

Department of Anthropology
Assessment Report
October 11, 2005

A. Undergraduate Programs (Minor, BA)

1. List Learning Outcomes for Major

- To teach students to think anthropologically, specifically to include cross-cultural perspectives, and an emphasis on unity and diversity in understanding humans and our ancestors.
- The student of anthropology gains a basic understanding of the origin and development of humanity.
- Anthropology fosters critical understanding of cultural assumptions and develops active learning modes.
- Anthropology provides a holistic understanding of how biological evolution and cultural histories interact.
- Anthropology students will understand how populations adapt and communities empower themselves.
- Anthropology students will acquire biological and/or cultural knowledge of the Pacific and Asian regions where there have been extensive movements and connections among diverse populations.
- Students will have the opportunity to learn various methods employed by anthropologists from a variety of sub-disciplines and specializations.

2. Where are SLOs published?

- Anthropology website <http://www.anthropology.hawaii.edu/>
- UH catalog, <http://www.catalog.hawaii.edu/academic-units/arts-sciences/departments/anth.htm>
- Anthropology Department Brochure

3. How do SLOs map onto the curriculum? (see Table 1)

In addition to 7 bulleted items above, this table also shows GE requirements that courses fulfill (Foundations, Diversification, and Focus), and identifies new or recently revised courses.

4. What methodologies are used to collect data?

What instruments are employed?

- Student evaluation surveys, using CAFÉ and/or Department's paper form
- Faculty evaluations of upper division course syllabi and course requirements (to begin in 2005-2006)
- Discussions from faculty meetings

- Discussions from caucus meetings of faculty from sub-disciplines or specializations
- Curriculum Committee meetings that have targeted undergraduate students, majors, other anthropologists in the University and the community,
- Occasional meetings with Anthropology undergraduate majors
- Informal meetings between faculty mentors and undergraduate major mentees

What was the nature of data?

- Perceptual indicators include student surveys, meetings with undergraduate majors as a whole, or in person, Curriculum Committee meetings with students
- Performance indicators include faculty initiated discussions of undergraduate majors, student performance on course laboratories or in field settings

When were data collected?

- Evaluations are conducted at the end of the semester; meetings occur throughout the year
- Student performances on labs or in the field occur within the term the courses are offered, faculty assessments of undergraduate student performance occur through the year during faculty meetings

What population covered by assessment?

- Majors are the primary target of our limited assessment at this time; the minor program is too new and has too few students at this time; virtually all courses are evaluated by students
- Students in specific courses

Who were actual subjects?

- Students in Anthropology major required and upper division courses
- Students in AN 151 or in other laboratory-based courses or field courses are assessed in terms of their performance throughout the course by the instructor
- Students in Anthropology HAPI courses who complete end of the semester surveys regarding the relevance of the class to HAPI objectives

What is the size of your assessment relative to student population?

- Approximately 25%

How many students were actually sampled?

- This information is not immediately available but at least 200

How many provided data vs how many solicited?

- For student evaluations, approximately 75% of students complete.
- For evaluations of syllabi and course requirements, all faculty who teach courses required for our majors must submit materials.
- For evaluations of syllabi and course requirements, we are initially assessing only those that are taught as writing intensive, or which focus on oral presentations or ethical issues.

5. How were data used to inform decisions concerning curriculum

- longer taught or that were not relevant. We added courses to track new developments in the discipline. We have revised a number of courses.
- We added undergraduate ethics course and a course on indigenous anthropology to highlight growing concern in anthropology on impacts of research on local communities and the role of native groups in generating anthropological knowledge.
- We bolstered the ecological and medical anthropology undergraduate course offerings.
- We have increased the number of cross-listed courses to encourage more interdisciplinarity in anthropology.
- We provide financial assistance to undergraduates who wish to attend field training programs that we offer or that are offered by other colleges and universities.
- We began undergraduate mentoring, assigning a faculty mentor to each undergraduate major.
- We began a System-wide Cultural Anthropology caucus.
- Data on course syllabi and course requirements will be evaluated by Curriculum Committee and recommendations forwarded to instructor

6. General Education Assessment

Student Proficiency in information accessing and processing methods

- More than 20 of our upper division courses are taught as writing intensive, which require the preparation of a research paper. Such papers require the use of library and other sources for accessing information about the topic of such papers.

Student Proficiency in problem-solving and oral communication methods

- Six of our upper division courses are taught as an oral communication focus requirement.
- Fifteen archaeology, cultural and physical anthropology courses include labs or field exercises that require students to solve problems in order to successfully complete assigned activities and tasks.

Student training in modes of inquiry and analysis appropriate to the field

- We offer field training programs in archaeology and cultural anthropology on a regular basis, most often during the summer. These training programs place students in actual case studies involving data collection/recovery that would be employed by anthropologists
- We offer a variety of methods courses for our majors, particularly in physical anthropology and archaeology where labs are a standard component of instruction. Cultural anthropology has added an upper division classroom based field methods course where students are introduced to the primary modes by which anthropologists collect information on contemporary groups and some of the methods by which these data would be analyzed.

B. Graduate Program (MA, PhD) The graduate program grows out of faculty commitment to active research and lifelong scholarship. Our research is conceived in cooperation with communities where we work. Primary research enables us to convey our enthusiasm for scholarship to the next generation, while providing students with opportunities and funding. We are also committed to communicating our findings to the public, particularly those among whom we conduct research.

1. Learning Outcomes for MA students

- Students with an MA in anthropology are expected to be able to perform a variety of professional activities within in the subfield (cultural, archaeology, physical) and/or the specialization (ecology, medical, discursive practices) that they choose.
- For all subdisciplines this would include an ability to supervise field and lab (where appropriate) research on humans and their cultural practices, especially as situated within dynamic social and natural environments.
- Students should be capable of undertaking specialized analyses in their area of expertise (e.g., ceramics, human osteology, oral histories) to implement their research on human culture and/or biology.
- MA students in anthropology should be able to develop and implement research or other information gathering plans involving fieldwork.
- MA level students can be expected to prepare descriptive and analytical reports based on field and/or archival research.
- At the MA level, anthropology students would be able to provide written assessments of the value and significance of cultural materials, behaviors and/or strategies that are the focus of a study, assessment, or investigation.
- Students actively research the role of culture in human affairs, whether it be from a historical standpoint, evolutionary or biocultural perspective, or among contemporary groups.

Learning Outcomes for Ph.D. students

- Students with a Ph.D. in anthropology are expected to be able to develop and complete independent research that involves significant theoretical or methodological issues within the discipline pertaining to cultural processes and/or biological mechanisms.
- At UHM, we have a particular focus on the anthropology of Hawai'i, Asia, and the Pacific and all of our doctoral students should be able to contribute to the understanding of culture and/or biology within this region.

- Doctorates in anthropology should also be capable of organizing a complex research program involving the study of human behavior, culture, and/or history, identifying funding for this program, and successfully competing for grants or contracts to support research.
 - Anthropology doctorates at UHM should be capable of presenting basic anthropological (or subdisciplinary) concepts as instructors at the college and/or secondary levels. Ideally doctorates in anthropology will have had some experience teaching or participating in teaching at the undergraduate level.
 - Doctoral students are expected to contribute to the development of the discipline, as an area of intellectual inquiry involving the concept of culture and the relations between culture and other domains of human experience. Contributions to profession in this arena can be made through a variety of venues: conferences and meetings, professional associations, public presentations.
 - There are a variety of professional options for doctoral students in anthropology. For those who wish to pursue research careers, they must be able to communicate their findings or results via peer reviewed articles, book chapters, books or monographs. Effective writing skills are essential, as are skills that identify significant problem areas for research on human culture and/or biology and develop these areas into realistic and reliable conclusions where the role of culture in human affairs is highlighted;
 - For those who wish to pursue non-academic careers, they would nonetheless need to be able to effectively communicate to their colleagues and the public the areas in which anthropology can contribute valuable insights and analyses. It may also be necessary to assess the outcomes of studies and other investigations where cultural processes might be expected to play a significant role.
2. Where are the SLOs published?
 - On the Department's website and in printed materials that we provide prospective graduate students and to students when they enroll in the program.
 3. How do SLOs map on to curriculum?
 - See Table 2, a listing of courses in anthropology that satisfy graduate requirements. Students have a range of options to meet the learning outcomes as they are relevant to their area of specialization.
 4. What population is covered by assessment?
 - All graduate students are covered by our assessment activities.
 5. Describe all assessment events and devices.

- Graduate students are evaluated each year by the graduate faculty in Anthropology. The goal of this assessment is to track progress in the graduate program and to identify issues regarding students' achievements.
- All entering graduate students are required to enroll in a one credit pro-seminar for two semesters. While one of the purposes of the pro-seminar is to encourage attendance at Anthropology colloquia (approximately 8-10 per semester), students also meet on off-colloquia weeks with the convener of the course, which thus far has been the Department chair. A number of topics are covered—funding for graduate education and research, integrating outreach activities into research, developing a portfolio of professional accomplishments (i.e., webpage, presentations, work history, publications, etc.), and identifying what constitutes successful graduate education experiences. All of these sessions offer students a chance to indicate their interests and preferences, describe what they hope to get out of their graduate education, and to learn what others are doing in the program.
- We offer a 3 credit graduate seminar on professional development that is recommended for all MA students, especially those who are completing Plan B (three papers). This seminar serves as a capstone course experience for students and, students develop a variety of materials that reflect their anthropological expertise and focus. These include: a webpage and curriculum vita, identification of funding agencies for their research, a small research proposal, a presentation that they are required to give in class, as well as in another public setting (e.g., professional meeting, public talk). Students also discuss issues related to ethics in anthropology.
- All MA students complete three papers or write a thesis. These written materials integrate their research and education. Two of the three papers are research focused; the third is a research proposal. The thesis is a sustained research project involving the development of a research problem, empirical study of some body of data or information relevant to that problem, and the analysis and assessment of the evidence derived from the study to the original expectations. In addition to the written materials, students are examined in a formal meeting with a three member faculty committee. Here students are expected to summarize their work and respond to questions or issues that faculty may raise with respect to their findings or projects. Both the papers and the oral exam include an assessment by faculty committee members of the student's accomplishments and competency.
- Students may be recommended for advancement to the PhD program upon completion of the MA requirements. A meeting of all committee members and faculty within the department with whom the student has studied takes place before such recommendations are provided. Students are assessed based on their overall work in the program, the results of their MA papers or thesis, and the oral defense.
- All PhD candidates must complete a comprehensive exam that consists of essay questions on five topics. Each topic is assigned to one member of

this PhD committee and the student develops a reading list in consultation with that member and the committee chair. Topics must be general and reflect the range of competencies that the student has identified in consultation with the committee chair. From the reading list, the student identifies key issues or debates as well as recent advances or findings. Students complete a written exam on questions developed by each committee member and approved by the committee chair. An oral exam follows the written exam. Students are evaluated on both the written and oral portions of the exam and are provided an assessment in writing by the committee

- All PhD students complete a dissertation and have a formal, public meeting to present and discuss their research with a five member faculty committee. Doctoral research must address a theoretical and/or methodological component, as well as include an empirical study of some set of cultural or human biological data. Many students give a presentation to the Department prior to their dissertation defense. Students must defend the dissertation research and the written materials contained within the dissertation itself. Faculty on the committee evaluate the dissertation and the defense and recommend to either pass or fail the student.

6. How do graduate students contribute to your discipline?

- Students in anthropology are encouraged to present their findings in public venues. Graduate students organize a brown bag seminar series each year where they present the preliminary results of their field and laboratory research. Graduate students organize a yearly conference where 10 to 15 students present their research. A number of graduate seminars, including AN 695, Development of Professional Skills, require students to give a presentation at the end of the term. One or two graduate students present their research in the Anthropology colloquium series each year. Our colloquia are publicized, scheduled into a small lecture hall, and are generally well attended by as many as 70 individuals. Graduate students are also encouraged to participate in various campus presentations, i.e., the SHAPS annual conference, East-West Center graduate student conference. Every graduate student will give at least one of these presentations.
- Students in anthropology are also encouraged to attend and give presentations at professional conferences. Local professional organizations or those that meet regularly in Hawai'i provide one outlet for making presentations, such as the annual Society for Hawaiian Archaeology (SHA) Meeting or the Association of Social Anthropology in Oceania (ASAO), which holds its meeting every other year in Hawai'i.
- Many of our students also attend national and international conferences where they present their research. Typically, this will involve students nearing the completion of their MA program or students in the doctoral program. In addition to anthropology-related meetings, students also give presentations at area-specific (e.g., the Indo-Pacific Prehistory Association meeting) or topic-specific meetings (Ethnobiology meeting).

It is not uncommon for our senior graduate students to organize sessions at these meetings.

- There are differences in expectations for publication across the sub-disciplines in anthropology, with archaeology, physical anthropology, and medical anthropology students more likely to publish prior to completion of their terminal degrees. Among those parts of the program where publication is expected, students will vary depending on their commitment to pursuing a faculty position at a university or college, as compared to a position in the government or in the private sector. We post student publications, presentations, and awards on the Anthropology website.
- It is also important for graduate students to be competitive in terms of fellowships and grants, and assessment should include this as well. About one-third of anthropology graduate students have external support (i.e., from the East-West Center, National Science Foundation, Ford Foundation, Fulbright program, and various international organizations) and we encourage students to apply for funding. Virtually every doctoral student applies for research funding when undertaking her/his dissertation projects. Anthropology has been very successful in garnering NSF dissertation improvement grants; least five students have earned these awards in the past three years.

7. What attempts to monitor post-graduate professional activities? What professions? How successful?

- We keep an alumni database of all of our graduates that includes their current address and professional activity. This database was begun in the mid 1990s.
- Our students are employed in a variety of professional positions, virtually none of them are unemployed.
- Approximately 25% of our students remain in Hawai'i to work. They work at UH Mānoa, UH West O'ahu, the Community Colleges, HPU, and Chaminade University. They are employed in state government, particularly the Departments of Health, Land and Natural Resources, Education, and the Legislature; as well as the federal government, in the Departments of Defense, Commerce (NOAA), State (East-West Center) and Interior (NPS). There are also approximately 50 graduates of our program who work in the private sector, for the most part as archaeological or physical anthropology consultants or employees in these consulting firms. Several cultural anthropology graduates have established their own companies or non-governmental organizations to work with native groups or in areas where they specialize.
- Some of our students work as faculty at UH Mānoa, the Medical School, Nursing School, Indo-Pacific Languages, and SHAPS.
- Former students have recently held faculty positions at a variety of universities, colleges, and museums in Auckland and Otago in New Zealand, Singapore, Cambodia, Philippines, Australia, Norway, London,

and in the US, in Oregon, California, Illinois, Virginia, South Dakota, Washington, South Carolina, Pennsylvania, Washington D.C., and Florida.

- The current Director of the Research Corporation of the University of Hawai'i is an alumni of the Department.
- We now spend more time preparing our students for life after their graduate degree. This includes informal advising, but also coursework and offering workshops that will enhance their job skills (e.g., in geographic information systems). It is clear that generally students are more satisfied with the education they have received and most find employment at the level at which they are capable of succeeding.

8. How were assessment data used to inform decisions about curriculum and administration?

- Graduate requirements in anthropology have been modified over the past few years based on our assessment of students completing the program. We added the pro-seminar requirement as a means to introduce the program and establish each incoming cohort of graduate students. Previously, a few entering students drifted through the program without much direction, and were more likely not to complete the program.
- We added the Professional Skills Development seminar to serve as a optional capstone experience for students, especially MA students doing Plan B. While all students have written requirements and an oral exam at the conclusion of their degree program, we felt that this seminar would help direct students towards the next step in their development, whether it be to continue on towards a PhD or to seek professional employment. And while this seminar was created with MA students in mind, we have found that PhD students also enroll in this course.
- A new course requirement was established for entering students. In addition to completing a core course in two of the four sub-disciplines, students must take another upper division or graduate course in a third sub-discipline. This requirement was added to strengthen our commitment to anthropology as a four field discipline and to encourage students to maintain some breadth in their graduate educational program.
- We added a formal review of students completing our MA program and who wished to enter the PhD program. Where previously this had been done by balloting, we now ask that faculty who served on the student's committee or who had the student in a course attend a meeting to evaluate the student's application for admission to the doctoral program. This serves to better assess students' likelihood of successfully completing the doctoral program based on their performance in the MA program.
- We reinstated an annual review of students' progress and achievements after concerns were raised about efforts to identify those students who might not be reaching their potential or whose advisors might not be supervising them sufficiently.

Table 1. Undergraduate courses in anthropology, showing fit with diversification and general education attributes and seven general learning outcomes.

Undergraduate Anthropology Courses	Founds, Diversity	Focus	New, Revised	Major Req	Cross-cult Perspectives	Origins & Development	Critical Think, Laboratories	Evolution & Culture	Adaptation & Change	HI, Asia, Pacific	Methods
ANTH 151 - Emerging Humanity	FG		Y		X	X	X	X	X	X	
ANTH 152 - Culture and Humanity	FG		Y		X		X				
ANTH 165 - Heritage Sites in Archaeology	DS	HAPI	Y	Y	X		X				X
ANTH 200 - Cultural Anthropology	DS		Y	Y		X	X				X
ANTH 210 - Archaeology	DS			Y			X				X
ANTH 215 - Physical Anthropology	DB			Y			X				X
ANTH 300 - Study of Contemporary Problems	DS						X		X		
ANTH 303 - Technology and Culture	DS				X	X	X	X	X		
ANTH 305 - History of Anthropology	DS			Y		X	X	X			
ANTH 307 - Theory in Contemp Anthropology	DS					X	X	X			
ANTH 308 - American Culture	DH	WI	Y							X	X
ANTH 310 - Human Origins	DB					X	X	X	X		
ANTH 313 - Visual Anthropology	DH				X						
ANTH 315 - Sex & Gender (CL)	DS				X			X		X	
ANTH 316 - Anthropology of Tourism	DS	WI, HAPI, O, E	Y		X		X				
ANTH 321 - World Archaeology I	DH	WI			X		X	X			
ANTH 322 - World Archaeology II	DH	WI			X	X	X	X			
ANTH 323 - Pacific Island Archaeology	DH	WI, HAPI				X	X	X		X	
ANTH 330 - Social Organization	DS				X	X					
ANTH 345 - Aggression, War & Peace (CL)	DS		Y		X	X		X	X		X
ANTH 350 - Pacific Island Cultures	DH	WI, HAPI			X		X	X	X	X	
ANTH 370 - Ethnographic Field Techniques	DS	E	Y				X			X	X
ANTH 380 - Archaeological Lab Techniques	DH						X			X	X
ANTH 381 - Archaeological Field Techniques	DG						X			X	X
ANTH 384 - Skeletal Biology	DB						X	X	X		X
ANTH 410 - Ethics in Anthropology	DS		Y		X		X				
ANTH 413- Language and Gender (CL)	DS										
ANTH 414- Intro to Linguistic Anth (CL)	DS										
ANTH 415 - Ecological Anthropology	DS				X	X	X	X	X		X
ANTH 416 - Economic Anthropology	DS	WI			X				X		X
ANTH 417 - Political Anthropology	DS	WI			X						X

Table 1. Undergraduate courses in anthropology, showing fit with diversification and general education attributes and seven general learning outcomes.

Undergraduate Anthropology Courses	Founds, Diversity	Focus	New, Revised	Major Req	Cross-cult Perspectives	Origins & Development	Critical Think, Laboratories	Evolution & Culture	Adaptation & Change	HI, Asia, Pacific	Methods
ANTH 418 - Anthropology of Homosexualities	DS	WI			X		X				
ANTH 419 - Indigenous Anthropology	DS	HAPI, E, O	Y		X		X			X	
ANTH 420 - Communication & Culture	DS	WI	Y		X						X
ANTH 422 - Anthropology of Religion (CL)	DS				X						
ANTH 423 - Social & Cultural Change	DH				X						X
ANTH 424 - Culture, Identity, and Emotion	DS	WI	Y		X						
ANTH 425 - Medical Anthropology	DS	WI			X				X		X
ANTH 427 - Food, Health, & Society	DS	O			X		X				
ANTH 428 - Body, Biopower and Cyborgs	DS	O	Y				X		X		
ANTH 430 - Human Adaptation to the Sea	DS				X						
ANTH 435 - Human Adaptation to Forests	DS				X				X		
ANTH 444 - Spiritual Ecology (CL)	DS		Y		X		X		X	X	X
ANTH 445 - Sacred Places (CL)	DS	O	Y		X		X				
ANTH 446 - Southeast Asian Cultures	DS				X				X	X	
ANTH 447 - Polynesian Cultures	DS	H			X			X	X	X	
ANTH 448 - Micronesian Cultures	DS				X			X	X	X	
ANTH 449 - Melanesian Cultures	DS				X			X	X	X	
ANTH 455 - Human Biology of the Pacific	DB				X	X		X	X	X	
ANTH 458 - Forensic Anthropology	DB						X				X
ANTH 461 - Southeast Asian Archaeology	DH	WI				X			X	X	
ANTH 462 - East Asian Archaeology	DH	WI				X			X	X	
ANTH 464 - Hawaiian Archaeology	DH	WI				X			X	x	
ANTH 468- Archaeol Theory & Interpretation	DH	WI				X					X
ANTH 469 - History of Archaeology Thought	DH	WI				X					X
ANTH 472 - Ceramic Analysis in Archaeology	DH						X			X	X
ANTH 473 - Lithic Analysis in Archaeology	DH	WI					X			X	X
ANTH 474 - Geoarchaeology	DP	WI					X			X	X
ANTH 475 - Faunal Analysis in Archaeology	DH						X			X	X
ANTH 476 - Palaeobotanical Analysis	DH						X			X	X
ANTH 481 - Applied Anthropology	DS		Y		X		X				X

Table 1. Undergraduate courses in anthropology, showing fit with diversification and general education attributes and seven general learning outcomes.

Undergraduate Anthropology Courses	Founds, Diversity	Focus	New, Revised	Major Req	Cross-cult Perspectives	Origins & Development	Critical Think, Laboratories	Evolution & Culture	Adaptation & Change	HI, Asia, Pacific	Methods
ANTH 482 - Environmental Anthropology	DS	O	Y		X		X				X
ANTH 483 - Japanese Culture & Behavior	DS	WI	Y					X		X	
ANTH 484 - Japanese Popular Culture	DS	WI	Y					X		X	
ANTH 485 - Pre-European Hawaii'i	DH	HAPI, E	Y							X	
ANTH 486 - Peoples of Hawaii'i	DS	WI, HAP, E	Y		X					X	
ANTH 487 - Philippine Culture & Society	DS							X		X	
ANTH 488 - Chinese Culture:	DS	WI						X		X	
ANTH 489 - Chinese Culture:	DS							X		X	

Table 2. List of graduate anthropology courses and six areas for learning outcomes

Courses that Fulfill Graduate Requirements	Theory	Methods	Area	Research	Concepts	Interdisciplinary
ANTH 300 - Study of Contemporary Problems				X		X
ANTH 303 - Technology and Culture		X				X
ANTH 305 - History of Anthropology	X			X	X	
ANTH 307 - Theory in Contemp Anthropology	X			X	X	
ANTH 308 - American Culture		X		X		
ANTH 310 - Human Origins	X	X		X		
ANTH 313 - Visual Anthropology	X			X		X
ANTH 315 - Sex & Gender (CL)		X		X		X
ANTH 316 - Anthropology of Tourism				X		X
ANTH 321 - World Archaeology I	X		X			
ANTH 322 - World Archaeology II	X		X			
ANTH 323 - Pacific Island Archaeology		X	X	X		
ANTH 330 - Social Organization		X			X	
ANTH 345 - Aggression, War & Peace (CL)	X			X		X
ANTH 350 - Pacific Island Cultures		X	X	X		
ANTH 370 - Ethnographic Field Techniques		X				
ANTH 380 - Archaeological Lab Techniques		X				
ANTH 381 - Archaeological Field Techniques		X				
ANTH 384 - Skeletal Biology		X				X
ANTH 410- Ethics in Anthropology	X			X		
ANTH 413- Language and Gender (CL)				X		X
ANTH 414- Intro to Linguistic Anth (CL)		X				X
ANTH 415 - Ecological Anthropology		X		X		X
ANTH 416 - Economic Anthropology		X		X		X
ANTH 417 - Political Anthropology		X		X		X
ANTH 418 - Anthropology of Homosexualities	X			X		X
ANTH 419 - Indigenous Anthropology		X	X			X
ANTH 420 - Communication & Culture	X				X	X
ANTH 422 - Anthropology of Religion (CL)					X	X
ANTH 423 - Social & Cultural Change	X	X				X
ANTH 424 - Culture, Identity, and Emotion	X				X	X
ANTH 425 - Medical Anthropology		X		X		X

Table 2. List of graduate anthropology courses and six areas for learning outcomes

Courses that Fulfill Graduate Requirements	Theory	Methods	Area	Research	Concepts	Interdisciplinary
ANTH 427 - Food, Health, & Society				X		X
ANTH 428 - Body, Biopower and Cyborgs	X			X		X
ANTH 430 - Human Adaptation to the Sea	X			X		
ANTH 435 - Human Adaptation to Forests	X			X		
ANTH 444 - Spiritual Ecology (CL)	X	X		X		X
ANTH 445 - Sacred Places (CL)	X			X		X
ANTH 446 - Southeast Asian Cultures			X	X		
ANTH 447 - Polynesian Cultures			X	X		
ANTH 448 - Micronesian Cultures			X	X		
ANTH 449 - Melanesian Cultures			X	X		
ANTH 455 - Human Biology of the Pacific			X	X		
ANTH 458 - Forensic Anthropology				X		X
ANTH 461 - Southeast Asian Archaeology			X	X		
ANTH 462 - East Asian Archaeology			X	X		
ANTH 464 - Hawaiian Archaeology			X	X		
ANTH 468- Archaeol Theory & Interpretation	X					
ANTH 469 - History of Archaeology Thought	X					
ANTH 472 - Ceramic Analysis in Archaeology		X		X		
ANTH 473 - Lithic Analysis in Archaeology		X		X		X
ANTH 474 - Geoarchaeology		X		X		X
ANTH 475 - Faunal Analysis in Archaeology		X		X		X
ANTH 476 - Palaeobotanical Analysis		X		X		X
ANTH 481 - Applied Anthropology		X		X		X
ANTH 482 - Environmental Anthropology	X			X	X	X
ANTH 483 - Japanese Culture & Behavior			X			
ANTH 484 - Japanese Popular Culture			X			
ANTH 485 - Pre-European Hawai'i			X			
ANTH 486 - Peoples of Hawai'i			X			
ANTH 487 - Philippine Culture & Society			X			
ANTH 488 - Chinese Culture:			X			
ANTH 489 - Chinese Culture:			X			
AN 601- Ethnology	X				X	

Table 2. List of graduate anthropology courses and six areas for learning outcomes

Courses that Fulfill Graduate Requirrments	Theory	Methods	Area	Research	Concepts	Interdisciplinary
AN 602- Linguistic Anthropology	X				X	
AN 603- Archaeology	X				X	
AN 604- Physical Anthropology	X				X	
AN 605- Discursive Practices	X				X	X
AN 606- Anthropology of Infectious Diseases				X		X
AN 607- The Media and Discursive Practice				X	X	X
AN 608- History and Memory	X			X	X	X
AN 609- Culture and Leadership	X				X	X
AN 610- Anthropology of Tourism					X	X
AN 620- Theory in Social and Cult Anth	X				X	
AN 632- Field Study of Population (CL)		X				X
AN 640-Method and Theory in Archaeol	X				X	
AN 645- Historic Preservation		X			X	X
AN 667- Biomedicine and Culture	X					X
AN 668 Archaeology Field Methods		X				
AN 694- Colloquium Proseminar		X		X		
AN 695- Professional Skills Development Anth		X		X		
AN 710- Seminar in Research Methods		X		X	X	X
AN 720-Anthropology of Japan			X	X		
AN 750-Research Seminar	X	X		X	X	