data from #11, #12 an #14) (p. 9)

*Conclusion* (p. 10)

The *Appendices* contain:

(I) Department *Mission Statement* (p. 11)
(II) Anthropology Graduate *Program Learning Outcomes* (p. 12)
(III) Anthropology *MA Thesis Evaluation* rubrics (p. 13)
(IV) Course-proposals for three new 1-unit special-topic graduate courses (p. 15)
(V) Course-proposals for two new 3-unit graduate courses (p. 28)
(VI) *Faculty Peer-Observation Recording Form* (p. 36)
(VII) Anthropology MA Students who went on to PhD, 2001-2010 (p. 37)
(VIII) Continuing Education and Employment of MA Graduates, 2010 to 2013 (p. 38)
Assessments and Innovations 2011-present

1) Revised Department Mission Statement

In 2013 the Department rewrote our Departmental Mission Statement (Appendix I). The revision is based on our assessment of changing faculty interests, the loss of seven of twelve full-time faculty members since 2005, and recommendations of the 6th Cycle Review Committee. In it, we maintain our commitment to Cultural Anthropology – particularly medical anthropology, participatory research and social justice; Bioarchaeology – particularly health of past populations, dental and skeletal analysis, and osteology in a medico-legal context; we deprioritize non-biological facets of Archaeology; and expand our commitment to Visual Anthropology – with new graduate courses in anthropological still photography as well as prehistoric visual art. The Statement also reinforces the fact that all of our faculty conduct research in the San Francisco Bay Area and that students will benefit from the richness of this region for their own graduate research. This reassessment of the Program’s mission led to a number of the innovations described below.

2) Graduate Program Learning Outcomes

In 2012, the Anthropology faculty adopted the five PLOs agreed upon by eight Anthropology departments participating in the Student Learning Outcomes Conference at CSU Fullerton in April, 1999 (Appendix II). These goals respond to the assessments of faculty, the Review Committee and students for greater classroom emphasis on all of the subfields taught in the Department – not only that of the student’s chosen sub-discipline, whether Cultural/Medical, Bioarchaeological or Visual.

The Outcomes emphasize the importance of teaching our students to conceptualize cultural and biological processes as interacting systems, and to appreciate the importance of comparative and cross-cultural perspectives in all of their work in the field. The Outcomes also emphasize anthropological research methods, expecting students to master at an advanced level the methods used in one of the Department’s sub-disciplines. In addition, the Outcomes reaffirm the Department’s interest in producing students with the knowledge and skills required to be admitted to quality PhD programs or to be capable of rigorous academic and other professional employment. As stated in our 6th Cycle Program Review Self-Study (2011:28), we assess graduate student learning according to five Program Outcome criteria measured in terms of development and mastery. The five PLOs are: (1) Advanced knowledge of our three sub-disciplines; (2) Ability to analyze cultural and biological systems to the point of MA-level mastery; (3) Equal mastery of the comparative approach and cross-cultural comparisons; (4) Advanced ability to perform fieldwork and research in one of the three sub-disciplines; and (5) A portmanteau of associated skills, mechanical and expositional, needed to begin a professional career.

The strategy for achieving Anthropology’s five Program Learning Outcomes as a student passes through the sequence of graduate curriculum is indicated in the following chart.
Our Masters curriculum unfolds in three stages. The Introductory stage begins with ANTH 710, *Proseminar in Anthropological Theory and Method*, which presents all of the Outcomes. Research Skills, the 1-unit sequence of ANTH 715, 716 and 717, completes the introduction with Masters-level writing and research training (part of Outcome 5). In the Middle stage of the curriculum, five sub-disciplinary seminars, 740 (*Archaeological Problems*), 750 (*The Still Image*), 755 (*The Moving Image*), 760 (*Biological Anthropology*) and 770 (*Problems in Cultural Anthropology*), lead graduate students to develop and master advanced knowledge of one or more of the sub-disciplines (Outcome 1) as well as develop and master a theoretical understanding the interconnections between cultural and biological systems, a characteristic that unifies all of the sub-disciplines (Outcome 2). Also in the middle stage, all of the sub-disciplinary seminars except 760 develop students' comprehension and mastery of a second unifying characteristic, cross-cultural comparison (Outcome 3). Other electives complement training at this stage. The Final stage begins with ANTH 897 (*Directed Thesis Advising and Support*) in which students develop skills in fieldwork and research methodology, and synthesize their research and theoretical training (Outcome 4). Finally, in ANTH 894/898, the portmanteau of theory, research synthesis and exposition is honed and mastered at a professional level (Outcome 5) whether in a written thesis or creative work.

3) Anthropology MA Thesis Evaluation rubrics

After several revisions in 2012, the Department’s Graduate Committee agreed upon the quantitative MA Thesis Evaluation rubrics in Appendix III. These rubrics evaluate theses according to their (1) Focus, (2) Mastery of the literature, (3) Skill of argumentation, (4) Mastery of research methods, and (5) Mastery of presentational skills. The latter pertain both to print and other media. Mastery of written presentations applies not only to written theses in Bio-archaeology and Cultural Anthropology but also to Visual Anthropology MA Creative Works: these include a written and academically-focused *Users Guide* and require mastery of audio-visual argumentation.

In Fall 2013 the thesis rubrics will be used to conduct quantitative analyses of graduate coursework essays (#11) and recent theses (#12). They will be used to test our ability to articulate program content with departmental learning outcomes.

The articulation of Anthropology’s Program Learning Outcomes (Appendix II) with our MA Thesis Evaluation rubrics (Appendix III) is shown in Figure 1, on the following page. The five columns of the Matrix in Figure 1 are Anthropology’s Learning Outcomes; the five rows (subdivided) are the Evaluation rubrics. The statements found in each rectangle at
<table>
<thead>
<tr>
<th>Professional Work</th>
<th>Rubrics</th>
<th>MA Thesis Program Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Figure 1: Matrix of Learning Outcomes and Thesi</td>
</tr>
</tbody>
</table>
the intersection of an *Outcome* column and *Rubric* row expresses an evaluation. We can use these statements to evaluate three things. (1) The excellence of the thesis; (2) the success of the Graduate Program’s strategy as manifested in the success of the thesis; and (3) the precision with which our *Learning Outcomes* are measured by our *Evaluation* rubrics.

The statements in each of the *Matrix*’ intersecting fields describe an attribute of an MA thesis that would be true if that attribute of the thesis were judged to be perfectly crafted. The *Matrix* can thus be used in conjunction with the rubrics to guide thesis faculty in their assessment of MA theses.

4) *Anthropology's MA Program Handbook*

Exit interviews and observations by faculty and the 6th Cycle Review led to our realization that many graduate students do not know how to find out what requirement and deadlines they must meet in order to complete their degree. The information was available in a number of online locations, but we realized that a single document would best serve the students’ needs. In 2012, we therefore undertook a full revision of our 43-page *MA Program Handbook*, available online and sent by email to each graduate student.

The *Handbook* includes deadlines, typical paths to completion of our three sub-disciplines, and the type and location of forms necessary for graduation. It also explain departmental requirements including students’ mandatory annual meetings with advisors (#8).

5) *Three new 1-unit graduate courses in Research Skills*

Faculty classroom experience and the observation of the 6th Cycle Review Committee indicate that many of our students require advanced training in writing and research to attain a professional standard. In 2013, the faculty approved three new 1-unit courses in *Research Methods: The Craft of Academic Writing* (ANTH 715), *The Literature Review* (ANTH 716) and *The Research Proposal* (ANTH 717). The proposals to these three courses are found in *Appendix VI*. We have elected to have three small courses, each taught by different people, to give graduate students greater exposure to all of our faculty. This will counteract the tendency towards sub-disciplinary isolation that our MA students fall into after their first year. We anticipate that these courses will first be taught in academic year 2014-15.

6) *Two new 3-unit graduate courses in Visual Anthropology*

The same sources of information cited in #6, as well as student exit interviews and the Department’s new *Mission Statement*, indicate the need for more graduate course offerings. Because the Department’s Bioarchaeology emphasis is currently best covered with graduate classes, in 2013 two additional 3-unit graduate Course Proposals in Visual Anthropology have been submitted and approved (*Appendix V*). One provides an introduction to the anthropological study of still photography and iconography in prehistoric art (ANTH 750), the other an overview of the history and theories of anthropological filmmaking (ANTH 755). A new course proposal for a graduate class in Medical Anthropology is contemplated. The forthcoming assessment-based revision of yet another graduate course is presented at #14.
7) Mandatory annual graduate student progress reports

Graduate student exit interviews, the 6th Cycle Review and faculty *ad hominem* interviews show that many – not all – graduate students feel they have too little contact with their advisors. We have therefore instituted a policy of an annual meeting with advisors that includes a written submission by graduate students describing their progress and plans for the upcoming year. These meetings and reports have been mandatory since 2011-12 and have furthered three goals. a) They have helped graduate students maintain the desired closer contact with advisors. b) They have cleared confusion about the expectations of advisors. c) They have provided a means for advisors to identify and address any roadblocks that hinder student progress to completion.

The collective recognition by our faculty that many graduate students want more contact with advisors also reinforces our conviction that the Program would benefit from new faculty to replace those lost.

8) Graduate teaching peer reviews

Another way that the Department has assessed our Graduate Program was instituted in 2012-13. We now conduct classroom teaching peer reviews of our graduate faculty. Evaluations combine a quantitative scale and qualitative commentary (*Appendix VI*). This assessment process not only offers the faculty teacher valuable feedback on how to improve; it has also been inspiring to the reviewers themselves, exposing them to methods they may incorporate in their own teaching repertoire.

9) Graduate and post-graduate student achievements

Another means by which Anthropology has systematically assessed the effectiveness of our Graduate Program is through our evaluation of the academic and professional successes of our graduate students. *Professional achievement* is the fifth and last of our Program Learning Outcomes (*Appendix II*).

Many of our continuing graduates publish and present papers at regional, national and even international venues. The number of these presentations, while our students are in the midst of their graduate study, indicates the effectiveness of faculty mentoring admission to PhD programs, tenured positions, and other professional achievements indicate the success of the Program as a whole.

The Department’s *Academic Program Review Self Study* (2011:90-95) documented 74 professional presentations by graduate students between 2003 and 2011, 47 regional, 20 national and 7 international. At the same time, 18 professional publications by our graduate students were documented. Many of Anthropology’s graduate students (and a few from Liberal Studies) complete MA Creative Works in our ethnographic film production course (ANTH 595-6). In the last four years, four of our MA Creative Works films were accepted for distribution by a renowned distributor. One (from 2007) is distributed by the State Board of Health to medical schools across California.

Between 2001 and 2010, 21% of our MA graduates went on to PhD program (*Appendix VII*). Since 2010, in the last three years, our MA graduates have tended to move directly into professional employment. Shying away from beginning PhD study probably reflect the economic downturn.
Three current MA students and twenty (of twenty-four) who received MAs between 2010-2013, have particularly impressive education and employment records. The list below summarizes the data.

**PhD student:** 1 at UC Berkeley

**Second advanced degree:** 1 MLS at San Jose State University

**Archaeology:** 4 professionally employed in Cultural Resource Management and Archaeology; 2 self-employed in contract archaeology;

**Medical Anthropology:** 3 are professionally employed in city, county and corporate institutions; 1 is a self-employed health consultant

**Visual Anthropology:** 3 have MA films in international distribution

**Teaching:** 1 lecturer of Anthropology at a university in Chile; 2 lecturers of Anthropology at California community colleges

**Monograph Series Editor-in-Chief:** 1, *California Cultures*

**Museum Curation:** 1 Assistant to the Curator, California Academy of Sciences; 1 Curator of a UC Berkeley Museum lab

Of our current MA students, 1 received a Fulbright Scholarship in Turkey, 2013-14 and two current Visual Anthropology graduate students are employed in not-for-profit filmmaking organizations. For specifics, see Appendix VIII.

---

### III – Assessment Procedures to Begin in 2013-14

10) **Identification of weakest students; assignment of faculty mentor to each**

In the earlier presentation of assessment #5, I discuss the fact that many of Anthropology’s graduate students require more training in research and writing fundamentals. Beginning in Fall 2013, the Department will institute a procedure by which the teacher of our introductory graduate proseminar, ANTH 710, will identify students who have the greatest need for remedial training with respect to the evaluation rubrics detailed in #3 and Appendix III. Those students will be assigned faculty mentors – usually their primary advisors – whose task it will be to coach and advance their progress toward mastery of the skills identified in the rubrics.

11) **Collection and evaluation of graduate students’ first-semester essays through the use of the Thesis Evaluation rubrics (Appendix III)**

A second assessment technique will begin in Fall 2013 allowing us to measure improvement in students’ writing over the course of their graduate education. Paper written in the graduate introductory proseminar, ANTH 710, will be scored according to thesis evaluation rubrics (#3) and preserved for later use (#12).

12) **Assessment of MA theses based on evaluation rubrics; comparison of entrance and thesis scores**

In the future, each graduate student’s completed thesis will not only be ranked according to the rubrics described in (#3) but its rankings will be compared with those given to the same student’s first-year essay (#11). In conjunction with additional student
coursework information (#14), these data will allow a quantitative assessment of the degree to which the Graduate Program reaches its desired learning outcomes.

13) Redesign of the introductory graduate proseminar

In #11, I have described the Anthropology Department’s commitment to scoring and preserving entrance essays written in our graduate proseminar, in order that they be used for later assessment. In Fall 2013, we will submit a course revision proposal for 710 that not only includes this proposed change but others described below.

Students in our Graduate Program gravitate quickly to the professors whose sub-discipline they pursue. While this serves the important purpose of preparing students for professional specialization, it has a disadvantage identified through exit interviews, faculty observations and the 6th Cycle Review. The disadvantage is that our students become highly insulated from the work of Anthropology faculty who do not share the students’ sub-disciplines. We are therefore redesigning ANTH 710 to combine an overview of anthropological theory with presentations by four different faculty members who represent the Department’s different specializations – Cultural/Medical, Visual, Bioarchaeology, Archaeology proper. In the past, the last paper assigned in 710 was a draft thesis proposal. In future, along with a final overview paper, students will be assigned four short essays reflecting on the four sub-disciplinary presentations they have attended. As described at #5, the four essays will be the basis of writing exercises in ANTH 715, allowing it and 710 to dovetail in content.

14) Spreadsheet summary of each graduate student’s progress

The Graduate Program’s second-year isolation of students into sub-disciplines has a reciprocal result of keeping our faculty ignorant of what most graduate students are doing. This creates in the faculty at best a fuzzy knowledge of the Graduate Program’s overall effects, achievements and weaknesses. We wish to promote in our faculty not only a greater awareness of the Program’s endeavors but also more involvement with graduate students. Beginning in Fall 2013, the we will create a spreadsheet which lists all graduate students, all of their classes and the grades they have received. Faculty comments will be appended to each student’s name. This student-coursework spreadsheet will be used to advance greater Program-wide faculty awareness and provide the foundation for future innovations (#15).

15) Four faculty meetings per year dedicated to graduate student issues

The student coursework spreadsheet will be primary evidence used in four faculty meetings per year dedicated to the question of graduate student progress. Since 2011, we have had a faculty meeting every week, and, in academic year 2013-14, four meeting dedicated to graduate students will allow all faculty to have greater understanding and to create new ways to enhance Program excellence. These four meetings are independent of the regularly-scheduled meetings of the Graduate Committee.
- Conclusion -

The Department of Anthropology at San Francisco State has been remiss in reporting to University administration recent assessments and innovations of our Graduate Program. Yet this document shows that in the last several years – and despite huge losses in the number of our full-time faculty – we have actively engaged in assessments and have instituted many innovations to improve our Program. Several more strategies to this purpose will be instituted in academic year 2013-14.

Our assessments and innovations show the Department’s commitment to our remarkable graduate students and our confidence the we can weather the storm.
Appendix I

Anthropology Mission Statement

June 12, 2013

Anthropology at SFSU focuses on the study of human beings from archaeological, biological cultural, and visual perspectives. Faculty at SF State have research programs in the Bay Area, across the United States, and internationally. We bring this experience to the classroom and into the community. The location of the campus in a diverse and vibrant urban setting provides unique opportunities for integrating local resources with our students’ educational experience.

The Anthropology Department offers a rigorous program with practical training in three sub-fields:

- medical anthropology: public health, human rights, community-based participatory research, and health of migrant populations;
- visual representation: ethnographic and applied film making, critique of visual ideology, origins of art, still image and photography; and
- bioarchaeology: contextualized skeletal and dental analyses, health of past populations, and osteology in a medico-legal context.

Our students explore the theoretical foundations and ethical obligations of the field, gain an appreciation for diversity in lifeways, and acquire an understanding of how anthropology can benefit their own communities.
Appendix II

Graduate Program Learning Outcomes

The Graduate Program in Anthropology allows enrolled students to focus on one of the sub-fields in Anthropology while also understanding the perspectives of the field of Anthropology as a whole. The specific learning outcomes of the MA Program are listed below. These outcomes (here only slightly modified) were agreed upon by the eight CSU Anthropology departments participating in the Student Learning Outcomes Conference held at CSU Fullerton in April, 1999.

(1) The successful graduate student will possess advanced knowledge and understanding of the concepts and theories of the three sub-disciplines covered by the Department.

(2) The successful graduate student will have the ability to analyze and evaluate complex data about human biological and cultural systems.

(3) The successful graduate student will have the ability to employ a comparative approach and make meaningful cross-cultural comparisons.

(4) The successful graduate student will demonstrate an advanced ability to perform all phases of anthropological fieldwork in one of the three sub-disciplines, including but not restricted to archaeological fieldwork, collection of biological data, ethnographic participant observation, interviewing, audio-visual and archival research methods.

(5) Students who successfully complete their M.A. Thesis or Creative Work/Film will have skills at levels sufficiently high to allow them access to Ph.D. programs in their sub-field, or move directly into a professional employment in their sub-discipline.
Appendix III

Anthropology MA Thesis Evaluation rubrics
Anthropology MA Thesis Evaluation

The MA Thesis is evaluated using the criteria below. A thesis will undergo multiple drafts and revisions in close consultation with the student’s thesis committee. Each draft is evaluated in regard to the criteria below. While it is acceptable for the first draft of a thesis to be deficient in one or more of the categories below, the final accepted draft of the thesis must satisfy all of the criteria. The department does not use a grading scale for the criteria below. Students are required to make revisions until all of the criteria are satisfied.

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>Inadequate</th>
<th>Minimal Pass</th>
<th>Adequate</th>
<th>Pass with Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis develops a clear sense of core arguments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The relationship between the core arguments and the question or research problem being posed is clearly established</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A focused development of the argument is sustained throughout the thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LITERATURE</th>
<th>Inadequate</th>
<th>Minimal Pass</th>
<th>Adequate</th>
<th>Pass with Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis demonstrates a thorough and critical use of all of the literature pertinent to the stated research problem(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion and synthesis of the literature pertinent to the thesis is both historical and synthetic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The entire breadth and depth of the published literature is considered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARGUMENT</th>
<th>Inadequate</th>
<th>Minimal Pass</th>
<th>Adequate</th>
<th>Pass with Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The thesis takes up an independent position in relation to the relevant literature on the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The thesis establishes a clear relation between the literature and the research, drawing conclusions and making connections not immediately evident in the existing literature itself</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>Inadequate</th>
<th>Minimal Pass</th>
<th>Adequate</th>
<th>Pass with Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>The thesis demonstrates an appreciation of the range of different methodologies and of how the chosen research design suits the topic, as well as its possible limitations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The data generated and discussed are consistent with and support the arguments and interpretations put forward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>Inadequate</th>
<th>Minimal Pass</th>
<th>Adequate</th>
<th>Pass with Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling, grammar, correct use of citations and construction of a bibliography is free of errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material contained in tables or graphs is clearly and adequately presented, and sources provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All components are integrated into a cohesive unit with a logical progression from one section/chapter to the next</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix IV

Three 1-unit Special Topics
Course Proposals
New Course Proposal

Proposed by: Peter Biella
E-mail: biella@sfsu.edu
Phone: APD only

ANTH 715
Catalog number: ANTH 715
Processed by/date: 
Bulletin year: 

<table>
<thead>
<tr>
<th>Course ID</th>
<th>ANTH 715</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Regular</td>
</tr>
<tr>
<td>CEL Only?</td>
<td>No</td>
</tr>
<tr>
<td>Abbreviated title</td>
<td>Anthropological Writing</td>
</tr>
<tr>
<td>Expanded title</td>
<td>Research Skills: The Craft of Anthropological Writing</td>
</tr>
<tr>
<td>Purpose of course</td>
<td>Other: Required for Anthropology MA</td>
</tr>
<tr>
<td>Access Restrictions</td>
<td>Intended for all students</td>
</tr>
<tr>
<td>Grading system</td>
<td>N – Plus-minus letter only</td>
</tr>
<tr>
<td>Repeatable</td>
<td>No</td>
</tr>
<tr>
<td>Expected course offering</td>
<td>Fall</td>
</tr>
<tr>
<td>Staffing classification</td>
<td>C5 Seminar (1 units)</td>
</tr>
<tr>
<td>Cross-listing</td>
<td>None</td>
</tr>
<tr>
<td>Course funding</td>
<td>General fund</td>
</tr>
</tbody>
</table>

**Bulletin description**
Strategies to enhance creative thinking. Advanced review of grammar and sentence construction. Organization of MA thesis argument and organization. Dominant writing styles in anthropology understood through the study of Author's Guides to publishing in major journals.

**Prerequisites**
None specified

**Concurrent enrollment**
ANTH 710 or consent of instructor

**Rationale for adding a new course**
One of the Anthropology Department's three new mandatory research-focused mini-courses. It meets the long-recognized need to provide formal instruction on writing to graduate students. As suggested by the 6th Cycle Review Committee, each of the three will be taught by a different faculty member, thus allowing graduate students to be exposed in greater depth to all faculty.
New Course Proposal – Course Outline

Course outline
The Craft of Anthropological Writing
1) Means to spark and means to remember new ideas
   --a) freewriting and “bisociation”
   --b) moving from anxiety to method - the “least likely thing”
2) Grammar, clarity of phrasing
   --a) avoiding common grammatical errors
   --b) mastering strategies for syntactic clarity
   --c) organizing the paragraph
3) Structure and strength in anthropological writing
   --a) learning the typical sectional divisions in scholarship of the sub-fields covered by the department
   --b) strategies to use each section of one’s essay in ways that develop a strong argument and thesis throughout the essay
4) Publication guidelines for authors:
   --a) Cultural Anthropology
   --b) Biological Anthropology
   --c) Archaeology
   --d) Visual Anthropology
   --e) ScholarOne publications
   --f) Wiley publications

Student learning outcomes
1. Acquire techniques to generate and develop original ideas in anthropology.
2. Master exercises to avoid grammatical errors in writing and to build strong arguments.
3. Become familiar with major approaches and formats of anthropological writing, particularly the publication guidelines of major journals in the sub-disciplines.
4. Understand the ethical and professional consequences of plagiarism; master correct techniques for using and citing the work of others.

Program Learning Objectives
5) Students who successfully complete their M.A. Thesis or Creative Work/Film will have research, analytical, writing and communication skills at levels sufficiently high to allow them access to Ph.D. programs in their sub-field, or to move directly into a professional employment in their sub-field. (Associated with SLO 1,2,3,4)

Evaluation procedure to be used in determining final grades
The class is offered concurrently with Anth 710 (or, on rare occasions, through the consent of instructor). In 710, four papers will be assigned, each one due two weeks after the preparatory material has been presented in the 710 class. In Anth 715, the class proposed here, students will work with the professor and others students as they improve their creative, organizational and writing skills while working on the four papers for Anth 710.

20% Class participation: students required to have read the weekly reading assignments and discuss them intelligently
10% Biweekly, 2-page creative extrapolations of assigned readings
10% Short writing exercises throughout the semester
20% Peer-group discussions in small groups evaluating their own writing?
40% Four first drafts of the four papers assigned in Anth 710

List of textbooks/reading assignments
ASSIGNED READINGS


REFERENCE TEXTS:
STYLE GUIDES FOR ANTHROPOLOGICAL JOURNALS


Instructions and Signatures

In order to have your course proposal approved, you must submit the form to your department chair or director for his/her signature on this page. The form must then be forwarded to your associate dean for approval. If you need to revise this form after printing, you can login at https://courseproposal.sfsu.edu/submissions/6998 to view, edit, and print this submission.

Consultations

Department/Program ___________________________ Chair/Director ___________________________ Date ________

Department/Program ___________________________ Chair/Director ___________________________ Date ________

Approvals

Department/Program Chair/Director ___________________________ Date ________

College Dean (or Designee) ___________________________ Date ________

University Provost (or Designee) ___________________________ Date ________
New Course Proposal

Proposed by: Peter Biella
E-mail: biella@sfsu.edu
Phone: APD only

ANTH 716
Catalog number: _________
Processed by/date: _________
Bulletin year: _________

<table>
<thead>
<tr>
<th>Course ID</th>
<th>ANTH 716</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Regular</td>
</tr>
<tr>
<td>CEL Only?</td>
<td>No</td>
</tr>
<tr>
<td>Abbreviated title</td>
<td>Literature Review</td>
</tr>
<tr>
<td>Expanded title</td>
<td>Research Skills: The Literature Review</td>
</tr>
<tr>
<td>Purpose of course</td>
<td>Other: Required for Anthropology MA</td>
</tr>
<tr>
<td>Access Restrictions</td>
<td>Intended for all students</td>
</tr>
<tr>
<td>Grading system</td>
<td>N – Plus-minus letter only</td>
</tr>
<tr>
<td>Repeatable</td>
<td>No</td>
</tr>
<tr>
<td>Expected course offering</td>
<td>Spring</td>
</tr>
<tr>
<td>Staffing classification</td>
<td>C5 Seminar (1 units)</td>
</tr>
<tr>
<td>Cross-listing</td>
<td>None</td>
</tr>
<tr>
<td>Course funding</td>
<td>General fund</td>
</tr>
</tbody>
</table>

Bulletin description
The importance of qualitative and quantitative literature reviews in academic research. Finding the problem and contending with information glut. Advanced on- and offline search skills. Avoiding plagiarism, using evidence matrices, synthesizing data and mastering the authorial tone.

Prerequisites
None

Concurrent enrollment
None specified

Rationale for adding a new course
One of the Anthropology Department's three new mandatory research-focused mini-courses. It meets the long-recognized need to provide formal instruction on writing to graduate students. As suggested by the 6th Cycle Review Committee, each of the three will be taught by a different faculty member, thus allowing graduate students to be exposed in greater depth to all faculty.
New Course Proposal – Course Outline

Course outline
The Literature Review
1) Preliminaries
   --a) the importance of literature reviews in academic writing and publication
   --b) taxonomies of literature reviews; qualitative and quantitative reviews
   --c) finding a research problem to be addressed in a literature review
2) Problems of data collection
   --a) contending with the information glut
   --b) mastering literature search-skills, on- and offline
   --c) assessing authority of popular publications, online-material and authors
   --d) developing techniques for rapid assessment
   --e) identifying classics, contradictions and contemporary trends
   --f) learning the proper formats of bibliographic citation in anthropology
3) Making sense and writing up
   --a) using an information matrix to facilitate analysis
   --b) develop strategies for information synthesis
   --c) avoiding plagiarism
   --d) mastering the proper authorial tone
   --e) finding and defending your own research goals
   --f) situating new research in activism

Student learning outcomes
1. Become familiar with the value and types of professional literature reviews.
2. Know how to find professionally useful on- and offline literature resources, including the ability to distinguish between professional and popular publications and to evaluate the credentials of authors.
3. Learn to assess the immediate utility and general importance of anthropological books and articles, recognize contradictions, identify key attributes, and record them in a way that insures efficient retrieval.
4. Master the analytical and writing skills needed to synthesize accumulated data and to argue its relevance to new and beneficial research goals.
5. Acquire skills and experience needed to produce literature reviews as part of their thesis production.

Program Learning Objectives
- 1) The successful graduate student will possess advanced knowledge and understanding of the concepts and theories of the three sub-fields covered by the department. (Associated with SLO 2,3,4,5)
- 2) The successful graduate student will have the ability to analyze and evaluate complex data about human biological and cultural systems. (Associated with SLO 2,3,4,5)
- 5) Students who successfully complete their M.A. Thesis or Creative Work/Film will have research, analytical, writing and communication skills at levels sufficiently high to allow them access to Ph.D. programs in their sub-field, or to move directly into a professional employment in their sub-field. (Associated with SLO 1,2,3,4,5)

Evaluation procedure to be used in determining final grades
20% Class participation: students required to have read the weekly reading assignments and discuss them intelligently.
20% Class presentations and peer-assessments in which students present their ongoing work throughout the semester.
20% Midterm paper: students submit their information matrices for articles thus far read; present a properly formatted bibliography; write their preliminary literature review and preliminary synthesizing analysis.
40% Final paper: students submit their final literature review that encompasses all of the qualities required for professional work.

List of textbooks/reading assignments


Instructions and Signatures

In order to have your course proposal approved, you must submit the form to your department chair or director for his/her signature on this page. The form must then be forwarded to your associate dean for approval. If you need to revise this form after printing, you can login at https://courseproposal.sfsu.edu/submissions/6989 to view, edit, and print this submission.

Consultations

Department/Program ________________ Chair/Director ___________________________ Date ________

Department/Program ________________ Chair/Director ___________________________ Date ________

Approvals

Department/Program Chair/Director ___________________________ Date ________

College Dean (or Designee) ___________________________ Date ________

University Provost (or Designee) ___________________________ Date ________
# New Course Proposal

**Proposed by:** Peter Biella  
**E-mail:** biella@sfsu.edu  
**Phone:** APD only

<table>
<thead>
<tr>
<th>Course ID</th>
<th>ANTH 717</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Regular</td>
</tr>
<tr>
<td>CEL Only?</td>
<td>No</td>
</tr>
<tr>
<td>Abbreviated title</td>
<td>The Research Proposal</td>
</tr>
<tr>
<td>Expanded title</td>
<td>Research Skills: The Research Proposal</td>
</tr>
<tr>
<td>Purpose of course</td>
<td>Other: Required for the Anthropology MA</td>
</tr>
<tr>
<td>Access Restrictions</td>
<td>Intended for all students</td>
</tr>
<tr>
<td>Grading system</td>
<td>N – Plus-minus letter only</td>
</tr>
<tr>
<td>Repeatable</td>
<td>No</td>
</tr>
<tr>
<td>Expected course offering</td>
<td>Spring</td>
</tr>
<tr>
<td>Staffing classification</td>
<td>C5 Seminar (1 units)</td>
</tr>
<tr>
<td>Cross-listing</td>
<td>None</td>
</tr>
<tr>
<td>Course funding</td>
<td>General fund</td>
</tr>
</tbody>
</table>

## Bulletin description
Developing the research question – originality and timeliness. Defining the research context – its specific qualities and antecedents. Selecting the appropriate research method – suitability, practicality, availability. Contending with ethical constraints and necessary permissions.

## Prerequisites
None specified

## Concurrent enrollment
None specified

## Rationale for adding a new course
One of the Anthropology Department's three new mandatory research-focused mini-courses. It meets the long-recognized need to provide formal instruction on writing to graduate students. As suggested by the 6th Cycle Review Committee, each of the three will be taught by a different faculty member, thus allowing graduate students to be exposed in greater depth to all faculty.
New Course Proposal – Course Outline

Course outline

1) Developing a viable research question
   --a) developing one’s idea over time
   --b) analyzing the literature as means to shape and justify one’s ideas
   --c) assuring timeliness and originality of the idea
   --d) weighing personal benefits of this research

2) Defining the research context
   --a) period, region, topic and theme
   --b) previous and current work on the topic by self and others
   --c) appropriate funding sources

3) Selecting the appropriate research method
   --a) quantitative, qualitative and archival sources of data
   --b) own competence to collect the data well
   --c) the practicality of the project and availability of facilities
   --d) research and writing software

4) Forsee ethical constraints and permissions
   --a) short and long-term ethical implications of the research
   --b) identify necessary permissions – university IRB, governmental agencies

5) Anticipate research results
   --a) project significance, impact and consequences

Student learning outcomes

1. Research question: Mastering the keys to developing a viable research question - the need for an original idea; the use of literature as guide and justification; assessing an idea's timeliness; considerations of personal benefit.

2. Defining context: Recognizing the need to define a research project's context - this entails describing the details the research proper, citing past work and literature concerning it, and evaluating available funding sources.

3. Mastering methods: Knowledge of alternate data-collection techniques, identifying one's own competences and ignorance, assessing the practicality of the project the availability of facilities, evaluating software available to facilitate research.

4. Ethics and permissions: Understanding the fundamental ethical implications of research and legal requirements which insure that research is both ethical and viable.

5. Research results: recognizing the need to anticipate the successful project's significance, impact and consequences

Program Learning Objectives

1) The successful graduate student will possess advanced knowledge and understanding of the concepts and theories of the three sub-fields covered by the department. (Associated with SLO 2,3)

2) The successful graduate student will have the ability to analyze and evaluate complex data about human biological and cultural systems. (Associated with SLO 2,5)

3) The successful graduate student will have the ability to employ a comparative approach and make meaningful cross-cultural comparisons. (Associated with SLO 2)

4) The successful graduate student will demonstrate an advanced ability to perform all phases of anthropological research in one of the three sub-disciplines, including archaeological fieldwork, collection of biological data, ethnographic fieldwork, anthropological media and media-making techniques, and archival projects. (Associated with SLO 1,2,3)

5) Students who successfully complete their M.A. Thesis or Creative Work/Film will have research, analytical, writing and communication skills at levels sufficiently high to allow them access to Ph.D. programs in their sub-field, or to move directly into a professional employment in their sub-field. (Associated with SLO 1,2,3,4,5)

Evaluation procedure to be used in determining final grades

20% Class participation: students required to have read the weekly reading assignments and discuss them intelligently

20% Class presentations and peer evaluations: students present their ongoing work many times during the semester

30% Five short papers, each covering the five elements of proposal writing presented in the course outline, spaced throughout the semester

30% Final draft of the five research-proposal elements developed throughout the semester, due at the end of the course.

List of textbooks/reading assignments


Instructions and Signatures

In order to have your course proposal approved, you must submit the form to your department chair or director for his/her signature on this page. The form must then be forwarded to your associate dean for approval. If you need to revise this form after printing, you can login at [https://courseproposal.sfsu.edu/submissions/6997](https://courseproposal.sfsu.edu/submissions/6997) to view, edit, and print this submission.

Consultations

Department/Program __________________________ Chair/Director __________________________ Date _______

Department/Program __________________________ Chair/Director __________________________ Date _______

Approvals

Department/Program Chair/Director __________________________ Date _______

College Dean (or Designee) __________________________ Date _______

University Provost (or Designee) __________________________ Date _______
Appendix V

Two 3-unit Graduate Courses in Visual Anthropology
New Course Proposal

Course ID: ANTH 750
Type: Regular
CEL Only?: No
Abbreviated title: SemVisAnth: Fixed Image
Expanded title: Graduate Seminar in Visual Anthropology: the Fixed Image
Purpose of course: Elective in a major/minor
Access Restrictions: Other restriction(s): Graduate students or by Instructor's approval.
Grading system: N – Plus-minus letter only
Repeatable: No
Expected course offering: Fall, Spring
Staffing classification: C5 Seminar (3 units)
Cross-listing: None
Course funding: General fund
Self-support (CEL)

Bulletin description
Examination (at an advanced level) of the fundamental theories, methods, histories, and works of the fixed image in visual anthropology.

Prerequisites
None specified

Concurrent enrollment
None specified

Rationale for adding a new course
Contribute to the Department's ongoing expansion of instruction and research in visual anthropology; to expand the range and number of graduate-level classes in the Department; to fully employ the specialist expertise of current Department faculty
New Course Proposal – Course Outline

Course outline
The relationship of anthropology to photography: histories, practitioners, methods, capabilities, limitations, and potentials.

The production and use of fixed images in ethnography and archaeology: colonizing and controlling versus enabling.

Shooting back and visual resistance: indigenous and subaltern photographers.

Archives: static repositories versus active agents of change.

Alternative media of fixed images: beyond representation and meaning.

Student learning outcomes
1. To have critical knowledge of the ways in which the fixed image has been used by anthropologists to record and to construct cultural and personal identities of ethnographic subjects; to understand the history of the use of the fixed image to document and exploit cultural diversity. (Associated with SLO 1,2)
2. To have critical knowledge of the range of the main theoretical approaches (and methods) in the creation and use of the fixed image in anthropological fieldwork, research, and publication; to understand the historical contexts, limitations, and capacities of these theories and methods. (Associated with SLO 3)
3. To have experience in understanding and critiquing (in writing and oral forms) professional academic peer-reviewed writing in the field of visual anthropology and the study of the fixed image.

Program Learning Objectives
- Describe the field of anthropology and its objectives. Recognize the diversity of cultures and perspectives. Recognize diversity in race, class, gender identity, and age. Recognize diversity in material culture and symbolic values across cultures over time (Dept LOs I a-d). (Associated with SLO 1,2)
- Be able to characterize the distinctive theoretical and methodological approaches of anthropology. Understand social inequality and how to become civically engaged to address the issue. (Dept LOs II a and c). (Associated with SLO 1,2)
- Present opposing viewpoints and alternative hypotheses on various anthropological issues. (Dept LOs II b). (Associated with SLO 2,3)
- Write concisely and logically, incorporating relevant data and knowledge. (Dept LOs IIe) (Associated with SLO 3)

Evaluation procedure to be used in determining final grades
Attendance and participation in discussions; weekly short-writing (precis and position papers); final project/essay.

List of textbooks/reading assignments


https://courseproposal.sfsu.edu/course/review/print
### Instructions and Signatures

In order to have your course proposal approved, you must submit the form to your department chair or director for his/her signature on this page. The form must then be forwarded to your associate dean for approval. If you need to revise this form after printing, you can login at [https://courseproposal.sfsu.edu/submissions/5898](https://courseproposal.sfsu.edu/submissions/5898) to view, edit, and print this submission.

#### Consultations

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Chair/Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Chair/Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Approvals

<table>
<thead>
<tr>
<th>Department/Program Chair/Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3/13/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Dean (or Designee)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3/23/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Provost (or Designee)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4/19/13</td>
</tr>
</tbody>
</table>
### New Course Proposal

**Course ID**: ANTH 755  
**Type**: Regular  
**CEL Only?**: No  
**Abbreviated title**: SemVisAnth: Moving Image  
**Expanded title**: Graduate Seminar in Visual Anthropology: the Moving Image  
**Purpose of course**: Elective in a major/minor  
**Access Restrictions**: Other restriction(s): Graduate students or by instructor’s approval  
**Grading system**: N – Plus-minus letter only  
**Repeatability**: No  
**Expected course offering**: Fall, Spring  
**Staffing classification**: CS Seminar (3 units)  
**Cross-listing**: None  
**Course funding**: General fund  
**Self-support (CEL)**

### Bulletin description
Philosophical grounding and historical roots of anthropological film. Theories of and anthropological approaches to transcultural production, co-production and consumption of moving images.

### Prerequisites
None specified  
Graduate standing or consent of instructor.

### Concurrent enrollment
None specified

### Rationale for adding a new course
Contribute to the Department’s ongoing expansion of instruction and research in visual anthropology; to expand the range and number of graduate-level classes in the Department; to fully employ the specialist expertise of current Department faculty.
New Course Proposal – Course Outline

Course outline
• Historical changes in the implicit or explicit epistemological arguments for the anthropological (e.g. scientific or interpretive) capacity of anthropologists’ filmmaking strategies.
• The relationship between transformations of moving picture technology and anthropology’s epistemological claims.
• Contrastive focus on literature about and representative works of two or more anthropological filmmakers.
• The analysis and uses of indigenous and collaborative media as anthropological exposition and intervention.

Student learning outcomes
1. Familiarity with – and the ability to describe - ways that different filmmaking methods have been theorized as being “anthropological” over the last one hundred years.
2. An understanding of how technological developments in moving pictures (e.g. from sync sound, to color, to video, to hypermedia) have dovetailed with historically changing claims about the nature and subject of anthropology.
3. Close familiarity with cinematic works of selected anthropological filmmakers and the divergent claims that anthropologists have made about them as theoretical fashions have changed in the discipline.
4. Knowledge of – and the ability to describe - how anthropologists have facilitated and sometimes co-produced the creation of media by indigenous peoples.

Program Learning Objectives
• Describe the field of anthropology and its objectives. Recognize the diversity of cultures and perspectives. Recognize diversity in material culture and symbolic values across cultures over time. (Associated with SLO 1,2,3)
• Be able to characterize the distinctive theoretical and methodological approaches of anthropology. (Associated with SLO 1,2,3)
• Understand social inequality and how to become civically engaged to address the issue. (Associated with SLO 3,4)
• Present opposing viewpoints and alternative hypotheses on various anthropological issues. (Associated with SLO 1,2,3)
• Write concisely and logically, incorporating relevant data and knowledge. (Associated with SLO 1,4)

Evaluation procedure to be used in determining final grades
Attendance and participation in discussions; written midterm and final paper.

List of textbooks/reading assignments


Filmography
Films by Jean Rouch
Les Maîtres Fous (1955)
Moï, un noir (1958)
Chronique d’un été (1961a)
La Pyramide humaine (1961b)
Jaguar (1954-1967)
Tourou et Bitti (1971)

Films by David MacDougall
Under the Men's Tree (1970)
To Live With Herds (1974)
Lorang's Way (1980)
Three Horsemen (1982)
Photo Wallahs (1992)
Instructions and Signatures

In order to have your course proposal approved, you must submit the form to your department chair or director for his/her signature on this page. The form must then be forwarded to your associate dean for approval. If you need to revise this form after printing, you can login at [https://courseproposal.sfsu.edu/submissions/5923](https://courseproposal.sfsu.edu/submissions/5923) to view, edit, and print this submission.

Consultations

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Chair/Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Chair/Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approvals

<table>
<thead>
<tr>
<th>Department/Program Chair/Director</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3/13/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Dean (or Designee)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3/19/13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Provost (or Designee)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4/19/13</td>
</tr>
</tbody>
</table>
Appendix VI
Peer Observation Recording Form

To be completed by the visitor and returned to the faculty member.

Instructor: ___________________ Course: ___________________ Date: ____________ Class Size: _____
Course Required: ______ Elective: ______ Students are: Fr So Jr Sr Grad

Please check the box that best reflects your observation: HE=Highly Effective. A clear area of strength, excellent, exemplar
E=Effective. The characteristic well met, above average; A=Adequate. The characteristic was met – improvement would
strengthen teaching skill; NI=Needs Improvement. Improvement is needed in this area; NA=Not applicable

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>HE</th>
<th>E</th>
<th>A</th>
<th>NI</th>
<th>NA</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRUCTURE AND GOALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals of the session were clearly conveyed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals of the session were followed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation was planned and organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASS CONTENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content was consistent with goals of the session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount of content presented was appropriate to the time available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor demonstrated knowledge of the content area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content reflected current work in the field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRATEGIES/METHODS OF INSTRUCTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods supported goals for the session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods were appropriate to the size of the class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods introduced new ideas in a planned and creative way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTRUCTOR/STUDENT INTERACTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor engaged the students in the learning episode</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If applicable, instructor facilitated interaction among the students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor responded to developments in the class session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor conveyed material in a clear, understandable manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor responded to verbal and nonverbal cues that clarification was needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix VII

**Anthropology MA Students who went on to PhD – 2001-2010**

<table>
<thead>
<tr>
<th>Student name</th>
<th>Prim. Advisor</th>
<th>Gr. year</th>
<th>PhD program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armin</td>
<td>Quesada</td>
<td>Dec-10</td>
<td>PhD program U Arizona</td>
</tr>
<tr>
<td>Balabuszko</td>
<td>Griffin</td>
<td>Jun-09</td>
<td>PhD program Ohio State</td>
</tr>
<tr>
<td>Brook</td>
<td>Quesada</td>
<td>Mar-06</td>
<td>PhD NYU</td>
</tr>
<tr>
<td>Cannedy</td>
<td>Wong</td>
<td>Aug-09</td>
<td>PhD program U Texas</td>
</tr>
<tr>
<td>Christensen</td>
<td>Wong</td>
<td>Jun-08</td>
<td>PhD U Hawaii</td>
</tr>
<tr>
<td>Crane</td>
<td>Quesada</td>
<td>Sep-03</td>
<td>PhD UCB</td>
</tr>
<tr>
<td>Daniels</td>
<td>Davis</td>
<td>Jun-07</td>
<td>PhD program U Penn</td>
</tr>
<tr>
<td>Gray</td>
<td>Quesada</td>
<td>Jul-04</td>
<td>PhD UCSD</td>
</tr>
<tr>
<td>Groza</td>
<td>Pahl</td>
<td>Jul-06</td>
<td>PhD UCSF</td>
</tr>
<tr>
<td>Kaye</td>
<td>Griffin</td>
<td>Aug-07</td>
<td>PhD U Alaska Fairbanks</td>
</tr>
<tr>
<td>Littles</td>
<td>Wong</td>
<td>Mar-02</td>
<td>PhD program, UC Davis</td>
</tr>
<tr>
<td>Liu</td>
<td>Quesada</td>
<td>Jun-10</td>
<td>PhD UCSF/UCB</td>
</tr>
<tr>
<td>Meyer</td>
<td>Quesada</td>
<td>Aug-07</td>
<td>PhD Kentucky</td>
</tr>
<tr>
<td>Murata</td>
<td>Wong</td>
<td>Jul-05</td>
<td>PhD candidacy U HIManoa</td>
</tr>
<tr>
<td>Palivos</td>
<td>Ferreira</td>
<td>Jun-12</td>
<td>PhD candidate Yale</td>
</tr>
<tr>
<td>Salicido</td>
<td>Quesada</td>
<td>Mar-03</td>
<td>PhD U Texas, Austin</td>
</tr>
<tr>
<td>Takahashi</td>
<td>Wong</td>
<td>Aug-01</td>
<td>PhD Waseda Univ., Japan</td>
</tr>
<tr>
<td>Weston</td>
<td>Griffin</td>
<td>Dec-09</td>
<td>PhD candidate Ohio State</td>
</tr>
</tbody>
</table>

#### Sorted by Primary Advisor

<table>
<thead>
<tr>
<th>Prim. Advisor</th>
<th>Students who went on to PhD</th>
<th>Students who went on to PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>1</td>
<td>Aug-01 1</td>
</tr>
<tr>
<td>Ferreira</td>
<td>1</td>
<td>Mar-02 1</td>
</tr>
<tr>
<td>Griffin</td>
<td>3</td>
<td>Sep-03 2</td>
</tr>
<tr>
<td>Pahl</td>
<td>1</td>
<td>Jul-04 1</td>
</tr>
<tr>
<td>Quesada</td>
<td>7</td>
<td>Jul-05 1</td>
</tr>
<tr>
<td>Wong</td>
<td>5</td>
<td>Mar-06 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aug-07 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jun-08 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jun-09 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jun-10 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jun-12 1</td>
</tr>
</tbody>
</table>

**18**

#### Sorted by Date the MA was Granted

<table>
<thead>
<tr>
<th>Date</th>
<th>Students who went on to PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug-01</td>
<td>1</td>
</tr>
<tr>
<td>Mar-02</td>
<td>1</td>
</tr>
<tr>
<td>Sep-03</td>
<td>2</td>
</tr>
<tr>
<td>Jul-04</td>
<td>1</td>
</tr>
<tr>
<td>Jul-05</td>
<td>1</td>
</tr>
<tr>
<td>Mar-06</td>
<td>2</td>
</tr>
<tr>
<td>Aug-07</td>
<td>3</td>
</tr>
<tr>
<td>Jun-08</td>
<td>1</td>
</tr>
<tr>
<td>Jun-09</td>
<td>3</td>
</tr>
<tr>
<td>Jun-10</td>
<td>2</td>
</tr>
<tr>
<td>Jun-12</td>
<td>1</td>
</tr>
</tbody>
</table>

**18**

<table>
<thead>
<tr>
<th>MA Degrees Granted by the Anthropology Dept 1995-2009</th>
<th>Number of MA students who went on to PhD work</th>
<th>Expressed as a percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>18</td>
<td>21%</td>
</tr>
</tbody>
</table>
Appendix VIII
Continuing Education and Employment of MA Graduates, Department of Anthropology
2010 to 2013

Of twenty-four MA degree graduates between 2010-2013, we have continuing-education and employment data for 17 (some of whose credits are double listed below):

Christina Alonso (MA, 2013)
Archaeologist/Osteologist, Holman and Associates Archaeological Consultants, San Francisco

Vanessa Avery (current MA student)
Video Line producer, CreativeLIVE, San Francisco

Claudia Andrade (MA, 2010)
Lecturer in Anthropology, Di Anza Community College, Cupertino

Silvie Cohen (MA, 2012)
Senior Staff Assistant, Permanente Medical Group, San Francisco

Michael Crammond (MA, 2010)
MA Creative Work film in international distribution
Self-employed health and fitness consultant

Erdem Durgunoglu (current MA student)
Fulbright Scholarship, Istanbul, Turkey (2013-14)

Brian Gleason (MA, 2011)
Editor in Chief, California Cultures: a Monograph Series

Andrea Guidara (MA, 2012)
Staff, J. Paul Leonard Library – working on a Masters in Library Science, SJSU

Mika Kadona (MA, 2011)
Public Health Microbiologist, Alameda County Public Health Laboratory
TB/AFB Section

Amy McCarthy (MA, 2010)
Self-employed archaeologist and architectural historian, San Francisco

Priscilla Mollard (MA, 2013)
Assistant to the Curator, Department of Anthropology, California Academy of Sciences

Tesla Monson (MA, 2012)
PhD student, Integrative Biology, UC Berkeley
Curator, Hlusko Lab, UC Berkeley Museum of Paleoarchaeology

Monica Nolte (MA, 2012)
Cultural Resources Specialist, PAR Environmental Services, Inc., Sacramento

Aya Okawa (current MA student)
Videomaker for The Center for Empowering Refugees, Oakland

Kellen Prandini (MA, 2010)
BSS College Hood Recipient
Lecturer in Anthropology, Fresno City College, Fresno
MA Creative Work film in international distribution
Anthony Rauld (MA, 2010)
   Lecturer in Anthropology, Universidad Mayor, Santiago, Chile
   Independent filmmaker

Phillip Reid (MA, 2010)
   Staff Archaeologist, CH2M Hill Inc., Oakland

Alisa Reynolds (MA, 2012)
   Senior Manager/Project Director, ICF International, San Francisco

Shamia Sandles (MA, 2010)
   Youth Development Specialist, Alameda County Office of Education
   MA Creative Work film in international distribution; also credited on several
   other films in international distribution

Veronica Zimova-Hopkins (MA, 2012)
   Self employed contract archaeologist, San Francisco