

**CURRICULUM PROPOSAL FORM**  
**University-Wide Undergraduate Curriculum Committee**

21A

**UWUCC USE ONLY**

Number \_\_\_\_\_/\_\_\_\_

Action \_\_\_\_\_

Date \_\_\_\_\_

**I. TITLE/AUTHOR OF CHANGE**

**COURSE/PROGRAM TITLE** Undergraduate Anthropology Curriculum Revision

**DEPARTMENT** Sociology-Anthropology Department

**CONTACT PERSON** Dr. Sarah Neusius

**II. APPROVALS**

\_\_\_\_\_  
Department Curriculum Committee

\_\_\_\_\_  
Department Chairperson

\_\_\_\_\_  
College Curriculum Committee

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Director of Liberal Studies  
(where applicable)

\_\_\_\_\_  
Provost  
(where applicable)

Part III  
Timetable

The Undergraduate Anthropology Curriculum revision has been approved by the Department Undergraduate Curriculum Committee and the Department Chair. The Proposal will be submitted to the College of Humanities and Social Science Curriculum Committee in October 1988. It will then be submitted to the College Dean. We anticipate a decision from the Dean by October 15, 1988. Hopefully, the Provost will approve the document by October 30, 1988.

On November 1, 1988 the Proposal will be submitted to the University-Wide Undergraduate Curriculum Committee who in turn will seek Senate Approval.

It is unlikely that the proposal can be approved by the necessary committees and the Senate before November 1, 1988. Consequently, the deadline for the 1989 Catalog changes, November 1, 1988, can not be met. In all probability the new program, if approved, will take effect Fall 1989 but will not be published until the 1990 Catalog.

October 1, 1988	Submitted to College Curriculum Committee
October 30, 1988	Submitted to College Dean
November 15, 1988	Submitted to Provost
December 1, 1988	Submitted to University-Wide Undergraduate Curriculum Committee
February 14, 1989	Resubmitted to Undergraduate Curriculum Committee
April 1989	Submitted to University Senate

PART IV - DESCRIPTION OF CURRICULUM CHANGE

## Part IV

### A. Justification Statement

#### Introduction

The proposed curriculum revision for Anthropology at IUP comes at a fortuitous time. Internally, there are changes within the Department in which a majority of the staff has been added in the past three years, bringing new specialties and research skills. In addition, there are University-wide changes, including the Liberal Studies Program revision which calls for new courses, i.e. Non-Western cultures, synthesis, etc., that directly affect the anthropology program. Also, there are changes occurring within the discipline nationally, stimulated somewhat by the changing employment trends for graduates. Finally, Dr. Welty has proposed many "new directives," which include "improving the quality of students and retaining them." Our goal is to restructure the Anthropology Curriculum in a manner that is compatible with these recent changes and new initiatives.

In reality, our proposal for the Anthropology curriculum revision is modest. We are suggesting the addition of six new courses and the modification of several courses. The key to our revision is the construction of three concentrations or "tracks": general anthropology, archaeology, and applied anthropology. Students are able to select one "track" and thereby better focus their field of study.

A close examination of the new concentrations in undergraduate Anthropology will reveal that an applied focus is emphasized. However, we feel that the recommended program retains the essence of traditional anthropology. This is accomplished by our requiring all students to enroll in four "core" courses covering the traditional subfields in the discipline, biological anthropology, language and culture, archaeology, and cultural anthropology.

We feel the creation of three concentrations is a modest change because the number of courses affected is small and we are already informally advising students in a similar manner, which enhances the student's options for graduate studies or specific careers. A study of similar Departments reveal parallel changes. The benefits are clear: we feel a formal program with explicit guidelines will insure quality advising. This program directs students toward specific (career) goals such as cultural resource management, yet, allows enough flexibility for them to consider graduate school (and potentially to be more successful in his/her application). By re-organizing our program we will better prepare students for whatever option they choose. In addition, because the "tracks" reflect current faculty teaching

and research interests, we will more efficiently utilize our small staff of five individuals. Finally, restructuring will allow us to attract more students.

### National Survey

A recent national survey by the American Anthropological Association indicates that the structure of undergraduate programs in Anthropology has changed dramatically over the past 15 years. National enrollment rates have acted as a stimulant for change; enrollments began declining in 1979. However, since 1984 enrollments have stabilized and archaeology and applied anthropology have witnessed enrollment increases. D'Andrade and others, in an article "Academic Opportunity in Anthropology," have explained that recent enrollment increases are due to student's growing interest in the "realm of application of the discipline."

Archaeology - Its Status at the National Level The most recent American Anthropology Association (AAA) "Survey of Departments" notes several interesting patterns in the archaeological components of anthropology departments. Ninety-two percent of over 400 departments surveyed include an archaeology component, a sharp increase since 1980. The study indicates that one reason for this change is that archaeology has embraced, both in philosophy and training, cultural resource management (CRM). CRM offers options for students, including immediate employment. (Note: Cultural Resource Management involves both archaeological and historic preservation planning. Congress has mandated that all projects with federal funding include an analysis of the project's impact on prehistoric and historic sites and structures. Pennsylvania, and most other states, have passed similar legislation). As a result of federal legislation, students with archaeological skills are employable with a bachelor's degree. In fact, our graduates have already followed this national trend and have found employment in Pennsylvania, New Jersey, and Colorado with a basic anthropology degree. Within Pennsylvania, the volume of archaeological CRM work has increased so rapidly that private firms currently have trouble finding enough qualified employees. A specific "concentration" in archaeology with well-designed theory and methods courses would improve the student's ability to find employment, yet leave open options for graduate school.

Applied Anthropology - Its Status at the National Level Increasingly, anthropology departments are developing programs that prepare students for non-academic careers. The AAA has recently established a Committee on Anthropology as a Profession due to its awareness that currently "most undergraduates and two-thirds of all anthropology PhD's find employment outside academia." Recent surveys by Chambers and van Willigen have

found that over half of all programs have recently added a component of applied anthropology. An informal survey of 25 departments similar to IUP in size; state funding etc., found similar trends and stimulated us to develop a "track" approach that includes courses in applied anthropology, qualitative and quantitative research methods.

In most programs, the applied anthropology "track" attempts to combine the quantitative strengths of cultural anthropology with other research methods. Our applied "track," similar to programs developed nationwide, will contain a balance of theory and method courses. The traditions of conventional anthropology inquiry will be intact but will also stimulate the student to gain more pragmatic skills. This "balance" will be promoted at all times even in our well developed internships program. As Frank Vivelo states in Human Organization, "our goal is not to transform the anthropologist into a sociologist,...but to provide a blend of skills that retains the essence of Anthropology yet allowing the graduate to find employment related to program design, implementation, and evaluation...to create strategies for social intervention and advocacy".

Chambers has found that a curriculum enhanced by an applied anthropology focus provides students with additional employment opportunities including city and county planning agencies, hospitals, major corporations, international development agencies, public and private research institutions, and a variety of advocacy and public interest groups. He feels that the growth of ethnic minorities, especially the U.S. Latino population, necessitates an understanding of culture theory. Richard Ward writes in a recent issue of the Anthropology Newsletter, "Developing an applied focus increases the number of majors and improves upper division enrollments. This often entails an internship for the student that provides practical experience in applying anthropological training. The goal according to one respondent is to direct students to experiences through which they can test the extent to which their anthropology is relevant for nonanthropological careers. New courses proposed here will also be of value to students in other majors, especially those who will come in contact with U.S. ethnic minorities or who work with international groups, e.g. those in nursing, health and human service, economics, and business students.

### SSHE Survey

All of the campuses in the system with the exception of Mansfield, Cheyney, and Lock Haven offer programs in archaeology. A few, such as California and Kutztown, are dedicated to public service archaeology and cultural resource management. Slippery Rock, California, and Bloomsburg offer advanced programs and summer field schools. In many ways the Commonwealth network mirrors the national picture regarding archaeology.

Outside evaluators have suggested that as the leading university in the system, we must remain competitive by restructuring and improving our program, especially in the area of cultural resource management. By constructing "tracks" and providing specialized archaeological training, we will remain a leader within the system and perhaps provide guidance for the other campuses.

### External Evaluations

External evaluations of IUP's Anthropology program by Dr. Landgraft (New York University) and Dr. Alan McPherron, (University of Pittsburgh) have strongly recommended curriculum revision "in a manner that allows this program to adapt and continue to grow and play it's traditional strong role in liberal arts". The evaluators have suggested that our program adapt strategies similar to the national trends, that is, an increased focus on applied aspects of archaeology and applied anthropology. McPherron noted the potential for IUP being involved in Cultural Resource Management in Western Pennsylvania and suggested that one approach might be the creation of a separate unit to handle such work,

"As a way of emphasizing archeology's interdisciplinary character, it might even be desirable to give the archaeology program at IUP something of a separate status: rather than its being a tiny minority interest in a large department with mainly quite different interests, one might consider the creation of a "Center for Archaeological Research" to facilitate the handling of links with other units of the university and the negotiation of contracts with external agencies."  
(McPherron 1982:9)

### Link to President Welty's Long Range Plans

Our proposed revision reflects several components of Dr. Welty's Long Range Plans. By improving the structure and content of selected courses, the proposed changes will not only increase enrollments but increase the quality of students as well as retain them. The past year has already shown success in this area. After completing the necessary course work, we have arranged for students to study in Kenya (with the Leakey Foundation with course credit arranged through Harvard), and at the Smithsonian. These opportunities have retained the "best and the brightest" at I.U.P. An active Anthropology Club with behind-the-scenes field trips to the Smithsonian, and historic preservation sites such as Annapolis, etc., has played a role in retaining students who otherwise might transfer to other universities. Our program in general seems to be experiencing a revitalization. Enrollments

are up (28% increase over the past two years); majors are up (nearly doubled in two years), the Anthropology Club is active once again, and research activities have been increasing.

Archaeology has been an important part of this growth. For example, enrollment in AN 244 Basic Archaeology for Fall, 1988 is nearly three times what it was for Fall, 1986. In addition, nearly half of our majors indicate their primary interest in anthropology is in archaeology although some majors seem to begin with an interest in archaeology and develop greater interests in other areas as they take more courses. One of the Anthropology Club's current projects is the restoration and preservation of the White family tomb, and a dozen IUP students participated in a field school and research project conducted by the IUP Archaeology Program this past summer. This was a joint project involving IUP, The New York State Museum and the State University of New York College at Fredonia. Several of these students will be working during this academic year on the analysis of materials recovered this past summer. Finally, through Archaeological Services of the Center For Community Affairs approximately 18 students have been involved in service contracts for cultural resource management work in Western Pennsylvania. Our curriculum revision will allow us to build on our recent success in Cultural Resource Management.

In a related fashion, our Applied Anthropology "track" is designed to encourage student internships, another Long Range Goal of the President. In the past year we have placed students in a wide variety of settings including the Carnegie Museum in Pittsburgh, the Smithsonian Museum of Natural History and the Bureau of Historic Preservation in Harrisburg.

Furthermore, our restructuring will allow us to utilize our faculty more effectively by instituting enrollment management procedures, including course sequencing.

Finally, archaeology and cultural resource management will, through faculty teaching, research, and grant writing, along with student support, provide a valuable community service. Historic and prehistoric preservation impact studies, in particular, are required of projects involving federal and state funds, and therefore are directly tied to regional coal and gas companies. Both Applied Anthropology and Archaeology will increase the University's role in external grant activities. In the past few months the archaeological program has already generated approximately \$65,000. A large National Science Foundation grant (in the range of \$100,000) in cooperation with the New York State Museum is also in process. An efficiently designed program will allow time and energy for grant writing.



### Link with Liberal Studies Program Revision

Also, our proposal includes new and revised courses compatible with recent changes in IUP's Liberal Studies Program. Clearly, our recommended new courses e.g. Cultural Area-Africa AN 271, and modified courses (number changes for Japan and China) are linked with the newly required Non-Western component. Our course on Native Americans (AN 314) will examine the relationship between traditional beliefs and the dominant culture, "use indigenous materials" in the form of ethnographies, and "encourage the student to acquire a cultural appreciation...and the ability to analyze and synthesize information about other cultures." Finally our AN 110, Introduction to Anthropology is consistent with Liberal Studies goals; as proposed it is explicitly intended for non-majors.

### Conclusion

In conclusion, we feel our proposal will stimulate anthropology to play an even more important role in higher education at IUP . As anthropologists we are committed to providing students with an in-depth and holistic understanding of the study of human activities, behaviors, and values. Secondly, the proposed program and courses will better promote the idea that human events must be viewed in the larger contexts in which they naturally occur, and that much of meaning which people attribute to their lives is specific to their cultural surroundings. We feel anthropology's global perspective is essential for a liberal education in a world where our society is no longer isolated from other socio-political systems. The new courses and "tracks" we have created will greatly assist us in our ability to introduce to students to these dimensions and at the same time provide meaningful career options.

**B. Description of the Three Concentrations:**

## GENERAL ANTHROPOLOGY

### BACHELOR OF ARTS IN ANTHROPOLOGY (B.A.)

124 sh

This program in General Anthropology provides the student with a broad background in the four traditional fields of anthropology, coupled with opportunity for specialization, dependent upon individual student interest. The program has been designed for students who intend to seek graduate studies or desire more control over their own curriculum.

As a way of introduction, anthropologists (and this "track") are committed to achieving an in-depth and holistic understanding of human activities, behaviors, and values. To accomplish this they seek training in both socio-cultural theory and observational research methods. Because of their focus on social and cultural theory they have often excelled as critics of grand theories and explanations of the human condition which discount both the diversity and depth of our being and the concept of holism which is central to anthropological understanding.

Anthropologists also believe that human events must be viewed in the larger contexts in which they naturally occur, and that much of meaning which people attribute to their lives is specific to their cultural surroundings. Consequently, they consider themselves comparativists, having a long standing interest in the diversity of human culture, ritual, custom, and form.

This "track" promotes the above goals by offering the student core courses in cultural anthropology, language and culture, biological anthropology, and, archaeology. Further, the "track" requires a strong background in field methods and theory. In addition, a foreign language is required and computer science skills are highly recommended. This "track" offers more flexibility than the others in the program in order to accommodate particular student needs. It is assumed that most students who select this track will seek graduate training.

#### A. LIBERAL STUDIES:

53 - 54 sh

As outlined in the Liberal Studies package with the following specifications:

Foreign Language III and IV required;  
Math 217 (Probability and Statistics),  
Computer Science 200(Intro to Computers) and  
Sociology 151 (Principles of Sociology) strongly  
recommended

B. FREE ELECTIVES

37 - 38 sh

C. MAJOR IN ANTHROPOLOGY:

CORE COURSES:

Cultural Anthropology	AN 211	3 sh
Biological Anthropology	AN 222	3 sh
Language and Culture	AN 233	3 sh
Basic Archaeology	AN 244	<u>3 sh</u>
		12 sh

ADDITIONAL REQUIREMENTS IN ANTHROPOLOGY MAJOR:

I. One methods course relevant to student's interest

Methods of Cross-cultural analysis AN 321

or

Field Research Methods AN 456 3 sh

II. One theory course:

Anthropology Seminar AN 480

or

Modern Sociological Theory SO 447 3 sh  
(with permission of advisor)

III. Three topical area ethnography course:

AN 271, 272, Culture Area Study

and

AN 314 Native Americans 9 sh

IV. Two additional courses in anthropology, numbered  
300 or above, reflecting the student's interest 6 sh

MAJOR TOTAL 33 sh

## ARCHAEOLOGY TRACK

### BACHELOR OF ARTS IN ANTHROPOLOGY (B.A.)

124 sh

Archaeology, the study of culture through material remains, provides an excellent avenue for the student to pursue an interest in anthropology. Archaeological investigations, because they are not dependent on written records, may focus on any portion of the millions of years humans and related hominids have inhabited the earth, including historic and modern times. This fact gives archaeologists an important perspective on cultural diversity and change.

In addition, archaeologists have an important role to play in the preservation of cultural heritage. This is particularly true for those archaeologists working in the United States because of the federal and state mandate for preservation obtained over the last few decades.

A wide range of career paths may be chosen by anthropological archaeologists, in traditional academic spheres, in museums, in federal and state agencies, in private businesses, or in a combination of these areas. Currently there are some job opportunities available to individuals with B.A. degrees particularly in government and in the private sector. The archaeology track is intended to provide specific preparation for students wishing to pursue state, federal, or private opportunities in archaeology and/or cultural resource management. However, an effort is made to provide sufficient breadth within the discipline to prepare students for the graduate programs in archaeology in which they may wish to enroll either immediately upon graduation or eventually.

#### A. LIBERAL STUDIES

53 - 54 sh

As outlined in the Liberal Studies package with the following specifications:

Foreign Language III and IV and  
Math 217 (Probability and Statistics) required;  
Geoscience 121/122 and 131/132 (General Geology I + Lab,  
II + Lab),  
Sociology 151 (Principles of Sociology) and  
Computer Science 200 (Intro to Computers) -  
strongly recommended

**B. FREE ELECTIVES**34 -35 sh**C. MAJOR IN ANTHROPOLOGY****CORE COURSES:**

Cultural Anthropology	AN 211	3 sh
Biological Anthropology	AN 222	3 sh
Language and Culture	AN 233	3 sh
Basic Archaeology	AN 244	<u>3 sh</u>
		12 sh

**ADDITIONAL REQUIREMENTS IN ANTHROPOLOGY MAJOR:****I. Three methods courses:**

Archaeological Research Design and Analysis	AN 317	3 sh
--	--------	------

Archaeological Field School (or equivalent field school at another University with lab component. THIS MUST BE APPROVED BY THE STUDENT'S ADVISOR)	AN 320	6 sh
---	--------	------

Cultural Resource Management	AN 415	3 sh
------------------------------	--------	------

**II. One theory course**

Anthropology Seminar	AN 480	
or		
Modern Social Theory	SO 447	3 sh

**III. Two area courses**

North American Archaeology	AN 315	
or		
World Archaeology	AN 213	3 sh

**Native Americans**

or		
Culture Area Study	e.g. AN 271, 272	3 sh

**IV. One topical course**

Sociocultural Change	AN 401	
or		
Cultural Ecology	AN 420	3 sh

**MAJOR TOTAL** 36 sh

#### D. OTHER RECOMMENDATIONS

A minor in Geoscience, Geography, History, or other approved field is recommended.

An internship (AN 493) also is recommended. Your advisor should be consulted concerning internship possibilities.

## APPLIED ANTHROPOLOGY TRACK

### BACHELOR OF ARTS IN ANTHROPOLOGY (B.A.)

124 sh

The proposed program in Applied Anthropology is a practically oriented track leading to a B.A. Degree. This track combines the quantitative methodological strengths of Sociology with the qualitative methodological strengths of Cultural Anthropology. The objective is to provide students with a background in anthropological method and theory, a cross-cultural perspective, and an avenue to translate this knowledge into action through internships and research. By gaining this unique combination of skills they can pursue employment outside of academic institutions, but possess the knowledge necessary to pursue an academic career.

Examples of career options for applied anthropologists include program design, implementation and evaluation, policy analysis, administrative and managerial development, assessment of current and future human needs and creation strategies for social intervention and advocacy. In consultation with their advisor, each student will develop his/her own curriculum in applied anthropology in order to build expertise in a specific topical area. Such individualized programs can be designed to emphasize topics such as gerontology, medical anthropology, natural resource management, environmental and social impact assessment, economic development, or program evaluation and monitoring.

#### A. LIBERAL STUDIES

53 - 54 sh

As outlined in the Liberal Studies package with the following specifications:

Foreign Languages III and IV,  
Math 217 (Probability and Statistics) and  
Computer Science 200 (Intro to Computers)  
required;  
Sociology 151 (Principles of Sociology) strongly  
recommended.

#### B. FREE ELECTIVES

34 - 35 sh

English 322 (Technical Writing)  
Sociology 231 (Contemporary Social Problems) and  
Sociology 457 (Computer Use in Sociology) are strongly  
recommended.



## C. MAJOR IN ANTHROPOLOGY

### CORE COURSES:

Cultural Anthropology	AN 211	3 sh
Biological Anthropology	AN 222	3 sh
Language and Culture	AN 233	3 sh
Basic Archaeology	AN 244	<u>3 sh</u>
		12 sh

### ADDITIONAL REQUIRED COURSES:

12 sh

#### I. Two Methods Courses:

Applied Anthropology and Field Research Methods	AN 360	3 sh
	AN 456	3 sh

#### II. One Theory Course

Anthropology Seminar or	AN 480	3 sh
----------------------------	--------	------

Modern Social Theory (with permission of advisor)	SO 447	
--	--------	--

#### III. One Area Course:

Culture Area Study or	AN 271,272	3 sh
Native Americans	AN 314	

#### IV. Six Additional Semester Hours Selected from Anthropology courses numbered 300 or above

6 sh

#### V. Internship in Anthropology

6 sh

(highly recommend but may be replaced by 6 sh. of pragmatic  
skill courses upon approval of advisor)

MAJOR TOTAL 36 sh

**C. DEPARTMENTAL CATALOG DESCRIPTION**

### Current Narrative:

The Sociology-Anthropology Department provides opportunity for studies in sociology and anthropology. Students can pursue academic and applied careers in sociology and anthropology (e.g., Clinical Sociology, Applied Social Research, Cultural Resource Management, Archaeology). Each discipline concentrates upon human social life, but emphasizes different aspects of that life. The discipline of sociology focuses primarily upon the analysis of modern industrial societies by examining their basic patterns of social organization, the changes produced within these patterns, and the impact of these patterns on the thought and action of human beings. Anthropology emphasizes the study of human biological and cultural evolution within its four subfields: sociocultural anthropology, physical anthropology, linguistics, and archaeology. Majors can combine basic and applied coursework that weds the "sociological imagination" with the pursuit of practical careers. Students are provided with a breadth of knowledge and a variety of perspectives that allow them to remain uniquely broad thinkers in an age where there is a shortage of those who can integrate knowledge.

The degree programs offered by the department are relevant to a variety of careers and lifetime undertakings. Majors have employment opportunities in professional service, government, or national or international research organizations. Those who go on to do graduate work find appointments at higher levels and in college teaching. Students graduating in sociology and anthropology, as in any of the social sciences, are in demand by employers in business and industry. Majors who choose an applied sociological or anthropological track are successful in finding employment in research or counseling within a diverse set of organizations in various capacities (e.g., social service worker, juvenile counselor, medical sociologist, gerontologist, etc.). Students in archaeology also may apply their knowledge of historic preservation in private sector employment. Those students obtaining applied anthropology skills have many employment opportunities in cross-cultural settings.

Proposed Narrative\*:

The Sociology-Anthropology Department provides opportunity for studies in sociology and anthropology. Students can pursue academic and applied careers in sociology and anthropology (e.g., Clinical Sociology, Applied Social Research, Cultural Resource Management, Archaeology). Each discipline concentrates upon human social life, but emphasizes different aspects of that life. The discipline of sociology focuses primarily upon the analysis of modern industrial societies by examining their basic patterns of social organization, the changes produced within these patterns, and the impact of these patterns on the thought and action of human beings. Anthropology emphasizes the study of human biological and cultural evolution within its four subfields: sociocultural anthropology, physical anthropology, linguistics, and archaeology. **Majors in sociology may select from one of three concentrations or "tracks:" general sociology, clinical sociology, and applied social research. Those students selecting anthropology as a major may choose from the following: general anthropology, archaeology, applied anthropology. Detailed descriptions of each option may be obtained from the Departmental Office.**

The degree "tracks" offered by the department are relevant to a variety of careers and lifetime undertakings. Majors have employment opportunities in professional service, government, or national or international research organizations. Those who go on to do graduate work find appointments at higher levels and in college teaching. Students graduating in sociology and anthropology, as in any of the social sciences, are in demand by employers in business and industry. Majors who choose an applied sociological or anthropological track are successful in finding employment in research or counseling within a diverse set of organizations in various capacities (e.g., social service worker, juvenile counselor, medical sociologist, gerontologist, etc.). Students in archaeology also may apply their knowledge of historic preservation in private sector employment. Those students obtaining applied anthropology skills have many employment opportunities in cross-cultural settings.

\* changes are in bold type