Department of Anthropology

College of Liberal and Creative Arts
Graduate Program Assessment Report 2016

To: Lori Beth Way, Associate Dean of Academic Planning

cc: Ann Hallum, Dean of Graduate Studies
    Susan B. Shimanoff, Associate Dean, College of Liberal and Creative Arts

Report prepared by Peter Biella for the faculty members of the Department of Anthropology

Completed: July 10, 2016
Annual Assessment of the Department of Anthropology’s Graduate Program – 2016

JULY 10, 2016
Peter Biella

This document presents assessments of the Anthropology Department’s graduate program. The origin of these assessments began with the 2011 6th Cycle Review, followed by the 2012-3 and 2014-5 departmental self-assessment reports. The present document is Anthropology’s Assessment Report for fiscal year 2015-6.

Big changes

Anthropology has undergone a number of major transformations in the last 18 months. After the closure of the Science Building, the entire department was moved to a new space on the 5th floor of the Fine Arts Building. There we have our departmental office, a common area for public events, study and relaxation, three dedicated classrooms, nine faculty offices, and a study room for graduate students. This space has significantly enhanced the quality of life and joie de vivre in the Department.

Also in the last 18 months, Anthropology has introduced 12 new courses, 10 of which are at the graduate level. The integration of these classes into the lives of faculty and students has been a challenging pleasure.

Moreover, in the last 12 months, Anthropology’s effort to raise the number of our graduate students resulted in a 3-fold increase over the previous years, with 20 new grads arriving in AY 2015-6 and (at the time of writing) with 16 accepted for 2016. This change too has been thrilling and challenging.

The present report

Last year’s Assessment Report listed 19 action items – problems identified by the Department of Anthropology for which we proposed specific improvement strategies. Looking back now, the Assessment Committee concludes that a number of those strategies worked very well. At present, nothing more need be done regarding those particular strategies. In other cases, we see that the strategies were not entirely successful; most need tweaking; some did not work. In the present report, we describe our evaluation of the strategies we proposed last year and what we intend to do next.

1) Department Mission Statement (see Appendix 1, p. 11)

In 2013 we identified the need to revise our Mission Statement. The faculty is still satisfied with our revision of 2013. One of the foci it identifies for the Department is Medical Anthropology, and this year we hired a second Medical Anthropologist who will expand the breadth of our offerings in that subject. The current Mission Statement does not identify Archaeology as one of the Department’s chief strengths. The majority of our Archaeology classes are taught by lecturers, and our fill-time Archaeologist now splits his teaching with courses in Visual Anthropology. Our eventual hire of a more applied, political archaeologist will supplement our strength in bioarchaeology and will no doubt lead to another revision of the Mission Statement.
2) Graduate Program Learning Outcomes (see Appendix II, p. 11)
   In 2011, the Department identified the need to revise the Graduate Program Learning Outcomes. At present, the faculty is still satisfied with what we wrote at that time.

3) Rubrics for the MA Thesis or Creative Work (see Appendix III, p. 12)
   In 2014, Department faculty wrote or enhanced our MA thesis/creative work rubrics (found in the MA Program Handbook). Faculty are still satisfied with these evaluative criteria.

4) Need to revise The Department of Anthropology MA Program Handbook
   The Department’s MA Program Handbook was last updated in April, 2015. By the middle of August 2016, we will have produced a newly-revised version – approved by all faculty. In it we will include new material and will correct weaknesses of the previous version. We will add a Table of Contents to make information easier to find. We will add a Calendar that gives a concise summary of progress to graduation, and a timeline of benchmarks and due-dates for deliverables. The revision will also incorporate changes in courses required for the degree, the revised course numbers of preexisting graduate classes, and a section concerning risk assessment for anthropological fieldwork. Finally, the Handbook will describe new requirements designed to hasten progress to the degree and how we will flag emerging impediments to that progress.

5) Eight new required graduate courses (see Appendix IV, pp. 13-4)
   Faculty have been very satisfied with the innovations to the graduate curriculum that were introduced in AY 2015-6. The most significant changes were:
   The reduction in unit-load of three courses from 3 units to 2
   ANTH 721 - Graduate Seminar in Archaeology
   ANTH 722 - Graduate Seminar in Biological Anthropology
   ANTH 723 - Graduate Seminar in Cultural Anthropology
   We also created a new, 2-unit sister seminar:
   ANTH 720 - Graduate Seminar in Visual Anthropology (see also Section 6, below)
   The creation of four new 1–unit ‘skills’ courses
   ANTH 715 - Anthropological Writing
   ANTH 716 - The Literature Review
   ANTH 717 - The Research Proposal
   ANTH 718 - The Grant Proposal
   Assessments of these new courses took place throughout the academic year. The courses did achieve many of our goals - as will be discussed below. First we will described the problems we discovered that arose because the classes had not been taught before, and what we have done to correct them.
   Before classes began in the Fall ‘15 and Spring ‘16 semesters, the Chair distributed sample syllabi to all teachers. These samples included recommendations for
student workloads. Unfortunately, the workload recommendations were understood by some faculty to constitute optional suggestions and were not systematically followed. Faculty were very inconsistent in the number of pages they assigned to be read each week, and the number of essay or précis pages they assigned over the entire semester. As a result of this problem, the faculty Assessment Committee initiated three changes to improve delivery of our new 2-unit seminars and the 1-unit skills courses. These corrections are:

1) The syllabus templates are now more insistent in their specifications for the reading-assignment page numbers per week as well as the number of writing-assignment page numbers per semester. The templates also include the language legally specified by the University concerning plagiarism, harassment, disabilities and other issues.

2) The semester before the course are to be taught, the Chair will meet with the teaching faculty and will discuss their content and present the templates.

3) Four weeks before the first day of class, faculty and lecturers will submit drafts of their syllabi for approval by the Graduate Coordinator.

Two additional problems were identified concerning Anthropology’s eight new 1- and 2-unit graduate courses.

1) First, we found that we should offer a greater diversity of faculty assigned to teach these classes. This would insure that, in the new first-year classes, graduate students would be exposed for at least one semester to most full-time faculty members. This had the additional benefit of insuring that all full-time faculty would be exposed to all graduate students, regardless of their subfield specialties.

2) Second, we found that we need to improve our scheduling of days and times when the eight mandatory classes are offered. To prevent the recurrence of a problem that occurred in the Fall, we now insure that the hours of these mandatory courses do not conflict with other graduate courses that are required for a subfield MA but are not offered every year. This will protect students from needing to attend an extra semester because we had double-booked required courses the first year.

6) Three new courses in Visual Anthropology (see Appendix V, p. 14)

Last year’s Graduate Assessment report introduced three new graduate courses in Visual Anthropology. In creating these courses, we again followed recommendations of the 6th Cycle Reviewers. They argued that offerings in the graduate curriculum ought to be expanded to reflect the fact that two of our six full-time faculty are specialists in Visual Anthropology. The three classes are Anth 720, 750 and 755.

Anth 720 – Graduate Seminar in Visual Anthropology is one of the new 2-unit courses mandatory for all incoming graduate students. Taught for the first time in Spring 2016, its visual and theoretical emphases were designed to be of maximal usefulness and interest to all students; special attention was paid to making it useful to those graduate students most likely to be skeptical about its usefulness to their subfield specialties.
Anth 750 – Visual Anthropology: The Fixed Image. This course will be taught for the first time in Fall, 2016. It will explore the main ways that anthropologists have used fixed images to document, categorize, represent and analyze human cultures. This course is open to all graduate students in Anthropology, but is designed especially for students with the Visual emphasis. It will contribute to several of Anthropology’s PLOs – since course work will emphasize the essential reading, thinking, speaking and writing skills needed by all graduate students.

Anth 755 – Visual Anthropology: The Moving Image. Taught for the first time in Fall 2015, this is an historical overview of a 100 years of films made for and by anthropologists. The course samples work of the most important names in the field, and introduces the theoretical, practical and aesthetic concerns that shaped their work. By introducing Visual graduates to a broad spectrum of stylistic and strategic approaches in their first year, it gives them ideas which can gestate for two semesters before they begin their MA Creative Work projects in their second year. The course was so useful to the incoming cohort of Visual graduates that the faculty agreed it should be offered each year, not every other year as we had anticipated.

7) Need for graduate student progress reports

As mentioned above, Anthropology’s 2011 6th Cycle Review and our 2012-2013 self-assessment identified several problems that result from the fact that faculty who do not mentor in a given subfield generally know little about graduate students in that subfield. This ignorance limits the ability of the whole faculty to make best judgments about PLOs and other assessment issues.

For that reason, in FY 2012-3 we proposed having graduate students author biannual self-assessments which their advisors would then present to the faculty as a whole. The reports would list classes taken, grades, classes to take the next semester, and thesis progress. This year, however, Anthropology’s faculty judged that the reports should only be produced one time a year, in the Spring, and presented only to advisors and the Graduate Coordinator. Although the decision to require only one report per year entails a lessening of information and oversight, we judged that creating two reports per year required more work from faculty (and students) than was justified by the benefits.

We allowed for one exception to the reduction of oversight. As discussed below (Section 10), if in the Fall semester a professor recognizes that a new graduate student has a serious writing or other difficulty, the problem will immediately be brought to the attention of the whole faculty and corrective action will be initiated.

8) Need for increased stringency in peer reviews of faculty who teach graduate courses

The peer review process has continued to help full-time faculty monitor each other and lecturers, to give both groups feedback, and to provide the Chair with information necessary for evaluations and rehiring decisions.

In the last year, one poor peer review allowed the Chair to deny rehire to a new lecturer. In another case, poor reviews led the Chair to speak with a long-time lecturer
and recommend that he visit the Center for Faculty Excellence.

Although our graduate seminars are almost always taught by tenure or tenure-track faculty, occasionally lecturers do teach graduate students. Several times the peer review process identified ways that further conversations with lecturers about graduate students could improve our program.

9) Need to evaluate graduate students’ pre- and post-MA extra-departmental achievements

Extra-departmental academic and professional achievements that students attain before and after they graduate are important indications of departmental success. The faculty therefore keeps track of these achievements insofar as they might influence the Department’s overall self-assessments and PLOs.

Three of our graduates this year have had papers accepted at the Annual Meetings of the American Anthropological Association and at the Society for Historical Archaeology. Also this year, a film by one of our visual students was screened in three European anthropological film festivals and received an award from AAA’s Society for Visual Anthropology. One student presented a seminar research paper at the annual graduate studies conference, Significations, presented by the English Department and the English Graduate Student Association at CSU Los Angeles. In addition, several graduate students presented work at SFSU’s Graduate Research and Creative Work Showcase. In future, we will require all of our graduate students to present in the Showcase during their second or third year.

Over the last 15 years, an average of 22% of our MA graduates have been accepted in PhD programs. This year, the percentage was higher. Of the cohort completing their degrees this year, one received a full scholarship and financial support from Stanford. Another received a graduate fellowship to Berkeley. Others accepted offers from Arizona State, UC Santa Cruz and UMass Amherst.

The majority of our graduates do not pursue PhDs; their achievements must be evaluated by less academic criteria. We have combined information from Facebook, Google and professor anecdotal knowledge to learn what our post-graduate students are doing now.

Here is what we found. Of 23 students who received MAs since 2013, 5 entered PhD programs; 3 are employed as contract archaeologists; 4 work with web development or health organizations; 3 are local video makers and consultants; and 1 is a photographer for National Geographic. The Department will continue its efforts to track our other alumni.

10) Need for early identification of graduate students who need remedial help in writing

In 2015-6, the Department reached an important goal, one that was very important to our future and standing in the University. We have drawn in many more new graduate students that ever before. (The means by which we accomplished this is described in Section 16.) We had about the same number of queries in FY 15-16 as we did in 14-15, but last year more students accepted our offer and we offered to more students.
Two students in the FY 15-16 entering cohort were quickly identified as having difficulties with work habits and writing. In previous years, we had asked advisors of weak students to give them remedial assistance where possible and to help them find writing help elsewhere. In the last year, when one of our advising faculty members attempted this task, he realized that he was neither qualified to diagnose nor give the remedial assistance required by his student. The Chair and Graduate Coordinator sought help on campus for this student, and discovered that far more resources were available for undergraduate, than for graduate, students. This experience showed that the Department’s earlier strategy for providing weak graduate students with help was not completely viable. In its place, we implemented the following policy:

1) We will henceforth always offer two of our 1-unit skills class, Anth 715 - Anthropological Writing, and Anth 716 – Literature Review, in the Fall. This will allow us to identify weak writers during their first semester in the program.

2) We will slightly reshape the focus of 715, the Anthropological Writing class, beginning it at a more elementary level than before. Weaker students will be identified and given what they need, while stronger writers will continue on to more difficult levels, learning to evaluate and emulate the different writing styles characteristic of the several subsections of Anthropology.

3) If a student does not receive a B or better in Anth 715, s/he will be required to enroll in our undergraduate GWAR course in the Spring semester. A grade lower than B in GWAR will be taken as evidence of a lack of progress by the student; the Department may then recommend that the Graduate Division declassify the student.

11 and 12) Need for techniques to assess improvements in student writing

No matter what career follows their MA degrees in Anthropology, our students will always benefit from having acquired strong writing skills. When we began self-assessments in 2013-4 and 2014-5, we proposed a number of ambitious strategies that would allow us to track the qualitative changes in students’ writing from their first class in the Department to their MA thesis.

Although we pursued this plan for two years, the press of the Department’s move to a new building, the arrival of 20 new graduate students and the introduction of eleven new classes stretched our resources to the limit. In the two years’ trial, we learned that the assessment required fifteen or more hours’ work from each faculty member. Further, we concluded that none of the evidence we could gather from the strategy – and the extra work - would help us improve the writing of our students.

Most importantly, the faculty also concluded that the three strategies for writing improvement identified above, in Section 10, were the most beneficial and cost-effective. We therefore voted to abandon the previous techniques for assessing improvements in student writing.
13) Need for courses that introduce all students to the Department’s four fields

Past assessments and corrective proposals have addressed the need to introduce all students to all faculty, and familiarize all students, regardless of their subfield, with the Department’s four strengths, Cultural, Biological, Visual and Archaeology.

Part of our strategy to integrate the Department’s four subdisciplines in the minds of students was our addition of a mandatory seminar in Visual Anthropology, Anth 720. (Visual thus joined the ranks of our other three subdisciplines, each of which was already represented by a mandatory seminar - see Section 5.) The Visual seminar was taught for the first time in Spring, 2016 (Section 6.) In 2013, we also reshaped our introduction to graduate study course, Anth 710, *Proseminar in Anthropological Theory and Method* (3 units). The course is now designed to explore one anthropological theme that is pertinent to all four fields. Guided by one professor, the class is visited by all of our full-time faculty who give guest lectures on an aspect of the chosen theme pertinent to their own subdiscipline.

Anth 710 has now followed this plan for three years with considerable success.

Another benefit of introducing all students to the Department’s four subfields is the fact that it has helped develop cohort solidarity. Of this, see Section 19.

14) Need to keep updated records on graduate students’ progress-to-degree

In the last year, the Anthropology Department has found many ways to improve graduate education. One of the more difficult aspects of this task concerns the accumulation of students who have completed coursework but delay completing the thesis. As described above (Section 7), in the last few years, we have required students to create self-assessment reports. These reports allow the Graduate Coordinator to note delays in student progress-toward-degree. When a delay is noted, the Coordinator will meet with the student’s advisor. Whereas the Coordinator has a strictly pragmatic role in the discussion, urging student progress, the advisor’s role is more nuanced, a mixture of psychological and intellectual encouragement.

The faculty has agreed to adopt a more rigorous program for monitoring and supporting students who have completed all work except for their Culminating Experience, especially those whose enrollment has lapsed and have left the program. The Department’s regular review and discussion of graduate students has led to more timely identification of potential problem students. All students are informed early and often of the consequences of being placed on probation and becoming subject to dismissal if they do not make continuous satisfactory progress towards their degrees. These strategies have motivated several former (but unfinished) students to return to the program and complete their degrees. In addition, after all other efforts were exhausted, the Department did recommend one student for University declassification. Most importantly, early evidence suggests that the Department’s new, firmer line of approach is preventing these problems from arising.
15) Need to increase graduate enrollment to meet Graduate Council recommendations

According to the Graduate Council, an important indicator of the viability of a graduate program is the number of students in graduate classes each semester. The target number is 30. As the chart to the right indicates, since Fall 2015 the Anthropology Department has begun to pull this number up to where it should be, after a slump of several years.

A second indicator of program success is the number of students who apply to the program, who are admitted and who are finally enrolled.

To the right are statistics indicating the Anthropology Department’s numbers for application, admission, and enrollment for 2009 to 2016. The figures show the same trend, a slump after 2010 and then a leap to 20 enrollments in Fall 2015 and to 16 (or probably more) in Fall 2016. The figures indicate good progress toward the Graduate Council’s recommendations.
The impressive increase in student enrollment is due to an initiative shared by the entire Department, as well as to the fact that the Graduate Coordinator was able to dedicate considerable time to the initiative, made possible by a 3-unit course release. He believes that five innovations he instituted were primarily responsible for higher enrollment rates in the last two years:

1) the redesign of web pages to make the following issues clearer than before:
   a) summary of the degree
   b) structure of the degree
   c) how to apply
   d) FAQs
   e) academic and professional goals reached by recent graduates.

2) the redesign of web pages which fed directly to the GC; this allowed him to respond quickly and show interest in prospective students;

3) the creation of web pages feeding directly to GC which allowed applicants to upload all Department required documents;

4) a response to all enquiries within 24 hours and a follow-up every four weeks;

5) rolling admissions and rolling deadlines which introduced a more efficient system for sharing applicant files and facilitating timely decisions from all faculty on individual cases;

16) Need to devote four faculty meetings a year to graduate students and program assessment

Major changes in the graduate program have required extensive faculty involvement. Our Annual Assessments in 2013 and 2015 identified the need to dedicate four faculty meetings per year the Graduate Program. In the event, we now include MA business as a formal item in every Department meeting. We have reports from the Graduate Coordinator covering all the topics described in this document, while the Chair and individual faculty raised many more.

17) Need to increase funding for graduate students

Anthropology’s recent Assessment Reports recognized the importance of finding funding for our graduate students. This year, we successfully encouraged graduates to seek funding from scholarships. Our students this year received:

   Provost Scholar Award
   Carol Channing Creative Arts Scholarship - LCA
   Edward Said Scholarship – LCA
   Edward B. Kaufmann Scholarship – LCA
   Kiana Dressendorfer Scholarship - LCA
   Jay Young Award for Excellence in Anthropology – a Department award

Although these achievements are impressive, we wish to do more. Our Graduate Coordinator will introduce incoming graduates to the scholarships available at the university, both through the Academic Works and LCA scholarship web pages. Other classes, whenever appropriate, will be asked to join Anth 718 and Anth 595 (which a
number of graduate students attend) by spending some course time on grant-getting strategies.

18) Need to increase stringency of 899 course requirements (See Appendix VI, p. 15)
This year the Department implemented LCA and Graduate Division recommendations into our approval process of enrollment into Anth 899 (*Independent Study*). All 899 petitions must now be given an appropriate course title. Their requirements for Learning Objectives, Strategies for Achieving Objectives and Grading Criteria are also now more demanding. Petitions must be submitted to and approved by the Graduate Coordinator. He distributes petition numbers, checks that the completed work conforms to the description of that work given in the 899 proposal, submits the 899 grades, and forwards them to the Dean’s Office for College approval.

19) Need to increase a sense of collegiality among graduate students
The Department experienced profound transitions this year, particularly the introduction of nine new graduate courses and a three-fold increase in the number of new graduate students. Recognizing the inevitability of errors and growing pains, Anthropology’s Graduate Coordinator initiated many successful efforts to promote collegiality among graduate students and direct their progress smoothly. Evidence of success includes the newly formed Anthropology Graduate Student Committee which, among other activities, arranged a pot-luck supper each semester and a visiting speaker series. The Coordinator instituted MA town hall meetings, from which faculty gained considerable insight. The inclusion of MA students in the faculty search process and their involvement in the MA Expo each term gave more concrete evidence of collegiality and integration into university life. (See Section 6 for ways that new courses have also contributed to cohort solidarity.)

Faculty discussions in AY 2015-6 continued to identify how the role of the Graduate Coordinator can continue to complement the needs of the Department and particularly the role of graduate advisors in future years.

20) Reevaluating student time-to-graduation
A new subject for concern arose in Assessment Committee meetings this year. Our discoveries described in Section 6 - concerning both the frequency of offering new classes and the implications of double-booking mandatory classes not offered each year - have caused us to place time-to-graduation as a high assessment priority in Department Meetings next year. With a 30-unit course requirement, it is possible – though rare – for students to complete their MA degrees within two years. Most students graduate in 2½ to 3 years. The faculty will consider – among other issues - the advantages and disadvantages of changing our program description to say that students should expect 2½ to 3 years as their time to graduation.

================================================================
Appendix I – Anthropology Mission Statement, revised June 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 - Approved April, 2011
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 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-fields 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, and archival research.
(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-field.”

Appendix III – MA Thesis and Creative Work Rubrics
See next page
Appendix III – MA Thesis and Creative Work Rubrics

Complete Final Draft of the Written Thesis

- A Complete Final Draft (NOT a first draft or a partial draft) of the thesis must be in the hands of all thesis committee members by at least the eighth week of the semester that you plan to graduate (second week of October for Fall graduation or second week of March for Spring graduation). These due dates allow adequate time for any final corrections before delivering to the Graduate Division for format checking.

- The Complete Final Draft is a draft that has already been extensively edited in its entirety by your entire committee and includes all pages (chapters, tables, figures, references, table of contents, cover pages, appendices, etc.). The Complete Final Draft should be at a stage where at most minor corrections may be required by your committee. Do not under any circumstances turn in a first or incomplete draft the semester that you plan to graduate.

- Faculty members are contracted to the university on a nine-month appointment. They are therefore not available for consultation, thesis reading or similar activities during the summer or winter breaks. Students should schedule consultations and submissions of drafts accordingly.

- When you have completed your thesis and gotten final approval from your committee, you must submit a bound copy of your thesis to the Graduate Coordinator for inclusion in the Department Thesis Library. It is also customary to submit a bound copy to the chair of your thesis committee.

- University Policy mandates that you must complete the M.A. degree before enrolling in a Ph.D. program. University policy states that a student pursuing a graduate degree at San Francisco State University may not simultaneously enroll and complete course work for the purpose of meeting requirements for any other degree offered by this or any other institution of higher education. Each degree must be completed in its entirety before work may be taken for the purpose of meeting requirements for a new degree.

Creative Work Project (Film)

Almost all MA students with the Visual Anthropology emphasis produce a digital video and Users’ Guide as their MA Creative Works. The video and Guide must meet the following criteria to be considered eligible for the MA degree:

- **Technical criteria.** The gamut of professional video production techniques will weigh in for the evaluation of this aspect of the student’s work: lighting, exposure, focus, camera movement, collection of all necessary editing elements while in the field, and audio recording quality. The video must be shot in at least HDTV high-definition quality (i.e., 1080 horizontal lines of vertical resolution), and must be submitted in a format that is of DVD quality or higher (i.e., 720p resolution).

- **Editing preparation.** MA students are expected to log, capture, and transcribe their documentary video footage, a process that consumes dozens of hours.

- **Editing mastery.** MA student videos must evidence expertise in the use of the digital video editing software, Final Cut Pro 7 or Premier, which have entrenched themselves in the world of independent video.

- **Ethnographic sensitivity.** Since films are a reflection of the quality of the relationship between makers, subjects and collaborators and of the makers’ ethnographic acuity, the reflection in the film of good fieldwork and research techniques are evaluative criteria. The quality of both fieldwork and research is enhanced by lengthy fieldwork, readings and psychological preparation. Fieldwork relationships are also enhanced by commitment to frequent filming sessions, multiple filming locations, and frequent collaborator meetings.

- **Film’s overall efficacy.** In applied anthropological videos, the overall efficacy of the finished work will be judged according to the subtlety of its strategic intervention plan, as described in the Users’ Guide. Where no intervention is involved, the quality of the video will be judged by the quality of the ethnographic nuances it captures and successfully communicates to the anticipated audience.

- **Utility of the Users’ Guide.** MA videos must be accompanied by a 10 to 15 page Users’ Guide which helps screeners and facilitators maximize its educational or applied purpose. The guides will be evaluated according to the following criteria: the relevance and quality of the citations that constitute the video’s scholarly foundation; the selection and summary of the film’s high-points that facilitators can profitably discuss; and the quality of suggestions given to facilitators concerning the directions along which they may take post-screening discussions.
Appendix IV – Bulletin Descriptions – new 1- and 2-unit courses

ANTH 715: Research Skills: The Craft of Anthropological Writing (Unit: 1)
Description:
Prerequisite: Graduate standing; concurrent enrollment with ANTH 710 or consent of instructor. 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. (Plus-minus letter grade only.)

ANTH 716: Research Skills: The Literature Review (Unit: 1)
Description:
Prerequisite: Graduate standing or consent of instructor. 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. (Plus-minus letter grade only)

ANTH 717: Research Skills: The Research Proposal (Unit: 1)
Description:
Prerequisite: Graduate standing or consent of instructor. Developing the research question, originality and timeliness. Defining the research context and specific qualities and antecedents. Selecting the appropriate research method, suitability, practicality, and availability. Contending with ethical constraints and necessary permissions. (Plus-minus letter grade only.)

ANTH 718: Research Skills: The Grant Proposal (Unit: 1)
Description:
Prerequisite: Graduate standing in anthropology or consent of instructor. Topics in the foundations of proposal writing: good writing in a good proposal, software options, major granting agencies for anthropological research, proposal statement of need, goals and objectives, the budget, ethics and evaluation, and sustainability and capacity. (Plus-minus letter only)

ANTH 720: Foundations in Visual Anthropology (Units: 2)
Description:
Prerequisite: Graduate standing in anthropology or consent of instructor. Classic and contemporary literature in visual anthropology: proxemics and kinesics, semiological studies, indigenous media, shared and sensory anthropological filmmaking, the archive as active, and three approaches to photography "colonialist, Photovoice, and photo elicitation. (Plus-minus letter only)
ANTH 721: Seminar in Archaeological Problems (Units: 2)
Description:
Prerequisites: Graduate standing in Anthropology or consent of instructor. Archaeological approaches and explanations of the past understood through key works in interpretive archaeology and examples of the major archaeological theories. May be repeated for a total of 4 units. [Formerly ANTH 740]

ANTH 722: Seminar in Biological Anthropology (Units: 2)
Description:
Prerequisite: Graduate standing in Anthropology or consent of instructor. Historical and contemporary primary literature in biological anthropology and the importance for anthropology of evolutionary theory, primatology, the primate fossil record, human diversity, anthropological genetics, and NAGPRA.

ANTH 723: Seminar in Problems in Cultural Anthropology (Units: 2)
Description:
Prerequisite: Graduate standing in Anthropology or consent of instructor. Advanced exploration of literature in contemporary schools in cultural anthropology. Topics include post-structuralism, cultural materialism, neo-evolutionism, symbolic anthropology, and others. May be repeated for a total of 4 units. [Formerly ANTH 770]

Appendix V – Bulletin descriptions of new graduate Visual Anthropology courses (see also Appendix II, Anth 720)

ANTH 750: Seminar in Visual Anthropology: The Fixed Image (Units: 3)
Description:
Prerequisite: Graduate standing or consent of instructor. Advanced examination of the fundamental theories, methods, histories, and works of the fixed image in visual anthropology. (Plus-minus letter grade only.)

ANTH 755: Seminar in Visual Anthropology: The Moving Image (Units: 3)
Description:
Prerequisite: Graduate standing or consent of instructor. Philosophical grounding and historical roots of anthropological film. Theories and anthropological approaches of and to transcultural production, co-production and consumption of moving images. (Plus-minus letter grading only.)

Appendix VI – Sample 899 form
See next page
**PETITION FOR COURSE BY INDEPENDENT STUDY (699/899)**

**ELIGIBILITY:** Students who have demonstrated the ability to work independently, have a cumulative grade point average of at least 3.0 (undergraduate) or 3.25 (graduate) and have the approval of their advisor, an instructor for the course, and the department chair. Credit for Independent Study is given only for courses not included in the University’s curriculum as published in the Bulletin or Class Schedule.

**PROCEDURES:** Prepare a draft of the material required for the SUMMARY and make an appointment to speak with your advisor and 699/899 instructor for the initial review and approval. If approved, forward this petition to the department chair for final review and approval. If final approval is given, obtain an add permit number from the department and submit this form to the Registrar’s Office at the One Stop Student Service Center.

In accordance with University regulations as stated in the General Bulletin, I petition to take the following course during the **Spring 2015** semester for **2015** units by Independent Study:

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth</td>
<td>899</td>
<td>Independent Study; Arch of Gardens</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Current GPA Status: Undergraduate ❌ Graduate ✗ Last Semester Attended **Fall 2014**

__Signature__ __Date__

**SUMMARY OF COURSE OBJECTIVES (I), METHODS (II), AND EVALUATIONS PROCEDURES (III)**

I. Skills, knowledge, competency or other learning objectives agreed upon by the student and instructor.

Student will know the history, methods, limitations and possibilities of the archaeology of gardens; student will know the key case studies in the archaeology of gardens (e.g., Leone) with special reference to ideology and power relationships; and student will be able to speak and write critically about professional discussions of garden archaeology.

II. How the objectives will be achieved (e.g. reading, interviewing, consultation with instructor, etc.). Establish how often student will meet with instructor.

Assigned reading of peer-reviewed journal articles, book chapters, books, and professional reports; bi-weekly 50-minute discussion meetings with professor; writing of 300-word critical precis of assigned reading; consolidation and presentation of knowledge gained as delivered through a 7,500-word essay.

III. How the student’s learning will be evaluated by the instructor for grading purposes (e.g. written work, oral examinations, other).

Bi-weekly oral discussions of assigned reading (20%); bi-weekly written, 300-word, critical precis of assigned reading (20%); 7,500 word essay first draft, due 5.00 on Friday of week 12 of the term (30%); 7,500 word essay final version, due on Friday of week 15 of the term (30%).

**REVIEWED AND APPROVED BY:**

--- SAMPLE ---