

AB in Anthropology

<p style="text-align: center;">(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.</p>	<p style="text-align: center;">(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p style="text-align: center;">(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p style="text-align: center;">(4) What changes have been made as a result of using the data/evidence?</p>	<p style="text-align: center;">(5) Date of most recent program review (for general education and each degree program)</p>
<p>Upon graduation, students will:</p> <ol style="list-style-type: none"> 1. Understand the dynamic relationships between biology, environment, and culture across time, space, and sociopolitical contexts in humans, past and present. 2. Integrate and apply concepts and methods from multiple subfields of anthropology to investigate human sameness and difference in a variety of contexts (e.g. sociocultural, environmental, health, evolutionary). 3. Critically evaluate and apply qualitative and/or quantitative anthropology methods and perspectives. 4. Communicate anthropological knowledge effectively through a variety of formats (e.g. written, oral, data presentation). 5. Recognize how knowledge about human diversity can lead to a better understanding of, and therefore respect for, all people. 	<ol style="list-style-type: none"> 1) All students who major in the department take a culminating seminar, usually in their senior year. These are taught by faculty across the subfields in anthropology, but each represent core areas of anthropological inquiry. 2) Approximately 6-10 students per year are awarded funding through the Claire Garber Goodman Fund, with which they do mentored, independent field research and write up results, often in the form of an honors thesis or a culminating paper. Additionally, we offer three paper prizes for our graduating anthropology students who have demonstrated mastery above and beyond. 3) Students engaged with faculty research often co-author papers/ posters with faculty for submission to peer-reviewed journal or presentation at professional conferences. 4) We use active learning / interactive lectures in courses and solicit feedback. 	<ol style="list-style-type: none"> 1) The Department has a standing curriculum committee composed of representatives from the different subfields. 2) Ultimately, however, all faculty members are involved in curricular discussions, both formally through faculty meetings and informally through sharing of syllabi, assignments, etc. 3) Department tracks graduates in terms of success in fellowships, advance degrees, employment. 4) All department members read all honors theses and vote on honors/high honors. 5) All faculty read and vote on paper prizes. 6) Faculty sometimes co-advise students on theses, independent projects or other research. 	<p>The department routinely assesses student needs and interests based on individual course assessments, experiences with honors thesis students, major and minor advising. As a result of this work faculty have:</p> <ol style="list-style-type: none"> 1) developed a minor in global health. 2) prioritized hiring of an anthropological geneticist (2023), an archaeologist with specialty in Indigenous American archaeology and a sociocultural anthropologist with specialty in inequity. 3) Additionally, we have prioritized hiring cultural anthropologists and biological anthropologists who at the intersections of environment and health. 4) increased focus on applied anthropology using qualitative and quantitative methods modeled in many of our classes, including our Anth 18 methods course. 	<p>Our last program review was June 1 2022.</p>