A. Program Student Learning Outcomes

1. identify, summarize and sequence the basic schools of anthropological thought in all four academic sub-fields of the discipline;

2. apply basic qualitative and quantitative sociocultural (ethnographic), archaeological, or osteological research methods and skills;

3. describe, compare and relate human cultures across different regions of the globe;

4. examine human diversity holistically and scientifically, discriminating among and analyzing conceptions and misconceptions of ethnicity, “race,” and human biological variation;

5. identify pragmatic uses of anthropological methods and perspectives in approaching real-world solutions, and identify instances of and opportunities for applications of anthropological tools and ideas in employment and community development, both locally and globally; and

6. communicate information clearly in written and oral forms.

B. Program Student Learning Outcome(s) Assessed

SLO 2 apply basic qualitative and quantitative sociocultural (ethnographic), archaeological, or osteological research methods and skills;

C. Summary of Assessment Process

Classes for which assessment was requested of instructors in 2014-2015:
ANTH 3840 - Folk Religion and Magic  ANTH 4250 - Field Course in Archaeology  ANTH 4260 - Human Osteology Laboratory  ANTH 4280 - Forensic Osteology  ANTH 4910 - Pro-Seminar in Anthropology  ANTH 6200 - Seminar in Archaeology/Prehistory  ANTH 6251 - Advanced Archaeological Field Methods  ANTH 6260 - Graduate Osteology  ANTH 6800 - Seminar in Linguistic Anthropology

BA and MA Anthropology Assessment 2014-2015

These are the instructions given to instructors for conducting assessments in our undergraduate and graduate Anthropology courses during the 2014-2015 academic year. Assessments are designed to minimize investment on the part of faculty and students. We state clearly that assessment information is not used outside of reporting.

1. Undergraduate classes.

This year we assessed the following undergraduate learning outcome:

"apply basic qualitative and quantitative sociocultural (ethnographic), archaeological, or osteological research methods and skills;"

Instructors were requested to collect WRITTEN ARTIFACTS that demonstrated an INTRODUCTORY UNDERSTANDING or a PRACTICAL UNDERSTANDING of the learning outcome above. At least one written artifact of approximately 100 words or fewer should have been collected for each student. Ideally they would design one assignment that directly addressed the learning outcome, but if they already had an assignment that allowed extraction of meaningful information this was acceptable. Creativity was encouraged. Each assessment turned in was scored by the Assessment Coordinator on a 1-5 point basis. Artifacts were to have been submitted electronically, but this was not followed by all instructors, leading to a data management bottleneck. There is not authority provided to back up the assessment coordinator's assumed responsibility of collecting the data.

Those teaching ANTH 3400 4250 4260 & 4280, were to have collected ARTIFACTS that demonstrated MASTERY of the topic. This could have been an exercise that showed they had mastered methods and skills or illustrated material showing their MASTERY.

SUBMITTED PLAN:
1. SLO(s) to assess: 2 (apply basic qualitative and quantitative sociocultural (ethnographic), archaeological, or osteological research methods and skills;)
2. Assessment indicators: Written artifacts (introductory level and practice level). Written and illustrated samples of qualitative or quantitative work from classes (Mastery level).
3. Sample (courses/# of students): Introductory level: 1000 1100 1300 3000
Practice level: 3100 3101 3200 3500 3505 3545 3550 3720 3745 3765 3800 4910
Mastery Level:
3400 4250 4260 4280
4. Time (which quarter(s)): Winter and Spring
5. Responsible person(s): Instructors; WH Gilbert compiles data
6. Ways of reporting (how, to who): Professors and lecturers turn in assessments to WH Gilbert at end of quarter.
7. Ways of closing the loop: Assessment indicators are discussed by ANTH regular faculty.

D. Summary of Assessment Results

Figure 1: Assessment questions scored subjectively on a 1-5 point basis organized by class. Direct comparisons of absolute scores between classes are not implied because scored written artifacts requested from class instructors might have been drawn from class assignments only indirectly related to the learning outcome assessed. Additionally, some instructors were more creative than other's in their assessment assignments, so as a result some assessments in some classes more directly assessed the SLO designated than others. Also, some instructors hand-picked responses that characterized their class, resulting in low sample sizes for some classes.

Artifacts from classes:

Student #3 ANTH 3101
"Another discovery that is significant in charactering human evolution in the Middle Pleistocene is the discovery of an H. heidelbergensis jaw. The lower jaw of the archaic hominin was found near the village of Mauer, just south of Heidelberg, Germany. The mandible is projected to be the oldest of the early European Middle Pleistocene hominins, dating approximately around 500 kya. The Mauer jaw has a mixture of features intermediate between H.CREATECUS and H.SAPIENS. For instance, the mandible has the robust size, very thick and likewise, a receding chin like H.CREATECUS. Thus, it also has small molars, “within the size range for modern humans and the lower end of the size range for the Zhoukoudian H.CREATECUS sample”. The mosaic of features is what made this fossil an important key in understanding human evolution in the Middle Pleistocene."

Student #16 ANTH 3101
"The most important of these African finds come from the sites of Florisbad and Elandsfontein in South Africa, Laetoli in Tanzania, and Bodo in Ethiopia. Bodo is one of the most significant of these other African fossils. A nearly complete cranium, Bodo has been dated to relatively early in the Middle Pleistocene, estimated at 600,000 ya, making it one of the oldest specimens of Homo heidelbergensis from the African continent. The Bodo cranium is particularly interesting because it shows a distinctive pattern of cut marks, similar to modifications seen in butchered animal bones. Researchers have thus hypothesized that the Bodo individual was defleshed by other hominins, but for what reason still remains unknown. In any case, this is the earliest evidence of deliberate bone processing of hominins by hominin. The general similarities in all these African premodern fossils indicate a close relationship between them, closely representing H. heidelbergensis."

Student #7 ANTH 3101
"By the beginning of the Middle Pleistocene period, H. erectus was the dominant hominin species. Compared to modern humans had a relatively small cranial capacity of only 700 to 1,300 cc with a mean of 883 cc (293). They had robust jawbones and large pulp cavities, which allowed them to eat and chew meat more thoroughly than their ancestors, which in turn helped them digest their food and absorb the maximum amount of nutrients. H. erectus had facial features that resemble modern humans, including a more flattened face, a distinct canine fossa, and high cheekbones that are angled away from the jaw. This is the main reason that some paleoanthropologists think that H. erectus is a direct ancestor of modern humans."

Student #3 ANTH 3785
"My goal of the current research project is therefore to study the intercultural interactions among the employees at the Bangkok-based e-commerce company Chilindo, and to see how these relations affect their attitude towards each other and the work they do. Nine different cultures and nationalities are represented by the 76 employees, and I feel compelled to further investigate the role of culture, its effect on employee relations, and on overall business success."
I began my fieldwork at Chilindo on January 12th, 2015 by observing the environment and the people operating within it. Since Chilindo has two different offices, I decided to start with the one with the greatest diversity. As an expatriate in Bangkok, I have access to the field site through employment and no one noticed that I conducted research and fieldwork at the time. I made sure that I was the first one to come to the office in the morning in order to observe the morning greetings among my fellow employees, and then concentrate on how they interact with one another throughout the day. I divided the working day into five different categories in order to be able to observe and interpret the interactions and relations during different times; morning greeting, before-noon work, lunch time, afternoon work, and evenings/goodbyes. It was easier to study the intercultural interactions among the employees of the purchasing department compared to other subdivisions in the company since the purchasing team communicates more directly with one another instead of sitting in front of separate computer screens. The total time of observation and fieldwork at Chilindo was limited to nine weeks, five days per week; a relatively short time for a filed study, but long enough to understand the underlying dynamics of the labor force."

Student #8 ANTH 3785
"My research was about the foreign customers that checked into the hotel. My point of the research was to observe the behavior and problems of the foreign customers during their stay in the hotel then I analyzed why they were facing those difficulties and what restricted them from doing certain things. My research took place at Extended Stay America hotel. (3220 Buskirk Ave, Pleasant Hill, CA, 94523) The hotel allows guests to stay, as many nights they like. Hotel has contracts with many companies in the Pleasant Hill area, which offers reasonable rates for their employees to stay. My research was about 14 and half days where I studied not only the foreign customers but also the front desk employees and housekeepers because that helped me understand the communication techniques they both used between them and the foreign guests. I was interested in researching this topic because I was curious to find how these foreign people managed their journey in the hotel stay...I also interviewed two groups of people. First, group was a hotel staff where I gathered all the information about the hotel system and how they check-in guest and what do frequently asked questions from the foreign guests. My method of research was based on surveys and asking questions. I also took pictures of the location to better analysis the same people I observed during my research."

Student #1 ANTH 3200
"The primary goal of dating in archaeology is to establish an absolute age for events that happened in the past. A relative date, determining if an artifact is older or younger than another, can be obtained using techniques like stratigraphy in the layers and deposits in the ground or gradual environmental change can be observed in deep ocean cores. An absolute date, which relies on a time-dependent process, uses methods like dendrochronology and radioactive clocks based on the rate of decay of radioactive isotopes. Other absolute dating methods involve studying signals from electrons trapped in the crystalline structure of minerals."
Chronology is a system used for measuring time. It consists of relative and absolute chronology and each has its unique use in archaeology. Relative chronology is meant to establish if something is older or younger, relative to something else using time and culture. The techniques used are stratigraphy and seriation (group things into likely contemporary assemblages). Absolute chronology places the age of sample or event into an absolute chronometric time scale, by employing the use of dendrochronology, radioactive dating, obsidian hydration or thermoluminescence, among others. With absolute dating, archaeologists get a more accurate date on a sample.

ANTH 1300 Question posed for assessment:
Sex (what is between your legs) is what you are born as, male or female, while gender (what is between your ears) is what you are shaped and conditioned to be by your culture and society. In other words, sex is between your legs and gender is between your ears. This morning you woke up as your opposite sex and gender. Use two paragraphs and a concluding paragraph to describe how your worldview shows continuity and change and how you will treat and be treated by your former sex/gender.

Student #1 ANTH 1300
"Sex, or what is between your legs, is what you are born as, and gender, or what is between your ears, is what you are made in to. Sex used to be viewed as strictly binary --male and female-- but recent research on the bi-potential gonad (Uncle Dave in class) reveals that our genetic chemistry is perfectly capable of producing “normal” hermaphrodites and LGBTQ. Here, what you are made into by culture and society --man or woman—runs into sex, because someone may feel, despite societies best efforts to “shape and condition” (Uncle Dave in class) them into believing otherwise, that they are a woman trapped in a man’s body, or a man trapped in a woman’s body.... The genetically inspired chemistry test that is us appears capable of producing infinite “normal” variation."

Student #2 ANTH 1300
"If I woke up as a man my first shock of the day would be standing in front of the mirror naked and seeing my new male sexual organs. How do I use these things? My body and mind now filled with testosterone are dressed and off to see the ladies. I am now a confident Mexican American young guy."

Student #3 ANTH 1300
"The change, no chores for me, let my sistah do those, and I am no longer criticized for wanting to go away to school; us girls have to stay close to home and take care of our parents. No more curfew, now I can stay out as late as I want because boys will be boys. Continuity, but having been a Mexican-American woman I will treat the gender I used to be with respect. No kissing and telling, no bragging about getting-some, no breaking up first so you can humiliate your girl friend, and especially no two timing. It will be hard, because my Mexican American guy friends will call me out as weak towards the opposite sex, but I will take what they say and maybe change some minds. Sex, or what is between your legs, can mix-it-up with gender, or how your society shapes and conditions you to be a woman or man, when our reproductive chemistry is altered and normal variation is born outside strictly male and
female. I would definitely experiment, and take opportunities only offered to guys, but I would also be kinder to girls because I know what it was like to be a girl and to be disadvantaged by them."

**ANTH 1000 Question posed for assessment:**
What does the recent evidence from the Neanderthal DNA contribution to the modern human gene pool mean regarding the assignation of Neanderthals to their own species (i.e., *Homo neanderthalensis*)? Should Neanderthals be renamed *Homo sapiens*? Or should we be considered *Homo neanderthalensis*? What does this mean for determining “what it means to be human”? Are Neanderthals human? hint: [http://www.pbs.org/wgbh/nova/evolution/are-neanderthals-human.html](http://www.pbs.org/wgbh/nova/evolution/are-neanderthals-human.html)

**Student #1 ANTH 1000**
"When it comes to the DNA between humans and Neanderthals they clearly have different genomes than any human that’s alive today. Svante Paabo, a geneticist at the Max Planck Institute of Evolutionary Anthropology and some of his colleagues uncovered an entirely new source of evidence about the DNA of Neanderthals. They started with fossil from Neander Valley and were about to extract bits of DNA that had survived tens of thousands of years. From there they were able to assemble the fragments into an entire Neanderthal genome. Paabo estimated that Neanderthals and humans share a common ancestor from 800,000 year ago and its possible that the groups had separated where some stayed and others expanded out of Africa. They talk about how interbreeding is not something common, because when one species has been isolated from another then they become new species with changes of their environment. Those changes are enough that the two species would not be able to breed together, but is not well supported. Europeans and Asians carry a small portion of DNA inherited from Neanderthals while Africans do not. The best explanation claims that, after human’s expanded out of Africa they encountered Neanderthals and interbred. This could have happened around 400,000 years ago. If we stick to the Biological Species Concept, then we are a single species, but not all agree with this argument. I don’t believe that Neanderthals should be renamed “homo sapiens” because that would entail that they do and feel the same emotions and thoughts that we do. We can’t go that far in assuming that they had a similar thought process as we do today. Obviously humans today are more complex, emotionally, physically and mentally. What it means to be human would be our language, how we interpret other people and our surroundings with language. Humans use music and exploit our species just to get the rest of the world to pay attention. WE are very different species than what Neanderthals are. Plus, we can only guess what we may think these artifacts we find are really “instruments” tools and jewelry ect, there’s no hard evidence what it was actually used for or if it was made on purpose or by chance. To be human I believe, is a more behavioral state. Mainly because we don’t look that much different than our ancestors the Homo neanderthalensis. Yes they were hairier and had some facial features that were broader, but that shouldn’t be a definition of what is human. Life was so very different then, their environment didn’t include, housing, buildings, hospitals, malls and all the modern technologies we have today, so of course
behavior is going to be different. They were primitive because that’s what their surrounding environment made them to be. They weren’t able to walk to a grocery store or drive to a fast food restaurant to have their food waiting for them, they had to be violent and hunt for themselves. At first it seemed like being human was just falling under the categories of looking and speaking like a human, but now it’s become more than just what’s on the outside but what we are genetically made up of and how language has changed all of that. Resources: Zimmer, Carl. 20, September 2012. “Are Neanderthals Human?” http://www.pbs.org/wgbh/nova/evolution/are-neanderthals-human.html

Student #2 ANTH 1000
"Recent evidence shows that Homo sapiens or present humans (Europeans and Asians) share a small portion of Neanderthal DNA. This might prove that Neanderthals did not go extinct at all but survived and reproduced to the extent that Asians and Europeans carry a small portion of Neanderthal DNA. It was not said whether the other currently existing human races other than Europeans and Asians carry Neanderthal DNA. Therefore, I suspect that Neanderthals might be renamed as Homo neanderthalensis in the future for the fact that their DNA helped create races that are now known as Europeans and Asians. In terms of determining "what it means to be human", this means that Neanderthals also had the capacity of intelligence (not as much capacity that current humans have now) to create tools such as spear blades, stone knives and even jewelry (painted shells). In conclusion, from reading the article "Are Neanderthals Human" by Carl Zimmer on PBS NOVA ScienceNOW, it might be rather fair to regard Neanderthals as human or early human."

Student #2 ANTH 1000
"The Neanderthals were indeed human. It was even stated in the link that just because the skulls had a distinct look that differed from the other species that were found, that it didn’t “disqualify it as a human”. He looked to Europe as his basis for clues, he believed the closest races that the Neanderthals would’ve fit in with would be the Irish for their diet and ancient Scandanavia for areas that resided in, clothing and their manner or speech. However, this was only a theory from Hermann Schaafhausen, an anatomist from Bonn, as it was proven to be Homo neanderthalensis by William King, an Irish geologist, who disagreed mainly because of the braincase of being more ape-like with its prominent brow. The Neanderthals shouldn’t be called Homo sapiens because they are very different from each other, mainly because of the different features they contain. Homo sapiens were found to be more closer to human because of their small skulls in comparison to the stocky and heavy Neanderthals. I believe that the Neanderthals were the stepping stones for Homo sapiens because the latter was proven to have been the more successful in surviving because of the upgrades they had evolved from culture to diet."
Student #1 ANTH 3800
"Participant observation is extremely important with applying Ethnography. It allows the researcher to understand language in context instead of an outsider. Participant observation is when researchers live with in their target language group in order to see the language used in it's unfiltered and intended manner. This allows the researcher to acquire subtle skills and cultural nuances that the language has that would otherwise be misunderstood if the language was studied independently. Subtleties such as intonation, silence usage, and social etiquette are extremely important in all cultures and can often dictate how language is used."

Student #2 ANTH 3800
"When my friends ask me what an ethnographer does, I explain that it is research done with the community that you're interested (studying) in. That becoming a participant observation is part of doing the research, and doing so you have to immerse yourself into the community that you are studying, you don't just sit back and observe them, but get involved in their everyday lives by participating in daily activities, learning the language, and asking questions. By involving yourself in their social settings you learn how and why they do the things that they do, and get an inside perspective on their lives. This is a good way to learn about intercultural communication by getting involved in these people's lives and learning their language."

Student #3 ANTH 3800
"Participant observation is when the observer, which would be you, observes a community by being apart of the community. In order to fully understand how a community works, you need to immerse yourself in their culture. You can do this by participating in their daily activities, keeping an open mind (do not judge how they live their life by comparing it to yours), talk with people of the community and you must spend a long time in that community in order to get as much information as you can. It is important to use this method because you can understand how they live and be able to communicate with the natives by not offending them. It is important to correctly communicate with them because this is your study and you must respect the culture."

Student #1 ANTH 3000
"By observing and participating with these children I would be able to get their take on how they feel about reading as well as being able to gauge the home life and participation of the parents from a really young age to the abilities of reading. I think that if I was to just take statistics that were given, or take adults versions of their children’s abilities there would be no way that they would admit if they did not feel that reading to their children is a priority or say they do not help with homework. In addition if you have an illiterate child there is no way they would be able to accurately fill out a survey or be able to write exactly what happens within their homes. When dealing with children I think that it is important to gain their trust to make
them comfortable with you, and be able to see how they work and study their reactions to things. Also, by participating in the class as an observer I would be able to measure their progress and keep detailed notes of events that happen in their lives that may have effects on their learning abilities. I don’t think that a child would be able to open up to a one time interview with a person asking personal questions like does your mom or dad read to you, how long do you spend on homework, who is home with you after school, is there a lot of yelling in your house. All of these could be indicators as to why a child would or would not be able to read and could only be extracted over time through participating with the child. I would also argue that if there was a way to study one child all the way through high school, and find out how their life progresses and their learning abilities we would know more about how the early childhood experiences really matter with producing successful adults.

Student #2 ANTH 3000
"Participant-observation conducted through the methods previously discussed would allow me to obtain insight on the effects of Obama’s new immigration amnesty program and the expansion of the DACA immigration program as perceived by both illegal and legal immigrants located in the city of Los Angeles. A major aspect of these policy changes involves the status and situation of children and youths who are illegal or offspring born in the U.S. to parents are illegal. Any other methods to collect research, such as one-time interviews or questionnaires, possess a small chance of being utilized due to the risks of illegal immigrants being exposed and the discomfort that illegal immigrants, especially children, normally possess when they are being interviewed or inquired of personal information. Furthermore, illegal immigrants who are undocumented are more than likely going to resist sharing their legal status and any information with someone who they are not familiar with. A certain level of trust and comfort must be present in order to conduct successful research methods such as interviews and questionnaires."

Student #3 ANTH 3000
"The participant-observation would help me on my research in many ways. By doing this method, my research will give more insightful information about the Muslim community and how they live their lives and their traditions, while living in a judgmental world. This method will also help me get true data that is only possible through this method. If I had done an interview that outcome wouldn’t had been accurate and impactful to my research and personal perspective. Interviews only give you common sense questions that can be done to any one. This information collected through interviews can be inaccurate to my research. Having the time to actually participate in this community could bring me more details of the Muslim life and how they are being affected by stereotypes. I want my research to be like Bourgois, and do the right participating-observation research. I want to be there and make myself participate in common activities that they invite me to. "
ARTIFACTS FROM UPPER DIVISION CLASSES

From 4280
LEVEL MAP & POINT PLOTTED ARTIFACTS FORM
CSU East Bay – Alviso Adobe Project – Spring Quarter 2015

Unit Name: C  Level: 2  Recorder(s): Santos/Santos

Site: Alviso Adobe 2015  Datum Name/Elevation: CD/130cm

Point-Plotted Artifacts (Use reverse in >4 plotted artifacts in level)

FS#  Object  Northing  Easting

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SCALE
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LEGEND

\( \square \) = ceramic
\( \square \square \square \) = outside boundaries
--- = gravel boundary
\( \times \) = gravel
\( \| \) = tree root
\# = rodent activity

Notes: Small triangular piece of white ceramic found near E corner. No FS assigned. Level 1 filled with gravel. Clay, worms also present. Large tree root ran through unit signs of rodent activity.
E. Suggestions and Recommendations for the CLASS FACT Project in the Future

Assessment is difficult. It is time consuming, and the results are of moderate analytical value due to the manifold biases and conflicts of interest inherent to such a process. On the other hand, standardized testing has many biases and flaws also, course grades are always given relative to the performance of other students in the university, and reports on graduate's career/life performance are almost wholly anecdotal and with dismal sample sizes.

As a comparative device between departments or universities, assessment is flawed, but as an internal tool it has many merits. The Department of Anthropology has for many years had some structural issues with lecturer management related to entitlement and seniority. In some cases, one quarter's emergency hire (if a previously scheduled instructor backs out) has become a deterrent to effective downstream recruitment.

Assessment gives us the opportunity to streamline the process of instructor evaluation and expertise-alignment, and we plan to use semester conversion as a transition point to a new system.

First, for courses primarily taught by instructors, course syllabi will be drafted and made mandatory. These syllabi will stipulate Learning Outcomes and an evaluation of student retention of these outcomes.

It is not possible to REQUIRE instructors to add a specific exercise to a class. Compliance with assessment is, for this reason, voluntary in terms of a chair's ability to request directly in any particular quarter. But it is possible to say that assessment is mandatory. Thus, repeated non-compliance with department-mandated assessment can be grounds for reassignment from a class. This policy will also have the effect of making it much less awkward to ask instructors to administer assessments.