Proposal for Anthropology B.A.
School of Social Sciences, Humanities and Arts

I. Brief Program Description and Rationale

Anthropology is a unique academic discipline that straddles the social sciences, humanities, and natural sciences to explore the diversity of humankind and the human experience in both the past and the present. Anthropology studies culture and society through the lens of spatiality, temporality, and materiality; through symbolic and ideational representations and meaning making; through social structure, social relations, and power dynamics; and through the interactions of biology, culture, and environment. The study of anthropology introduces students to diverse qualitative and quantitative research methods, provides skills in analytical thinking and the application of knowledge, and develops written and oral communication. In addition, anthropology provides an understanding of human cultural diversity that is of paramount importance in an increasingly interconnected and globalizing world.

Nationwide over the past four decades, the commitment to providing anthropology programs at four-year colleges and universities has steadily increased as the number of programs has multiplied and departments have grown. This commitment has both fostered and been supported by the enthusiastic pursuit of anthropology degrees by undergraduate and graduate students. This growth is noted in the *1998 Biennial Survey of Anthropology Departments in the United States* prepared by the American Anthropological Association:

> Production of anthropology degrees is steadily rising, despite an environment of increasing competition for student recruitment and other resources in higher education. The number of BA degrees granted in 1998 is over 100% (or 2.36 times) higher than ten years ago and the number of MA degrees granted has increased by over 60% (or 1.63 times) compared to ten years ago. Meanwhile, the number of doctoral degrees awarded in anthropology in 1998 rose slightly from 1997, but the production rate has increased by 35% (or 1.35 times) over 1988.... During the 1990s, anthropology, especially undergraduate anthropology, has managed not only to survive but also to increase the number of majors and degrees awarded.[1]

At UC campuses, Anthropology majors comprised approximately 0.5 to 3 percent of the total undergraduate student population at each campus during the 2004-5 academic year.[2] At the four UC campuses with the largest numbers of undergraduate Anthropology majors (i.e., Berkeley, Los Angeles, Santa Cruz, and Santa Barbara), these students enroll in the program at a rate

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[1] American Anthropological Association (1999), *1998 Biennial Survey of Anthropology Departments in the United States*, pp. 9-10

[2] Figures computed based on data compiled from the American Anthropological Association *Guide to Departments of Anthropology, 2004-5* and Common Data Set summaries available online through each UC campus website

greater than would be predicted given the size of the undergraduate population for the campus, and in terms of the number of baccalaureate programs available. In fact, at UC Santa Cruz, Anthropology is the eighth most popular undergraduate major on campus.[3] These data highlight the demand for Anthropology within the UC system, a demand that parallels the increasing student interest and matching academic investment in anthropology within the United States, as a whole. The School of Social Sciences, Humanities and Arts (SSHA) *Strategic Plan and Academic Resource Plan* prepared in January of 2006 recognized the unique ability of anthropology to make a contribution to the undergraduate and graduate programs of both the social sciences and the humanities at UC Merced, and these expectations are also evident in the 2007 SSHA Strategic Plan. For example, it is clear that anthropology is one specific discipline of interest to students enrolling in the World Cultures graduate program. There are current graduate students who are emphasizing anthropology in their studies and proposed dissertation research, and existing anthropology faculty are serving on PhD orals committees for students emphasizing both literature and history. Therefore, anthropology provides a natural interdisciplinary base from which to promote faculty collaboration and attract students to UC Merced.

Despite the fact that a few introductory and lower division research courses in Anthropology were listed in the UC Merced General Catalog for 2005-6, Anthropology courses were not offered until the 2006-7 academic year. During the 2006-7 academic year, both introductory and upper division courses comprised the initial offerings of the Anthropology program. Introductory courses in socio-cultural and archaeological anthropology garnered 42 and 24 students, respectively, and upper division courses in each of these sub-disciplines had as many as 24 students. Preliminary data for the Fall semester of the 2007-8 academic year show the same encouraging enrollment numbers, even as more anthropology (and other) courses are available to undergraduate students. Introductory courses in socio-cultural and biological anthropology enrolled 35 and 28 students, respectively, and an upper division course in anthropological archaeology had 30 students. In addition, the *1998 Biennial Survey of Anthropology Departments in the United States* provides general data that allow us to estimate the projected enrollment in introductory Anthropology courses as the campus grows. The report notes:

> Looking at enrollment per department, the average total [annual] enrollment for introductory courses is 1,138.... Average enrollment is higher in public (1,508) compared to private (414) institutions. As one would expect, the larger the institution the larger the average student enrollment in anthropology. Institutions with 15,000 students or more reported an average of 1,921 students enrolled in introductory anthropology courses, compared to 1,024 in institutions with 5,000 to 14,999 students, and 319 in those with 5,000 students or fewer.[4]

At the UC campuses, enrollment in any given introductory course generally ranges between 100

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[3] *UC Santa Cruz Facts & Figures, 2005–6* (available online at: http://urelations.ucsc.edu/facts_figures/)

[4] American Anthropological Association (1999), p. 37

and 400 students. Adding enrollment in upper division courses will, of course, increase these enrollment projections for the Anthropology program at UC Merced. The *1998 Biennial Survey of Anthropology Departments in the United States* notes that "for advanced courses, the average total [annual] enrollment per department is 536....[with] average enrollment in advanced courses...higher in public (651) than private (256) institutions, in larger institutions, and in Ph.D. granting institutions."[5]

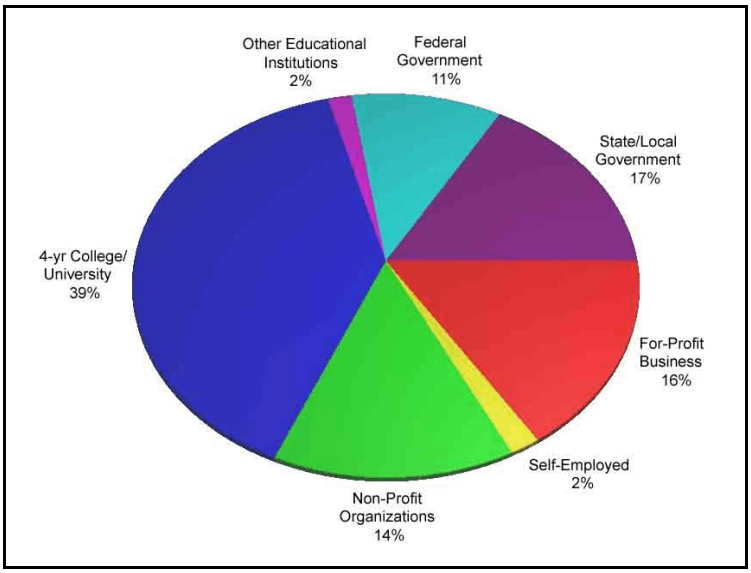

Figure 1. Work Settings for Baccalaureate Degree Recipients (SESTAT 1999).

In terms of outcomes for undergraduate and graduate students with anthropology degrees, it is difficult to access national or statewide statistics. In surveys, anthropology is often grouped with other social sciences, and Anthropology departments within the UC system do not collect such statistics for their students. National data from the Scientists and Engineers Statistical Data System (SESTAT), however, indicate that individuals holding degrees in anthropology (and sociology) are second only to psychology within the social sciences in success in finding employment within areas closely related to their program of study.[6] In fact, those individuals with Bachelor's degrees in anthropology tend to be even more successful in the long term in finding employment within the field or in an area closely related to their degree than those individuals with a similar degree in other social science disciplines. SESTAT data also indicate that individuals with anthropology degrees find work in a full range of employment settings including educational and governmental institutions, business, and non-profit sectors (see Figure

[5] *Ibid*, p. 38

[6] National Science Foundation/Science Resources Statistics Division (1999) *Scientists and Engineers Statistical Data System*, Table C-1

1).[7] Anthropological knowledge and skills can be applied to such diverse settings as market research, regional planning, legal advocacy, and health organizations in the United States and internationally. The commitment to service learning as part of the UCM anthropology program should further enhance career prospects for our students upon graduation. As noted by the American Anthropological Association:

> Anthropology is a career that embraces people of all kinds. It is a discipline that thrives with heterogeneity—in people, ideas, and research methods. Anthropologists know the wisdom of listening to multiple voices, [of] linking the work...from researchers...[of] different backgrounds, and...[applying] various approaches [and perspectives] to their [study of the human experience].[8]

A major argument for introducing the Anthropology major at UC Merced is complementarities with interdisciplinary thought and practice. Anthropology's comparative study of humankind past and present; its emphasis on spatial, temporal, and material perspectives; its examination of the relation between social institutions and society's practices, values, and beliefs; and its concern with the interaction between biology, environment, and culture are among the broad characteristics that link anthropological studies to the humanities, social sciences, and natural sciences. Existing faculty in socio-cultural and archaeological anthropology have already forged such links, including working with faculty in history and literature on the World Heritage program and American Studies minor, consulting with faculty in the School of Natural Sciences on anthropological contributions to the proposed medical school and environmental management and policy program, and participating in discussions with the Engineering Service Learning program faculty on the inclusion of anthropology students in multi-disciplinary teams addressing community needs. For example, anthropology students might work with engineering students to acquire data necessary for FCC licensing of the UC Merced radio station. The hiring of a biological anthropologist beginning AY 2007-2008 and the anticipated hire of a medical anthropologist beginning AY 2008-2009 strengthens the major's interdisciplinary ties to the natural sciences, and will likely attract many biology majors to anthropology courses on topics ranging from human variation and adaptation to race, demography, and death. The Anthropology minor was initiated in Spring 2007 and is garnering much interest among undergraduate students majoring in a diverse array of disciplines across Schools.

The Anthropology major will also complement existing programs in SSHA. Anthropology articulates with existing disciplinary programs in sociology, American studies, global arts, history, and political science, and additional links are envisioned with world heritage, psychology, and cross-school programs as the Anthropology program grows. Courses offered in anthropology have relevance to students with interests in sociology, political science, public policy, cognitive science, psychology, management, and economics, as anthropological perspectives interrogate our understanding of institutions and policies while promoting cultural

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[7] *Ibid*, Table E-2

[8] American Anthropological Association, *Careers in Anthropology, Anthropology: Education for the 21st Century* (see http://www.aaanet.org/careersbroch.htm)

competency. The inclusion of service learning components in many anthropology courses will provide students with the opportunity to put their knowledge into action. In addition, anthropological research methods, such as ethnography, are increasingly adopted for use in other social science disciplines. Anthropology courses have already been incorporated into the Sociology and American Studies minors, and will likely be included as electives in additional majors and minors as other programs are introduced and the breadth of anthropology courses continues to grow. Therefore, the establishment and development of the Anthropology major will provide new elective or required course options for existing and other proposed majors. As noted in the 2006 SSHA Strategic Plan:

> Anthropology is an important growth field for SSHA's development as an interdisciplinary school. It shares with the humanities an emphasis on culture, but by methodology and institutional affiliation is most commonly affiliated with the social sciences. Anthropologists in SSHA may participate in the undergraduate and graduate programs of both the social sciences and the humanities while providing an important bridge between these scholarly traditions.

II. Program Requirements

The program requirements and a sample study plan are outlined in the attached catalog copy. The lower division courses required for junior transfers are standard and are available at almost all community colleges. Our Anthropology program should be readily accessible to transfer students from community colleges or other four-year institutions. Anthropology is consistently within the top 20 requested majors for community college transfer students in the UC system, and is the eighth most popular transfer major at UC Santa Cruz. We envision similar success at UC Merced.

III. Accreditation

No accreditation requirements apply to the Anthropology major.

IV. Resource Needs and Plan for Providing Them

Two critical needs to be met during AY 2007-2008 allow for the initiation of the Anthropology major at UC Merced by Fall of 2008, and these needs are interrelated. One pertains to the hiring of additional faculty, whereas the other concerns teaching laboratory space.

As of AY 2007-2008, the Anthropology program has three full-time ladder-rank faculty—one in socio-cultural anthropology (Robin DeLugan), one in archaeological anthropology (Kathleen Hull), and one in biological anthropology (Vicki Wedel). The allocation of one additional faculty line (full or associate professor) in socio-cultural (medical) anthropology to start in AY 2008-2009 provides sufficient faculty to start the major, and the search for this position is currently underway. With the anticipated allocation of one additional full-time ladder-rank position (full or associate professor) in archaeological anthropology—already listed as a Priority 3 hire for AY 2007-2008 in the 2007 SSHA Strategic Plan and likely moving up to a Priority 1

hire for AY 2008-2009, if freshman enrollment at UCM for 2008 matches or exceeds that of 2007—the Anthropology major will attain the minimum number of faculty necessary to meet teaching needs for the undergraduate major and graduate students for several years. Hiring of an additional biological anthropologist (either ladder-rank or a lecturer) may also be desirable or necessary by 2010, however, depending upon undergraduate enrollment in the major.

These staffing needs are evident based on several characteristics of the major and the nature of anthropology as a discipline. Anthropology is methodologically diverse—ranging from ethnographic and archaeological fieldwork to archaeological and biological laboratory analysis. The integration of theory, method, and the sub-fields of anthropology, as a whole, frames the proposed Anthropology major at UC Merced. Integration will be accomplished, in part, by emphasizing the similar questions and topics that concern anthropology, while demonstrating to students how sub-field methodologies distinctly approach those questions and topics. Thus, diverse methods courses are offered and students will be required to complete a minimum of two methods courses among the sub-fields. The socio-cultural methods course, which provides one option for fulfilling a portion of the methods requirement, can be taught in a lecture format. Methods courses in archaeological or biological anthropology that fulfill the other portion of the methods requirement, however, are often conducted in laboratory or field settings that restrict enrollment to a maximum of 15 students. Another way that integration will eventually be emphasized is by having the required upper division course on the History of Anthropological Thought and Practice (ANTH 100) rotate among faculty of all three sub-fields of anthropology and/or team taught by faculty of different sub-fields. Initially, however, socio-cultural anthropologists and, to a lesser extent, archaeological anthropologists will have to shoulder the burden of teaching this required course due to the necessary commitment of archaeological and biological anthropologists to laboratory and field methods courses in their sub-fields.

Given these needs and constraints, the two allocated (or anticipated) additional full-time ladder-rank faculty and one part-time lecturer will allow undergraduate students to move through the core classes of the major in a timely fashion. These courses include the three introductory classes (ANTH 1, 3, and 5), the upper division history and theory course (ANTH 100), and two upper division methods classes. Likewise, this number of faculty is necessary to offer an array of upper division topical courses that are also critical to the integrated approach to the major. In addition to the courses already on the books or proposed (see attached catalog copy), forthcoming courses will address topics such as health, violence, tourism, time, and landscape. The common goal for Anthropology faculty will be to develop upper division courses that will emphasize particular sub-field issues and perspectives, while demonstrating links to multiple sub-fields. The addition of the additional socio-cultural ladder-rank faculty member to be hired by Fall of 2008 allows for initiation of the lecture-format methods course that will facilitate early student progress through the major. Likewise, the addition of another archaeologist no later than Fall of 2009 is crucial to meeting the laboratory methods requirement, whereas the addition of another ladder-rank faculty or lecturer in biological anthropology by the Fall of 2009 or shortly thereafter will facilitate the same need by easing the instructional burden on the one existing ladder-rank biological anthropologist. All of these hires, as well as the three existing faculty members, also ensure that upper division topical elective courses are available in the various sub-fields. As noted above, the approved and anticipated allocation of faculty lines to anthropology

during AY 2007-2008 and AY 2008-2009 is sufficient to move forward with the major.

Ladder-rank faculty rather than lecturers are preferred for all hires, due to the significant methods commitment in instruction, the necessity to develop the laboratories sufficient to meet these needs, the importance of building a faculty who can define our program through certain research specializations, and the prospect of developing within five to seven years a submatriculation option for a masters degree in anthropology. Figure 2 presents one possible scenario of faculty rotation for AY 2007-08 and the first four years of the major (i.e., through the 2011-2012 academic year) based on course requirements for undergraduates. This graphic depicts how these instructional needs can be minimally met within the existing SSHA Faculty Instructional Workload Policy, given the requested new Anthropology faculty positions. The graphic illustrates that additional full- or part-time hires would substantially ease the burden on a minimal faculty of five (plus one lecturer) to teach required courses. In the present scenario, faculty will devote one-third of their classroom instructional workload to teaching required courses for the undergraduate major, with an additional commitment to interdisciplinary graduate education. Similarly, as enrollment in the major grows, it is anticipated that additional faculty will be necessary to meet the instructional requirements.

Figure 2. Possible faculty teaching rotation, 2007-2012

	SC #1`	SC #2	ARCH #1	ARCH #2	BIO #1	BIO #2
Fall Year 1	ANTH 1				ANTH 5	
			Upper Arch			
	Grad SC					
Spring Year 1			ANTH 3			
	Ethno Method				Upper Bio	
			Grad Arch			
Fall Year 2		ANTH 1			ANTH 5	
	ANTH 100		Arch Lab			
	Grad SC		Upper Arch			
Spring Year 2			ANTH 3			
	Upper SC	Upper SC			Upper Bio	
					Grad Bio	
Fall Year 3	ANTH 1					ANTH 5
		Ethno Method	ANTH 100	Upper Arch	Upper Bio	
	Grad SC	Upper SC	Grad Arch			
Spring Year 3				ANTH 3		
	Upper SC		Upper Arch		Bio Lab	
		Grad SC			Upper Bio	
Fall Year 4		ANTH 1			ANTH 5	
	ANTH 100		Upper Arch	Arch Lab		
	Grad SC		Grad Arch		Grad Bio	
Spring Year 4			ANTH 3			
	Upper SC	Upper SC		Upper Arch	Upper Bio	
		Grad SC		Grad Arch		
Fall Year 5	ANTH 1					ANTH 5
		ANTH 100	Ethnohistory	Upper Arch	Upper Bio	
	Grad SC		Grad Arch			
Spring Year 5				ANTH 3		
	Ethno Method	Upper SC	Upper Arch		Bio Lab	
		Grad SC		Grad Arch	Grad Bio	

Pink = required lower division; Blue = required upper division history and theory; Green = option for required methods course(s); SC = socio-cultural; Arch = archaeology; Bio = biological

Laboratory space is fundamental to both research and teaching in archaeological and biological anthropology, and, hence, to attracting and retaining top research faculty. Thus, adequate teaching and research laboratory space must be available for new ladder-rank faculty members specializing in these sub-fields. Research and teaching laboratory needs are specified in the 2007 Anthropology Program Strategic Plan, but it is worth reiterating teaching laboratory needs in this document. Specifically, one teaching laboratory space (COB 110) has been identified as dedicated space for the anthropology program, and this room will be shared by all anthropology faculty for lower division discussion sections and upper division laboratory classes. By the close of Fall 2007, this secure space will contain two locked storage cabinets, a glass display cabinet, a work bench adjacent to the sink, and seating for approximately 15-20 students around layout tables. Currently, this space is also being used for instruction in a few other disciplines, but use of COB 110 must be restricted to anthropology instruction once the major is approved.

Students majoring in anthropology will need access either through the stacks of UC Merced's library or interlibrary loan to electronic journals in all three subfields of anthropology, as well as new and classic books in the field. Students will also need access to modest computing equipment, including individual or group laboratory work stations. With respect to the latter, it is our understanding that the university has already obtained a site license for statistical software used by anthropologists in teaching and research (i.e., SPSS). Additional resources needed to meet the curricular needs of the Anthropology major include substantial collections of instructional human osteological and dental remains, casts, and models for biological anthropology laboratory courses; a modest collection of instructional videos; modest laboratory equipment and laboratory furniture (e.g., digital scales, microscopes, calipers); and field equipment for an archaeological field course or field school (e.g., a total station, GPS units, compasses, screens, shovels, trowels, tape measures, etc.). Anthropology faculty will be pursuing internal and external sources of funding to acquire necessary instructional laboratory materials, but the current lack of such resources will not prevent initiation of the major. Likewise, in the short-term, some faculty research equipment may serve as instructional field equipment.

V. Potential for Non-Majors to Participate

There are many opportunities for non-majors to participate in the Anthropology program, and interest in anthropology is indicated by enrollment in courses to date, as well as declarations of the Anthropology minor. Nearly all anthropology courses (with the exception of some laboratory and archaeological field methods courses) satisfy General Education requirements within or beyond SSHA. In fact, based on experience at other UC campuses, the majority of students enrolled in the three lower division introductory courses—Introduction to Socio-cultural Anthropology (ANTH 1), Introduction to Anthropological Archaeology (ANTH 3), and Introduction to Biological Anthropology (ANTH 5)—will likely not be Anthropology majors. For example, an informal poll of students in ANTH 5 during Fall 2007 (the first semester the course has been offered) indicates that more than half are students enrolled in the School of Natural Sciences. The three lower division courses have also been popular among SSHA students majoring in psychology, history, and other disciplines.

Each of the lower division courses also serves as a prerequisite for a set of upper division courses that non-major students may opt to take to fulfill an upper division elective requirement that suits their personal or career interests. As reported in the 2006-2007 issue of the *Chronicle of Higher Education Almanac,* 48.8 percent of freshmen at 4-year colleges agreed that "improving my understanding of other countries and cultures" was important,[9] and anthropology at UCM can play an important part in fulfilling this need. Upper division anthropology courses contribute to cultural competency for students majoring in fields such as political science, economics, management, public policy, psychology, and cognitive science, or students in the biological sciences who anticipate applying to medical school. As noted above, anthropology courses are already included as electives in two SSHA minors, and anthropology courses will likely be included elsewhere as programs continue to grow.

VI. Timetable for Implementation

The additional ladder-rank faculty and lecturer required to meet instructional commitments of the major outlined in the Resource Needs section above will allow the Anthropology major to be implemented in the Fall of AY 2008-2009 for existing sophomore or junior students who have satisfied at least two major course requirements and their GE quantitative course (e.g., Anthropology minors) and incoming freshmen, and by the Fall of the 2009-10 academic year for community college junior transfer students who have taken at least one anthropology class and satisfied GE requirements. It may be possible to allow some community college transfer students to enter the major in Fall of AY 2008-2009, if they have completed the lower division requirements for the major prior to enrolling at UCM.

Initiation of the Anthropology major no later than Fall 2008 is recommended, as students interested in majoring in anthropology are already being lost to other institutions. For example, one UC Merced anthropology major was lost to UCSB and another to UCLA this year. Other students interested in majoring in Anthropology (e.g., some current Anthropology minors) have expressed their intent to transfer to another UC campus if the Anthropology major is not available next year. Approval of the Anthropology major during Fall 2007 will deter such students from applying for inter-campus transfer this November.

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[9] *The Chronicle of Higher Education Almanac Issue 2006-7*, p. 19.

Anthropology Program
School of Social Sciences, Humanities and Arts

CATALOG DESCRIPTION

Anthropology is dedicated to understanding humankind's diversity as well as what makes us uniquely human. Through the specific perspectives and methods of socio-cultural, archaeological, and biological anthropology, students learn how the human experience (past and present) is constituted through the interaction of social, cultural, political, material, historical, environmental, and biological factors. Anthropology strives for a holistic understanding of humankind and, depending on the questions asked and the means used to discover answers, anthropological knowledge can straddle the social sciences, humanities, and natural sciences.

The undergraduate major in Anthropology emphasizes how topics and issues central to the human experience such as migration, gender, power, health, kinship, race, and identity are examined and understood through diverse anthropological methodologies. In upper division courses, students explore particular socio-cultural, archaeological, and biological perspectives on such issues in greater depth, and these courses may specifically engage perspectives from two or more sub-fields. Other courses may consider a range of topics within a specific geographical area, while acknowledging certain limitations to the area studies configuration of knowledge.

Undergraduate majors in Anthropology develop critical skills in thought, written and oral expression, and the application of knowledge, as well as a valuable understanding of human cultural diversity. In an increasingly globalized world in which interaction with people of diverse cultures is becoming the norm, developing a cross-cultural understanding about the complexities of human societies past and present is what makes Anthropology an ideal education for the 21st century. A bachelor's degree in Anthropology is valuable preparation for a career in law, medicine, education, business, government, museums, and various areas of non-profit, public, and international service, including public policy and cultural resource management. The Anthropology program also provides a strong foundation for graduate study in any sub-field of anthropology. By offering undergraduate majors opportunities to work with faculty research and apply knowledge and skills to local communities, agencies, and business through service learning and internships, students are further prepared for advanced study and successful careers.

REQUIREMENTS FOR THE ANTHROPOLOGY MAJOR

In **addition** to adhering to the UC Merced and School of Social Science, Humanities and Arts requirements, the additional requirements that must be met to receive the B.A. in Anthropology at UC Merced are:

Anthropology Course Requirements. Students in the Anthropology major must complete at least 48 units in Anthropology courses, as well as one additional 4-unit quantitative reasoning course and one additional 4-unit upper division interdisciplinary thematic articulation course that may simultaneously fulfill General Education Requirements. Courses in the major emphasis

must be taken for a letter grade, and specifically may not be taken on a pass/no pass basis unless the course is only offered on a pass/no pass basis. Required courses are:

Lower Division Major Requirements [16 units]:

- ANTH 1: Introduction to Socio-cultural Anthropology.. . . . . 4 units
- ANTH 3: Introduction to Anthropological Archaeology.. . . . . 4 units
- ANTH 5: Introduction to Biological Anthropology.. . . . . .4 units
- One lower division quantitative methods course from the following. . . . . 4 units
  - ECON 10/POLI 10: Statistical Inference
  - MATH 18: Statistics for Scientific Data Analysis
  - PSY 10: Analysis of Psychological Data

Upper Division Major Requirements [40 units]:

- ANTH 100: History of Anthropological Thought and Practice.. . . . . 4 units
- One upper division field methods course selected from the following. . . . . 4 units
  - ANTH 170: Ethnographic Methods
  - ANTH 176: Archaeological Field Methods
- One upper division laboratory or archival methods course selected from the following. 4 units
  - ANTH 172: Ethnohistory
  - ANTH 174: Lithic Analysis
  - ANTH 178: Human Osteology
  - ANTH 179: Bioarchaeology
- One upper division anthropology course from each of the following three fields.. . . . 12 units
  - Socio-cultural anthropology (ANTH 110-129)
  - Anthropological archaeology (ANTH 130-149)
  - Biological anthropology (ANTH 150-169)
- At least three additional upper division courses in anthropology. . . . . 12 units
- At least one upper division interdisciplinary thematic articulation course outside of anthropology. . . . . 4 units
  (Please consult a SSHA advisor or the SSHA web site for approved courses.)

The upper division field methods requirement may be satisfied by taking an archaeological Field School from an approved institution.

Transfer Students. Transfer students who wish to major in Anthropology should complete the Intersegmental General Education Transfer Curriculum (IGETC) at their community college. In addition, students should complete at least two UC-transferable introductory courses in anthropology, one of which must be introductory socio-cultural anthropology, and one UC-transferable statistics course.

SAMPLE PLAN OF STUDY FOR ANTHROPOLOGY DEGREE

SEMESTER 1	
CORE 1 The World at Home	4
ANTH 1 Introduction to Socio-cultural Anthropology	4
WRI 10 College Reading & Composition	4
Elective	4
Semester Units	**16**

SEMESTER 2	
ANTH 3 Introduction to Anthropological Archaeology	4
Nat Science/Engineering	4
Introductory WCH or Arts course	4
Introductory SCS course outside emphasis	4
Semester Units	**16**

SEMESTER 3	
ANTH 5 Introduction to Biological Anthropology	4
Upper Division ANTH socio-cultural anthropology course	4
Nat Sci/Engin w/Lab/Field/Studio	4
Elective	4
Semester Units	**16**

SEMESTER 4	
Upper Division ANTH anthropological archaeology course	4
Upper Division ANTH biological anthropology course	4
Quantitative methods course (e.g., MATH 18)	4
Elective	4
Semester Units	**16**

SEMESTER 5	
ANTH 100 History of Anthropological Thought and Practice	4
Upper Division ANTH field methods course	4
Upper Division GE outside Anthropology	4
Elective	4
Semester Units	**16**

SEMESTER 6	
CORE 100 The World at Home	4
Upper Division ANTH lab/archival methods course	4
Upper Division ANTH elective	4
Upper Division GE course outside Anthropology	4
Semester Units	**16**

SEMESTER 7	
Upper Division ANTH elective	4
Upper Division GE course outside Anthropology	4
Upper Division Interdisciplinary Themes course	4
Elective	4
Semester Units	**16**

SEMESTER 8	
Upper Division ANTH elective	4
Upper Division GE course outside Anthropology	4
Elective	4
Elective	4
Semester Units	**16**

Total Program Units	**128**

Course Descriptions

ANTHROPOLOGY

Lower Division Courses

ANTH 1: Introduction to Socio-cultural Anthropology [4]
Introduction to human culture and cultural diversity, including the methods by which anthropology—via the study of social institutions, shared practices, and collective meanings—seeks to understand how people adapt to, make sense of, and transform their worlds.

ANTH 3: Introduction to Anthropological Archaeology [4]
Survey of theory, field and analysis methods, and objectives of anthropological archaeology. Examines how intellectual perspectives guide the ways in which archaeologists undertake their work and the types of materials they collect and analyze to study issues such as technology, exchange, subsistence, settlement, social organization, and ideology.

ANTH 5: Introduction to Biological Anthropology [4]
Introduction to evolution and how natural selection has shaped modern human variation. Examination of non-human primate behavior and how analogous it might to that of early humans. Discussion of culture, the fossil evidence, genetics, and inheritance.

ANTH 90X: Freshman Seminar [1]
Examination of a topic in Anthropology.

ANTH 95: Lower Division Undergraduate Research [1-5]
Supervised research. *Permission of instructor required.*

ANTH 98: Lower Division Directed Group Study [1-5]
Permission of instructor required. P/NP grading only.

ANTH 99: Lower Division Individual Research [1-5]
Permission of instructor required. P/NP grading only.

Upper Division Courses

ANTH 100: History of Anthropological Thought and Practice [4]
Historical overview of key individuals and ideas influencing the practice of anthropology and the production of anthropological knowledge. Topics may include the disciplining of anthropology into related subfields; social evolutionism, historical particularism; British structural-functionalism; French structuralism; cultural ecology; sociobiology; symbolic and interpretive anthropology; feminist and other critiques of anthropology. *Prerequisites: ANTH 1, ANTH 3, and ANTH 5.*

ANTH 110: Transnationalism [4]
Exploration of modern, global movements of people with a focus on the conditions, processes, and practices of contemporary national and transnational belonging. Topics include globalization, migration, immigration, Diaspora, the nation-state, national identities and cultural citizenship. *Prerequisite: ANTH 1; or junior standing; or consent of instructor.*

ANTH 112: Political Anthropology [4]
Political anthropology involves the study of formal political institutions as well as the manifestation of power in everyday life. Topics may include: the state and other forms of political authority; social inequality; political competition and conflict; indigenous responses to colonialism; social movements; citizenship; nationalism and ethnicity; genocide; governmentality; and globalization. *Prerequisite: ANTH 1; or junior standing; or consent of instructor.*

ANTH 114: Social Memory [4]
Introduction to the practices, spaces, artifacts and media through which social memory is formed, maintained and reproduced. Topics may include: how societies remember; how the past and its representation is bound up with national or other shared identities; commemoration; heritage; and the link between history, memory and social justice. *Prerequisite: ANTH 1; or junior standing; or consent of instructor.*

ANTH 116: Indigenous Activism in the Americas [4]
Focusing on the contemporary struggles of Indigenous peoples for rights; self-determination; social, political, and environmental justice and/or increased nation-state participation. Examines how the mobilization of indigenous peoples is strengthened through regional, hemispheric and global solidarities; and how international law, media, and technology support indigenous actions for change. *Prerequisite: ANTH 1; or junior standing; or consent of instructor.*

ANTH 130: Material Culture [4]
This course examines the role that material objects play in human social relations, identity, and economy, including archaeological application of such knowledge to past societies. This course explores the range of production and use of material objects, including theories of material culture, technology, style, meaning, memory, and agency. *Prerequisite: ANTH 3; or junior standing; or consent of instructor.*

ANTH 134: Dynamics of Small-scale Societies [4]
This course examines ethnographic and archaeological literature on small-scale hunter-gatherer-fisher societies, and explores how these data contribute to study of subsistence and settlement strategies, technology, exchange, demography, and social relations in the past and present. *Prerequisite: ANTH 3; or junior standing; or consent of instructor.*

ANTH 140: Cultural Heritage Policy and Practice [4]
Critical examination of the legal, practical, and ethical aspects of cultural heritage management in the United States and abroad. Topics include cultural resource management in public and

private contexts, participation of stakeholders, the application of anthropological knowledge, and public outreach. *Prerequisite: ANTH 3 or WH1; or junior standing; or consent of instructor.*

ANTH 142: Archaeology of Colonialism [4]
This course examines theoretical perspectives, issues, and interpretations in archaeological study of the interaction between indigenous peoples, European colonists, and enslaved Africans. Topics include disease, power, resistance, colonial institutions, multi-ethnic communities, and gender relations in diverse native engagements with colonists and others from a variety of homelands. *Prerequisite: ANTH 3; or junior standing; or consent of instructor.*

ANTH 146: Archaeology of Native California [4]
Research issues and regional interpretations in the archaeological study of California native cultures from earliest settlement to contact with Europeans. *Prerequisite: ANTH 3; or junior standing; or consent of instructor.*

ANTH 150: Race and Human Variation [4]
This course investigates how human biological variation is studied and how the definition of such variation differs between the scientific community and the public. Topics include historical perspectives on race and eugenics, how scientific racism has shaped national policy, and how genetic diversity and the Human Genome Project have informed such issues. *Prerequisite: ANTH 5; or junior standing; or consent of instructor.*

ANTH 151: Human Adaptability [4]
This course examines how humans live in marginal environments, such as extremely hot, extremely cold, or high altitude areas. Evolutionary, genetic, ecological, demographic, and cultural explanations for human biological adaptability are explored. Students consider case studies from the high Andes, Siberia, equatorial South America, and the International Space Station. *Prerequisite: ANTH 5; or junior standing; or consent of instructor.*

ANTH 152: Dying, Death, and Dead Persons [4]
This course examines the multiple cultural meanings of death and the dead person, including hospice, reactions to death, memorial gestures, rights to and constructions of the dead body in the U.S. legal system, cadavers in education and research, dead persons in mass disasters and human rights cases, archaeological examples, and repatriation issues. *Prerequisite: ANTH 5; or junior standing; or consent of instructor.*

ANTH 155: Paleodemography [4]
Exploration of human population growth and decline, fertility and mortality, and population age and sex structure in the past without benefit of written records. Topics include the interplay of demography and hominid evolution, migration, environmental stress, the transition to agriculture, and the rise and fall of complex societies. *Prerequisite: ANTH 3, ANTH 5; or junior standing; or consent of instructor.*

ANTH 170: Ethnographic Methods [4]
Introduction to the methods of ethnographic research and the process of writing ethnography. Focus is on participant-observation, interviewing, the recording of ethnographic field notes, and visual anthropology. Issues include: objectivity, insider/outsider status, human subjects protection, multi-sited ethnography, the politics of fieldwork and ethnographic representation, and changing definitions of "the field." *Prerequisite: ANTH 1; or junior standing; or consent of instructor.*

ANTH 172: Ethnohistory [4]
This course examines the critical use of historical documents, journals, and visual images; archives; and oral history to understanding past cultures and culture change. Analysis of case studies and original archival research demonstrate how these sources complement data collected through ethnographic, archaeological, or biological methods. *Prerequisite: ANTH 1, ANTH 3; or junior standing; or consent of instructor.*

ANTH 174: Lithic Analysis [4]
Systematic consideration and practical application of analytical laboratory and data recording techniques used to study stone tools and manufacturing debris. Topics include procurement; production and reuse; style and function; the organization of technology with respect to settlement and gender; and craft specialization. *Prerequisite: ANTH 3; and ANTH major/minor only or consent of instructor.*

ANTH 176: Archaeological Field Methods [4]
Introduction to the goals and methods of archaeological surface survey, excavation, and various forms of field documentation. The integration of research issues and methods is addressed through both classroom and field activities. *Prerequisite: ANTH 3; and ANTH major/minor only or consent of instructor.*

ANTH 178: Human Osteology [4]
This course allows students to develop a basic familiarity with human skeletal remains, including the identification of the bones of the skull, dentition, and axial and appendicular skeletons. Identification of side (i.e., left, right) and element of both intact and fragmentary remains will be considered. *Prerequisite: ANTH 5; and ANTH major/minor only or consent of instructor.*

ANTH 179: Bioarchaeology [4]
In-depth consideration of methods used to identify sex, age at death, stature, and ancestry from human skeletal remains. Anthropometrics, disease, trauma, and basic demographic techniques are also considered, preparing students for anthropological study of both individual remains and skeletal populations. *Prerequisite: ANTH 5, ANTH 178; and ANTH major/minor only or consent of instructor.*

ANTH 190: Topics in Anthropology [4]
Exploration of a special topic or problem within or between fields in anthropology. Topics vary and course may be repeated for credit if topics differ.

ANTH 195: Upper Division Undergraduate Research [1-5]
Supervised Research. *Permission of instructor required.* Letter grade only.

ANTH 198: Upper Division Directed Group Study [1-5]
Permission of instructor required. P/NP grading only.

ANTH 199: Upper Division Directed Individual Study [1-5]
Permission of instructor required. P/NP grading only.

Interdisciplinary Thematic Articulation Courses

In order to encourage students to compare, contrast, and consider interdisciplinary and multidisciplinary approaches to primary research themes addressed within the anthropology curriculum, students are required to take at least one upper division course outside of anthropology within at least one of the four thematic areas listed below. In addition, students will be advised to consider additional courses on this list that may satisfy an upper division GE requirement within SSHA.

Indigeneity, Race, Ethnicity, and the Nation-state
ARTS 103: Ethnic Costume
ARTS 122: African American Music of the Twentieth Century
COGS 150: Language, Cognition and Interaction
ECON 155: Political Economics
HIST 117: Topics in Regional or State History
HIST 124: African American History from Slavery to Civil Rights
LIT 111: Empire, the Postcolonial and Representation: Reading East and West
LIT 120: Topics in the Literature of Difference
LIT 131: American Literature of the Expanding Nation
LIT 132: American Protest Literature
LIT 141: British Literature of the Expanding Empire
LIT 150: Topics in Hispanic Literature
LIT 155: Latin American Colonial Literature
LIT 157: Caribbean Literature and Cultures
LIT 185: Literature and Power
PHIL 107: Philosophy of Religion
POLI 100: Political Process and Institutions
POLI 127: Race, Gender and Politics
POLI 140: Democratization
PSY 150: Psychological Perspective on Cultural, Racial and Ethnic Diversity
PUBP 100: Political Process and Institutions
PUBP 150: Race, Ethnicity and Public Policy
SOC 110: Social Movements, Protest and Collective Action
SOC 115: Political Sociology
SOC 180: Advanced Issues in Race and Ethnicity

Transnationalism, Migration, and Demography
ECON 140: Labor Economics
ECON 150: Economic Development
HIST 112: Topics in the History of Migration and Immigration
LIT 152: The Transatlantic Baroque
LIT 158: Transatlantic Modernismo
LIT 159: Diasporas and Exiles in the Hispanic World
LIT 162: Bilingualism and Borders in Hispanic Literatures

LIT 168: Chicano Literature
LIT 169: US Latino Literature
PUBP 140: Immigration and Public Policy

Health, Nutrition, and the Environment
BIS 125: Emerging Public Health Threats
BIS 149: Conservation Biology
BIS 145: Introduction to Population and Community Ecology
BIS 162: Evolutionary Constraints of Physiology
BIS 185: Biomedical Ethics
ECON 120: Economics of the Environment
ECON 145: Health Economics
ENVE 140: Water Resources Planning and Management
ENVE 160: Sustainable Energy
ESS 124: Ecology and Ecosystems
ESS 141: Environmental Science Policy
HIST 118: Topics in Environmental History
LIT 180: American Literature and the Environment
PSY 147: Health Psychology
PUBP 120: Health Care Policy
PUBP 130: Environmental Policy

Heritage, Tourism, and Public Culture
ARTS 100: History of World Art
ARTS 130: History of World Architecture
HIST 100: The Historian's Craft
LIT 112: Literature and History
LIT 125: Literary Genres
WH (all courses)