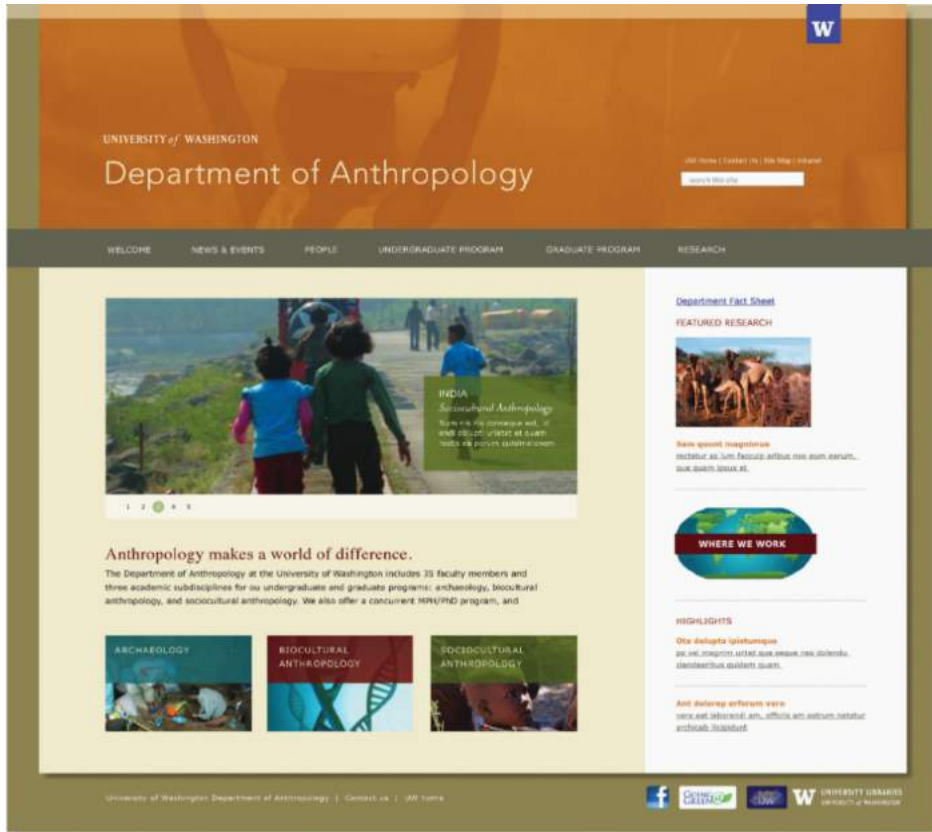


**University of Washington**  
**Department of Anthropology**  
**Self-Study Document**



**Spring 2010**

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## EXECUTIVE SUMMARY

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In the process of completing the 2010 Self Study, we have explored key strengths and current challenges in the Department of Anthropology at the University of Washington. Our strengths include 1) epistemological and methodological breadth, 2) centrality of the department to university activities as a result of intellectual engagement with departments and centers across campus, 3) excellence in undergraduate teaching, 4) excellence in graduate training, professional development and placement, and 5) excellence in research.

Anthropologists at the University of Washington share a commitment to advancing understanding of human diversity. Reflecting the organization of our discipline as a whole, our department is organized into subdisciplinary programs that focus on different aspects of human diversity (the human past, the human body, and contemporary social life), each employing the specific theoretical and conceptual tools appropriate to its particular emphasis. We thus pursue our shared commitment through research and teaching that draws on a strikingly diverse array of humanistic and scientific approaches: from evolutionary theory to critical social theory, mathematical modeling, thermoluminescence dating, bioassays, social network analysis, archival research and sustained participant observation. Many of our research foci, meanwhile, cross-cut subdisciplines and have been reflected in our curricular developments including options and/or areas of emphasis in Environmental Anthropology, Medical Anthropology and Global Health, and Anthropology of Globalization.

Much of our research is highly interdisciplinary, and we have developed intellectual ties, research collaborations and training opportunities with departments and centers across the entire university, including the Simpson Center for the Humanities, the Center for the Study of Demography and Ecology (CSDE), the Department of Global Health, the College of the Environment, the Burke Museum, the Quaternary Research Center, and various units in the Jackson School of International Affairs. Our courses also contribute important elements of the curricular offering for numerous majors, minors and certificate programs outside our own department.

Our undergraduate program is doing exceptionally well. For the past five years we have undertaken an undergraduate curriculum initiative that focused on restructuring our foundations courses, articulating learning goals, and revising the curriculum coordination process. Additionally, we developed tracks that organize our course offerings around themes, and two of these tracks — Medical Anthropology and Global Health and Anthropology of Globalization — have now become competitive options within the major. All of these efforts have led to an unprecedented growth in the number of students majoring in anthropology that has nearly doubled in just two years, growing from 330 to 600.

Our graduate programs in archaeology, biocultural and sociocultural anthropology attract exceptional students. Our graduate programs emphasize training in research methods, study design and proposal writing, and as a result students are exceptionally successful in obtaining grant funding and fellowships to support their research and writing. Our graduate students have secured over 150 grant awards and fellowships in the past decade from competitive institutions such as the National Science Foundation, the Ford Foundations, Fulbright, and about 50 others. The high caliber of our students is reflected in their successful job placement after graduation. Of those students that received their PhDs in the past ten years, 92% are employed, 59% in academia (42% in tenure track positions). This is a solid record given the strong competition for both academic and public service oriented jobs in anthropology over the past decade.

This report also highlights the high research productivity of our faculty, and their impact both within and beyond the field of anthropology. The scholarly impact of the work done by our faculty is evidenced in the prestigious book awards and prizes they have won, in the frequency with which their journal articles

are cited and downloaded, and in their election to fellowships such as to the American Association for the Advancement of Science. The impact of their work beyond academia is reflected in their engagement in high profile consultancies with private, governmental and international organizations.

Key challenges we discuss include the shortage of resources for temporary instruction, Teaching Assistantship support and advising that has resulted from the simultaneous rapid rise in our undergraduate major and unprecedented budget cuts; the loss of faculty we have not been able to replace, and the strain this places on both graduate and undergraduate programs; and difficulties in recruitment, retention, climate, and degree completion resulting from inadequate funding for graduate students. In the past decade we have responded creatively and decisively to a number of challenges identified in the previous ten-year review. We made significant efforts to increase the diversity of departmental faculty and students, in the process developing a written philosophy statement and recruitment protocols that have been influential across campus. Implementation of these protocols has already changed the profile of our graduate student body, faculty and staff. The department has undergone an internal review and workplace assessment, as a result of which we have implemented various internal changes and new initiatives on which we hope to continue to build in the coming years.

We close this document with a discussion of how we can maintain our excellence in educating students and conducting cutting edge research, particularly in light of the financial crisis affecting the university and region more broadly. Specifically, we ask:

1. How can we meet the needs of undergraduates (majors and non-majors) in the context of continuing budget cuts?
2. How do we continue to provide excellent graduate programs with declining faculty numbers and reduced financial assistance to recruit, retain, and help carry these students to successful PhD degrees?
3. When the opportunity next arises, what kinds of faculty positions would strengthen our programs and strengthen our areas of specialization most effectively?
4. Are there inequities in teaching loads across the department?

The first three of these questions cut to the core of our mission and our identity as a world-class department of anthropology that serves a foundational role in the University of Washington's College of Arts and Sciences. We invite guidance on how best to manage the impact of the economic crisis and position ourselves to recover rapidly and build on our successes in the coming decade.

**PART A**  
**REQUIRED BACKGROUND INFORMATION FOR REVIEW COMMITTEE**

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**SECTION I: OVERVIEW OF ORGANIZATION**

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A.I.I. OVERVIEW AND MISSION

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Anthropology studies human biological and cultural diversity in historical and comparative perspectives, exploring both the anatomical and genetic evolution of human beings, and the remarkable variety of economic, technological, social and cultural formations that have emerged through history and in the present. Through our scholarship and our teaching, anthropologists foster better understanding of how material conditions, social relations, and systems of ideas together shape the lives that people live in all corners of our increasingly globalized and multi-cultural world. The temporal, spatial, and cross-cultural range of anthropological inquiry is unique among the human sciences.

Anthropologists at the University of Washington pursue our shared commitment to advancing understanding of human diversity through research and teaching that draws on a strikingly broad array of approaches: from evolutionary theory to critical social theory, mathematical modeling, thermoluminescence dating, bioassays, social network analysis, archival research and sustained participant observation. We present the findings of our research in ways and venues that are similarly wide-ranging: from museum displays, to scholarly articles and monographs, lectures and public presentations, to films, video and voice recordings, websites and CD-ROM multimedia presentations.

Historically, anthropology as a field has been organized into several formalized sub-disciplines, reflecting differences of emphasis in the study of human diversity. At UW, the Department of Anthropology is organized into three subfields: archaeology, biocultural anthropology, and sociocultural anthropology.<sup>1</sup> In addition, as discussed in more detail elsewhere, we have had and are developing initiatives that create thematic linkages among these subfields, including environmental anthropology program, Medical Anthropology and Global Health (MAGH), and the Anthropology of Globalization (AG).

This document highlights the structure, goals, accomplishments and challenges of the Department of Anthropology as they have developed over the past decade, with the goal of helping us to continue as a vibrant department for decades to come. Key strengths explored throughout include our epistemological and methodological breadth; faculty excellence in teaching; faculty and student excellence in research; the centrality of the department to university activities as a result of the major role our faculty play in additional programs and centers throughout the university; and the intellectual and professional success of our graduate students. Key challenges we discuss include the shortage of resources for temporary instruction, Teaching Assistantship support and advising that has resulted from the simultaneous rapid rise in our undergraduate major and unprecedented budget cuts; the loss of faculty we have not been able to replace, and the strain this places on both graduate and undergraduate programs; and difficulties in recruitment, retention, climate, and degree completion resulting from inadequate funding for graduate students. We made significant efforts to increase the diversity of departmental faculty and students, in the process developing a written philosophy statement and recruitment protocols that have been influential across campus. Implementation of these protocols has already changed the profile of our graduate student

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<sup>1</sup> The fourth subfield of traditional anthropology, linguistic anthropology, is embedded within sociocultural anthropology at UW. For much of the past decade, the UW Department of Anthropology included a fourth program focused on environmental anthropology (EA). EA is no longer organized as a separate program but continues to be a special strength of our department.

body, faculty and staff. The department has undergone an internal review and workplace assessment, as a result of which we have implemented various internal changes and new initiatives on which we hope to continue to build in the coming years.

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### A.I.2. DEGREE PROGRAMS

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Throughout the past decade, our undergraduate program was organized as a major with one general option. Students were required to gain a general background in the discipline by taking overview classes in each subdiscipline but could elect to specialize in one or more subdisciplines, and many did. We have developed and rolled out one undergraduate “option,” and are in the process of developing others, to highlight areas of specialization and help guide students in their selection of classes. These are discussed in further detail in Section A.II.1.a. Partly as a result of these efforts, our undergraduate major has seen rapid expansion in the last two years.

Currently we operate three graduate programs in which students can earn a PhD in Anthropology: archaeology (ARCHY), biocultural anthropology (BIOA), and sociocultural anthropology (ANTH). Each PhD program offers an MA degree as part of the program for students entering without the MA in hand. We currently do not recruit students seeking a terminal MA. Each of our graduate programs is managed by core anthropology faculty with expertise in the program area. From 1996-2006, our department offered an additional graduate degree program in environmental anthropology (EA). Despite significant success in recruiting, training and graduating excellent students in interdisciplinary environmental anthropology, the EA program closed admissions in 2007, after the departure of two core EA faculty members for whom we were not able to hire replacements. The remaining three programs are vibrant and regularly draw high caliber applicants, although we cannot always attract the top applicants given funding constraints. All continue to train and graduate anthropologists competitive for academic as well as public and private sector jobs, but are also vulnerable to further faculty losses. Our graduate programs are discussed in more detail in Section A.II.2.

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### A.I.3. FACULTY

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The department contains 31 faculty (29.75 FTE); Table 1 shows the allocation of faculty by subdiscipline and professional status.

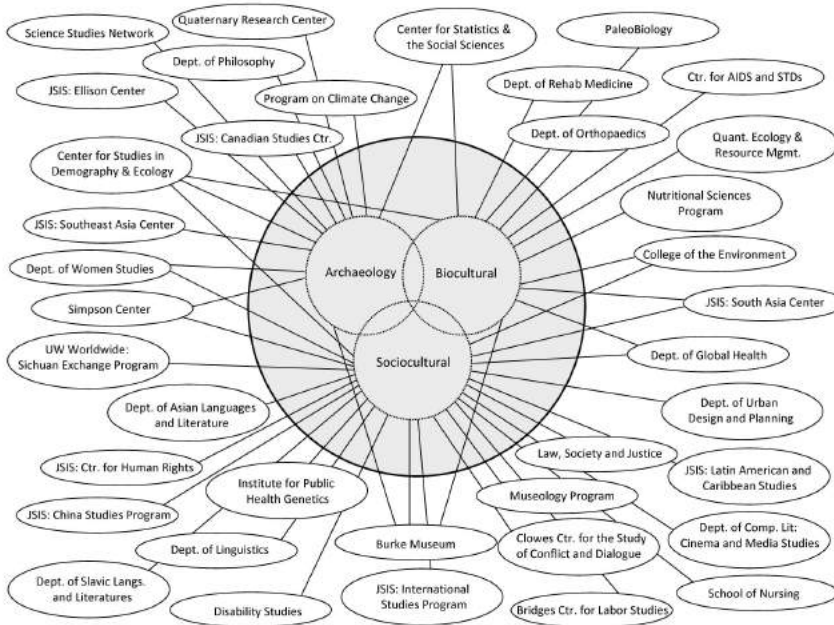
**TABLE 1: 2010 Faculty allocation across the Department of Anthropology by rank**

| Rank                     | Archaeology |             | Biocultural |             | Sociocultural |             | TOTAL     |              |
|--------------------------|-------------|-------------|-------------|-------------|---------------|-------------|-----------|--------------|
|                          | Num.        | FTE         | Num.        | FTE         | Num.          | FTE         | Num.      | FTE          |
| Professor                | 4           | 3.25        | 4           | 4.00        | 5             | 5.00        | 13        | 12.25        |
| Associate Professor      | 2           | 2.00        | 2           | 2.00        | 3             | 3.00        | 7         | 7.00         |
| Assistant Professor      | 2           | 2.00        | 1           | 1.00        | 4             | 3.50        | 7         | 6.50         |
| Research Professor       | —           | —           | —           | —           | —             | —           | —         | —            |
| Research Associate Prof. | 1           | 1.00        | 1           | 1.00        | 1             | 1.00        | 3         | 3.00         |
| Research Assistant Prof. | —           | —           | —           | —           | —             | —           | —         | —            |
| Lecturer                 | —           | —           | —           | —           | 1             | 1.00        | 1         | 1.00         |
| <b>TOTAL</b>             | <b>9</b>    | <b>8.25</b> | <b>8</b>    | <b>8.00</b> | <b>14</b>     | <b>13.5</b> | <b>31</b> | <b>29.75</b> |

One of the department’s strengths is the engagement of our faculty with a wide range of disciplines and colleagues beyond the department, conducting multidisciplinary research, providing broad opportunities for intellectual engagement for our students, and raising the profile of the department. As a result, the

department plays a far more central role within the college and university than is typical for an anthropology program. Faculty are heavily involved in the Simpson Center for the Humanities, the Center for the Study of Demography and Ecology (CSDE), the College of the Environment, the Burke Museum, the Quaternary Research Center, and various units in the Jackson School of International Affairs. Individual faculty have strong relationships with many other entities across campus and in the greater Seattle and regional community (e.g., HIV/AIDS Youth Outreach Mentor Program, Health Alliance International, Washington Corrections Department, The Fred Hutchinson Cancer Research Center, Batelle Centers for Research and Evaluation). Figure 1 shows the departmental connectivity within the university visually.

**FIGURE 1**



**A.I.4. ADMINISTRATIVE STRUCTURE**

The Department of Anthropology currently is administered by a chair, assisted by an associate chair, an advisory committee, and a number of standing and ad hoc committees and individuals (e.g., Honors Advisor, Graduate Program Coordinator) (**Appendix A**). A staff of six supports the mission of the department in the areas of office administration, program assistance, fiscal management, undergraduate advising, graduate program administration, and computing (50%). A 50% position in advising was lost in the past year as a result of budget cuts.



Over the past ten years, a number of changes have been made in departmental governance. Some of these were implemented as a result of our workplace assessment (see next section). The department now has an associate chair to share the workload previously carried solely by the chair and to facilitate succession planning by offering administrative experience to potential future chairs. An advisory committee assists the chair in a specifically advisory capacity.

The current profile of the department's administrative staff presents a quite different picture than that in place ten years ago. The most substantial change occurred in 2001 when the existing classified staff position of administrative assistant was redefined, expanded and reclassified to the professional staff position of administrator. The new position was envisioned as providing a new level of oversight and coordination of administrative functions in the department.

The changing nature of administration across campus, driven in significant measure by the decentralization of an increasing array of administrative functions (e.g., payroll, timekeeping, fiscal transactions, curriculum construction, equipment inventory, etc.), has had a dramatic impact on the nature of all of the department's staff positions. In 2000, the department still supported a 50% secretary. Soon after the arrival of the administrator, this position was reclassified to a program assistant and re-budgeted to full-time, its central focus being curriculum support. In that capacity, this individual is required to work closely with the director of student services.

The department has retained three other positions through this period, each evolving in substantial ways. The Fiscal Specialist 2 remains the key individual in matters regarding payroll, purchasing, inventory and budget tracking. With the hire of a new Fiscal Specialist in August 2005, this position has taken on an increasingly important role in grant administration. A Graduate Program Assistant continues to administer all activities associated with the department's graduate programs (e.g. admissions, coordinating department procedures in the assignment of teaching assistantships, tracking student progress). The new hire made into this position in December 2002 has had the effect of substantially increasing the scope of duties in this critical area. If funding were available, this position now certainly deserves to be reclassified to professional staff.

Lastly, computer and technical services needs in the department continue to be met by a 50% Computer Services Manager. When this position was created, the department maintained a small computer lab of fewer than a dozen systems. In 2004, an existing department library was converted and remodeled into a new lab for graduate students with more than double the capacity. A new faculty hire early in the decade entailed the addition of a second computer lab focused on Geographic Information Systems (GIS). Additionally, graduate students within the department have been extraordinarily successful in obtaining funding from the Student Technology Fee program significantly expanding the technology resources available to students and faculty. The cumulative effect of these expansions has put a substantial strain on the Computer Services Manager. If funding allowed, this increased demand would easily justify increasing the position to full-time.

The Undergraduate Advising Office saw substantial change in 2001 when the position of Director of Student Services was reclassified to bring it closer in line with our peers in other departments in the College of Arts and Sciences and, more importantly, to reflect the additional duties assumed following the recommendations of the 1999-2000 ten-year review. Since 1994, the office had additionally been staffed by a 50% Academic Counselor-Intern — acquired to serve students enrolled in the Evening Degree Program — and a part-time peer advisor, an additional recommendation of the 1999-2000 review.

The most disruptive change in advising has been the most recent: dramatic cuts to the 2009-11 biennial budget necessitated eliminating the position of Academic Counselor-Intern. In an effort to at least partially address the loss of this vital staff position and in hopes of minimizing the impact on student services, a graduate student Research Assistant was assigned to the Advising Office to provide additional

coverage. Additionally, the Associate Chair was also given the title of Director of Undergraduate Curriculum, and took over some curriculum coordination previously done by the advising staff. The department will continue to assess the future success of this short-term strategy. However, in light of the recent growth in the number of majors, the popularity of the undergraduate MAGH option, and the expectation that other new options could prove equally popular, it is clear that demands on the undergraduate advising staff will continue to increase.

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#### A.I.5 RECRUITMENT AND MENTORING FOR FACULTY EXCELLENCE

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Junior faculty members are highly valued in our department, and great effort is placed on making sure that they get their careers off to a good start. Typically, junior faculty members are given lighter service loads to allow them to build a tenurable record of research, teaching and service. Earlier in the last decade, it was also possible for the chair to give junior faculty course-release in exchange for particularly significant service commitments. The chair meets annually with every junior faculty member to evaluate progress and provide constructive suggestions for improvements where warranted. These faculty members are also provided benefits from the university in the form of limited Research Assistantship support and/or teaching releases. One faculty member (Fitzhugh) received a Presidential Faculty Development Fellowship for the 2000-2001 academic year, which effectively relieved him of teaching duties for that year as he worked to build his research portfolio.

One of the charges to the departmental Diversity Committee has been to strengthen our faculty by recruitment and retention of diverse faculty. The committee, since its inception in 2006, has contributed by developing a “Diversity Mission Statement” (**Appendix G**) for the department (adopted by faculty in 2005) along with “Excellence in Hiring Faculty Guidelines” (adopted the following year). Exposure to diverse scholars was supported via the Alter/Native speaker series in 2006-2008, which brought us talks on language, cultural identity, food, and other topics from diverse perspectives. In our search for two faculty positions, (tenure-track and lecturer), position notices were widely distributed and the committee held discussion sessions with all candidates on diversity issues and introduced the hiring rubric (now used in many departments in the College Arts and Sciences) that included diversity as a major topic of assessment. The successful candidate for the lecturer position was an under-represented minority, and rapidly became highly valued members of the department. A major retention effort was launched for him recently, but was unfortunately not successful. Other milestones were the granting of tenure this year to two professors from traditionally underrepresented racial and sexual minorities.

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#### A.I.6. CHANGES RESULTING FROM CHALLENGES OF THE PAST DECADE

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In the last decade the Department of Anthropology has undergone major changes, partly reflecting epistemological changes in the field as a whole, partly emerging from demographic changes in our faculty, and partly imposed by unprecedented fiscal constraints. The demographic change stems from the loss of a number of faculty in the late 1990s and early 2000s that would now be at the full professor rank; one consequence of this was that the succession for next chair was unclear. An interim solution for 2007-2008 was that two faculty members served as acting chair for six months each before the new permanent chair was appointed. The turnovers in leadership coincided with increasingly contentious debates about a number of localized issues, and threw into relief a pressing need to revisit long-established decision-making and resource allocation practices.

The department as a whole has recognized these challenges and, in the last two years, has implemented a set of interlocking strategies designed to address them. First among these was a systematic effort to identify exactly what needed to change, through a workplace assessment and management consultation with Praxis HR (more details on the workplace assessment are in **Appendix F**).

The workplace assessment identified a need for greater procedural clarity, especially concerning decision-making processes, and the mandate of key committees. The curriculum is a second major area in which the department has made improvements, through curricular initiatives at both the graduate and undergraduate level that have been reviewing and creatively restructuring course offerings, with the aim of improving the effectiveness of our teaching mission (see Section A.II.1.a). Finally, a department-wide colloquium, the Epistemologies Seminar, now in its third year, has played a critical role in building intellectual bridges among the subdisciplines, for a more cohesive departmental community. These interlocking efforts are discussed throughout this document.

The department has also increased its communication both within the administrative structure of the university, and with alumni and fellow anthropologists in the region. The Department of Anthropology now maintains a broad network of communication to share news, get feedback and plan ahead. News of the department is shared semiannually through our **AnthropoLog** electronic (formerly print) newsletter, and we maintain a listserv connecting the department with the broader community of anthropologists across the university and around the Puget Sound region. Additionally, we have added a news and events calendar to our departmental webpage. Our Development Committee actively engages this group and our alumni, to cultivate relationships with neighbors and supporters and to ensure that we understand the ways that our activities can benefit the broader community. We have also been successful in opening more regular channels of communication and interaction with other administrative and academic units. More than half of the new hires in the past decade have become possible as a result of such inter-departmental networks and collaborations. Likewise, staff members commonly interact with their peers across campus to clarify and improve procedures and keep the business and educational functions of the department working smoothly.

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#### A.I.7. BUDGET AND RESOURCES

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The Department of Anthropology receives financial support from four sources: state appropriations, Research Cost Recapture (RCR) from grants and contracts, self-sustaining programs (including one faculty FTE funded by the Evening Degree Program), and gifts. The state appropriation covers salaries and wages, and a portion of operations. Through much of the past decade, the state appropriation has remained largely steady at ca. \$4 million, increasing slightly though time as a result of new hires and salary increases due to promotions, merit, and a one-time unit adjustment on faculty salaries in the 2007-09 biennium. The increase to the 2009-11 biennium was negligible given the present freeze on salary increases (only Academic Student Employees received an increase) and an actual cut to operations.

RCR funds have grown through the past three biennia from \$25K to almost \$34K. The source of these funds began shifting in 2005-06 due to a change in the RCR redistribution formula in the college and as a result of increased faculty grant submissions through CSDE. Prior to the current biennium, a separate \$13,500 was allocated per year from college RCR funds for conference travel; with the current biennium this amount has been transferred to the permanent budget.

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## SECTION II: TEACHING AND LEARNING

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### A.II.1. BACHELOR OF ARTS

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The Department of Anthropology offers a BA major and minor. Majors are required to complete 55 anthropology course credits, including core courses in archaeology, biocultural anthropology, and sociocultural anthropology, as well as one of a selection of statistics classes. At least 20 credits must be taken at the 300 or 400 level, and a GPA average of 2.5<sup>2</sup> must be accomplished in at least 25 of the Anthropology credits (**Appendix I**). A small number of students (66) prefer to minor in anthropology, which requires 30 anthropology course credits with GPA of 2.0 or higher in all qualifying classes.

The BA in anthropology is comparable to other BA degrees in the social sciences and humanities in that it represents a liberal arts education that will equip the graduate for a variety of jobs or graduate training programs that demand excellent analytical and communication skills. We expect our graduates to be particularly sensitive to issues associated with increasing cultural diversity and complexity of global engagements, with a foundation of understanding concerning the historical and evolutionary backgrounds to these patterns.

Learning goals for anthropology classes vary by course level and to some extent also by subdiscipline. In 2009, faculty in each sub-discipline worked together to make explicit the overall learning goals of courses at each level in their program. In general, at the 100 level anthropology courses teach the foundational ideas of anthropology related to hominid evolution, world prehistory, biological variability, and the workings of social and cultural systems. In these classes the primary goal is to foster an anthropologically literate student body and citizenry. At the 200 level, classes expand on the foundations introduced in 100 level classes and also serve as gateway classes to the anthropology major (many are pre-requisites to more advanced classes and/or requirements for the major or for particular “options” through the major — see below). These classes are set up to generate deeper anthropological literacy with greater expectations for analytical thinking and writing. Classes at the 300 and 400 levels serve majors in greater proportions. As such they tend to have more rigorous and thematically specific learning goals. In general, 300 level classes provide introductions to analytical and practical skills and to specific anthropological topics, while 400 level classes seek to teach proficiency in advanced analytical skills, professional reading comprehension, critical thinking, and analytical and expository writing in the context of specific anthropological problems or topics. Advanced undergraduates can also take 500 level classes with permission of the instructor. These classes are graduate level courses that seek to instill professional-level skills of reading, writing, analysis, critical thinking, and research. Outcomes are assessed, as appropriate to the class level, through quizzes, examinations, short writing exercises, in-class presentations (group and individual), lab reports, poster projects, essays, and term papers. In a subsequent section we discuss methods used for assessing student satisfaction and how findings have resulted in modifications to curriculum and course organization.

#### A.II.1.A. UNDERGRADUATE CURRICULUM INITIATIVES

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In the last five years we have prioritized the systematic assessment and restructuring of the anthropology undergraduate curriculum. This builds on work begun by two temporary committees: the Teaching Effectiveness Committee, which was responsible for assessing select aspects of instruction, and the

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<sup>2</sup> Minimum GPA was changed from 3.0 to 2.5 in 2010 at the request of the Faculty Council on Academic Standards in order to be consistent with other units in Arts and Sciences.

Foundations Course Committee, with a more specific mandate to assess the foundations courses (100 level classes) that serve as a key point of entry to the undergraduate curriculum.

The assessment of the foundations courses, and development for a plan for restructuring them, involved intensive information gathering about the role and success of these courses in the context of our curriculum. This process had broad input from faculty and students, and also entailed research on the structure of introductory courses in peer institutions. Funding to support this effort came from the Tools for Transformation Initiative. We subsequently expanded this initiative by adding new foundations courses with the aim of developing more explicit learning goals, coordinating our course offerings across subdisciplines, building our major, and broadening the range of undergraduate constituencies we serve. The new courses were subsequently evaluated by the Teaching Effectiveness Committee in 2007-2008 by means of student enrollment metrics, student evaluations, feedback from instructors and teaching assistants, and feedback from graduate students.

Our second effort involved the development of specialized tracks within the undergraduate major. In the 2007-08 academic year, we learned that the number of anthropology majors had been steady since 1998, remaining around 320 despite increased undergraduate enrollments at the university. This put anthropology on a par with roughly half the departments in the sub-faculty of social science, but did not exhibit the dramatic growth that several other social science units had experienced in their majors (see Figure 3a). Undergraduates' interest in international, cross-cultural, and multi-cultural studies had risen, leading them to declare majors in international studies, communications, geography, and political science; yet anthropology was not seeing similar increases. We also noted that the type of students who could be served by our major might be changing, given the appointment of younger faculty who share research interests in topics such as health and transnational cultural politics. At the same time, anthropology courses were increasingly being required for majors in other departments and programs. While this attested to the wide reach of anthropology across the college and the campus as a whole, it also suggested considerable scope for more effectively communicating the content and value of our own major.

In 2008 we determined to provide greater clarity on the content of our undergraduate major, and raise its profile on campus, through the creation of undergraduate tracks. Tracks represent pathways through our undergraduate curriculum that clarify what we have to offer students interested in careers such as medicine, public health, international relations, foreign policy, social services, community development, resource management, and conservation biology, as well as traditional specializations such as archaeology, biological anthropology, and cultural anthropology.

In 2008 we launched the Medical Anthropology and Global Health (MAGH) track, drawing together our extensive health-related course offerings in biocultural and sociocultural anthropology. Information on this track was advertised through the pre-med advisors, Mary Gates advisors and through our lower division courses. We hosted a MAGH reception for both undergraduates and graduates (see below for graduate program). This has very rapidly become an extremely popular track; 215 students have signed up as of June 2010, and this is undoubtedly a major factor behind the near doubling of our major from 300 to nearly 600 students in just two years (Figure 3b). Faculty connected with the program report that the quality of the students in the program is remarkable. Indeed, graduating seniors in MAGH were selected as the recipients of the 2009 Dean's Medal and President's Medal (Laura Hinton) and the 2010 President's Medal (Jennifer Vahora), awards that designate the most distinguished undergraduate record among all students at the university.

Effective Autumn 2010, the MAGH track will be designated as an official "option" and will be transcribed, making the student's expertise more visible to future admissions officers and employers, and allowing us to manage enrollment by making admission competitive.

FIGURE 3A

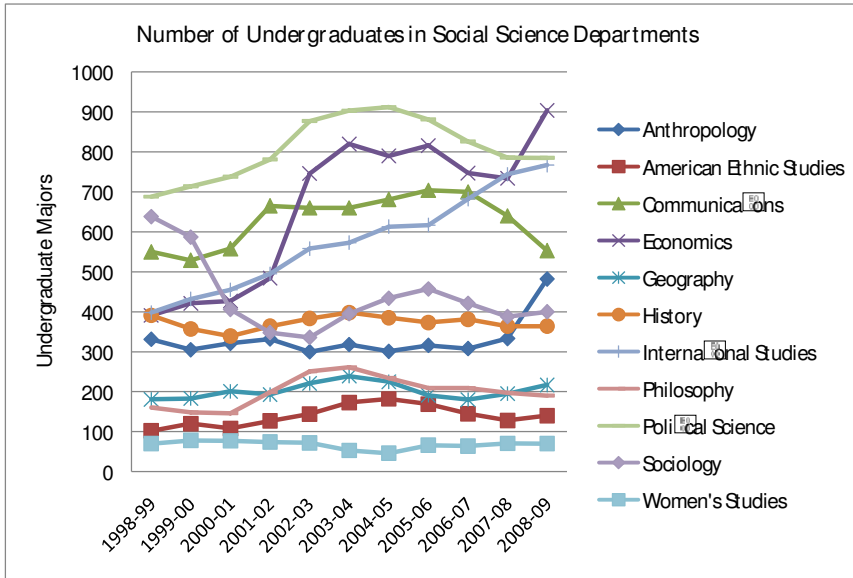
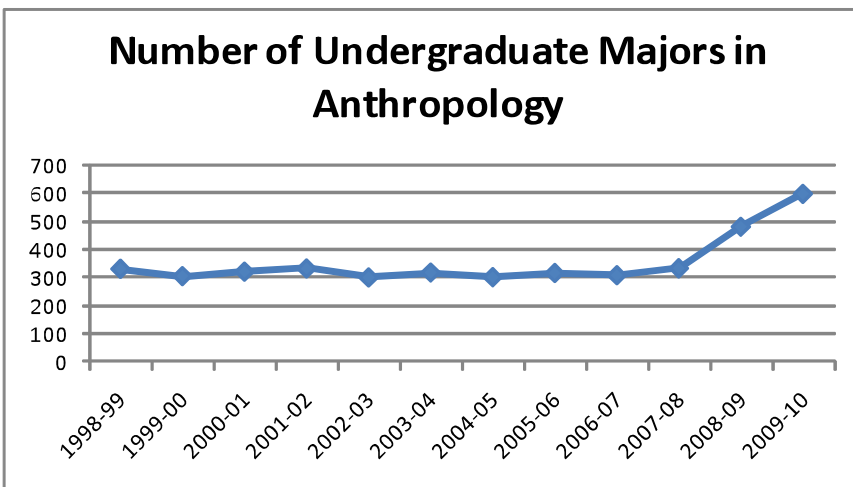
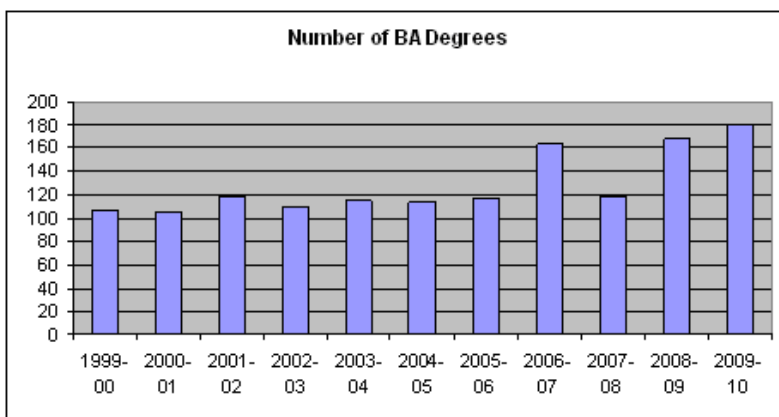


FIGURE 3B



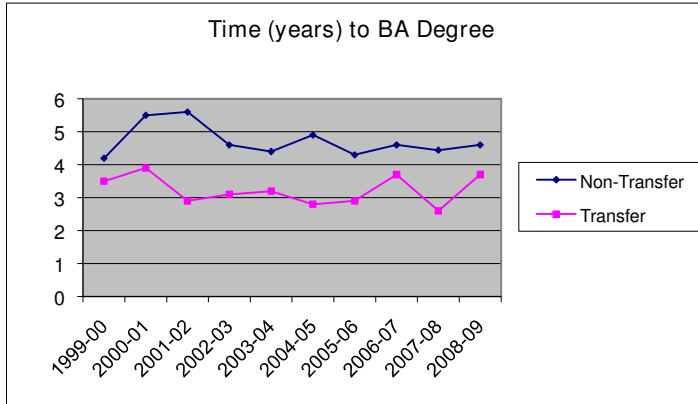
**FIGURE 4: Number of Bachelor of Arts Degrees**



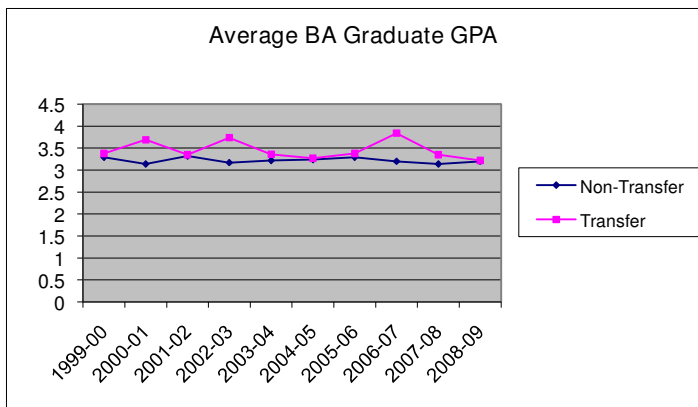
The MAGH option serves as a model for the development of other tracks in the anthropology major, and an enormous amount of intellectual excitement has been generated by these initiatives. A track focusing on anthropology of globalization and transnationalism will be launched in Autumn 2010, and another on archaeological science is under development. The former draws together courses in all three subdisciplines that focus on the global flow of people, ideas, technologies, genes, disease, and material resources. Quite notably, it differs from other programs on global studies in that it includes a focus on the deep history of global flows. The track in archaeological science is provided for students interested in an in-depth study of archaeological methods and theory. The required courses in this option will equip students with specialized laboratory and field skills and provide them with historical context for understanding contemporary issues in archaeological science. Once it is transcribed, this option will help students convey their expertise in applications for public and private sector archaeology-related jobs and for graduate school.

The growth in our major resulting from the implementation of the tracks is clearly a success story, but it has also created some new challenges. Higher enrollments have coincided with cuts in Teaching Assistantships and graduate instructorships, and the cancellation of new faculty hires, overburdening our reduced advising staff and jeopardizing students' ability to complete major coursework in a timely fashion. As a result, we are currently attempting to limit the size of our major by making additional tracks competitive, and we are considering closing the minor in order to concentrate resources on majors. We also revised our registration procedures in order to give anthropology majors priority in registering for all 300 and 400 level courses. Fortunately, we have thus far not seen evidence of any increase in time to completion of degree (Figure 5) nor any large changes in other metrics such as grades earned (Figure 6), despite the dramatic changes in numbers. We are still early in the process, however. It will be important to continue to monitor time to completion of the degree, in the face of instructional shortages.

**FIGURE 5: Average time to degree in Anthropology BA (transfer and non-transfer)**



**FIGURE 6: Average Undergraduate GPA (transfer and non-transfer)**



A final set of related initiatives began with our decision to institute exit surveys of graduating anthropology majors, with the goal of assessing student satisfaction and obtaining suggestions for improvement. Our analysis of responses to our 2008 and 2009 exit surveys show that half of our majors minor in another department, and 39% complete a second major. We also learned that nearly half (49%) of our graduating majors plan to attend graduate school: 34% plan to continue in anthropology, and 15% in other fields. A group of graduate students annually organize a session on the process of applying to graduate school designed for anthropology undergraduates; the exit survey responses reinforce our appreciation that this sort of training is relevant for many of our majors. Graduating seniors gave high marks both years, for overall satisfaction with the major. Of twenty-two rated aspects of our major, the highest scores were in quality of faculty expertise, quality of instruction, and faculty interest in



undergraduate learning. Our lowest ratings were for internship opportunities, preparation to enter a career, and service learning.

As a result of this feedback, we worked with Career Services to assemble information on career preparation and placement, which was added to our website in July 2008. We also initiated various forms of undergraduate outreach to develop a sense of community within our major, including annual open houses, quarterly information sessions, outreach events open to both majors and non-majors, and an undergraduate Facebook page. We have begun to intensify our service learning offerings through collaboration with the Carlson Leadership and Public Service Center, to provide students with community-based internships that connect classroom learning to current issues in the Seattle area. In addition to enhancing the resume of students and better preparing them to enter the job market, service learning opportunities help both employers and students gain an appreciation for the contributions of an anthropological perspective. Course evaluations demonstrate that students greatly value service learning. Finally, we have begun research on the possibility of a self-sustaining MA program in public anthropology (discussed in Section A.IV.2).

#### A.II.1.B. EXPLORATION SEMINARS AND FIELD SCHOOLS

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The department offers several opportunities for students to study beyond the classroom, often abroad, through the UW's "Exploration Seminars," "International Programs and Exchanges," and regular department courses. In response to students' growing interest and enthusiasm for these programs, as well as the arrival of new faculty who are eager to develop hands-on learning opportunities, we have increased the numbers of these programs in recent years. Anthropology programs cover various aspects of the discipline and have taken students to a variety of countries. Examples include: a course on West African "living" culture, taught in Senegal-Gambia (Hernlund, 2007); a class on the rural-urban continuum, taught in Sierra Leone (Speed, 2007); the Kuril Biocomplexity Project, including students from Russia and Japan, taught in the Kuril Islands (Fitzhugh, 2006-08); a class on globalization, taught in Samoa (Kahn, 2008); a seminar on Arab and American identities, taught in Cyprus (Osanloo, 2008); a course on the culture and politics of food, taught in Italy (Anagnost, 2009); a course on the ethnoarchaeology of undocumented migrants, taught at the US/Mexico border (De León, 2010); and a class on colonialism, taught in French Polynesia (Kahn, 2010). The department also offers archaeological field schools in Kodiak, Alaska (Fitzhugh, 2001, 2003), East Timor (Lape, 2005), Corsica (Llobera, 2006-08), Indonesia (Lape, 2009), the Philippines (Lape, 2010), and Australia (Marwick, 2010). Finally, each year the Acequia Institute hosts 1-2 interns from the UW at its high altitude organic farm in Colorado (Peña).

#### A.II.1.C. HONORS PROGRAM

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The honors program in the Department of Anthropology is open to students with an exceptional academic record, and allows undergraduates to pursue special research interests. It is designed to expand and intensify undergraduate academic experiences in anthropology. Many undergraduates are involved in research in their courses or through independent study with faculty, but these experiences are usually limited to one or two quarters. The honors program provides a structure for students to participate in a more independent and ambitious research project spanning a full academic year. It is the primary venue for our highest performing undergraduates to extend their interests beyond their coursework and build a bridge between their undergraduate class work and graduate study. Honors students design, conduct and report on an original research project under the guidance of a faculty adviser. Every student in the honors program must receive a passing grade in ANTH 399, which is a research methods and proposal writing class designed for and limited to honors students only, providing a consistently high quality experience for honors students. Each honors cohort is limited to 15 students to ensure adequate supervision is

available from faculty. The program builds a community of undergraduate scholars within the Department of Anthropology, providing them with opportunities to work closely with UW professors in independent study and research, and provides excellent preparation for graduate school. Many honors students present their work at scholarly conferences and some publish their work in peer-reviewed journals. Students who complete the honors program, including coursework and an honors thesis, graduate “With Distinction in Anthropology,” which is noted on their transcripts and diplomas.

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## A.II.2. GRADUATE PROGRAMS

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Our graduate programs are very successful in recruiting and training students who go on to compete well for academic and non-academic jobs in anthropology and related fields. In the past decade we received an average of 157 applications per year to our graduate programs, of which we enrolled an average of 16 (11%). We are able to recruit approximately 50% of the applicants whom we choose to admit. 65% of all applicants are female and we enrolled an average of 69% female students. Thirteen percent of our applicant pool self-identified as underrepresented minority and our incoming classes averaged 22% underrepresented minority, thanks in part to the availability of targeted recruitment support from UW’s GOMAP (Graduate Opportunities and Minority Achievement Program). Sixteen percent of our applicants are not U.S. citizens, and 19% of our enrolling population was international in origin.

### A.II.2.A. ARCHAEOLOGY PROGRAM

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Graduate students in the archaeology program obtain a solid foundation in archaeological method and theory, the full range of laboratory techniques, and research design. Each student also achieves competence in a major cultural area of his or her choice. Currently, students are working in most major areas of the world. Each student is expected to acquire substantial field experience beyond the field school level, although the dissertation need not be based on this work. Dissertations are based on original research and represent significant contributions to archaeology.

The archaeology graduate program begins with an average of two years of core courses in archaeological method, theory, and issues, followed by the comprehensive examination no later than the end of their seventh academic quarter (beginning of third year). Subsequently students develop a dissertation research topic, form a committee, draft a dissertation proposal, take the oral general exam, present a colloquium on their research plan, and begin dissertation research. The graduate program is completed when the student successfully completes and defends her or his thesis. Archaeology students are remarkably successful securing extramural funding for their dissertation research thanks in part to an advanced grant writing class provided by Don Grayson. Of the more than 30 students who have come through the class, all but one have been successful in their applications for research funding.

The comprehensive exam currently has a newly instituted (2009) take home format spanning two, 72-hour periods. The questions are developed by the faculty annually and remain unknown to the students until they begin the examination. The new format remains under evaluation.

### A.II.2.B. BIOCULTURAL PROGRAM

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The graduate program in biocultural anthropology balances rigorous core courses with a tutorial approach to advanced study and research in a chosen field of specialization. Students obtain training in theoretical dimensions of human biocultural diversity, biostatistics and modeling, research design, and mixed qualitative and quantitative methods. Our overarching curricular goal is to foster an understanding of human biocultural diversity through the study of ecological, demographic, genetic, developmental,

paleontological, physiological, behavioral, and epidemiological dimensions of human adaptation and its evolutionary basis. The core sequence exposes students to a range of these complementary theoretical paradigms and encourages them to synthesize these into a wholistic understanding of human biocultural variation. At the end of the second year, students must pass a two-day comprehensive examination that spans topic across the entire field. Comprehensive theoretical and substantive training provide the basis from which students can then develop a chosen field of specialization.

Students are also required to take BIOA 525 (Research Methods in Biocultural Anthropology). This course focuses on mixed method research as well as proposal writing. Students then move to doctoral candidacy after completing a research proposal and passing a general examination. Most of our students then complete original field research locally, nationally, or internationally, while others focus on laboratory research for their dissertation work. PhD graduate students must also pass the language requirement, present a dissertation colloquium, fulfill a teaching requirement, and defend their dissertation in a final examination.

Many of our students also obtain demographic training as fellows at CSDE, and many also chose to obtain an MPH in one of the six programs available in Health Services and Global Health. The latter option is now formalized in a concurrent MPH/PhD program with four MPH programs. Others opt to obtain advanced statistical training through the CSSS certificate in statistical anthropology.

The biocultural PhD program typically accepts 3-4 students per year, and has a strong record of supporting these students with a combination of grant-funded Research and Teaching Assistantships. In the past five years, a few biocultural students have also been recruited and funded for two years by the IGERT Program in Evolutionary Modeling (IPEM), co-directed by biocultural faculty member Eric Smith and Washington State University's Tim Kohler (see below). In part because of our strong training in methods and proposal writing, our students are well prepared to compete for grants to support field research; in the past decade all but one doctoral student succeeded in obtaining extramural funding for their dissertation research. Graduates from the doctoral program have had tremendous success in obtaining academic positions (both post-doctoral fellowships and tenure track assistant professorships), as well as applied positions in non-governmental organizations and government agencies.

#### A.II.2.C. SOCIOCULTURAL PROGRAM

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The sociocultural graduate program provides students with a solid grounding in the methods, ethics, theory and history of our discipline, while also creating individualized courses of study designed to provide the language training, area studies background, and other specialized training needed to successfully pursue research on their chosen topics. Our students have an impressive record of success in winning fellowships and grants to fund their graduate studies (e.g., Jacob K. Javits, National Science Foundation, Wenner-Gren, Social Science Research Council), and in securing employment after completing their degrees.

The sociocultural graduate program is currently organized around a set of core courses and electives designed to give students a broad background in the theory, methods, and research problems animating sociocultural anthropology today. In the first year students take a three-quarter sequence of required core courses and complete a first-year paper. A required methods class and a required research design class follow in the second year, during which students also generally complete a research competency paper, and a dissertation committee is formed. After establishing a dissertation research topic and forming a committee, students take their general exams, which address four significant areas of scholarly research as identified in consultation with the dissertation committee, and include both a written and an oral component. Upon successful completion of the exams, the student is admitted to PhD candidacy, and

must write a dissertation proposal and give a research colloquium. At that point students are free to pursue the research and the writing of the dissertation, and finally to complete the oral dissertation defense. Students must also satisfy language and teaching requirements, and pursue other coursework according to individualized plans created in consultation with their advisors.

In recent years, aspects of this process have become difficult to manage, especially in the context of smaller incoming graduate classes, a smaller faculty, and a much larger population of undergraduate majors. Given this, and given the fact that the existing program has remained substantially unchanged for nearly forty years, the sociocultural faculty are taking advantage of the hiatus created by our decision to temporarily suspend graduate admissions for one year, to reflect on our graduate program and consider what changes, if any, might allow us to best meet our curricular goals.

We are proceeding through several steps, over a process that began in spring and will continue through the fall. We first conducted a survey of sociocultural faculty and current graduate students, asking what they see as the three most important goals of the graduate program. Responses were used to build a second survey, in which faculty and graduate students were asked, for each of the goals identified by respondents, to identify curricular features (courses, exams, requirements, etc) of the existing graduate program that **do** accomplish those goals, and/or to suggest other features that **could** accomplish them. Information from these surveys, together with information about graduate programs at other universities, will be used in structured discussions taking place in the fall, to arrive at an agreed-upon plan for what changes (if any) to implement with the next incoming class.

#### A.II.2.D. ENVIRONMENTAL ANTHROPOLOGY PROGRAM

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The environmental anthropology program was founded in 1994 by a cross-subdisciplinary team of anthropology faculty. As noted in the 2000 Department Assessment, this program rapidly grew and was very successful, recruiting top students from around the country and the world interested in interdisciplinary social science training in environmental issues of the past and present. Students trained in environmental anthropology have been very competitive in the job market for positions in academia (University of Alaska Fairbanks, Brown University, Indiana University, McGill University, and Utah State University), public agencies (NOAA, National Marine Fisheries Service), and NGOs (Institute for Culture and Ecology).

Despite its success, in 2007 the difficult decision was made to close the program due to resource and staffing issues linked to broader constraints in hiring at the College level (as described in Section A.I.2.) Though environmental anthropology admissions have ceased, several students recruited into this program are still moving through their graduate studies. . Environmental anthropology continues to be a special strength of our department, and we continue to admit graduate students with environmental interests into our traditional subdisciplinary programs, where they have the option of choosing to pursue a “concentration” in environmental anthropology.

#### A.II.2.E. IGERT AND OTHER INTERDISCIPLINARY GRADUATE TRAINING OPPORTUNITIES

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The success of our subdisciplinary graduate programs has been amplified in the past decade through opportunities for our students to participate in NSF Interdisciplinary Graduate Education and Research Training (IGERT) programs that have involved our faculty and students in cross-cutting, interdisciplinary education and research opportunities. These include Multinational Collaborations on Challenges to the Environment, 2004-2010, an IGERT in interdisciplinary and multinational collaborative research

involving anthropology faculty member Stevan Harrell; and the IGERT Program in Evolutionary Modeling (IPEM), a joint-venture between UW (Anthropology) and Washington State University (Anthropology and Biology) on model-based approaches to biological and cultural evolution. The later is co-directed by UW anthropology faculty member Eric Smith. In addition, we have been able to take advantage of core areas of specialization across the department to give students the ability to pursue concentrations in environmental anthropology and medical anthropology and global health. We have a newly developed concurrent MPH/PhD degree program in Medical Anthropology and Global Health, centered on the understanding that anthropology and public health share a focus on factors influencing human health and well being in a context that extends well beyond a clinical focus. A broader understanding of the context and ultimate causes of public health problems requires the ability to bridge disciplinary boundaries and to conceptualize comprehensive models of global health dynamics. This program provides professional training in both public health and anthropology in an effort to meet this goal. The concurrent degree program offers an interdisciplinary curriculum in the fields of public health and anthropology leading to the Masters in Public Health (MPH) and Anthropology (PhD) degrees. Students matriculate in one of three tracks in the Department of Health Services (international health, maternal and child health or social and behavioral sciences), or the general epidemiology track in the Department of Epidemiology, and in the sociocultural or biocultural anthropology program in the Department of Anthropology. While there has been tremendous interest in this program since it was launched in 2008, successful recruitment of applicants has been hampered by graduate funding limits. We are currently also in the process exploring the feasibility of a self-sustaining MA program in public anthropology.

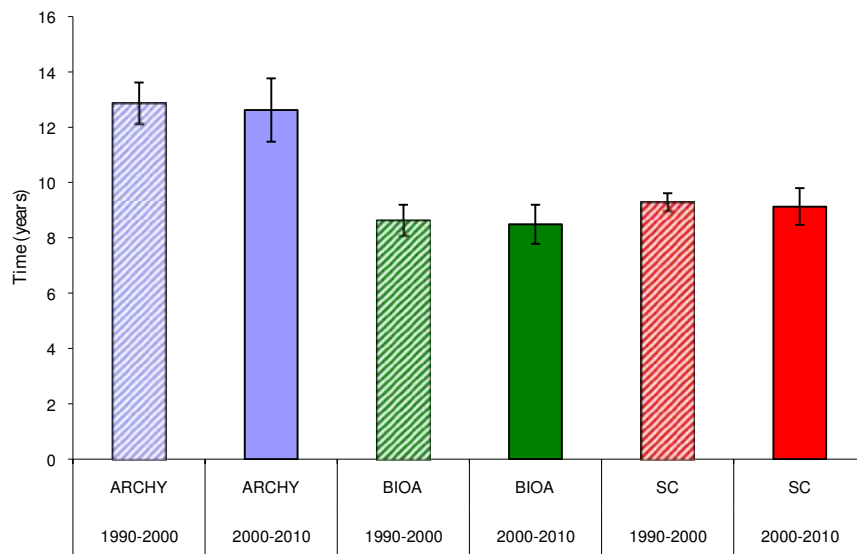
#### A.II.2.F. ENROLLMENT AND GRADUATION PATTERNS FOR EACH GRADUATE PROGRAM

Our three current graduate programs have maintained fairly steady enrollment over the past decade, with archaeology carrying between 33 and 43 students, biocultural between 17 and 22, and sociocultural between 44 and 60. Typically, due to field research requirements, there are about 25-30 total students on-leave in any given quarter. These stable numbers reflect a steady flow of admissions, dropouts, and degree completions that has not changed dramatically during the decade. Numbers of applicants have fluctuated quite widely, with archeology receiving 22-38 applicants each year, biocultural 12-37, and sociocultural 67-149, though sociocultural most years has received between 84 and 106 applications. Percentages of applicants offered admission have been between 15 and 30% for archaeology, between 20 and 60% for biocultural, and between 15 and 20% for sociocultural. Acceptance rates of offers made have varied widely with the small samples in archaeology and biocultural, with the overall averages for the decade at 50% for both biocultural and archaeology, and 46% for sociocultural. Acceptance rates of admissions offers have undoubtedly been lowered by a major reduction in funding available for our graduate students from internal sources. For example, in Spring 2010, only 18 of 38 active sociocultural students had funding (not including 10 who were on-leave), while in archaeology the corresponding numbers were 19 of 27, and in biocultural 16 of 22. Clearly funding for sociocultural students remains a serious problem, due in part to the fact that faculty in this more humanistically oriented discipline cannot as readily secure large research grants with Research Assistantship support.

Once in our programs our students take longer than the ideal time to finish their degrees. The mean time-to-degree (taking into account right censoring by including data on students still in the program) for all students over the course of the decade was 10.1 years, with archaeology students taking somewhat longer at an average of 12.6 years. Mean time to degree over the decade (Figure 7) has not changed. Some of the

time-to-degree delays come from lack of funding and the necessity of many students to take up full-time work before finishing their degrees.

**FIGURE 7: Average Time to Degree, PhD Students**



Autumn 1999 to Spring 2009 saw the graduation of 96 PhDs from the anthropology program, fluctuating from between 9 and 18 PhD students per year. The majority have gone into academia, at domestic universities as well as universities in Canada, China, Vietnam, Taiwan, Singapore, and Thailand. The employment of all our PhD graduates of the past decade is listed in Table 3.

**TABLE 3: Professional Employment of Recent PhDs**

| Employment category  | Number (%)  |
|--|-------------|
| Academia (tenure track jobs)   | 42 (43.75%) |
| Academia (non-tenure track lecturers, visiting professors; post-doc researchers) | 12 (12.50%) |
| Academia (staff, museum, advising, high school, writing centers, etc.)           | 7 (7.29%)   |
| Non-government organizations (including consulting)                              | 19 (19.79%) |
| Government organizations (county, state, national parks)                         | 8 (8.33%)   |
| Un-employed  | 2 (2.08%)   |
| Deceased   | 1 (1.04%)   |
| Unknown  | 5 (5.21%)   |

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### A.II.3. INSTRUCTIONAL EFFECTIVENESS

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Faculty members in the Department of Anthropology are energetic in their efforts to improve their teaching. In addition to standard course evaluation forms, many of our faculty use mid-term course evaluations, Catalyst WebQs, and peer review to gain feedback on their teaching. Faculty also make extensive use of other resources for teaching development, especially CIDR (12 faculty), university workshops for innovative course development (12 faculty), and seminars on teaching practices (10 faculty). Insights and approaches learned through these efforts have led to faculty implementing changes that respond to student needs and learning styles: the incorporation of extensive writing practice; active learning including the use of groups, projects, peer review, and service learning; development of class materials such as PowerPoint presentations, rubrics, and reorganized syllabi.

In addition to attentiveness to student needs indicated by widespread use of evaluation and teaching resources, faculty members are extremely creative in developing new courses. Recent popular new courses include Anthropology of Popular Culture, Anthropology of Rock and Roll, Growing Stuff, Anthropology of Food, Historical Ecology, Prisons in Anthropological Perspective, Archaeology of Extinction, and Case Studies in Medical Anthropology and Global Health. New and reconfigured courses include innovative methods such as co-teaching, collaborative film projects, new lab techniques, roundtable and “jigsaw” discussion techniques, and extensive use of web-based tools.

Many faculty members have developed creative ways to engage students with the outside world and to bring anthropology “home” to students’ immediate concerns. Several faculty members take students overseas through courses offered in the Discovery Seminar Series and International Programs and Exchanges. Others engage local resources; for example, one course involves students in the survey and mapping of a fake archeology site in a local park while another offers the opportunity to tour a state prison. Conducting interviews and surveys in local communities, exploring local ecosystems, and drafting NSF proposals are other ways faculty encourage students to explore the world beyond the university. Faculty have also developed new courses that draw on the department’s interdisciplinary structure (through co-teaching, guest lectures, and other forms of cross fertilization) as well as reaching across disciplines on campus through joint listings, co-teaching, courses sponsored by the Simpson Center, and collaboration with CSDE and Global Health.

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### A.II.4. TEACHING EXCELLENCE

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Awards that testify to the teaching excellence of anthropology faculty include, most recently, the Mortar Board Honor Society Undergraduate Teaching Award, presented to Arzoo Osanloo in 2008, and the 2007 Excellence in Teaching Award awarded to Jerusha Achterberg. Mimi Kahn was a finalist for the University Distinguished Teaching Award in 2008, and two members of the department have been honored with University teaching awards in the last five years: Julie Stein (2005), and Charles Keyes (mentoring award, 2004). Donna Leonetti and Rachel Chapman were the first two recipients of the Graduate Student Advisor Award in Anthropology in 2007 and 2008.

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### A.II.5. TEACHING AND MENTORING OUTSIDE THE CLASSROOM

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Our faculty and graduate students engage in a wide range of teaching and mentoring outside of the formal classroom. In addition to serving as mentors for undergraduate and graduate students and on graduate student committees, faculty involve students in their own research in field, lab, and library contexts, and help set up internships for students in a wide range of settings in the US and abroad. Students have been included in conference and workshop organization and in consultation with external agencies. Faculty

members often co-author conference presentations and publications with students, and students are often asked to help host visiting speakers. Non-traditional teaching activities include the department's Epistemologies Colloquium, teaching of micro seminars, lab workshops, and international exchange programs (e.g., UW Worldwide Sichuan Exchange program). Large numbers of undergraduate students from anthropology participate in the UW Undergraduate Research Symposium every spring, and some have the opportunity to present their research in regional and national conferences as well. Innovative teaching in the Anthropology of Food has engaged faculty and students in the exploration of multi-cultural cuisines and in the cultivation of indigenous crops at the UW Farm.

In preparation for life after UW Anthropology, our graduate students run annual workshops for undergraduates interested in continuing to graduate school. Individual faculty members mentor undergraduates in the application of anthropological skills in the workplace and in preparing applications for graduate school. We run occasional workshops on professional publication for our graduate students, and individual mentors work hard to support students in the job application process.

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#### A.II.6. STUDENT ACCOLADES

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Undergraduate majors in anthropology are distinguished in a variety of ways. Most remarkably, for each of the past two years an anthropology major has received the UW President's Medal, awarded to a student selected from among all graduating seniors as having the most distinguished academic record at the University of Washington. One of these students, Laura Hinton, also won the Dean's Medal the same year. Every year we teach a number of McNair Scholars, minority students who are enrolled in a program designed to help them succeed in moving on to graduate school in pursuit of teaching and research careers. This past year, 24 anthropology majors presented posters or talks on independent research in the Annual UW Undergraduate Research Symposium. Many of these presentations come from students in our Anthropology Honors Program, which is stronger than ever before. At the department level, we confer the Weinker Awards every year for the best term paper and the best Honors thesis in anthropology. These awards are presented at our Departmental graduation ceremony every June — an event that has grown into a very grand and formal celebration in recent years.

Our graduate students engage in a wide range of scholarly activities, many of which have earned public attention and scholarly acclaim. Our students are very successful competing for dissertation funding from Fulbright, Luce, NSF, Wenner Gren, and similarly competitive national and international agencies and organizations. Indeed they have an impressive record of extramural scholarships, fellowships, and grants from over 45 organizations and competitions providing more than 100 awards to our students over the past decade (**Appendix L**).

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#### A.II.7. STUDENT RECRUITMENT AND RETENTION

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As already noted, we have been successful recruiting undergraduates to our classes and into our major, especially in the past few years, to the point that we are now close to exceeding our capacity to instruct them effectively. We have also worked increasingly hard on recruitment and retention of graduate students. Recognizing that one of the most common reasons students turn down enrollment offers or leave graduate school prematurely is lack of financial support, we have worked to increase the level of support we can offer through fellowships, Research and Teaching Assistantships. Funding for graduate students was identified as one of the most critical concerns in our 2000 Academic Review and it remains so today. We have had successes, especially with the two IGERT training grants generated through faculty initiatives. Individual faculty grants continue to be another major source of student support, especially for



biocultural and archaeology students. We have also used recruitment support provided by UW initiatives (Presidential Recruitment, GSFEI, GOMAP) to both recruit and support students in the program, matched with department Teaching Assistantships for up to three years of salary and tuition support. We have also increasingly sought to use small amounts of funding to bring prospective students to campus to meet with faculty and students, and we have worked hard to create community-building events for students, faculty, and staff throughout the year. We have especially targeted minority recruitment with the help of the GOMAP, and many of our outreach events are sponsored by our Diversity Committee, which has worked very diligently and effectively to make sure that we are successful in recruiting minority students and helping them to feel at home in the department.

Our success over the last several years in recruiting graduate students and securing funding for them is however no guarantee for the future.. The IGERT programs have either concluded or are soon to end. The financial crisis has reduced the number of recruitment packages and Teaching Assistantships available to help support our students. Some of the larger RA-supporting grants will also expire. While it is natural that some of these kinds of opportunities ebb and flow with faculty research cycles, we are approaching a dry spell in the coming years that is likely to present special challenges with regard to supporting graduate students.

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## SECTION III: SCHOLARLY IMPACT

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Research in anthropology is always influenced by conditions and events happening around the world. Anthropology's longstanding focus on understanding the many interconnected ways of being human in today's world takes on special new salience today, in light of phenomena such as war and terrorism, global financial crises, rapid and very uneven technological changes, climate change, and global epidemics. Anthropologists are at the forefront of research on global health as well as other aspects of globalization, including research on global flows of labor migration, goods and services, political and economic refugees, and the unintended consequences of tightly interconnected global information networks. Issues of human and environmental dynamics have led anthropologists to study the human, social, and cultural dimensions of climate and environmental change, environmental justice, food security, indigenous knowledge, and sustainable development. Anthropologists have become increasingly interested in the formal modeling of complex systems by means of mathematical and computer-aided simulations and related tools that can help us understand issues as basic as the evolution of human cooperation, spread of infectious disease, and the relative resilience of different social contexts.

UW anthropology faculty have been very productive researchers, and their scholarly work has had great impact, both within the field and beyond. We include highlights here; in addition, **Appendix C** lists the faculty with links to curricula vitae, and **Appendix M** outlines recent and ongoing research activities for each of our current faculty members. In this section, we focus on highlights of faculty scholarly impact by a variety of awards and activities.

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### A.III.1. SPECIAL AWARDS

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Don Grayson was elected a fellow of the American Association for the Advancement of Science (AAAS) in 2002. In 2005 he received the Nevada Medal, which is formally presented by the Governor of Nevada to acknowledge outstanding achievements in science and engineering.

Lorna Rhodes received the Society for Medical Anthropology's Career Achievement Award in 2008 for "career-long contributions to theory or method, and success in communicating the relevance of medical anthropology to broader publics."

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### A.III.2. BOOK AWARDS AND PRIZES

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Laada Bilaniuk received the "Best Book in Slavic Linguistics Award" of the American Association of Teachers of Slavic and East European Languages (AATSEEL) for her book *Contested Tongues: Language Politics and Cultural Correction in Ukraine*, Cornell University Press, 2005.

Miriam Kahn's co-authored (with Erin Younger, Burke Museum) book, *Pacific Voices: Keeping Our Cultures Alive*, University of Washington Press, 2006, received three Outstanding Title Awards for having exceptional editorial content and subject matter. These were from the Association of American University Presses, the American Association of School Librarians, and the Public Library Association.

Devon Peña was the Senior Editor of the Oxford Encyclopedia of Latinos and Latinas in the United States. This four-volume, 1.2 million word OELLUS has received seven award recognitions including Library Journal Best Reference (2005), New York Public Library Best Reference (2006), Honorable Mention for the 2006 Dartmouth Medal, 2006 RUSA Outstanding Reference Source, and A Booklist Editor's Choice/Best of 2005.

Lorna Rhodes received the Leeds Prize (2005) and the PASS (Prevention for a Safer Society) Award (2004) for her book *Total Confinement, Madness and Reason in the Maximum Security Prison*, UC Press, 2004.

Janelle Taylor won the Eileen Basker Memorial Prize for her book *The Public Life of the Fetal Sonogram: Technology, Consumption, and the Politics of Reproduction*, Rutgers University Press, 2008. The Basker Prize is awarded annually for a work judged to be the most courageous, significant, and potentially influential contribution to scholarship in the area of gender and health.

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### A.III.3. JOURNAL EDITORS

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Ann Anagnost was the editor of *Cultural Anthropology* from 2002-06. During at least three years of her editorship, *CA* was the most widely cited journal in the subfield of cultural anthropology. It received about 150 manuscripts a year of which roughly 20 were published.

Angela Close was the editor-in-chief of the *Journal of World Prehistory* from 1993-2006.

Starting June 2010, Darryl Holman will be Deputy Editor of *Demography*, the journal of the Population Association of America.

Peter Lape and Ben Marwick are the new editors of the *Bulletin of the Indo-Pacific Prehistory Association*. This journal is notable as the only fully online and open access peer-reviewed publication on Southeast Asian and Pacific Archaeology.

Alison Wylie is co-editor (with Lori Gruen, Wesleyan University) of *Hypatia: Journal of Feminist Philosophy* (2008-2013), and also arranged a series of events and publications in connection with the 25th anniversary of the journal.

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### A.III.4. PUBLICATIONS WITH HIGH IMPACT

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Don Grayson's 2005 paper on the last 40,000 years of pika history in the arid west, published in the *Journal of Biogeography*, received broad attention from the print and radio media. More importantly, it played a key role in the nomination of pikas to be listed as federally endangered and an equally key role in targeting the Great Basin as an area of concern for these animals in the very recent decision against that listing. His 2000 paper in the *Journal of Biogeography* on Great Basin mammal history likewise received significant media attention (for instance, in *Nature Conservancy*) because of its potential implications for the future history of small mammals in the arid west under conditions of global warming. His 2003 co-authored paper, with F. Delpech, in the *Journal of Archaeological Science* on the lack of detectable difference between Neandertal and modern diets also received significant media attention, including a discussion in *Science*. The arguments made in these papers (and others) have been the focus of further research by others. His 2003 co-authored paper in the *Journal of Archaeological Science* has just been reprinted in a book on controversies in anthropology. According to Elsevier, it is also one of the most frequently accessed papers in the history of the *Journal of Archaeological Science*, having been downloaded over 1,000 times between its appearance and 2009, when these statistics were published.

An article that Marcos Llobera published in the *International Journal of Geographic Information Science* titled "Extending GIS based analysis: the concept of visualscape" was the most downloaded paper in 2005 in this journal and was re-published in 2006 as part of a book titled *Classics in International Journal of Geographic Information Analysis*. In 2007, he co-authored an article with Prof. Sluckin in the *Journal of Theoretical Biology* titled "Zigzagging: theoretical insights on climbing strategies," which received much public attention in the media (e.g. MSNBC, *The Times* of London, *Der Spiegel*, etc).

Devon Peña's *Mexican Americans and the Environment: Tierra y Vida* (Arizona, 2005) is considered the first book ever to integrate environmental science with political ecology, environmental history, and Chicana/o studies and has been widely adopted as a basic text in interdisciplinary writing curricula. He also produced a 2003 peer-reviewed law journal article co-authored with Gregory A. Hicks, "Community Acequias in Colorado's Rio Culebra Watershed: A Customary Commons in the Domain of Prior Appropriation," *Colorado Law Review* 74: 387-486 (2003). This article was the basis for the drafting, by the legal counsel to the State Legislative Committee on Agriculture, Livestock, and Natural Resources, of HB1233-09 - Colorado Acequia Recognition Law that was passed by the Colorado Legislature in March 2009 and signed by Governor Ritter in April 2009. The new law constitutes a challenge to the hegemony of the centuries old "Doctrine of Prior Appropriation" and establishes the right of acequia farmers to create acequia ditch corporations that operate and are governed in accordance with the ancient customary norms and practices Hispana/o farmers inherited from Arabic antecedents in al Andalus.

In fall 2009 the American Anthropological Association announced the top twenty articles downloaded from Anthrosource during the previous year, a database of 32 anthropological journals and newsletter. Two members of our faculty had publications on this list. Janelle Taylor's autoethnographic essay, "On Recognition, Caring, and Dementia," published in *Medical Anthropology Quarterly*, was number four on the top twenty list. In this essay, she draws upon observations and experiences of caring for her mother, who is living with advanced dementia, to consider how social and political "recognition" is linked to and premised on a cognitive capacity to "recognize" people and things. Bettina Shell-Duncan's essay, "From Health to Human Rights: Female Genital Cutting and the Politics of Intervention," which appeared in the *American Anthropologist*, ranked 15th on the list. In her article, she draws from her work as a consultant for the World Health Organization and UNICEF, as well as her role as an advisor for the working group that drafted the 2008 Joint UN Policy Statement on Female Genital Mutilation. She traces the promising and troubling implications of casting the international campaign to eliminate FGM in a human rights framework and adopting legal strategies to end the practice.

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#### A.III.4. HIGH PROFILE CONSULTANCIES AND COLLABORATIONS

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Steven Goodreau is advising the Office of AIDS Research at the National Institute of Health (NIH) to coordinate HIV prevention across the NIH and develop a prevention strategy that will be part of the White House national strategy.

Patricia Kramer served as a consultant for the Pacific Science Center, helping to design the special exhibit "Lucy's Legacy," which featured a display of the 3.4 million year old *Australopithecus afarensis* specimen dubbed "Lucy," as well as broader information on hominid evolution and Ethiopian culture. Discussing her own research, she was featured in a speaker series sponsored by the Burke Museum and Pacific Science Center entitled "Lucy Talks."

Stevan Harrell, with undergraduate and graduate students in many disciplines and institutions, has collaborated for over 20 years in research-based learning and philanthropy in Sichuan. The UW Worldwide exchange has produced award-winning undergraduate research by UW and Sichuan University Students. In 2004, UW formed the Jiuzhaigou International Laboratory with UC, SU, Jiuzhaigou National Park, and Yosemite. Harrell joined Sichuanese and Taiwanese colleagues to build Yangjuan School in a minority area in Sichuan, where he has taken colleagues and students to conduct social and environmental research. In 2005, he and his students formed the Cool Mountain Education Fund, providing salary and institutional support to the school and scholarships for graduates continuing to middle and high school, believing that education is the best way to promote community self-sufficiency.

Miriam Kahn had a major contract with The Boeing Company (2005-7) for collaborative research (including RA positions for 6 graduate students) for a project titled “The Cultures of Flying: An Ethnographic Investigation of the Emergent Practices, Interactions, and Meanings of Passenger Air Travel.” Boeing had requested her (and her team) to provide them with ethnographic data, as well as to train them in ethnographic methods. The goal was to help them better understand human interactions in airplanes for the future designing of interior airplane spaces.

Kathleen O’Connor leads the Health Initiatives for Men (HIM) project, a collaborative effort involving departmental faculty, staff, students and alumni, in partnership with Premera Blue Cross, with study participants drawn from Premera’s staff. The seeds for the project were planted over a series of conversations between Kathy and Dr. Richard Pelman, a department alumnus and practicing urologist, who has long been interested in what does or does not bring men to see the doctor. At the heart of the project is the Community Advisory Board, which includes researchers and staff, but most importantly men from throughout Premera, who act as consultants to make sure that the project will connect appropriately with men and will respect their needs. Ultimately, the study aims to create solutions to bridge the gender gap in health, and identify important areas for further research.

Devon Peña was a delegate and member of the Executive Council, Second National People of Color Environmental Leadership Summit (2002). He produced two important position papers for the second EJ Summit including a landmark analysis of “Environmental Justice and Sustainable Agriculture: Linking Social and Ecological Sides of Sustainability,” which some activists and scholars see as helping to galvanize the rise of the food justice movement. He is also the Founder and President, The Acequia Institute, the nation’s first non-profit and grant-making foundation dedicated to the environmental and food justice movements. He has collaborated, and still consults with, the South Central Farmers Feeding Families, the largest urban farm at the time in the United States until its destruction in 2006. The evicted farmers continue to farm outside Bakersfield, CA and the Acequia Institute provides small grant support.

Lorna Rhodes has sustained a long-term relationship with the Washington State Department of Corrections. Since 1993 this has included at various times: active consultation on specific issues involving the situations of prisoners (especially the mentally ill and those in solitary confinement); intensive ethnographic research; collaboration across disciplines on campus to work with the Department and within the state more generally; an interdisciplinary conference on supermax prisons (2001); work on gang-related issues at the Washington State Penitentiary; presentations to correctional officials; and regular presentations by correctional workers to classes at UW.

Following participation in a 2003 conference on female genital cutting (FGC) in Bellagio, Italy, Bettina Shell-Duncan was invited to become a technical consultant for the World Health Organization. She became the PI for the WHO research program on behavior change with respect to FGC. This study was entitled “Contingency and Change in the Practice of Female Genital Cutting: Dynamics of Decision Making in Senegambia.” It was co-funded by the National Science Foundation, making it the first project jointly funded by WHO and NSF. The results of this project have been disseminated in a summary report, and have been the focus at two academic consultations with UNICEF. She was also brought in as a consultant for the development and review of the 2007 Joint UN Policy Statement on Female Genital Mutilation.

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#### A.III.5. LEADERS IN THE FIELD

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Don Grayson has received 25 National Science Foundation grants for himself and his students since his arrival at the UW, the most recent of which was awarded in 2009 for Collaborative Research with Stanford University. He has mentored 19 PhD students through the program (as Chair), some of whom

have had and are having very significant impacts on the field. He served as Program Director, Archaeology Program, National Science Foundation, in 2007. He is on 7 editorial boards for journals in archaeology and Quaternary science.

Charles Keyes has long recruited promising graduate students from Vietnam and Thailand to study at the University of Washington, with at least 18 graduate students coming from Southeast Asian countries to study here. In addition, he has sat on PhD committees for Thai students in their own country and elsewhere. Indeed, he has trained more anthropologists working on Thailand and Vietnam than anybody else, outside those countries. His commitment to training Thai and Vietnamese anthropology students continues to drive his very active retirement. In 2009, the National University of Vietnam in Ho Chi Minh City invited him to present a lecture series. In December 2004 he was awarded an honorary doctorate at Mahasarakham University in Thailand. His other recent honors include selection for a visiting professorship at Göteborg University in Sweden under a fellowship from the Scandinavian School of Advanced Asian and Pacific Studies (2004), election as president of the Association for Asian Studies (2001-02), and again for the Ninth International Thai Studies Conference in Thailand (2003), and selection as the David Skomp distinguished lecturer in Anthropology at the University of Indiana (2001). In 2003 he won the Graduate Mentoring award by the University of Washington in recognition for his work supervising the PhD committees of 41 students and 20 MA students.

Devon Peña is currently serving a three-year term as Chair-Elect (2009-10), Chair (2010-11), and Past Chair (2011-12) of the National Association for Chicana and Chicano Studies. The University of Arizona Press editorial committee and editorial board have approved a proposal for a new book series to be launched later this year, of which he will be the series editor. The series, “alterNative Voices: Grassroots Visions of Earth Democracy” will focus on promoting principally non-academic organic intellectual voices on struggles for environmental and food justice in Native American and other indigenous communities around the world.

Eric Smith co-directs an IGERT Program in Evolutionary Modeling. Recently he was in charge of bringing a major research project (involving 27 researchers) to publication, in the form of seven articles (four of which he co-authored) in *Current Anthropology* (February 2010). His publications in ecological, economic, and evolutionary anthropology are widely cited (as of April 2010: 34 publications, 3374 citations on Google Scholar, averaging 99 cites/publication and 109 cites/year, Hirsch index of 27). Smith also helped found the Evolutionary Anthropology Society (a section of the AAA, with currently some 350 members), and served as President for two years (and board member for another four). He is on the editorial board of three high-impact journals.

Alison Wylie is the Leverhulme Visiting Professor (January-June 2010) at Reading University, Department of Archaeology. She was also a Senior Research Fellow (2005-2006) at Stanford University’s Michelle R. Clayman Institute for Gender Research. She has given a number of keynote addresses, endowed lectures, and plenary addresses in the last few years. In 2009 alone there were seven. The Distinguished lecture she gave at the American Anthropological Association meetings in 2008 has been getting a lot of attention because it provides an innovative argument for recognizing the epistemic (as well as the ethical and political) value of collaborative research and practice in archaeology. It was the Patty Jo Watson Distinguished Lecture: “Legacies of Collaboration: Transformative Criticism in Archaeology,” Archaeology Division, American Anthropological Association (San Francisco, November 2008).

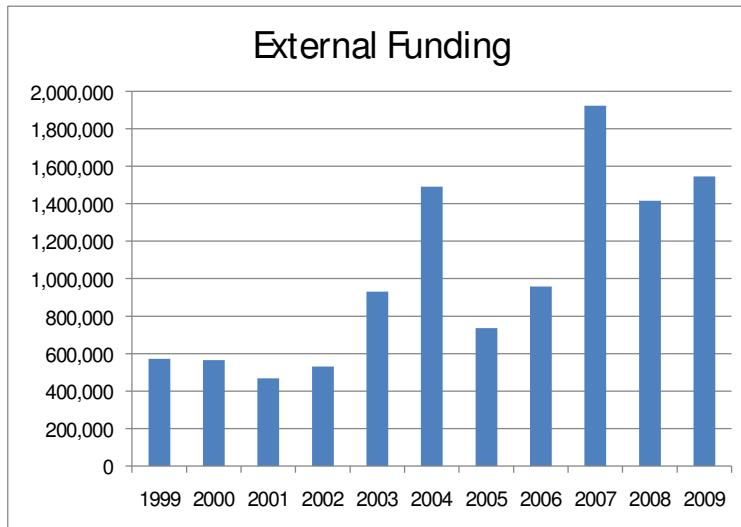
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A.III.6. SUCCESS IN OBTAINING EXTERNAL FUNDING

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Faculty in the Department of Anthropology have had tremendous success in obtaining external grants to support research. The figure below shows year-by-year tallies of external funding for which our faculty members were PIs. Further detail is provided in **APPENDIX N**.

**FIGURE 8**



This figure does not capture co-investigator funding administered by other units on campus, and is therefore an underestimate of our total funding since our faculty frequently participate in multidisciplinary research. This figure also does not include the CSDE NIH Center grant, though it should be noted that our faculty played pivotal roles in developing and renewing this grant. Additionally, our faculty members who are CSDE affiliates run their grants through CSDE, and collectively have the highest percentage of grant funding in comparison to other affiliated departments. This indirectly supports CSDE, as this metric is weighted heavily in the center grant renewal review.

TABLE 4: External funding administered through CSDE

| Year  | 2000    | 2001      | 2002      | 2003      | 2004      | 2005      | 2006      | 2007      | 2008      | 2009      | 2010      |
|-------|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Anth  | 217,705 | 361,789   | 355,525   | 127,783   | 165,537   | 230,105   | 559,712   | 1,685,752 | 1,202,092 | 1,184,000 | 533,353   |
| CSDE  | 758,991 | 1,486,009 | 2,135,308 | 5,157,761 | 5,297,402 | 2,410,962 | 3,248,740 | 5,023,132 | 3,334,245 | 2,729,291 | 1,695,449 |
| Anth% | 28.7%   | 24.3%     | 16.6%     | 2.5%      | 3.1%      | 9.5%      | 17.2%     | 33.6%     | 36.1%     | 43.4%     | 31.50%    |



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## SECTION IV: FUTURE DIRECTIONS

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### A.IV.1. OVERVIEW

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The department has undergone its own internal reviews in recent years, and put into motion a wide range of initiatives, many of which are new and still being assessed. Much of our direction for the near future will entail monitoring and expanding on this recent work. These initiatives were discussed in previous sections, and we do not review them here, except to note that they continue to define much of our trajectory for the coming years.

Recognizing that the current fiscal climate is likely to offer relatively few opportunities for significant new resources in the near future, the discussion below emphasizes doing the most we can in the short-term with existing resources within the department and across campus, or with moderate additional resources. However, we feel acutely the challenges of sustaining our mission in the face of retiring and departing faculty and the burgeoning popularity of our major and our legacy of strength as a productive, innovative, and cutting-edge department. For this reason, we include some discussion of a more ideal vision of our medium and longer-term future at the end of this section.

### A.IV.2. RECOGNIZING, MAINTAINING AND BUILDING ON CURRENT STRENGTHS.

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Undergraduate education. Our one undergraduate track so far (MAGH) has proven wildly successful, and we anticipate strong interest in our next two (AOG and Archeology). These tracks do not, for the most part, require new coursework; rather, they make connections among existing coursework more explicit for students and provide them with an opportunity to make their expertise more visible. Given that this growth in the major has taken place without a concomitant increase in our tenure-track faculty — in fact, we have seen a gradual reduction in faculty — we have just shifted from being an open major to a selective major, and have made admission to MAGH and AOG competitive. We may be able to meet some of the needs of our undergraduates through our connections with research units on campus, where there are some research faculty with relevant expertise who are interested in occasional lectureships. However, given the recent, increase in demand for the undergraduate major, there is clearly additional need for instruction beyond what can be filled through this route. In addition to hiring new tenure-line faculty, one way to accommodate the growth of our major will be through the hiring of new teaching faculty. Resources to hire lecturers in particular would allow us to maintain research breadth within our tenure-track faculty, while allowing teaching expertise within the few core areas in greatest demand by our undergraduates.

Recent analysis of the history of our curricular offerings has shown a greater need for curriculum planning and course size management both within and across subdisciplines, beyond the development of the tracks. We are actively developing a new system for undergraduate curriculum planning and coordination across the sub-disciplines. The Associate Chair has been given the charge of Director of Undergraduate Curriculum, and will oversee this activity.

Graduate education. We have a strong tradition of preparing graduate students for successful careers in anthropology and other arenas, with high rates and levels of placement for our PhD recipients, as outlined in Section A.II.2.f. One major area for potential improvement is in graduate recruitment, since all three sub-disciplines report missing out on many of our top graduate applicants because of insufficient promises of graduate financial support. Some students have mentioned that they were hesitant to come to UW for graduate school given the lack of promised support, but chose to come anyway because of the quality of the program, and ultimately did receive sufficient support while here. More advance

notification about levels of support that will be available for the department to offer, so that we can share those commitments earlier with admitted students, would therefore be one low-budget way that we could imagine improving our recruitment of excellent students. One small step we have taken is to allocate resources to bring our top recruits for campus visits as part of a concerted effort to recruit them. In order to make more significant progress in our recruitment efforts, we will need additional resources to make more competitive recruitment offers.

In our most novel initiative, we are currently researching the feasibility of a self-sustaining fifth-year master's program in Public Anthropology, an effort that grew out of a strong demand on the part of our recent undergraduate alumni. If implemented, this would be a very hands-on, project- and portfolio-based program that provides multiple benefits — fulfilling our students' expressed desire for a more practical set of skills when they leave the program, while also helping the department build stronger connections with local communities. The self-sustaining aspect of the program would both allow us to provide more graduate training options in a climate of reduced state resources.

Research. We are at the forefront of the field in a number of specific areas, some longstanding and others more newly emergent, many of which represent cutting-edge areas of growth within the sub-disciplines and in the field as a whole. Within archaeology special strengths of our faculty include archaeology of the contemporary world, public archaeology, archaeology of Southeast Asia, and archaeological Information Sciences. Within biocultural anthropology expertise is concentrated on human behavioral ecology, biocultural perspectives on health, and human biodemography and ecology. In sociocultural anthropology faculty expertise concentrates on geography, environment, and the histories of nationalism and colonialism, power and inequality, identity formation and ethnographic knowledge-production, and the study of social change. Areas of specialization that cross-cut subdisciplines include medical anthropology and global health, environmental anthropology, the anthropology of southeast Asia, and quantitative methods and modeling.

We hope to build our research strength within the department are through new support for research and connectivity across the sub-disciplines. The chair is in the process of developing a series of faculty research initiatives. Ideas now under consideration include a series of workshops (e.g. training on new or revised research grant programs and initiatives, fellowships) as well as incentive systems for grant writing, such as those currently used by other units in the College (e.g. Geography, the Simpson Center). These initiatives are still in the development phase, but will begin to be implemented in Autumn 2010.

Climate. In the wake of the workplace assessment that we recently commissioned, we have implemented a series of changes, most notably an ongoing series of training sessions. This year we offered faculty training on the chartering process (with the resulting clarification of roles and responsibilities), on identifying institutionalized racism, and on workplace violence prevention. Next year we will have facilitation training for the diversity committee, training on mentoring for all faculty and graduate students, and training on "crucial conversation" skills. We are also continuing to build on a recent set of initiatives to foster greater intellectual communication across sub-disciplines, and around the topics of diversity and climate. These include our popular Epistemologies Seminar (the first regular department-wide seminar series in many years) and additional informal social opportunities such as happy hours, diversity-teas, and potluck gatherings.

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#### A.IV.3. MEDIUM AND LONG RANGE PLANNING

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Although traditional tenure-track hires may be limited for the foreseeable future, the department nevertheless feels acutely the need to preserve our ability to provide the excellent education and research activity for which we are known. This will be increasingly difficult as the faculty shrinks due to a large

number of upcoming retirements and opportunities elsewhere. For that reason we use this part of this review to discuss areas that we believe would be excellent investments for future hires, related to future intellectual directions for the department. We discuss these by sub-discipline.

The sociocultural sub-faculty was home to the most recent hire, but, due to a series of retirements and departures, is currently down 2.5 faculty members from its usual level, in the midst of a rapid expansion of the department's undergraduate program. Recent departures and retirements have impacted the sociocultural program's strengths in many important areas that we wish to maintain, including: religion, migration, development, South Asia, Mainland Southeast Asia, and Mesoamerica. The sociocultural faculty would welcome opportunities to add expertise in geographic and cultural regions not currently represented among our research foci (e.g., Japan, the Middle East, Native America, South America), and in other important new directions within the field as a whole. The sociocultural faculty currently encompasses several strong intellectual trajectories as outlined in Appendix E, each of which could be built upon to develop impressive additional strengths. All of these areas have the potential for creative collaboration with other subfields in anthropology, as well as other departments and programs across the campus.

The archaeology program is particularly interested in expanding its emphasis on public archaeology, perhaps with a hire that would regain a specialty in Pacific NW archaeology, something we lost when Julie Stein took positions first at in the Dean's office and later as Director of the Burke Museum. Such a hire could be the centerpiece of a new public archaeology program and local field school, which faculty and graduate students could help run. This would simultaneously tap demand for more classes in the archaeology of our local region, help us to engage more collaboratively with the public and stakeholders in Washington State (including Native American communities), work more closely with the Burke Museum, gain visibility within and beyond the University, and better train students for job openings in local CRM and Agency positions.

Within biocultural anthropology, there is a broad recognition that human genetics has become a major focus of the field, and that it would be of great benefit to develop departmental expertise within human medical genetics specifically. This would complement the existing departmental focus on medical anthropology, adding an additional highly-sought after intellectual component to the mix. It would add ties between the department and new areas of Health Sciences, such as Medical Genetics, and provide expertise on campus to aid medical researchers seeking to integrate perspectives of human evolution and population history more thoroughly into their work.

PART B  
UNIT-DEFINED QUESTIONS

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Given the limited space available for this section, we have chosen to focus on four key questions on which we hope the review committee can provide particular guidance. Each question, in its own way, asks how we can maintain our excellence in educating students and conducting cutting edge research under severely diminished financial resources and within an inevitably complex department:

1. How can we meet the needs of undergraduates (majors and non-majors) in the context of continuing budget cuts?
2. How do we continue to provide excellent graduate programs with declining faculty numbers and reduced financial assistance to recruit, retain, and help carry these students to successful PhD degrees?
3. When the opportunity next arises, what kinds of faculty positions would strengthen our programs and strengthen our areas of specialization most effectively?
4. Are there inequities in teaching loads across the department?

The first three of these questions cut to the core of our mission and our identity as a world class department of anthropology that serves a foundation role in the University of Washington's College of Arts and Sciences. We recognize that the financial challenges we face are shared across the University and region more broadly. Thus, we seek guidance in managing the current situation and positioning ourselves to recover rapidly from the economic crisis in a position to retain and build on our excellence in the coming decade.

The fourth question addresses a structural issue surrounding teaching loads that has been a point of tension in the department for decades. We take the opportunity to raise this issue in the context of this review because we wish to empirically assess whether the perception of unfairness in teaching load is true. In the context of our ongoing workplace assessment, this presents an opportunity to create transparency and open dialogue.

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B.I. UNDERGRADUATE EDUCATION IN ANTHROPOLOGY

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As already noted, recent developments have resulted in unprecedented growth in the size of the anthropology undergraduate major, which has almost doubled in less than three years. This growth, while an unequivocal indication of programmatic success, presents daunting challenges in the current environment, challenges that we have sought to mitigate through temporary means, but for which longer term fixes are needed.

Our basic challenge is to provide the courses necessary for timely graduation of our majors. With a faculty that is shrinking as a result of retirements and relocations, we are struggling to offer enough courses with sufficient capacity to satisfy the demand produced by a large population of majors. This situation is compounded as a result of the development of tracks and options obligating us to offer regular core classes in each track or option, in addition to core requirements for the degree. Under these circumstances, maintaining the high quality of instruction and diversity of course opportunities that our students and we expect is also increasingly challenging.

We have pursued a series of temporary solutions to address these challenges. The most immediate has been implementation of a departmental policy that encourages maximization of course enrollments in

every course, and preferentially encourages courses with larger enrollments over those with smaller enrollment whenever possible. Another strategy we have employed increasingly — through the use of temporary funds provided by the Dean and Provost — is to hire more temporary lecturers and graduate student instructors (but see below) to teach important classes left vacant by our thinly stretched faculty. These strategies allow us to teach a maximum number of students and offer the widest variety of courses possible given current limitations of faculty and resources.

The next most immediate strategy we have pursued is to limit future growth of our major. We now have changed from an open major to a selective major, and have made two of our tracks competitive options (see Appendix I). Because of UW agreements with community colleges, this will not apply to transfer students for two years. Given that nearly half of our majors are transfer students, it is not clear how effective this will be at capping the size of our major. Notably we are not backing off from the development of tracks and options, despite their apparent role in increasing enrollments, as we believe firmly that controlling our major should not require diminishing the quality of the undergraduate educational experience.

The short term strategies for dealing with the instructional pressures created by a rapidly growing major have a number of long term consequences, some good and some less desirable. On the positive side, curriculum rationalization is leading to a better organized curriculum, including the development of tracks that explicitly target educational outcomes for students with specific career goals (e.g., medicine, public policy, international relations) beyond those of the contingent of students interested in pursuing higher education in anthropology itself. Broad faculty participation in the process of reforming the curriculum has generated a more broadly shared awareness of curriculum structure and gaps. Maximizing course enrollments and favoring large and popular course topics has led to greater efficiency in the deployment of limited resources (through the increase in student credit hours).

On the other hand, we have concerns about a number of potentially serious negative implications of our short-term solutions. High among these concerns is the impact of larger class sizes on the overall quality and diversity of instruction. As we push faculty and instructors to teach larger classes, while simultaneously reducing TA support, instructors must consider reducing the number of writing assignments and written examinations in favor of web-based quizzes and multiple choice Scantron tests, which, while more efficient, also represent a reduction in the extent to which instructors and TAs interact intellectually at a personal level with their students. Some instructors are unwilling to adopt these strategies. Consequently, both faculty workload and quality of instruction are very real concerns.

Graduate student instructors (GSIs) and TAs have a union contract that limits their work to 20 hr/week (220 hour total/ term). With the department lacking resources to cover overtime pay, GSIs and TAs are forced to find the most efficient means to develop course content and to motivate and evaluate student work. The department has recently developed several internal processes to help GSIs and TAs become more efficient teachers without sacrificing quality and to help the department identify those GSI applicants best prepared to teach quality courses within the mandated time limits. These will be implemented and evaluated in the 2010-2011 academic year.

It is hard to avoid the conclusion that the long-term solution to these challenges must include an increase in instructional resources for hiring some combination of new tenure track faculty, full-time lecturers, temporary post-doc lecturers, and/or graduate student instructors/TAs. At a minimum, perhaps it would be possible to increase and convert the temporary funds provided by the College of Arts and Sciences for each of the past two years into a permanent allocation that we could count on to finalize course schedules much earlier in each year than is currently possible; this would simultaneously improve our ability to

recruit graduate students. An alternative and decidedly less desirable approach may be simply to reduce the number of undergraduate students we accommodate in our teaching.

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## B. II. GRADUATE EDUCATION IN ANTHROPOLOGY

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On the graduate program side, we are particularly concerned about the implications of the current fiscal crisis on our ability to recruit and retain excellent graduate students, which increasingly requires providing substantial financial support. For the past decade, several students have been recruited and/or supported by fellowships from the two NSF IGERT programs engaged by our faculty. The benefits of faculty grant support on recruitment and support of graduate students is also important but also highly variable and as a result largely unpredictable. It was a good decade for RA support from research grants, some of the larger of which are now drawing to a close (e.g., Fitzhugh's Kuril Biocomplexity Project, which supported between three and nine Research Assistantships per year). A more predictable source of recruitment support comes in the form of two one-year recruitment packages from the Graduate School's GSFEI fund, which we divide and rotate between disciplines annually. We have also been very successful over the past decade competing for funds for the recruitment of diverse students from the Graduate Opportunities and Minority Achievement Program (GOMAP; see A.II.2). To be effective for recruitment (and as an obligation of accepting these packages), it has been necessary to match each recruitment package with pledges of at least one, but usually two, additional years of department TA or RA support. These pledges have the effect of diminishing the opportunity for non-recruited students to compete equally for departmental TA and RA positions — a consequence felt acutely by non-recruited students who still constitute the majority of students in each incoming class. For this reason, we have been extremely careful in our efforts to balance recruitment with the need to support and retain non-recruited students. One way we do this is by modeling the out-year implications of recruitment packages, especially as the fiscal crisis has limited our ability to predict the amount of TA support we can expect in future years. This balancing act led us reluctantly to turn away a GOMAP recruitment package for the 2010-2011 enrollment year because we were not sure that we could afford the out-year pledges without doing undue harm to non-recruited students. If the fiscal crisis worsens or continues unabated, the implications of this trend are either continued erosion of our ability to compete for the most talented students and/or increased neglect of the financial needs of non-recruited students. Additional deterioration in graduate student support comes from the reduction in support for tuition waivers and implications for endowment fellowships under our management. For example, the Niles Scholarship providing three quarters of support for archaeology students completing their dissertation theses is in its last year because the Graduate School can no longer offer tuition waivers to match the endowment generated stipends. Uncertainty in funding causes tremendous stress among our graduate students, and gaps in funding not only influence progress in graduate study, but also influence benefits (students who do not have 3 quarters of funding in the academic year do not have health insurance in summer months). The inevitable outcome of all such reduced investments will be deterioration of the quality and reputation of our graduate programs.

Another concern is that with the pressures to increase enrollments of undergraduate students to meet the demands of the major, there is a risk that faculty will have less time to devote to the instruction of important graduate level classes. Already some graduate classes have been delayed from annual to biannual or wider intervals, to accumulate graduate enrollments and to allow for more emphasis on undergraduate teaching.

We have taken a few cautious steps in the past year to try and protect the graduate programs from these negative consequences of the financial crisis and compounding contingencies. The sociocultural program opted not to accept any new students for the 2010-2011 academic year, explicitly to take pressure off

available sources of student support. The short-term result is a reduction of the number of sociocultural students in the program by 7-10 students. At the same time, the sociocultural faculty is engaged in an evaluation of their graduate program to determine what longer term structural changes might be needed to create a stronger and more sustainable program. The archaeology and biocultural programs did accept new student in this enrollment cycle, but only students who would enter with some kind of support (through research grants, dept. recruitment allocations or other fellowships/scholarships). When possible and pedagogically appropriate, we have also sought to direct temporary funds to graduate student instructors as a means of support and to give them professional experience in the classroom.

In summary, we are concerned about the effects of the financial climate on our ability to maintain three world-class graduate programs. We seek guidance on how we might better marshal our resources to recruit the strongest students, maintain some degree of equity in supporting all students, and ensuring that we can maintain active and vibrant graduate curricula so that our students can complete the program successfully and secure good jobs upon finishing their degrees.

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### B.III. HOW TO BEST STRENGTHEN OUR PROGRAMS WITH FUTURE HIRES.

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The challenges to maintaining strong and vibrant undergraduate and graduate programs are inevitably linked to the size and strength of our faculty. Opportunities to hire new faculty (even upon the retirement or loss of existing faculty) are increasingly scarce and UW projections are for significant reductions in faculty sizes across the university in the coming years, primarily through attrition. Demographically, our faculty is aging with the vast majority in the ranks of Associate to Full. If projections are borne out, we can expect to have to maintain our programs with fewer full time faculty members and of increasingly older median faculty age. This will inevitably impact our ability to maintain our programs and may force further restrictions on the scope of training we can provide. It would also negatively impact our ability to remain a cutting-edge department, as the continued intellectual vibrancy of the department relies critically upon regular infusions of fresh ideas and approaches brought by newly trained junior faculty. In the shorter term, needs are felt strongly in each of the subdisciplines to add colleagues who can teach and conduct research in emergent areas such as genetic anthropology, environmental anthropology, anthropology of migration and archaeology. Across the department there is also a strong sense that we need to increase the diversity of our faculty in terms of gender and ethnicity.

These needs have translated into several hiring efforts in recent years. For the past two years we were fortunate to have been able to hire Dr. Jason de León as a full time lecturer. As a rare scholar working in both archaeology and sociocultural anthropology, he was able to teach classes in both subdisciplines. His research in the ethnoarchaeology of officially undocumented migration brought an exciting new dimension of scholarship to the department. His teaching skills quickly became legendary across campus and he regularly taught popular classes — such as the Anthropology of Rock and Roll — to packed auditoriums. With tremendous support from the Dean's Office, we were able to offer him a tenure track position in the department, as well as a tenure track position for his wife, Abigail Bigham, a remarkable anthropological geneticist. We were very disappointed when they accepted a position at another university. As a result we are now in deficit again in our ability to teach the breadth of classes (and those that attract large numbers of students) that will help us address our curricular needs. We are again working with the Dean's Office to fill this gap. We plan to search for a full time lecturer next year, and we anticipate approval of a search for an anthropological geneticist.

A positive step towards meeting our remaining programmatic instructor needs that may be possible in the medium term would be additional temporary funding to expand the courses we could offer, especially at the undergraduate level. If these funds were to become permanent allocations, it would be easier for us to

plan for their deployment in ways that maximize their strategic benefits, e.g., by making longer term commitments to lecturers and planning ahead for courses that would best support our curricular needs. However, the longer-term success of our programs must inevitably include some dimension of new full time faculty recruitment.

Our next priority will be a tenure track appointment in the archaeology program, as it in an especially perilous position. In a faculty of six archaeologists with teaching appointments (4.5 FTE), two senior faculty are either in the process of retiring or approaching retirement (1.67 FTE) and two are under consideration for outside opportunities (2 FTE). Having witnessed the elimination of the environmental anthropology program due to faculty losses, we are acutely aware of the need to address this situation with potential retention offers and hires. The archaeology Program remains exceptionally strong with an acclaimed national and international reputation, and the weakening or elimination of this program would be a tremendous loss not only to the department, but to the college more broadly.

The most recent tenure-track search in our department was for a position in sociocultural anthropology, and resulted in the successful hire of a junior colleague, Dr. Sareeta Amrute, whose research expertise matched the sociocultural faculty's agreed-upon priorities (transnationalism, science and technology studies, South Asia). While recognizing that the sociocultural program will not have first priority for the next tenure-track faculty search, the sociocultural faculty nonetheless acutely feels the need to address, as soon and as completely as possible, an absolute reduction in the overall size of our faculty created by a number of recent departures and retirements. Given the likelihood that it will not soon be possible to replace these faculty positions with an equal number of new tenure-track faculty hires, the sociocultural faculty must carefully and collaboratively consider which of the many important areas of research expertise — topical, theoretical, methodological, and geographic — to prioritize when a hiring opportunity next arises. Without prejudging the outcome of that process, we can predict that the next sociocultural faculty hire will be defined in a manner intended both to replace some of the research strengths that we have recently lost, and to tap into some of the most exciting new developments in the field as a whole.

The internal challenge of identifying hiring priorities over the past decade has been compounded by the structure of opportunities at the College and University level. Through much of the past decade, it became apparent, if not explicitly stated by higher-level administration, that the majority of hiring was shifting to targets of opportunity for spousal hires, diversity recruitment and similar priorities. Despite the advantages of this shift for strengthening some desirable dimensions of the university, one unintended consequence has been a decline in the capacity of departments to pursue hires on the basis of programmatically defined needs. The resulting hires have been quite positive for our department, but this reality has diminished the value of strategic planning for new hires.

In sum, despite the expectation that hiring will be increasingly difficult in the coming few years, we believe that new resources for hiring temporary and permanent instructors and at least some new tenure track faculty will be necessary in order to maintain our record of ongoing success in undergraduate and graduate training, and in faculty research productivity. We seek advice on how best to maintain the strength of our programs with a minimum of new hires.

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#### B. IV. EVALUATING EQUITY IN TEACHING LOADS.

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In Autumn Quarter 2009 the faculty in the Department of Anthropology were asked to generate questions for the self study. One question raised is whether there is an even distribution of teaching across the department. There is a perception by some that sociocultural faculty bear the lion's share of the teaching.



Some have expressed concern that the full-time teaching load varies by subdiscipline (biocultural anthropology and sociocultural faculty teach a four course load per year, while archaeology faculty teach only three). Others have expressed concern that sociocultural faculty get many fellowships that release them from teaching, and that biocultural faculty get many buy-outs through grants, and lecturers and graduate student instructors do much of the teaching. Another concern raised in the 2007-08 academic year had to do with lack of guidelines for course enrollment caps for 100, 200, 300 and 400 level course; we made an effort to regularize this beginning in the 2008-09 academic year. In 2008 we also began to keep a database that tracks enrollment caps, actual enrollment, and credits. We are currently using this database to create summary statistics to answer the teaching load questions raised for our self-study. One issue is that there are a variety of ways to define "teaching effort," and how to interpret the data is not obvious. Further details and discussion will be provided in a separate report.

PART C  
APPENDICES

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APPENDIX A  
DEPARTMENTAL GOVERNANCE

| Committee or Position                                    | Membership  | Duties   |
|--|---|--|
| Chair  | 1 faculty member  | Appointed by the Dean for usually a 3-5 year term with responsibilities defined by higher echelons of the institution  |
| Associate Chair and Director of Undergraduate Curriculum | 1 faculty member  | 1-2 year appointment, rotating during the chair's appointment; shares duties of chair, and in particular, takes lead on coordinating undergraduate curriculum  |
| Advisory Committee                                       | 3 faculty members, 1 from each subdiscipline                  | Advises Department Chair on departmental policy matters and administrative/operations and activities; reflects the interests, perspectives, and concerns of the department as a whole; helps carry out decisions made by the Department Chair and/or departmental faculty; helps carry out departmental administrative tasks |
| Subdisciplinary Coordinators                             | 1-2 faculty members from each subdiscipline                   | Curriculum planning at subdisciplinary level, manage graduate programs   |
| EA Coordinator   | 1 faculty member  | Manages EA program   |
| Graduate Program Coordinator                             | 1 faculty member  | Manages the graduate program in consultation with the Graduate Program Assistant, and chairs the Subfaculty Appointments Committee.  |
| Honors Program Advisor                                   | 1 faculty member  | Directs the undergraduate departmental honors program  |
| Undergraduate Curriculum Coordination Committee          | Associate chair and subdisciplinary curriculum coordinators   | Charged with coordinating the undergraduate curriculum, and continuing the evaluation of the foundations courses   |
| Curriculum Committee                                     | 3 faculty members, 1 from each subdiscipline, student members | Charged with the review and evaluation of all new course applications, all course change proposals, and proposed actions that have a curricular impact; presents matters to the faculty for action upon recommendation of the Curriculum Committee   |
| Undergraduate Outreach Committee                         | Director of student services, 3 faculty, 3 graduate students  | Works with advising to plan and implement outreach activities for current and prospective undergraduate majors; organizes end-of-the-year graduation ceremony.   |

|                                    |  |   |
|------------------------------------|--|---|
| Development Committee              | Department chair, 3 faculty members, graduate students   | Identifies funding priorities in the department, proposes and plans events that will establish the department's presence more strongly in the community, and links prospective donors with department needs   |
| Diversity Committee                | 3 faculty (1 from each subdiscipline), staff, graduate students  | Facilitates the department's pursuit of the objectives and goals of the department's Diversity Mission Statement, and facilitates the Department-wide process of periodically revisiting and potentially revising the department's Diversity Statement as a living document that is responsive to change within and beyond our community              |
| Faculty Affairs Committee          | 3 faculty (1 from each subdiscipline)  | Charged with making recommendations to the faculty on matters concerning the employment of faculty; includes reviewing proposed changes in the Faculty Code or other Handbook provisions as they pertain to the faculty, evaluation and recommendation of all Adjunct and Affiliate appointments and recommendations for their renewal or termination |
| Graduate Activities Fund Committee | 1 faculty member, graduate students  | Coordinates events aimed at benefiting the graduate students' academic and professional development and creating an enhanced sense of unity and interaction among the graduate students. The committee also raises, manages, and disburses funds for such events  |
| Resources Committee                | 3 faculty members (1 from each subdiscipline), 3 graduate students   | Reviews applications for funding of a) graduate student research travel, b) graduate student conference travel, and c) honoraria for speakers in department-sponsored colloquia, and makes recommendations to the chair   |
| Sub-Faculty Appointments Committee | Graduate program coordinator, 3 faculty (one from each subdiscipline), graduate program assistant, 3 graduate students | Makes all the appointments of Teaching Assistants and other state funded regular graduate student appointments as well as other fellowship awards; recommends policy on such matters to the faculty   |
| Undergraduate Awards Committee     | Honors advisor, 1 faculty member from each subdiscipline   | Oversees the selection of three "best essay" awards, one for each sub-discipline (archaeology, biocultural and sociocultural) and one "best honors paper" award   |

APPENDIX B  
BUDGET SUMMARY

|                     |                     | Biennium 2003-05 |          | Biennium 2005-07 |          | Biennium 2007-09 |          | Biennium 2009-11 |         |
|---------------------|---------------------|------------------|----------|------------------|----------|------------------|----------|------------------|---------|
|                     |                     | 2003-04          | 2004-05  | 2005-06          | 2006-07  | 2007-08          | 2008-09  | 2009-10          | 2010-11 |
| State appropriation | Salaries and wages  | 3,712,499        |          | 3,896,998        |          | 4,090,856        |          | 4,680,802        |         |
|                     | Operations          | 42,328           |          | 44,828           |          | 65,922           |          | 56,880           |         |
|                     | Subtotal            | \$3,754,827      |          | \$3,941,826      |          | \$4,156,778      |          | \$4,737,682      |         |
|                     |                     |                  |          |                  |          |                  |          |                  |         |
|                     | Computing           | \$9,000          |          | \$9,000          |          | \$9,000          |          | \$9,000          |         |
|                     | Total               | \$3,763,827      |          | \$3,950,826      |          | \$4,165,778      |          | \$4,746,682      |         |
|                     |                     |                  |          |                  |          |                  |          |                  |         |
| RCR                 | From college        | 10,494           | 12,021   | 8,916            | 3,613    | 1,675            | 2,461    |                  |         |
|                     | From CSDE           | 827              | 1,306    | 6,391            | 15,458   | 16,428           | 17,797   |                  |         |
|                     | Travel allotment    | 13,500           | 13,500   | 13,500           | 13,500   | 13,500           | 13,500   |                  |         |
|                     | Total               | \$24,821         | \$26,827 | \$28,807         | \$32,571 | \$31,603         | \$33,758 |                  |         |
|                     |                     |                  |          |                  |          |                  |          |                  |         |
| Self-sustaining     | Course fees         | 6,132            | 5,452    | 4,561            | 5,207    | 6,552            | 8,490    |                  |         |
|                     | Evening degree fees |                  | 3,769    | 14,027           | 10,107   | 9,936            | 7,738    |                  |         |
|                     | Extension fees      |                  | 3,502    | 12,470           | 9,154    | 7,863            | 13,205   |                  |         |
|                     | Total               | \$6,132          | \$12,723 | \$31,058         | \$24,468 | \$24,351         | \$29,433 |                  |         |
|                     |                     |                  |          |                  |          |                  |          |                  |         |
| Gifts               | Cumulative          |                  | \$58,098 | \$65,999         | \$53,102 | \$40,362         | \$40,518 |                  |         |

APPENDIX C  
INFORMATION ABOUT FACULTY

| Last Name | First   | Middle | SubFac | Rank                         | Type         | Joint, adjunct and affiliations          | Online Profile  |
|-----------|---------|--------|--------|------------------------------|--------------|--|---|
| Amrute    | Sareeta | B.     | SC     | Assistant Professor          | tenure track |  | <a href="http://depts.washington.edu/anthweb/people/faculty/SAmrute.php">http://depts.washington.edu/anthweb/people/faculty/SAmrute.php</a>     |
| Anagnost  | Ann     | S.     | SC     | Professor                    | tenure track | Women Studies                            | <a href="http://depts.washington.edu/anthweb/people/faculty/AAagnost.php">http://depts.washington.edu/anthweb/people/faculty/AAagnost.php</a>   |
| Bilaniuk  | Laada   | M.     | SC     | Associate Professor          | tenure track | Linguistics                              | <a href="http://depts.washington.edu/anthweb/people/faculty/LBilaniuk.php">http://depts.washington.edu/anthweb/people/faculty/LBilaniuk.php</a> |
| Chapman   | Rachel  | R.     | SC     | Assistant Professor          | tenure track | Women Studies; Global Health             | <a href="http://depts.washington.edu/anthweb/people/faculty/RChapman.php">http://depts.washington.edu/anthweb/people/faculty/RChapman.php</a>   |
| Close     | Angela  | E.     | AR     | Professor                    | tenure track | Quaternary Research Center; Burke Museum | <a href="http://depts.washington.edu/anthweb/people/faculty/AClose.php">http://depts.washington.edu/anthweb/people/faculty/AClose.php</a>       |
| Feathers  | James   | K.     | AR     | Research Associate Professor | research     |  | <a href="http://depts.washington.edu/anthweb/people/faculty/JFeathers.php">http://depts.washington.edu/anthweb/people/faculty/JFeathers.php</a> |
| Fitzhugh  | J.      | Ben    | AR     | Associate Professor          | tenure track | Burke Museum                             | <a href="http://depts.washington.edu/anthweb/people/faculty/BFitzhugh.php">http://depts.washington.edu/anthweb/people/faculty/BFitzhugh.php</a> |
| Goodreau  | Steven  | M.     | BC     | Assistant Professor          | tenure track | CSDE                                     | <a href="http://depts.washington.edu/anthweb/people/faculty/SGoodreau.php">http://depts.washington.edu/anthweb/people/faculty/SGoodreau.php</a> |
| Grayson   | Donald  | K.     | AR     | Professor                    | tenure track | Burke Museum                             | <a href="http://depts.washington.edu/anthweb/people/faculty/DGrayson.php">http://depts.washington.edu/anthweb/people/faculty/DGrayson.php</a>   |
| Harrell   | Stevan  |        | SC     | Professor                    | tenure       | Asian Language/                          | <a href="http://depts.washington.edu/anthweb/people/faculty/">http://depts.washington.edu/anthweb/people/faculty/</a>                           |

|          |          |    |    |                              |              |   |   |
|----------|----------|----|----|------------------------------|--------------|---|---|
|          |          |    |    |                              | track        | Literature; Burke Museum  | <a href="#">SHarrell.php</a>  |
| Hoffman  | Daniel   | J. | SC | Assistant Professor          | tenure track |   | <a href="http://depts.washington.edu/anthweb/people/faculty/DHoffman.php">http://depts.washington.edu/anthweb/people/faculty/DHoffman.php</a>   |
| Holman   | Darryl   | J. | BC | Associate Professor          | tenure track | CSDE  | <a href="http://depts.washington.edu/anthweb/people/faculty/DHolman.php">http://depts.washington.edu/anthweb/people/faculty/DHolman.php</a>     |
| Jolles   | Carol    | Z. | SC | Research Associate Professor | research     |   | <a href="http://depts.washington.edu/anthweb/people/faculty/CJolles.php">http://depts.washington.edu/anthweb/people/faculty/CJolles.php</a>     |
| Kahn     | Miriam   |    | SC | Professor                    | tenure track | Burke Museum; Inter-disciplinary PhD program in Urban Design and Planning     | <a href="http://depts.washington.edu/anthweb/people/faculty/MKahn.php">http://depts.washington.edu/anthweb/people/faculty/MKahn.php</a>         |
| Kramer   | Patricia |    | BC | Research Associate Professor | research     | Burke Museum, Medical School (Department of Orthopaedics and Sports Medicine) | <a href="http://depts.washington.edu/anthweb/people/faculty/PKramer.php">http://depts.washington.edu/anthweb/people/faculty/PKramer.php</a>     |
| Lape     | Peter    | V. | AR | Associate Professor          | tenure track | Burke Museum  | <a href="http://depts.washington.edu/anthweb/people/faculty/PLape.php">http://depts.washington.edu/anthweb/people/faculty/PLape.php</a>         |
| Leonetti | Donna    |    | BC | Professor                    | tenure track |   | <a href="http://depts.washington.edu/anthweb/people/faculty/DLeonetti.php">http://depts.washington.edu/anthweb/people/faculty/DLeonetti.php</a> |
| Llobera  | Marcos   |    | AR | Assistant Professor          | tenure track |   | <a href="http://depts.washington.edu/anthweb/people/faculty/MLlobera.php">http://depts.washington.edu/anthweb/people/faculty/MLlobera.php</a>   |
| Lowe     | Celia    |    | SC | Associate Professor          | tenure track | Women Studies   | <a href="http://depts.washington.edu/anthweb/people/faculty/CLowe.php">http://depts.washington.edu/anthweb/people/faculty/CLowe.php</a>         |
| Marwick  | Benjamin |    | AR | Assistant Professor          | tenure track |   | <a href="http://depts.washington.edu/anthweb/people/faculty/BMarwick.php">http://depts.washington.edu/anthweb/people/faculty/BMarwick.php</a>   |

|              |          |        |    |                     |              |   |   |
|--------------|----------|--------|----|---------------------|--------------|---|---|
| Newell       | Laura    | L.     | BC | Professor           | tenure track |   | <a href="http://depts.washington.edu/anthweb/people/faculty/LNewell.php">http://depts.washington.edu/anthweb/people/faculty/LNewell.php</a>   |
| O'Connor     | Kathleen | A.     | BC | Associate Professor | tenure track | Center for Studies in Demography and Ecology                | <a href="http://depts.washington.edu/anthweb/people/faculty/KOConnor.php">http://depts.washington.edu/anthweb/people/faculty/KOConnor.php</a> |
| Peña         | Devon    | G.     | SC | Professor           | tenure track | Women Studies; American Ethnic Studies                      | <a href="http://depts.washington.edu/anthweb/people/faculty/DPena.php">http://depts.washington.edu/anthweb/people/faculty/DPena.php</a>       |
| Rhodes       | Lorna    | A.     | SC | Professor           | tenure track |   | <a href="http://depts.washington.edu/anthweb/people/faculty/LRhodes.php">http://depts.washington.edu/anthweb/people/faculty/LRhodes.php</a>   |
| Shell-Duncan | Bettina  |        | BC | Professor           | tenure track | Center for Studies in Demography and Ecology; Global Health | <a href="http://depts.washington.edu/anthweb/people/faculty/BSDuncan.php">http://depts.washington.edu/anthweb/people/faculty/BSDuncan.php</a> |
| Smith        | Eric     | A.     | BC | Professor           | tenure track |   | <a href="http://depts.washington.edu/anthweb/people/faculty/ESmith.php">http://depts.washington.edu/anthweb/people/faculty/ESmith.php</a>     |
| Stein        | Julie    | K.     | AR | Professor           | tenure track | Burke Museum  | <a href="http://depts.washington.edu/anthweb/people/faculty/JStein.php">http://depts.washington.edu/anthweb/people/faculty/JStein.php</a>     |
| Taylor       | Janelle  | S.     | SC | Associate Professor | tenure track | Women Studies   | <a href="http://depts.washington.edu/anthweb/people/faculty/JTaylor.php">http://depts.washington.edu/anthweb/people/faculty/JTaylor.php</a>   |
| Welland      | Sasha    |        | SC | Assistant Professor | tenure track | Women Studies   | <a href="http://depts.washington.edu/anthweb/people/faculty/SWelland.php">http://depts.washington.edu/anthweb/people/faculty/SWelland.php</a> |
| Wylie        | Margaret | Alison | AR | Professor           | tenure track | Philosophy; Women Studies                                   | <a href="http://depts.washington.edu/anthweb/people/faculty/AWylie.php">http://depts.washington.edu/anthweb/people/faculty/AWylie.php</a>     |

CVs of all faculty members are available at <https://catalysttools.washington.edu/workspace/mcaputi/14785/>



APPENDIX D  
EXISTING PROGRAM REVIEW. HEC BOARD SUMMARY

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Name of unit: ANTHROPOLOGY

Name of school/college: UNIVERSITY OF WASHINGTON

Degree title(s): "BA in Anthropology"; "PhD in Anthropology"

Year of last review: 2000-2001

Current date: September 1, 2010

The Department of Anthropology has been one of the leading social science units in the University of Washington's College of Arts and Sciences in the last ten years. Our success in training undergraduate and graduate students for careers in science, the humanities, business, education, government services, and non-profit organizations is well demonstrated, as is our research productivity on subjects ranging from the origins and evolution of prehistoric humans to the diversity of human cultural practices in our increasingly multi-cultural world.

Research in anthropology is always influenced by conditions and events happening around the world. Anthropology's longstanding focus on understanding the many interconnected ways of being human in today's world takes on special new salience today, in light of phenomena such as war and terrorism, global financial crises, rapid and very uneven technological changes, climate change, and global epidemics. Anthropologists are at the forefront of research on global health as well as other aspects of globalization, including research on global flows of labor migration, goods and services, political and economic refugees, and the unintended consequences of tightly interconnected global information networks. Issues of human and environmental dynamics have led anthropologists to study the human, social, and cultural dimensions of climate and environmental change, environmental justice, food security, indigenous knowledge, and sustainable development. Anthropologists have become increasingly interested in the formal modeling of complex systems by means of mathematical and computer-aided simulations and related tools that can help us understand issues as basic as the evolution of human cooperation, spread of infectious disease, and the relative resilience of different social contexts. These and related issues have emerged as central to UW Department of Anthropology faculty and students in the past decade and will be increasingly important themes in the coming decade.

A. DOCUMENTATION OF CONTINUING NEED, INCLUDING REFERENCE TO THE STATEWIDE AND REGIONAL NEEDS ASSESSMENT

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The need for undergraduate and graduate training as well as ongoing research in anthropology has never been greater as we face an increasingly global and multi-cultural world and region. This is reflected by the growth of student demand for anthropology training represented in the doubling of our undergraduate major population between 2007-2008 and 2009-2010 (from 300 to 600 students enrolled) and an increase in the number of baccalaureate degrees we have conferred in the past four years (from less than 120 during 2000-2006, up to 180 by 2010). Much of this growth has been in the new Medical and Global Health (MAGH) track that we inaugurated in the 2008-2009 year. That track tapped a demand projected

in the 2006 HECB Statewide and Regional Needs Assessment<sup>3</sup> for increased capacity for students interested in health related professions, reiterated in the updated 2009 HECB report, “A Skilled and Educated Workforce”.<sup>4</sup> Based on exit surveys completed by our graduating seniors, students are eager for more opportunities to study anthropology and to engage in anthropologically oriented service learning classes and internships in the Seattle region, across the state, and more widely. This may relate to the HECB projections for increased demand in human and protective services and education (see the documents referenced above). Students want opportunities to extend their undergraduate anthropology training to the graduate level, and a full 49% plan to go on to graduate school. Our doctoral programs continue to produce graduates with strong records in scholarship and grantsmanship who are very successful on the job market. One of our popular graduate programs (environmental anthropology) was discontinued due to the loss of key faculty. Our remaining three graduate programs (archaeology, biocultural anthropology, sociocultural anthropology) remain vibrant and draw excellent applicants.

## B. ASSESSMENT INFORMATION RELATED TO EXPECTED STUDENT LEARNING OUTCOMES AND THE ACHIEVEMENT OF THE PROGRAM'S OBJECTIVES

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Learning goals for anthropology classes vary by course level and to some extent also by subdiscipline. In 2009, faculty in each sub-discipline worked together to make explicit the overall learning goals of courses at each level in their program. In general, at the 100 level anthropology courses teach the foundational ideas of anthropology related to hominid evolution, world prehistory, biological variability, and the workings of social and cultural systems. . In these classes the primary goal is to foster an anthropologically literate student body and citizenry. At the 200 level, classes expand on the foundations introduced in 100 level classes and also serve as gateway classes to the anthropology major (many are pre-requisites to more advanced classes and/or requirements for the major or for particular “tracks” through the major — see below). These classes are set up to generate deeper anthropological literacy with greater expectations for analytical thinking and writing. Classes at the 300 and 400 levels serve majors in greater proportions. As such they tend to have more rigorous and thematically specific learning goals. In general, 300 level classes provide introductions to analytical and practical skills and to specific anthropological topics, while 400 level classes seek to teach proficiency in advanced analytical skills, professional reading comprehension, critical thinking, and analytical and expository writing in the context of specific anthropological problems or topics. Advanced undergraduates can also take 500 level classes with permission of the instructor. These classes are graduate level courses that seek to instill professional-level skills of reading, writing, analysis, critical thinking, and research. Outcomes are assessed, as appropriate to the class level, through quizzes, examinations, short writing exercises, in-class presentations (group and individual), lab reports, poster projects, essays, and term papers. In a subsequent section we discuss methods used for assessing student satisfaction and how findings have resulted in modifications to curriculum and course organization.

For the past five years we have undertaken an undergraduate curriculum initiative that focused on restructuring our foundations courses, revising the curriculum coordination process, and organizing our course offerings around themes that have been developed into tracks in the major. Two tracks, Medical Anthropology and Global Health and Anthropology of Globalization, have now become competitive options. All of these efforts have led to an unprecedented growth in our major, with a near doubling from 330 to 600 in just two years. These successes have created new challenges, in terms of the need to

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<sup>3</sup> <http://www.hecb.wa.gov/research/issues/NeedsAssessmentbychapters.asp>

<sup>4</sup> <http://www.hecb.wa.gov/news/documents/Skilled-EducatedWorkforce2009.pdf>

constrain the growth of our major population before it exceeds our capacity to adequately teach and advise all of our students given existing resources.

Our objectives at the doctoral level have confronted challenges due to constraints in financial support under the current budget crisis. As noted, departure of key faculty led us to shut down the environmental anthropology program, despite its record of success. For our three other graduate programs (Archaeology, biocultural anthropology, and sociocultural anthropology), we have been able partially to offset budget reductions and provide support for quality graduate student applicants in the past five years through a combination of recruitment support from the UW Graduate School and an unusually high level of external grant funding for student Research Assistantships and Fellowships.

### C. PLANS TO IMPROVE THE QUALITY AND PRODUCTIVITY OF THE PROGRAM

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We expect to face continuing fiscal challenges for the next several years, and this expectation colors many of our plans for maintaining and improving the quality and productivity of our programs into the next decade. We nonetheless remain committed to ongoing evaluation and improvement, especially in areas that do not require significant new financial resources. Our ongoing renovation of our undergraduate curriculum is an example, which in the last three years resulted in the development of the popular Medical Anthropology and Global Health (MAGH) track, the new Anthropology of Globalization (AOG) track and the coming "Archaeological Sciences" (ASC) track. These tracks help students navigate our curriculum in ways meaningful to particular career aspirations or interests, improve the quality of undergraduate education in our program and allow students to better specify the nature of their anthropological training in their resumes and transcripts. We are working to avoid oversubscribing our major and putting as many temporary teaching resources as we can into high demand course offerings.

Our graduate students support the quality of the undergraduate experience through their roles as teaching assistants, instructors and research mentors for many students. We are working creatively to deal with limitations of funding for recruiting and supporting graduate students, and we are working hard to balance the number of graduate students we enroll to a level that can be sustained with a reasonable amount of financial support. We are also working to make sure that the pressures on our undergraduate teaching and mentoring do not reduce the quality of the graduate educational experience by facilitating training in effective mentor-mentee relationships. Despite limited resources, we maintain the intellectual atmosphere conducive to research success with several speaker series that draw on local and regional expertise. Grant funded programs have also maintained a flow of leading national and international speakers. Distance conferencing technologies and partnering with peers at Washington State University have been especially helpful in this regard.

Number of instructional faculty, students enrolled, and degrees granted over last three years (Autumn-Summer)

|                                  | 2007-2008 | 2008- 2009 | 2009-2010 |
|----------------------------------|-----------|------------|-----------|
| FTE instructional faculty        | 29.75     | 30.75      | 29.75     |
| FTE graduate teaching assistants | 28.5      | 29.5       | 27        |
| Degree Program                   | PhD       | PhD        | PhD       |
| Headcount of enrolled students   | 94        | 99         | 91        |
| Number of degrees granted        | 6         | 11         | 16        |
| Degree Program                   | MA        | MA         | MA        |
| Headcount of enrolled students   | —         | —          | —         |
| Number of degrees granted        | 8         | 18         | 13        |
| Degree Program                   | BA        | BA         | BA        |
| Headcount of enrolled students   | 344       | 337        | 442       |
| Number of degrees granted        | 129       | 104        | 175       |

NOTE: "Headcount of enrolled students" (undergraduate) = number of declared majors as of 10<sup>th</sup> day of Autumn Quarter.

APPENDIX E  
DESCRIPTIONS OF SUBDISCIPLINARY PROGRAMS

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ARCHAEOLOGY

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The archaeology program at the University of Washington is marked by an emphasis on the application of rigorous analytic methods to archaeological data within interpretive contexts informed by a broad range of theoretical approaches. The approach we take to our discipline is united not by common interests in any particular part of the world, any particular period of time, or any particular theoretical stance, but instead by shared interests in interdisciplinary approaches to understanding the interactions of past peoples with their social and natural landscapes.

The heart of our training program is provided by a series of upper-level courses that deal with archaeological theory, on the one hand, and with material remains and the appropriate theory and methods used to analyze them, on the other. All are taught by scholars with international reputations and active research programs in the area represented by each course, although the academic interests of each person far transcend the contents of the courses themselves: theory (Alison Wylie, Ben Fitzhugh, Ben Marwick), ceramics (Jim Feathers), geoarchaeology (Ben Marwick), geochronology (Jim Feathers), GIS (Marcos Llobera), lithics (Angela Close), and zooarchaeology (Don Grayson). It is this set of demanding offerings that helps account for the success that our students, both undergraduate and graduate, have had after receiving their degrees. We also teach a range of additional courses, both areal and topical, that reflect our particular specialties and that cover time periods ranging from the Early Pleistocene to the present. It is, however, our commitment to the rigorous exploration, and integration, of archaeological theory and material remains that makes our program most distinctive.

The research conducted by the archaeology faculty is also marked by the fact that it is intensely interdisciplinary. To give just a few current examples, J. B. Fitzhugh's Kuril Islands project combines archaeologists, biologists, geologists, and oceanographers to better our understanding of the prehistory of this region; D. K. Grayson's research joins zooarchaeology with the analysis of ancient DNA from archaeological sites in arid western North America; B. Marwick's work in the central Australian Desert is conducted in close collaboration with a broad variety of geologists; P. Lape is working closely with paleoclimatologists to investigate the links between climatic variability and intergroup conflict in southeast Asia; J. Feathers' research on luminescence dating is being done collaboratively with a physicist and an electrical engineer; M. Llobera's research combines archaeology with computer and information science to develop new approaches to the past.

Our commitment to such research is reflected in the fact that many of us hold appointments in other programs on campus, including the Department of Philosophy, the Quaternary Research Center, the Center for Studies in Demography and Ecology, and the Center for Statistics and Social Sciences. Our success in transferring the importance of an interdisciplinary approach to our students is reflected in the courses taken by those students, which routinely include offerings drawn from Biology, Earth and Space Sciences, Fisheries, Oceanography, Quantitative Science, the School of Forest Resources, and elsewhere. The PhD research conducted by our graduate students is similarly interdisciplinary, with recent dissertation projects requiring expertise not only in archaeology but also in some, often complex, combination of botany, zoology, geology, geochemistry, and isotopic chemistry. The effectiveness of this approach to the past is shown not just by the publications that have been generated by the research involved, but also by the institutions that have funded the work, institutions that include NSF, the National Geographic Society, the Wenner-Gren Foundation, the Luce Foundation, EPA, the Social Science Research Council, and many others.

The archaeology program also gains significant strength from our strong relationship with the Burke Museum of Natural History and Culture. Historically, the Curator of the Archaeology Division in the Burke has also been a member of the archaeology faculty. The current Curator, Peter Lape, has maintained extremely close ties with the archaeology program. These ties allow our graduate students to gain invaluable experience through working in the Burke at the same time as the Burke gains committed and experienced assistance. In recent years, our students have received hands-on training in the NAGPRA process, in public outreach, in the proper curation of archaeological collections, and in other equally important areas. In addition, the Burke's Archaeology Division provides financial support, through scholarship and fellowship programs, for undergraduate and graduate research on their collections. While ties between the archaeology program and the Burke are closest with the Archaeology Division, close ties also exist with the Zoology and Geology divisions. The Zoology Division is extremely supportive of the Zooarchaeology Program while the paleontologists in the Geology Division have a long history of working closely with Archaeology graduate students with interests in organic remains from archaeological contexts.

In short, the archaeology faculty is marked not by a particular theoretical approach or geographical or temporal interest, but by an interest in rigorous interdisciplinary approaches to understanding past human interactions with the natural environment as well as with social and symbolic landscapes.

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### BIOCULTURAL ANTHROPOLOGY

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The biocultural anthropology program focuses on ecological, physiological, and demographic aspects of human biocultural variation within the frameworks of human adaptability and evolution. Our research and teaching highlight factors that shape human diversity across the entire range of global and historical variation.

Although human variation has long been a central concern of biological anthropology, the field has experienced a transformation from a largely descriptive science to one with a central focus on theoretical and analytical approaches. Consequently, our program embraces recent advances in statistical methods and laboratory analysis, allowing us to develop and test etiologic models of biology and behavior using field-based observations. Central to our research is an understanding that humans have evolved not only in response to environmental factors, but also continue to shape and modify their environments in response to perceptions, cultural constructs, behavior, and technology.

Many of the diverse lines of inquiry in which members of the biocultural program engage are unified by a central focus on neo-Darwinian theory as it illuminates the nexus of biology and culture. Other research draws upon modeling and mixed methods approaches of biocultural anthropology for practical applications in public health. Our approaches draw on multiple levels of explanation, from the ultimate (in evolutionary, comparative terms) to the proximate (in molecular and behavioral terms). At many universities these levels of analysis — ultimate versus proximate — are separated along disciplinary and sub-disciplinary lines, affording limited intellectual exchange. Our holistic approach serves to minimize scholarly and academic divisions by emphasizing the integration of multidisciplinary approaches to the study of human biological and behavioral diversity.

General areas of specialization in the biocultural anthropology program are outlined below. These are not formal tracks, but rather are presented as a means of identifying common themes within the department. It is important to note that the research of our individual faculty members and students typically span across multiple of these themes, even within individual research projects.

- Behavioral Ecology — provides a major bridge between the theoretical foundations of biological anthropology and evolutionary biology and the complexities of human behavioral and cultural variation. Students are exposed to fundamental principles that guide current research in evolutionary studies of behavior, including optimization models, evolutionary game theory, levels of selection debates, phenotypic adaptation, and theories of cultural evolution.
- Anthropological Demography — addresses the basic mechanisms and correlates of fertility, mortality, migration, and population composition and structure in evolutionary perspective. Our training places population processes within an integrated theoretical biocultural framework drawing from demography, biology, evolutionary theory, social network analysis, behavioral ecology, political economy, and cultural anthropology. A major focus in our program is biodemography. Most of the biocultural faculty are affiliates of the University of Washington's Center for Studies in Demography and Ecology ([CSDE](#)), a federally funded population center.
- Human Disease Ecology — examines the biological aspects of reproduction, health, stress, immune function and behavior, from mechanistic, cross-cultural and evolutionary perspectives. From a historical perspective, we examine the interactions between biology, culture, and the environment to inform our understanding of the factors that have shaped human evolution, and which may continue to influence the welfare of our species in the future. One of our foci within this set of interactions is the study of human behavior and social structure and their effects on infectious disease transmission and evolution. New methods and models have advanced this field rapidly in recent years, and our faculty specializes in these areas. Our [Biological Anthropology and Biodemography Laboratory](#) (described below) supports the anthropological study of human and non-human primate reproduction.
- Medical Anthropology and Global Health — a new area of specialization involves extending the modeling and mixed methods used in biocultural research to address pressing issues in the field of public health. Medical anthropology, the fastest growing sub-field in anthropology, has traditionally been situated in sociocultural anthropology, examining how health problems, health inequalities and health systems are shaped by cultural, geographic and sociopolitical contexts. A number of faculty in the biocultural anthropology program extend this focus by integrating ethnographic approaches with biomedical and epidemiological approaches to form empirically grounded accounts that can inform public health programs and behavior change interventions. Students and faculty whose research falls within this realm can participate in the trans-subdisciplinary area of emphasis in Medical Anthropology and Global Health, and some students elect to enroll in the new concurrent MPH/PhD program.
- Primate Evolutionary Biomechanics — is by its very nature highly interdisciplinary, requiring knowledge of paleontology, biology, geology, human behavior, and archaeology. Within the Department of Anthropology, students of evolutionary biomechanics complete courses in osteology and human paleontology and may take courses in the sociocultural program concerning human ecology and in field methods taught in the archaeology program. Outside our department, students are encouraged to take courses in vertebrate paleontology and evolutionary mechanisms as part of the [UW Paleobiology](#) group. Our faculty are particularly interested in the biomechanics and energetics of locomotion and their implications for group mobility. Ongoing research exploits normal and pathological variation in humans and monkeys to understand the evolution of the spine, pelvis, lower limbs, and feet of bipeds. Faculty are affiliated with numerous primate research centers, including the [Washington National Primate Research Center](#).

## Biological Anthropology and Biodemography Lab

The Biological Anthropology and Biodemography Laboratory founded by Dr. O' Connor, is now a shared facility with the CSDE Biodemography Core, and directed by both O' Connor and Eleanor Brindle of CSDE.

The use of biomarkers in anthropological and demographic research has grown rapidly in the past decade, particularly in the areas of fertility, aging, health and health disparities, social and behavioral endocrinology, growth and development, nutrition, and human ecology. The UW biological anthropology and biodemography lab has been one of the leaders of this trend, by providing the expertise and facilities necessary to overcome logistical and methodological obstacles to the integration of the behavioral and biological sciences. The lab has enabled anthropology and CSDE faculty, students and postdoctoral fellows to work at the frontiers of population and global health, merging the theory, methods and insights of the social sciences with those of the biological sciences. The lab, together with the CSDE Biodemography Core provides social and biological scientists with consultation for grant and project development, literature review and pilot work assistance, assay development and validation, specimen collection and assay services, assistance in reporting lab methods, and analytic and archival services for biomarker-based research.

The laboratory has matured into a highly productive and efficient facility with continuously broadening expertise and resources, and an international reputation. In its affiliation with the CSDE Biodemography Core it is unique among population research centers in the US in integrating laboratory facilities with intellectual support from staff experienced in creating and analyzing biological data. The lab and core have been very successful in developing and sharing biomarker methods, providing consultation, collection and assay supplies and services, and has a substantive and growing record of funded and published research in population and global health.

The lab supports both faculty and student in developing and sharing biomarker methods, providing consultation, collection and assay supplies for research in population health. The lab's infrastructure, methods, and experience are frequently sought by population researchers elsewhere on the UW campus, across the US, and across the world. . The lab's biomarker work has led to an accumulation of a broad range of specimen collection, management, and assay protocols, and a wealth of experience in developing new methods to meet new demands.

O' Connor teaches a laboratory methods class which facilitates both undergraduate and graduate student pilot work, and O' Connor and Brindle together run a Biomarker Methods Research Group Seminar two quarters per year which in its first year.

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## SOCIOCULTURAL ANTHROPOLOGY

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Sociocultural anthropology emphasizes interpretive and ethnographic approaches to the study of social and cultural life, producing understanding by situating lives, events, practices and representation within broader contexts. Historically, sociocultural anthropologists conceptualized "cultures" as if they were discrete, homogenous, and static. Today, by contrast, theoretical discussions in the field emphasize interconnection as well as the production of boundaries, difference and contestation as well as the production of hegemony, and change as well as continuity. Throughout these major theoretical shifts, sociocultural anthropologists have remained committed to the value of ethnographic methods: intensive long-term study of localities, their histories, and the circuits of power and exchange that link them to the world at large.



Sociocultural faculty at UW engage the world along several dimensions. One of these concerns geography, environment, and the histories of nationalism and colonialism. Faculty are concerned with issues of border-crossing and borderlands, the politics of language, the politics of food, economic systems, ecology of local communities, and the dynamics of war. Faculty also specialize in geographical areas with a global reach, including East, SE and South Asia, the Pacific Islands, Eastern Europe, Mexico, Mesoamerica, and the US.

A second dimension of the work of sociocultural faculty involves issues of power and inequality. Attentive to the dynamics internal to social worlds, faculty use ethnography to document and analyze the effects of race, gender, class, sexuality, and nationality, as well as systems of institutionalization, containment and exclusion. For some, notions of the biopolitical inform understanding of social arrangements, while for others the emphasis falls on the production and interpretation of images, language, and “culture.”

A third dimension centers upon sites of identity formation, exploring ethnographically how racial, ethnic, linguistic, sexual, national and professional identities emerge as the contingent outcomes of dynamic and contested social processes. This necessarily entails a critical concern with how power and positioning figure in ethnographic knowledge-production itself, and how the ethnographic project relates to the (often silenced and subjugated) perspectives and knowledge-making practices of the people among whom ethnographers conduct research.

Finally, a fourth dimension involves the study of change. Faculty focus explicitly on understanding how change happens, working to document ethnographically the social, cultural and linguistic processes involved in creating social change as well as continuity at local, national, and global levels. This focus requires concern for the ethical conduct of research, and attention to the ways that ethnography itself may contribute to changing the social world that we study.

Sociocultural faculty are strongly interdisciplinary, with connections across campus and nationally and internationally on each of these dimensions. Faculty collaborate with colleagues in other disciplines and programs (especially the Jackson School) who share their research interests in particular geographical areas. Other connections follow the contours of shared theoretical and topical interests. Thus, for example, faculty focusing on environmental issues work with many units in the UW College of the Environment, including the School of Forest Resources, the School of Aquatic and Fisheries Sciences, and the Program on the Environment. MAGH has strong ties to Global Health, Public Health, Bioethics and Humanities, Disability Studies, and the Program on Values in Society, connections that have been strengthened by the Critical Medical Humanities cross-disciplinary research group. Science and Technology Studies has a broad range of connections across campus, facilitated by the activities of the Science Studies Network. Faculty interested in analysis of visual forms of representation and in visual ethnographic methods have been involved with the Visual Praxis cross-disciplinary research group and new UW certificate programs in cinema and media studies and in public scholarship. A developing focus on food promises many more interdisciplinary connections. The sociocultural faculty are also increasingly involved with projects of change, from activism in relation to racism, feminist projects committed to social justice, engagement with reforms of local agencies (such as the state's prison system), and work with local communities in the US and other countries to implement community-based education and development projects. Faculty have also addressed publics beyond the university through various forums, including gallery talks, radio interviews, curation of museum exhibits, book talks, lectures and study tours for K-12 teachers in the northwest region, presentations at local schools, and more.

## APPENDIX F WORKPLACE ASSESSMENT

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The Department of Anthropology at the University of Washington has long been known, among peer departments, for its productive, collegial and mutually respectful working relations. In the context of demographic shifts and shrinking resources described elsewhere in this document, tensions over priorities in hiring and graduate support (partly centered on questions surrounding the fate of the environmental anthropology program, and partly focused on diversity issues) became pronounced enough that the department recognized the need for a process of collective reflection and (where necessary) conflict mediation. We have taken this as an opportunity to clearly identify the challenges we face and constructively engage them.

In 2008 we hired an external consultant to conduct a three phase process: 1) to conduct a workplace assessment to identify problem areas in the Department of Anthropology, 2) to propose specific interventions to address problems, and 3) to advise on long-term strategic planning. We entered into this process with the following goals and guidelines:

- To develop internal skills and resources for constructively addressing localized conflicts;
- To keep clearly in view the institutional, structural issues that underlie specific points of conflict, with the aim of thinking collectively about how we might best address these challenges;
- To find ways of bringing into focus shared interests and common purpose, without trivializing very real differences in interest, perspective, and background;
- To cultivate ways of communicating and interacting, personally and intellectually, that presupposes the value of diversity and make it a source of creativity and strength in the department.

We have now completed the workplace assessment process and have initiated several key interventions at the level of mediating interpersonal conflict, while also developing communication and facilitation skills within working groups, and clarifying committee mandates, decision making procedures, and organizational structure at a departmental level. Accomplishments to date include the following:

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### 1. CHARTERING THE EXECUTIVE COMMITTEE AND THE DIVERSITY COMMITTEE

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The Executive Committee is a relatively recent institution in the Department of Anthropology, established by Mimi Kahn in the last few years of her term as Chair. A review of departmental procedures over the summer of 2008 made it clear that different chairs had used this committee in different ways, and that its mandate and procedures had never been clearly spelled out. The process of chartering, undertaken in September 2008, involved bringing together current members of the executive and all the faculty members who were slated to chair departmental committees in the 2008-09 academic year. They participated in a sequence of two facilitated meetings the purpose of which was to outline the Executive Committee's purpose, roles, membership, and procedures. The outcome was clarification that the Executive Committee in the Department of Anthropology is not a decision-making body; its primary function is to provide the Chair advice — it was renamed the Advisory Committee — and to serve as a group to whom the Chair can delegate specific projects on an ad hoc basis. This understanding was articulated in a committee charter that was shared with the entire faculty when the Fall Quarter started in October 2008. This process served two purposes: 1) to clarify the role of the Executive Committee, as described; and 2) to teach the principles of chartering to committee heads who could then, in turn, charter their own committees. Facilitation was used for one additional chartering process, namely for the Diversity Committee.

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## 2. MEETING FACILITATION

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A series of department-wide and subfaculty meetings have been facilitated by an external consultant. Facilitation has helped faculty substantially change their internal dynamics, not just through mediating specific points of conflict, but by training us how most effectively to facilitate meetings and how best to establish constructive and inclusive norms of deliberation for the group as whole. Specific accomplishments include: implementing systematic procedures for conducting meetings; regularizing processes for group decision-making; setting a code of conduct and clarifying rules of engagement; and, crucially, establishing a core group of faculty who can model, with growing confidence, constructive strategies for addressing conflict when it arises.

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## 3. TRAINING

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Training on chartering was obtained in the process of participation in the chartering sessions for the advisory committee. Two other specific training sessions have also been held: Un-Doing Racism, a workshop that provided training on identifying and confronting institutionalized racism, and Workplace Violence Prevention. We are also in the process of planning additional training sessions, one on mentoring graduate students, and another on “crucial conversation” training.

APPENDIX G  
ANTHROPOLOGY DIVERSITY STATEMENT

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University of Washington Department of Anthropology  
Diversity Mission Statement  
December 2005

PREAMBLE

At the heart of anthropology research, theory and practice lies a shared appreciation of and commitment to understanding all aspects of human difference. We also recognize that diversity — whether defined as cultural, racial/ethnic, national, socio-demographic, gender/sexuality, religious, linguistic, age or ability — enriches the process of discovery by engendering multiple modes of thinking about problems and communicating ideas.

However, we live in a society that is based on a social and economic hierarchy that systematically devalues differences among and between individuals based on culture, race/ethnicity, nationality, class, gender/sexuality, religion, age and ability among other aspects of identity. These differences intersect with each other. Difference and our valuation of it have historical social meaning and often have biological and economic manifestations.

For example, in the U.S. a 2005 estimate of the breakdown of racial/ethnic group affiliations is:

- White
  - 81.7% or 216 million, (Including Latinos and those of Middle Eastern and North African descent)
  - 69% (Excluding Latinos but including Middle Easterners, North Africans, and others who checked "Some other race" in the Census)
- Latinos 14.1% or 41.3 million
- Black 12.9% or 36.4 million,
- Asian 4.2% or 11.9 million,
- Amerindian 1.5% or 4.1 million,
- Native Hawaiian and Pacific Islander 0.2%
- Two or more races 2.4%,  
[http://en.wikipedia.org/wiki/Racial\\_demographics\\_of\\_the\\_United\\_States1](http://en.wikipedia.org/wiki/Racial_demographics_of_the_United_States1)

Yet, in academia:

- 94% of full professors in science and engineering are white, 90% are male.
- 91 % of full professors at research universities are white; 75% are male.
- 87% of fulltime faculty members in the US are white; 64% male.
- Only 5% of full professors in the US are black Latino or Native American.
- The gap between the percentage of tenured men and percentage of tenured women has not changed in 30 years. (Harvard Magazine 2002) <http://www.harvardmagazine.com/online/030255.html>

We consider these statistics to be a starting point — guidelines to help us understand the diversity that exists in our nation and how we in the discipline of anthropology and as a department compare against these numbers. The broad headings of Amerindian, African or Asian American and Latino imply intra-group homogeneity. This is not the case. Our goal is not only to reflect American or academic diversity,

but to go above and beyond the basic numbers by acknowledging and defining diversity within minority groups as well.

In the discipline of anthropology: There is still far to go before we begin to reflect the diversity of communities where anthropologists live, work and which we serve.

In our own department: There is still far to go before we begin to reflect the diversity of communities where we live, work and which we serve.

Given that institutions tend to mirror the society in which they exist — meaning that dominant ideologies and practices of institutions reinforce the social hierarchy of the society in which they emerge; AND

Given that this social hierarchy keeps everyone in this society and the society as a whole from reaching their/its greatest potential; AND

Given that anthropology as a discipline will only remain relevant to the world if it includes and trains practitioners from diverse backgrounds;

WE, the UW Department of Anthropology have adopted the following vision and mission statement:

#### VISION STATEMENT

The UW Department of Anthropology is committed to developing a more diverse faculty, staff and student body in order to better achieve our departmental, institutional and discipline-related goals of research, teaching, community service and social justice.

#### MISSION AND OBJECTIVES STATEMENT

Our mission and objectives are to:

1. identify institutional resources and create departmental policies that lead to the recruitment, retention and promotion of U.S. historically under-represented minority faculty, staff and students;
2. increase the presence of;
3. promote the well-being of;
4. support the advancement within the university of;
5. improve the departmental environment for;
6. encourage the application, hiring and enrollment of;
7. raise departmental awareness of the value and need for;
8. celebrate the importance and work of

a diverse community of faculty, students and staff with special attention to US minorities historically underrepresented on U.S. university and college campuses.

Statistical data provide raw numbers reflecting diversity in the society, discipline and department; but they do not reflect the complexities behind those numbers. Recognizing that this is a multifaceted issue,

and that it is not just quantifiable by a metric, we look to move beyond numbers and strive to reach a higher level of diversity everyday.

<sup>1</sup> A separate listing for Latinos is not included because the Census Bureau considers Hispanic to mean a person of Latin American descent (especially of Cuban, Mexican, Puerto Rican, or Dominican origin) who may be of any race or ethnic group.

However, in mid-2004, the data from the Census Bureau, many independent study and survey groups and news agencies found that people of Latino culture and origin, immigrants from Latin America and their progeny, now compose 14% of the American population, exceeding the African American population to become America's largest de facto racial minority. While this may not be accepted demographically, its main importance is political, since the political and social expression of Latin American communities exceeds national and racial boundaries, united by a common language and the Catholic faith. The Census Bureau's definition of "white" is not the definition most widely used by the US people as a whole. Most Americans define "white" to exclude all Latinos, even those of foreign European descent, and Arabs. Using that definition, the white proportion of the US population is currently at 69.1%. [http://en.wikipedia.org/wiki/Demographics\\_of\\_the\\_United\\_States-Ethnic\\_groups](http://en.wikipedia.org/wiki/Demographics_of_the_United_States-Ethnic_groups)

APPENDIX H  
EXCELLENCE IN HIRING RUBRIC

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University of Washington Department of Anthropology  
Diversity Committee

“Excellence in Faculty Hiring Guidelines”

The following faculty search guidelines were developed by the UW Department of Anthropology Diversity Committee and adopted by a vote of the entire faculty in Fall 2006.

#### Faculty Search Guidelines

In order to increase prospects for attracting a diverse pool of candidates across all faculty job searches:

- Have a diversity committee member on each job search committee.
- All search committee members should read UW booklet on faculty diversity.
- Each job search committee writes a plan for addressing diversity issues and send for input to the diversity committee.
- Each job search committee should use the Minority and Women Doctoral Directory for planning job search outreach.

We request that the additional best practices be discussed and adopted by another vote of the full faculty to make the full document department-wide policy. By policy we mean that any and all faculty searches in all sub-disciplines will adhere to these Faculty Search Guidelines.

#### Additional Best Practices

- The diversity committee will always be made up of at least one faculty and one student representative from each sub-discipline.
- All search committees should have at least 1 faculty member from the diversity committee.
- All search committees should have at least 2 student members. One of those student members should be recruited from the Diversity Committee.
- Students on the search committee should be full participants in the committee work allowing for respect of confidentiality restrictions.
- All diversity candidates with relevant applications should be reviewed by the entire committee.

We recommend that the instruments developed with the Dean's Office for faculty searches be adopted for the use of all evaluations and discussions of candidates. We further recommend that the department continue to review and revise these instruments as living documents that will improve and change as a result of our experience and use.

APPENDIX I  
REQUIREMENTS FOR THE ANTHROPOLOGY BA DEGREE

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In response to the rapid growth in our major, we submitted an application to the Faculty Council on Academic Standards to make changes to our major. This application was approved in July 2010. The changes make the anthropology major selective by adding the completion of minimum requirements before application to the major and to add two new competitive options (MAGH and Anthropology of Globalization (AG) to the major. We have AG competitive from the beginning because we anticipate that it could create enthusiasm similar to MAGH. The changes include:

1. Deletion of the current admissions requirements and substitution with the new minimum requirements;
2. Addition of the option requirements;
3. Requirement of an application to be considered for admission to one of the competitive options.

No changes to the existing, standard course of study in anthropology were made.

Degree Requirements (as of September 2010)

Department Admission Requirements

Admission to the anthropology major is selective and requires the following:

1. A minimum of 15 ANTH/ARCH/BIOA credits;
2. A minimum cumulative GPA of 2.5 for ANTH/ARCHY/BIOA credits, with no less than a 2.0 in each course;
3. A minimum GPA of 2.5 for all prior college work including transfer credits.
4. Transfer students must be admitted to the University before they can apply to the major.

Students are admitted all quarters and there are no quarterly deadlines. Additional information is available on the departmental website.

Bachelor of Arts

Suggested first- and second-year college courses: Any two of the following: ANTH 202, ANTH 203, ANTH 204, ANTH 206, ANTH 207, ANTH 208, ANTH 209, ANTH 210, or ANTH 228; ARCHY 205; BIOA 201; at least one from SOC 220, STAT 220, STAT 311, or Q SCI 381.

Options

In addition to the standard anthropology course of study, two options are available in the anthropology major:

1. Medical Anthropology and Global Health (MAGH)
2. Anthropology of Globalization (AG).



Admission to either option is competitive. The application deadline is the second Friday of Autumn, Winter and Spring quarters. Applications will be available on the departmental website on the first day of the quarter.

Note that meeting the minimum requirements for admission to the major does not guarantee admission to either option. Students who apply for an option will be notified of the admissions decision by the end of week 5 of the quarter in which they apply. Anthropology students are not required to participate in an option; they may select to follow the standard course of study given below.

#### Major Requirements

The standard course of study for anthropology includes 55 credits as follows:

1. Core courses (20 credits): ARCHY 205, BIOA 201; any 200-level ANTH course; and one of the following: SOC 220, STAT 220, STAT 311, Q SCI 381
2. 35 additional ANTH, ARCHY, and BIOA credits distributed across the subfields or concentrated as suits the interests of the student. 20 of these credits must be in upper-division (300- or 400-level) courses. Students may count one 100-level ANTH, ARCHY, or BIOA course toward the major, but are not required to do so.
  - a. The following AIS courses may apply toward this requirement: AIS 201, AIS 202, AIS 203, AIS 240, AIS 311, AIS 312, AIS 316, AIS 317, AIS 330, AIS 335, AIS 340, AIS 443.
  - b. Maximum 12 credits from ANTH 499, ARCHY 499, and BIOA 499 combined can be counted toward the major.
  - c. For students enrolled in the MAGH or AG options, these additional requirements must be met:
    - i. Medical Anthropology and Global Health option requirements: Completion of ANTH 215 and completion of 15 credits from ANTH and BIOA courses approved for the MAGH option (available in the Anthropology advising office, Denny Hall 243 or on the Department of Anthropology website).
    - ii. Anthropology of Globalization option requirements: Completion of 20 credits from courses in ANTH, ARCHY, and BIOA approved for the option (available in the Anthropology advising office, Denny Hall 243 or on the Department of Anthropology website).
3. Additional major requirements:
  - a. Courses with a grade of 1.9 or lower do not count toward the major.
  - b. At least 25 credits in the major must be completed with a minimum grade of 3.0.
  - c. Transfer students must complete a minimum of 15 upper-division credits in Anthropology at the UW.

APPENDIX J  
PHD DEGREES BY FACULTY ADVISOR SUMMER 2000-SPRING 2010

| Last Name             | PhDs chaired to degree | Last Name                     | PhDs chaired to degree |
|-----------------------|------------------------|-------------------------------|------------------------|
| Amrute                | 0                      | Kramer                        | 1.5                    |
| Anagnost              | 6.5*                   | Lape                          | 1                      |
| Bilaniuk              | 1                      | Leonetti                      | 4                      |
| Chapman               | 0                      | Llobera                       | 0                      |
| Chrisman              | 1                      | Lowe                          | 2                      |
| Close                 | 4                      | Marwick                       | 0                      |
| Dudley <sup>‡</sup>   | 1                      | Newell                        | 0                      |
| Dunnell <sup>‡</sup>  | 3                      | O'Connor                      | 1                      |
| Feathers              | 2                      | Peña                          | 0                      |
| Fitzhugh              | 2*                     | Rhodes                        | 3.5*                   |
| Goodreau              | 0                      | Shell-Duncan                  | 4                      |
| Grayson               | 7.5*                   | Sivaramakrishnan <sup>‡</sup> | 4.5*                   |
| Green                 | 2 <sup>‡</sup>         | Smith                         | 9*                     |
| Harrell               | 12*                    | Sorensen <sup>‡</sup>         | 1                      |
| Hoffman               | 0                      | Stein                         | 2.5*                   |
| Holman                | 0                      | Taylor                        | 1                      |
| Hunn <sup>‡</sup>     | 3.5*                   | Welland                       | 0                      |
| Hutterer <sup>‡</sup> | 1                      | Wenke <sup>‡</sup>            | 1                      |
| Jolles                | 0                      | Winans <sup>‡</sup>           | 1                      |
| Kahn                  | 4.5*                   | Wylie                         | 0                      |
| Keyes <sup>‡</sup>    | 13                     |                               |                        |
| Total                 |                        |                               | 96                     |

\* Co-chairs of PhD students counted as 0.5 for each co-chair

<sup>‡</sup> Emeritus Faculty, Adjunct Faculty and/or Faculty no longer in the department

APPENDIX K  
PHD GRADUATES AND THESIS TITLES  
(CONFERRED SUMMER 2000 THROUGH SPRING 2010)

| Name                    | Program | Exit Yr | Time To Degree | Chair(s)        | Dissertation Title   |
|-------------------------|---------|---------|----------------|-----------------|--|
| Blumenfield Kedar, Tami | SC      | 2010    | 6.75           | Harrell         | Scenes from Yongning: Media Creation in China's Na Villages  |
| Clark, Heather          | SC      | 2010    | 5.75           | Bilaniuk        | We are the same but different: Navigating African American and Deaf Cultural Identities.   |
| Duncan, Andrea          | BC      | 2010    | 7.75           | Kramer/Kyes     | Longitudinal development of spinal osteoarthritis in <i>Macaca mulatta</i>   |
| Johnston, Sue           | SC      | 2010    | 11.75          | Chrisman        | Nursing in a Time of AIDS: Identity Formation in the Borderlands   |
| Kornbacher, Kim         | AR      | 2010    | 20.75          | Dunnell         | An Evolutionary Investigation of Wedge Tool Form, Function, and Technology   |
| Leehey, Jennifer        | SC      | 2010    | 17.50          | Keyes           | Open Secrets, Hidden Meanings: Censorship, Esoteric Power and Contested Authority in Urban Burma in the 1990s                                  |
| VanHoy, Sarah           | SC      | 2010    | 12.50          | Rhodes          | Authenticity, depth and healing at the end of the world: an auto-ethnography of Chinese medical practices                                      |
| Alipio, Cheryl          | SC      | 2009    | 7.25           | Lowe            | Libidinal Economies: Child Debts, Devotions, and Desires in Philippine Migrant Families  |
| Lockwood, Christopher   | AR      | 2009    | 10.25          | Stein           | Pigs, Dryland Agriculture and Social Complexity in Precontact Hawai'i: Assessing Surplus Production through Landscape Geochemistry             |
| Meierotto, Lisa         | EA      | 2009    | 6.25           | Fitzhugh/Kahn   | The Co-Evolution of Nature Conservation and Militarization on the U.S.-Mexico Border   |
| Methaphat, Chingchai    | SC      | 2009    | 6.25           | Taylor          | Silent Risk: Chemical Pesticide Use among Fruit Farmers in an Eastern Thai Community   |
| Brugger, Julie          | SC      | 2009    | 10.00          | Kahn            | Public Land and the American Democratic Imaginary: A Case Study of Conflict over the Management of Grand Staircase-Escalante National Monument |
| Chaudhuri, Tapoja       | EA      | 2009    | 6.00           | Sivaramkrishnan | The Social Universe of a Protected Area: Community-based Eco-tourism in the Periyar Tiger Reserve, India                                       |
| Hoang, Cam              | EA      | 2009    | 9.00           | Keyes           | Forest Thieves? The Politics of Forest Resources in a Northwestern Frontier Valley of Vietnam.   |

|                        |    |      |       |                  |   |
|------------------------|----|------|-------|------------------|---|
| Lazrus, Heather        |    |      | 7.00  | Sivaramakrishnan | Weathering the Waves: Climate Change, Politics, and Vulnerability in Tuvalu   |
| Brown, S. Christopher  | SC | 2009 | 15.50 | Anagnost         | Streets and Children in Surabaya  |
| Daniels, Phoebe S.     | AR | 2009 | 7.75  | Grayson          | A Gendered Model of Prehistoric Resource Depression: A Case Study on the Northwest Coast                                    |
| West, Catherine Foster | AR | 2009 | 8.50  | Grayson          | Human Dietary Response to Climate Change and Resource Abundance   |
| Poe, Melissa           | EA | 2009 | 7.50  | Sivaramakrishnan | Wild Mushrooms, Forest Governance, and Conflict in the Northern Sierra of Oaxaca  |
| Poole, Amanda          | EA | 2009 | 7.75  | Sivaramakrishnan | An Ethnography of Refugee Resettlement, Resource Management, and Statemaking in Lowlands Eritrea                            |
| Bush, Daniel           | AR | 2008 | 14.50 | Feathers         | Application of Luminescence Dating to the Study of Archaic Age Anthropogenic Mounds from the Lower Mississippi River Valley |
| Zanotti, Laura         | SC | 2008 | 6.25  | Harrell          | Re-envisioning Indigenous Territoriality: Nature, Place and Space in the Kayapó homeland                                    |
| Chao, Chin-Yun         | AR | 2008 | 7.75  | Lape             | A Microregional Approach to Social Dynamics in the Late Prehistoric Manatuto, East Timor, 11th - 18th Century               |
| Sievanen, Leila        | EA | 2008 | 9.00  | Lowe             | Social Seascapes, Political Landscapes: Conflict and Cooperation within an Indonesian Marine Park                           |
| Fujita, Masako         | BC | 2008 | 7.00  | Shell-Duncan     | An Epidemiological and Evolutionary Investigation of Mother-Offspring Vitamin A Transfer                                    |
| Nolin, David           | BC | 2008 | 5.25  | Smith            | Food-Sharing Networks in Lamalera, Indonesia: Tests of Adaptive Hypotheses  |
| Scelza, Brook          | BC | 2008 | 5.75  | Smith            | Extended Parental Investment Among Martu Aborigines   |
| Carothers, Courtney    | EA | 2008 | 6.00  | Smith            | Privatizing the Right to Fish: Challenges to Livelihood and Community in Kodiak, Alaska                                     |
| Shaw, Jennie Deo       | AR | 2008 | 10.25 | Stein/Fitzhugh   | Driftwood as a Resource: Modeling Fuelwood Acquisition Strategies in the Mid- to Late Holocene Gulf of Alaska               |
| Rojas, Monica          | SC | 2007 | 6.50  | Dudley           | Docile Devils: Ideological Contradictions and Identity Struggles in Afro-Peruvian Dance                                     |
| Hood, Larkin           | AR | 2007 | 12.75 | Fitzhugh         | Modeling Hunter-Gatherer Ceramic Production and Use: A Test Case from the Upper Texas Coastal Plain                         |
| Kā'ili, Tevita         | SC | 2007 | 7.25  | Kahn             | Tauhi Vā: Creating Beauty through the Art of Sociospatial Relations   |
| Dao, The Duc           | BC | 2007 | 9.25  | Keyes            | Buddhist Pilgrimage and Religious Resurgence in Contemporary Vietnam  |

|                    |    |      |       |                |  |
|--------------------|----|------|-------|----------------|--|
| Fox, Diane         | SC | 2007 | 9.50  | Keyes          | "One Significant Ghost": Agent Orange Narratives of Trauma, Survival, and Responsibility   |
| Neill, Dawn        | SC | 2007 | 7.00  | Leonetti       | The Effect of Urbanization on Parental Investment Decisions among Indo-Fijians   |
| Snipes, Shedra Amy | BC | 2007 | 6.50  | O'Connor       | Pesticides and Cortisol Increase among Mexican Immigrant Farmworkers: A Bio-Cultural Model   |
| Woods, Theresa     | SC | 2007 | 17.50 | Rhodes         | Magic, Morality and Medicine: Madness and Medical Pluralism in Java  |
| Norman, Karma      | EA | 2007 | 9.75  | Smith          | Grasping Adubad: Badulgal Knowledge, Management, Tenure and Harvest within the Marine Environment of the Torres Strait                 |
| Ruhlen, Rebecca    | SC | 2007 | 12.75 | Sorensen       | South Korean Feminist Activism: Gender, Middle-classness, and Public/Private Discourse in 1990s Civil Society                          |
| Taiwan, Sasala     | SC | 2006 | 7.25  | Harrell        | The Lost Lily: State, Sociocultural Change and the Decline of Hunting Culture in Kochapogan, Taiwan                                    |
| Baron, Akesha      | SC | 2006 | 6.50  | Hunn/Curzon    | Women Don't Talk: Gender and Codemixing in an Evangelical Tzotzil Village  |
| Duong, Bich Hanh   | SC | 2006 | 8.75  | Keyes          | The Hmong Girls of Sa Pa: Local Places, Global Trajectories, Hybrid Identities   |
| Chou, Jen-Yu       | SC | 2006 | 5.25  | Rhodes/Harrell | The Psychiatric Politics of Risk and Cost: Forensic Theory and Practice in the US and Taiwan   |
| Kushnick, Geoff    | BC | 2006 | 8.25  | Smith          | Parent-Offspring Conflict Among the Karo of North Sumatra  |
| Hsu, Ching-wen     | SC | 2005 | 8.00  | Anagnost       | Consuming Taiwan   |
| Minichillo, Tom    | AR | 2005 | 9.25  | Close          | Middle Stone Age lithic study, South Africa: An examination of modern human origins  |
| Vyas, Poorvee      | AR | 2005 | 7.50  | Close          | Actions in sequence: Application of a modified chaîne opératoire approach to Upper Paleolithic assemblages from Central Portugal       |
| Bakewell, Ed       | AR | 2005 | 14.00 | Feathers       | The Archaeopetrology of vitrophyric toolstones with applications to archaeology in the Pacific Northwest                               |
| Bovy, Kris         | AR | 2005 | 11.25 | Grayson        | Effects of Human Hunting, Climate Change, and Tectonic Events on Waterbirds along the Pacific Northwest Coast during the Late Holocene |
| Glover, Denise     | SC | 2005 | 9.00  | Harrell        | Up from the Roots: Contextualizing Plant Classifications by Tibetan Doctors in Rgyalthing  |

|                   |    |      |       |                        |   |
|-------------------|----|------|-------|------------------------|---|
| Li, Yongxiang     | SC | 2005 | 5.75  | Harrell                | State Power and Sustainable Development in Southwest China: a Case Study from Ailao Shan, Yunnan  |
| Barrera, Oscar    | SC | 2005 | 8.50  | Kahn                   | Imagines and Desires: Transcultural "Love Affairs" In Guatemala   |
| Galloway, Bill    | SC | 2005 | 10.00 | Kahn                   | Welcome to the Crocodile Farm   |
| Miller, Isabelle  | BC | 2005 | 12.75 | Kramer                 | Estimation of Energy Expenditure in Children: A Simple and Non-Invasive Approach Using Heart Rate and Regression Modeling   |
| Shenk, Mary       | BC | 2005 | 10.50 | Smith                  | The Evolutionary Economics of Marriage and Parental Investment in South India   |
| Greer, Nan        | EA | 2005 | 8.25  | Smith                  | Ethnoecology of taro farmers and their management of Hawaiian wetlands and endangered waterbirds in taro agroecosystems   |
| Vacarro, Ismael   | EA | 2005 | 5.75  | Smith/Sivaramakrishnan | The Polysemous Valley: Modernity and Landscape Politics in the Catalan Pyrenees   |
| Efird, Ron        | SC | 2004 | 8.25  | Anagnost/Harrell       | Japan's war orphans and new overseas Chinese: History, identification and (multi) ethnicity   |
| Sterling, Sarah   | AR | 2004 | 14.50 | Close                  | Social complexity in Ancient Egypt: Functional Differentiation as reflected in the Distribution of Apparently Standardized Ceramics   |
| Bringleston, Dawn | AR | 2004 | 13.25 | Dunnell                | Archaeological assemblages under tillage and the interpretation of site structure   |
| Jones, Emily      | EA | 2004 | 6.00  | Grayson/Smith          | Broad spectrum diets and the European rabbit ( <i>Oryctolagus cuniculus</i> ): Dietary change during the Pleistocene-Holocene transition in the Dordogne, Southwestern France |
| Barry, Michelle   | SC | 2004 | 5.00  | Green                  | Organic Fundamentals: Risk management, sacrament and soul values in the Pacific Northwest   |
| Tilt, Bryan       | SC | 2004 | 5.00  | Harrell                | Risk, pollution and sustainability in rural Sichuan, China  |
| Rees, Jane        | BC | 2004 | 5.50  | Shell-Duncan           | Life history studies of childbearing during adolescence   |
| Steele, Matt      | BC | 2004 | 6.75  | Shell-Duncan           | Male microbicides, genital hygiene, and HIV risk behaviors among Kenyan men   |
| Hughes, Susan     | AR | 2003 | 15.25 | Close                  | Beyond the Altithermal: The Role of Climate Change in Prehistoric Adaptations, Northwest Wyoming  |
| Murphy, Thomas    | SC | 2003 | 8.75  | Hunn                   | Imagining Lamanites: Native Americans and the Book of Mormon  |
| Phinney, Harriet  | SC | 2003 | 11.50 | Keyes                  | Asking for the essential child: Revolutionary transformations in reproductive space in northern Viet Nam  |

|                    |    |      |       |              |   |
|--------------------|----|------|-------|--------------|---|
| Rende Taylor, Lisa | BC | 2003 | 6.75  | Leonetti     | Globalization, parental decisionmaking, and child welfare in rural northern Thailand  |
| Maynard, Ron       | SC | 2003 | 6.00  | Rhodes       | An Ethnographic Study of Adults with Cystic Fibrosis  |
| Hernlund, Ylva     | SC | 2003 | 10.00 | Shell-Duncan | Winnowing 'Culture': Negotiating Female Initiation in the Gambia  |
| Kopperl, Bob       | AR | 2003 | 8.25  | Stein        | Prehistoric Resource Depression and Intensification on Kodiak Island, Alaska  |
| Yan, Hairong       | SC | 2002 | 6.75  | Anagnost     | Development, contradictions, and the specter of disposability: Rural migrant women in search of self-development in post-Mao China.   |
| Greenlee, Diana    | AR | 2002 | 15.75 | Dunnell      | Accounting for subsistence variation among maize farmers in Ohio valley prehistory.   |
| Cole, Stephen      | AR | 2002 | 13.50 | Grayson      | Lithic raw material exploitation between 40,000 BP and 30,000 BP in the Perigord, France  |
| Etnier, Michael    | AR | 2002 | 9.25  | Grayson      | The effects of human hunting on northern fur seal migration and breeding distributions in the late Holocene                           |
| Scharf, Betsy      | AR | 2002 | 14.75 | Grayson      | Long-term Interactions among Climate, Vegetation, Humans, and Fire in Eastern Washington  |
| Davies, David      | SC | 2002 | 8.00  | Harrell      | Remembering red: Memory and nostalgia for the cultural revolution in late 1990's China  |
| Cuasay, Peter      | SC | 2002 | 10.00 | Keyes        | Time borders and elephant margins among the Kuay of South Isan, Thailand  |
| Pine, Judy         | SC | 2002 | 11.00 | Keyes        | Lahu writing and writing Lahu: An inquiry into the value of literacy  |
| Reason, Letitia    | BC | 2002 | 10.00 | Leonetti     | Cultural evolutionary processes and the transmission of attitudes toward female genital cutting among the Kassena-Nankana of N. Ghana |
| Drexler, Elizabeth | SC | 2001 | 6.25  | Anagnost     | Paranoid transparencies: Aech's historical grievance and Indonesia's failed reform  |
| Lu, Hsin-Yi        | SC | 2001 | 6.50  | Anagnost     | The politics of locality: Making a nation of communities in Taiwan  |
| Cannon, Michael    | AR | 2001 | 7.25  | Grayson      | Large mammal resource depression and agricultural intensification: An empirical test in the Mimbres Valley, New Mexico                |
| Strober, Liz       | SC | 2001 | 9.50  | Green        | Canaries in a coal mine: Conceptualization and treatment of mental illness in a therapeutic community for the mentally ill            |

|                          |    |      |       |          |   |
|--------------------------|----|------|-------|----------|---|
| Fan, Ke                  | SC | 2001 | 9.25  | Harrell  | Identity politics in south Fujian Hui communities   |
| Libel, Kathy             | SC | 2001 | 11.00 | Harrell  | National futures; The child question in early republican Turkey.  |
| Ramleth, Alf Henrik      | SC | 2001 | 11.75 | Harrell  | Manufacturing a new Islamic order: Islamic discourse in Ujung Pandang (Makassar), South Sulawesi, Indonesia   |
| Shiu-Thornton, Sharyne   | SC | 2001 | 24.50 | Harrell  | Culturally competent perinatal health care for Chinese and Mien refugees: Ethnographic narratives from Seattle's international district health clinic |
| Boyd, Colleen            | SC | 2001 | 12.00 | Hunn     | Changer is Coming: History, Identity and the Land among the Lower Elwha Klallam Tribe of the North Olympic Peninsula.                                 |
| Seong, Chuntaek          | AR | 2001 | 6.50  | Hutterer | Raw materials and evolution of lithic technology in upper Pleistocene   |
| Leepreecha, Prasit       | SC | 2001 | 6.00  | Keyes    | "Kinship and identity among Hmong in Thailand."   |
| Nguyen, Thang Van        | SC | 2001 | 6.75  | Keyes    | Ambiguity of identity: The case of Na Mieu in Vietnam   |
| Snyder, Karen            | BC | 2001 | 8.50  | Leonetti | Body wise: Perceptions of health and safety risks for Latina apple warehouse workers in Washington state  |
| Sepez, Jennifer          | EA | 2001 | 8.25  | Smith    | "Political and social ecology of the contemporary Makah subsistence hunting, fishing, and shellfish collecting practices"                             |
| Cagle, Anthony           | AR | 2001 | 14.75 | Wenke    | The spatial structure of Kom el-His: An old kingdom town in the western Nile Delta, Egypt   |
| Hsu, Clarissa Wen-Ling   | SC | 2000 | 11.25 | Anagnost | Cutting cords and crossing categories: Midwifery, governmentality and the haunting of embodied experience in Saint Lucia                              |
| Sawin, Carolyn Patterson | SC | 2000 | 9.00  | Hunn     | Native conversation, native identity: An oral history of the Baha'i faith among first nations people in Southern Central Yukon Territory, Canada      |
| Laungaramsri, Pinkaew    | SC | 2000 | 7.00  | Keyes    | Redefining nature: Karen ecological knowledge and the challenge to modern conservation paradigm   |
| Thaweessit, Suchada      | SC | 2000 | 6.00  | Keyes    | From village to factory "girl": Shifting narratives on gender and sexuality in Thailand   |
| Thompson, Eric           | SC | 2000 | 10.00 | Keyes    | In K.L.-and-Kampung: Urbanism in rural Malaysia   |
| O'Malley, Gabrielle      | SC | 2000 | 8.00  | Winans   | Marriage and morality: Negotiating gender and respect in Zanzibar town  |



APPENDIX L  
FELLOWSHIPS, SCHOLARSHIPS AND GRANTS FOR  
UW ANTHROPOLOGY GRADUATE STUDENTS (2000-2010)

| Fellowship/ Scholarship/ Grant Title or Organization<br>(not linked where available)                              | Recipient/s (program)   |
|---|---|
| <a href="#">AAA Minority Dissertation Fellowship</a>  | Snipes, Shedra Amy (bc) 2006-07   |
| AC Pena Fellowship  | Littles, Olivia (sc) 2009-10  |
| Acequia Fellow  | Espinoza, Damarys (sc) 2007, Garcia, Raul (sc) 2007   |
| ACOR Fellowship   | Rassmann, Philipp (ar) Au/07  |
| Alaska Anthropological Association Advanced Graduate Student Scholarship  | Anderson, Shebly (ar) Sp/10, Kopperl, Bob (ar) Sp/01  |
| Alvord Fellowship (College of Arts and Sciences)  | Poole, Amanda (ea) 2006-07  |
| American Institute of Indian Studies Fellowship   | Koskimaki, Leah (sc) Su/02  |
| <a href="#">American Association of University Women (AAUW) Dissertation Fellowship</a>                           | Mares, Teresa (sc) 2009-10  |
| <a href="#">Andrew W. Mellon/American Indian College Fund Fellowship</a>  | Ryker-Crawford, Jessie (sc) 2008-09   |
| AAN Scholarship   | Unno, Anusorn (sc) 2005-06  |
| <a href="#">ANU Doctoral Fellowship</a>   | Duong, Bich Hanh (sc) 2003, Dao, The Duc (sc) 2004-05   |
| Association of Schools of Public Health/Centers for Disease Control/ Prevention Research Programs Diss.Fellowship | Snipes, Shedra Amy (bc) 2004-06   |
| Baldwin Scholarship (Department of Anthropology)  | Achterberg, Jerusha (bc) Au/07, Alipio, Cheryl (sc) Au/08, Fujita, Masako (bc) Au/02, Ho, Andrew (sc) Au/03, Giles, David (sc) Au/09, King, Mary (bc) Au/10, Kleisath, Michelle (sc) Au/09, Leehey, Jennifer (sc) Au/00, Mattison, Siobhan (bc) Au/06, Poe, Melissa (ea) Au/05, Shaw, Jennie Deo (ar) Au/04, Siscawati, Mia (sc) Au/06, Trumble, Ben (bc) Au/10 |
| Bank of America Endowed Minority Fellowship (through GO-Map)  | Licona, Laura (ea) 2004-05  |
| Beebe Scholarship   | Fonoti, Rochelle (sc) Sp/08   |
| Beinicke Bros Memorial Scholarship  | Frey, Carol (ar) 2000-2001, Styles, Megan (ea) 2002-2006  |
| <a href="#">Blakemore Freeman Fellowship in Asian Studies</a>   | Ta, Trang (sc) 2004-05, Tilland, Bonnie (sc) 2009-10  |

|  |   |
|--|---|
| <a href="#">Blakemore Internship</a>   | Tseng, Hsun-Hui (sc) 2004   |
| <a href="#">Boren Fellowship</a>   | Grub, Barbara (ea) 2005-06, Rhodes, Lauren (sc) Su/09   |
| Burke Museum Archaeological Collections Research Fellowship  | Kiers, Roger (ar) Su/06, Taylor, Amanda (ar) Au/10  |
| <a href="#">CEEVN doctoral study grant</a>   | Hoang, Cam (sc) 2000-2001, Tran, So Le (sc) 2005-2008; Wi-Sp/05   |
| Charles and Jane Keyes Graduate Student Travel Award   | Sutrisno, Evi (sc) 2010   |
| Center for Studies in Demography and Ecology Dissertation Fellowship   | Nolin, David (bc) 2007-08   |
| <a href="#">Chester-Fritz</a>  | Breslow, Sara Jo (ea) Sp/08, Brugger, Julie (sc) Au/05, Casson, Aksel (ar) Au/02, Frey, Carol (ar) Au/01, Fujita, Masako (bc) Su/04, Gjesfjeld, Erik (ar) Au/09, Hale, Matt (sc) Su/06, Huang, Yu (ea) Su/06, Huff, Jenn (ar) Su/08, Johnson, Jack (ar) Su/06, Koskimaki, Leah (sc) Su/04, Li, Yongxiang (sc) Su/01, Meierotto, Lisa (ea) Wi/07, Peterson, Emily (ar) Su/07, Poe, Melissa (ea) Wi/05, Poole, Amanda (ea) Su/03, Quenemoen, Mari (sc) Au/08, Sievanen, Leila (ea) Su/04, Styles, Megan (ea) Au/04, Vyas, Poorvee (ar) Su/01, Zanotti, Laura (sc) Au/05 |
| <a href="#">Chiang Ching-kuo Foundation for International Scholarly Exchange ROC student PhD Dissertation Fellowship</a> | Tseng, Hsun-Hui (sc) 2007-08  |
| Chinag Ching-Kuo Dissertation Fellowship   | Davies, David (sc) 2001-02  |
| <a href="#">Chiang Mai Scholarship</a>   | Hoang, Cam (sc) Wi-Sp/06  |
| China Fritz  | Blumenfield, Tami (sc) Au/05, Huang, Yu (sc) 2004-05; 2005-06, Li, Yongxiang (sc), 2003-04; Su/04, Mattison, Siobhan (bc) 2007-08, Ta, Trang (sc) Au/05; Wi/07-Sp/07, Tseng, Hsun-Hui (sc) 2007-08, Yan, Hairong (sc) 2000-01   |
| <a href="#">China Times Cultural Foundation Young Scholar Award</a>  | Tseng, Hsun-Hui (sc) 2006-07  |
| <a href="#">Community Forest Research Fellowship</a>   | Johnston, Sue (ea) 2002-03, Breslow, Sara (ea) 2004-05  |
| Community Forestry and Environmental Research Partnerships Travel Award  | Le-Compte Mastenbrook, Joyce (ea) Su/08, Mazal, Vanessa (ea) Su/05  |
| Connor Fellowship  | Duong, Bich Hanh (sc) Su/01; Wi/04-Sp/04  |
| <a href="#">Dienje Kenyon Fellowship</a>   | Wopschall, Kayla (ar) Su/08   |
| Edwin Sanchez Memorial Graduate Fellowship   | Aldasoro, Miriam (ea) 2009  |
| Elizabeth Kerr MacFarlene Scholarship  | Brown, Chris (sc) Au/07, Chou, Jen-yu (sc) Au/05, Yan, Hairong (sc) 2001-2002   |
| <a href="#">EPA - STAR</a>   | Norman, Karma (ea) 1998-2001, Bovy, Kris (ar) 2000-2003, Etnier, Michael (ar)   |

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|  | 1998-2001   |
| European Union Center Graduate Research Award                          | Vaccaro Ribo, Ismael (ea) 2002-03   |
| FLAS   | Alipio, Cheryl (sc) Su/03; 2003-04; 2005-06, Carroll, Jennifer (sc) Su/09, Citrin, David (sc) Su/06; 2006-08; Su/09, Fox, Diana Niblack (sc) 2000-03, Huff, Jenn (ar) 2007-08, Ingenito, Robert (sc) 2003-05, Jordan, Amy (ar) 2008-09, Kleisath, Michelle (sc) 2007-08, Koskimaki, Leah (sc) 2002-03; Su/03; 2003-04, Lavelle, Megan (sc) 2002-2003, Le-Compte Mastenbrook, Joyce (ea) 2008-2010, Lumba, Larissa (sc) 2004-05, Mabanag, Mark (ar) 2010-11, Mattison, Siobhan (bc) Su/07, Maziad, Marwa (sc) Wi/05; Su/05, Neill, Dawn (bc) Su/03; 2003-04, Newlon, Laura (sc) Su/07, Peterson, Emily (ar) 2005-2007, Poole, Amanda (ea) Su/04; 2004-05, Quenemoen, Mari (sc) Su/06, Rashid, Mona (sc) 2003-05, Statz, Michele (sc) Su/09, Sievanen, Leila (ea) 2003-04, Ta, Trang (sc) 2004-05, Tilland, Bonnie (sc) 2006-07, Tilt, Bryan (sc) 2003-04 |
| <a href="#">Ford Foundation Int'l Fellowship</a>                       | Doan, Thi Tuyen (sc) 2002-2004, Hoang, Cam (sc) 2001-2002, Truong, Thi Thu Hang (sc) 2002-03, Tran, So Le (sc) 2003-05  |
| Ford McArthur for the Social Sciences Fellowship                       | Aldasoro Miriam (ea) 2003-04  |
| <a href="#">Ford/Hewlett Program for the Social Sciences (CONACYT)</a> | Aldasoro, Miriam (ea) 2001-03; 2004-05  |
| Fritz Scholarship for International Exchange                           | Brugger, Julie (sc) 2001-2002, Vaccaro Ribo, Ismael (ea) 2000-01, Vyas, Poorvee (ar) 2000-01  |
| Frank Conlon Fellowship in South Asian Studies                         | Cohen, Anna (ar) 2009-10  |
| Freeman Fellowship in Asian Studies at Hamilton College                | Fox, Diane Niblack (sc) 2004-06   |
| Fulbright (international)  | Chao, Chin-Yung (ar) 2000-01, Sutrisno, Evi (sc) 2007-10 (presidential scholarship), Samiei, Ali-Azad Mohamad (sc) 2005-06  |
| <a href="#">Fulbright IIE</a>  | Brown, Chris (sc) 2003-04, Sievanen, Leila (ea) 2004-05, Alipio, Cheryl (sc) 2005-06  |
| <a href="#">Fulbright-Hays</a>   | Baron, Akesha (sc) 2002-03, Glover, Denise (sc) 2001-02, Hale, Matthew (sc) 2009-10, Citrin, David (sc) 2010, Koskimaki, Leah (sc) 2004-05, Ta, Trang (sc) 2005-06, Tilland, Bonnie (sc) 2010-11  |
| Fulbright Post Graduate Award  | Scelza, Brooke (bc)   |
| Gallaudet Fellowship Fund  | Rassmann, Philipp (ar) 2003-04  |
| Gordon C. Culp Fellowship for China Studies                            | Kleisath, Michelle (sc) 2009-10   |
| Graduate School Dissertation Fellowship                                | Cannon, Michael (ar) Su/01, Fujita, Masako (bc) Wi/08, Neill, Dawn (bc) Su/06, Phillips, S. Colby (ar) Au/10, Snipes, Shedar Amy (bc) Au/06   |

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| <a href="#">Harry Bridges Center for Labor Studies Individual Research Grant</a>        | Lynch, Emily (sc) 2007-08   |
| <a href="#">Harvard-Yenching</a>  | Choa, Chin-Yung (ar) 2001-2004, Dao, The Duc (sc) 1998-2001; 2005-06, Doan, Thi Tuyen (sc) 2005-2008, Hoang, Cam (sc) 2008-09, Truong, Thi Thu Hang (sc) 2007-2009  |
| IGERT International Environmental Education   | Grub, Barbara (ea) 2004-05; 2006-07; Su/08  |
| IGERT Multinational Collaborations on Challenges to the Environment (MCCE)              | Breslow, Sara Jo (ea) 2005-06; 2008-09, Freeburg, Adam (ar) 2006-07; 2008-09, Le-Compte Mastenbrook (ea) 2006-07, Taylor, James (ar) 2005-2007  |
| IGERT Interdisciplinary Program in Evolutionary Modeling (IPEM)                         | Carney, Megan (bc) 2006-08, Hanowell, Benjamin (bc) 2007-09, Ching, Amanda (bc) 2008-2010, Gjesfjeld, Erik (ar) 2006-08, Parrish, Amanda (bc) 2008-10   |
| IGERT Urban Ecology   | Rivera, Rebeca (ea) 2003-05   |
| INQ Scholarship, German Academic Exchange Service                                       | Peng, Wenbing (sc) 2002   |
| International Education Doctoral Field Research Fellowship in Mexico Fellowship         | Aldasoro, Miriam (ea) 2007-08   |
| Jackson Foundation China Fellowship (aka Jackson Culp Fellowship)                       | Blumenfield, Tami (sc) 2003-05, Hale, Matthew (sc) 2004-06, Kleisath, Michelle (sc) 2007-09, Statz, Michele (sc) 2008-11  |
| Jacobs Research Funds from Whatcom Museum James Fellowship (Department of Anthropology) | Aldasoro, Miriam (ea) 2010  |
|   | Anderson, Shelby (ar) Au/05, Breslow, Sara Jo (ea) Au/03, Brunson, Emily (bc) Au/07, Capuder, Karen (sc) Au/08; Au/09, Daniels, Phoebe (sc) Au/04; Au/06, Eloheimo, Marja (ea) Au/10, Johnson, Jessica (sc) Au/07, Kiers, Roger (ar) Au/00, Le-Compte Mastenbrook, Joyce (ea) Su/10, Lynch, Emily (sc) Au/08, Mares, Teresa (SC) Au/06, Naumann, Aaron (ar) Au/10, Storm, Linda (ea) Au/01, West, Catherine Foster (ar) Au/02 |
| <a href="#">J.K. Javits</a>   | Maher, Stephanie (sc) 2009-2013   |
| Korea Foundation Grant Fellowship   | Tilland, Bonnie (sc) 2007-2009  |
| La Caixa Fellowship   | Vaccaro Ribo, Ismael (ea) 1999-2001   |
| <a href="#">Lewis and Clark Fund for Exploration and Field Research</a>                 | Anderson, Shelby (ar) Au/10, Wander, Kathy (bc) Su/07, Mattison, Siobhan (bc) 2006  |
| Luce Fellowship (through dept)  | Cowan, Andrew (ar) 2008-2010, Mabanag, Mark (ar) 2007-2009  |
| <a href="#">Luce/ACLS Dissertation Research Fellowship</a>                              | Peterson, Emily (ar) 2009-10, Jordan, Amy (ar) 2010-11  |
| Marc Lindenberg Mobility Grant  | Poole, Amanda (ea) 2003   |
| Margaret MacNamara Fellowship   | Duong, Bich Hanh (sc) 2002-03   |
| Marie Curie Fellowship  | Blumberg, Diana (ar) Au/04  |

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| Marine Conservation Biology Institute Funding   | Lazrus, Heather (ea) 2005-06; Au/06  |
| Mellon Fellowship   | Quenemoen, Mari (sc) 2005-06   |
| <a href="#">MacArthur-Ford-Hewlett Foundation Fellowship</a>                                    | Aldasoro, Miriam (ea)  |
| Micronutrient Initiative Research Grant   | Fujita, Masako (bc) 2007-08  |
| Microsoft Grant   | Miller, Isabelle (bc) Wi/04  |
| <a href="#">Nancy Bell Evans Center on Nonprofits and Philanthropy Grant</a>                    | Citrin, David (sc) Au/07   |
| National Association of Tribal Historic Preservation Officers (NATHPO) Fellowship               | Naumann, Aaron (ar) Su/08  |
| National Center for Atmospheric Research Dissertation Writing Grant                             | Lazrus, Heather (ea) Wi/07   |
| <a href="#">NELC/INSER Language and Cultural Exposure Travel Award</a>                          | Brame, Roxanne (sc) Au/07, Cannon, Cade (sc) Su/08   |
| New Zealand Institute for Geological and Nuclear Sciences Funding                               | Lazrus, Heather (ea) 2005-06   |
| <a href="#">NICHD Training Fellowships and Shanahan Fellowships-CSDE Predoctoral Fellowship</a> | Achterberg, Jerusha (bc) 2004-06, Aranda, Jennifer (bc) 2004-06, Brunson, Emily (bc) 2001-03, Hanowell, Benjamin (bc) 2009-2011, Hayes Constant, Tara (bc) 2010-11, Mattison, Siobhan (bc) 2005-2007, Trumble, Ben (bc) 2008-10  |
| NIH Diversity in Health Related Fields Grant Supplement (Fred Hutch)                            | Achterberg, Jerusha (bc) 2009-10   |
| NIH Grant   | Kuehn, Carrie (bc) 2002-03, Steele, Matt (bc) 2002-03  |
| Niles Fellowship (Department of Anthropology)   | Bovy, Kris (ar) 2003-04, Bush, Dan (ar) 2001-02, Cannon, Michale (ar) 2000-01, Casson, Aksel (ar) 2007-08, Hood, Larkin (ar) 2005-06, Johnson, Jack (ar) 2009-10, Kopperl, Bob (ar) 2002-03, Lockwood, Chris (ar) 2008-09, Minichillo, Tom (ar) Wi/05-Sp/05, Shaw, Jennie Deo (ar) 2006-07, Vyas, Poorvee (ar) Au/04, Fisher, Jacob (ar) 2002-03 (recruit), Kessler, Becky (ar) 2003-04 (recruit)  |
| <a href="#">NSF</a>   | Baron, Akesha (sc) 1999-2002, Clark, Heather (sc) 2005-2008, Frey, Carol (ar) 1998-2002, Wander, Kathy (bc) 2005-2008, Zogas, Anna (sc) 2010-2013  |
| <a href="#">NSF — Dissertation Improvement Grant</a>  | Allen, Rob (sc) 2008-09, Anderson, Shelby (ar) 2009, Bovy, Kris (ar) 2003, Breslow, Sara (ea) 2004-05, Brugger, Julie (sc) 2004-05, Brunson, Emily (bc) 2010, Carothers, Courtney (ea) 2005-06, Cuasay, Peter (sc) 2004, Daniels, Phoebe (ar) 2007-08, Fisher, Jacob (ar) 2008-09, Frey, Carol (ar) 2003-04, Fujita, Masako (bc) 2006-07, Giovas, Christina (ar) 2007-08, Greer, Nan (ea) 2002-04, Hood, Larkin (ar) 2005, Huang, Yu (ea) 2008-09, Johnson, Jack (ar) 2007-08, Kopperl, Bob (ar) 2002, Kushnick, Geoff |

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|  | (ar) 2001; 2003-04, Mattison, Siobhan (bc) 2007-08, Miller, Isabelle (bc) 2003, Neill, Dawn (bc) 2004-05, Norman, Karma (ea) 2001-02, Rende-Taylor, Lisa (bc) 2001-02, Scelza, Brooke (bc) 2005-06, Shaw, Jennie Deo (ar) 2004-05, Shenk, Mary (bc) 2000-01, Sievanen, Leila (ea) 2004-05, Siscawati, Mia (sc) 2007-08, Snipes, Shedra Amy (bc) 2004-05, Trusty, Teressa (ea) 2007-08, West, Catherine Foster (ar) 2006-07, Zanotti, Laura (sc) 2005-06 |
| <a href="#">NSF — PRIME Partnership for Research in Mathematics and Science Fellowship</a> | Early, Amber (ar) 2000-01, Moore, Scotty (ar) 2001-02, Shaw, Jennie Deo (ar) 2001-02  |
| NSF REG supplement for pilot research  | Brunson, Emily (bc) Au/06   |
| <a href="#">NSF Graduate Teaching Fellowship K-12</a>                                      | Moore, Scotty (ar)  |
| NSF Summer Institute in for Research Design  | Carothers, Courtney (ea) Su/03, Nolin, David, Scelza, Brooke (bc) Su/04, Styles, Megan (ea) Su/04, Trusty, Teressa (ea) Su/06   |
| <a href="#">Oil Spill Recovery Institute</a>   | West, Catherine Foster (ar) 2005-07   |
| Olson Fellowship (Department of Anthropology)  | Allen, Robertson (sc) 2005-06, Anderson, Shelby (ar) 2004-05, Capuder, Karen (sc) 2009-11, Daniels, Phoebe (ar) 2001-02, Kiers, Roger (ar) 2000-01, Naumann, Aaron (ar) 2007-09, Odell, Molly (ar) 2006-07, Ryker-Crawford, Jessie (sc) 2003-04, West, Catherine Foster (ar) 2002-03  |
| PEO Scholar Award  | Shaw, Jennie Deo (ar) 2005-06   |
| <a href="#">Pembroke College Fellowship</a>  | Styles, Megan (ea) 2008-09  |
| <a href="#">PEO Scholar Award</a>  | Shaw, Jennie Deo (ar)   |
| <a href="#">PIP Bothell</a>  | Blumenfield Kedar, Tami (sc) 2008-09, Rivera, Rebeca (ea) 2007-2008, Ta, Trang (sc) 2009-10, Yum, Sam (sc) 2008-09  |
| Population Council Social Sciences Fellowship  | Reason, Letitia (bc) 2001-2002  |
| Presidential Fellowship (GOMAP)  | Capuder, Karen (sc) 2006-07, Fonoti, Rochelle (sc) 2005-06, Creasy, Pam (sc) 2003-04  |
| Presidential Graduate Scholar Award  | Licona, Laura (ea) 2004-05  |
| Puget Sound Partners Grant   | Fujita, Masako (bc) Su/04   |
| REECAS Culp Fellowship   | Rhodes, Lauren (sc) 2007-2010   |
| <a href="#">Russel E. Train EFN Fellowship</a>   | Siscawati, Mia (sc) 2004-06   |
| Reyer Award  | Ryker-Crawford, Jessie (sc) Su/04   |
| Ruby Morris Memorial Fellowship for Fieldwork in India                                     | Shenk, Mary (bc) 2000-01  |
| <a href="#">Sea Grant Washington</a>   | Carothers, Courtney (ea) 2005-06  |

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| <a href="#">Sigma-Xi Grant in Aid</a>   | Storm, Linda (ea) 2003, Alipio, Cheryl (sc) Su/04, Zanotti, Laura (sc) Su/03   |
| Simpson Center Graduate Intern for UW Press   | Wizenberg, Molly (sc) 2004-05, Daniels, Phoebe (ar) 2008-09  |
| Simpson Center Society of Scholars Fellow   | Blumenfeld, Tami (sc) 2007-08, Ta, Trang (sc) 2007-08  |
| Simpson Center Institute on the Public Humanities   | Alipio, Cheryl (ar) Su/08, Breslow, Sara Jo (ea) Su/08, Kleisath, Michelle (sc) Su/08  |
| Smithsonian Institute Graduate Fellowship   | Phillips, S. Colby (ar) Su/08  |
| Stitiras Briggs Scholarship   | Kim, Jun Hong (bc) 2008-09   |
| <a href="#">Social Science Research Council Dissertation Fellowship (SSRC)</a>                        | Poole, Amanda (ea) 2004-05, Ceron Valdez, Alejandro (sc) 2010-11   |
| <a href="#">Social Science Research Council Predissertation Award(SSRC)</a>                           | Quizon, Natalie (sc), Duong, Bich Hanh (sc) 2000-01  |
| <a href="#">SSRC/JSPS Fellowship</a>  | Taylor, James (ar) 2007-08   |
| <a href="#">Social Sciences and Humanities Council of Canada Doctoral Fellowship</a>                  | Fujita, Masako (bc) 2002-05; 2008-10   |
| Social Sciences and Social Professionals Dissertation Fellowship (Graduate School)                    | Alipio, Cheryl (sc) Su/08  |
| South Pacific Applied Geoscience Commission (SOPAC)   | Lazrus, Heather (ea) 2006  |
| <a href="#">Stroum Endowed Minority Dissertation Fellowship</a>                                       | Alipio, Cheryl (sc) 2008-09, Mares, Teresa (sc) 2009-10, Torres, Nicole (sc) 2010-11   |
| <a href="#">Transnationalism Fellowship (Mexico-North Research Network)</a>                           | Aldasoro, Miriam (ea) Su/2005  |
| <a href="#">Udall Foundation Environmental Public Policy and Conflict Resolution PhD Fellowship</a>   | Carothers, Courtney (ea) 2007-08   |
| Washington Native Plant Society Research Grant  | Storm, Linda (ea) Sp/04  |
| <a href="#">Wellesley Centers for Women Dissertation Research Grant</a>                               | Schechter, Deb (bc) 2004-05  |
| <a href="#">Wenner-Gren Developing Countries Fellowship</a>   | Chaudhuri, Tapoja (ea) 2003-06; 2008-09, Zhang, Haiying (ar) 2003-2006   |
| Wenner-Gren Field Work Grant  | Fisher, Jacob (ar) 2008-09   |
| <a href="#">Wenner-Gren Dissertation Fellowship</a>   | Carothers, Courtney (ea) 2005-06, Chou, Jen-yu (sc) 2004, Frey, Carol (ar) 2003-04, Fujita, Masako (bc) 2006-07, Huang, Yu (ea) 2008-09, Johnson, Jessica (sc) 2006-07, Minichillo, Tom (ar) 2002-03, Styles, Megan (ea) 2007-08 |
| West Seattle Trident Hospital Scholarship   | Miles, Nate (bc) 2007-08; 2008-09  |
| William Joiner Center for the Study of War and Social Consequences Rockefeller Fellows: Culture, Art, | Fox, Diane Niblack (sc) 2004-05  |

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| Trauma, Survival, Development: Vietnamese Contexts |  |
| Winship Memorial Scholarship                       | Shaw, Jennie Deo (ar) 2000, 2001, 2002, 2003, 2004 |
| Yoshida Scholarship                                | Yamaguchi, Kyoko (bc) 2002-2005                    |



APPENDIX M  
FACULTY RESEARCH SUMMARIES

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Sareeta Amrute: I explore the relationship between India and IT (Information Technology). I received my PhD from the University of Chicago in 2008 and my dissertation, "Producing Mobility", uses fieldwork conducted in Germany to understand how Indian IT workers create circulating economies of code and culture from which they are partially excluded. "Producing Mobility" is an investigation of challenges to German ideas of nation and migration at the same time that it is a study of how Indian IT workers convert their time abroad into sustainable forms of kinship and connectivity at home. In the near future I will look at the way India's IT boom affects the lives of service and other support workers in India. I will investigate patterns of work and social imaginaries among lower caste and class workers employed by software and outsourcing firms so as to trace the way class and caste relations may be changing in urban India.

Ann Anagnost: My first book was *National Past-Times: Narrative, Representation, and Power* (Duke 1997), which explored how representations of ideal citizenship were shifting in the context of China's economic reforms. My second book *Embodiments of Value in China's Reform* (forthcoming from Duke) is a more focused look at the changing calculus of the value of human worth by investigating the discourse of population "quality" as an articulation specific to China of conceptions of "human capital" that have been central to neoliberal forms of governmentality. In addition, I have coedited a book manuscript *Global Futures in East Asia*, which is currently under review at Stanford University Press. This volume explores new formations of labor subjectivity in East Asia in response to globalization and economic restructuring. My current research is focused on the political possibilities in the formation of alternative social and economic spaces and practices, especially in the area of food sovereignty. A book project tentatively entitled *Reclaiming the Lost Arts of Living* looks specifically at the reformation of domestic economies as a set of overlapping projects within frames of peak oil, sustainability, rural revitalization, family values, and social justice. Comparative data for this project will draw from research in the United States, China, and Italy. My editorial contributions also include five years (2002-2006) as editor of *Cultural Anthropology*, one of the preeminent peer-review journals in the field of sociocultural anthropology.

Laada Bilaniuk: My research focuses on cultural, linguistic, and political change in post-Soviet Ukraine. I examine how local ethnic traditions, the Soviet legacy, and global influences intertwine in this recently independent country. My first book, titled *Contested Tongues: Language Politics and Cultural Correction in Ukraine* (Cornell University Press, 2005), examined the changing social values of languages in Ukraine as indexes of larger shifts in society. In my current research project I examine the politics of popular culture, particularly how music and musicians are engaged in political and cultural activism. I am now analyzing data gathered during seven months of field research in Ukraine in 2009, which was funded by a Fulbright-Hays Faculty Research Abroad program grant (\$53,872). In this research I worked with a grassroots NGO, "Ne Bud' Bajduzhym," which promotes Ukrainian language and democratic civic identity through popular cultural activities such as concerts and youth camps. This organization strives to go against the grain, rejecting established ideas of Ukrainianness in favor of hip youthful innovations, and fighting what it sees as a detrimental Soviet mindset and practices. Through participant observation at various events and through the collection of life histories of activists, this research aims to understand the motivations that drive the self-aware cultural identity construction undertaken by activists. My second book, now in progress, is tentatively titled, *Rock Made in Ukraine: Ukraine Made in Rock: Nation-building in Concert*. Since 2008 I also serve as editor of the Treadgold Book Series, promoting interdisciplinary studies on Russian, East Europe, and Central Asia, published through a partnership between the UW Ellison center and the University of Washington Press.

Rachel Chapman: My newest research is a multi-sited project with co-researchers from Brazil and Mozambique, "Reducing PMTCT Loss to Follow-Up from the Clinic to the Community in Central Mozambique." Study objectives are: 1) to identify social and community-level factors that contribute to "loss to follow-up" among HIV+ pregnant women who drop from programs designed to place eligible women on anti-retroviral treatment (ART) and prevent mother-to-child HIV transmission (pMTCT); and 2) to illuminate the most productive points to improve services along the maternal ART and PMTCT "treatment cascade." Maternal-to-child-transmission is the primary source of HIV infection of children throughout Sub-Saharan Africa. Major loss to follow-up occurs at each stage, from HIV testing in antenatal care, to institutional birth, and through post-partum mother and HIV-exposed child follow-up. Using qualitative interviews, participant observation, focus groups and clinic chart reviews, we document experiences of HIV+ pregnant women navigating everyday life while moving through, or dropping out of HIV treatment. This research contributes to AIDS-related stigma and loss-to-follow-up literatures, and builds on my past research on under-utilization of prenatal care services and religious membership and adult HIV treatment-seeking. Fall 2010 I will resubmit my RRF to complete post-partum and pediatric follow-up, analysis and preparation of two articles. I am currently writing up three years of domestic violence research I PI'd in Cleveland that was supported by two grants from Ohio Campus Compact and a Community Scholar grant from the Cleveland Foundation totaling \$22,320. I am first author on an article with my co-researchers titled, "Buried Behind the Bruises: Partner Violence and the Culture of Silence around Diagnosing DV in Hospital Settings." I have begun analysis for a three year NIH R21 grant (\$380,271) on which I am Co-PI examining the influence of Pentecostal churches on adult HIV testing and treatment in Mozambique. I am Co-PI on an NSF ADVANCE research grant titled "BPC-DP: Using Film to Interrupt Bias and Broaden Participation in Computing" for \$500,000 submitted 5/2010 that draws on my expertise in participatory ethnography and institutional racial/ethnic/gender inequalities. I am consultant on an NIH/R21 grant submitted at Simon Frasier "Churches and Secondary HIV Prevention in Swaziland."

James Feathers: My research involves the application of luminescence dating to resolve chronological problems in archaeology and geology. My laboratory is supported by grant money for internal research projects and by "contract" work for outside clients, some of which is funded by research grants to the client. I am currently working under a three-year NSF grant (09094553, \$185,341) for lab support of four projects: (1) dating the placement of stones from anthropogenic rock patterns in the northern Great Plains and Rockies; (2) developing a method for exposure dating of lithics using luminescence; (3) application of pulsed luminescence to fine-grained samples; (4) continuation of a long-term project dating paleoindian sites in central Brazil. Outside research projects for which we are subcontracting include (1) dating recent sediments from prehistoric iron smelting sites in southern Africa (with Dana Rosenstein, University of Arizona); (2) dating dune sediments from the "ice-free corridor" in central Alberta, with implications on migration routes to the New World (with Kennedy Munyikwa, Athabasca University); and (3) dating fluvial sediments associated with Middle Stone Age artifacts in western Ethiopia, as part of a larger project addressing "Out-of-Africa" migration routes of modern humans (with John Kappelman, University of Texas). Graduate students Jack Johnson, Shelby Anderson, and Erik Gjesfjeld are also conducting research projects in the lab. We currently have over 200 ceramic and 100 sediment samples under process in the laboratory, and employ nine undergraduate students through the Work Study program.

Ben Fitzhugh: My primary research activity for the past five years has involved human-environmental history in the Kuril Archipelago between northern Japan and the Kamchatka Peninsula. I direct the "Kuril Biocomplexity Project: Human Vulnerability and Resilience to Subarctic Change," an international, interdisciplinary historical ecology project funded by the National Science Foundation (ARC-0508109, \$2,922,963 including supplements). We completed 3 field seasons (2006-2008) collecting archaeological,

geological, paleoecological, oceanographic, and climate proxy data and are currently wrapping up data analysis and in the process of interdisciplinary synthesis. Significant findings to-date include the first quantitative human settlement history through the 1100 km island chain as well as the most complete history of volcanic eruptions, tsunamis, and paleovegetation through Holocene times scales yet documented for the Kurils. Three American PhD theses are expected from this research, one equivalent degree has been awarded in Russia and another is pending. I am PI on a second research project, "Human and Environmental Dynamics at Cape Krusenstern National Monument" in Northwest Alaska. This project is funded by the National Park Service (CESU). This project, which is being managed by two capable graduate students, involves interdisciplinary assessment, mapping, and study of the archaeology, geomorphology and climate change across the 5000 year, late Holocene, beach ridge sequence. Two PhD theses are expected to result from this research. Finally, I am completing analysis for a monograph of a major excavation project in the Kodiak Archipelago in southern Alaska that I ran as a UW archaeological field school between 1998 and 2003. That research documents the earliest sequence of human settlement known on Kodiak and provides a baseline for the subsequent 7000 years of cultural development leading eventually to the emergence of complex hunter-gatherer groups in the late Holocene. Each of these projects relates to a central interest in maritime subarctic adaptations, island colonization and relative insularity, and human vulnerability and resilience to challenging environments.

Steven Goodreau: My recent areas of research focus include infectious disease ecology, social network analysis, HIV/AIDS prevention, and sexual behavior. I am currently involved in two major research endeavors, both funded by the National Institutes of Health. The first, entitled "Prevention Umbrella for MSM in the Americas" is a large team collaboration with scholars at the University of California San Francisco and elsewhere to explore ways to better target and package existing HIV interventions for men who have sex with men in both North and South America. We are considering a suite of up to ten different biomedical and behavioral interventions with different modalities (e.g. increased HIV testing, pre-exposure prophylaxis, couples disclosure counseling) and conducting systematic reviews of existing behavioral data, epidemic modeling, and feasibility and acceptability studies. The result will be a menu-based tailored intervention for MSM to be tested in a randomized controlled trial in the US, Peru and Brazil. My work focuses on synthesizing the vast literature on sexual and health-seeking behavior across all three countries into a dynamic, agent-based, network model of HIV sexual transmission tailored to each setting, and to explore the potential impacts of each intervention alone or in combination within each community. My second project, entitled "Transmission Behavior in Partnerships of Newly HIV Infected Southern Californians," seeks to gain insight into the range of behavior changes that men undergo within partnerships during the year after being diagnosed with HIV. In this work, my colleague Pamina Gorbach at UCLA and I are combining information on the virological infectiousness of HIV over time since infection and on men's reported sexual behavior; we combine these in an epidemic modeling framework to consider the degree to which efforts to increase testing among MSM or to roll out more rapid tests with shorter window periods might potentially lead to dramatically reduced transmission during acute infection. Along with colleagues at UW, Penn State and UC-Irvine, I have also just submitted a third proposal to NIH entitled "Statistical Methods for Network Epidemiology," which seeks to develop new methods and tools for conducting social network epidemiology, and to disseminate these tools for public use.

Donald Grayson: My current major research project, "Biotic Response to Quaternary Environmental Change: Great Basin Lagomorphs as a Case Study," is funded by the National Science Foundation (EAR-0924032, UW funding = \$228,000). This project is to provide an analysis of the historic biogeography of at least four species of hares, rabbits, and pikas within the Great Basin during the past 15,000 years. With my colleague, biologist Elizabeth A. Hadly of Stanford University, we are using a combination of archaeological, paleontological, morphometric, isotopic, and modern and ancient genetic data to deepen

our understanding of population dynamics, population persistence, population loss, and extinction risk within this group. Our explanatory analysis of past population histories is to focus on the possible driving roles of climate change and human habitat modification (including predation) on those histories. The project has two prime goals. First, we intend to improve our understanding of how these small mammals came to be distributed the way they are distributed today within the Great Basin, including an understanding of those factors that have led two of them (pygmy rabbits and pikas) to be threatened with extinction throughout this region. Second, we intend to provide a conceptual and empirical package that will allow more precise predictions of the fate of these and other extant mammals under conditions of global warming in at least arid western North America. The genetic and isotopic work, and associated climate modeling, are being conducted at Stanford University. The archaeological and paleontological aspects of the research are being conducted under my direction at the University of Washington. The work continues a research program I established many years ago. This research is oriented toward combining archaeological and biological research so as to increase our understanding of the nature of past human interactions with, and impacts on, the biotic landscape, and of the factors that have determined the historic biogeography of mammals (including people) in both western North America and western Europe. An equally important goal is to provide land managers with an increased ability to ensure the continued existence of these species in the future.

Stevan Harrell: My current research has two main dimensions. One occupies the conjunction of ecology, ethnicity, and education among indigenous peoples in China, and secondarily in Taiwan and the US, a conjunction that began with his work on ethnic minority/majority relations in Southwest China in the 1990s, his collaboration with native scholars Ma Lunzy, Bamó Ayi, Bamó Qubumo, and others, and his supervision of indigenous and minority PhD students from China and Taiwan. It blossomed further when he was involved in co-founding the Yangjuan Primary School in Liangshan Yi Autonomous Prefecture in 2000, and when he worked with Gretchen Kalonji and Thomas Hinckley to found the UW-Sichuan University exchange program, starting in 2002. Steve's role has been to bring together native and non-native, Chinese, Taiwanese, and Western scholars into multidisciplinary collaborations dealing with the micro-ecological change in the Baiwu Valley, where Yangjuan School is located, and the relation between that those ecological changes and the larger-scale social changes that have followed the Chinese revolution in 1949, the period of High Socialism from 1956-1978, and the absorption of China into the globalized economy and society since the 1980s. Specific current projects on the ecological side include an eco-historical understanding of changes over time in the relationship between forest, soil and river, as well as a collaborative effort with the local community to develop a plan for restoration ecology. On the educational side, we are beginning a plan to develop curriculum materials involving local ecological knowledge. Work on this topic has appeared in *Journal of Mountain Science* and is forthcoming in *Ecology and Society*. We are also part of an ongoing, collaborative effort with Sichuan University, University of California, and Jiuzhaigou National Nature Reserve (Sichuan) to develop an understanding of the historical ecology of Jiuzhaigou, with an eye to influencing decisions concerning environmental management in the near future. Out of this interest in the conjunction of ecology and politics, Steve has developed a plan to write a general book entitled *The Eco-History of People's China*, to which he will devote leave time next academic year. On the educational side, this interest in collaborating with local communities led to the founding of Cool Mountain Education Fund, a small NGO whose trials and tribulations are also beginning to be analyzed in scholarly research, together with UW PhD Tami Blumenfield and PhD candidate Barbara Grub. My other interest continues to be in Chinese family and demography. In this area, he and his collaborators are continuing to write analyses of changes in family, fertility, and marriage in China, based on field projects in several different parts of the country. Work on these topics has appeared recently in *China Quarterly* and is forthcoming in *Journal of Family History*. He is organizer of a conference on *New Approaches to Chinese Local History*, to be held at Xiamen University with funding from the Chiang Ching-kuo Foundation for International Scholarly Exchange.

Daniel Hoffman: My research, teaching and community engagements fall into two complementary categories: the ethnography of armed conflict in contemporary West Africa, and visual representations of violence. Since 2000 I have conducted ethnographic fieldwork in Sierra Leone and Liberia on issues of youth mobilization during and after those countries' recent wars. I work primarily with two militia movements: the grassroots Civil Defence Force (CDF), a "traditional hunter" militia which reinstated the democratically elected government of Sierra Leone, and the LURD rebels in Liberia, which employed CDF mercenaries to overthrow former president Charles Taylor. In this research I focus on how young men participate in regional networks that make them — and their capacity for violence — available for various forms of work. The second thread of my scholarship combines my background in photojournalism in Africa and the Balkans with research into the scholarly, artistic and popular representations of violence in still photography. I argue in this research that the very aesthetics used to represent African conflicts tend to make simplistic portrayals of the continent unavoidable. In response I experiment in my own scholarship with the aesthetics of visual and literary ethnography, researching the work of African photographers and artists in an effort to develop alternatives for the representation of violence. This year I have begun work on a new project that will culminate in a book and series of articles covering the reconfiguration of African militaries and paramilitaries. This extends my interest in the deployment of violence by examining more closely its institutionalization in the state and how this changes with a new, post-9/11 interest in bolstering African security forces.

Carol Jolles: My research addresses issues having to do with changing cultural, social and physical environments that affect Alaska Native communities and includes on-going work with north Bering Sea Alaska Native communities as well as a new focus on communities of the Yukon-Kuskokwim Delta in southwest Alaska. One project, funded by the National Science Foundation and nearing completion, has investigated the extent of sociocultural and economic changes associated with globalization processes in three subsistence-oriented Iñupiat societies (circa 1930 to present) and the effects of those changes over time on local identity and culture. The communities are Wales, Diomedea and the King Island diaspora living in Nome and Anchorage. Work with these communities has been collaborative and has involved extensive community outreach activities, including the return of all original data in the form of usable maps, charts, and notebooks. A second set of linked studies, funded by the National Institutes of Health, "Assessing Alaskan Yup'ik Community Interest in a Dental Health Initiative" [pilot project] and "Ethnographic Approaches to Alaska Native Health Disparities Research" [full proposal], involves work with communities of the Yukon-Kuskokwim Delta, and will incorporate ethnographic research into a project designed to address on-going dental health issues that disproportionately affect Alaska Native children in the region. A third study, "Connections between Coastal Sea Ice Characteristics and Human Populations in the Bering Sea: Comparisons over Time and Space", with funding by the National Science Foundation anticipated, focuses on connections between sea ice and human populations in the Bering Sea region. The study is interdisciplinary in scope and will combine existing data with new knowledge from both social and physical disciplines and will draw on scientific as well as traditional knowledge. Included in the study are the Alaska Native communities of Wales, Diomedea, Gambell, Savoonga, St. Paul and St. George, located along the coast or as island communities in the Bering Sea.

Miriam Kahn: My book, *Tahiti Beyond the Postcard: Power, Place and Everyday Life*, which is based on my previous work in French Polynesia, is in press with the University of Washington Press (as part of the "Culture, Place and Nature" series edited by K. Sivaramakrishnan), due out in 2011. In the book I engage with questions about the subtle and ubiquitous modes in which power manifests itself in place-related ways in the entangled colonial relationship between France and French Polynesia. This summer I will conduct research in Tahiti that focuses more specifically on colonialism through the lens of environmental and health consequences of nuclear testing. I have organized (together with Holly Barker) a conference on this topic that will include key members of "Moruroa e Tatou," an organization (with

more than 1,000 members) of former workers at the nuclear test sites of Moruroa and Fangataufa. I received a grant (\$5,000) from the Vice Provost for Global Affairs to assist with this trip (during which I will combine research with a study abroad experience for students). I am also in the process of writing up research on the image of "Tahiti." For tourists this image has immense appeal. For the government of French Polynesia, whose economy depends on tourism, the image has unrivaled value. In the past few years tourism has declined worldwide, and especially in French Polynesia, where the majority of tourists come from North America. In response, Tahiti Tourism North America launched a campaign to re-value Tahiti's image through use of an Internet contest called "Invest in Your Love" — with a "once-in-a-lifetime trip to Tahiti" as the prize. I explore the ways in which the image of Tahiti is being re-valued through a contest where Americans circulate visual fragments and fantasies of their imagined romantic life. Ostensibly "investing in their love," these contemporary "authors" are also allowing Tahiti Tourism to re-value the image of Tahiti as well as to re-invest in its own industry.

Patricia Kramer: My research lies at the intersection of engineering, medical practice and anthropology, with particular emphasis on the role of walking in shaping functional morphology. A project that I have been pursuing intensely in the last year and will continue in the coming years is an analysis of foot structure. Conventional wisdom dictates that the foot of a hominid has a conspicuous longitudinal arch and an in-line first metatarsal, but clinical experience would indicate that many modern human feet are flat (planu) and/or have first metatarsals that substantially diverge from the midline of the foot (hallux valgus). This variation in the foot morphology of patients has been generally understood as representative of inherent pathology that produces unacceptable biomechanical forces on the foot. For instance, individuals are considered for operative treatment of painful bunions when their first metatarsal deviates more than 12° from midline even though the painful aspect of bunions may be due to a cultural practice (shoe wear) and not to any inherent problem. Studying this kind of morphological "pathology" is generally thought to be unimportant in understanding the evolution and function of foot structure. Recently, however, Lovejoy and colleagues detailed the foot of a 4.4 million year old primate (*Ardipithecus ramidus*), which they describe as a biped based on pelvic evidence, but which exhibits a divergent first metatarsal and lacks an arch. My research seeks to describe modern human morphological variation and understand it in the context of human evolution.

Peter Lape: My research uses the tools of archaeological and documentary analysis to investigate the impacts of cross-cultural entanglements. I am particularly interested in how the process of cross-cultural interaction articulates with settlement landscapes, trade networks and ethnic/religious identity. I have worked in eastern Indonesia and Timor Leste, focusing on time periods from the earliest farming (3500 BP) to the late precolonial period (500 BP). I am also directing a new program to train students working in SE Asia in archaeological field research, museology and cultural heritage law. This program offers a variety of fellowship and field training opportunities for students from Southeast Asia and the US. See the websites below for more information.

Donna Leonetti: My current theoretical concerns are with the evolution of kinship systems in humans with a submitted publication on the origin of households with graduate student Benjamin Chabot-Hanowell. I have two major data-based research projects that are currently active, although my only funding is pending. The first is my work in two ethnic groups in NE India, one the matrilineal Khasi tribe with a mostly horticultural base, the other Bengali patrilineal agricultural villages. The focus has been on household ecology, comparing cooperation and conflict within households composed on the one hand around extended matrilineal kin and on the other hand around extended patrilineal kin. The roles of grandmothers in the respective households have been addressed via the evolutionary theoretical lens of human behavioral ecology addressing cooperative breeding in humans. Other topics published or presented have been husband's roles, children's roles, parental investment and family planning, conflict

between in-laws, age at first reproduction and breastfeeding behaviors. My second area of research is the immigration, settlement and family building of Japanese immigrants to the Seattle-King County area from 1900 to 1943. Individual census records and birth and death vital records provide an opportunity to link data on individuals across time and gauge their successes (marriages and births) and failures (premature deaths of self and children) in establishing themselves using a human behavioral ecology framework. Predictors being used include age at and year of immigration, English use, occupation, residential area, and residential propinquity to different types of households. The study of individual migration and its outcome is rare in that the data are usually not available. These data are also the base on which I hope to develop a model for community formation (institution building) when immigrant strangers come together in a new land. Theories of cooperation will drive this inquiry. I am also a participant in an interdisciplinary investigation of the evolution of inequality organized by Sam Bowles, an economist, and Monique Borgerhoff Mulder, an anthropologist, under the auspices of the Santa Fe Institute. Publications in *SCIENCE* and *CURRENT ANTHROPOLOGY* from this group have appeared in 2009-2010 and more are planned. Being a core faculty member in our IGERT Program on Evolutionary Modeling has stimulated my thinking in all these areas.

Marcos Llobera: My current research interests focus on a series of interrelated topics. My main area of research is centered on the development of new methodology within the area of landscape archaeology. So far this has concentrated on digital methodologies, i.e. the design of new analytical tools either based on already existing GIS capabilities or extending these by designing entirely new algorithms. However I am hoping to extend this to consider new forms of collecting field data and/or the collection of new field information. This research is aimed at developing methodologies that will help us understand structural properties/ qualities of a landscape as they are encountered by individuals within the landscape. The second big focus of my current is the development of a new subdiscipline within archaeology named Archaeological Information Science (AISc). This specialty would concern itself with the generation, representation and manipulation of archaeological information within the context of information systems. It predicated on the opportunities that the intersection between computer and information science with archaeology brings, making the former more central to archaeology on the whole. This is done in the hopes of capitalizing on the possibilities that information systems offer to capture, represent, manipulate, analyze and model archaeological information. Within AISc I am concentrating on the development of visualization strategies and tools specific for archaeological investigation. As a consequence, I am particularly interested in promoting the design of our own tools (software, even hardware) as a heuristic to focus on particular research topics in archaeology. Finally, I am interested in the diachronic study of landscape transformations in the Western Mediterranean Islands. So far I have concentrated on the island of Corsica, where I am hoping to continue my research in the coming years, but I will like to extend this study to other islands like the Balearics and Sardinia. There has been a lot of work done in this part of the world but most of it has not been published in English, it appears mostly in local and/or regional publications. Many of these studies lack coherence (e.g. contradicting typologies) and are not very systematic in character. In addition they are characterized by site-centered investigations with little regard for broader questions. While more 'traditional' than my other research focuses, this work continues to be a big source of inspiration, and of 'archaeological grounding', for my other investigations.

Celia Lowe: My research is a pursuit of the idea of reason as it manifests in environmental and medical social practices in Indonesia. I have used the field of science and technology studies to understand scientific reason and everyday knowledge practice in the contexts of biodiversity conservation and avian influenza in both Sulawesi and Java.

Ben Marwick: My main research activity is using models from evolutionary ecology to analyse past human behaviour in mainland Southeast Asia and Australia. My technical specialisation is in stone artefact

technology provides me with wide scope in time periods and geography. My specific interests include the hominin colonization of mainland Southeast Asia, forager technologies and ecology in Australia and mainland Southeast Asia, and transitions to agriculture in mainland Southeast Asia.

Kathleen O'Connor: My research encompasses female reproductive aging, and men's health. These disparate areas are linked by my approach, that of biodemography — the study of the biological and behavioral factors shaping demographic patterns of reproduction, health and mortality, from an evolutionary perspective. My research on female reproductive aging includes ongoing analyses of hormonal and menstrual cycle data collected in our longitudinal NIA funded project "Biodemographic Models of Reproductive Aging," in which we examine the timing, sequence and correlates of hormonal and cycle changes across the transition to menopause. A second NIA funded project, headed by Marc Tatar of Brown University, examines female reproductive aging in the baboon. The goal is to examine features of the ovarian cycle (phenotypes) in conjunction with genotype markers, to determine the variance in phenotypes associated with reproductive aging that can be attributed to environmental, genetic, and maternal effects. Both of these projects involve descriptive data as well as testing models of underlying biological processes contributing to reproductive aging. Another initiative on female reproductive aging is an edited volume ("Reproductive Aging") which I co-edited with my colleague Maxine Weinstein (Georgetown University), currently in press at the *Annals of the New York Academy of Sciences*. My work on men's health is new and involves a current pilot study funded by three seed grants from the University of Washington (Royalty Research Fund, CSDE Seed Grant, CSDE Workshop Grant). This project uses a mixed methods (quantitative and qualitative), interdisciplinary, and community based (with Premera/BlueCross of Seattle) approach to examine incentives and barriers influencing men's health behaviors. The overarching objective is to investigate behavioral and biological factors contributing to the as yet unexplained but most fundamental health disparity in humans: the higher mortality of males compared to females at all ages of the lifespan, across all societies. We use a theoretical model of health behavior, and include biomarker, qualitative, social network, demographic and spatial approaches for understanding men's health. We aim to provide insight into the evolutionary implications of higher mortality in males, as well as provide actionable initiatives for public health and community programs for improving men's health.

Devon Peña: I am currently involved in five largely applied and collaborative community-based research projects: 1. The restoration of acequia water law and the critique of managed legal pluralism. The governance of the water commons; 2. The state of exception and partisan violence in the US-Mexico border region. Establishing a system to monitor official and police misconduct; 3. Epistemologies of the "alterNative." Countering the effects of structural violence and intergenerational historical trauma in Mesoamerican diaspora communities; 4. Applied ethnoecology for youth agricultural heritage mentoring; and 5. Food justice movements in Mexico and the United States.

Lorna Rhodes: My work centers on institutions, particularly prisons, and currently has three aspects. First, I continue with my long-term study of supermax (solitary confinement) in the United States. This work, based on research in the Washington State prisons, involves intermittent ethnographic fieldwork, ongoing connections with the state's Department of Corrections, and continuing association with my research collaborators David Lovell (Nursing) and David Allen (Women Studies). Recent articles on supermax have appeared in *Anthropology Now* and in *Studies in Law, Politics, and Society* edited by Austin Sarat. Second, in 2008 I conducted a focused ethnographic study of HMP Grendon, a therapeutic community prison in England. My work on this "small society" prison includes articles about its relationship to the larger British Prison Service, its approach to risk discourse, and the emotional life fostered by therapeutic community practice. I am also interested in comparing the supermax and the therapeutic community prison; my aim in all my recent work is to address the growth and negative



consequences of the US prison complex, the harmful effects of solitary confinement, and the question of alternatives. Finally, I am working on a larger project concerned with the varying ways in which the “social” is expressed and shaped through institutions. This project, entitled “Institutional Interiors” was supported in 2008-09 by the Simpson Center for the Humanities, a grant that allowed me not only to analyze the material from my fieldwork in England but also to begin formulating a larger comparative perspective on institutions in late modernity.

Bettina Shell-Duncan: Throughout my career I have been conducting mixed method biocultural research on maternal and child health in sub-Saharan Africa. My earlier research focus was on nutrition, immunity and morbidity among nomadic children in Kenya, the health effects of settlement of former nomads, and evolutionary approaches to the study of micronutrient nutrition. More recently my research has focuses on the study of female genital cutting (FGC). I have examined the cultural context and health consequences of FGC among Rendille women in northern Kenya, as well as debates over medicalization of the practice. Through my work with WHO and UNICEF, I have examined the politics of the international campaign to end FGC, and the implication of adopting a health and human rights framework. I have recently been conducting mixed method research on the theoretical and empirical dimensions of the dynamics of behavior change with respect to FGC in Senegal and The Gambia. This work examines the outcome of various strategies aimed at ending FGC, such as legislation and various community-based interventions, and evaluates their correspondence with leading theories of behavior change. I am also examining the connections between local and transnational strategies to end the practice, including legislation and asylum.

Eric Smith: My research over the last several years has focused on the links between reproductive strategies, politics, and ecology. An ongoing project on this theme, conducted in collaboration with Rebecca Bliede Bird and Douglas Bird (Stanford University) and Brooke Scelza (UCLA), examines the interrelations between economic activities (especially cooperatively foraging and food sharing) and status among Martu (aboriginal land-owners in the Australian Western Desert). This is part of a broader research effort exploring the ways in which costly signaling may provide solutions to collective action problems, where standard models of rational choice or individual adaptation fail. A second, newer theme in my research examines the transition from egalitarian social systems to ones with moderate amounts of institutionalized political and economic inequality. This theme has two major strands. One, funded by the Behavioral Science Program at the Santa Fe Institute, is directed by Sam Bowles (SFI) and Monique Borgerhoff Mulder (UC Davis), and involves comparative analysis of economic and social data from multiple populations. Our first set of analyses, involving a large team of researchers and 21 populations, examined intergenerational wealth transmission and inequality, and has recently been published in *Science* as well as a special section of *Current Anthropology*; additional research topics by this team are currently under development. A second strand of my research on inequality analyzes the mechanisms by which inequality emerges. Initial work focuses on the Patron-Client scenario (involving exchanges between patrons who control resource-rich territories, and clients who exchange services for a share of a patron's resources), and the Managerial Mutualism scenario (involving actors who cooperate to produce a collective good and a manager who stabilizes this cooperation by monitoring and punishing defectors, thus solving a collective action problem). For both scenarios, analyses combine analytical (evolutionary game theory) and computational (agent-based simulation) modeling. Upcoming work, funded by seed grant from UW's Center for Studies in Demography and Ecology (2010-11), will elaborate the scenarios to include trade, warfare, and population structure. In addition, I have begun analyzing empirical patterns of sociopolitical variation among contact-period Native North American societies in light of hypotheses suggested by this theoretical work.

Janelle Taylor: I am currently actively pursuing two different research directions. Both projects examine how persons get represented within U.S. biomedicine, and both consider the social, cultural, and political as well as clinical consequences of such processes of representation. One project focuses on medical education, while the other focuses on medical research and practice. The first project uses ethnographic methods to examine the recent rise and current practice of standardized patient performances (i.e. staged clinical encounters with actors who role-play patients) in the training and assessment of health care professionals. The second project is a major review of research studies in the field of geriatrics, with attention to how people with dementia get excluded from research studies. This review, which I am carrying out in collaboration with three geriatrician colleagues at UW, builds upon my interest in dementia, which has resulted in one well-received autoethnographic essay that I am now in the process of expanding into a book. Also emerging from this research interest is the photo essay project "Qualities of Care" on which I will be working collaboratively with Prof. Ellen Garvens in the School of Art in fall and winter 2010-2011, with the support of the Simpson Humanities Center.

Sasha Welland: My current research project, *Experimental Beijing: Contemporary Art Worlds in China's Capital*, examines the social role of visual art and competing ideas of aesthetic, cultural, and market value in reform-era China, with a particular focus on how gender shapes Chinese contemporary art worlds. This research reflects my larger concerns with how various forms of cultural expression — visual and narrative — shape social categories, such as gender, ethnicity, race, national identity, and class; and how these cultural forms are deeply enmeshed in social, political, and economic relations and struggles.

Alison Wylie: In Winter and Spring 2010, I held a six-month Leverhulme Trust Visiting Professorship at the University of Reading in the UK (£51,663), for work on a project entitled: *Evidential Reasoning in Archaeology: Best Practices and Object Lessons*. This is a collaborative project, with Robert Chapman (Archaeology, Reading University), the goal of which is to develop a case-based analysis of the social/cognitive norms of evidential reasoning that inform archaeological practice. It builds on a longstanding interest of mine in philosophical issues raised by archaeological practice, as reflected in *Thinking from Things* (2002). In this collection of essays I focused on the role of contextual values in research practice as these figure in a history of internal debate about the goals of archaeology (whether, or in what sense it is a scientific enterprise), and I developed a model of how archaeologists exploit multiple sources of empirical constraint to make effective use of their notoriously fragmentary and enigmatic data as evidence (e.g., in discerning use of analogical inference, and through practices of bootstrapping and triangulation between causally and epistemically independent lines of evidence). This analysis provides the framework for our collaborative Leverhulme project. I am also in the process of finalizing publications related to two other ongoing projects: one is a linked cluster of essays on ethics issues in archaeology, particularly as raised by demands for accountability, especially to Indigenous, Aboriginal, and First Nations descendant communities; and the other is a monograph on related issues in feminist philosophy of science/epistemology, *Standpoint Matters*, in *Feminist Philosophy of Science*. The common thread in these projects is an interest in how ideals of objectivity are to be conceptualized when questions of epistemic credibility are consequential, but it is clear that conventional models of hypothesis testing and fidelity to 'the facts' (conceived in foundationalist terms), are as inadequate to the complexity of evidential reasoning as is their antithesis: strong relativist claims that emphasize the constructed, contingent nature of evidential claims. My goal is to make sense of the jointly constructive and constraining nature of empirical evidence as it figures in a range of epistemically and politically contentious research fields requires.

APPENDIX N  
FACULTY GRANT FUNDING 1999 - 2010

| Name     | 1999    | 2000    | 2001   | 2002    | 2003    | 2004    | 2005    | 2006    | 2007      | 2008    | 2009    | 2010    |
|----------|---------|---------|--------|---------|---------|---------|---------|---------|-----------|---------|---------|---------|
| Amrute   |         |         |        |         |         |         |         |         |           |         |         | 4,978   |
| Anagnost |         |         | 8,429  |         | -12     |         |         |         |           |         |         |         |
| Bilaniuk |         |         |        |         | 23,340  |         |         |         |           |         | 46,117  | 10,065  |
| Close    | 50,039  | 5,114   | 2,802  |         |         |         |         |         |           |         |         |         |
| De León  |         |         |        |         |         |         |         |         |           |         | 2,491   | 17,029  |
| Dunnell  | 350     | -192    |        |         |         |         |         |         |           |         |         |         |
| Eck      |         |         | 18,679 | 19,345  |         |         |         |         |           |         |         |         |
| Feathers | 10,982  | 71,387  | 36,667 | 155,070 | 79,877  | 86,079  | 58,674  | 61,209  | 3,638     | 6,869   | 5,812   | 98      |
| Fitzhugh |         | 7,128   | 62,925 | 13,626  |         |         | 30,402  | 166,221 | 1,050,178 | 606,446 | 611,940 | 26,498  |
| Goodreau |         |         |        |         |         |         |         |         | 9,818     | 57,075  | 108,780 | 182,655 |
| Grayson  | 38,308  | 60,325  | 60,013 | 20,566  | 62,676  | 12,690  | 18,549  | 47,181  | 77,584    | 64,705  | 4,272   | 85      |
| Hagstrum | 2,958   |         | -1     |         |         |         |         |         |           |         |         |         |
| Harrell  |         |         |        |         | 13,358  | 46,972  |         | 103,207 | 73,409    | 18,294  | 15,118  | 841     |
| Hoffman  |         |         |        |         |         |         |         | 23,104  |           |         |         |         |
| Holman   |         |         |        |         |         | 76,672  | 139,596 | 145,144 | 80,840    | 39,180  | 169,631 | 129,980 |
| Hunn     | 38,264  | 156     |        | 2,187   | 76,436  | 165,214 | 58,415  | 13,856  | 2,066     |         |         |         |
| Jolles   |         |         |        | 68,209  | 232,599 | 283,160 | 60,209  | 22,180  | 2,569     |         | 11,061  | 6,747   |
| Kahn     |         |         |        | 4,344   | 31,310  | 3,731   | 8,171   |         | 42,998    | 16,167  | 7,711   | 7,289   |
| Keyes    | 120,406 | 218,820 | 83,713 | 71,851  | 64,641  | 30,273  | 25,831  | 7,733   |           |         |         |         |

|                  |         |         |         |         |           |           |         |         |           |           |           |         |
|------------------|---------|---------|---------|---------|-----------|-----------|---------|---------|-----------|-----------|-----------|---------|
| Kramer           |         |         |         |         | 156,548   | 517,197   | 127,857 | 117,109 | 40,125    | -311      |           |         |
| Lape             |         |         |         |         |           |           |         |         | 4,101     | 64,575    | 155,513   | 88,622  |
| Leonetti         | 161,528 | 140,890 | 144,332 | 56,848  | 69,269    | 8,013     | 15,147  | 8,984   | 3,466     | 1,749     | 3,250     | 487     |
| Llobera          |         |         |         |         |           |           | 2,124   | 24,625  | 11,783    |           |           |         |
| Lowe             |         |         |         |         |           |           |         | 8,397   | 4,914     | 4,999     | 7,878     | 7,554   |
| Marwick          |         |         |         |         |           |           |         |         |           |           | 18,348    | 4,486   |
| Muecke           |         |         |         |         |           | 111,732   | 23,048  | 27,276  |           |           |           |         |
| Newell           | 28,019  | 1,222   | 2,335   | 27,221  | 31,641    | 4,240     |         |         |           |           | 12,037    |         |
| O'Connor         |         | 217,705 | 361,789 | 293,623 | 120,607   |           | 1,408   | 9,271   | 131,289   | 204,216   | 156,814   | 126,669 |
| Pena             |         |         |         |         | 10,000    | 15,000    | 33,905  | 11,842  | 2,013     |           |           |         |
| Porter           |         |         |         |         |           | 19,950    | 4,000   |         |           |           |           |         |
| Rhodes           |         |         |         |         |           |           |         |         |           | 7,528     | 1,953     |         |
| Shell-Duncan     |         | 30,478  | 181     | 61,902  | 7,176     | 5,475     | 78,988  | 135,606 | 164,549   | 138,112   | 22,588    | 655     |
| Sivaramakrishnan |         |         | 11,476  | 13,510  |           |           | 40,000  |         |           |           |           |         |
| Smith            | 121,072 | 30,092  | 37,356  | 16,190  | 49,049    | 103,836   | 9,267   | 24,640  | 192,797   | 186,892   | 184,327   | 155,842 |
| Stein            |         |         |         |         | 23,579    | 10        |         |         |           |           |           |         |
| Taylor           |         |         |         |         |           |           |         |         | 23,723    |           |           |         |
| Weland           |         |         |         |         |           |           |         |         |           |           |           |         |
| Wylie            |         |         |         |         |           |           |         |         |           |           |           |         |
| Total            | 571,926 | 783,125 | 830,696 | 824,492 | 1,052,094 | 1,490,244 | 735,591 | 957,585 | 1,921,860 | 1,416,496 | 1,545,641 | 770,580 |