

University of Washington
Department of Anthropology Self-study Document



November 1999

DEPARTMENT OF ANTHROPOLOGY SELF-STUDY DOCUMENT
November 1999

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I. CONTEXT

A. Unit authorized to offer degree programs: Department of Anthropology

B. College or School: College of Arts and Sciences

C. Exact Titles of Degrees Granted: Bachelor of Arts, Master of Arts, Doctor of Philosophy

D. Summary items required by the HECB

1. *Degree Program Title: Department of Anthropology*
2. *Year of last review: 1989*
3. *Documentation of continuing need*

To summarize briefly: There is strong and growing demand for the Anthropology Major and Minor, not only among day students but also among Evening Degree Program students. The recent graduates of our doctoral programs have had substantial success in a highly competitive professional job market. Our faculty play key roles in a great diversity of interdisciplinary programs throughout the University, have been highly successful in obtaining outside funding for their research, and are recognized nationally and internationally for their intellectual contributions.

4. *Assessment information relating to student learning outcomes*
5. *Plans to improve the quality and productivity of the program (see Goals)*
6. *Number of majors and degrees granted (last 3 years)*
 - a. Majors (spring 1999) = 368
 - b. BAs (summer 1996-spring 1999) = 348
 - c. Non-thesis MAs (1996-1999) = 36
 - d. PhCs (1996-1999) = 29
 - e. PhDs (1996-1999) = 32.
7. *Number of FTE faculty and graduate assistants that teach in the department (1996-1999)*

Table 1. Number of Departmental FTEs by Year

	Faculty	TAs
1999	19.84	20.6
1998	16.38	21.0
1997	16.17	21.0
1996	19.16	20.5

E. The Field of Anthropology and its Place in the World

Anthropology is a multi-faceted field consisting of four distinct domains of inquiry: archaeology, biological Anthropology, linguistic Anthropology, and sociocultural Anthropology. Historically, Anthropology has achieved disciplinary coherence by stressing the links between these various facets or sub-disciplines. As discussed in detail elsewhere in this report, such links -- intellectual, pedagogical, and pragmatic -- are very strong among the anthropologists at this university, both within the Department and beyond. Collectively, the faculty and students in Anthropology are committed to describing, interpreting, and explaining the historical, biological, and cultural diversity of the human species. We begin with our species' evolutionary origins and trace how we have continued to evolve through many millennia of biocultural micro-evolution. This provides a solid basis for understanding more recent sociocultural changes leading to the current global flux in population, languages, practices, identities, and genes. This temporal and spatial or cross-cultural range is Anthropology's unique contribution to the human sciences and humanities.

Within this overarching perspective on human diversity, individual anthropologists at the UW (as elsewhere in the U.S.) emphasize particular theoretical, topical, and pedagogical foci. UW anthropologists pursue specific research agendas and curricular projects, and hold varied philosophies. *These are detailed for each program.* We maintain diverse ties to disciplines and units outside of Anthropology, spanning a wide range in the social sciences, humanities, and natural sciences. *Our keystone role as a focus of interdisciplinary synthesis within the University is detailed under the heading 2H: The Centrality of Anthropology at the University of Washington.* Our research and instruction draw on approaches as diverse as thermoluminescent dating and critical social theory, or mathematical modeling and sustained participant observation. There is also considerable diversity in the means employed to present research findings, from museum display, to articles and monographs, lectures and public presentations, to film, video and voice recording, and CDROM multimedia presentations. Though no single anthropologist at the UW encompasses this diversity, nor is any single research and teaching method subscribed to by everyone, we all share a commitment to advancing understanding of human diversity.

This range of approaches, methods, and subject matter can appear bewildering or undisciplined to those expecting a more conventional discipline – one that fits neatly within the "humanities" or "sciences," for example. But the diversity of approaches found among UW anthropologists is characteristic of Anthropology elsewhere in the U.S., and has been the case since the development of Anthropology as a distinct discipline in the nineteenth century. It is the essence of our discipline and key to our contribution to the advancement of human diversity scholarship.

F. A Brief History of the Department

Below we include a brief account of the early days of the Department of Anthropology at the University of Washington. It is excerpted from an interview conducted by Dr. Carol Hermer as part of her dissertation research on the department's history. For those not versed in the anthropological canon, Franz Boas is conceded the role of founder of American Anthropology in the 1890s. He trained the majority of the first generation of American anthropologists, including several who served on our faculty in the early days. He established Anthropology as squarely opposed to racist explanations of human diversity. He also stressed the importance of carefully documenting -- ideally in the peoples' own words -- other ways of life, to rescue them from the oblivion that then seemed imminent. Boas was committed to what we now call the "four fields" approach, that is, an Anthropology inclusive of archaeological, biological, linguistic, and sociocultural data and theory. All four fields were represented here during the early period. However, the Boasian emphasis on descriptive particularism and "salvage ethnography" lacked a global and synthetic comparative dimension. The "Watson revolution," described here, reached out to all parts of the world and encouraged comparative theoretical analysis on that scale. The Department today sustains those emphases, while adapting them to today's complex world.

A Brief History of the Department
by Simon Ottenberg and Carol Hermer

The stories surrounding the Department under the grips of the Boasian canon are the closest it has to an origin myth. The first chair of Anthropology at the University of Washington was Erna Gunther Spier. At that time, in 1929, the Washington State Museum had just moved into its new premises in the Washington State Building, left over from the Alaska-Yukon-Pacific Exposition, which had served as the University library. The University was looking for a new museum director to go with its new building and thought to combine the post with a position in the Anthropology Department. Gunther was originally offered the position only as assistant professor, together with a position as acting director of the Washington State Museum. The actual recipient of the top job in the newly formed Anthropology Department was to be her husband, Leslie Spier, who had taught Anthropology at the UW from 1921 to 1927, but he left for a post at the University of Oklahoma. The Spiers were divorced a year later and Erna Gunther, once again using her maiden name, was given permanent status as director of the museum and executive officer of the Anthropology

Department. She remained in this position until the mid-1950s when James Watson was recruited by the Dean of Arts and Sciences (against the opposition of all but one Department member) to bring a new direction to the Department and alter the links with the museum that had been so carefully cultivated in the 25 years of Gunther's tenure. He believed the roles of the Department and the museum should be distinct but complementary. Watson and Ottenberg came in 1955. According to Ottenberg: "Jim Watson was here when I got here and those I call the old-timers. I think there were 9 plus Jim at the time. They actually weren't all Boasian. People talk about them as Boasian, and I suppose they were in a way, but three of them trained at Berkeley (Bill Elmendorf, Kitty McClellan and Bill Massey) and Vern Ray trained at Yale. It was Erna Gunther, Mel Jacobs, and Viola Garfield who trained directly with Boas. I was seen by the old-timers as a Boasian. I studied with Herskovits, who had studied with Boas.

"Erna Gunther was a very influential and well-known personality in the Northwest. The newspapers of the 30's refer to her repeatedly in terms that label her as a colorful local character. She came to the University of Washington as a young and attractive woman, assuming two very demanding positions, and was celebrated by the community. She was particularly short, once being mistaken for a young boy. She drove a yellow roadster. She was named "outstanding personality" by the Seattle Times in 1935. She was particularly outspoken against the conflation of race and culture that was being taught in some academic departments at that time. She did some very valuable ethnographic research on Indians in the State of Washington.

"Watson succeeded in getting Massey out without tenure; Osborne went to work with the Park Service somewhere in the SW; MacClellan and Elmendorf got jobs at Wisconsin and left. The physical anthropologist, Fred Hulse, left a little later. Watson's goal was to change the Department in the direction of British social Anthropology of the Chicago style, drawing from Durkheim, Mauss, and Radcliffe-Brown. At that time this was one of the few interesting theoretical positions in Anthropology, but it led to very little Northwest work being done here, particularly in the coastal area.

"Watson brought in some great people. Mel Spiro was here for a while and then left for Chicago. Manning Nash was here for a while. Fred Gearing was from Chicago; he was a Sol Tax student. Ray Fogelson was here for a while. The year after I came, Jim brought in Mick Read, who had studied at the London School of Economics with Nadel. He was trained in British Social Anthropology, although he turned out to be a rather unusual British social anthropologist. He broke away and wrote *The High Valley*. Ray Fogelson had been a Hallowell student at Pennsylvania; he stayed for a few years, got married, then divorced and left. He and I taught a year's course on the history of Anthropology, which all graduate students were required to take, called "From Moses to Malinowski." That was its informal title, anyway."

Hermer: "Do you know if there was any sort of overall hiring philosophy that Watson had. Was there some kind of idea that the Department had a direction?" Ottenberg: "Yes, I think he was moving it towards social Anthropology of an American style, but also towards a broader kind of intellectual interest. There was a feeling at the time that the theoretical advances that were being made were not being made with American Indian studies, they were being made in New Guinea -- he pushed very hard to develop a New Guinea program and Mick Read was part of that -- and in Africa, and in other areas of the world than the US. He was hoping for some diversity, but he was hostile to the Boasian tradition, really. Watson viewed the Boasian tradition as descriptive and reconstructive of the past, disinterested in cross-cultural comparison or an analysis of the present state of humanity."

II. UNIT ROLES AND RESPONSIBILITIES

A. The contribution of Anthropology to the University's Mission

There is coherence underlying the diversity within Anthropology. Methodologically, most of us collect some or all of our primary data "in the field," often in distant regions and frequently under difficult conditions. For the most part, anthropological research is naturalistic rather than laboratory-based, gathering data via historical or observational rather than experimental means. These methodological foundations produce rich bodies of information, but present some characteristic challenges not faced by laboratory- or experiment-based disciplines on the one hand, or by exclusively text-based disciplines on the other. Substantively, the coherence of Anthropology, and of the multiple endeavors of UW anthropologists, comes not from a homogeneous set of assumptions and goals, but rather from a multiplicity of attempts to understand the full spectrum of human diversity.

The contemporary world is home to over six billion human beings, citizens of over 200 nation states, who speak 5,000 distinct languages. In many cases, we are just a few generations removed from ways of life developed over thousands of years in relative isolation from one another. We have been disabused over the past few decades of the utopian vision of a future world in which "One World Government" manages all of humanity in peace, justice, and prosperity. On the eve of the third millennium the task is rather to somehow mend our fences, restrain our worst impulses, clean up our messes, and find a way to live together for the long haul, respecting our profound differences of outlook while building upon our common human values. As anthropologists we accept the challenge of this new millenium. Our varied researches are all directed at understanding who we are as humans by understanding from whence we have come, through a careful consideration of the evidence of our biological and cultural evolutionary histories -- histories that anthropologists, above all, construct -- and whither we are going by understanding the range of human situations in the world today.

Our undergraduate teaching mission follows our research lead. Arguably, the most basic lesson to be learned is to understand our common humanity. The several holocausts witnessed by our generation of faculty -- holocausts perpetrated by and upon people of many "races," cultures, and religions -- underscore the relevance of our anthropological vision. The majority of our teaching effort is directed toward expanding the student's appreciation of cultural differences so they will not fall prey to false, divisive, and hateful racist teachings and so that they may accept the challenge of living in the multicultural world of today and the future. Our undergraduate teaching mission is thus at the core of a "liberal education."

Graduate teaching, however, trains a new generation of professional anthropologists, those who will push the research envelope in all directions, those who will teach new generations of students, and those who will bring their anthropological expertise to bear on the daunting practical problems of constructing the future. Necessarily, such training must be specialized. The Department of Anthropology offers four graduate program tracks (Archaeology, Biocultural Anthropology, Environmental Anthropology, and Sociocultural Anthropology), each leading to the degree of Doctor of Philosophy in Anthropology, but each in practice quite distinct from one another. The faculties of these programs define the requirements and evaluate the success of their programs, select graduate students to be admitted to each, and, with the consent of the whole faculty, forward personnel recommendations for hiring, tenure, and promotion. There is some overlap in faculty among these programs. For example, Eric Smith is active in the Biocultural, Environmental, and Sociocultural programs and, indeed, all Environmental Anthropology faculty are involved in other programs. Each program is described in detail in separate sections below.

B. Opportunities and our responses

Anthropology is *the multicultural discipline*. In this regard we are well placed to address one of the most notable demographic trends of the past decade, the rapid increase in the minority populations of the U.S. and, in particular, of Washington State. The Seattle P-I reported (15 September, 1999) that "the Hispanic, Asian, and black populations of

Washington state surged during the 1990s, outpacing a national trend." The state's Hispanic population increased 65.5%, the Asian and Pacific Islander population increased 53.2%, and the African-American population increased 30%. In that same period the total population of Washington increased just 17%. Our proactive response to President McCormick's diversity hiring initiative of 1996 will substantially increase our ability to meet the needs of a rapidly diversifying Washington State student population in the new millenium.

McCormick's initiative required that social science and humanities units of the College of Arts and Sciences forego positions in order to recruit outstanding minority scholars in these fields. The Department of Anthropology contributed one vacant position to this effort, but we were rewarded by two new hires (1.5 FTEs), one junior and one senior. These new faculty very substantially enhance our program. We welcome Jack Ferguson, an African-American scholar specializing in African post-colonial identities, and Devon Peña, a noted Chicano-scholar specializing in border issues and environmental politics in the southwestern U.S. In addition, K. Sivaramakrishnan, an expert in indigenous forest management and native of India, will join our faculty this year. Thus three of eight new hires during the past two years are minority or foreign scholars.

We have also responded vigorously to the identification of the special needs of *working adults* for continuing education. Prof. Spain of our Department served on the planning committee that developed the initial design for the U.W. Evening Degree Program, which was initiated in 1990 to reach out to this underserved segment of the state's population. An Anthropology major was added in 1993. Many Anthropology faculty have taught in that program since its inception and funding for several Anthropology faculty positions has come from the Evening Degree Program. Teaching assignments are rotated among regular faculty, with the understanding that the Department as a whole has a responsibility to regularly staff an adequate number and variety of courses to make the Evening Degree major work. This demonstrates our responsiveness to changing student demographic patterns and our willingness to make a special effort to accommodate those trends to the mutual benefit of students and the department.

C. Differences between our perspective and that of the college/university

We have considered the new College of Arts and Sciences Mission Statement (April 13, 1999) and have concluded that, with quite minor modifications (which we indicate), it may serve as our own Mission Statement:

Anthropology Department Mission Statement

"We achieve our three primary missions of teaching, research and service from the perspective of the liberal arts, seeking fundamental knowledge in the arts, humanities, social and natural sciences....

"Values: A liberal arts education provides rich opportunities to discover what it means to be human across time, across cultures, and in the technologically-driven world of the future. Our students learn to see through others' eyes. They learn to think rationally, creatively and critically, as active participants with others, in order to lead purposeful and productive lives in a democratic society. We seek to develop in all our students the ability to write and speak clearly, correctly, and persuasively; to gather data and interpret it; to listen with care, and to engage the arguments of others with understanding and respect.... The skills and intellectual attributes our students develop are the foundation for a lifetime of learning. They are also the best possible preparation for success in a rapidly changing job market.

"Discovery lies at the heart of our enterprise. Our faculty are continuously expanding the frontiers of knowledge through research, scholarly interpretation and creative production. Their discoveries rewrite the textbooks, and provide the foundations upon which the progress of our society rests. Our undergraduate and graduate students participate actively in the pursuit, discovery and refinement of knowledge through research and performance. By so doing, they learn how to learn. our

social scientists, foreign language and international studies experts provide the tools to meet the challenges presented by the global forces reshaping our lives. We promote the skills essential to a thriving democracy: an ability to place current issues in historical and cross-cultural perspective, a capacity to analyze problems and reason together toward solutions, and a sensitivity to the complexities of cultural and ethnic differences....

D. Responses to criticism and change during the past ten years

The Anthropology Department has changed significantly since our last ten-year review in 1990-1991. At that time our "Physical Anthropology Program" (now Biocultural Anthropology) was in some disarray. The Department agreed to a one-year moratorium on graduate admissions while taking a hard look at the future of that program. A consensus was achieved to emphasize the linkages between biological and cultural facets of the human species, in pursuit, perhaps, of "consilience" among often competing biological and cultural perspectives on human nature. We have since been able to attract a number of very strong younger faculty, including two new hires in conjunction with the Center for Studies in Demography and Ecology, Darryl Holman and Kathleen O'Connor, so that now we can honestly say that our Biocultural Anthropology program is among the strongest in the country, with a powerful focus on the biocultural parameters of human health and reproduction.

The Environmental Anthropology program is just three years old. It was created in response to strong student demand for training in the social and cultural aspects of global resource conservation. Biodiversity is under imminent threat, primarily as a consequence of the exponential growth of both the numbers of human beings on earth and of per-capita energy consumption. However, biodiversity conservation has most often been treated as a technical or biological problem, rather than a biocultural or sociopolitical problem. The Environmental Anthropology program was designed to bridge the divisions within our Department and within the University that exist between those who see just the biological side of the issue and those who see the issue as purely economic, political, or cultural. Training is less oriented towards traditional academic teaching jobs and more towards applied work with NGOs or government agencies, where there is strong demand. In part serendipitously, we have just hired three new faculty with core interests in environmental Anthropology, Devon Peña, Celia Lowe, and K. Sivaramakrishnan. With these new hires, we now have one of the strongest and most well rounded Environmental Anthropology Programs in the country, which simultaneously strengthens our Sociocultural Anthropology Program.

In 1990 there was palpable tension between the two largest units of the Department, Archaeology and Sociocultural Anthropology. That tension has eased substantially, though in part it is a tension inherent in the contrasting methodological orientations of these two sub-fields. The Archaeology Program emphasizes technologically sophisticated data collection and analysis and rigorous hypothesis testing. The material remains that make up their stock in trade demand such an approach. Sociocultural anthropologists seek to understand other cultures by talking to people in their native language and by visiting them at home and at work. Rapport is prerequisite to data collection and analysis should faithfully represent how the people themselves understand their situation. This epistemological divide is that between the "two cultures" of C.P. Snow's famous essay and it has cut deeply through the anthropological terrain everywhere in the U.S. We have invested considerable energy to overcome this division and have been notably successful. The success of our popular survey course, ANTH 100, Introduction to the Study of Anthropology -- which 25% of all UW undergraduates take -- is our answer to C.P. Snow. Under the able direction of James Green, instructor in charge, we offer students a rich exposure to the full range of anthropological perspectives and challenge them with the full range of human cultural life. The course includes laboratory sessions where students can handle actual artifacts and precise replicas of skeletal elements that illustrate human biological and cultural evolution, a unifying theme for Anthropology.

At the present time Archaeology is undergoing a demographic transition, losing three (possibly four) of seven faculty to a variety of career changes. These changes represent both opportunities and challenges. The whole Department faculty is committed to rebuilding the Archaeology program, as it has long been one of the Department's strongest components.

The recent addition of Ben Fitzhugh to replace Prof. Dunnell is the first step in this process. The Sociocultural Program has also experienced unusually high turnover during the past decade. We lost three younger faculty to Columbia University in 1997 and are just now regaining that lost strength, and then some. The three hires noted above with respect to the Environmental Anthropology Program, combined with two recent hires in Sociocultural Anthropology, Jack Ferguson and Laada Bilaniuk, and our most recent hire, Janelle Taylor, provide a real expertise in Africa, Eastern Europe, Southeast and South Asia, Latin America and American Ethnic Studies, and topical strengths in Linguistic and Medical Anthropology. These appointments help us sustain our manifold contributions to International Studies at the University of Washington, augment our ties with the lower campus, and establish a strong link with American Ethnic Studies, a weakness identified during the previous ten-year review.

The Anthropology Department has responded forcefully and flexibly to the criticisms of our last review and to the shifting ground of academic discourse of the past decade. We believe we are a stronger, more dynamic team now than ever before. When Archaeology is back to full strength, we will be positioned to rank among the top ten Anthropology Programs at public universities in the U.S.

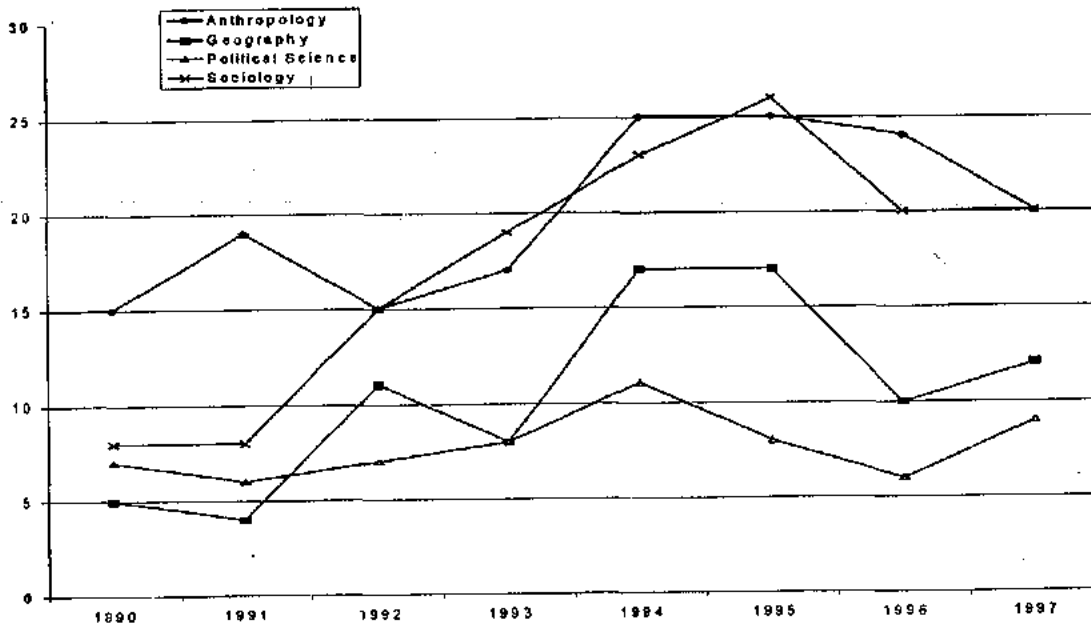
E. Criteria for success in our field

As described above, the Anthropology Faculty is exceptionally diverse. This is a consequence of the unique historic mission of the discipline of American Anthropology. Therefore, no single standard can be applied to judge an individual faculty member's professional contribution. However, when decisions as to tenure, promotion, and merit pay are decided, the entire faculty senior to the faculty member to be evaluated carefully considers that person's work in terms of her or his research, teaching, and service.

We expect our colleagues to be continually engaged in cutting-edge research. We focus primarily on the established record of publications and research funding. However, we recognize that the publication quantity, publication venue, and funding sources depend on the faculty member's sub-field and specialty. For example, Biocultural Anthropology faculty often direct laboratory projects with substantial and long-term funding from the National Institutes of Health (e.g., Leonetti, Newell). Archaeologists often fund their research, and that of their students, through contract archaeology projects, while Sociocultural anthropologists may apply instead for Fulbright fellowships or conduct research without external funding. Faculty affiliated with the Burke Museum devote substantial research effort to the development of museum exhibits.

Nevertheless, as a faculty we have been quite successful in competing for external research funding. This is shown in the accompanying Figure 1 and Table 1. Department external funding peaked at 25% of our total budget in 1994 and 1995. It dropped slightly over the last two years, but is still substantially above what it had been at the beginning of the decade. Our external funding percentage compares favorably with comparable departments of the Division of Social Sciences, as shown in the Figure.

Figure 1. Percent External Funding 1990-1999



Given that several of our recent hires have been highly successful in obtaining grant funding (e.g., Holman, O'Connor, Peña, and Sivaramakrishnan), we expect our external funding totals to continue to increase in the decade to come. We would like to point out that the grant statistics in fact underestimate our faculty's productivity, in that a significant component of faculty grant activity is not accounted for in the official totals of funds administered by the Department. For example, faculty affiliated with the Burke Museum have been Principal Investigators on large grants for the development of museum displays (e.g., Harrell, Kahn) or on museum sponsored research (e.g., Stein). We indicate these off-line grant funds in the Table, but they are not included in the totals.

Table 2. Grant Funding 1993-1997 (most recent figures not yet available)

	93	94	95	96	97	Total	per year@
Anagnost	Co-PI on Rockefeller Humanities Center grant for \$250,000, 1996-2000						
Close	new faculty member		94	<4504>	<58,256>	<62,854>	<20,951>
Dunnell	1,438	8,326	13,395	3,269	2,646	29,074	5,815
Eastman	9,273	10,056	5,483	5,282	-	30,094	7,524
Eck	consultant for NSF and National Geographic Society grants to the Institute for Human Origins, Arizona State University, \$250,000, 1990-present						
Feathers^	new faculty member		25,031	116,393	57,181	198,605	39,721
Fitzhugh	new faculty member				1,500	1,500	1,500
Grayson	15,687	53,051	13,070	25,412	17,515	124,735	24,947
Green	26,848	27,900	18,533			73,281	14,656
Hagstrum	0	0	0	0	12,745	12,745	2,549
Harrell	9,400	12,542	2,558	16,293	20,787	61,580	12,316
Hunn	33,290	7,082	40,235	85,234	52,513	218,354	43,671
Hutterer	18,200	Director, Burke Museum				18,200	3,640
Jolles**	30,052	9,780	8,321	6,198		54,351	13,588
Kahn	research and exhibit funding through the Burke Museum, PI or Co-PI for grants totaling \$862,578, 1994-1998						172,516
Keyes	124,157	166,850	216,480	147,294	106,907	761,688	152,338

Leonetti^	187,419	215,653	439,619	669,354	208,389	1,720,434	344,087
Lipkin	37,022	81,801	46,166	1	-	164,990	32,998
Lomawaima	116	Left the University				116	116
McGrath^	PI for grants to Nursing for \$357,500, 1996-2002						
Nason	joint appointment with the Burke Museum						
Newell	353,450	241,266	611,688	43,351	266,929	1,516,684	303,337
Pemberton*			2,841	7,997		10,838	2,710
Rhodes	101	0	0	0	0	101	20
Shell-Duncan	new faculty member						
Smith	0	0	0	12,502	148,452	160,954	32,191
Stein	research funding through the Burke Museum.						
Wenke	Co-investigator on grant from private sources of \$210,000, 1993-1996						
Winans#	0	12,883	15,964	0	0	28,847	5,769
Witherspoon	29,587	0	0	0	0	29,587	5,917
Total Departmental research funding	884,504	862,200	807,399	655,708	706,591	3,916,402	783,280

@ averaged over years on the faculty

^ research faculty (Feathers, McGrath are 100% research; Leonetti is 50%)

* left the Department 1997

** research faculty; left the department 1997

retired 1998

With respect to publications, we would like to reiterate that publication strategies of faculty are various, and legitimately so. For example, some of us invest more of our time and energy in writing books, others in editing books, others in preparing articles for academic journals, others in contributing chapters to edited volumes, while others have concentrated on contract research reports. Museum exhibit curation is a comparable achievement for our faculty with central responsibilities in the Burke Museum. All these venues are subject to outside professional review prior to acceptance for publication (in the case of contract reports and museum exhibits, the review can also precede the award of the contract). We are also sensitive to the fact that the quantity of publications may exhibit cyclic patterns, as old projects are brought to a conclusion and new ones designed and initiated. However, we expect of ourselves a continuing high-level of engagement with the diverse anthropological research enterprise. Our collective publication record over the previous decade strongly meets this expectation.

To illustrate just one aspect of faculty productivity, consider the following 31 books authored and/or edited by our faculty since 1989.

Books (N = 17):

- Ann Anagnost. 1997. *National Past-Times: Narrative, Representation, and Power in Modern China*. Durham, N.C.: Duke University Press.
- Angela Close. 1993. *Egypt During the Last Interglacial: The Middle Paleolithic of Bir Tarfawi and Bir Sahara East*. New York: Plenum Press (With F. Wendorf and others).
- Benjamin Fitzhugh. In Press. *The Evolution of Complex Hunter-Gatherers: Archaeological Evidence from the North Pacific*. A volume in the series *Interdisciplinary Contributions to Archaeology*. New York: Plenum.
- Donald Grayson. 1993. *The Desert's Past: A Natural Prehistory of the Great Basin*. Washington, D. C.; Smithsonian Institution Press (Paperback reprint, 1998).
- James Green. 1998. *Cultural Awareness in the Human Services, A Multi-Ethnic Approach*, Boston: Allyn and Bacon, Third Edition.
- Stevan Harrell. 1997. *Human Families*. Boulder: Westview Press.
- Eugene Hunn. 1990. Nch'i-Wána, "The Big River": *Mid-Columbia Indians and Their Land*. With James Selam and Family. Seattle: University of Washington Press. Paperback edition, 1991. Washington Governor's Writers Award, 1992.

- Miriam Kahn. In press. *Pacific Voices*. Seattle: University of Washington Press (With Erin Younger).
- Devon Peña. 1997. *The Terror of the Machine: Technology, Work, Gender, and Ecology on the U.S.-Mexico Border*. Border and Migration Studies Series (Gilbert Cardenas, series editor). Austin, Texas: CMAS Books/University of Texas Press.
- Lorna Rhodes. 1991. *Emptying Beds: The Work of an Emergency Psychiatric Unit*. Berkeley: University of California Press.
- K. Sivaramakrishnan. In Press. *Modern Forests: Statemaking and Environmental Change in Colonial Eastern India*. Stanford: Stanford University Press, and the "Studies in Social Ecology and Environmental History" Series, Delhi: Oxford University Press.
- K. Sivaramakrishnan. In Press. *Agrarian Environments: Resources, Representations, and Rule in India*. Durham: Duke University Press; and Delhi: Oxford University Press (with Arun Agrawal).
- Eric Smith. 1991. *Inujjamiut Foraging Strategies: Evolutionary Ecology of an Arctic Hunting Economy*. Hawthorne, NY: Aldine de Gruyter.
- Julie Stein. 1992. *Deciphering a Shell Midden*, New York: Academic Press.
- Julie Stein. In Press. *Archaeology of San Juan Islands, Washington*, Seattle: University of Washington Press.
- Robert Wenke. 1999. *Patterns in Prehistory*, 4th Edition. New York: Oxford U. Press.
- Gary Witherspoon. 1995. *Dynamic Symmetry and Holistic Asymmetry in Navajo and Western Art and Cosmology*. New York: Peter Lang Publishing (with Glen Peterson).

Edited books (N = 14):

- Angela Close. 1989. *The Prehistory of Wadi Kubbania Volume 2. Stratigraphy, Paleoeconomy and Environment*. Dallas: Southern Methodist University Press.
- Angela Close. 1989. *The Prehistory of Wadi Kubbania Volume 3. Late Paleolithic Archaeology*. Dallas: Southern Methodist University Press.
- Stevan Harrell. 1990. *Violence in China: Essays in Culture and Counter-Culture*. Albany: State University of New York Press. (Co-edited with Jonathan N. Lipman)
- Stevan Harrell. 1993. *Chinese Families in the Post-Mao Era*. Berkeley and Los Angeles: University of California Press. (Co-edited with Deborah Davis)
- Stevan Harrell. 1994. *Culture Change in Postwar Taiwan*. Boulder, Colorado: Westview Press. (Co-edited with Huang Ch'yn-chieh)
- Stevan Harrell. 1995. *Cultural Encounters on China's Ethnic Frontiers*. Seattle: University of Washington Press.
- Stevan Harrell. 1996. *Chinese Historical Micro-Demography*. Berkeley and Los Angeles: University of California Press.
- Stevan Harrell. In Press. *Perspectives on the Yi*. University of California Press.
- Charles Keyes. 1991. *Reshaping Local Worlds: Rural Education and Cultural Change in Southeast Asia*. New Haven: Yale University Southeast Asia Program.
- Charles Keyes. 1994. *Asian Visions of Authority: Religion and the Modern States of East and Southeast Asia*. Honolulu: University of Hawaii Press. (Co-edited with Helen Hardacre and Laurel Kendall)
- Devon Peña. 1998. *Subversive Kin: Culture, Ecology, and Politics in the Upper Rio Grande*. Society, Place, and Environment Series. Tucson, AZ: University of Arizona Press.
- Bettina Shell-Duncan. In Press. *Female Circumcision in Africa: Culture, Change and Controversy*. Boulder, CO.: Lynn Reinner Publishers. (Co-edited with Ylva Hernlund)
- Eric Smith. 1992. *Evolutionary Ecology and Human Behavior*.. Hawthorne, NY: Aldine de Gruyter. (Co-edited with B. Winterhalder)
- Eric Smith. 1997. *Contested Arctic: Indigenous Peoples, Nation States, & Circumpolar Environments*. Seattle: U of Washington Press. (Co-edited with J. McCarter)

Refereed publications in journals and edited volumes are too numerous to list here. However, our faculty have published in the following professional journals during the past decade, which clearly indicates the broad range of our

engagement on the national and international stage, not only in all fields of Anthropology but also in numerous allied disciplines:

American Anthropologist; American Antiquity; American Journal of Anatomy; American Journal of Clinical Nutrition; American Journal of Epidemiology; American Journal of Human Biology; American Journal of Medicine; American Journal of Physical Anthropology; Annual Reviews of Anthropology; Antiquity; Bulletin of Concerned Asian Scholars; Capitalism, Nature, Socialism; Comparative Studies of Society and History; Conservation Biology; Cuadernos del Sur; Current Anthropology; Demography; Diabetes; Diabetologia; Ecología y Política; Environment and History; Ethnicity and Disease; Ethnology; Ethnology and Sociobiology; Evolutionary Anthropology; Federal Probation; Geoarchaeology; Harvard Ukrainian Studies; Human Biology; Human Nature; International Journal of Obesity; International Political Science Review; Journal of Anthropological Research; Journal of Archaeological Method and Theory; Journal of Archaeological Science; Journal of Asian Studies; Journal of Borderland Studies; Journal of Ethnobiology; Journal of Family Practice; Journal of Field Archaeology; Journal of General Internal Medicine; Journal of Linguistic Anthropology; Journal of Medical Primatology; Journal of Sustainable Forestry; Journal of the American Medical Association; Journal of the American Research Center in Egypt; Journal of Tropical Pediatrics; Journal of World Prehistory; L'Anthropologie; Medical Anthropological Quarterly; Michigan Discourses in Anthropology; Museum Anthropology, Nature; positions; Practicing Anthropology; Public Culture; Quaternary Research; Sahara; Science; Social Biology; Social Science and Medicine; Soils in Archaeology; Stanford Humanities Review; Studies in History; Texas Language Forum; World Book Encyclopedia, Science Year; Yearbook of Physical Anthropology.

Museum exhibit design and curation represent significant professional contributions for several faculty:

- Stevan Harrell, *Mountain Patterns*, an exhibit on Chinese minorities planned for the Burke Museum, 2000.
- Miriam Kahn, *Pacific Voices*, curator-in-charge, permanent exhibit at the Burke Museum, opened 1997.

F. A leader in our field

We are the top-ranked Anthropology program in the Pacific Northwest. Our Archaeology Program has been rated by a peer review sixth best in the country. There are no recent national reviews of the full Anthropology Department program, but at the beginning of the 1990s we were ranked among the top 30 programs nationally. On the strength of our recent hires and the successful development of new biocultural and environmental Anthropology programs, we should be ranked much higher next time around.

G. Collaboration with other institutions

Each member of the departmental faculty actively participates with specialist anthropology colleagues throughout the world as well as with scholars in allied fields at other institutions. These personal ties forged through common theoretical and empirical interests and collaborative research, rather than institutional ties, are the primary basis for our intermural collaboration. All our faculty are regularly called upon to referee manuscripts for national grant competitions, professional journals, and academic presses.

Several of us have served on foundation review committees that competitively administer research funding [need to fill in blanks here]:

- Grayson, Green, Miller: NSF panels;
- Harrell: SSRC Pre-Dissertation Fellowship Program Board;
- Hunn: Jacobs Fund Committee;
- Hutterer: NEH panel;

- Kahn, Keyes: Fulbright-Hays;
- Leonetti: Andrew W. Mellon Foundation.

Several of our faculty have served on editorial boards of major journals:

- Anagnost: *Cultural Anthropology*, positions;
- Grayson: *Advances in Archaeological Method and Theory*, *Advances in Archaeological and Museum Science*, *Journal of World Prehistory*, *Journal of Archaeological Science*, *Biodiversity Letters*;
- Harrell: *Modern China*, *Asian Ethnicity*, *China Reviews International*;
- Hunn: *Journal of Linguistic Anthropology*;
- Leonetti: *Human Biology*;
- Smith: *Evolutionary Anthropology*, *Human Nature*.

Others have served as editors of major journals:

- Close: editor, *Journal of World Archaeology*;
- Grayson: associate editor, *Quaternary Research*;
- Hunn: editor, *Journal of Ethnobiology*;
- Newell: associate editor and film reviews editor, *American Journal of Physical Anthropology*; consulting editor, *American Journal of Primatology*;
- Rhodes: senior editor for Medical Anthropology, *Social Science and Medicine*.

Anthropology faculty also serve as elected officers of professional organizations or have been appointed to serve on professional society advisory boards:

- Anagnost: American Ethnological Society Book Prize Committee;
- Harrell: SSRC Committee on the Arts; China and Inner Asia Council, Association for Asian Studies;
- Kahn: board member, Council for Museum Anthropology; president, Association for Social Anthropology in Oceania;
- Leonetti: member, Diabetes Prevention Program Community Advisory Board;
- Nason: Ethics and Standards Committee, American Association for State and Local History; executive committee, American Indian Museum Association;
- Newell: Executive Committee, Society for the Study of Human Biology; Executive Committee, American Dermatoglyphic Society;
- Rhodes: executive committee and nominations committee, Society for Medical Anthropology;
- Smith: Society of Economic Anthropology

Most of our faculty are actively engaged in research abroad, which necessarily involves collaboration with host country scholars and students. Outstanding examples include:

- Eck's involvement with the international paleoanthropological team that has made a number of ground-breaking discoveries in Ethiopia's Hadar formation;
- Harrell's extensive collaborative efforts (resulting in several co-edited volumes in English and Chinese) with minority scholars in China and Taiwan;
- Hutterer's consultations in museum training in Indonesia;
- Hunn's collaboration with Mexican biologists in his Zapotec ethnobiological research;
- Kahn's collaboration with Opu Nui, a Tahitian cultural preservation organization, in the development of their ecomuseum;

- Keyes' involvement with Thai Universities;
- Leonetti's collaboration with Indian scholars in research on household ecology in northeast India;
- Shell-Duncan's collaborative work with Kenyan scholars studying pastoralist reproductive health issues;
- Wenke's collaborative archaeological work in Egypt.

Most Anthropology faculty have been invited as speakers, seminar participants, or visiting scholars at other universities and research institutes, both in the United States and abroad. We list here just a few noteworthy examples (not including the numerous presentations at national meetings of our various professional associations). The full repertoire may be found in the appended faculty vitae.

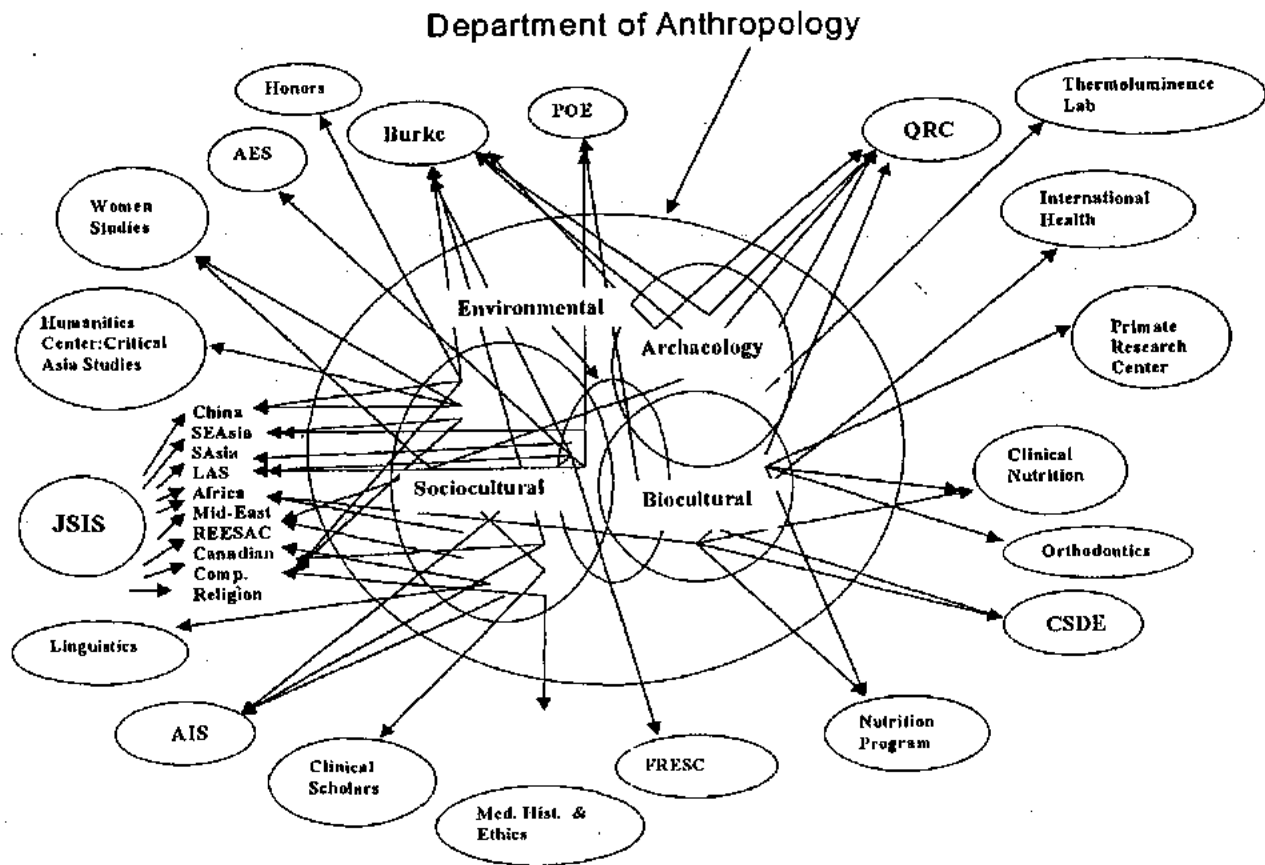
- Anagnost: invited presentations in Norway and Brazil; at Stanford University; University of California, Berkeley, Los Angeles, Irvine, and Santa Cruz; University of Michigan; University of Texas; Columbia University; University of Oregon;
- Eck: invited presentations in China, Japan, England;
- Grayson: invited presentations at the University of Florida, Southern Illinois University; plenary session keynote speaker at meetings of the Society of Ethnobiology and the International Council of Archaeozoology;
- Harrell: invited lectures at the University of British Columbia; Cornell; MIT; Yale; University of California, Berkeley and Davis; University of Illinois; and universities in China and Taiwan;
- Holman: invited to speak at the 10th Reinier de Graaf Symposium, Zeist, the Netherlands;
- Hunn: visiting scholar at the Northern Territory University, Australia; seminar participant at the Centre for Resource and Environmental Studies, Australian National University and at the Max Planck Institute for Psycholinguistics, the Netherlands; keynote speaker at the first and third congresses of the Mexican Association of Ethnobiology;
- Kahn: participant, Advanced Seminar, School of American Research, Santa Fe, New Mexico; keynote speaker, Beloit College and the University of Minnesota; consultant, Seattle Art Museum, Portland Art Museum, Santa Barbara Art Museum, and Fare Potee Museum (Huahine, French Polynesia);
- Leonetti: consultant, George Washington University; Diabetes Prevention Program; minority recruitment;
- Newell: visiting professor, University of Freiburg, Germany; invited speaker at conferences at the NIH and in Japan and Italy;
- Rhodes: invited talks at Columbia University; University of California, San Francisco and San Diego; Fetzer Institute; MacArthur Foundation (New Hampshire); and the Wenner-Gren conference (Portugal);
- Smith: guest lecturer, University of California, Davis and Santa Barbara; MacArthur Foundation workshop (University of Massachusetts); University of Michigan;

In sum, all but the most junior of our faculty play key roles, nationally and internationally, both within Anthropology and in interdisciplinary scholarly efforts. Strengthening this aspect of our program will primarily involve encouraging junior faculty to actively seek to contribute to the discipline as a whole, balancing such involvement, of course, with the demands of their individual career development as teachers and researchers.

H. Centrality of Anthropology at the University

Anthropology is an integrative discipline. We build bridges between disparate and disjunct disciplines within the University. This is an essential intellectual role particularly appropriate to Anthropology. It is rooted in our history. Below we briefly summarize the most important interdisciplinary bridges between Anthropology and the wider University community.

Figure 2. Department of Anthropology University Connections



Burke Museum: Like all previous directors of the Burke Museum, Karl Hutterer is a distinguished archaeologist and professor in the Department of Anthropology. Six Anthropology faculty serve in curatorial positions at the Burke: Donald Grayson, adjunct curator of environmental archaeology; Stevan Harrell, curator of Asian Ethnology; Eugene Hunn, adjunct curator of ethnobiology; Miriam Kahn, adjunct curator of Pacific Ethnology; James Nason, curator of New World Ethnology; and Julie Stein, adjunct curator of New World archaeology. As lead curator, Prof. Kahn played a key role in developing the "PacificVoices" permanent exhibit, an eight-year project. Prof. Harrell will be involved in developing a new exhibit focused on ethnic identity in SW China. In short, Anthropology faculty are key to the Burke Museum's research, teaching, and public outreach programs.

Museology Interdisciplinary Graduate Program: James Nason director, Hutterer, Kahn, Nason, and Stein serve on its faculty. This nationally renowned graduate program in museum studies was created in the early 1970s by James Nason, a member of the Department who is again serving as its director. The program was originally housed in the Department of Anthropology. Professors Hutterer, Kahn, Nason, and Stein from the Department are among the program's core faculty.

Jackson School of International Studies: Anthropologists characteristically develop strong regional specializations as a consequence of their fieldwork based research. Anthropologists, however, are anthropologists first, areal specialists second, maintaining a primary commitment to the theoretical and methodological goals of Anthropology. Anthropologists very often develop strong ties to colleagues in their host countries, and several Anthropology faculty have devoted much effort to bring foreign students to the University of Washington for graduate training. This has

greatly strengthened overseas academic ties both in the Department and in the Jackson School. The following Anthropology faculty serve as JSIS faculty, several as program directors:

- *Southeast Asian Studies Program*: Charles Keyes, founder, director, and faculty associate; Celia Lowe, faculty associate;
- *China Studies Program*: Ann Anagnost and Stevan Harrell, faculty associates;
- *Latin American Studies Program*: Eugene Hunn, founding member and director, and Devon Peña, faculty associate;
- *Canadian Studies Program*: James Nason, founding member and faculty associate;
- *African Studies Program*: Jack Ferguson and Bettina Shell-Duncan, faculty associates;
- *Russia, Eastern Europe, and Central Asia Studies Program*: Laada Bilaniuk, faculty associate;
- *Middle-Eastern Studies Program*: Angela Close, K. Sivaramakrishnan, and Robert Wenke, faculty associates;
- *Comparative Religion Program*: James Green, Stevan Harrell, and Charles Keyes, faculty associates.

In addition, Clark Sorenson, director of the Korean Studies Program, is an anthropologist and a graduate of our program. He holds an adjunct appoint in the Department of Anthropology.

Quaternary Research Center, Interdisciplinary Graduate Degree Program: Many of our archaeology and biocultural faculty are closely identified with this center: Angela Close, Gerald Eck, Donald Grayson, and Julie Stein are all adjunct faculty.

Luminescence Dating Laboratory, a joint effort with the Department of Materials Science: Research Asst. Prof. James Feathers established and directs this state-of-the-art facility.

Center for Studies in Demography and Ecology: The recent hiring of two anthropologists by the Center, Darryl Holman and Kathleen O'Connor, highlights the anthropological contribution to this interdisciplinary program; both will hold faculty appointments in the department. In addition, Donald Grayson, Stevan Harrell, Donna Leonetti, Bettina Shell-Duncan, and Eric Smith are faculty associates.

University of Washington Program on the Environment: Eric Smith was a member of the Planning Committee that designed the major, minor, and core curriculum of the PoE; he currently serves on the PoE Governing Board and has taught in 3 of the first 4 core course offerings. PoE played an active role in helping recruit three new Anthropology faculty (Lowe, Peña, and Sivaramakrishnan); Peña, Sivaramakrishnan, and Smith teach in the PoE program as faculty associates.

Critical Asian Studies Program, Program for the Humanities: Ann Anagnost, co-director, was co-PI with Tani Barlow in a successful proposal to the Rockefeller Foundation, Institution in the Humanities, for a five-year grant to set up the program in Critical Asian Studies (\$250,000).

University Honors Program: Stevan Harrell, director 1987-1994; many anthropology faculty teach in it.

Department of Women Studies: Ann Anagnost, Laada Bilaniuk, and Lorna Rhodes, adjunct faculty; Janelle Taylor, a newly appointed faculty member, will likely be appointed adjunct faculty also; Sue Ellen Jacobs, a regular faculty member in Women Studies, is an anthropologist with an adjunct appointment in the Department of Anthropology.

American Indian Studies Center: The American Indian Studies Center was created by a small faculty group led by Anthropology Department member, George Quimby (now professor emeritus) and including James Nason, who served as first co-director as well as faculty member. He is currently a faculty associate and member of the Advisory Committee; Gary Witherspoon, an anthropologist who is adjunct in the Department, is a core faculty member in

American Indian Studies: Eugene Hunn, a member of the Department faculty, continues to serve as a faculty associate and member of the advisory committee, and also regularly teaches in the AIS program.

Department of American Ethnic Studies: Devon Peña has a joint appointment with Chicano Studies.

Northwest Center for History: Julie Stein is an affiliate of the Center due to her involvement with regional archaeological projects.

Department of Linguistics: Laada Bilaniuk is adjunct faculty, with several cross-listed course offerings.

Regional Primate Research Center: Laura Newell, faculty associate; Carolyn Crockett.

Nutritional Sciences, Interdisciplinary Graduate Degree Program, School of Public Health and Community Medicine: Bettina Shell-Duncan, faculty associate;

Clinical Nutrition Program: Laura Newell, Bettina Shell-Duncan, faculty associates;

Department of Orthodontics, School of Dentistry: Laura Newell, adjunct faculty.

Medical History and Ethics Program, School of Medicine: James Green and Lorna Rhodes, faculty associates.

Robert Wood Johnson Clinical Scholars Program, School of Medicine: Lorna Rhodes, core faculty and advisory committee member; this involves a substantial graduate teaching commitment.

Department of Psychosocial and Community Health, School of Nursing: Noel Chrisman and Barbara McGrath, socio-cultural anthropologists, are adjunct and joint faculty members respectively of the Department of Anthropology; Chrisman teaches urban and applied Anthropology for the department; McGrath has contributed to our Medical Anthropology course offerings.

Health Services Department, School of Public Health and Community Medicine: Marjorie Moecke, professor of Health Services, is an anthropologist, a graduate of our program, and an adjunct faculty member; Barbara McGrath, research faculty in Anthropology, will be adjunct faculty in this school this coming year.

Forest and Rangeland Ecosystem Science Center, College of Forest Resources: Eugene Hunn, consulting faculty; several Anthropology graduate students have been employed as research assistants on FRESC projects under Hunn's direction.

Department of Marine Affairs, School of Ocean and Fishery Sciences: Marc Miller, professor of Marine Affairs, is an anthropologist and an adjunct faculty member of the Department; he serves on a number of Anthropology graduate student committees.

Public Health Genetics in the Context of Law, Ethics and Policy: Barbara McGrath is a core faculty member of this UIF graduate program.

Center for Statistics and the Social Sciences: Darryl Holman is an associate of this newly organized and funded UW center.

Center for Women's Health Research: Barbara McGrath is co-director of the Socio-cultural Core of the Center, an NIH funded research program.

Liberal Studies Program, U.W. Bothel Campus: William Seaburg, an anthropologist and graduate of our program is a core faculty member of this program, establishing a valuable link between our Department and this new campus.

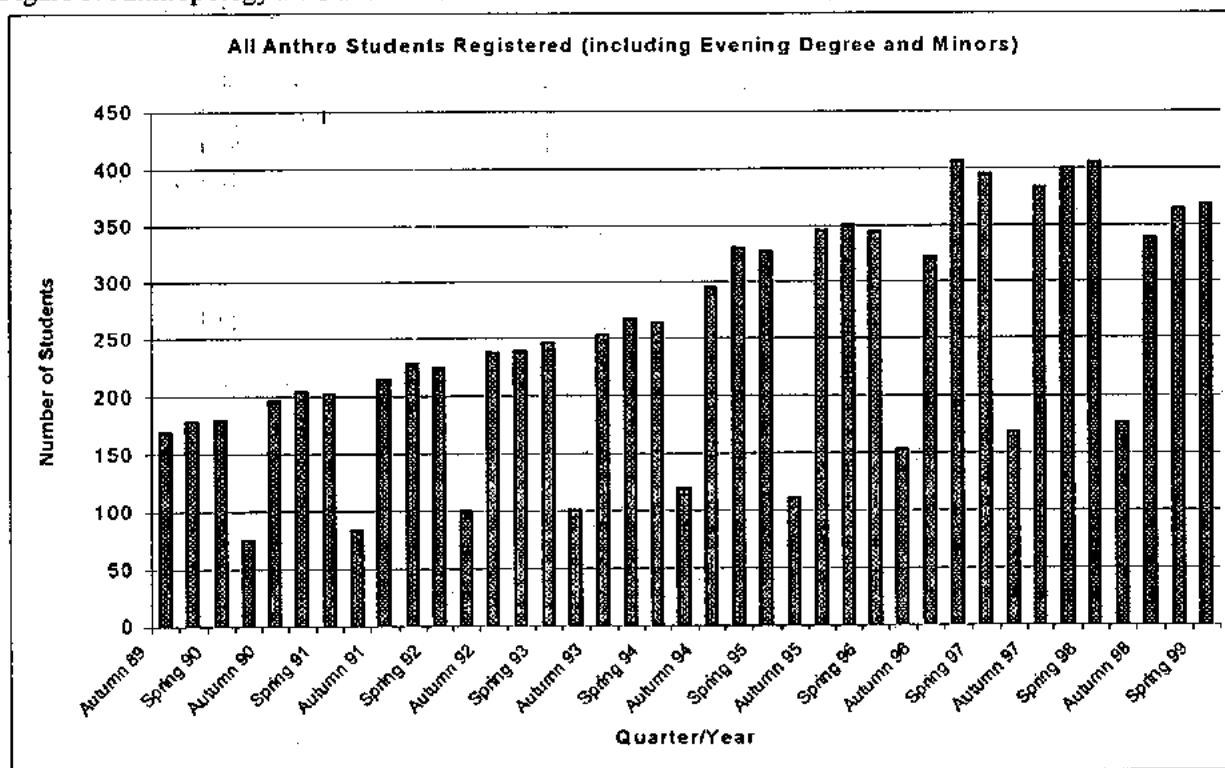
The breadth of work carried out by anthropologists in other UW departments and off campus who have strong ties with colleagues in the Department and who contribute to the research and teaching programs of the Department is also illustrated by the number of adjunct and affiliate faculty associated with the Department of Anthropology. These are listed in Appendix B:

III. DEGREE PROGRAMS

A. Bachelor's Degrees

The number of Bachelor of Arts degrees granted in Anthropology during the past ten years increased substantially from 1990 until 1995 and has since stabilized at ca. 125 per year. We introduced the minor in Anthropology in 1994, and this option has increased dramatically in popularity, apparently stabilizing since 1998 at ca. 130. These enrollment increases reflect the growing popularity of Anthropology during the past decade, which is apparent as well in the total numbers of students registered in our classes (see Figure 3)

Figure 3. Anthropology BAs and Minors Since 1990.



1. Objectives

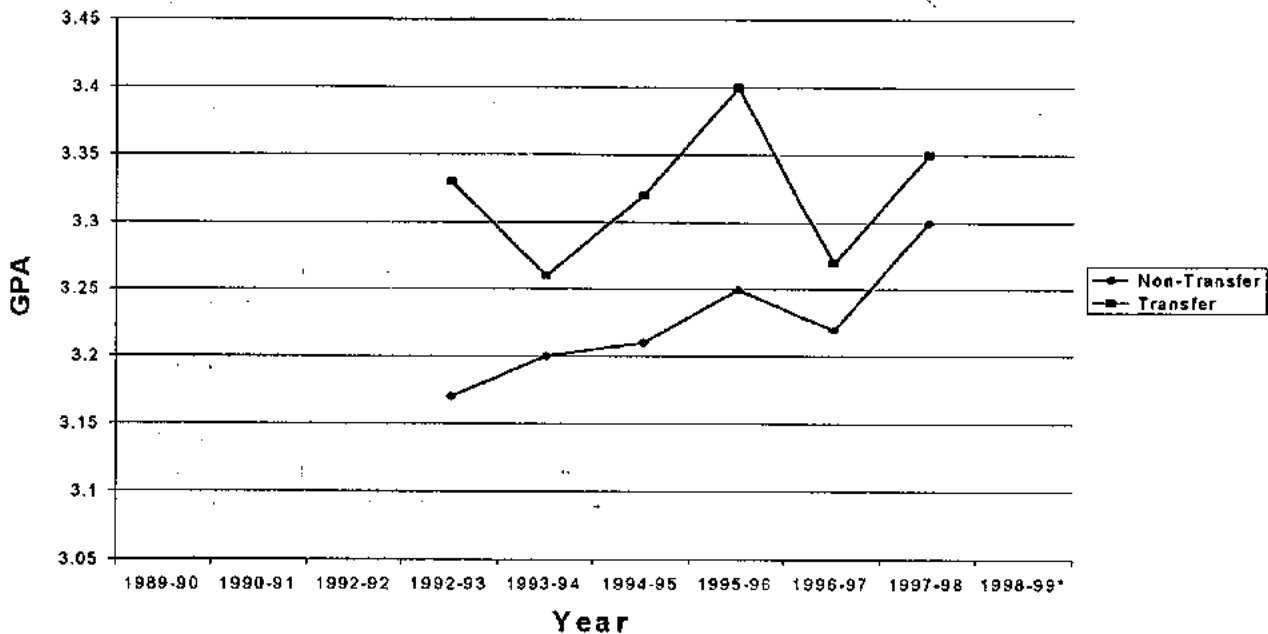
The BA in Anthropology is not a professional degree. It is comparable to BAs in other social sciences and humanities in representing a solid liberal arts education that will equip the graduate for jobs in business, government, or education that demand excellent analytical and communication skills. The Anthropology BA is distinctive in its emphasis on understanding the cultural foundations of human institutions and behavior. We expect our graduates to be particularly

sensitive to issues and problems associated with the increasing cultural diversity of the American population and the increasing complexity of our international engagements.

2. Standards

Student performance is, of course, evaluated by faculty in the context of each course according to standards established within the College of Arts and Sciences. Anthropology majors maintain high average GPAs, and demonstrate a gradual but significant increase in GPA over the past six years, as can be seen in Figure 4 below.

Figure 4. Average Undergraduate GPA



3. Undergraduate involvement in research

We have maintained a very successful Archaeology field school that involves select undergraduates in an archaeological dig that is part of a faculty member's ongoing research. The first field school was on San Juan Island, in Washington State, under the direction of Prof. Julie Stein. For the past two summers the field school has been directed by Prof. Ben Fitzhugh on Kodiak Island, Alaska. Prof. Fitzhugh involves approximately 20 students each summer.

Archaeologists in our program also engage undergraduates in laboratory research on a regular basis. One course (ARCHY 299), which is taught almost quarterly, involves as many as 15 undergraduates in the processing of archaeological materials and the analysis of archaeological data. One section of this class is set aside for students to receive University "research credit" for original contributions to research.

Biocultural Anthropology likewise offers many opportunities for select undergraduates to actively participate in research. Two such outstanding efforts are described below.

Prof. Laura Newell has been successful in introducing undergraduate students to research, and was doing this well before undergraduate research became a "hot issue." She has supervised over 15 Honors thesis projects and several of these students have appeared as first author or co-author on papers presented at national meetings and published in professional journals. According to Prof. Newell, "I demand a lot of them and their response to the challenge is rewarding to see. I offer a series of courses in primatology that combine lecture and laboratory, and run sequentially

throughout the academic year. Many of the students then take summer jobs in zoos or laboratories or go into the field to do behavioral observations. As seniors, many students continue on in BioA 499 (research) and related upper division courses in Psychology and Anthropology. They are guided in their choice of courses by an interdisciplinary program I planned for undergraduates with an interest in primatology. The students involved are not necessarily expecting to continue to graduate school (in fact the vast majority do not), but as undergraduates I believe that they have obtained a profound understanding and respect for the primates that face extinction all over the world."

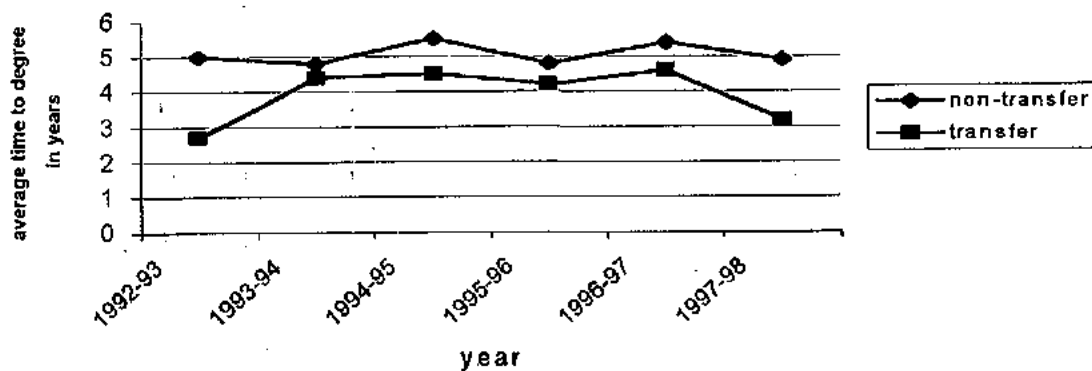
Dr. Kathleen O'Connor is planning to involve undergraduates in her laboratory research. They will be involved in the day-to-day research activities of the funded project, "Biodemographic Models of Reproductive Aging," which includes support for an undergraduate assistant for 5-10 hours per week. A second way that undergraduates will be involved in this project is through the Undergraduate Research Program of the UW, which places undergraduates in labs and on research projects with faculty. In both venues, Dr. O'Connor will work closely with the students, who will be integral members of the research team, working with graduate students, faculty, lab technicians, and post-doctoral research colleagues. They will attend weekly lab meetings, which usually include a presentation of current work in the lab or a current paper or topic of interest to the lab. It will be up to the students not only to participate in the larger research project, but also to identify a research question they wish to pursue in the lab. The laboratory provides an ideal setting for involving undergraduates in ongoing research. They learn basic methods of laboratory work, how to frame and tackle a research question, how to analyze, present, and write up results, how to trouble-shoot unforeseen problems, and how to work as part of a research team.

Prof. Leonetti also involves undergraduate honors students in her demographic research on the local Japanese American population.

By contrast, sociocultural and environmental anthropological field research does not so readily lend itself to such involvement. This is due to the fact that research in these fields involves ethnographic fieldwork. Much of such research is conducted overseas, requires extensive language training, and requires long-term personal contacts between researchers and the peoples they study. The success of such research depends on often delicate negotiations between the researcher and the community that is the focus of the research. Nevertheless, the occasional gifted undergraduate may contribute. For example, Hunn was awarded an NSF Undergraduate Research Supplementary Grant in 1998 to support Ms. Lisa Schneider, who worked with him in a study of home gardens in the Mexican Zapotec community where Hunn has an established ethnobiological project.

4. State-mandated accountability measures (time to degree, graduate efficiency index, retention rate)

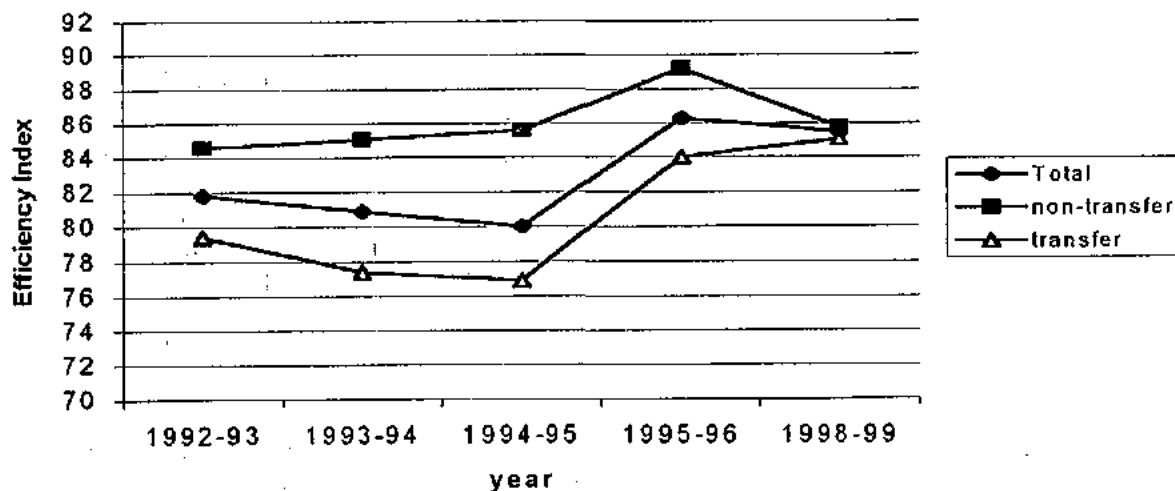
Figure 5. Average Time to Degree, Undergraduates in Anthropology



Average time to degree for non-transfer undergraduates in Anthropology has been essentially stable since 1992 (the most recent figures are not yet available). However, transfer student progress improved substantially in the most recent year for which we have data. This has contributed to an overall reduction in time to degree since 1997.

The Efficiency Index is a measure of the percentage of total course work that contributes toward the degree. The Anthropology Department has fluctuated at near 85% for the years reported. In 1998-1999 our index was 85.5% compared to a campus wide index of 86% and a Social Science Divisional index of 89.5%. We admit that we have never been advised by the administration as to the numerous factors that contribute to a higher or lower index (for example, the Art Divisional Index is 81.0% and that of the Sciences is 85.2%, both lower than Anthropology), and thus we it is difficulty to devise a plan to improve it. It may be the case that our index is somewhat below the average of our Division within the College because we require fewer total credits for our degree, thus allowing students greater latitude in selecting electives. We believe that such latitude may contribute to the value of the degree, particularly a degree in Anthropology, a field in which breadth of intellectual experience is highly valuable.

Figure 6. Undergraduate Degree Efficiency Index, 1992-1996 and 1998-1999



We have been unable to obtain Retention Rate statistics from the administration.

5. The Undergraduate Curriculum

a) 100 level courses:

ANTH 100: Introduction to Anthropology (5 cr) I&S (Individuals & Societies, Areas of Knowledge Requirement). This course is designed for the broadest possible student audience. It does not count toward the major. Enrollments are consistently strong, to the limits of available classroom space three quarters each year, plus a large summer quarter class. James Green, senior lecturer, was hired in part to teach the course twice yearly and to provide general oversight, coordination, and planning to assure that the course was of consistent high quality within the inherent limitations of the very large lecture format. 947 students took this course in 1998-1999 (counting summer quarter), which represents 13.6% of that year's freshman cohort. In short, Anth 100 is our best opportunity to reach a general audience with our message: What is Anthropology and what do we offer the well-educated citizen? Prof. Green innovates constantly to assure the course is up-to-date (each year new fossil finds require that the section on human evolutionary origins be redone!). Special lab sections on human paleontology and archaeological interpretation, as well as ethnographic projects, give students a break from the usual large lecture/discussion section format by giving them hands-on

experience of the practice of Anthropology. Prof. Harrell has proposed teaching one quarter of Anth 100 per year on an experimental basis, sharply limiting the lecture component in favor of intensive small-group discussion sessions and writing projects. Since most students enrolled in Anth 100 are freshman, and this may be their first and only formal exposure to the field, we are committed to making this learning experience truly memorable.

Part of the success of Anthro 100 in recent years is that it no longer is a lock-step progression through four fields, although that idea still provides a general framework for the syllabus. Within fields, Prof. Green has taken issues that highlight what anthropologists do because he wants to raise with students some of the challenging questions anthropologists think about. In a sense, it has become an introductory course in anthropological ideas and thinking about issues such as human origins, physical diversity, ethnicity, family patterns, and the like, rather than a simplistic "overview" of several discrete fields. Given this framework, he is able to bridge the Two Cultures "gap" far more successfully now than when it was a walk through the four fields. They are no longer discrete subjects in the student's perception, but part of a unified approach to thinking about human origins and differences.

ARCHY 105: World Prehistory (5) I&S and BIO A 100: Evolution and Human Behavior (5) NW (The Natural World, Areas of Knowledge Requirement) are likewise directed toward a large general lower division audience. (Neither counts toward the major.) These two courses enrolled an additional 328 students in 1998-1999, for a grand total of 1275 students reached by our general education offerings. (BIO A 100 is offered jointly with Zoology.)

These courses support six full-time TA positions, and thus provide a substantial part of our graduate student support package and a primary context for graduate student teacher training. Prof. Green coordinates our annual pre-Fall Quarter TA training program, which is required of all graduate students.

Recent Innovative Initiatives in Undergraduate Education

The Anthropology Department has recently received two intramural grants to explore innovative teaching approaches. The first is a grant from George Bridges (Office of Undergraduate Education) that Profs. Green and Harrell wrote. It gives us the opportunity to revamp Anth 100 from a virtually all lecture course to a course with two long, intensive Sections per week and only one lecture in a lecture hall on Mondays to set the theme of the week. Emphasis will be on activities (zoo observations, visits to primate and archy labs, and ethnographic field skills and activities) and lots of writing. Two additional TAs will be hired for a total of seven for the course in the quarters when we will try this model out, which will be done Spring quarter 2000 when Harrell will be teaching it. In addition, a TA has been hired for one quarter to help develop the learning activities and plan training for the TAs in the new model, something which is now going on. If successful, this will be a permanent change in Anth 100. The whole idea is to get away from lectures and passive learning and have students be more active in their own learning.

The second item was a renewal of funding for our Writing Center (which Green supervises) but with a twist. Funds for Centers are renewed on a competitive basis for the biennium. This year there was less money to go around in the College so the competition was more intense. We got funding for the next two years because we submitted a joint proposal with Geography. There will now be a Geography/Anthropology Writing Center (called "The Write Place") located on the fourth floor of Smith Hall. Geography and Anthropology will each supply one tutor to work the Center. Students from both departments can go and see a tutor most hours of the week. Since "The Write Place" is also the Geography computer center, there will also be instruction on computer-based library searching and research. It is a much nicer facility than what we had in the Department. More services will be provided at about the same cost.

b) The core 200 series for majors

For many years we required that our majors take three of four core introductory courses:

BIO A 201 Principles of Biological Anthropology (5 cr) NW

ANTH 202 Principles of Sociocultural Anthropology (5 cr) I&S
ANTH 203 Introduction to Linguistic Anthropology (5 cr) VLPA/I&S
ARCHY 205 Principles of Archaeology (5 cr) I&S

This plan reflected the "four-field" structure of American Anthropology and, taken together, these courses provided a broad and deep exposure to the range of theoretical and methodological approaches within the discipline. However, since the 1970s, the sociocultural core of Anthropology (constituting approximately 2/3 of all professional anthropologists; a proportion reflected as well in our department) has been in a state of theoretical and ideological ferment. The sociocultural faculty at the UW decided that the range of perspectives within the sociocultural field could not be adequately treated in a single "principles" course. Instead, a series of 200-level sociocultural theoretical introductions built around central issues of globalization and cultural representations, would better serve our majors. Majors may now select from this new range of sociocultural course offerings and a new introductory Environmental Anthropology course:

ANTH 204 Reading Ethnography (5 cr) I&S
ANTH 206 The Cultural Animal (5 cr) I&S/NW
ANTH 207 Class and Culture in America (5 cr) I&S
ANTH 208 The Culture Concept (5 cr) I&S
ANTH 209 Anthropology Through Visual Media (5 cr) VLPA/I&S
ANTH 210 Introduction to Environmental Anthropology (5 cr), new course

Our 200-level offerings include, in addition, ARCHY270/299 Field Course in Archaeology/Archaeological Laboratory Techniques.

c) Upper division courses

Courses are numbered in the 300s or the 400s depending on their degree of specialization for Anthropology majors and/or graduate students. At the 300 level we offer courses that should appeal not only to majors but to students in other departments with an interest in Anthropology that goes beyond Anth 100. Such courses may also serve to meet requirements in other programs, such as International Studies.

Area courses represent a substantial component at both the 300 and 400 levels. Such courses provide an in-depth introduction to the ethnography of a region. In nearly every case, these courses are taught by faculty with many years of field work experience in the region treated. Collectively they encompass an extraordinary in-depth knowledge of global cultural diversity, complementing the regional perspectives of historians, political scientists, geographers, and language scholars. Since anthropological theory has often developed within a particular regional context, these courses provide excellent theoretical introductions to Anthropology as well. The 300-level area courses tend to cover broader areas than those at the 400-level. At the 400-level they offer our graduate students essential training for field work within their chosen regional specialization. Most area courses are offered once each year or biannually, depending upon faculty availability. Biocultural Anthropology does not lend itself to a real treatment, so that curriculum is not structured in this way.

ANTH 306 Representations of the Pacific Islands and Pacific Islanders
ANTH 310 Native North American Societies
AIS 312 Indians of the Intermountain West
ANTH 313 Peoples of Africa
ANTH 316 South Asia
ANTH 318 Peoples and Cultures of the Islamic Middle East
ARCHY 303 Old World Prehistory
ARCHY 304 New World Prehistory

ARCHY 312 The Archaeology of Egypt
 ARCHY 320 Prehistory of the Northwest Coast
 ANTH 401 West African Societies
 ANTH 402 Societies of Eastern and Southern Africa
 ANTH 404 South America
 ANTH 405 Peoples of Russia (joint with SISRE 405)
 ANTH 412 South Asian Social Structure
 ANTH 418 Indian Heritage of Mexico and Central America
 ARCHY 401 The Archaeology of Human Origins
 ARCHY 475 Maya Prehistory
 ARCHY 476 New World States and Empires
 ARCHY 478 Prehistory of the Arid West
 ARCHY 479 Prehistoric Cultures of Eastern North America

Our faculty is particularly strong in China and Southeast Asia, the special focus of four of our sociocultural faculty. They offer a suite of courses jointly with the JSIS which provide an exceptional depth of training in these key Pacific Rim countries.

ANTH 314 Civilization of Island Southeast Asia (joint with SISSE 314)
 ANTH 315 Southeast Asian Civilization: Buddhist and Vietnamese (joint with SISSE 315)
 ANTH 317 The Anthropology of Tibetan Civilization
 ANTH 352 Buddhism and Society: The Theravada Buddhist Tradition in South and Southeast Asia (joint with Relig 350)
 ANTH 370 Han Chinese Society and Culture (joint with SISEA 370)
 ANTH 444 Politics of Representation in Modern China (joint with SISEA 444)
 ANTH 445 Literature and Society in Southeast Asia (joint with SISSE 445)
 ANTH 447 Religion in China (joint with SISEA 445)
 ANTH 448 Modern Korean Society (joint with SISEA 448)
 ANTH 449 Social Transformation of Modern East Asia (joint with SISEA 449)
 ANTH 470 Minority Peoples of China (joint with SISEA 470)

Topical/theoretical courses represent the other major component of the upper-division curriculum. Again, the division between 300-level and 400-level courses is between those designed to reach out beyond our own majors and those designed for students training for a degree in Anthropology. These courses are continually reviewed by the departmental curriculum committee to reflect the constantly evolving interests of faculty. For example, Prof. Green's course on the "Comparative Study of Death" was introduced in 1992 and now attracts nearly 100 students each year. Green introduced the course as a forum for a new research interest of his. Prof. Kahn's course on "Representations of the Pacific Islands and Islanders" (see above) reflects her new research in Tahiti on the marketing of the exotic in the tourist trade. She is also developing a new course on "Indigenous Pacific Island Literatures" to reflect the growing body of writing by Pacific Islanders about their own cultures. New faculty are encouraged to submit new course proposals that best reflect their concepts of the field. Some are joint offerings by adjunct faculty, such as Prof. Wright's ANTH 331 Northwest Coast Indian Art (joint with Art H 331).

The following sets of upper-division courses constitute special training programs within the department.

ANTH 460 History of Anthropology is a major and graduate student requirement.

Environmental Anthropology core courses:

ANTH 457 Ecological Anthropology

ANTH 458 Ethnobiology: Plants, Animals, and People

Courses in medical Anthropology:

- ANTH 305 Anthropology of the Body
- ANTH 375 Comparative Systems of Healing
- ANTH 440 Child Rearing, Culture, and Health (joint with Nurs 495)
- ANTH 475 Perspectives in Medical Anthropology (joint with Hserv 475)
- ANTH 476 Culture, Medicine, and the Body
- ANTH 477 Medicine in America: Conflicts and Contradictions

Courses in the Interdisciplinary Museology Program:

- ANTH 480 Introduction to Museology (joint with Museum 480)
- ANTH 481 Museum Collection Management (joint with Museum 481)
- ANTH 482 Museum Conservation (joint with Museum 482)

Courses in Linguistic Anthropology:

- ANTH 358 Culture and Cognition
- ANTH 359 Linguistic Ethnography
- ANTH 432 Sociolinguistics
- ANTH 442 Anthropological Aspects of Communication
- ANTH 450 Language and Gender (joint with WOMEN 450/LING 450)
- ANTH 464 Language Policy and Cultural Identity

Courses offered jointly with Women Studies:

- ANTH 345 WOMEN and International Economic Development (joint with SIS/WOMEN 345)
- ANTH 351 WOMEN of the African Diaspora (joint with WOMEN 350)
- ANTH 353 Anthropological Studies of WOMEN (joint with WOMEN 353)
- ANTH 450 Language and Gender (joint with WOMEN 450/LING 450)
- ANTH 454 WOMEN, Words, Music, and Change (joint with WOMEN 454)
- ANTH 483 WOMEN in Evolutionary Perspective
- ANTH 484 Motherhood: Ideologies and Technologies (joint with WOMEN 458)

Courses in the anthropological study of religion:

- ANTH 321 Introduction to the Anthropological Study of Religion
- ANTH 322 Comparative Study of Death (joint with RELIG 320)
- ANTH 421 Belief, Ritual, and the Structure of Religion
- ANTH 434 Comparative Morals and Value Systems

Courses in the classic topics, cultural evolution, economics, politics, and kinship provide theoretical foundation for understanding how human societies have changed throughout the course of human history and complement our Environmental Anthropology and Biocultural Anthropology program emphases:

- ANTH 424 Hunter-Gatherer Societies
- ANTH 426 Peasant Society and Culture
- ANTH 427 Anthropology in Urban Settings

ANTH 435 Economic Anthropology
ANTH 437 Political Anthropology and Social Change
ANTH 438 The Analysis of Kinship Systems

Several new courses address the most pressing issues of today's world: globalization and the problem of living with cultural diversity in our post-colonial world:

ANTH 425 Ethnicity and Nationality in the USSR and its Successor States (joint with SISRE 425)
ANTH 428 Anthropological Perspectives on Ethnicity
ANTH 465 Critical Anthropology of Mass Culture
ANTH 471 Colonialism and Culture
ANTH 492 Anthropology of Refugees (joint with Nurs 492)

Courses that address contemporary problems closer to home:

ANTH 355 Aging in Crosscultural Perspective
ANTH 456 Contemporary Ethnography
ANTH 467 Anthropology of Education
ANTH 485 Cultural Property: Legal and Ethical Issues

Courses in expressive culture:

ANTH 356 Visual Anthropology
ANTH 429 Expressive Culture
ANTH 430 The Anthropology of Music (joint with Music 480)
ANTH 431 Oral Traditions

To encourage students with special interests and exceptional initiative we offer an Anthropological Practicum (ANTH 489), in which faculty supervise an off-campus work experience relevant to the student's anthropological training. Recent practicum projects include an internship with Seattle Parks Department to develop an ethnobiological interpretive garden, an internship with the Tlingit tribe in southeastern Alaska to help prepare Tlingit language texts for this endangered Native American language; internships with small, local museums to help them develop collections management policies and practices, or internships with local museums to develop exhibits.

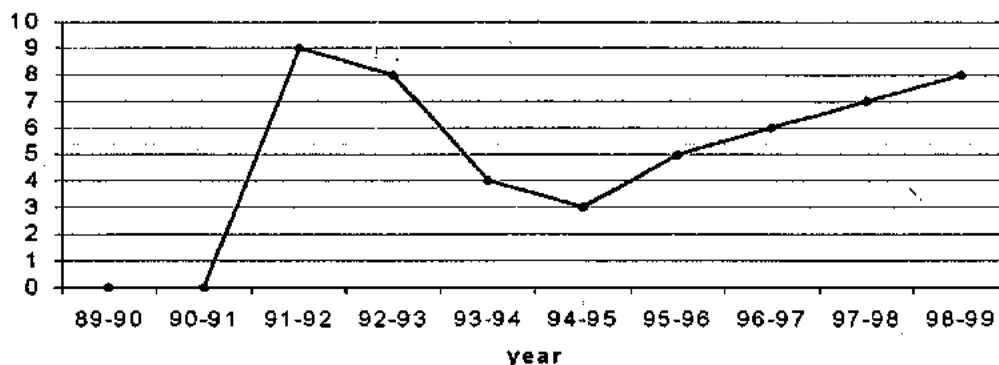
We also offer a significant number of tutorials under ANTH 499: Undergraduate Research. Students often receive credit for travel experience abroad under this number. They meet beforehand with their faculty supervisor to plan a course of readings and a field project which they write up upon their return. Recent projects include a study of Oku Medicine, Cameroon; a detailed analysis of Mayan inscriptions; a study of shamanic healing in Ecuador; and a study of Hawaiian relationships with resources of the land and sea.

Upper-division course offerings in Archaeology, Biocultural Anthropology, and Environmental Anthropology are described under those program headings.

6. The Departmental Honors Program

The department initiated a departmental Honors Program in 1992. This program involves students in a series of special seminars (Anth 399 Junior Honors Seminar, Anth 491 Honors Colloquium) during their junior and senior years, in which they develop and carry out a detailed thesis proposal. These honors seminars are taught as an overload by faculty. In the past eight years we have graduated 50 students with departmental honors. After an initial spike, the numbers declined, but since 1995 have steadily increased, as shown in Figure 7.

Figure 7. Undergraduates with Departmental Honors



7. The Evening Degree Program

Anthropology faculty played a key role in the design of the Evening Degree Program and contribute substantially to its curriculum. Two Anthropology faculty FTE are funded by the Evening Degree Program. The Evening Degree Program was established in 1990. It is designed for working students who have completed two years of undergraduate work, often in the state's community college system. A bachelor's degree in Anthropology has been offered since 1993. It is one of seven Arts and Sciences Evening Degree majors. A minor in Anthropology is also available. The evening degree Anthropology major emphasizes comparative cultural studies focused on cross-cultural and archaeological perspectives on human behavior. Ten courses per year, from an inventory of 36, are offered by regular, adjunct, and/or affiliate Anthropology faculty.

B. Doctoral Programs

1. Objectives

The goal of our PhD programs is to train professional anthropologists who have a solid command of all aspects of the discipline as well as the capability to contribute to the generation of new advances within their specialties. They are expected to produce a dissertation that employs appropriate contemporary methods to generate new data that address unresolved problems of theoretical significance for Anthropology. They are also trained to represent the discipline of Anthropology in a professional manner in the conduct of research -- whether of their own design or on contract -- and to transmit the latest anthropological findings and perspectives through teaching. We seek in every case to assist our graduates to find challenging, professional employment that makes good use of their special knowledge and skills.

An Innovative Departmental TA-Training Course

Anth 599, Effective Teaching of Anthropology, is a one-credit, mandatory training seminar for graduate students who want to be TAs in the department. It has significantly improved the quality of TA teaching since it went into effect about six years ago. It is one of the things we are doing that makes our graduate students competitive in the job market, especially those seeking positions in universities that are looking for strong teachers.

Faculty volunteer an hour to discuss informally some practical issue of teaching with the dozen or so students in the class, such as:

- 1) grading undergraduate writing and planning writing assignments.
- 2) testing, including mark sense forms, essay questions, test question writing, etc. This includes some trial and error question writing by the participants in the class and a critique.
- 3) developing a course from scratch, including all the planning and material that goes into a good syllabus.

2. Standards

An essential gauge of the success of our graduate programs is the careers of our graduates. We review below the present employment status of the PhDs graduated from the program during the last ten years. The vast majority are working in their chosen fields at challenging and significant posts, as detailed below.

Employment Outcomes of Anthropology PhDs 1989-1999

The program has graduated 90 PhDs in the past ten years. Thirty-four (38%) now hold tenure-track college and university positions, some at major institutions in the U.S. and Canada, such as Stanford, Duke, Syracuse, Tufts, Sarah Lawrence College, and at the Universities of Pennsylvania, Alaska, Alberta, Hawaii, Minnesota, Utah, and Washington and at distinguished overseas universities, such as Hong Kong University of Science and Technology, National Taiwan University, University of Kyoto (Japan), Quaid-I-Azam (Pakistan), and the University of Auckland (New Zealand). Ten of these 34 graduates are employed outside the U.S., a clear reflection of our international strengths. Fifteen (17%) of our recent PhDs hold non-tenure-track college and university teaching positions, five of which are part-time.

Thirty (34%) hold full-time professional research positions; 14 of these at universities, museums, or institutes; ten with government organizations and non-government policy-oriented organizations, and six with private, commercial firms. Five of these are outside the U.S. Three recent PhDs are self-employed, either outside the profession, or continuing their studies. Four are currently seeking employment. We have lost track of the final four.

In sum, of the 86 students for which we have current information, 82 (95%) are employed professionally, making good use of their anthropological training. Given the fact that academic job markets in the social sciences and humanities have been notoriously tight in recent decades, we consider this record strong evidence of the fundamental soundness of our program.

Table 3. Professional Employment of Recent PhDs

Tenure-track university/college faculty positions	34 (38%)
Non-tenure-track university/college faculty positions	10 (11%)
Part-time university/college faculty positions	5 (6%)
Full-time research/professional positions at universities, museums, and institutes (including post-docs, research faculty, museum directors, etc.), government agencies, NGOs, and private firms	30 (33%)
Other (continuing studies, technicians, self-employed)	3 (3%)
Seeking employment	4 (4%)
No information	4 (4%)
	90 (100%)

However, we will not be satisfied so long as any of our PhDs who are actively seeking employment have failed to secure intellectually rewarding full-time positions. We recognize the fact that there cannot be tenure-track university positions for all anthropology PhDs, nor should there be. Rather, anthropological expertise at the doctoral level is highly relevant not only in the academy but also in government agencies, non-government policy organizations, and private businesses. The balance of positions is certain to continue to shift away from the traditional university venues towards these others. The American Anthropological Association has moved aggressively to provide more support to

"Practicing Anthropologists," those employed outside the academy, and this departmental faculty is committed likewise to actively supporting such non-academic career paths.

TENURE TRACK UNIVERSITY/COLLEGE FACULTY POSITIONS (N=34):

Assistant Professor & Chair, Ethnic Studies Program, Humboldt State University, Arcata, CA
 Assistant Professor, Anthropology, Alaska Pacific University, Anchorage, AK
 Assistant Professor, Anthropology, University of Minnesota, Minneapolis, MN
 Assistant Professor, Asian Studies, El Colegio de Mexico, Mexico
 Assistant Professor, Liberal Studies, University of Washington, Bothell Campus, Bothell, WA
 Assistant Professor, Popular Culture, Bowling Green State University, Bowling Green, OH
 Assistant Professor, Social Sciences & Humanities, Hong Kong Univ. of Science & Technology, Hong Kong, China
 Assistant Professor, Anthropology, Quaid-i-Azam, Islamabad, Pakistan
 Assistant Professor, Anthropology, Duke University, Durham, NC
 Assistant Professor, Anthropology, Syracuse University, Syracuse, NY
 Assistant Professor, Anthropology, Tufts University, Medford, MA
 Assistant Professor, Anthropology, University, Alberta, Edmonton, Canada
 Assistant Professor, Anthropology, University, Cincinnati, Cincinnati, OH
 Assistant Professor, Social Sciences & Humanities; Chair, Dept. of Development Studies, Khon Kaen Univ., Khon Kaen, Thailand
 Assistant Professor, Biology, Capital University, Columbus, OH
 Assistant Professor, Anthropology & American Indian Studies, Idaho State University, Pocatello, ID
 Assistant Professor, Anthropology, University of Utah, Salt Lake City, UT
 Assistant Professor, School of Nursing, University of Washington, Bothell, WA
 Associate Professor & Chair, Social Science Faculty, University of Alaska, Juneau, AK
 Associate Professor and Head, English Language Program, Inje University, Kimhae, South Korea
 Associate Professor, Anthropology and Sociology, Minnesota State University, St. Cloud, MN
 Associate Professor, Institute of Modern Languages & Culture, U. of Kyoto, Kyoto, Japan
 Associate Professor, Anesthesiology, University of Washington Medical School, Seattle, WA
 Associate Professor, Anthropology, Wenatchee Valley College, Wenatchee, WA
 Associate Professor, Sarah Lawrence College, Bronxville, NY
 Associate Professor, University of Hawaii, Honolulu, HI
 Professor, School of Occupational and Physical Therapy, University of Puget Sound, Tacoma, WA
 Professor, Anthropology, National Taiwan University, Taipei, Taiwan
 Professor, Comparative Literature, Madurai Kamaraj University, Madurai, Tamil Nadu, India
 Faculty, African Studies, University of Pennsylvania, Philadelphia, PA
 Faculty, Anthropology, Stanford University, Stanford, CA
 Faculty, Anthropology, University of Auckland, Auckland, NZ
 Faculty, Anthropology, Central Washington University, Ellensburg, WA
 Faculty, Social & Behavioral Sciences, Eastern New Mexico State, Portales, NM

NON-TENURE-TRACK UNIVERSITY/COMMUNITY COLLEGE FACULTY POSITIONS (N=10):

Adjunct Assistant Professor, University of Calgary, Calgary, Canada
 ALVA Program Coordinator, Minority Science & Engineering Program, University of Washington College of Engineering, Seattle, WA
 Faculty, Anthropology, Highline Community College, Des Moines, WA
 Instructor, Anatomy, Cabrillo College, Aptos, CA
 Instructor, Anthropology, Green River Community College, Olympia, WA
 Lecturer, Anthropology, University of Washington, Seattle, WA
 Lecturer, Anthropology and Honors Program, University of Washington, Seattle, WA
 Instructor, Western Washington University, Bellingham, WA

Visiting Assistant Professor, Anthropology, Cleveland State University, Cleveland, OH
 Visiting Professor, Penn State University, University Park, PA

PART-TIME UNIVERSITY/COMMUNITY COLLEGE FACULTY POSITIONS (N=5):

Faculty, University of Nevada, Reno, Reno, NV
 Faculty, Tacoma Community College, Tacoma, WA
 Instructor, Anthropology, University of Washington, Seattle, WA
 Lecturer, Medical, Legal Interpreter, University of Washington, Seattle, WA
 Teacher at five-six universities, Seoul, Korea

UNIVERSITY/MUSEUM/INSTITUTE RESEARCH POSITIONS (N=14):

Blakemore Postdoctoral Fellow for Advanced Language Study of Tibetan, Nepal
 Canadian Studies Postdoctoral Researcher, Canada
 Director, Grace B. Hudson Museum, Healdsburg, CA
 Director, Snoqualmie Valley Museum, Snoqualmie, WA
 Lead Clinical Research Associate, Fred Hutchinson Cancer Research Center, Seattle, WA
 Postdoctoral Fellow, National Museum of Natural History, Smithsonian Institution, Washington, DC
 Postdoctoral Researcher, India
 Research Analyst, Department of Orthopedics, University of Washington, Seattle, WA
 Research Assistant Professor, Anthropology, University of Indiana, Indianapolis, IN
 Research Assistant Professor, Psychosocial & Community Health, University of Washington, Seattle, WA
 Research Associate Professor, Department of Anthropology, University of Washington, Seattle
 Research Associate, Suranaree University of Technology, Khorat, Thailand
 Researcher and Editor, Institute of Social Science, Ho Chi Minh City, Vietnam
 Researcher, Desert Research Institute, Las Vegas, NV

GOVERNMENT AND NGO RESEARCH AND CONSULTING POSITIONS (N=10):

Anthropologist and consultant on transgender issues, Ingersoll Gender Center, Seattle, WA
 Consultant to UNICEF International Human Rights Web Site, Seattle, WA
 Consultant to the Trace Foundation, New York, NY
 Coordinator, Huichol Indian Support & Human Rights Groups, Bothell, WA
 Director of International Forensic Program, Physicians for Human Rights, Boston, MA
 Park Archaeologist, Capitol Reef National Park, Capitol Reef, UT
 Park Archaeologist, Death Valley National Park, Death Valley, CA
 Research Archaeologist, Northwest Heritage, Inc., Seattle, WA
 Researcher, Nova Alternative High School, Seattle, WA
 Researcher, City of Bellevue Neighborhood Mediation Program, Bellevue, WA

PRIVATE CONSULTING POSITIONS (N=6):

Academic Travel Company Coordinator, Seattle, WA
 Independent Contractor with Microsoft, Bellevue, WA
 Independent Legal Consultant, Alaska
 Microsoft Technician, author, Redmond, WA
 Owner, director of ASL Interpreting School, Seattle, WA
 Private Gallery Owner, WA

OTHER (N=3)

Fine Art student, Seattle, WA
 Publishing in degree subject area
 Self employed, Seattle, WA

SEEKING EMPLOYMENT (N=4)

NO INFORMATION (N=4)

3. Faculty supervision

Faculty supervision of PhD students is widely distributed, with twenty-four faculty serving as PhD committee chairs, for a mean number per faculty member of 3.75. The distribution, however, is highly skewed, with three faculty members (12.5%) accounting for 39 (43%) of the 90 PhDs of the last ten years. In large part this reflects the great strength of our China and Southeast Asian programs, which each year attract top students in those fields, including many foreign students. Harrell, for example, served as chair for nine foreign students (eight of these from East Asia) of his total of 16, while Keyes supervised four foreign students (all Southeast Asian) of his 10. By contrast, 11 faculty have each supervised one departmental PhD during the past ten years (of these, two are adjunct faculty); two have supervised two PhDs; two have supervised three; two four; two five; and two six

4. Admissions

See individual program descriptions below for details on the admissions process.

5. Time to complete program

Table 4. Number of Years to Complete Doctorate by Program.

Years	Program: All	Program: Archaeology	Program: Biocultural	Program: Sociocultural	Program: Museology
1	1	0	0	1	0
2	0	0	0	0	0
3	0	0	0	0	0
4	2	0	0	2	0
5	5	0	2	3	0
6	7	0	2	5	0
7	13	2	1	10	0
8	9	1	0	8	0
9	15	1	3	11	0
10	11	1	1	8	1
11	15	5	0	10	0
12	8	1	1	5	1
13	0	0	0	0	0
14	0	0	0	0	0
15	1	1	0	0	0
16	0	0	0	0	0
17	2	1	0	1	0
Total PhDs	89	13	10	64	2
Averages	8.92	10.77	7.80	8.66	11.0

C. The Archaeology Program

1. Introduction and overview

The Archaeology Program is dedicated to an explicitly scientific approach to the study of the human past on the basis of material remains, believing that the most fruitful and enduring research derives from the systematic application of scientific methodology (deduction of hypothesis and empirical evaluation). This approach, rather than areal specialization, is the common theme uniting the research interests of the faculty. It also lies at the heart of the teaching program, at both graduate and undergraduate levels.

Although the Department of Anthropology is composed of four individually named programs, Archaeology shares considerable research interests with each of the other three programs. *Archaeology shares with all Anthropology a central interest in the description and explanation of human variability.*

Archaeology shares with Biocultural Anthropology an explicit focus on the evolution of variability. Archaeology has long devoted much attention to issues of environment and ecology, and these concerns articulate with the Environmental Anthropology Program, with which several archaeologists are affiliated. Space-time population dynamics interest archaeologists, biocultural, and sociocultural anthropologists alike. Thus, a focus on demography unites several researchers across the Department. These linkages reflect the strongly symbiotic relationship between the Archaeology Program and other parts of the Department as a whole.

The interdisciplinary and international nature of the Archaeology Program also results in the faculty having many connections to other units in the University (as well as to units outside the University). The units with which there are formal links, in terms of cross-listed courses, curricular planning, and adjunct faculty appointments include:

- Burke Museum
- Quaternary Research Center
- Jackson School of International Studies (Middle East Research Center)
- Center for Social Sciences Computational Research
- American Indian Studies
- Northwest Center for History

There are also strong relationships at the individual level between members of the Archaeology Program and faculty in those Departments taking part in the Quaternary Research Center (where four of the Archaeology faculty hold adjunct appointments), and in the Materials Science program. These links provide important opportunities and resources for research and for the training of graduate students.

2. Faculty Research

Archaeology faculty research is diverse in theoretical, chronological, and geographical interests. Collaborations are not just with other parts of the UW, but also with other research institutions both elsewhere in the USA and abroad. The following are the major projects in which the faculty is involved. Minor faculty projects are not listed, nor are the numerous dissertation topics pursued by graduate students.

Paleolithic Dietary Change (Grayson)

Using concepts drawn from evolutionary ecology, this project examines dietary change across the Middle-Upper Paleolithic boundary in southwestern France (Dordogne). Multiple sites are involved in this analysis – Grotte Vaufray, Le Flageolet I, and Grotte XVI – but the current focus is on Grotte XVI. The work is funded by grants from the

National Science Foundation and the Centre National de la Recherche Scientifique, and is carried out in collaboration with scholars from the Institut du Quaternaire of the University of Bordeaux I.

Later Prehistory and Environments in Sinai (Close)

This project is focused upon southwestern Sinai, an area that is archaeologically almost unknown, and is concerned with exploring direct contacts between Upper Egypt (as opposed to the more usual Lower Egyptian connection) and southwestern Asia, through southern Sinai. The critical periods currently under investigation are those of the introduction of domestic sheep/goat into Africa, and of the beginnings of complex society in Upper Egypt. The work is funded by grants from the National Science Foundation, and has provided fieldwork opportunities for graduate students. It is carried out in collaboration with scholars from Cairo University, the Geological Survey of Egypt, and the State University of Ghent (Belgium).

The Evolution of Early Pharaonic Egyptian Culture (Wenke)

This project (begun in 1984) has been focused on the complex changes Egyptian culture underwent in the period between about 4000 and 2000 BC. During this period all of the major elements of pharaonic civilization appeared and Egypt became a "state." The first phase of this project involved four seasons of excavations at Kom el-Hisn, a provincial Old Kingdom (c. 2700 - 2000 BC) capital in the western Egyptian Delta. Two UW graduate students are currently doing doctoral dissertations on some of the results of the Kom el-Hisn excavations. Scholars from Canada, Poland, and various US universities participated in the work at Kom el-Hisn. A second phase of the general project to analyze early pharaonic cultural origins involved four seasons of excavations at Mendes, in the eastern Nile Delta. The primary focus of research at this site is the transition between late Pre-dynastic (c. 3200 BC), Early Dynastic (c. 2900 BC), and Old Kingdom communities. The results from Mendes comprise Wenke's primary research interest (and have provided additional data for doctoral dissertations of a UW student). The research was done in collaboration with Canadian and Egyptian scholars, and scholars at the University of Illinois. A third phase of the general project to analyze early pharaonic cultural origins involved two seasons of general site survey in the central Egyptian Delta using satellite imagery. Research in the Delta has been funded by grants from the National Science Foundation, the National Geographic Society, the National Endowment for the Humanities, and private donations.

A Radiocarbon Chronology for the Egyptian Pyramids (Wenke)

This long-term project (begun in 1984 and continuing at present) is an attempt to determine the dates and construction sequences of the Egyptian pyramids. This research has been funded by private donations and is done in collaboration with scholars at the University of Chicago and in Switzerland.

Kodiak Cultural Evolution (Fitzhugh)

This project seeks to describe and explain changes in economic, technological, social, and political organization through the 7500 years of maritime hunter-gatherer occupation of the Kodiak Archipelago. The first phase documented settlement and land use change through time using survey data from 152 archaeological sites in southeast Kodiak. The second phase seeks to establish a baseline for the evolutionary sequence evident in the Phase 1 research by excavating a 7500-7000 year old site (Tanginak Spring Site). This research is funded by the University of Washington as an Archaeological Field School, and it provides fieldwork opportunities for 15 undergraduates and 3 or 4 graduate students annually.

Kuril Paleobiology and Biogeography Project (Fitzhugh)

This project seeks to establish the human settlement history of the northern and central Kuril Islands as a means towards investigating human biogeographical viability and impacts on plant and animal species. Building on a UW biology

project, this archaeological project will provide a historical perspective by documenting the role of human predation in structuring the local paleoecology. Research will include geomorphological, paleoecological, and archaeological survey, mapping, and excavation. This research is funded by a grant from the National Science Foundation, and will provide fieldwork and laboratory research opportunities for both graduate and undergraduate students. Collaborators are based in UW Fisheries, the Burke Museum, and Harvard University.

San Juan Island Archaeological Project (Stein)

Using artifacts and other material remains from excavations by Stein and by archaeologists working in the 1960s and 1970s, this project seeks to explain the occupational and subsistence history of the San Juan Islands, Washington. Testing of two more shell middens is planned for next year. This work has been funded since 1983 by University of Washington Graduate Research Fund, Summer Quarter, and Royalty Research Fund, as well as by the National Park Service and the National Science Foundation. This project has provided students from the University of Washington and Simon Fraser University with material for numerous theses.

Puget Sound Archaeology and Neotectonic Project (Stein)

Consultations on excavations in the Puget Sound area (Westpoint, Marymoor, Port Orchard, Eagle Harbor) and an excavation on Vashon Island are unraveling the complex tectonic history of the region. Large earthquakes and associated land movements have changed the configuration of the region. Archaeological data are providing vital information about location of shorelines, relative movement of landforms, and changes in environmental conditions. This work is funded by King County Landmark Commission, Parks Division, and Waste-water division, and is conducted in collaboration with geoscientists from the United States Geological Survey and the Quaternary Research Center.

Biogeographic History of Great Basin Small Mammals (Grayson)

This project, now nearing completion, uses a rich, stratified small-mammal fauna from Homestead Cave, north-central Utah, to explore small-mammal responses to climatic change in the northeastern Great Basin, and similarities and differences in these responses to those made by human populations to the same climatic stimuli. The research is funded by grants from the Department of Defense (Legacy Project) and Hill Air Force Base, and is carried out in cooperation with the Utah Geological Survey.

3. Graduate Student Training in Archaeology

The Graduate Program in Archaeology is designed to train students in archaeological method and theory, in critical thinking, and in the scientific analysis of the physical content of archaeological sites. The emphasis is on teaching "portable" and widely applicable skills, rather than upon the archaeology of one region or time period, since the aim is to train professional archaeologists capable of working in a wide variety of contexts. This means that students emerge from the program fully qualified for a position in academic archaeology *or* in cultural resource management.

a) Admissions

As with other programs in the Department of Anthropology, admission to the graduate program in Archaeology is very competitive. The first part of Table 1 shows the mean GPAs and GREs of all those applying for admission in the last ten years. The second part shows the mean figures for all those granted admission during the same period. The initial pools of applicants were already of high quality and admittees are even higher. This is shown particularly strongly by the GRE scores (which average 9% higher for those admitted than for the total applicant pool).

Table 5. Mean GPA and Mean GRE for Applicants & Admittees to the Graduate Program in Archaeology, 1989-1998.

Year	Applicants: Mean GPA	Applicants: Mean GRE	Admittees: Mean GPA	Admittees: Mean GRE	GRE ratios of Admittees to Applicants
1989	3.35	1760	3.48	1842	1.05
1990	3.44	1810	3.52	2038	1.13
1991	3.52	1840	3.82	1985	1.08
1992	3.58	1850	3.70	2032	1.10
1993	3.62	1850	3.73	1993	1.08
1994	3.63	1780	3.65	1953	1.10
1995	3.52	1810	3.67	1941	1.07
1996	3.54	1850	3.64	2016	1.09
1997	3.58	1890	3.75	1992	1.05
1998	3.62	1760	3.68	1968	1.12
Averages	3.54	1820	3.66	1976	1.09

The absolute numbers of students applying to, being admitted to, and being enrolled in the Archaeology Program are shown in Table 2. The number applying each year is quite variable, but is usually a little more than thirty. The number of students enrolling in the program is about five. This is an acceptable number, but is maintained only by offering acceptance each year to many more students than are expected actually to enroll. The extreme case was in 1995, when 14 students were accepted, but only three enrolled. *The problem is the lack of support.* The graduate students anecdotally recount that anyone good enough to be accepted into our program is good enough to be accepted elsewhere with funding. This is, indeed, how we fail to recruit some of the very best of those who apply. This also means that we must accept many more than we want (about three times as many) in order to enroll as many as we want. The standard of graduate students enrolled is very high, but it would be higher if we had support. The faculty are beginning to explore ways in which additional funding could be obtained – perhaps by an IGERT grant from the NSF.

Table 6. Absolute Numbers of Students Applying to, Admitted to, and Enrolled in the Graduate Program in Archaeology

Year	No. of Applicants	No. Admitted	No. Enrolled
1989	40	15	6
1990	28	11	6
1991	36	11	4
1992	30	13	3
1993	32	18	5
1994	29	12	6
1995	39	14	3
1996	34	17	5
1997	33	15	4
1998	27	11	7
Mean	32.8	13.7	4.9

b) Programmatic Goals and Structure

Each student is required to:

- acquire thorough control of archaeological method and theory, including professional-level competence in at least one technical skill;
- acquire substantial competence in the archaeology of societies at different levels of social complexity and with different subsistence bases;

- demonstrate an ability to conceive, design, and execute significant research within archaeology; and
- develop skill in classroom instruction for university-level teaching.

The first goal, competence in archaeological method, theory and technique, is met through required course work, including ARCHY 495, 497, 498, 480, 481, 482 and 483, and through supplementary laboratory experience. The topical goal is partially met by course work at the 400 and 500 levels but also requires substantial independent reading by each student. The third goal is largely met by the dissertation and the research that precedes it. Finally, all students are given teacher-training and teaching opportunities within the Department: at least three Teaching Assistantships and at least two Pre-Doctoral Teaching Associateships in the Summer Quarter or in the evening. Evaluated teaching experience outside Anthropology (such as in Statistics or Geology) or outside the University may also satisfy the teaching competency requirement.

In addition to the above and to the general UW Graduate School requirements, graduate students in the Archaeology Program must also meet the following requirements:

- field experience;
- competence in a foreign language appropriate to the individual student's course of study;
- the preceptorial reading courses in Archaeology (ARCHY 501), Biocultural Anthropology (BIO A 502), and Sociocultural Anthropology (ANTH 500);
- a dissertation proposal and colloquium.

The program can be divided into two parts. The first two years are spent in course work in Anthropology. This part of the program ends with the Comprehensive Examination. The second part of each student's course of study is closely supervised by the student's Supervisory Committee and is directed toward the dissertation project and the special skills and interests that the student wishes to develop. This normally involves coursework in other Departments, such as Statistics, Materials Science, or any of the Departments involved in the Quaternary Research Center. The Committee is chaired by a member of the Archaeology faculty. It must also include another member of the Anthropology faculty and a member of the Graduate Faculty from outside the Department (in addition to the Graduate Faculty Representative). This required inclusion of an external member again reinforces archaeology's inherently inter-disciplinary nature.

c) Outcomes

The Graduate Program in Archaeology is rigorous, and, historically, students emerging from it have had considerable success in finding employment in the field. In the last ten years, twelve PhDs have been awarded in Archaeology. The great majority (eight) of those with recent UW doctorates are on the faculty of institutions of higher education in the United States (U. of Utah, Eastern New Mexico State U., U. of Washington, U. of Hawaii, Central Washington U, Cleveland State U. and Highline Community College) and abroad (U. of Auckland). Two are Park Archaeologists for the US National Park Service, one is in an archaeological research institution (Desert Research Institute), one is in private industry (non-archaeological), and nothing is currently known of the twelfth. Employment is very hard to find in archaeology, particularly in the academy, and the high rate of success enjoyed by our former students indicates that the field as a whole appreciates the value of the training given in our program.

However, historically it has also taken students a long time to pass through the program, and this is a problem which has become worse. The average time to completion of an Archaeology PhD at the UW has been:

- 9.3 years for the entering classes of 1970-74;
- 9.9 years for the entering classes of 1975-1979;
- 10.5 years for the entering classes of 1980-84;
- 11.0 years for the entering classes of 1985-1989.

(Note: only four members of the last group have graduated, so the mean is likely to increase as others reach completion.)

This problem is not peculiar to the UW. In 1997 (the last year for which details are available), the US national average time to completion of an archaeology PhD was 13.6 years. Nonetheless, the UW figure is disturbing, particularly since, of the 49 students entering in 1989-98 (Table 2), none has yet received a doctorate. Their current status is detailed in Table 3. In the first half of the decade (and, indeed, in earlier years), students showed an alarming tendency to withdraw from the University before completing their Masters' degrees. However, only one student has done so since 1994, so this tendency may now have been corrected.

Table 7. Current Status of Students Entering the Program from 1989-1998.

Year of Entry	Initial No. Enrolled	Withdrew before MA	Withdrew after MA	Continuing in PhD Program
1989	6	4	0	2
1990	6	4	1	1
1991	4	2	0	2
1992	3	2	0	1
1993	5	1	1	3
1994	6	1	1	4
1995	3	0	0	3
1996	5	0	1	4
1997	4	0	0	4
1998	7	1	0	6
Totals	49	15	4	30

A major culprit in the high time-to-completion in the program has been the Master's thesis. In the past, students entering without an MA were required to write a Master's thesis before beginning their PhD research. This became so major a project that some students were doing almost as much work for their MAs as for their PhDs: students entering the program in the decade 1985-94 took an unconscionable average of 4.8 years to complete their MAs. The archaeology faculty has therefore abolished this requirement, so that the first two years' course-work, the language requirement, and a sufficiently high pass in the Comprehensive Examination (≥ 3.0) now earn an MA. This applies to students entering after 1994, and we expect the change to bring the mean time-to-completion of the PhD below ten years.

4. Undergraduate Student Training in Archaeology

Undergraduate majors in Anthropology are not enrolled in separate programs, as the graduate students are. However, we recognize that two broad groups of undergraduates take archaeology courses and the program is organized accordingly.

For those with a general interest in Archaeology (whether or not they are Anthropology majors), we offer a series of lower-division courses in archaeological method, theory and techniques (ARCHY 205 and 371), or with some specific topical focus (ARCHY 105, 303, 304, 312 and 320).

Majors who wish to go on to graduate school, or otherwise pursue a career in Archaeology, take some of the above courses and the field-school (ARCHY 270), and then join the graduate students in the 400-level courses (see above). These students emerge from the UW remarkably well prepared for further study.

5. Looking Forward

In the most recent ranking of US institutions that grant a PhD with a specialization in Archaeology, the University of Washington's program was ranked sixth in the country, even though we have far fewer faculty than any other Archaeology Program listed in the top ten.

The Archaeology training program has been successful, which is attributable primarily to its explicitly scientific approach and, secondarily, to the core of 480- and 490-series courses. In the past, most of these have been taught by four Full Professors. Of those four, one (Dunnell) retired in 1997; a second (Stein) will serve as a Divisional Dean for 1999-2004 and will have a temporary replacement; and a third (Grayson) is actively seeking employment elsewhere. In addition, Hagstrum will leave the University after the 1999-2000 academic year; we hope to be allowed to hire a replacement.

The structure of the Archaeology Graduate Program is to some extent independent of the identity of individual faculty members. To that extent, we now face exciting opportunities to fine-tune the program, by carefully targeted hiring, while leaving the essential framework intact. We also risk the destruction of what has been built. Because of our small numbers, the Archaeology faculty are spread very thinly across the program, and have no certainty that any faculty who leave will be replaced. Further, if all new hires are restricted to the Assistant Professor level, then the faculty will become "bottom-heavy" and it will be difficult to serve the students as they need.

The Archaeology Program introduces students to issues of human origins and variability through time. For the generalists, it satisfies our species "backward-looking curiosity." For the specialists, it equips them to safeguard and interpret our cultural heritage.

D. The Biocultural Anthropology Program

1. Introduction and overview

The Biocultural Anthropology Program represents one of the new and dynamic directions embraced by the Department of Anthropology. Although this program is still quite young, initiated only 8 years ago, it is already recognized as one of the nation's leading programs in human biology, known for its contribution to theory and innovative research methods.

Anthropology adopts an holistic approach to the study of human biology, as it takes the entire range of human diversity as its field of study. Biocultural Anthropology involves the rigorous study of factors that shape human biobehavioral diversity across the entire range of global and historical variation. Central to the research is an understanding that humans have not only evolved in response to environmental factors, but also have shaped and modified (and continue to do so) that environment through cultural constructs, behavior, perceptions, and technology. The diverse lines of inquiry that Biocultural Anthropology faculty pursue are unified by this central focus on the *biocultural interface*. The approach is distinct with respect to most other biological sciences in that it is largely field-based research. Naturalistic observations of the manner in which human biology and behavior interact with and shape the environment illuminate the nexus of biology and culture. It draws 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, limiting intellectual exchange. Our holistic approach serves to minimize scholarly and academic divisions by emphasizing the integration of multidisciplinary approaches to the study of human biobehavioral diversity.

The emphasis on multidisciplinary research fosters collaboration with and ties to other sub-disciplines in the Anthropology Department. Eric Smith, originally hired as a member of the Sociocultural faculty, is also a core faculty member of the Biocultural Anthropology program as well as head of the Environmental Anthropology Program, and

Bettina Shell-Duncan, hired as a member of the Biocultural Program, is a core member of the Environmental Anthropology Program. Additionally, faculty have strong ties with other programs throughout the College of Arts and Sciences and in the health sciences. Faculty play integral roles in other programs and departments in terms of resource faculty appointments, curricular planning, and cross listed courses. The units with which faculty are involved include:

- Center for the Study of Demography and Ecology
- Center for Statistics and the Social Sciences
- Program on Conservation Biology Policy
- International Health Program
- The Nutrition Program
- African Studies Program, JSIS
- Public Health Genetics
- Regional Primate Research Center
- Clinical Nutrition Research Unit
- Quaternary Research Center

These linkages, in turn, enhance resources that are available for research and graduate student training. Moreover, by drawing on institutional and intellectual resources throughout the University, the program seeks to integrate broad ranging approaches to the study of human biology within an evolutionary paradigm.

2. Areas of specialization within the program

Behavioral Ecology

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. It also provides an evolutionary perspective on subjects that are treated from a more proximate perspective in other areas of the program (such as reproductive ecology or nutrition). Topics included in the core course in this area (BIO A 520) include foraging strategies, time allocation, spatial organization, reproductive strategies (mating and parental care), life history theory, and evolutionary perspectives on cooperation and competition. Students are exposed to fundamental principles that guide much current research in evolutionary studies of behavior, including evolutionary stable strategies, levels of selection debates, phenotypic adaptation, and theory concerning cultural evolution and dual transmission.

Human Paleontology

Human paleontology is by its very nature highly interdisciplinary, requiring knowledge of biology, geology, human behavior, and archaeology, as well as the details of human paleontology itself. Within the Department of Anthropology, students of human paleontology are required to take courses in the Sociocultural Program concerning human ecology and are strongly encouraged to complete additional courses in cultural Anthropology, as well as in osteology and field methods taught in the Archaeology Program. The core course in human paleontology (BIO A 491), in which students review the current primary literature, emphasizes the central role of paleontology in helping us understand our origins and our place in nature.

Anthropological Demography

Demographic analysis addresses the basic mechanisms of evolution, fertility and mortality. Our training in the core course (BIO A 569) places fertility and mortality within an integrated theoretical biocultural framework drawing from behavioral ecology, political economy, and cultural Anthropology. Constraints on reproductive opportunity and access to resources for reproduction and life maintenance imposed by biological and sociocultural factors are viewed as basic to the development of reproductive strategies of mating and parental investment.

Human Disease Ecology

The ability of humans to adapt to their environment through a variety of biological mechanisms and behavioral strategies is a central concern in the study of human biology and medical ecology. In this context, the health status of a population is regarded as a measure of the effectiveness with which individuals or groups adapt to their environment. Indicators of health include a variety of measures such as mortality, diet, nutritional status, growth patterns, and morbidity. A comprehensive understanding of the health status of a population necessitates analyses of interrelationships and interactions among various categories. Unique to the approach of anthropologists is that we are interested in the *interface* between human biology and sociocultural practices. Moreover, 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.

Nonhuman Primate Growth and Development

Human ontogeny is determined by both proximate and ultimate factors. The nonhuman primates provide the comparative data against which the human condition is best explored from an evolutionary perspective.

3. Faculty Research

The Hadar Formation Research Project: exploration of human origins

Gerald Eck is presently the senior paleontologist on the Hadar Formation Research Project, which is organized by the Institute of Human Origins at Arizona State University, and funded by the National Science Foundation, the National Geographic Society, the Louis B. Leakey Foundation, and additional private money. In existence since 1990, the goal of this project is the exploration and recovery of Plio-Pleistocene hominids and associated fossils from the Hadar Formation of northeastern Ethiopia. During this period project members have carried out fieldwork in Ethiopia in 1990 through 1995. In 1993 and 1994, under Eck's direction, crews surveyed the surface of large and previously unexplored areas of the Formation, especially in areas where its younger sediments are exposed. The Hadar Formation is widely known as one of the premier paleontological sites worldwide for the study of early human evolution. Specimens found there since the 1970s have caused paleontologists to rewrite the early chapter of the history of humankind. Eck's ties to the Institute of Human Origins, one of the few research institutes in the country devoted solely to the study of human paleontology, provides a natural collaboration between the Department of Anthropology and the Institute. In 1994 and 1995 Eck was assisted by graduate student René Bobe, who has now completed his PhD, and is a Postdoctoral Research Fellow at the National Museum of Natural History. Similar opportunities for graduate students are planned to continue in the future.

The Meriam Behavioral Ecology Project

In this recently initiated project in tropical Australia, Eric Smith examines foraging decisions in relation to reproductive strategies and status politics among a Melanesian population in the Torres Strait. This project is currently funded by two National Science Foundation Grants, one from the Cultural Anthropology Division (Meriam Foraging and Reproductive Strategies, SBR 9616096, \$190,000) and the other from the Archaeology Division (Meriam Ethnoarchaeology, SBR 9616887, \$100,000). Smith heads this research project, working closely with Rebecca Bliege Bird and Douglas Bird, faculty members at the University of Arkansas.

The Rendille Sedentarization Project: a comparative study of the demographic and health consequences of development

In this project funded by the Andrew W. Mellon and John D. Rockefeller Foundations, Bettina Shell-Duncan examines the health consequences of rapid change and development among a traditionally nomadic pastoralist population

inhabiting the dryland region of northern Kenya. Examining ways in which new settlement and subsistence patterns create novel sources of nutritional and disease stress, this research challenges the basic tenet of international dryland policy, that holds that settlement of nomadic populations results in improved health for the people concerned. This study brings together international and interdisciplinary collaboration of faculty from the University of Washington, the University of Victoria, Emory University, and the University of Nairobi, Kenya. Additionally, it provides field training opportunities for graduate students from each institution. The project was initiated by completing a large-scale demographic and health survey in an area that has been characterized as "demographically inconvenient" because of its remote location and harsh climate. The current focus of this study is to complete a detailed health assessment of children in settled and nomadic sectors of the community in an effort to illuminate the health consequences of a changing physical and social environment (supported by the Royalty Research Fund). Employing recently developed "field-friendly" laboratory techniques, this study represents a pioneering effort to understand the ecology of the interaction between nutrition, immunity and infection. The broader aim of the project is to make theoretical contributions to our understanding of ways in which alterations in human settlement and subsistence patterns influence the coevolution of infectious disease.

The Japanese American Community Diabetes Study

Begun in 1983 in collaboration with researchers in the Medical School and School of Public Health, the Department of Anthropology has housed the field office under the direction of Donna Leonetti. This project, now in its 15th year of continuous funding from NIH (for a grand total of \$7.5 million) has gained national and international recognition as an epidemiological study. Major insights into the metabolic effects of diet and physical activity have been achieved within the biocultural framework of an ethnic community context covering two generations. Sociocultural stress, early life environment and hormonal (sex and stress hormones) factors have also been studied. Laura Newell has been affiliated with this project since its inception, looking at factors of body composition and biological aging. Over 20 students have been supported by this project (stipend and tuition) and have received training in data collection, processing and analysis.

The Northeast India Household Ecology Project

Donna Leonetti has developed this project starting in 1997 in collaboration with two Indian researchers from Gauhati University, Guwahati, Assam, and Calcutta University, Calcutta, West Bengal. Its focus is on intergenerational relationships with respect to energy and resource flow in Indian households in two ethnic groups, the patrilineal Bengalis of southern Assam and the matrilineal Khasis of eastern Meghalaya. The particular interest is reproductive output (birth intervals, duration of lactation and amenorrhea, growth of children) as influenced by the presence and activities of a mother-in-law or mother of a reproductive age woman, and possible evolutionary implications with respect to the reproductive success of the younger woman and inclusive fitness of the older woman. Initial phases have been funded by the Andrew W. Mellon Foundation which has supported post-doctoral training for the two Indian researchers at the Department of Anthropology and Center for Studies in Demography and Ecology, U.W., and preliminary fieldwork by Leonetti in India to field test questionnaires and collect pilot data. Further funding has been requested from NICHD under a joint Indo-US Programme on Contraceptive and Reproductive Health Research.

Primate Growth and Development

Laura Newell has received several grants from NSF, NIH, and the UW to support research dealing with nonhuman primate growth and development, with emphasis on the physiological effects of early reproduction. This initiative has been particularly successful in providing research opportunities for both graduate and undergraduate students at the University. Additionally, because of the multidisciplinary nature of this research, faculty collaborators on the research projects have been from the Department of Medicine and Department of Statistics. There is also collaborative research with Kyoto University and the Japan Primate Research Institute.

4. The Graduate Program

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. The curricular goal is to foster an understanding of human biocultural diversity through the study of ecological, demographic, genetic, developmental, paleontological, and epidemiological dimensions of human adaptation and its evolutionary basis. The core sequence exposes students to alternative explanatory paradigms that encourage reinterpretation and synthesis of multidisciplinary approaches to the study of human biocultural variation. Comprehensive theoretical and substantive training provide the basis from which students can develop a chosen field of specialization. This part of the program is completed with the passage of comprehensive and general examinations. The second part of the program involves designing and completing research that is defined as a PhD dissertation.

a) Admissions

As can be seen in Table 6, since the reorganized program was put into effect in 1991, applications have increased and seem to have stabilized around 13 per year. Of these, we have admitted approximately one-half. On average, those admitted have Grade Point Averages and Graduate Record Examination higher than the applicant pool, as can be seen in Table 8. In contrast, those attending the program have, on average, slightly lower grades and scores than the pool of admitted students (see Table BBB). Past experience tells us that the slightly lower grades and scores of Attendees is due to the fact that *the very best students admitted to the Program often attend other programs where they are offered more financial support than we can afford*, especially in their first year of attendance. This problem is discussed below.

Table 8. Biocultural Graduate Student Applications and Admissions.

Year*	Applicants	Admitted
1991	3	3
1992	9	5
1993	11	7
1994	12	5
1995	15	6
1996	13	9
1997	12	7
1998	13	6
Total	101	54

* Admissions moratorium for program reorganization was ended 1991

Table 9. Biocultural Graduate Student Applicant GPAs.

Year	GPA		
	Applicants	Admittees	Attendees
1991	3.79	3.79	3.79
1992	3.45	3.58	3.78
1993	3.63	3.69	3.53
1994	3.68	3.83	3.8
1995	3.56	3.69	3.39
1996	3.52	3.68	3.51
1997	3.75	3.71	3.84
1998	3.46	3.61	3.4
Average	3.61	3.70	3.63

Table 10. Biocultural Graduate Student Applicant GRE Scores.

Year	GRE		
	Applicants	Admittees	Attendees
1991	1950	2000	2000
1992	1720	1764	1625
1993	1920	2017	1875
1994	1860	2046	2140
1995	1840	2026	1940
1996	1950	2071	2077
1997	1730	1857	1785
1998	1780	1944	1800
Average	1844	1966	1905

b) Advising

Because there is a relatively low ratio of graduate students to faculty, students receive intensive mentoring, which has clearly benefited a number of recent graduates, as noted below.

Two Recent Success Stories

Dr. *René Bobe* chose to analyze the computerized database of fossil mammals collected from the Shungura Formation of southwestern Ethiopia as his dissertation project. His principal interest was to use information therein to reconstruct past environments in which human ancestors evolved. Since René had not been involved in the collection of the fossil specimens, he needed close supervision in the initial phase of his study by his thesis supervisor, Gerald Eck, who had supervised the collection of many of the specimens during the late 1960s and early 1970s. Eck's participation in the Hadar Research Project (see above) allowed him to invite René to participate in the Project as an assistant in 1994 and 1995 where he learned first hand the techniques of specimen recovery and their study in a field and museum setting. René's dissertation project and field experience in Hadar were instrumental in his receiving a Postdoctoral Fellowship at the Natural Museum of Natural History this past year and to further research fossil specimens housed in the National Museums of Kenya, which he will pursue this summer. In addition, the close collaboration between Bobe and Eck has led to the submission of a jointly written paper concerning environmental reconstructions based on the fossil antelopes of the Shungura Formation (see Eck's publications elsewhere in this report).

Dr. *Patricia Kramer* entered the Biocultural Program with a background in structural engineering and several years of experience as an engineer with the Boeing Corporation, but with a profound interest in human evolution and paleontology. She thus faced not only the problem of learning evolutionary theory and human paleontology, but also that of a change in audience from structural engineers with little interest in evolution, human or other wise, to human paleontologists with little or no knowledge of the theory and methods of structural engineering that she proposed to put to the service of understanding human evolution. Regular interaction between Kramer and Eck, her dissertation supervisor, allowed the development of a very innovative project that used mathematical and engineering models to investigate the locomotor posture and patterns of our earliest ancestors. This project has been successfully reviewed by the engineering community and has caused substantial interest in human paleontology and the general public, aired on the Discovery Channel and in numerous national and international newspapers. An anthropological account of the results of the project, hoping to make anthropological sense of the importance of angular momentum and mass moments of inertia, has been submitted as a jointly written article (see Eck's publications elsewhere in this report).

c) PhD Degree

Candidates for the PhD degree must:

- satisfy the Graduate School's requirements,
- satisfy the foreign language requirement by the end of the sixth quarter in residence,
- complete the core curriculum,
- pass the Comprehensive Examination,
- pass the General Examination,
- submit an acceptable PhD dissertation proposal,
- present a dissertation colloquium,
- fulfill the teaching requirement,
- submit an acceptable PhD dissertation,
- present a seminar based on the dissertation, and
- pass the Final Examination.

d) Curriculum

The following courses constitute the core curriculum:

BIO A 473 Biological Adaptability of Human Populations
BIO A 482 Human Evolutionary Biology & Population Genetics
BIO A 484 The Human Life Cycle
BIO A 491 Issues in Human Paleontology
BIO A 520 Human Behavioral Ecology
BIO A 569 Demographic Analysis

Each student must satisfactorily complete all six of the above core courses before taking the Comprehensive Examination. In addition, all students are required to take the research design course:

BIO A 525 Biocultural Research Methods & Study Design

These courses provide a broad view of the theory, methods, and research concerns of biocultural Anthropology. They also provide students an opportunity to identify their primary research interests and those of the faculty. Finally, each student must complete the biostatistics course sequence:

BIOST 511-512-513 Medical Biometry I, II, III or its equivalent

Additional courses, relevant to particular research interests should be chosen in consultation with the student's advisor or Supervisory Committee.

e) Teaching Requirement

Teaching preparation is an important part of our graduate program. Teaching Assistantships provide the largest single funding source for graduate students in our program. Each quarter 2 to 3 graduate students work as TAs for various undergraduate classes.

Doctoral students also have the opportunity to teach undergraduate courses and are encouraged to do so. These courses include the evening school offering of Principles of Biological Anthropology (Bio A 201U) and the summer school offering of Bio A 201 and Bio A 370 — An Introduction to the Primates.

Before receiving the PhD degree, the candidate is expected to teach a course in Anthropology with course design, content, and preparation subject to the supervision of a faculty member. The course must be evaluated by the students enrolled; the faculty must be apprised of the evaluation.

f) Master's Degree

Candidates for the MA degree must:

- Satisfy the Graduate School requirements for the MA degree
- Satisfy the foreign language requirement
- Complete the core curriculum
- Constitute an MA Supervisory Committee
- Submit a formal research proposal to the Supervisory Committee
- Complete nine credit hours at the 700 level and submit a thesis, if pursuing a thesis MA degree.

g) Time to Degree

Table 9 shows figures on the progress of students entering the program between 1989 and 1998. In 1990, a transition year in which the former Physical Anthropology Program was being revised and transformed into the Biocultural Anthropology Program, no students were admitted. All of the withdrawals occurred among students who joined the Program just before major changes in its emphasis occurred in the early 1990s.

Since the inception of the new Biocultural Anthropology Program, 15 new students have entered the Program, two have received PhD degrees, one has received an MA degree, and all the rest are continuing their studies and making satisfactory progress toward their degree.

Table 11. Biocultural Graduate Student Progress and Retention

Year	Entered	Continuing	MA	PhD	Withdrew
1989	4				4
1990*	no admissions				
1991	1			1	
1992	2	2			
1993	2	1		1	
1994	2	1	1		
1995	1	1			
1996	3	3			
1997	2	2			
1998	2	2			
Total	19	12	1	2	4

*Admissions moratorium for program reformulation.

5. Student Participation in Research

The Biocultural Anthropology Program stresses the professional preparation of students by encouraging them to present papers or posters at professional meetings and to publish in refereed journals while in graduate school. As shown in Table 10, the number of student presentations and publications have dramatically increased over the past 5 years. It is

our hope that this trend will continue, and will enhance the strength of our students when competing for grants and employment.

Table 12. Biocultural Graduate Student Presentations at National Professional Meetings and Student Publications in Refereed Journals

Year	Presentations	Publications
1989-1993	0	0
1994	1	0
1995	1	0
1996	3	1
1997	6	1
1998	10	2
1999	7	8

Students have been successful in obtaining funds for research as a product of close mentoring and taking the required course in research design (see below). Laurie Slater received a dissertation grant from NSF (\$6,000) for a study of parental investment among divorced fathers in King County. Karen Snyder received a research grant from the Pacific NW Agricultural Safety and Health Center (\$15,000) to examine risks to Hispanic packing house workers in Eastern Washington. Letitia Reason received a fellowship from the Population Council at the Navrongo Health Centre in Ghana to study the prevalence and sociocultural and ecological factors influencing the practice of female genital mutilation.

As noted above, the Hadar Research Project provided opportunities for field research to René Bobe, a graduate student in the Biocultural Program. This experience greatly improved his dissertation project, increased his chances of receiving the postdoctoral fellowship he presently holds at the National Museum of Natural History, and led to the completion of a project concerning the paleo-environmental implications of the fossil antelope fauna recovered from the Shungura Formation of Ethiopia that will be jointly published with his dissertation supervisor.

6. Funding of Graduate Students

The Biocultural Program presently has four sources of funding for graduate students:

- eight one-quarter Teaching Assistantships.
- one course in the Evening Degree Program and, in most years, one or two courses in the Summer School.
- six one-quarter Research Assistantships provided by the *The Japanese American Community Diabetes Study*.
- access to Research Assistantships provided by the Center for the Study of Demography and Ecology, which has recently provided three-six one-quarter RAs each year to the Biocultural Program.

Beginning in Fall 1999, an additional six quarters of research assistantship have been provided by new faculty members Holman and O'Connor through their NIH-funded project, *Biodemographic Models of Reproductive Aging* (see below).

Each of these positions provides a tuition waiver and stipend to the student and, taken together, provide substantial although not complete support for the graduate students in the program. Nevertheless, a recurrent problem in the program is the lack of recruitment fellowships. Since teaching assistantships are not assigned to first-year students, our short-term solution is to try to reserve one research assistantship for recruitment, and to encourage applicants with interest in demography to apply for the CSDE fellowship. This solution is only partially successful, and each year we risk losing top candidates to graduate programs with recruitment funding. Our long-term solution will be to explore other external sources of funding, such as the National Science Foundation Integrative Graduate Education and Research Training Program (IGERT). We will be exploring the possibility of developing a multidisciplinary training and research program in cooperation with other members of CSDE and the International Health Program.

7. Recent Graduate Program Modifications and Enhancements

The Biocultural Program is currently in an exciting stage of expansion with the addition of new faculty members, broadening of areas of specialization, construction of a human biology laboratory, and inclusion of new research projects.

New Faculty Members

Two new researchers have joined the faculty, Dr. Darryl Holman and Dr. Kathleen O'Connor. Dr. O'Connor received a PhD in biological Anthropology from the State University of New York at Albany. Prior to joining our faculty, she was an NIA postdoctoral fellow for four years in the Population Research Institute and Department of Anthropology at the Pennsylvania State University. Dr. O'Connor's research interests and areas of specialization include the biodemography of aging, human reproductive biology and ecology, human mortality and morbidity patterns and correlates, paleodemography, and nutritional Anthropology. Her research experience includes paleodemographic research with museum collections of skeletal samples; reproductive ecology research in rural Bangladesh and in the United States, research on behaviors and attitudes related to HIV and AIDS among US college students, and research on modeling human mortality patterns using published data from around the world. Dr. O'Connor is director of the new Anthropological Endocrinology Laboratory in the Department of Anthropology.

Dr. Holman received a PhD in Anthropology and Demography from the Pennsylvania State University. He was a postdoctoral fellow at the Population Research Institute at the Pennsylvania State University prior to joining our faculty this fall. Dr. Holman's research interests are in human population biology, demographic Anthropology, paleodemography, and statistical modeling and simulation methods. His research experience includes a one-year field study of pregnancy loss, fecundability, and birth-spacing in rural Bangladesh and the development of statistical models and methods for anthropological research.

Additional Research Initiatives

With the addition of Drs. Holman and O'Connor, the program will offer three new research initiatives:

Etiology and Ecology of Pregnancy-Related Sickness in Rural Bangladesh.

This research examines the biological and demographic correlates of pregnancy-related sickness (morning sickness) in Bangladesh (funded by the National Science Foundation).

Biodemographic Models of Reproductive Aging.

This is a five year prospective study of the reproductive biology of the transition to menopause in US women (funded by the National Institute of Aging). For six months of each of the five project years, daily urine specimens are being collected by 150 women, which are then assayed for reproductive hormones. This project will give new insight into the patterns and causes of variation in women's experience of the menopausal transition, and will yield a better understanding of how physiology at the individual level gives rise to population-level patterns of reproductive aging.

Population, Economy, and Health in Medieval Denmark.

This 4 year project will examine archaeological, mortality, and morbidity patterns across the medieval period in Denmark, when cultural, economic, population, and health conditions underwent rather dramatic changes (e.g. agricultural reform, population growth, the Black Death) (NSF funding applied for).

The Anthropological Endocrinology Laboratory

As part of O'Connor's appointment to the Anthropology Department, the University of Washington renovated 650 square feet of space in two contiguous laboratories in Denny Hall and provided standard equipment and reagents to set up the laboratories for O'Connor's and Holman's reproductive endocrinology research. With additional equipment and supplies provided by their current NIH grant, these laboratories are now fully equipped with state of the art instrumentation and reagents for population-based (non-clinical) reproductive endocrinology research. Equipment in the laboratory includes a fume hood, corrosive and explosive chemical storage cabinets, centrifuges, an autoclave, a water distillation and de-ionizing system (13 liters per hour), electron and standard balances, one -80 C freezer, 80 cubic feet of refrigerator space, six -20 C freezers, a water bath, pH meters, an ice machine, stir plates, plate shakers, vortexers, refractometers, manual pipettors, two computers, a color printer, a plate washer, a Dynex microplate reader, and a robotic pipetter. The lab currently supports enzyme-immunoassays for four reproductive hormones, and the adoption or development of additional assays is anticipated in the near future, for the research projects of both faculty and graduate students. The Anthropological Endocrinology Laboratory facilities provide a range of new opportunities and training for faculty, graduate and undergraduate students. It provides facilities for student and faculty research projects, research experience for students working on faculty projects, and it enables classroom training in laboratory methods. Currently, there are two full time laboratory technicians, two research graduate assistants, and two undergraduate wage-payroll students working in the laboratory on O'Connor's and Holman's NIH funded project. A Reproductive Ecology Laboratory Seminar is to be offered on a yearly basis.

New Course Offerings

BIO A 469A Reproductive Ecology Laboratory Seminar: This course is designed to introduce students to the theory and methods used in population-level reproductive endocrinology research. A good grounding in the theory and methods of this type of research enables students to critically evaluate the literature, and it assists them in designing and implementing their own research projects. Advancing technology in molecular biology in the last two decades has resulted in many new methods, which facilitate much more detailed and informative research in reproductive biology than was previously possible.

In this course students will learn the theory and application of enzyme immunoassay and related methods from a variety of readings. The actual methods will also be learned "hands-on." The latter includes sample processing, undertaking assays for four different reproductive hormones, data entry and analysis, and write up of results. Additionally, students will learn how to trouble-shoot assay problems, how to titrate and test reagents, and more generally, they will gain an understanding of the ways that reproductive endocrinology laboratory methods are developed, tested, and applied in a range of research settings.

BIO A 526 Quantitative Methods and Modeling for Biocultural Anthropology: This course surveys the concepts, tools, and methods for developing and testing quantitative models of biocultural processes. The use of a quantitative modeling approach provides a framework for taking a set of research ideas, developing a conceptual system, and building a quantitative model to represent the most important components and sets of interactions. Behaviors and implications of the system are explored mathematically, testable hypotheses developed, and field observations used for statistically evaluating hypotheses arising from the model. The course will focus on methods for longitudinal research of fertility, mortality, disease dynamics, population genetics, and other biocultural processes.

E. The Environmental Anthropology Graduate Program

1. Introduction and Overview

Environmental Anthropology (EA) is a new interdisciplinary graduate program at the University of Washington based in the Department of Anthropology. Its purpose is to provide a coherent framework for graduate students wishing to

study environmental issues from an anthropological perspective, while building and maintaining strong interdisciplinary connections. The Program began officially admitting students for Autumn 1997, though in fact two students admitted to the Sociocultural Program the previous year were recognized from the start as EA students and constituted the pioneer cohort. There are currently nine students enrolled in the program (see below).

The EA faculty consists of two sets: the "core faculty" (all in Anthropology) and the "allied faculty" (members of various UW units); a list of these faculty is included in Appendix X. Initially, the core faculty consisted of two Sociocultural members and one member from each of the other sub-disciplines (Archaeology and Biocultural). In Autumn 1999 the core faculty was greatly expanded by the addition of three new hires in Sociocultural (one of whom has a joint appointment in American Ethnic Studies).

The EA program examines human-environment interactions across the full range of sociocultural variation, from prehistoric societies to the contemporary global system. It endeavors to understand environmental problems and knowledge, not only from a western scientific standpoint, but also from the multiple and often conflicting perspectives of members of various local or indigenous cultural systems. These goals require familiarity with concepts and methods in various sciences: social, biological, and physical; hence EA is inherently interdisciplinary. As with other graduate programs in the Department, study in EA leads to MA and PhD degrees in Anthropology, but the program is primarily aimed at PhD students. The expectation is that most EA graduates will go on (or return) to non-academic careers requiring expertise in social aspects of human-environment interaction. (Having enrolled students for only three years thus far, there are no data yet on the actual careers of graduates from this program, but as of this writing none have withdrawn.)

While environmental problems are widely recognized as matters of great public and scholarly concern, far more attention has been focused on the physical and biological dimensions of these problems than on their social, cultural, and historical dimensions. A primary aim of EA is to redress this imbalance. The primary areas of interest within the EA Program include:

- ethnobiology and indigenous environmental knowledge,
- political ecology of social and environmental change,
- social and cultural causes and consequences of environmental modification, and
- environmental conservation and sustainability

Depending on their particular interests or background, students in the EA program may focus on ethnographic or archaeological contexts for the study of human-environment interaction; and they may work in any region of the world. EA core faculty have expertise in western and arctic regions of North America, Mesoamerica, East Africa, Paleolithic Europe, Southeast Asia, South Asia, and Melanesia.

2. Program Structure

The EA program is primarily aimed at students seeking a PhD, with the MA degree to be obtained en route. In addition to general UW Graduate School requirements, degrees in EA have the following requirements:

- five core courses chosen from a set of eight;
- two methods courses tailored to the student's research interests;
- twenty additional credit hours of coursework (as approved by the student's committee);
- a research competency paper (in lieu of a master's thesis);
- demonstration of competence in a second scholarly or field language; and
- a dissertation proposal and colloquium.

The list of courses that are required or recommended for satisfying some of the above requirements are drawn from a very broad range of departments throughout the university, and are listed in an appendix below.

A student's supervisory committee must be chaired by a member of the EA core faculty, and at least one additional member must be on the Anthropology faculty, but students are encouraged to seek additional committee members from outside the department. The list of allied faculty is designed to facilitate this.

Thus, in both coursework and committee composition, EA students are encouraged to take a more interdisciplinary direction than is typical for those in other graduate programs.

3. Faculty and Student Research

Since all EA faculty have appointments in other programs in the department, much of the information about their research and teaching can be found elsewhere in this document. Hence only some highlights will be mentioned here, concentrating on research projects that are student-initiated or have substantial student participation.

Mixtepec Zapotec Ethnobiology

A long-term ethnobiological research program in the Sierra Sur of Oaxaca, Mexico, inaugurated in 1996; directed by Eugene Hunn. The primary goals of the first phase of the project are to determine what the people of one Mixtepec Zapotec-speaking village know about their natural environment, and how they use that knowledge to carry out subsistence and resource management goals. Thus far, four EA and Sociocultural graduate students have participated in field research on this project under Dr. Hunn's direction, and Sue Johnston (EA grad student) is planning an independently-funded dissertation project in an adjacent village, building on the findings of this project. Funding: NSF (\$183,000) through August 1999, plus supplement of \$4,000 for undergraduate research.

Marine Foraging in Torres Strait

This project, directed by Eric A. Smith (in collaboration with Rebecca Bird and Douglas Bird, U of Arkansas), currently focuses on the interrelationships between foraging (fishing, shellfish collecting, sea-turtle hunting), gender roles, and political and demographic processes among Meriam in the Torres Strait Islands of northern Australia. In collaboration with Karma Norma, EA grad student, we plan to expand the project to include a focus on indigenous use of marine resources, and the possibilities for incorporating traditional practices into conservation and co-management plans. Funding: NSF (\$290,000) through June 2000; EPA STAR fellowship (\$89,415) through July 2001.

The Rendille Sedentarization Project

A multidisciplinary field project in Marsabit District in northern Kenya, designed to investigate the demographic and health consequences of settlement among members of the formerly nomadic Rendille pastoralists, co-directed by Bettina Shell-Duncan (Biocultural and EA faculty), Elliot Fratkin (Emory U), and Eric Roth (U of Victoria). Dr. Shell-Duncan's contribution to this project involves investigating the effect of settlement and development on maternal and child health. Particular emphasis is directed at monitoring changes in nutritional status and morbidity that accompany change in subsistence strategy, and relating these factors to variation in household and community characteristics. Funding: Andrew Mellon and John D. Rockefeller Foundations.

Togean Islands Ethnography of Conservation

Prof. Celia Lowe's ongoing research in the Togean Islands of Central Sulawesi, Indonesia, examines social relations around the conservation of biological diversity. Trans-national conservationists' ideas of nature are compared with those of resident Sama people. Ethnicity, identity, nation-, and nature-making are the theoretical nodes around which the

study revolves. The project has also involved collaborations with Conservation International and World Wide Fund for Nature and has been funded by Fulbright and the the National Science Foundation.

Livelihood Insecurity in Dry Land India: Environmental, Cultural and Institutional Influences on Risk Management

Prof. K. Sivaramakrishnan's project explores the results of state and market restructuring for household social security in selected dry land agriculture areas of Tamil Nadu (south India) and Gujarat (western India). He is collaborating with a colleague, Prof. Vinay Gidwani, in the Department of Geography, University of Minnesota. Prof. Sivaramakrishnan proposes an examination of civil society in its institutional aspects understood as social capital, its cultural aspects understood as social memory, and the linkages between these two aspects. The role of migration in risk management will be studied to explore an important facet of such linkages. The new relationships that are emerging between policies to shrink states and expand social networks or private enterprise will also be examined. A major source of uncertainty here is the combination of identity politics, rapid changes in natural resource management, and variable impacts of globalization on dry land economies and social organization. Proposals for funding this project are currently being prepared.

Coast Salish Ethnoecology

A long-term study of historical and contemporary ethnoecology and medicinal ethnobotany; directed by Marja Eloheimo, EA graduate student and adjunct faculty member at The Evergreen State College. Components of the study include: archival study and relational database development of research on Coast Salish ethnobotany; collaborative ethnographic fieldwork with various Tribal communities and organizations concentrating on issues of access to traditional plants, gathering rights, and traditional botanical resource management; and creation and maintenance of an ethnobotanical garden at TESC. Funding: TESC, Sierra Club, Elizabeth Wakeman Henderson Foundation, and Evan James Fellowship.

Land Use and Political Ecology in the BOSAWAS Reserve, Nicaragua

An ongoing study (since 1996) of land use, political strategies, and resource management; directed by Nan Greer Lopez, EA graduate student and member of the Board of Directors of Alistar International. The BOSAWAS is a biosphere reserve, the largest in Central America, inhabited by two indigenous populations, the Miskitu and Mayangna (Sumu). Foci of the research include: political history of negotiations over resource management and land tenure; effects of ethnoecological knowledge and sociopolitical organization on conservation attitudes and practice; and strategic local responses to disaster (Hurricane Mitch). Funding: US-AID, Alistar International, The Nature Conservancy.

4. Student Statistics on Applicants and Admissions

The Environmental Anthropology concentration has competitive admission procedures similar to those in place for other Anthropology graduate programs. Only a small number of applicants are admitted to the program in any given year. Those admitted compete equally for the limited number of fellowships and teaching or research assistantships administered by the Department. Indeed, while the still young program has attracted considerable numbers of strong applications (see Table 11), we are at a severe and increasing disadvantage in recruiting those applicants offered admission due to lack of guaranteed funding.

Table 13. Summary Statistics on Student Applicants

Year	Category	GRE Scores ¹	GPA
1996	Applicants (n=11)	1890	3.63
	Admitted (3)	1743	3.63
	Enrolled (2)	1975	3.60
1997	Applicants (21)	1844	3.50
	Admitted (5)	2106	3.90
	Enrolled (2) ²	2080	3.88
1998	Applicants (18)	1794	3.69
	Admitted (7)	2034	3.71
	Enrolled (2)	1965	3.75
1999	Applicants (23)	1801	3.59
	Admitted (6)	1940	3.53
	Enrolled (4) ³	1880	3.6

¹ Average of summed verbal, quantitative, and analytical scores.

² A third student admitted to Sociocultural subsequently switched to EA.

³ Averages do not include scores/GPA of one foreign student.

Once students are enrolled in the program, they have had considerable success in garnering fellowships and other support. This is a result of both their quality as well as extensive faculty advising in writing applications for funding. Of the seven students enrolled to date, we have secured one three-year NSF graduate fellowship (and 2 honorable mentions), one three-year EPA STAR, two one-year UW Graduate School recruitment fellowships, and one Evans James Fellowship (departmental award). Yet in this year alone we failed to recruit several of our top choices who received guarantees of support from competing programs, including UC Riverside (five years support) and U Georgia (three years). Since the prospects for enhanced support within the University seem dim, we intend to make a concerted effort to secure substantial funding for graduate student support from outside (e.g., an IGERT grant from NSF).

F. The Sociocultural Anthropology Program

1. Introduction and overview

Sociocultural Anthropology is the study of the social life and cultural worlds of contemporary societies. Rooted in the great upheavals and dislocations of the 19th century, this branch of Anthropology has been from the beginning the social science that specialized in studying "others." In approaching people radically different from themselves, sociocultural anthropologists have introduced into the social sciences a radical questioning of the cultural diversity of human societies, raising fundamental issues of universality vs. relativity, nature vs. nurture, and freedom vs. constraint. Recently these questions have been reconsidered in the light of a growing self-awareness within and outside academia about the cultural and political implications of work that depends on the delineation of "the other." This self-awareness has given recent anthropological work a uniquely grounded understanding of how difference is negotiated in other societies as well as in our own. The orientation of Sociocultural Anthropology toward difference, and toward understanding the Western attitude toward difference, allows us to contribute to the University community a special responsibility to diversity.

There have been significant changes both in society and in the study of society and culture during the last three decades. As the world itself has become more interconnected and its people, information and capital more mobile, Anthropology has moved from the study of cultures as bounded isolates to the study of culture and social institutions as a web of interlocking regional and transnational interactions, constantly changing and influencing each other. While anthropological knowledge, like the people it describes, remains to some extent rooted in particular localities, we are now concerned with the connections and flows that mediate what were once thought to be the essential differences between local or national varieties of culture and society. We are increasingly engaged in studying connections and flows at a variety of levels, from physical resources to institutions and ideas. Our diverse faculty is extremely well

equipped to contribute both an understanding of and self-awareness toward diversity and a wide-ranging engagement with and critique of contemporary changes.

The centrality of ethnography to Sociocultural Anthropology is explained in the section on faculty specialties. Graduate training in sociocultural Anthropology is an intensive process involving in-depth preparation for research, a prolonged period of field research, and a further period of analysis and writing. Our students benefit from the diversity of faculty in our program, from our wide range of field experience, and from a program that provides for the individualized training required of anthropologists. We have a long history of successfully preparing students for academic teaching and research, with graduates at major universities throughout the country and abroad. We also train students for positions in more applied arenas; our students work in public health, international development, community advocacy and business. In addition, we admit a substantial cohort of international students every year; many of these students return to academic and government positions in their home countries.

2. Faculty Research

The ethnographic method is central to Sociocultural Anthropology. The Sociocultural faculty bring their expertise in this area to the training of new generations of skilled ethnographers as well as to those in the wider university community who want to learn this historically rich and vibrant approach to human society.

International Studies

The contributions of Anthropology faculty to the Jackson School for International Studies is detailed in the section on "Anthropology Faculty Connections." Clearly, our disciplinary tradition that has focussed research on cultures widely spread across the globe ensures that we have developed expertise in many important international areas. In keeping with the U.W. Pacific Rim emphasis, our two strongest regional programs are China, lifetime research focus for Ann Anagnost and Stevan Harrell, and South East Asia. Charles Keyes is internationally recognized for his expertise on Thailand (recently extended to Vietnam and Laos). Celia Lowe, whose work is in Indonesia, will ably complement Keyes, maintaining our strength in this critical area. Both Harrell and Keyes have gradually built up the U.W. Anthropology Department as a major center for the graduate training of Chinese and South East Asian scholars, who are always well represented among our graduate student cohorts. Miriam Kahn first worked in New Guinea and now in Tahiti; her recent work addressing issues of colonial and global politics, including nuclear testing, tourism, and the marketing of exotic ethnic identities. Finally, closing the Pacific Rim circle, Hunn, and Peña have established research projects in Mexico and along the southern U.S. border. During the 1960s and 1970s we had a distinguished Africanist faculty. However, we gradually lost this strength through retirements and career changes. Now Africa is back in Anthropology: Jack Ferguson and Bettina Shell-Duncan (a Biocultural and Environmental Program faculty member with strong sociocultural interests) have major on-going field projects in Africa. Further rounding out the department's international coverage, Laada Bilaniuk studies sociolinguistics in post-Soviet eastern Europe, while K. Sivaramakrishnan works in South Asia. All are actively involved as Jackson School associate faculty, Hunn now directing the Latin American Studies Program of the International School. In sum, Anthropology faculty, especially the Sociocultural faculty, are essential to the continuing success of the JSIS as perhaps the nation's premier school of international and foreign area studies, while the JSIS program provides our students valuable fellowship and teaching opportunities.

American Indian Studies

Eugene Hunn initiated an ethnobiological research project with the Yakama Indian Nation in 1975, and the project continues. His research documented the extensive traditional environmental knowledge of Yakama, Warm Springs, and Umatilla Indian elders about their Columbia Plateau homeland. Hunn continues to work closely with John Day River elder, James Selam, on a collaborative Native American Atlas project. Mr. Selam is a frequent visitor to the UW campus, where he lectures to Anthropology and American Indian Studies classes. James Nason is actively involved

with issues of repatriation and indigenous intellectual property rights throughout the United States and Canada. He also serves as a consultant to the national Museum of the American Indian. Eric Smith has conducted fieldwork among Inuit (Canadian Eskimo), addressing circumpolar environmental issues and political ecology. Gary Witherspoon continues his life-long involvement with Navajo culture, most recently collaborating with a Navajo artist in an analysis of the aesthetic principles that underly Navajo artistic expression. He is particularly proud of the success of his student, Dr. Wesley K. Thomas, a Navajo, who completed his doctorate in our program this year.

Contemporary U.S. Culture and Society

Increasing numbers of anthropologists are focusing on studies of the United States. By applying the methods and theoretical perspectives of Anthropology to this society, these scholars provide a fresh, often critical, take on familiar topics. Six of our faculty carry out some or all of their work in this country. Ann Anagnost focuses on critical approaches to the study of childhood as well as contemporary debates on the culture concept. James Green's research on death and dying and on aging both deeply engage students who find these topics relevant to their daily concerns. Devon Peña's political ecology research has documented several centuries of struggle by hispanic settlers in southeastern Colorado to maintain a sustainable pastoral system in the face of powerful political opposition. Lorna Rhodes' current work is entirely based in the U.S. Her work on institutions (psychiatric hospitals and prisons) and American medicine is used to help students connect everyday practices with the historical background and cultural frameworks of US society. Janelle Taylor is also a medical anthropologist with a focus on the cultural implications of contemporary medical technology in the United States.

Nationalism, Transnationalism, and Migration

The understanding of nationalism, transnational boundaries and migration, and the influence of colonial histories and postcolonial formations of power have become an important focus of Sociocultural Anthropology. Our faculty has important strengths in the areas of ethnicity, nationalism, and identity. Bilaniuk addresses post-Soviet nation-building, language and nationalism, tensions and transformations in the definition of ethnic groups, and impacts of globalization on national identities. Ferguson's work on the Yoruba political tradition within Nigeria addresses issues of colonialism, nationalism, and identity. Harrell has been conducting ethnographic and historical research on the relationship between minority peoples and the state in Southwest China for the last ten years. He argues that there is no one set of terms in which ethnic relations and ethnic identity are negotiated and communicated, but that each situation of ethnic contact gives rise to its own mode of ethnic interaction. Kahn has conducted research with Seattle's Pacific Islander communities (Hawaiian, Samoan, and Maori), in the context of the *Pacific Voices* exhibit, about sources and expressions of cultural identity for members of these diasporic communities. Lowe's research in the Togeian Islands examines social relations around the conservation of biological diversity; she is concerned with ethnicity, identity, and the nation. Her work is described in more detail under the Environmental Anthropology Program heading above. Sivaramakrishnan's work on environment and culture in India addresses relationships among identity politics, rapid changes in natural resource management, and impacts of globalization. His research is described in greater detail under the Environmental Anthropology Program heading above. Anagnost is concerned with minority politics and national identity in the Chinese state. Keyes has studied identity and ethnicity in several Southeast Asian countries throughout his career.

Institutions and Power

Recent work on concrete power relationships builds on critical theory and post-structuralism to question institutional contexts and the circulation of expert knowledges: Anagnost's work on the Chinese state and her recent work on the circulation of expert knowledge about children in both the US and China; Bilaniuk's work on the linguistic dimensions of institutionalizing power in Ukraine; Keyes' work on education in Thailand; Peña's work on labor relations and the mechanization of work in the semi-periphery, and Rhodes' work on institutions and medical diagnosis all contribute to an understanding of how institutional contexts constitute power and knowledge.

Medical Anthropology

Medical Anthropology is a vital and growing subdiscipline within Anthropology, crossing the borders between culture and nature, individual and institution, and rooted in numerous interdisciplinary links. Within Sociocultural Anthropology, Medical Anthropology developed by Rhodes introduce students to theory in the field, to comparative healing systems, and to a wide range of readings linking medicine and healing to interpretive, critical, and biocultural work across the discipline. These courses link not only to our own biocultural program, but also to other classes across the campus, in health services, nursing, medicine and social work. Green's courses on death and dying and aging extend our medical Anthropology offerings. Anagnost's course on the politics of reproduction and her course on the body develop links to medical Anthropology. With the arrival of Taylor we are able to expand medical Anthropology within the department, with additional courses in the technological aspects of medicine and in the politics of reproduction.

Language and Culture

Bilaniuk is a linguistic anthropologist/sociolinguist; she studies the role of language in constituting social relationships. In her work she examines how the status, function, and authority of languages are defined through interpersonal interactions and by institutional means. She also studies the role of language in nation building, in the definition of identities, and in gender relations, particularly in Ukraine and in the U.S. Hunn is a cognitive anthropologist, researching how people "know" the nature of the worlds in which they live. Specifically, he studies the semantics of environmental understandings, focusing on ethnobiological vocabulary and place names. He has contributed to the development of ethnobiological classification theory and conducts ethnographic work in Mexico (Maya, Zapotec) and among Native American peoples (Yakama, Dena'ina, Tlingit).

Environmental Policy and Justice

Hunn's interest in ethnobiology has an applied aspect. He has collaborated with Mr. Darryll Johnson of the Forest and Rangeland Ecosystem Science Center of the Federal Biological Research Service (which is housed at the U.W. in the School of Forestry) on a series of studies of Native American subsistence practice, in particular as these impinge on National Park lands in Alaska. Several Anthropology graduate students have been employed on these projects and have gained valuable field training in the process. Hunn has also testified in federal court as an expert witness in cases adjudicating Native American land and resource rights in the Pacific Northwest. Smith has collaborated with the UW's Russian, Eastern Europe, and Central Asia Studies Program to coordinate a workshop on the interface of indigenous rights, political ecology, and environmental problems in the circumpolar north. His recently initiated research on marine subsistence politics in Torres Strait, Australia, has supported two graduate research assistants. Smith intends to establish a long-term study in Torres Strait concerned with indigenous sea rights and resource co-management; one of his students is currently in the field there laying the groundwork for dissertation research on this topic.

Ethnographic Theory and Method

Ethnography is the detailed observation and recording of local formations of culture and society. The ethnographic method is central to Sociocultural Anthropology and is shared across widely differing theoretical perspectives. It is the historical foundation of our discipline and is, in some way, integral to all of our research. Today "ethnography" has become popular in a wide range of disciplines from communications and education to geography and medicine. We are able to offer students a rich historical and critical perspective on the ethnographic method. All of the sociocultural faculty have conducted extensive field work in other countries and/or in the US and bring skills in participant observation to their current research and teaching. Graduate students are introduced to ethnographic methodology in specific courses, while the method underlies much of our undergraduate teaching as students read a wide range of work based on, inspired by, or critical of ethnography. In some classes, students conduct small projects of their own, such as observing in public places, making field trips, or informal interviewing. The department's expertise in this area is widely

shared throughout the university, both with students from other departments and through the participation of our faculty as committee members, lecturers, and mentors to a wide range of students and other faculty.

Museum Anthropology

Harrell is interested in cross-cultural collaboration in the collection, presentation, and exhibit of ethnic arts, the process by which natives and outsiders combine to stimulate public understanding of culture and cultural interactions through educational displays. His Spring 2000 exhibit "Mountain Patterns: the survival of Nuosu culture in China" is a first attempt in this direction. Kahn, until the fall of 1999, has held a joint appointment as Curator of Asian and Pacific Ethnology at the Burke Museum. In that capacity, she served as lead curator for the *Pacific Voices* exhibit, which is about sources of cultural identity for peoples of Pacific Rim origin now living in the greater Seattle Area. The planning for the exhibit was an eight-year process involving close collaboration with 150 members of Seattle's Asian, Southeast Asian, Pacific Islander, and Native Northwest Coast communities.

3. Graduate Training in Sociocultural Anthropology

Graduate students in sociocultural anthropology must learn a wide range of skills, for in addition to the traditional academic disciplines of library research, writing and teaching, they must be able to conduct successful and ethical field research in unfamiliar social environments.

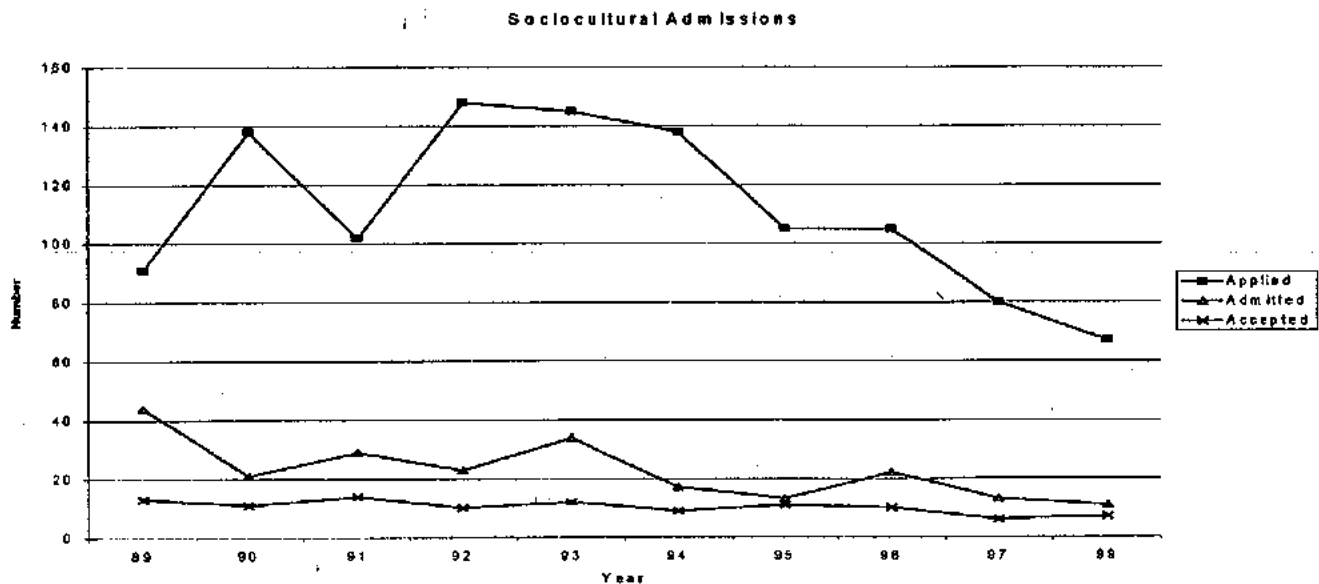
a) Admissions

Admission to the Sociocultural Anthropology Program is highly competitive. We receive numerous applications from graduates of the top undergraduate programs in the U.S.; many applicants have extension overseas experience and have been involved in anthropological research. The first part of Table 12 below shows the mean GPAs and GREs of all those applying for, granted admission, and those accepting offers for the last ten years. We begin with a well qualified applicant pool, admit the top students from that pool, but find that far too often the best applicants we admit decline our offer. In many of those cases, the reason given is that they have been offered financial support to attend a competing program. Nevertheless, in nearly every case our incoming class is above the average of the applicant pool for that year, often by a substantial margin. Figure 8 plots the numbers of applicants, admittees, and new students for the past 10 years. There has been a substantial decline in applications during that time. (Note that 1998 is not plotted, since a moratorium on new Sociocultural admissions was in effect that year due to the loss of three faculty at the end of the previous year.)

Table 14. Mean GPA and Mean GRE for Applicants & Admittees to the Graduate Program in Sociocultural Anthropology 1989-1998.

Year	Applicants: Mean GPA	Admittees: Mean GPA	New students Mean GPA	Applicants: Mean GRE	Admittees: Mean GRE	New students Mean GRE
1989	3.47	3.57	3.62	1710	1842	1712
1990	3.33	3.62	3.73	1770	2038	1991
1991	3.57	3.81	3.53	1830	1985	1954
1992	3.57	3.75	3.76	1820	2032	1974
1993	3.58	3.61	3.68	1760	1993	1942
1994	3.56	3.68	3.62	1800	1953	1632
1995	3.62	3.66	3.58	1820	1941	1794
1996	3.65	3.58	3.7	1800	2016	1877
1997	3.66	3.85	3.83	1740	1992	1906
1998	NA	NA	NA	NA	NA	NA
1999	3.67	3.81	3.9	1685	1976	1715
Averages	3.57	3.69	3.70	1774	1979	1849

Figure 8. Sociocultural Admissions



b) Objectives

The graduate program in Sociocultural Anthropology is designed to train students for successful careers in teaching, research, and service to the discipline of Anthropology and to the larger community. Unique to the Sociocultural Program is the strong emphasis placed on preparation and completion of intellectually sound, relevant, and ethical ethnographic research. Our ultimate objective is the production of new generations of outstanding professional anthropologists.

Classroom Training I. Core sequence: Graduate students are introduced to the program during an intensive one-year Core Course. This seminar, open only to Anthropology graduate students, is a systematic and rigorous exposure to key aspects of Sociocultural Anthropology.

1) The first quarter addresses evolution, ecology, and economics. These topics constitute a focus on the *infrastructure* of human societies. Key classical theorists include Charles Darwin and Karl Marx, which are read in the original. These theorists' perspectives are contrasted with recent anthropological applications and critical assessments of classical ideas, in particular, sociobiological analyses, political economy of global systems, and ethnoecological critiques of development.

2) The second quarter introduces students to the theoretical basis of social Anthropology. Students read classic social theorists, particularly Durkheim, Weber, and Freud, often in tandem with a close reading of classic ethnographies.

3) The third quarter focuses on interpretive issues and contemporary theoretical debates. Students are introduced to a variety of influences in current Anthropology such as hermeneutics, postmodern theory, and feminist theory. In this section students often read contemporary ethnographies and self-reflective work by contemporary anthropologists.

Core teaching rotates through the faculty, who develop their own coordinated courses within this general schema. In addition to grounding students in the discipline, the Core Course introduces them to the faculty and creates the opportunity for them to form a strong cohort, one that often lasts through graduate school and

beyond. All of our graduate cohorts include students from other countries, and most include students with masters degrees in professions such as social work and public health.

Classroom Training 2. Methods sequence: During their second year, students take a required two-course sequence on research methods. These classes include preparation for ethnographic field work (a variety of qualitative research methodologies), training in grant writing, and research ethics.

Classroom Training 3: Individualized coursework: Students work with their committees to develop individualized programs within the general requirements. Graduate seminars in the Department are wide-ranging, as noted in the first part of this document. In addition, graduate students take 400 level classes, particularly those in anthropological history and theory, and area courses. Graduate students benefit as well from classes and mentors in other departments ranging from Women Studies to Public Health.

Classroom Training 4: Language and statistics: While some students need only pass the minimal language requirement of the Department, others need intensive language preparation (see below). All graduate students must also take a statistics course.

Training for Teaching: The overall teacher training program of the Department is described elsewhere in this report. We should mention here that Sociocultural students benefit, not only from this training, but from the fact that they are the primary TAs for ANTH 100 (Introduction to Anthropology) a course that covers all four sub-fields. This prepares students to teach the four fields at the introductory level, something often expected of job applicants.

Training for Research 1. Mentoring: From their entry into the program graduate students are individually mentored to prepare them for and guide them through their field research. This may include language training, local "practice projects," working closely with a professor on his or her research, introductions to key individuals, visits from faculty to the students field site, and other help tailored to the students' needs.

Training for Research 2: Language Training: Students preparing for field work in non-English speaking areas take intensive language courses, often over two to three years. We are fortunate to be able to take advantage of the UW's extensive instructional programs in the languages of the countries where they conduct research, particularly Asian languages, including Chinese, Japanese, Korean, Thai, Indonesian, and Indian languages. There are also a limited number of fellowships for study in these areas, specifically FLAS fellowships and Jackson Fellowships for Chinese studies.

Training for Research 3: Research Proposal and Dissertation Colloquium: Students must write an acceptable research proposal for the Department before they are allowed to conduct their research. Often this is written in tandem with grant proposals. In addition, a colloquium is required at which the student presents the proposed research to the committee and the department. (check with Sandra on how many per year on average and get some sample titles).

Training for Research 4: Preliminary Field Visits: A brief preparatory field visit is highly beneficial for students planning to study abroad. Some students fund such visits out of their own pockets or through small grants. In 1991 the Sociocultural faculty and then-chair Dr. Eastman were successful in a competitive bid for a \$50,000 (to be used over five years) NIH Training Grant that funded preliminary field visits. During those years, 19 students received awards of approximately \$3000 each for summer visits to Africa, India, Taiwan, Thailand, Brazil, Mexico and other countries (one grant funded US-based study). Of these students, twelve have so far gone on to receive funding for their dissertation research from Fulbright, NSF, Wenner-Gren and other sources.

Training for Research 5: Field Research: Most students spend one to two years in the field. We prepare and expect our students to conduct ethically sensitive, methodologically effective, and theoretically informed research and to return prepared to write a publishable dissertation. (Anthropology dissertation titles are listed in Appendix C)

Training for Research 6: Dissertation Write-up: This is a period of a year or more of personal, time-intensive mentoring by the student's committee. Students are sometimes supported during this phase by dissertation fellowships, though some begin teaching careers at this point. Many former students continue to receive advice and attention from our faculty throughout their subsequent careers.

Training for Teaching: The overall teacher-training program of the Department is described elsewhere in this report. We should mention here that Sociocultural students benefit, not only from this training, but from the fact that they are the primary TAs for ANTH 100 (Introduction to Anthropology) a course that covers all four sub-fields. This prepares students to teach the four fields at the introductory level, something often expected of job applicants.

c) Placement

In recent years the sociocultural faculty has responded to the scarcity of faculty positions in anthropology by providing students with practical job-seeking support including practice job-talk sessions, help with applications and interviews, and informational sessions by the department's journal editors and former editors on publication. Despite the poor job market, our graduates hold faculty positions at Stanford, Duke, University of Minnesota, Syracuse University, the University of Washington, Sarah Lawrence College, Tufts University and other top-flight colleges and universities. Some of our international students have gone on to prestigious and influential positions in their home countries. In addition, some sociocultural students have made use of the department's connections to other university departments to acquire applied expertise enabling them to work in public health, nursing and other applied fields.

d) Looking Forward

The sociocultural graduate program is rigorous and effective in the training and placement of students and continues to improve its program. With the new hiring in sociocultural we have stepped into a future that has been several years in the making, with new course offerings, new synergy among our faculty, and the expectation that our current and future graduate students will develop new strengths as a result of these changes. Two areas, however, remain problematic.

1. Financial Support. Our students receive inadequate financial support. TAs, FLAS fellowships, dissertation fellowships, and other sources of funding are scarce and do not see students through more than a few quarters of their training. No systematic funding is provided by the University. As we have shown, we consistently lose good prospective students to universities that can provide more support. While our students' length of time to the Ph.D. is currently below the national average, even our best students may have their graduate careers lengthened as a result of outside work.

2. Gender Studies. While our recent search has resulted in three desirable hires, the area of feminist theory/gender studies is still inadequately represented on our faculty. This is an important area of interest for many of our students and a vital aspect of contemporary sociocultural anthropology nationally. We will work to find creative ways to address this gap by strengthening collaborative relationships with current faculty at the University, exploring the possibility of adding adjunct faculty in this area, and by cross-listing gender courses in other departments to make them more accessible to our students.

IV. RESPONSES TO CHANGE

(NOTE: Points A through G are discussed in more detail in Section II, particularly in subsections IIB and IID, and throughout Section III).

- A. How has teaching and learning changed in the last 10 years? What further changes are anticipated?**
B. How have new developments influenced teaching in our unit?

We have played a key role in instituting the Evening Degree Program at the University of Washington during the past decade and in staffing the Evening Degree Anthropology Major. To enhance the undergraduate educational experience we have developed a Departmental Honors Program and a number of undergraduate research opportunities. We have dedicated one faculty position at the rank of Senior Lecturer to Prof. James Green, a superior teacher, in order to maximize the effectiveness of Anth 100, our largest survey course. Prof. Green also plays a key role in our required training sequence for graduate students to prepare them for their roles as Teaching Assistants.

- C. How have research, scholarly, and creative activity in our unit been influenced?**

The discipline of Anthropology has changed significantly in the past decades to emphasize the fact that all human communities are profoundly affected by global economic, political, and cultural forces. We have responded to this sea change by shifts in faculty search priorities, in our graduate curriculum, and in our graduate programs. In particular, we call your attention to our revamped Biocultural Anthropology Program with its strong focus on the interaction of biological and cultural factors affecting contemporary human demographic parameters, nutrition, and health. Our new Environmental Anthropology Program brings together the professional expertise of a range of our faculty in all subfields to address what many consider the issue of the 21st century, avoiding global ecological catastrophe. Note also the continued success and modest growth of our Medical Anthropology focus. And we note also the shift in priorities within our Sociocultural Anthropology Program towards an emphasis on global social and cultural interactions and the impact of modern institutions.

- D. What changes do we anticipate in our service role?**

For the third time in the past 15 years, an Anthropology faculty member has joined the higher administration as a dean. Prof. Julie Stein will serve a five-year term as Associate Dean of Computing, Facilities, and Research in the College of Arts and Sciences. Our involvement in interdisciplinary efforts on campus continues and will continue to increase, in keeping with Anthropology's integrative intellectual mission. Our faculty will continue to serve on a range of College and University administrative and Faculty Senate committees and on national and international disciplinary bodies, and we will continue to make ourselves available to the community whenever our special expertise is needed. We remain open to new opportunities to enhance all these engagements.

- E. What are our strategies to meet the following changes?**

We plan to continue our existing strategy of continual, informal self-assessment and critique, which is most sharply focused when faculty positions must be replaced. We expect to participate actively in the University "conversation" President McCormick has announced, and that this will inspire enhanced departmental long-range planning efforts. The evolution of our faculty through the normal process of faculty turnover is, we believe, our most effective means to respond to the dynamic intellectual reality of the world today, since our program is defined by the collective interests and expertise of the faculty.

F. Demographic changes

As noted above, our active engagement with the Evening Degree Program is a response to the demographic shift toward a more mature undergraduate population and to the parallel demand for career re-structuring required by the dynamic Washington State economy. Anthropology, by virtue of our historic commitment to multicultural understanding, is well placed to address the needs of Washington State's increasingly ethnically diverse population. Recent hires -- facilitated in part by the President's Diversity Hiring Initiative -- have enhanced the ethnic diversity of our faculty and strengthened our ability to reach out to ethnic minority students.

G. Personal productivity

As demonstrated above, we have no unproductive faculty. However, we feel a new sense of common purpose and a new optimism about the potential of our Department to rise in the estimation of our peers around the country as a result of the recent transfusion of "new blood" in the person of six new faculty joining our program in the past year alone, and of several additional new hires in the past few years. All our new faculty are gifted, highly motivated, team players who will help lead us into the new millennium.

H. Analysis of faculty turnover and the "brain drain"

The Department of Anthropology has experienced very significant changes during the past decade. One obvious measure of this is faculty turnover. We listed 28 faculty in our 1989 self-study; of these only 13 are still on the faculty. Nine of the 1989 faculty have since retired (though two recent retirees continue to teach); six resigned, five of these to take better paid positions elsewhere (American University, University of Arizona, University of California, Berkeley, University of Hawaii, University of Michigan). Meanwhile, four junior faculty have come and gone. Of these, one was denied tenure (now tenured at the University of Colorado at Denver), while three accepted offers at Columbia University. The faculty today numbers 28, the same as in 1989, not counting two research assistant professors.

It is clear that we have suffered the effects of the "brain drain" that has plagued the University of Washington during the recent period of declining salaries in comparison with our peer institutions. This problem is not, of course, unique to our department. However, it is exacerbated by a parallel phenomenon of a "brain drain" among our graduate student applicants, which we have documented in detail elsewhere in this report. That is, the very best of our graduate student applicants frequently go elsewhere to accept offers of full scholarships. The loss of the best graduate students contributes further to the frustration of the faculty.

The 1999 faculty is somewhat more junior than was the case in 1989. Currently, we count nine assistant professors, six associate professors, 12 full professors, and one senior lecturer (not included in Table 13 below); compared to five assistants, nine associates, and 14 full professors in 1989. This bodes well for our future; as the current strong cohort of junior faculty will lead us in new directions, and be more responsive to current trends in the discipline than might otherwise have been the case. Particularly noteworthy is the fact that seven current faculty have strong environmental interests, compared to just four in 1989. Thus our Environmental Anthropology program, and the inter-subdisciplinary linkages it fosters, will give our program a high profile as among the leading Environmental Anthropology programs in the country.

The faculty is now somewhat more diverse with respect to both gender and ethnic minority representation than it was in 1989. Seven of 28 faculty (25%) in 1989 were women; today 13 of 28 (46%) are women. Nevertheless, female faculty are still disproportionately concentrated at the more junior ranks. In 1989, four of seven (57%) female faculty were assistant professors, compared to just 18% of total faculty at that rank. Today six of 13 (46%) female faculty are at the assistant professor rank, compared to 36% of all faculty at that rank.