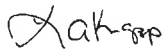Date: 04/23/2018

Curriculum Administration
Undergraduate Studies
Sterling Sill Center
University of Utah Campus
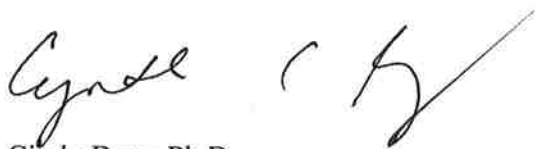Salt Lake City, UT 84112

RE: Cultural Anthropology Emphasis

To Whom It May Concern:

I am writing this letter in strong support of the proposed Emphasis in Cultural Anthropology. The proposed emphasis streamlines undergraduate degree completion and fills a need identified by undergraduate students and faculty in the Department of Anthropology.

Sincerely,

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Salt Lake City, UTA 84112

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University of Utah proposal for the creation of an Emphasis in Cultural Anthropology for the existing Department of Anthropology

Proposal. The purpose of a proposal is to enable the institution to set forth the activities constituting the change and the impact expected on the institution as a whole. The proposal is to be single-spaced. Although the scope and depth of information to be provided in the proposal will depend upon the nature of the proposed change, responses to the following are required:

a. Mission and Core Themes:
This proposal requests the addition of an emphasis in Cultural Anthropology. The proposed emphasis specifies topical and elective courses within the Anthropology major as series of required courses focused on intercultural knowledge and global awareness. Such coursework will provide students with the relevant background required to understand the causes of and potential solutions to various global problems. The Department Mission is as follows: "Anthropology is the comparative, evolutionary and historical study of humankind. Our internationally respected faculty takes a theoretically driven, empirically-informed approach to research on humans and other primates. Our core mission is to discover and communicate new knowledge through basic and strategic research, the foundation from which we educate and train scientifically literate and intellectually engaged citizens and equip them with relevant skills for the modern world."

The Department of Anthropology offers a variety of courses relating to Cultural Anthropology, but these are not organized into a coherent framework. Given the growing student interest in understanding pressing global issues, such as human displacement and migration, the effects of globalization on human wellbeing and culture change, and cultural diversity, there is ample need for this emphasis. Moreover, such an emphasis will also prepare students for employment in for-profit, non-profit and government sector positions relating to public policy, international relations, and cultural diversity as well as industries requiring a work force with substantial intercultural knowledge and knowledge about global systems. There are no other programs in the region offering such a qualitative-quantitative approach to human culture, global learning, and intercultural knowledge making this emphasis unique to Anthropology at the University of Utah.

66% by 2020: The proposed Cultural Anthropology Emphasis helps the University of Utah to meet the Governor's call that 66% of Utahns will have a post-secondary degree by 2020 by streamlining the process by which undergraduate anthropology students select coursework towards degree completion. The program curriculum is designed to be completed in four years.

b. Authorization:
    1.   evidence of formal approval by the governing board and by the appropriate governmental agency to offer the proposed existing and/or new program(s) at the proposed site(s). If the institution is located in, or operates in, a state that has only minimal requirements for chartering, but also a higher level of authorization to grant degrees, approval at the higher level is required;

c. Educational Offerings:
    1.   descriptive information of the educational offering(s); Include a list of required courses, credits (if applicable) and total number of credits required for program completion;

Course Prefix and Number	Title	Credit Hours
Lower-Division Core (Required)		
ANTH 1010 [BF]	Culture and The Human Experience	3
Additional Introductory Courses (Choose 2)		
ANTH 1020	Human Origins	3
ANTH 1030	World Prehistory	3
ANTH 1050	Evolution of Human Nature	3
ANTH 1070	Intro to Linguistics in Anthropology	3
	Sub-Total	9
Upper-Division Core (Required)		
ANTH 3001	Anthropology as a Major and Career	1
ANTH 4245	Human Migration	3
ANTH 4169	Ethnographic Methods	3
	Sub-Total	7
Upper-Division Topical (Choose 2) (Select a minimum of six credit hours)		
ANTH 4110	Women Cross Culturally	3
ANTH 4120	Anthropology of Friendship & Networks	3
ANTH 4134	Language, Thought, & Culture	3
ANTH 4135	Symbolic Anthropology	3
ANTH 4138	Anthropology of Violence and Nonviolence	3
ANTH 4181	Kinship & Marriage	3
ANTH 4183	Sex and Gender	3
ANTH 4184	Hunter Gatherer Ethnology	3
ANTH 4186	Human Ecology	3
ANTH 4187	Economic Anthropology	3
ANTH 4193	Medical Anthropology	3
ANTH 4255	Race and Culture	3
ANTH 4461	Behavioral Ecology and Anthropology	3
ANTH 4481	Evolutionary Psychology	3
ANTH 4501	Language in Its Social Context	3
	Sub-Total	6
Upper-Division Geographical (Choose 2)		
ANTH 3111	First Nations of Eastern North America	3
ANTH 3112	First Nations of Western North America	3
ANTH 3126	Mediterranean Cultures	3
ANTH 3127	Peoples of Europe	3
ANTH 3128	Andean Cultures	3
ANTH 3140	Peoples & Cultures of Latin America	3
ANTH 3151	Peoples of the Pacific	3
ANTH 3153	Black Atlantic	3

Course Prefix and Number	Title	Credit Hours
Upper-Division Geographical cont'd		
ANTH 3154	Brazilian Culture	3
ANTH 3311	North American Prehistory	3
ANTH 3313	First Peoples of Utah	3
ANTH 3321	Classic Maya	3
ANTH 3322	Mesoamerican Archaeology	3
	Sub-Total	6
Upper-Division Statistical (Choose 1)		
PSY 3000	Statistical Methods in Psychology	4
ANTH 5230	Intro. to Statistical Thinking in Anthropology	3
ANTH 5471	Quantitative Models in Evolutionary Ecology	3
	Sub-Total	3-4
Learning Abroad, Field School, or Research/Internship (Choose 1)		
SBS 4890	CSBS Internship Program	3
ANTH 4950	Undergraduate Research	3-6
ANTH 4960	Ethnographic Field School in Tonga	6
ANTH 5500	Anthropology Capstone	3
Varies	Learning Abroad (Faculty Approved)	3-6
	Sub-Total	3-6
	Sub-Total Anthropology Courses	34-38
Allied Hours		
12 hours	ECON, FCS, GEOG, PSY, SOC, POLS, ETHNC, HIST, LING	12
	Sub-Total	12
	Minimum Major Hours	46

Program Schedule (Emphasis in Cultural Anthropology: Bachelor of Science)
Program Schedule (Emphasis in Cultural Anthropology: Bachelor of Science)
First Year: Fall Semester (15 hours)
ANTH 1010 – Culture and the Human Experience [BF] (3)
ANTH 1020--Human Origins, Evolution and Diversity [SF] (3)
WRTG 2010 – Intermediate Writing [WR2](3)
General Education Course (HF) (3)
General Elective (3)

First Year: Spring Semester (16 hours)
ANTH 1050--Evolution of Human Nature [SF] (3)
MATH 1050 – College Algebra [QA] (4)
General Education Course (FF) (3)
General Elective (6)

Second Year: Fall Semester (13 hours)
Upper Division ANTH Core: ANTH 3001 – Anthropology as a Major and Career (1)
Upper Division ANTH Geographical Course (3)
American Institutions Course [AI] (3)
Allied Hours Course (3)
General Elective (3)

Second Year: Spring Semester (15 hours)
Upper Division ANTH Topical Course (3)
General Education Course (FF) (3)
General Education Course (HF) (3)
Bachelor's Degree Course (CW) (3)
General Education Course (QB) (3)

Third Year: Fall Semester (12-13 hours)
Upper Division ANTH Geographical Course (3)
Upper Division ANTH Core: ANTH 4169 – Ethnographic Methods (3)
Bachelor's Degree Course (DV) (3)
Bachelor's Degree Course (QI) (3-4)

Third Year: Spring Semester (13-14 hours)
Upper Division ANTH Statistics Course (3-4)
Upper Division ANTH Core: ANTH 4245 – Human Migration and Social Change (3)
Allied Hours Course (3)
General Elective (4)

Third Year: Summer Semester (3-12 hours)
Learning Abroad, Internship, Research or Field School

Fourth Year: Fall Semester (12 hours)
Upper Division ANTH Topical Course (3)
Bachelor's Degree Course (IR) (3)
General Elective (3)
Allied Hours (3)

Fourth Year: Spring Semester (12-13 hours)
Bachelor's Degree Course (QI) (3-4)
ANTH 5500 (Capstone) (3)
General Elective (3)
Allied Hours (3)

Program Schedule (Emphasis in Cultural Anthropology: Bachelor of Arts)
Program Schedule (Emphasis in Cultural Anthropology: Bachelor of Arts)
First Year: Fall Semester (15 hours)
ANTH 1010 – Culture and the Human Experience [BF] (3)
ANTH 1020--Human Origins, Evolution and Diversity [SF] (3)
WRTG 2010 – Intermediate Writing [WR2](3)
General Education Course (HF) (3)
General Elective (3)

First Year: Spring Semester (16 hours)
ANTH 1050--Evolution of Human Nature [SF] (3)
MATH 1050 – College Algebra [QA] (4)
General Education Course (FF) (3)
Bachelor's Degree Course (Language 1) (4)
General Elective (2)

Second Year: Fall Semester (14 hours)
Upper Division ANTH Core: ANTH 3001 – Anthropology as a Major and Career (1)
Upper Division ANTH Geographical Course (3)
American Institutions Course [AI] (3)
Allied Hours Course (3)
Bachelor's Degree Course (Language, 2) (4)

Second Year: Spring Semester (15 hours)
General Education Course (FF) (3)
Upper Division ANTH Topical Course (3)
General Education Course (HF) (3)
Bachelor's Degree Course (CW) (3)
General Education Course (QB) (3)

Third Year: Fall Semester (13 hours)
Upper Division ANTH Geographical Course (3)
Upper Division ANTH Core: ANTH 4169 – Ethnographic Methods (3)
Bachelor's Degree Course (DV) (3)
Bachelor's Degree Course (Language, 3) (4)

Third Year: Spring Semester (14 hours)
Upper Division ANTH Statistics Course (4)
Upper Division ANTH Core: ANTH 4245 – Human Migration and Social Change (3)
Allied Hours Course (3)
Bachelor's Degree Course (Language, 4) (4)

Third Year: Summer Semester (3-12 hours)
Learning Abroad, Internship, Research or Field School

Fourth Year: Fall Semester (12 hours)
Upper Division ANTH Topical Course (3)
Bachelor's Degree Course (IR) (3)
General Elective (3)
Allied Hours (3)

Fourth Year: Spring Semester (12-13 hours)
Bachelor's Degree Course (QI) (3-4)
ANTH 5500 Anthropology Capstone (3)
General Elective (3)
Allied Hours (3)

2. Description of expected student learning outcomes

The Learning Outcomes & Assessments of the proposed Cultural Anthropology Emphasis align with the Department of Anthropology's Learning Outcomes & Assessments. The Department of Anthropology's Learning Outcomes are: 1) *Describe* variation among humans and their closest relatives across the world and through time; 2) *Specify* each of the major subfields in anthropology and *Contrast* each of their approaches to studying and measuring variation; 3) *Apply* anthropological research methods to answer a question or solve a problem; 4) *Explain* aspects of human variation using ecological, evolutionary, and anthropological theory; and 5) *Evaluate* and *Synthesize* scientific hypotheses about human

ecological, biological, behavioral, and/or socio-cultural variation, using empirical data. Within the context of the Department of Anthropology's Learning Outcomes & Assessments, the proposed Cultural Anthropology Emphasis highlights the following Value Rubrics: a) Global Learning (Cultural Diversity, Understanding Global Systems, and Applying Knowledge to Contemporary Global Contexts) and b) Intercultural Knowledge and Competency (Knowledge of Cultural Worldview Frameworks).

3. Description of the plan for student learning outcomes assessment
The Department of Anthropology's Learning Outcomes are assessed via a Senior Capstone Course (ANTH 5500). The course is designed for advanced majors in anthropology and facilitates students working through the entire research process. While the course has a single instructor of note, individual learning modules will be delivered by faculty members across the Department's four subfields. The first two Expected Learning Outcomes will be assessed via two questionnaires, one delivered in the beginning of the course, the other at the end of the course. The latter three Expected Learing Outcomes will be assessed via a final research project and poster. In conjunction with a faculty mentor, students will develop an individual or group research project that will culminate in a final research poster. Poster's will be evaluated by a panel of four faculty members from the department that stem from each of the four sub-fields. The rubric for evaluating the final research proster is as follows:
1)   Student identified & described an anthropological research question
2)   Student applied appropriate anthropological methods to collect data related to the research question
3)   Student evaluated & explained variability in data using ecological, evolutionary, & anthropological theories
4)   Student synthesized their research project into a coherent and well-presented poster

Undergraduate students within the proposed Cultural Anthropology Emphasis will develop their senior capstone research project and poster with both the Department Learning Outcomes in mind and the proposed Cultural Anthropology's Emphasis on Global Learning (Cultural Diversity, Understanding Global Systems, and Applying Knowledge to Contemporary Global Contexts) and b) Intercultural Knowledge and Competency (Knowledge of Cultural Worldview Frameworks) Values Rubrics. The senior projects and posters will be assessed by a panel of faculty associated with the proposed Cultural Anthropology Emphasis. Following the course, a panel of faculty associated with the proposed Cultural Anthropology Emphasis will prepare a report describing the extent to which the Expected Learning Outcomes were met. This report will be sent to the Department's Curriculum Committee for review and commentary. Upon review and approval by the Curriculum Committee, the report will be sent to the full faculty for review and commentary. After approval by the full faculty, the report will be filed through the Office of Learning Outcomes.

 d. Planning:
   1.   plans and descriptive materials indicating evidence of need for the change, the student clientele to be served;

           The US Department of Labor and the Bureau of Labor Statistics expects employment of anthropologists to grow 4 percent between 2016-2026 with corporations continuing to use cultural anthropologists to gain a better understanding of consumer demand within specific cultures. While this growth is slower than the average for all occupations, it is projected that job prospects will be best for candidates with extensive anthropological fieldwork experience and experience in quantitative and qualitative research methods. The proposed Emphasis in Cultural Anthropology has been designed to improve the job placement success of Anthropology majors at the University of Utah by providing a curriculum that highlights the theoretical, fieldwork, methodological training necessary to compete for jobs over the next several decades.

           In Spring 2017, Undergraduate Anthropology students were surveyed to determine the need for a cultural anthropology emphasis. The undergraduate students overwhelming indicated that they were interested in both the possibility of a cultural anthropology emphasis and an anthropology curriculum that required cultural anthropology coursework in international or field-based contexts.

2.   procedures used in arriving at the decision to change;

The proposed Cultural Anthropology Emphasis Program Curriculum was submitted to the Anthropology Curriculum Committee for consideration in October of 2017. Following a unanimous decision on the part of the Anthropology Curriculum Committee to approve the proposed Cultural Anthropology Emphasis on October 12th, 2017, the proposed Cultural Anthropology Emphasis was forwarded to the full Anthropology Faculty for consideration on November 16th, 2017, where it was approved. The College of Social and Behavioral Sciences curriculum committee approved the proposed Cultural Anthropology Emphasis on August 22nd, 2017, and on September 20th, the proposed emphasis was approved provisionally by the Undergraduate Council at the University of Utah.

3.   organizational arrangements required within the institution to accommodate the change; and

The proposed emphasis can be handled within the existing infrastructure, and so no changes are required

4.   timetable for implementation;

The Department of Anthropology seeks to offer the Emphasis in Cultural Anthropology beginning in Fall 2019.

e. Budget:
1.   projections (revenue and expenditures) for each of the first three years of operation at the program or department level, plus, one year prior to the change at the institutional level;
2.   revenue and expenditures associated with the change itself;
3.   institutional financial support to be reallocated to accommodate the change; and
4.   budgetary and financial implications of the change for the entire institution. Revenues and expenditures must include a cash flow analysis.

The creation of this emphasis within the existing degree **is not expected to substantially increase costs** and if anything, will reduce costs by streamlining advising. All courses offered by the emphasis exist as well as faculty who are able to instruct them. Administrative support will come from funds that are already designated for the department.

f. Student Services:
1. capacity of student services to accommodate the change; and
2. implications of the change for services to the rest of the student body;

The proposed emphasis can be handled within the existing infrastructure, and so no changes to student services are required. There should be no impact to the services for the rest of the student body

g. Physical Facilities:
1. provision for physical facilities and equipment;

The proposed emphasis can be handled within the existing infrastructure, and so no changes to facilities and equipment are necessary.

h. Library and Information Resources:
    1. adequacy and availability of library and information resources;

    The proposed emphasis can be handled within the existing library and information resource infrastructure, and so no changes to these resources are required for implementing the new emphasis.

i. Faculty:
    1. analysis of the faculty and staff needed;
    2. educational and professional experience qualifications of the faculty members relative to their individual teaching assignments; and
    3. anticipated sources or plans to secure qualified faculty and staff.

    The proposed emphasis can be handled with the faculty and staff, and so no changes to these resources are required for implementing the new emphasis.