Department Highlights

* Highly productive and award-winning faculty in teaching, research, and service
  • 5 Higuchi award winners; Sol Tax Distinguished Service Award; Wellcome Medal and Award of the Royal Anthropological Institute; five W.T. Kemper Fellowships for Teaching Excellence; more
  • $6.5 million in grants awarded in the five-year period of the external review (06-09)
  • publication of 16 books, 13 edited volumes, 52 book chapters, 116 journal articles, and 37 applied project reports during the external review period
* 21 faculty scholars overseeing the work of ~80 graduate students means close working relationships and careful attention to training
* BA, BGS, MA, and PhD degrees
* 4-field approach to the study of anthropology provides broad training in studies of the human experience at all times and places from multiple subdisciplinary perspectives
* Research and teaching in natural sciences, social sciences, and humanities
* Expertise in areas such as global health, the food industry, technology and society, development, affective economies, language preservation in Africa and Asia, genetics and polyandry, Neanderthals, Precolombian and Old World archaeology, and societies and cultures in Africa, Asia, Europe, Latin America, and North America
* Excellent laboratories in archaeology and genetics; a new lab under development in digital media applications to teaching and research
* Close association with the Archaeological Research and Ethnographic Collections
* Anthropology track MA available in Museum Studies
* 4 field schools in cultural anthropology, archaeology, and geoarchaeology add hands-on experience beyond the classroom
* Weekly brownbag series in student and faculty research
* Teaching and research assistantships in support of graduate students
* Scholarships and research assistantships in support of graduate students
* A funded lecture series
* Undergraduate and Graduate Student Anthropology Associations
Anthropology at KU: Self-Study and Long Range Plan

Department of Anthropology
The University of Kansas
Lawrence, KS

Anthropology Statement of Purpose:

…to explain the diversity of humanity.

December 9, 2009
INTRODUCTION

Of all the fields that study humans, only anthropology is concerned with humans at all times and places and from multiple subdisciplinary perspectives. Anthropology is the study of the human experience in any society of the globe, at any time period from the Pleistocene to contemporary urban life, understood as the result of interactions among cultural, biological, linguistic and environmental phenomena. This ideal of holism is the leading paradigm of the discipline, and it is the rationale for our four-field approach in the KU Department of Anthropology. Thus we explore and teach about wide-ranging issues and problems:

- working conditions on the killing floors of Kansas meatpacking plants;
- when and why people died of smallpox in the Åland archipelago, Finland;
- how eco-tourists affect the livelihoods of Afro-Carib families in Costa Rica;
- the jurisprudence of the Christian Right;
- genetic evidence for the peopling of Polynesia;
- human ecology in tropical forest environments of Costa Rica;
- the evolutionary implications of AK47s in the hands of pastoral nomads of Uganda;
- mapping genes associated with the latent form of adult autoimmune diabetes;
- post-colonial Algerian conflict between the state and Islamic political movements;
- the evolution of fossil Europeans, with a focus on Neandertals;
- correlating the disappearance of water and language at the crossroads of Incoastal adaptations in the Middle and Upper Paleolithic of the south Adriatic region;
- how Honduran and Guatemalan Ch’orti’ reconstruct identity from los indios to los Maya;
- geoarchaeological research into the prehistoric peopling of the Great Plains;
- violence and advocacy in the Peruvian Amazon;
- how access to pharmaceuticals shapes the lives of women living with HIV in Africa;
- commodification of desire in Japanese host clubs;
- the roles of anthropologists in asymmetrical conflicts;
- community and identity among new African immigrants in Kansas;
- variability in Paleoindian land use patterns in the Great Plains;

SAMPLE RESEARCH SITES OF KU’S ANTHROPOLOGY FACULTY
## A SAMPLE OF THE LONG SPECTRUM OF TIME COVERED BY FACULTY IN THE DEPARTMENT OF ANTHROPOLOGY

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Event/Research Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 million BP</td>
<td>3 million years ago to the present: Hofman on ancient to today’s hunters and gatherers</td>
</tr>
<tr>
<td></td>
<td>1.8 million – 2000 yrs ago: Radovanovic on prehistoric societies in Europe</td>
</tr>
<tr>
<td>1 million BP</td>
<td>1 million years ago: Frayer on fossil Europeans</td>
</tr>
<tr>
<td></td>
<td>2000 years ago: Mandel on peopling of the Great Plains</td>
</tr>
<tr>
<td></td>
<td>3200 years ago: Redd on Polynesian origins</td>
</tr>
<tr>
<td></td>
<td>3000 years ago: Hoopes on ancient mesoamerica</td>
</tr>
<tr>
<td></td>
<td>2000 years ago to 2010: Janzen on Western equatorial Africa</td>
</tr>
<tr>
<td></td>
<td>900 to 2010: Dwyer-Turkid, Mongolic and Sinitic languages</td>
</tr>
<tr>
<td>1000 CE</td>
<td>1300 to present: Gibson on the evolution of capitalism</td>
</tr>
<tr>
<td></td>
<td>~1500 to present: Metz on Ch’orti’ Maya; Janzen on Mennonite migrations and settlements</td>
</tr>
<tr>
<td>1700 CE</td>
<td>1750-1950 Mielke on Aland Islands</td>
</tr>
<tr>
<td>1800 CE</td>
<td>1800-present: Hanson on French Polynesia and New Zealand Maori; Radovanovic on archaeology, nationalism, and ethnicity</td>
</tr>
<tr>
<td></td>
<td>1830s-present: Stull on Kickapoo and Potawatomi Indians</td>
</tr>
<tr>
<td>1880 CE</td>
<td>1880-present: Gibson on U.S. natural resource management</td>
</tr>
<tr>
<td></td>
<td>1900-present: Hanson on the U.S.</td>
</tr>
<tr>
<td>1980 CE</td>
<td>1980-present: Stull on the U.S. industrial food system</td>
</tr>
<tr>
<td></td>
<td>1997-present: Redd on genetics and polyandry in the Indian Himalayas</td>
</tr>
<tr>
<td>2010 CE</td>
<td>2009-14: Gibson on Kansas farmers’ land use and decisions to grow biofuel crops</td>
</tr>
</tbody>
</table>

Anthropology in the 21st century is, as one author has described it, a science “on the front line” of global cultural and environmental transformations. The anthropological lens at KU is pointed at the *worldwide* interface between humans and their rapidly changing social and physical environments. The anthropology faculty employ multiple theoretical, technological, methodological, and cultural perspectives to address these concerns. Anthropology’s working paradigms are global and interdisciplinary; its theories are both broad and complex; and its principal methodologies are comparative, qualitative and quantitative, and population-based.

Anthropology has clearly articulated and clarified the facts of human biological and cultural evolution as the basis for human biological and cultural variation; the constructions and contestations of culture as driving forces in the whole of human experience; the biological, environmental, and behavioral consequences of culture change; and the dynamic relationships that exist between diverse peoples and their changing environments.

Anthropology is strongly committed to the advancement of human self-knowledge, cross-cultural understanding, and human rights.

This report describes the department as it is today, considers the challenges we face, envisions the department we hope to become, and lays out the resources we will need to achieve our goals.
OUR MISSION

The Department of Anthropology fosters and advances excellence in teaching, research, and public service within the state of Kansas and throughout the world. As a department, we are committed to the study of human cultural, linguistic, and biological variation. We are concerned with both the contemporary expressions and evolution of this variability, and we have adopted the “four-field approach”—a pedagogical framework linking the theoretical foundations, research strategies, and interpretive methods of anthropological archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. We insist that our students acquire a solid grounding in these approaches to understand human interactions and human affairs in a world where long-standing boundary markers between countries, cultures, and ethnic groups have been negated or redefined. Our emphasis on integration and diversity is reflected in the composition of our department’s faculty and their dedication to training students.

Our mission contributes significantly to the College of Liberal Arts and Sciences' aim of developing "a citizenry that is broadly informed and capable of critical appraisal." Anthropology's breadth—and its centrality to education in the liberal arts and sciences—is clearly demonstrated in the College's principal-course distribution requirement. Anthropology also makes a unique contribution to the educational mission of the College in the important area of the nonwestern culture requirement. Our courses develop a citizenry that is broadly informed and capable of critical appraisal and that can locate or develop fundamental knowledge in a wide variety of fields. Appendix I describes relationships between the Department of Anthropology and other programs, centers, and departments.

Education at the graduate level brings students to the frontiers of current knowledge in the discipline of anthropology and prepares them to become independent contributors to that knowledge. We engage graduate students as collaborators in producing and disseminating knowledge while promoting their independence as scholars, teachers, and productive citizens. We educate students to think critically, to communicate with precision, to work ethically, and to develop sensitivity to different cultures. We further educate students to acquire the skills needed in a complex technological world, while also developing interests that stimulate life-long learning.

Scholarly research is a pillar upon which the overall mission of the university stands. As part of our mission, we expect our faculty to engage actively in original research; seek extramural support for research; present findings to professional audiences and the general public; and publish in scholarly venues and popular outlets. We encourage our graduate students to develop necessary research and writing skills, to participate in faculty research, and we actively support them as they develop their own research and writing projects.
DEPARTMENT STRUCTURE

Our department operates as a collective for administrative, managerial, hiring, and curricular decision making; as a set of subdisciplines that oversee graduate and undergraduate degree programs and teaching; and as individuals who pursue particular research interests. There is overlap, of course, that integrates these levels—research informs teaching and the curriculum, for example—and vests individuals with collective responsibilities and identity. At present, we have 4 faculty members representing 3.1 FTE in archaeology; 4 faculty members in biological anthropology representing 2.75 FTE; 1 full-time faculty member in linguistic anthropology; and 11 faculty members representing 8.5 FTE in cultural anthropology.

THE FACULTY

KU hired its first anthropologist in 1937, the preeminent scholar Loren Eisley. By the time the department was founded in 1964, that number had grown to seven. Faculty size increased to 18 in the early 1970s. In Spring 2000, the anthropology faculty numbered 16, but totaled only 15.5 FTEs. This pattern is explained by faculty service and interdisciplinary affiliation with other departments and programs. We now have 20 tenured or tenure-track faculty members with only 15.35 FTEs. Two members, Frayer and Moos, are on five-year phased retirement; four are affiliated with other programs; and one is serving as interim associate dean of the College. Most of the faculty are in mid- to late career. Eight are professors; six are associate professors; and six are assistant professors.

Productivity

We have a productive faculty. In the last five years (2006-2009), faculty members have published 16 books, 13 edited volumes, 52 book chapters, and 116 journal articles. We have also produced 37 applied project reports.

Faculty have served as presidents of national and international professional organizations such as the Human Biology Association, the American Association of Anthropological Genetics, and the Society for Applied Anthropology. In addition, faculty have held editorships for key scholarly journals: Human Biology, Cultural Survival Quarterly, Geoarchaeology, Human Organization, and Culture & Agriculture.

We have received grants from many sources including the National Science Foundation, the American Diabetes Association, the Volkswagen Foundation, the U.S. Department of Education, the National Endowment for the Humanities, the U.S. Geological Survey, the National Oceanic and Atmospheric Administration, the Kansas Historical Society, and the National Park Service. The value of grants funded during this five-year period is approximately $6.5 million.
**Awards**

The faculty of the Department of Anthropology is also an award-winning faculty in teaching, research, and service. Among the many awards received in recent years, five have won prestigious Higuchi awards: four as recipients of the Balfour S. Jeffrey Award for Research Achievement in the Humanities and Social Sciences; one for the Irvin Youngberg Award for Research Achievement in the Applied Sciences. We also have on our faculty a recipient of the Sol Tax Distinguished Service Award presented by the Society for Applied Anthropology, the Wellcome Medal and Award of the Royal Anthropological Institute, and five recipients of W.T. Kemper Fellowships for Teaching Excellence.

**Faculty Connections**

Faculty in the department make significant contributions to other departments, programs, and centers on campus. The department currently has three cultural anthropologists, one biological anthropologist, and an archaeologist affiliated with the Center for Latin American Studies. We also have three faculty affiliated with the Center for Russian, Eastern Europe and Eurasian Studies, four with the Center for African Studies, five biological anthropologists with the Human Biology Program, and five work with and offer courses in support of Global Indigenous Nations Studies (GINSP). The contributions of archaeology faculty to the Archaeological Research Center (ARC) of the Biodiversity Institute (Hofman, Hoopes, Radovanovic) are illustrative. These involvements include the former director of African Studies who currently directs the anthropology track of the Museum Studies Program (Janzen), the director of the ODYSSEY program (Mandel), and the director of Global Indigenous Nations Studies (Hoopes). As the figure below illustrates, the department of anthropology is well-connected on campus.
## The Roster
The following table of faculty members shows title and areas, both topical and geographic, of specialization.

<table>
<thead>
<tr>
<th>Name and rank</th>
<th>Subdiscipline</th>
<th>Topical and area specializations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Crawford, (Professor)</td>
<td>Biological anthropology</td>
<td>Anthropological genetics, demography, biological bases of human behavior and primate genetics, genetics of twins; Central America, Caribbean, Europe.</td>
</tr>
<tr>
<td>Bartholomew C. Dean (Associate</td>
<td>Cultural anthropology</td>
<td>Social anthropology, critical theory, kinship, political anthropology, exchange, symbolic forms, social change and development, human rights, advocacy, material culture; Amazonia, lowland South America.</td>
</tr>
<tr>
<td>Arienne M. Dwyer (Associate</td>
<td>Linguistic anthropology</td>
<td>Linguistic anthropology, typology, field methods, media archives, endangered language documentation; China and Central Asia.</td>
</tr>
<tr>
<td>(Professor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David W. Frayer (Professor)</td>
<td>Biological anthropology</td>
<td>Paleoenthropology, human osteology; Old World prehistory.</td>
</tr>
<tr>
<td>Jane W. Gibson (Associate</td>
<td>Cultural anthropology</td>
<td>Applied cultural anthropology, conservation and development, consumption, neoliberalism, globalization, visual anthropology; Central America and the U.S.</td>
</tr>
<tr>
<td>(Professor; Acting Chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandra J. Gray (Associate</td>
<td>Biological anthropology</td>
<td>Human population biology, human growth and development, maternal and child health and nutrition, reproductive ecology, nomads; East Africa.</td>
</tr>
<tr>
<td>(Professor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majid Hannoum (Assistant</td>
<td>Cultural anthropology</td>
<td>Cultural identity, political modernity, violence and the state, comparative historiography and memory, mythology and folklore, social theory, (post) colonialism; Egypt, North Africa, and France.</td>
</tr>
<tr>
<td>(Professor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Allan Hanson (Professor)</td>
<td>Cultural anthropology</td>
<td>Semiotics, world view, social theory; Polynesia and the U.S.</td>
</tr>
<tr>
<td>Jack L. Hofman (Associate</td>
<td>Archaeology</td>
<td>Hunters and gatherers, evolutionary ecology, lithic technology and analyses, peopling of the New World; Plains, and Eastern North America.</td>
</tr>
<tr>
<td>Professor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John W. Hoopes (Associate</td>
<td>Archaeology</td>
<td>Cultural ecology, ceramic analysis, method and theory; Mesoamerica, Southern Central America, and South America.</td>
</tr>
<tr>
<td>(Professor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John M. Janzen (Professor):</td>
<td>Cultural anthropology</td>
<td>Medial anthropology, social organization, comparative medical and health systems, religion, symbol systems; Central Africa and Euro-American Mennonites.</td>
</tr>
<tr>
<td>Rolfe D. Mandel (Professor)</td>
<td>Geoarcheology</td>
<td>Landscape evolution, fluvial geomorphology, soils; Great Plains, mid-continent North America, and the Near East.</td>
</tr>
<tr>
<td>Brent Metz (Assistant Professor)</td>
<td>Cultural anthropology</td>
<td>Indigenous ethnicity, ethno-development, ethnographic representation; Ch’orti’, Maya, Mesoamerica, and the U.S.</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Affiliation</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>James H. Mielke</td>
<td>(Professor)</td>
<td>Biological anthropology; Population structure, demographic anthropology and historical epidemiology; Finland.</td>
</tr>
<tr>
<td>Felix Moos</td>
<td>(Professor)</td>
<td>Ethnology and applied anthropology; Culture change and development, comparative value systems, ethnic conflict; East and Southeast Asia, and the Pacific.</td>
</tr>
<tr>
<td>Ivana Radovanovic</td>
<td>(Associate Professor)</td>
<td>Archaeology; Hunter-gatherers and early food producers, material culture and belief systems in archaeology, historical and political contexts of archaeological interpretation, lithics; Old World, Europe, especially southeastern Europe and Mediterranean.</td>
</tr>
<tr>
<td>Alan Redd</td>
<td>(Assistant Professor)</td>
<td>Biological anthropology; Human evolutionary genetics, population genetics, DNA forensics; Pacific Islands, Indian Subcontinent.</td>
</tr>
<tr>
<td>Kathryn A Rhine</td>
<td>(Assistant Prof)</td>
<td>Cultural Anthropology; Anthropological demography, HIV/AIDS, chronic illness, pharmaceuticals, gender, kinship, Sub-Saharan Africa, Nigeria.</td>
</tr>
<tr>
<td>Donald D. Stull</td>
<td>(Professor)</td>
<td>Cultural anthropology; Ethnic relations, rapid-growth communities, modern agriculture and food processing; contemporary Great Plains, Upper South, North American Indians.</td>
</tr>
<tr>
<td>Akiko Takeyama</td>
<td>(Assistant Professor)</td>
<td>Cultural anthropology; Feminist anthropology, sexuality and class, subjectivity and the body, neoliberal globalization; Japan and East Asia.</td>
</tr>
</tbody>
</table>

In addition to this list, faculty from other departments and institutions hold affiliations with the Department of Anthropology. See Appendix II for a listing of these affiliates.

**Faculty Challenges**

Faculty turnover through new hires and retirements make the distribution of teaching responsibilities an important topic for discussion in the department. In particular, the teaching of core courses required of undergraduate and graduate students will benefit from their rotation among faculty members. To facilitate the effective transfer of teaching responsibilities, senior faculty who teach them have begun to mentor junior and mid-level faculty who will teach these courses in the future.

Faculty FTE has remained fairly constant while the number of graduate students has increased significantly. This has increased the demands on faculty time with only the appearance of departmental growth. Also, unequal distribution of faculty among subdisciplines already affects our ability to meet undergraduate and graduate teaching responsibilities, a problem exacerbated by faculty commitments to other programs and departments, and one that will be worsened by future retirements of nearly a third of our faculty over the next ten years. Therefore, we see our ability to maintain effective coverage of core undergraduate and graduate curricula, and to maintain our four-field approach to anthropology as the primary current and future challenges for the faculty.
While college professors are no longer required to retire at age 70, we nevertheless use this age as our best means of projecting future retirements as shown in this table.

<table>
<thead>
<tr>
<th>Decade of projected retirement at age 70</th>
<th>Number of retirements</th>
<th>In Phased Retirement</th>
<th>Estimated time of retirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2029</td>
<td>6</td>
<td></td>
<td>Gray (2021), Radovanovic (2021), Mandel (2022), Gibson (2024), Hofman (2024), Hoopes (2029)</td>
</tr>
<tr>
<td>2030-2039</td>
<td>6</td>
<td></td>
<td>Dwyer (2030), Hannoum (2030), Dean (2033), Metz (2034), Redd (2034)</td>
</tr>
<tr>
<td>2040-2049</td>
<td>1</td>
<td></td>
<td>Takeyama (2040), Rhine (2050)</td>
</tr>
</tbody>
</table>

**DEPARTMENT SUPPORT STAFF**

One senior administrative associate (Carol Archinal) serves as the chair's secretary; is responsible for purchasing, accounting, and payroll; handles grants and faculty travel; supervises office staff; and performs various administrative duties for faculty, staff, and graduate students. A second senior administrative associate (Judy Ross) serves as graduate secretary, handling related records, correspondence, graduate program reporting to the College, and inquiries from prospective graduate students as well as those in the program. She is also responsible for the day-to-day activities of the department's front office—answering the phone, and serving the clerical needs of faculty, graduate students, undergraduates, and "walk-ins." Our 75%-time administrative associate (Kathleen Womack) is primarily responsible for our undergraduate program. She schedules the department's courses, assigns rooms, places textbook orders, handles adds and drops, and facilitates all other dimensions of our undergraduate program. On a daily basis, she also answers the phone, answers student questions, and serves the clerical needs of the faculty.

These three university support staff members serve the needs of 20 faculty, 13 GTAs, 3-5 GRAs (depending upon grants), 81 graduate students, and about 200 majors and minors.

**Staffing Challenges**

The growth of faculty and students in the department has outpaced increases in support staff. In addition, staff workloads have increased significantly as responsibilities from the College have been relocated to the department. The table below shows that faculty FTE and undergraduate demand on staff have remained fairly stable. However, the relatively constant FTE of faculty
does not reflect the increased number of department faculty members, many of whom, as noted above, are half-time or less in anthropology. This increase in the number of faculty members, combined with substantial growth in the number of graduate students, significantly increases workloads with no commensurate increase in staff numbers and faculty FTE.

DEPARTMENT GOVERNANCE

Officers

The department is administered by the chair whose responsibilities include, but are not limited to, making decisions concerning budgetary matters; making recommendations for merit salary raise in accordance with procedures adopted by the faculty; allocating space; coordinating departmental activities; and recommending officers and members of departmental committees, taking into account an individual's willingness to serve and subject to approval by the faculty at the beginning of the fall semester. Committees often include a representative of each of the subdisciplines.

Associate Chair: offers assistance and support to the chair.
Graduate Coordinator: chairs the Graduate Committee (see below) and reports its activities to the faculty at departmental meetings.
Undergraduate Coordinator: chairs the Undergraduate Committee (see below) and reports its activities to the faculty at departmental meetings.

Curriculum and Scheduling Coordinator: chairs the Curriculum and Scheduling Committee and reports committee activities at departmental meetings.

Museum Studies Anthropology Track Coordinator: advises Museum Studies students in the anthropology track regarding courses in the department.

Editor, University of Kansas Publications in Anthropology: oversees development of monographs from initial proposals to publication.

Term of office for these assignments is one academic year, with the exception of the editor of the University of Kansas Publications in Anthropology.

Committees

To assess the performance of faculty every Spring, the department appoints a Faculty Evaluation Committee. The members of this committee are selected alphabetically on a rotating basis and serve for two years. Faculty not in residence serve their terms upon return.

The department also maintains several standing committees to carry out its work on behalf of students and faculty.

The Graduate Committee is made up of three faculty members and one graduate student. Its responsibilities are to oversee the graduate program, including, but not limited to, admissions and progress toward degree.

The Undergraduate Committee is made up of three faculty members, one graduate student, and one undergraduate student. This committee oversees the undergraduate program with special attention to advising undergraduate students. It also oversees the distribution of awards from the Carroll D. Clarke fund.

The Curriculum and Scheduling Committee includes three faculty members, one graduate student, and one undergraduate. Its responsibilities are to manage course offerings by the department, to facilitate the formal modification of existing courses and creation of new ones, and to see that students’ needs are met through the scheduling of course offerings each semester.

The Editorial Committee of the Kansas University Publications in Anthropology consists of three faculty members and a graduate student. This committee publishes monographs on subjects of interest to anthropologists.
Governance Challenges

Faculty members are overtaxed with administrative demands so that some responsibilities are left relatively unattended. One example is the lack of oversight, development of operational procedures, and management of the department Web site. Students increasingly rely on Web sites when searching for schools and programs, so the quality of our digital representation directly affects our ability to recruit to our programs.

In addition, demands on faculty time have increased so that critical program elements may not receive timely review and update. Indeed, periodic programmatic review and modification of departmental goals and long-range plans are difficult to accomplish on a regular basis. Such reviews enhance our ability to recognize and stay on track in pursuit of shared goals.

Anticipated faculty retirements will present serious challenges for governance over the next ten years. Already, some subdisciplines are underrepresented on departmental committees because there are too few faculty members within them (linguistic anthropology) and because faculty take sabbaticals and reduce their departmental commitments by assuming new duties elsewhere on campus (archaeology and biological anthropology).

OUR TEACHING MISSION

Our department's dedication to anthropological holism produces well-rounded and well-trained graduates from both the undergraduate and graduate programs. It also contributes significantly to the College of Liberal Arts and Sciences' aim of developing "a citizenry that is broadly informed and capable of critical appraisal" by providing a liberal education (University of Kansas Undergraduate Catalog, 2008-2010:48). In addition, the department is committed to and contributes to the six Goals of General Education of The University of Kansas.

Anthropology is the only department with offerings in each of the College's three main divisions: humanities, natural sciences and mathematics, and social sciences. In all we offer 14 principal courses listed in Appendix III. Other departments often rely on GTAs and part-time instructors to teach many of their principal and introductory courses. We insist that these vital introductory courses be staffed by regular tenured and tenure-track faculty.
Anthropology serves the educational mission in another important area: the nonwestern culture requirement. Our department offers 26 nonwestern culture classes (See Appendix III).

Undergraduate majors must complete 27-30 credit hours for a bachelor's degree in anthropology. Requirements consist of an introductory course in each of the four subfields and five upper-level courses spread across the discipline. Undergraduates leave KU broadly trained and ready to pursue advanced training in any of anthropology's subfields. We also offer excellent training for students who wish to pursue careers in fields such as law, medicine, and international business.

Graduate students seek out our department because of the faculty and their expertise in certain topical areas and geographic regions. Nevertheless, we require incoming master's students and many doctoral students to complete a core curriculum that ensures they are well grounded in the history of anthropology and possess current knowledge in archaeology, biological and cultural anthropology, as well as the research methods most pertinent to their subfield. New graduate students often tell us they chose KU because our program mandates a holistic educational foundation upon which to base their specialized advanced training.

We confer, on average, 52 BA degrees per year (range 37-66). The number of graduate degrees awarded is presented below under Graduate Programs. The number of students pursuing degrees, both undergraduate and graduate through 2008, averaged 255 students per year (see the table below)

<table>
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<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BA &amp; BGS</td>
<td>192</td>
<td>214</td>
<td>207</td>
<td>196</td>
<td>183</td>
<td>178</td>
<td>176</td>
<td>191</td>
<td>192</td>
<td>N/A</td>
</tr>
<tr>
<td>Minor</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
<td>14</td>
<td>12</td>
<td>11</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>MA</td>
<td>26</td>
<td>32</td>
<td>37</td>
<td>29</td>
<td>28</td>
<td>38</td>
<td>40</td>
<td>42</td>
<td>34</td>
<td>53</td>
</tr>
<tr>
<td>PhD</td>
<td>18</td>
<td>21</td>
<td>20</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>22</td>
<td>29</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td>268</td>
<td>266</td>
<td>263</td>
<td>247</td>
<td>252</td>
<td>248</td>
<td>262</td>
<td>255</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1Source: DEMIS (OIRP) 9/2009 and Departmental Records

Undergraduate Program

Students at KU may receive a BA in anthropology. (The BGS is no longer available to anthropology majors.) The Undergraduate Program in Anthropology is designed to meet the needs of those students who are interested in the behavior and evolution of the human species from a holistic perspective.

The number of declared majors, shown in the histogram below, has ranged from 145 to 207, with an average of 185 students over the last decade. The large majority (84%) of anthropology majors are residents of the state of Kansas. Minority representation reached a high of 11% in 2008 and averaged 8% during this period. Approximately 60% of our students are female. Anthropology continues to attract a large number of undergraduate students.
Since anthropologists approach *Homo sapiens* from archaeological, biological, cultural, and linguistic perspectives, all students are required to take courses in each of these areas. A broad grounding in the primary subdisciplines of anthropology is especially desirable for those majors planning graduate work, since master’s programs have generally remained committed to requiring training in all subdisciplines, while MA theses and PhD dissertations emphasize expertise in one subdiscipline. The curricular sequence for a major in anthropology, accordingly, requires students to choose courses in each subdiscipline while providing as much choice as possible between courses in each category. At the same time, students can take up to 13 credits beyond the required 27 credits and still count them toward their bachelor’s degree, which allows them to begin specialization at the BA level. Undergraduate majors planning to do graduate work are encouraged to enroll in an upper-level seminar.

The Department of Anthropology also offers opportunities for student participation in field schools and independent study (and a senior honors thesis) under faculty direction.

See Appendix IV for degree requirements in Undergraduate Anthropology.

**Honors in Anthropology**

Students who pursue honors in anthropology identify a faculty member with whom to work on an advanced research project. This project requires 3-6 hours of courses involving research and writing in addition to requirements for the major. Based on this research, students complete an honors thesis, which is bound and placed in the departmental thesis library.
Undergraduate Involvement in Research

The Department of Anthropology believes strongly that the teaching of anthropology should include direct student involvement in research. Undergraduates may take a maximum of three (3) hours work in ANTH 496 READING AND RESEARCH for credit in the major. Students are encouraged to participate in fieldwork or laboratory research opportunities and may be involved in faculty research projects.

Some classes make use of the ethnographic and archaeological collections housed in the Spencer Museum of Art and the Archaeological Research Center of the Biodiversity Institute. Archaeological fieldwork involving excavation and survey provides practical experience in techniques of archaeological data collection and analysis. Funding for undergraduates is regularly offered through the ODYSSEY program and through the Archaeological Research Center. Similarly, the Laboratory of Biological Anthropology and the primate/hominid cast collections in the department provide opportunities to students who are interested in pursuing topics in biological anthropology. Cultural field research opportunities occur through faculty-led field schools, most recently in Costa Rica and Peru, and on a project basis offered to advanced undergraduates.

Undergraduate Degrees Conferred

The table below shows anthropology undergraduate degree counts and student demographics. We have conferred, on average, 51 bachelor’s degrees per year since 1999. Of note is that our students tend to take closer to five years than four to finish their degrees. Many students work while going to school, and many do not learn of anthropology until they are well into their undergraduate programs.

ANTHROPOLOGY UNDERGRADUATE DEGREE COUNTS

**Encouraging Undergraduate Merit**

The Department of Anthropology further encourages its outstanding undergraduates through several merit-based awards. The Harley S. Nelson Family Fund Scholarship in Anthropology provides a $1000 scholarship to an anthropology junior who has an outstanding record of academic achievement overall and in the major. The Mark Kappelman Award provides $500 to $750 to encourage and assist outstanding undergraduate students majoring in anthropology to do archaeological fieldwork. The Dahl Outstanding Undergraduate Student in Introductory Anthropology Classes Award gives a cash award to the top student in each of the subdisciplinary introductory courses. The Dahl Outstanding Senior Honors Thesis in Anthropology Award rewards the author of the best senior honors thesis each Spring semester.

**Undergraduate Program Challenges**

In anthropology, cross-cultural training includes the study of languages. While the university offers a BGS degree without the language requirement, the department of Anthropology finds this counter to our fundamental goal of cross-cultural understanding. In November 2009, we eliminated the BGS as an option in anthropology.

With so few faculty members in some subdisciplines, we are also challenged to offer an adequate array of courses our undergraduates need to fulfill degree requirements. We are also challenged to provide lab and field training opportunities given limited faculty availability to do so.

Undergraduates enjoy few opportunities to work with equipment in support of research and class projects. Department microscopes and video cameras, for example, are in short supply and, because of the expense of replacement, are reserved for upper-level class use.

The Undergraduate Anthropology Association is poorly funded. Furthermore, use of the money the organization receives from the Student Senate is restricted. Many opportunities for speakers, field trips, conferences, and other activities that contribute to the educational mission of the university are missed because of the UAA’s restricted and limited funding.

The department currently has no systematic procedure to assess the effectiveness of our anthropological training of undergraduates.
GRADUATE PROGRAMS

Structure

The Graduate Program in Anthropology at the University of Kansas provides formal training in all areas of anthropology. While students are expected to meet the requirements of at least one of the subdisciplines, interdisciplinary work is encouraged. Students often work with faculty having diverse areas of expertise.

Students may earn MA and PhD degrees in the following areas:

Archaeology: Anthropological approaches to paleoenvironmental studies, geoarchaeology, symbol systems, lithic and ceramic studies of prehistoric societies of the Americas, Europe, and the Near East.

Biological Anthropology: Anthropological genetics, historical demography and epidemiology, molecular genetics, human osteology, forensic DNA, paleoanthropology, human growth and development, maternal and child health and nutrition, populations in the Americas, Eurasia, East Africa, Pacific, and India.

Linguistic Anthropology: The social contexts of language, language documentation and revitalization, language ideology, language and power, media archiving and data interoperability. Particular strengths exist in Central and East Asia.

Cultural Anthropology: Applied anthropology, economic anthropology, ecological anthropology, feminist anthropology, historical anthropology, medical anthropology, political anthropology, social organization, symbolic anthropology, Africa, East Asia, Middle East, the Pacific, and the Americas.

Appendices V, VI, and VII show graduate program requirements for archaeology, biological anthropology and cultural anthropology. To date, degrees in linguistic anthropology have been subsumed under cultural anthropology.

Standards and Growth

By the mid-1990s our graduate program was experiencing steady increases in applications and an increasing percentage of attendance by those we accepted. To stabilize our graduate enrollments, we tightened admissions standards and turned away qualified applicants whose needs we could not serve. Several faculty members have set limits on the number of graduate students they will advise and take on new students only as current ones graduate. Students are not admitted unless a faculty member is willing to serve as the initial advisor.

Our efforts have been successful. The three tables below profile our graduate admissions and enrollments.
Average GPA of New Incoming Graduate Students

Graduate School Admission Data for the Master’s Degree
These tables reveal a healthy, well-regarded program. Over the period reviewed above, Anthropology accepted 46 percent of those students who applied to our MA program and 60 percent for our PhD program. Of those applicants who were admissible, 34 percent of the MA students and 65 percent of the PhD students enrolled. GPAs for those enrolling reflect our admittance standards. We are in competition with many other outstanding programs for the best students, and KU and our department are often at a disadvantage in offering competitive financial packages.
The table above suggests a trend toward more graduate students in our program. The majority of these are white, U.S. women coming from outside Kansas. The following table shows that the increase in graduate students has not been accompanied by an increase in the number of degrees awarded. Students’ need to work part-time either as graduate teaching assistants or off campus partially explain the time to degree. Increased funding to support more graduate students will be key in addressing this problem. Degree requirements have also been held accountable for this problem. In response, faculty have begun to streamline requirements for graduate degrees by acceptance of grant proposals for one of the three field statements required for the PhD. We are also considering the possibility of reduced core course requirements at the MA level as well as alternatives to the thesis and examination requirements.
Graduate Student Placement

What happens to those who receive graduate degrees in anthropology from the University of Kansas? We maintain records on those persons upon whom KU has bestowed master's degrees and doctorates. A review of the present status of those who have recently received graduate degrees is a good indication of our program's success. Appendix VIII provides data on graduate degrees awarded and the present status of those students.

In 1967, when the University of Kansas awarded its first doctorate in anthropology, three out of every four new anthropology PhDs took academic positions. Anthropology was expanding within the academy at that time, and demand exceeded supply. But the academic market for anthropologists stabilized and then contracted over the next decade, forcing anthropologists to increasingly look beyond the academy for employment. By 1997, the American Anthropological Association reported that three out of four (71%) new PhDs had nonacademic jobs.

This trend has been manifest among graduates of the University of Kansas. While many of our PhD graduates have gone on to faculty positions at colleges and universities, others have chosen nonacademic careers in research and practice in both the public and private sectors. Recent decades have also witnessed growing professional opportunities for persons with master’s degrees in anthropology, especially in archaeology, museology, and cultural anthropology. As a result, a number of KU master’s graduates are now professionally employed in contract archaeology, cultural resource management, museums, and as market researchers.

Given that career opportunities in anthropology will likely continue along these lines, the Department of Anthropology’s Graduate Committee is undertaking a systematic review of our graduate program during the 2009-2010 academic year. The following areas are under review:

1) **Teaching and research opportunities for graduate students.** The primary means of financial support for anthropology graduate students comes from graduate teaching assistantships in our introductory courses. To ensure that all students have the opportunity to compete for these positions, we restrict our students to a maximum of eight (8) semesters at .50 FTE. Master’s students are eligible for up to six (6) semesters; if they continue on in our doctoral program, they are eligible for two (2) additional semesters. Unfortunately, the current formula seems to encourage students to stretch out their master’s studies and then go elsewhere for the doctorate because their GTA funding is running out. Reallocation of the maximum GTA tenure for master’s and continuing doctoral students to four semesters each is under review. (Incoming doctoral students are currently eligible for six semesters of GTA support.)

Some anthropology students are supported as research assistantships on faculty grants and contracts, but such funding is limited. Likewise, the department has from time to time secured funds to allow doctoral students to teach their own courses; for example, three students are offering such courses in Spring 2010. Greater opportunities for graduate students to obtain the financial support and experience that come with research and teaching assistantships are essential to attract high caliber students and to enhance the quality of graduate education for those who enroll in the graduate program in anthropology at KU. We urge CLAS to award the Department of Anthropology 2.0 FTE departmental graduate research assistantships and an additional 1.0 FTE graduate teaching assistantship to be used by doctoral students to teach their own courses.
2) *Time to degree.* For some time now, university faculty in the social sciences and humanities have been concerned that graduate students are taking too long to complete their studies. This is a national problem; unfortunately, it is also a KU problem. The table below shows time to degree, by subdiscipline, for the past decade.

<table>
<thead>
<tr>
<th>Sub-discipline</th>
<th>Semesters to MA*</th>
<th>Semesters to PhD*</th>
<th>Semesters to MA &amp; PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ARCHAEOLOGY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>8.6</td>
<td>Mean</td>
<td>11.4</td>
</tr>
<tr>
<td>Median</td>
<td>9</td>
<td>Median</td>
<td>12</td>
</tr>
<tr>
<td>Mode</td>
<td>9</td>
<td>Mode</td>
<td>12 &amp; 13</td>
</tr>
<tr>
<td>Range</td>
<td>4-14</td>
<td>Range</td>
<td>6-17</td>
</tr>
<tr>
<td>N = 17</td>
<td></td>
<td>N = 7</td>
<td></td>
</tr>
<tr>
<td><strong>BIOLOGICAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>8.7</td>
<td>Mean</td>
<td>11</td>
</tr>
<tr>
<td>Median</td>
<td>8</td>
<td>Median</td>
<td>10</td>
</tr>
<tr>
<td>Mode</td>
<td>7 &amp; 8</td>
<td>Mode</td>
<td>8 &amp; 10</td>
</tr>
<tr>
<td>Range</td>
<td>4-14</td>
<td>Range</td>
<td>6-17</td>
</tr>
<tr>
<td>N = 13</td>
<td></td>
<td>N = 11</td>
<td></td>
</tr>
<tr>
<td><strong>CULTURAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>7.2</td>
<td>Mean</td>
<td>14.9</td>
</tr>
<tr>
<td>Median</td>
<td>6.5</td>
<td>Median</td>
<td>14.5</td>
</tr>
<tr>
<td>Mode</td>
<td>6</td>
<td>Mode</td>
<td>13 &amp; 18</td>
</tr>
<tr>
<td>Range</td>
<td>3-16</td>
<td>Range</td>
<td>6-27</td>
</tr>
<tr>
<td>N = 36</td>
<td></td>
<td>N = 17</td>
<td></td>
</tr>
</tbody>
</table>

*MA students = 66; PhD students = 35

Many factors mitigate against timely completion of degree, and while some are beyond our control, others are not. Anthropology’s Graduate Committee is carefully reassessing departmental requirements for the master’s degree: 1) The master’s thesis is a major hurdle for our students, and it certainly affects time to degree. Discussions are underway about the scholarly purpose and value of the thesis and whether there are viable alternatives. 2) Presently, all master’s students are required to take History of Anthropology (ANTH 701) and core courses in current archaeology (ANTH 702); current biological anthropology (ANTH 703); and current cultural anthropology (ANTH 704). A core course in linguistic anthropology has been proposed. These core courses, combined with other courses mandated by each subdiscipline, leave little curricular flexibility for individual interests and specialized subdisciplinary training. Discussions are underway about the purpose of the core courses, their content, and how they fit into our overall master’s program; 3) The university requires a comprehensive exam for the MA. At present, only archaeology requires a written comprehensive exam for master’s candidates. Other subdisciplines fulfill this requirement through the MA thesis defense, which allows questions on any aspect of the student’s training. Discussions are underway about whether to expand the written comprehensive to the other subdisciplines, perhaps using final examinations in the core courses to this end. A written comprehensive may become salient for the biological and cultural subdisciplines if the thesis is modified in significant ways.
3) **Nodes of excellence.** KU’s Department of Anthropology remains committed to the so-called four-field approach, the traditional disciplinary configuration in the United States. Within that overarching structure, however, are nodes of common interest and expertise that transcend subdisciplines and offer opportunities for faculty collaboration in teaching and research. Developing the most promising of these nodes and foregrounding them in marketing our graduate program will enhance the department’s reputation and our ability to recruit quality graduate students. Whether and how we formalize our strengths—in medical and applied anthropology, human genetics, social theory, technology, Great Plains studies—will bear directly on the structure and content of graduate education in anthropology. Discussions are underway about whether to establish particular concentrations within the overall four-field structure.

4) **Training for the 21st Century.** In the half century since its first graduate degree in anthropology was granted (MA in 1958), the University of Kansas has awarded 243 master’s and 129 doctoral degrees. On average, the Department of Anthropology granted 7.3 graduate degrees each year over this span—a commendable rate of production, given the size of our faculty and graduate student body.

**Total Anthropology Graduate Degrees**  
**Spring 1958 – Summer 2009**

<table>
<thead>
<tr>
<th>AREA</th>
<th>MA DEGREES AWARDED</th>
<th>PHD DEGREES AWARDED</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCHAEOLOGY</td>
<td>78</td>
<td>27</td>
<td>105</td>
</tr>
<tr>
<td>BIOLOGICAL</td>
<td>47</td>
<td>43</td>
<td>90</td>
</tr>
<tr>
<td>CULTURAL</td>
<td>118</td>
<td>59</td>
<td>177</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>243</strong></td>
<td><strong>129</strong></td>
<td><strong>372</strong></td>
</tr>
</tbody>
</table>

The structure and basic orientation of our graduate program and its curriculum were established in the 1970s. By and large, they have served us well. But will our graduate program continue to meet the needs of our master’s and doctoral graduates as they enter a fluid and increasingly diverse job market, one where academic appointments are only one among many career options? Elsewhere in this document we have identified faculty expertise (e.g., new research and analytic methodologies) and training initiatives (e.g., internship program) that we believe will be essential to the education of anthropologists in the 21st century.

In Spring 2010, the Graduate Committee will present to the Anthropology faculty a set of proposals designed to systematically address the impediments to effective and timely graduate education outlined in 1 and 2 above. Included in the proposal will be suggestions on how to better prepare our graduates for the careers that await them.
SUBDISCIPLINE PROGRAMS
WITHIN THE DEPARTMENT OF ANTHROPOLOGY

ARCHAEOLOGY

Faculty

As of Fall 2009, there are four archaeologists in our department, comprising 3.01 FTEs. Two professors are fulltime (Hofman and Radavanovic), and two are part-time (Hoopes .5 FTE and Mandel .51 FTE). The faculty has excelled in undergraduate and graduate teaching and in research. Mandel won the Geological Society of America’s 2003 George Rapp Distinguished Career Award in Archaeological Geology and the University of Kansas College of Liberal Arts and Sciences 2009 John C. Wright Graduate Mentor Award. He also served as editor for the international journal *Geoarchaeology*, and served as president of the American Quaternary Association. John Hoopes is a Kemper award winner and recipient of a Center for Teaching Excellence teaching award. Hofman is past president of the Plains Anthropological Society, recipient of a Center for Teaching Excellence award for excellence in graduate teaching, and is an honorary life member of the Oklahoma Anthropological Society.

Department archaeologists are deeply committed to maintaining a strong program in New World studies and have initiated a search for a North American archaeologist with emphasis on the Great Plains region. This is complemented by the Old World expertise and expanded analytical approaches offered by professor Radovanovic. All faculty members are also involved in graduate committee service in other departments including Geography, Geology, History, and Museum Studies, and they work closely with faculty in those programs. In addition, archaeology faculty members are active in and provide leadership roles in other programs including Global Indigenous National Studies (Hoopes serves as director); Latin American Studies; and, Eastern Europe, Russia, and Eurasian Studies. Mandel is a senior scientist at the Kansas Geological Survey and serves as the Director of the ODYSSEY geoarchaeology research program. Hofman serves as a research associate in the Geological Survey and the Biodiversity Institute. The faculty is also very actively involved in the Archaeological Research Center which houses archaeological collections and provides research and teaching space for material culture studies.

Program Strengths

Archaeology at the University of Kansas is centered on processual and materialist approaches blended with concern for issues embraced by broader modern interpretive archaeology. It reflects the archaeology which David Thomas and Robert Kelly refer to as “Processual-Plus”. The archaeological program has strong methodological and theoretical expertise in field and analytical approaches. The program is interdisciplinary and the faculty is involved in national and international research, with particular expertise in Central America, Europe, the Near East, and the North American Great Plains. Undergraduate and graduate archaeology students receive training in a broad range of topics including paleoecology, material culture studies, and theoretical approaches. Key to the archaeology program strengths are the cooperative and mutually supportive work of the archaeology faculty members, the extensive archaeological
collections housed with the Archaeological Research Center, the long term active field research involvement, and the ODYSSEY geoarchaeology research program. Archaeology faculty members have particular expertise in the study of soils, lithics, ceramics, regional archaeological investigations, landscapes and landuse patterns, prehistoric art, mortuary practices, and zooarchaeology. Mary Adair is an adjunct member of the Department and serves as Curator of the Archaeological Research Center (part of the Biodiversity Institute). She participates in the oversight and training of archaeology students who use archaeological collections in course work or for research projects. Her specializations and expertise are in paleoethnobotany, domestication and agriculture, and Plains Archaeology. Collectively, the archaeology program offers a broad range of opportunities for students at all levels, in course work, laboratory based studies, and in diverse field investigations and field training.

Hands-on training in the study and analyses of archaeological materials and soils constitute a key element of the archaeological program strength for undergraduate and graduate students. Many courses incorporate use of archaeological collections housed in the Archaeological Research Center. These collections include more than one million specimens representing diverse prehistoric cultures of the Plains and Midwest region from the period of earliest settlement until the period of European contact. Historic assemblages from this period are also well represented. The ARC collections also include important holdings from Central America and Europe. Ongoing field investigations continue to enhance the quality and diversity of these collections which commonly serve as the focus for undergraduate and graduate student research projects. The faculty also maintains close working relationships with archaeologists at the Kansas State Historical Society and those in other varied government and private agencies. This network provides important research and training opportunities for both faculty and students.

Opportunities for field research and training are clear strengths of the program. A six to eight week archaeological field school is offered regularly which provides students the opportunity to learn about field work including research design, documentation, mapping, sampling, recovery and recoding protocols, curation, decision making, various documentation and recovery techniques, and the diversity of the archaeological record as expressed in a variety of site types of diverse ages and in different regions. This course is typically followed by an archaeological laboratory methods course which provides students with a more longitudinal exposure to steps in and processes of archaeological research. Other field oriented training courses are also offered during summers and the regular academic year. A two-week geoarchaeology field school is also offered on a regular basis which focuses on the application of geoscientific methods, study and documentation of soils and stratigraphy and consideration of site formation processes. This course provides an uncommon opportunity as one of very few if not the only regularly offered geoarchaeology field school. Fieldwork involves contact and long term cooperative involvement with peoples and communities across Kansas and adjacent regions.

A variety of laboratory based courses and individual training are also offered which complement the field research. This training is facilitated by an Isotope preparation lab and a soils/sedimentology lab housed in the Kansas Geological Survey as part of the ODYSSEY geoarchaeology program. Laboratories in the Archaeological Research Center include a lithics lab with a comparative lithic materials source collection and lithic typological and technological comparative materials, an ethnobotanical laboratory with modern prairie/plains comparative species and Native American heritage crops, and a zooarchaeological laboratory which includes comparative vertebrates, Holocene bison assemblages, and a taphonomic comparative collection.
All these elements contribute to the focus on paleoecology and past environments as a key element in prehistoric cultural studies. Multiple approaches and perspectives are offered for the study of past ecological settings, and climatic/environmental changes based on various aspects of soils, fauna, and botanical evidence.

Students are provided the opportunities to learn and develop methods and skills applicable across a broad array of archaeological topics. Prehistoric economies, land use patterns, landscape archaeology, culture contact, culture change, origins of sedentism, development and spread of agriculture, art and iconography, belief and symbol systems, exchange networks, and population movements are among the anthropological research goals pursued by the faculty and which involve student participation. The faculty and staff embrace broadly integrative interdisciplinary approaches to these studies.

**Undergraduate Training**

Undergraduate anthropological archaeology training includes a broad array of courses and a variety of research opportunities. Course offerings include topical or thematic courses and regional or area courses. Introduction to Archaeology is a broad-based four credit hour course which includes weekly breakout discussion sections. The course provides an introduction to archaeological history and methods as well as a brief survey of world prehistory. Discussion sections are led by graduate teaching assistants and this experience is an important learning and training arena for advanced graduate students as well. Topical courses reflect the expertise of faculty and include courses in ancient civilizations, prehistory of art, hunters and gatherers, mortuary practices, archaeological myths and realities, new discoveries in archaeology, environment and archaeology, and material based courses on ceramics, lithics, fauna, and soils. Regional, geographical or culturally based courses include the archaeology of Europe, Eastern North America, the Maya, Kansas, the Andes, the Great Plains, and others. Advanced undergraduate seminars cover some of these and other topics and are commonly offered as cross-over courses which include undergraduate and graduate student participation. This enables the advanced undergraduates to interact with graduate students and gain skills which will aid them during graduate work. In addition, independent study and directed reading classes commonly lead to senior honors thesis projects. Field and laboratory courses are also regularly offered as noted above under program strengths. Support for undergraduate field training is also provided by the Mark Kappelman Award for Archaeological Field Work. This endowed fund provided monies each summer, typically $750 per student, to enable two students (usually one undergraduate and one graduate student) to participate in a field research project of their choosing. This program has enabled numerous undergraduate students to become involved in a substantial variety of archaeological projects. Opportunities for participation in funded or volunteer research projects are common in conjunction with archaeology faculty and Mary Adair (Curator) in the Archaeological Research Center.

**Graduate Training**

The archaeology faculty currently oversees the work of 19 MA students and 10 Ph.D. students. During the past 10 years, 19 MA degrees and 7 Ph.D. degrees in archaeology have been granted. Our graduates are currently employed in a variety of settings including positions as museum
curators, museum director, governmental agencies, professors, and various director and supervisory roles in Cultural resource management firms. Coursework for graduate studies in archaeology begins broadly and becomes more focused as students progress through the graduate program. During their first two years, students are encouraged to take courses to aid their preparation for a general Masters exam which covers four topical areas: archaeological history and theory, archaeological methods, New World archaeology, and Old World archaeology. This exam is administered during each student’s fourth semester of study. Students are also encouraged to take laboratory and material based courses if they have not already done so. Training in statistics and GIS and other technical skill areas are strongly encouraged and involve course work outside the department. Following completion of the MA, students become much more focused in their course work and research which is typically aligned with the interests of one or more faculty members. Field statements are prepared under the supervision of specific faculty members concerning selected topics of relevance to the dissertation. One of these is typically a grant proposal for external research funding. The approved dissertation proposal launches the student to completion of dissertation research for which the field statements provide part of the background theoretical and methodological framework. Graduate student funding is provided as GRAs by faculty grants and through work for the department as graduate teaching assistants.

Challenges

We work closely with the Archaeological Research Center collections and curator to facilitate our research and teaching goals. The Archaeological Research Center (ARC), a division of the Biodiversity Institute, curates more than one million archaeological artifacts that contribute to the teaching and research of archaeology. Archaeology faculty and students rely not only on the collections, but on this facility for required research and teaching space as well. The ARC develops and maintains a productive, scholarly research program, often in collaboration with the Anthropology Department, while supporting anthropology graduate and undergraduate students. The department is working to formalize its relationship with the collections that would assure their growth and accessibility to the archaeology program, and toward the enhancement of long term teaching and research needs and goals of both Biodiversity and Anthropology.

Graduate student funding remains a major concern. A few positions are commonly available to graduate students in the archaeology program through the Department as GTAs for introductory level courses. These positions offer support and important teaching experience for some students. The down side of these positions is that students with GTA appointments are required to enroll in at least six hours of coursework which, in combination with the GTA duties, often limits their ability to make progress toward completion of thesis writing or other degree requirements. Graduate Research Assistant positions are also available to a few students and these often have the advantage of providing support for dissertation or thesis research projects. Unfortunately, the small size of the archaeology faculty and uncertainty of granting limits the number and predictability of these positions.

A key funding issue pertains to the archaeological field school which is considered vital to adequate graduate training. Logistical and technological costs of field schools have increased dramatically and there has been a concurrent increase in the variety of skills which archaeology graduate students should become familiar with or master prior to graduation. Maintaining
sufficient support and technical expertise as well as faculty time and resources to continue the field school is a continuing challenge, but one whose success we believe is critical to the archaeology program.

The limited faculty FTE has had a dramatic impact on our ability to adequately support and train students, especially in arenas which require substantial one on one faculty-student co-operative work. Increasing the FTE of archaeology faculty will be a key step in improving this situation.

Review and critical evaluation of the graduate program in archaeology is underway with particular attention being given to issues of student support, time required to complete degree requirements, nature and scope of MA requirements, and the possible implementation of certification programs in some areas.

**Goals and Visions**

The primary vision and goal of the archaeology program at Kansas is to become the Premier PhD Program in Plains Archaeology by 2011. We believe this is an attainable goal and the pending hire of a Holocene period Plains area archaeologist will be a key step in bringing this vision to fruition.

No Ph.D. granting anthropology program currently has a strong broad-based focus on Plains archaeology. Only modest programs with some Plains-focused research exist in adjacent state institutions. The University of Wyoming Ph. D. program is narrowly focused on regional hunter-gatherer archaeology. The University of Kansas archaeology program in the Department of Anthropology can fill this void and be the premier institution for plains archaeological research in the immediate future.

A second goal is to enhance our program so that it integrates multiple perspectives in addressing issues such as culture contact, population movements, the evolution of beliefs and symbols, and significant cultural transformations in the past. This is a broadly based goal which is not limited to any specific time period or geographic region.

Furthermore, we are working to enhance our interdisciplinary approach by cooperative research and teaching efforts reaching across subdisciplines of anthropology and to other departments and programs. Interests in paleoecology, climate change, diversity of agro-economies, culture contact, culture change, and ancient DNA studies are all arenas of significant and substantial overlap which we are developing and wish to expand.

**Hiring Preferences**

The archaeology faculty is concerned with developing a stronger Plains region program and remaining broad in research foci and skills. Toward these goals, we recognize that the hiring priorities indicated here might be fulfilled in a variety of combinations and may be viewed as reflecting particular skill sets which are of particular interest for the growth and development of the program.
1. Plains Region Historical Archaeology. We have collections and resources to accommodate this focus and students who are interested. We need a faculty member to facilitate and develop this research area. Many anthropological questions concern the period of post European contact, culture contact, frontier adaptations, technological and environmental effects on culture and culture change.

2. Latin American Archaeology. We need to enhance our strength and focus on this region which will articulate well with Global Indigenous Nations Studies and the Latin American Studies programs.

3. Remote Sensing GIS and Quantitative/Qualitative Methods. We need to enhance our ability to offer training in these areas in order to better prepare students for the current workplace.

**Space, Equipment, and Facilities Needs**

Anthropological archaeology is a material based science and humanity which is heavily dependent upon artifact based studies. Curation, development and maintenance of artifact collections is central and critical to a strong research and training program in archaeology. Individual analytical studies commonly require weeks, months, or years of investigations and multiple stages of processing, cataloging, documentation and varied analyses to bring them to fruition. Extensive laboratory work space, commonly tens of square feet, are required for specific studies and with multiple ongoing studies demands on laboratory research space can be and commonly are severe. Currently, the archaeological collections utilized by Department archaeologists for teaching and research are housed in the ARC and in facilities on west campus. Decades-long use of the ARC collections and research space and resources for multiple projects and by numerous classes, faculty, and students has left the available space and laboratory equipment in a disadvantaged state. Current needs are substantial, but critical for developing and maintaining a viable archaeological training program.

Needed is a redesigned processing space for incoming collections. This wet lab will serve as the initial preparation, cataloging, and inventory of materials for long term use and curation. The space required is minimally 500 square feet and would include a deep sink with sediment trap, mobile or portable drying racks, well lighted horizontal work space, adjustable chairs, artifact cataloging space, storage for curation and processing supplies, and physical separation from “clean” space used for analyses and final curation.

Research laboratories for archaeological studies concerning soils, botanical remains, animals bones, stone artifacts, and ceramics each require specialized equipment including but not limited to good lighting, microscopes, specialized libraries and computer data bases, accessible comparative collections, layout space, and analytical space with computers. Currently, most of our nascent laboratories compete for space and a meager array of equipment and supplies. On average, these laboratory spaces require a minimum of 500 square feet. A computer station which is dedicated to GIS applications is also to many projects. The development of an ancient DNA extraction lab or clean room is an additional facility which would greatly enhance botanical and zooarchaeological research on several research fronts.
Teaching of some archaeology courses, especially laboratory and material based classes such as lithics, ceramics, and fauna require considerable layout space, analytical space, as well as lecture and discussion space. Currently, a classroom space in Spooner Hall is used for teaching laboratory and collections classes. The room can accommodate up to 18 students comfortably, but does not allow lay out or analytical space for this number. Some classes are broken into sections in order to overcome space limitations. This problem puts an additional burden on instructors. A microscope with projection equipment would be extremely helpful and even critical to enhancing teaching of some topics relating to all archaeology laboratory and material based courses. An enhanced classroom area with multimedia and macromedia facilities is needed and would be a minimum of 800 square feet. Such development of space for some, but not all, of the above needs can potentially be achieved through reconfiguration of space in the ARC in Spooner Hall. Another space need is for storage and care of field equipment which is used annually on projects of the faculty, during the ODYSSEY program, and during field schools and field training classes. The space needed for equipment storage is minimally 400 square feet.

Equipment needs are related both the field work and laboratory research and to teaching in both of these arenas. Electronic mapping equipment requires continued upgrading and enhancement. This equipment is critical to field investigations and to student training. Global Positioning System mapping is needed to facilitate training and field work and has become relatively affordable in recent years. Such technology has become standard practice for much if not most recent archaeological field investigations. The associated needs for computer and printer technology to enhance use of this mapping equipment is needed for both field and laboratory contexts. Critical equipment needs include microscopes which have photographic and projection capabilities and which will be used for botanical, ceramic, lithic, and zooarchaeological studies.
BIOLOGICAL ANTHROPOLOGY

Faculty

The faculty in the Biological Anthropology program include Michael Crawford, David Frayer, Sandra Gray, Jim Mielke, and Alan Redd.

Program Strengths

The Biological Anthropology Program has strengths at the undergraduate and graduate levels. Biological anthropology is multidisciplinary and international in its focus and the current faculty have national and international reputations. Three faculty members have been recognized for their outstanding teaching with W.T. Kemper Fellowship for Teaching Excellence (Frayer, Gray, Mielke). Crawford received the prestigious Balfour S. Jeffrey Award for Research Achievement in the Humanities and Social Sciences and was admitted to the Argentine Academy of Sciences, the oldest academy in the Americas. Redd recently joined the biological anthropology faculty, adding new capabilities in teaching and depth in research. The faculty apply their expertise in teaching and research to guide students in the classroom and in research projects. Students at all levels are encouraged to pursue individualized research projects with faculty mentors that crosscut traditional disciplines, reaching across the campus and beyond. A global focus is essential and it is our duty to prepare our students for the future.

The Biological Laboratories of the subdiscipline contribute significantly to the program’s strengths. The University of Kansas is among only a few public institutions in its investment in two molecular genetics laboratories within the Department of Anthropology. Appendix IX describes these labs as well as the Paleo-Osteology Laboratory. The current research programs include an international consortium (with Texas El Paso; Chihuahua; Southwest Foundation for Biomedical Research; Departments of Health—Kansas, Texas, and Missouri; and KUMC) on the genetic susceptibility to tuberculosis (TB); the reconstruction of the genetic structure and origins of Central American populations; and examining the evolutionary origins of Oceanic populations. International agreements for collaborative research have been reached between the Laboratory of Biological Anthropology, Universidad de Costa Rica, Universidad Nacional Autónoma de Mexico, and the Saha Republic. Many graduate students currently in the program and many of the past PhDs in the field specialized in Anthropological Genetics.

These facilities and an ancient DNA laboratory will be important for maintaining our departmental strength in training undergraduate and graduate students and building our research programs in molecular anthropology into the future.

Room 627 Fraser is a classroom dedicated to discussion sections in Fundamentals of Physical Anthropology (Anth 104/304) and upper-level classes in Paleoanthropology (Anth 341, 549, 550), Human Osteology (Anth 648), Primates (Anth 440), and other classes taught by David Frayer. The room serves as a repository, housing the University of Kansas hominid and primate cast collection. This collection of plaster, epoxy, and fiberglass casts is one of the most extensive in the Midwest, containing replicas of fossils from across the Old World and Australia.
These casts represent the fossil record of the earliest primates from the Paleocene to modern *Homo sapiens* from the European Upper Paleolithic and elsewhere in the world. Unique plaster casts of gorillas and chimpanzees, a complete epoxy cast set of Lucy, and early human fossils, collected by Frayer, comprise the collection. The entire collection is electronically catalogued and many casts are owned by Frayer. Besides skeletal material, replicas of tools and art objects are included in the collections. These are used each semester in the Introduction to Archaeology class. In addition to the casts, a collection of human material is represented by five standing skeletons, two “exploded” skulls, and numerous isolated human skulls and postcranial bones. These are used primarily in Human Osteology.

**Undergraduate training**

Undergraduate biological anthropology training focuses on a broad range of courses, reflecting faculty expertise in genetics, epidemiology, growth and development, nutrition, demography, and human paleontology and osteology. At the introductory level, *Fundamentals of Physical Anthropology* (Anth 104/304) attracts numerous students from across the college, since it serves as a general education, principal course in the biological sciences, as a requirement for the major in anthropology, as an option for the minor in anthropology, and as a requirement for the interdisciplinary human biology major (Anth 304 only). Mid-level classes (Anth 340-359; Anth 440-459, 540-569; Anth 640-659) cover topics from disease and adaptation to ancient DNA; from introduction to primates to the biology of human nutrition. We also offer various advanced undergraduate special classes/seminars, such as DNA forensics and New Issues in Biological Anthropology. Besides meeting major requirements, advanced classes have led to independent undergraduate research projects and senior honors theses.

**Graduate training**

Graduate level classes are more focused, covering the research areas of the five faculty members. We offer advanced survey classes, such as the Genetics of Isolates and Human Growth and Development, special seminars and laboratory courses in genetics. About every third semester faculty teach Current Biological Anthropology for all graduate students in the department. Our graduate classes often include students from other departments.

At the graduate level, the lifeblood of biological anthropology is international research across disciplines ranging from molecular genetics to nutrition and health among the world’s populations. It embraces studies of evolutionary mechanisms, nonhuman primates, emerging diseases, fertility/mortality patterns of indigenous peoples and human paleontology. We insist that our graduate students are well grounded in the natural and social sciences, making it one of the few programs at KU with a committed biocultural focus. Graduate students quickly realize the value of placing their studies of humans in a biocultural, global/multidisciplinary context. To provide graduate students with this unique perspective, biological faculty are involved in interdisciplinary and global research. In addition, all five of the biological anthropologists are contributing members of various university programs, such as the Human Biology Program and area studies (African and African American Studies Center; Latin American Area Studies; and...
Russian, East European and Eurasian Studies). Three of the biological anthropology faculty members are actively involved in KU’s Genetics Program. These affiliations and associations are vital in terms of providing the all important interdisciplinary focus and in contributing to the crosscutting programs and courses.

**Challenges**

One biological anthropologist is in phased retirement and two biological anthropologists are likely to retire in the next ten years. The ability of the subdiscipline to provide undergraduate and graduate training will depend on the hiring of new faculty. One retirement, Crawford, has implications for the long-term future of the Biological Laboratory of Anthropology.

**Goals and Visions**

Future faculty recruits in biological anthropology need to preserve this broad interdisciplinary and global approach in the undergraduate program, hiring faculty who are able to teach introductory and advanced classes in their specialty. In the graduate program, we need to maintain, expand on and enhance our strengths in paleoanthropology, health, demography, genetics and, possibly, add a new focus in primates studies.

**Hiring preferences**

Future hires, in order of preference, include:

1. **Paleoanthropologist.** With the upcoming retirement of Frayer (2014) we need to replace his specialty in paleoanthropology and osteology. A new hire of a scholar with an ongoing research program in Africa, Asia, or Europe would meet our teaching needs in this area and create the potential for expansion of the graduate program in paleoanthropology. We consider this a “replacement” position and not a new focus for the program or department.

2. **Nutritional anthropologist.** We are particularly interested in expanding our research and teaching focus in nutritional anthropology, creating new perspectives for undergraduates and graduates. We plan to recruit someone with expertise in laboratory methods for chemical analysis of nutritional aspects of living populations. The position would provide further links between biological and medical anthropology and between the Human Biology program and anthropology. It would likely attract substantial research funds to the university.

3. **Primatologist.** The addition of a primatologist would be valuable for filling one of the traditional research areas within biological anthropology, currently missing in our department and at KU. Courses on primates are very popular among undergraduate students and a new faculty position would open many possibilities for future graduate students. We would seek a
primatologist with research expertise in one or more of the following areas: demography, reproductive strategies, infectious disease, ecology and social behavior, biomonitoring, conservation and population structure. This position would articulate well with interests in Systematics and Ecology. We note that there is a person on campus (Dr. Jennifer Weghorst), married to a professor (Rafe Brown) in S&E, who would be perfect for this position.

(4) Genetic epidemiologist. We would like to add a biomedical anthropologist with a quantitative focus on health and disease, possibly including genetic epidemiology. Such a hire would build on existing strengths in our the graduate program in general and more specifically in anthropological genetics, a research area for which there is an abundance of research positions and a scarcity of qualified candidates. This position will enhance the social sciences research methods and data analyses opportunities for both faculty and graduate students. In addition, this hire will enhance the research and one-on-one scholarship opportunities of undergraduate students.

Space, equipment, and facilities needs

A clean room for extraction of ancient DNA from bones, plants, ceramics, and tool residues would build on department strengths in genetic anthropology and archaeology, and it would contribute to interdisciplinary integration of the department. This logical area for development of cross-disciplinary collaboration would significantly add to our ability to train students in these specialized skills, and it would allow faculty in both subdisciplines to expand existing research into this new area. Few such laboratories exist in anthropology departments in the U.S., so addition of a clean room for ancient DNA extraction would further enhance the competitiveness of the department, especially in biological anthropology and archaeology. A working lab for analysis of samples extracted already exists in the basement of Fraser Hall. Ideal space required for the clean room would range from approximately 500-750 square feet.
LINGUISTIC ANTHROPOLOGY

Faculty

Currently we have 1 FTE Linguistic Anthropologist, Arienne M. Dwyer (language contact, endangerment and revitalization; media archives; China and Central Asia), a recipient of the prestigious Balfour S. Jeffrey Research Achievement Award in Humanities and Social Sciences.

Program strengths

Linguistic anthropology encompasses the social contexts of language use (e.g. language ideology, discourse, performance, ethnopoetics, and sociolinguistics) and is currently the only program on campus in this field. Language endangerment and revitalization are currently well-funded topics of high interest that attract domestic and international graduate students and help draw undergraduates into further studies in anthropology.

Linguistic anthropology (particularly the applied domains in language documentation, multimedia analysis, and cyberinfrastructure development) has received unprecedented funding and student interest, domestically and internationally.

Dwyer has been exceptionally successful in obtaining grants to fund her research. These grants, as noted below, have supported a number of graduate research assistants and nine postdoctoral fellows on and off campus.

Postdoctoral Scholars working with Dwyer

* Dr. Xianzhen Wang (Qinghai Medical College, China) 2003-2004
* Dr. Ablet Semet (Freie Universität Berlin) March 2004
* Prof. Dr. Jan-Torsten Milde (University of Fulda, Germany) February 2005
* Dr. Li Dechun (Limusishiden) (Qinghai Medical College, China) 2000-2005
* Aigerim Dyikhanbaeva (Associate Professor of Anthropology, American University of Central Asia, Kyrgyzstan) (2004-2006)
* Mukaram Toktogulova (Associate Professor of Anthropology, American University of Central Asia, Kyrgyzstan) 2007-2009
* Rufat Bavadinov (Assistant Professor of Turkology, Turan University, Kazakhstan) 2007-2009
* Gülnar Eziz (Researcher at the Xinjiang Academy of Social Sciences, China) 2007-present
* Tynarkul Ryskulov (Associate Professor of Kyrgyz Language, American University of Central Asia, Kyrgyzstan) 2008-2010
Undergraduate and Graduate Training

KU Anthropology has a strong commitment to developing its linguistic anthropology offerings for both undergraduate and graduate students. A new graduate core course in linguistic anthropology has been proposed and is under consideration; its innovative methods course, Linguistic Data Processing, complements the visual and cultural anthropology methods courses offered by the department. It is particularly important that the Department of Anthropology now support graduate tracks in linguistic anthropology, as the department continues to lose talented students to other departments and universities because of the lack of a full program.

In addition to graduate students in anthropology, linguistic anthropology continues to provide primary mentoring for those students in the Department of Linguistics who focus on the social contexts of language, as well as those students involved in language revitalization in Global Indigenous Nations Studies. Linguistic anthropology hosts an average of one Ford Fellow and one postdoctoral fellow in linguistic anthropology every year. Taken together with graduate students in anthropology itself, linguistic anthropology has witnessed a sharp growth in student numbers in the last five years.

Challenges

Despite exceptional funding and student interest, the growth of linguistic anthropology at KU has been stymied by: (1) the lack of another full-time faculty member; and (2) the lack of dedicated lab space. Dwyer currently has the opportunity to base several long-term research projects at KU, bringing steady employment and state of the art training in advanced linguistic anthropology for undergraduate and graduate students, and the integration of disciplines such as geography, archaeology, botany, genetics and area studies into a linguistic anthropology program. If these two long-term lacunae were addressed, it would strengthen the department as a whole: nationally, highly ranked anthropology programs often have two or more linguistic anthropologists.

Dwyer currently bases her research projects primarily at Eastern Michigan University. Linguistic anthropology program has reached critical mass in terms of facilities, faculty, and graduate students. The China Atlas project (and ten years of graduate student support) are at risk because of a lack of space, technical support, and qualified students. She has at address these gaps in institutional support by: (1) partnering with K-State; (2) and developing a research proposal with the Institute for Policy and Social Research for an endangered language media lab and teaching facility.

Goals and visions

With the hiring of at least one more linguistic anthropologist, and provision of space for a digital media lab with IT support, KU’s linguistic anthropology could become a top-ranked program.
Hiring preferences

A linguistic anthropologist whose research and teaching covered some of the central concerns of linguistic anthropologists (e.g. language and power, ethnopoetics, or language ideology) and complemented Dwyer’s emphasis on documentary linguistics would greatly strengthen our department and the university’s offerings. This would allow us to have strength in “traditional” linguistic anthropology and would strengthen our focus as a four-field department. A computational anthropologist’s research includes the use and creation of digital tools, data management, and analysis techniques. To have someone who worked with digital corpora and tools in the department would strongly synergize the language documentation research and teaching, and would raise the department’s profile, as there are no other departments in the world with this specialization.

Space, equipment, and facilities needs

Linguistic anthropology needs a digital media lab that would accommodate Dwyer’s research projects and student training.
CULTURAL ANTHROPOLOGY

Faculty

The cultural subdiscipline currently has ten faculty members including four full professors (F. Allan Hanson, John Janzen, Felix Moos, and Donald Stull), two associate professors (Bartholomew Dean and Jane Gibson), and four assistant professors (Majid Hannoum, Brent Metz, Kathryn Rhine, and Akiko Takeyama). Among the numerous awards and honors received, Hanson won the prestigious Balfour S. Jeffrey Award for Research Achievement in the Humanities and Social Sciences and was twice awarded by KU’s Center for Teaching Excellence for excellence in graduate teaching. He was honored in 2003 by the American Civil Liberties Union of Douglas County with a Civil Libertarian Award, and in 2004 by the Douglas County League of Women Voters with the Helen Fluker Open and Accessible Government Award. Janzen also won the Balfour S. Jeffrey Award for Research Achievement in the Humanities and Social Sciences, and he received the Wellcome Medal and Award from the Royal Anthropological Institute of Great Britain and Ireland. Stull is past president of the international Society for Applied Anthropology and past editor of the international journal for applied anthropology Human Organization. Among his numerous honors and awards are the prestigious Sol Tax Distinguished Service Award from the Society for Applied Anthropology in 2009, the 2004 Wally and Marie Steeples Faculty Award for Outstanding Service to the People of Kansas, and the Irvin Youngberg Award for Research Achievement in Applied Sciences in 2002. Gibson received a W.T. Kemper Fellowship for Teaching Excellence in 2001 and, that same year, the Robert C. McNetting Prize for Outstanding Paper in the Journal of Political Ecology, awarded by PESO, the Political Ecology Society. In 2009, Metz received an Outstanding Educators Award from KU’s Center for Teaching Excellence, and an Alumni Achievement Award from Western Michigan University. Before coming to KU, Takeyama won the 2005 Bestor Prize for Best Graduate Paper, Society for East Asian Anthropology in American Anthropological Association.

Program Strengths

Cultural anthropologists often serve on graduate student committees in Geography, History, Environmental Studies, Philosophy, Education, Linguistics, Political Science, Sociology, American Studies, Global Indigenous Nations Studies, and all of the International Area Studies Programs. Likewise, collaborations with entities outside of the department offer unique disciplinary perspectives, funding opportunities, and research techniques useful to anthropology faculty and students alike. The anthropology faculty’s relationship with and historical leadership in Area Studies (African, Latin American, East Asian, and East European) at KU has long been mutually beneficial. In addition, the department has produced ethnological collections housed and curated by the Spencer Museum of Art. These collections have helped launch students’ careers in Museum Studies and served our faculty with primary data necessary for the generation of innovative knowledge about material culture.
The robust, interdisciplinary nature of our subdiscipline is evidenced by the most recent cultural hires, which were accomplished in collaboration with African Studies, and Women, Gender & Sexuality Studies. Given both the diverse and complementary intellectual traditions represented by our faculty, as well as our professional presence across campus, we offer a wide spectrum of theoretical, geographic area, and methodological expertise. As a subdiscipline, however, we share an approach that has been called critical anthropology. By this we mean research, teaching, and professional service that attends to the problems of contemporary societies, their roots, and their full impact – medical, emotional, economic, environmental, political, cultural, and social – for peoples across the globe. In so doing, we actively engage not only with other anthropologists but the broader public(s) at large, bringing to bear our expertise to meet some of the most challenging global problems facing us today.

Current examples of such research foci include: study of the U.S. meatpacking industry; understanding the cultural survival of the indigenous peoples of the Americas; assessing the social impact of new technologies in the U.S.; analyzing postcolonial movements in North Africa; comprehending the commodification of sexualities in East Asia; investigating health policies and practices in Africa; studying the global dominance and the consequences of neoliberalism, transnational migration, and the articulation and implementation of human rights. While informed by diverse methodological and theoretical approaches – ranging from interpretive to materialist models – we all support an ethnographic understanding of cultural diversity that is grounded in participant observation, intensive fieldwork, and a nuanced analysis of peoples’ lived experiences in local, regional and global contexts. Foundational to our discipline, this ethnographic approach to comprehending culture and social dynamics is conducive to the generation of collaborative, critically engaged knowledge about humanity that will be of use to scholars, policy makers, and the broader public.

At KU, our subdiscipline has a venerable tradition in the field of medical anthropology. Currently, our medical anthropology concentration offers students across the College ample opportunities to integrate cultural and biocultural approaches to understanding health and wellbeing. Faculty research and teaching in medical anthropology cover diverse topics and specializations, including: semiotics and therapeutic processes; anthropological genetics; social epidemiology; disease and nutrition; occupational safety and community health; shamanism; national and international health policy; and the integration of biology, behavior, power, ecology, and novel biomedical technologies and their ethical implications.

Our subdiscipline is also known for its contributions to the field of applied and practicing anthropology. Indeed, many of our MA and PhD alumnae are currently employed in the non-profit, public sector, not to mention many who find employment in the private sector.

The department as a whole has recognized geographic strengths in Latin America and Africa, and growing vital interests in East Asia and the contemporary United States. We have at present the critical mass necessary for recruitment and training in the societies and cultures of Latin America and Africa.
Undergraduate Training

In addition to broad training in all subdisciplines, undergraduates with a special interest in cultural anthropology may take a range of courses offered by faculty with varied areas of expertise. These include such topics as the culture of food, violence and the state, human adaptation and social evolution, migrants in America, technologies of the self, gender and society, health and healing, and political anthropology. They are encouraged to develop an understanding of a cultural anthropology and apply these skills through fieldwork opportunities. Cultural anthropology are encouraged to develop research projects and write a Senior Honors Thesis.

Graduate Training

Graduate students work closely with faculty mentors on projects related to faculty expertise. Courses are offered at advanced levels, often in seminar format, to challenge students’ to deepen their knowledge in chosen areas. These may include courses in other subdisciplines, departments, or area studies programs. A core course in cultural anthropology exposes students to the dominant theories in the subdiscipline. All MA, and some Ph.D graduate students in cultural anthropology are required to take core courses in cultural, biological, and archaeological anthropology, history of anthropology, and ethnographic methods.

Challenges

At present, cultural anthropology is stronger than ever, but within the next decade our most prestigious and senior faculty will retire, leaving a serious void in our long-held strengths in theoretical, critical, applied, and medical anthropology. Indeed, the subdisciplinary FTE will likely be reduced from 9 to 5 if no additional hires are made. With a large number of graduate students (29 of the 81 total enrolled graduate students in Fall 2009) the long-range concerns of the cultural faculty for new hires in the next few years will be pressing.

The implications begin with the need to assure our continued ability to meet students’ needs in core areas of anthropological emphasis. The faculty who may retire will take with them their expertise in theory, methods, applied anthropology, and medical anthropology, and regional expertise in the Pacific, U.S., east and southeast Asia, and Africa.

The subdiscipline’s strengths in applied anthropology are very good, but lack two core components in students’ training. These are an internship program and a specialist who could train them in qualitative and quantitative methods for data collection, management, and analysis. These two elements would allow the department to prepare graduates for the rapidly changing and increasingly technology-dependent job market.
Goals and visions

We are poised in our current configuration to become as competitive in applied and critical anthropology as we already are in medical anthropology. We intend to build on existing strengths in social theory, applied, critical, and medical anthropology, while expanding our area expertise in East Asia and the U.S. as complements to strong area foci in Latin America and Africa. We also intend to extend our well-established ties to the area studies, Global Indigenous Nations Studies, and Museum Studies programs and other departments by reaching out to forge more ties through joint degree programs, concentrations, and minors with, for example, the newly instituted Center for Global and International Studies and the Women, Gender, and Sexuality Studies Program.

In addition to building on our recognized strengths, we hope to pursue three initiatives. First, we would like to develop an internship program as a centerpiece of our training in applied anthropology, complementing our established field school opportunities. Second, we anticipate placing greater emphasis on digital technologies, particularly as they impact research and teaching, as well as opportunities to apply our anthropological skills in the world beyond the academy. To appeal to and engage prospective students and faculty, and to integrate ongoing digital applications in research and teaching among current faculty, we intend to create a multimedia lab for the management, analysis, and dissemination of visual and audio ethnographic data. Third, we envision the need to hire a qualitative and quantitative methodologist to enhance our ability to incorporate state-of-the-art data analysis into our methodological skill sets. With these initiatives, we can significantly advance innovation in faculty research, teaching, and service, while fortifying our ability to train students for the changing global job market.

Resources Needed

Our most established theoreticians will be retiring, and hiring for theoretical and methodological expertise will be essential to maintain our basic programming capabilities. This is especially apparent in the training of our students for academic careers. Given our strengths in critically engaged, public anthropology, we need theorists who specialize in the discipline’s current theories and approaches, including postmodernism, subaltern studies, and poststructuralism. These are relevant to our applied training as well. While often juxtaposed, theoretically informed applied and critically engaged anthropology are complementary epistemological frameworks of great utility to the discipline and humanity.

Given the continued interest of students and faculty in anthropological aspects of global health, the current and likely continued ferment in health care discourses and practices in the U.S., and the imminent retirement of some of our faculty most active in this area, we propose to add a medical anthropologist with a focus on contemporary U.S. and global health and healthcare, complementing the department’s strength in the study of migration.

Moreover, we recognize the need to enhance our current training in the requisite methods and theories underpinning applied anthropology. Key faculty members closely associated with applied anthropology will retire over the next decade. Just as new theoretical courses need to be
added in terms of scholarly and practical training, new methodological courses need to be developed for an applied program. In particular, the department would benefit from a new hire who would offer courses in the use of qualitative and quantitative data analysis software, which are authoritative within and beyond academia. Moreover, this hire would strengthen our desire to establish an ethnographic multimedia lab for the curation, study, and dissemination of visual and audio ethnographic data. To further bolster our program, which emphasizes applying our skills, an internship program is vital for providing professional development opportunities to students for the nonacademic employment market, while also providing hands-on opportunities in support of academic training. We will need to appropriate and dedicate resources to create and run such an internship program. These resources will include personnel, office space, equipment, and supplies.

In addition to strengthening our methodological training, we envision the creation of a new ethnographic multimedia lab that will take advantage of current research, theoretical orientations, teaching equipment and techniques used by both linguistic and cultural anthropology. Recent research in successful pedagogy for students shows that they learn well from, are very comfortable with, and frequently use advanced digital technologies. Our subdiscipline offers visual anthropology as a methods course reliant on digital technologies for data gathering and analysis, and for dissemination of results. Similarly, opportunities exist for the digital augmentation of our teaching and research regarding material culture. In the arena of research dissemination, one faculty member is currently working on an e-book, an exciting method of publication that will allow the embedding of video and audio within the text. Such approaches to presenting research findings engage our tech-savvy students in a process of collaborative learning. An ethnographic multimedia lab shared with other subdisciplines will make excellent use of existing equipment and expertise, and it can then efficiently evolve for the collective benefit instead of the uneven, often redundant adoption of new hardware and software by individual faculty members.

To take full advantage of the KU ethnographic collections (See Appendix X) and the established Museum Studies Program, we envision a greater role for cultural faculty in the program. We will build on the relationships and contributions anthropologists have already made among the social and natural sciences and humanities here at KU.

**Hiring preferences**

To maintain our current standard of excellence, and to meet the challenges and opportunities we anticipate over the next decade, we wish to hire cultural anthropologists with one or more of the follow specializations:

- Geographic expertise in East Asia and contemporary United States
- Demonstrated qualitative, quantitative, and methodological expertise
- Training in critical social theory informed by ethnographic field experience
- Applied/practicing anthropology experience
- Medical anthropology
Space, equipment, and facilities needs

To fulfill our vision we will need resources such as the following:

- An ethnographic multimedia lab dedicated for teaching students how to use qualitative and quantitative data management and analysis, including digital audio and video hardware and software.
- Requisite hardware and software for qualitative and quantitative methods necessary for ethnographic analysis, including digital audio and video processing, as well as storage and dissemination platforms.

We will also need dedicated office space for new hires, the proposed internship program, and ethnographic multimedia lab.
OTHER DEPARTMENTAL RESOURCES AND RELATIONSHIPS

Area Studies And Other Programs

The department has strong relationships with the Russian, East European and Eurasian, Latin American, and African Studies programs. Two of our faculty have half-time appointments, one in African Studies and the other in Women, Gender, and Sexuality Studies (WGSS). The director of the ODDYSSEY program has a .51FTE appointment in anthropology. Students enjoy the benefits of specialized training in all these areas, and faculty serve on graduate committees of these programs’ students. Consistent with our commitment to build on existing strengths, we hope to expand these relationships to include joint degrees, concentrations, and minors with, for example, WGSS, and the new Global and International Studies Program.

The Museum Studies Program: Anthropology Track

The Department of Anthropology is affiliated with KU’s nationally recognized MA Program in Museum Studies (MUSE) through the Anthropology Track, one of four training tracks along with History, Ecology & Evolutionary Biology, and Geology. (See Appendix XI for the requirements of the Museum Studies Anthropology Track.) Twelve current students in this track (of 30 total in the program) are advised by an anthropology faculty member. These students, in addition to their MUSE core, take half of their 30 hours in anthropology, including core courses, a collections course, and other topical or area courses. The MUSE program culminates in a 6-hour internship over which students write a report and take an oral exam. Recently anthropology track students have interned with the Ethnographic Collections Curator in the Spencer Art Museum, the Archeological Resource Center, the Dole Institute for Politics, the Watkins Historical Museum in Lawrence, the Pine Ridge South Dakota Historical Museum, and Baker University’s Museum and Archives. Internships often lead to jobs in which students apply their anthropological skills and perspectives in a wide range of institutions. (See Appendix X for detailed information about the ethnographic collections housed at KU’s Spencer Museum of Art.)

The importance of the anthropological perspective in training for museum work is evident by the popularity of the anthropology track in the Museum Studies Program, the appeal of anthropological curriculum, and the centrality of material collections in cultural identity and interpretation. MUSE students have applied this perspective to their selection of courses, projects, internships, and the content of final examinations. Journals such as Museum Anthropology (the journal of the Council of Museum Anthropology of the American Anthropological Association) and Museum Anthropology Review (Museum Studies Program Indiana University) offer a professional forum on these points in the context of the world’s cultures and the varied media used in museum presentation and interpretation. KU’s anthropology courses and teaching for museum studies students articulate, singly and in combination, the following themes, topics, and questions:
• How do we deal with the subject/object tension in museum work?
• How collections tell a story, or, in exhibits and museum presentations, how such stories should be told.
• Who is the constituency of collections? Is there a community around the collections?
• How do such constituencies play into the definition and application of ethical principles in museology?
• How we connect particular details of objects and their story to a bigger picture, to establish a wider context of research and analysis.
• What role in this wider contextualization does ethnography play, that is, seeing and recording the details of situations, events, and objects in context;
• What are the measures or criteria differentiating authentic cultural production from spurious culture or outright fakery?
• What is the rationale for testing or teasing out comparisons across traditions and contexts? How are generalizations reached about cultures, historical development, and interaction between cultures and regions?
• What is the role of historical contextualization in museum scholarship, being able to situate something in time and place;
• How is tradition defined, with discernible features, practices, material objects, continuing over time yet changing along the way?
• How does one establish the significance of cultural objects, in particular those that become iconic, ritualized, or “art” in the creation of identity in the maintenance, or understanding, and interpretation, of a culture or people.
• How do key objects relate to the above process? What are the criteria for the selection of key objects in exhibits?
• How does the anthropological perspective differ from history? Art History? Sociology? Natural History? Geology? What makes it distinctive?

Publications In Anthropology

The University of Kansas Publications in Anthropology is a series of occasional monographs authored or edited by KU faculty and PhD recipients, which treat topics in archaeology, biological anthropology, linguistics, and cultural anthropology. The series, currently under the general editorship of Professor Allan Hanson, began publication in 1969 and comprises 23 monographs to date. These monographs have been well received by the anthropological community, and several have been reprinted. A list of titles may be found at http://www2.ku.edu/~kuanth/resources/publications.shtml.

Funding was recently cut for this long-running scholarly series. We feel that this decision was short-sighted. The dissemination of scholarly results is as much a part of a healthy research university as the number of grants obtained. We request that this funding be restored so that we can continue to publish high quality monographs in anthropology.
PLANNING FOR THE COLLECTIVE FUTURE

COMMITMENTS OF THE DEPARTMENT AND THE FACULTY

The Department of Anthropology is committed to a future that maintains its broad outlook, builds to existing strengths, and complements and fortifies relationships with other centers, programs, and departments.

Maintain Our Broad Outlook

We are committed to a broad-based, flexible, and adaptive anthropology program, constructed around a global perspective and integration of the four major subfields of anthropology which include archaeology, biological anthropology, linguistic anthropology, and cultural anthropology. We must prepare our students broadly and with research skills that enable them to engage effectively in our dynamic multicultural world. We therefore recognize the interest and need for a linguistic core course. The challenge is its integration into a heavy set of requirements when time to degree is usually longer than desirable and when our one linguistic anthropologist is already pressed to meet the needs for student training. Our vision is to reconcile requirements with the needs for graduate training as we more fully develop our four-field holistic approach, and that clearly requires hiring another linguistic anthropologist.

To maintain healthy, well-balanced undergraduate, master’s, and doctoral programs will require that we hire new faculty to fill the roles and responsibilities of those who will soon retire and to keep pace with the changing demands of our discipline. The potential loss of nearly one-third of our faculty to retirements threatens our ability to maintain our four-field approach and to meet students’ needs for training. In addition to significant contributions to teaching and research in three subdisciplines, loss of these faculty members will potentially disable or even eliminate key resources and connections: the Osteology Laboratory, the Laboratory of Biological Anthropology, and our oversight of the anthropology track of the Museum Studies Program.

We believe that the subfields must be maintained here at KU. Each of these divisions must also be integrated into a complementary and supporting whole. Linkages among subdisciplines contribute to departmental cohesion, integration, and holistic student training. At present, core courses bring together students from all subdisciplines. Yet it is not uncommon for anthropology programs to be composed of discrete and largely independent subdisciplines with minimal interaction. Our department has tended in most ways to follow this model which has limited our focus and ability to develop department-wide strengths and accomplish shared goals. Yet our self-study has illuminated many such strengths and goals that here constitute the basis for much of our collective vision.
Complement and Strengthen Relationships with Interdisciplinary Institutes, Centers, and Programs

Strong relationships between the Department of Anthropology and interdisciplinary programs and centers should be reinforced and expanded. These include Women, Gender & Sexuality Studies; Human Biology; Environmental Studies; the Archaeological Research Center; the Center for Global and International Studies; and area studies programs such as African Studies, Latin American Studies, and Russian, East European and Eurasian Studies. Ways to strengthen and expand our relationships include development of joint degrees and minors, and carrying out interdisciplinary teaching and research.

Build to Our Departmental Strengths

A fundamental strength of anthropology is the integration of diverse approaches and foci in understanding the human experience. This integration enables us to teach students broadly about cultural diversity past and present. Faculty sit on departmental committees whose administrative decisions and activities affect the whole. We cooperate in the training of students and commonly sit on the committees of students from other subdisciplines. As noted above, programs and courses bring students and faculty together across subdisciplines. Yet, a challenge arises from our practice as individual scholars and programs structured around traditionally semi-autonomous subdisciplines. Integration and cohesion are areas we agree we should continue to address. Indeed, one way to maximize the strengths of our department is to do even more to integrate the subdisciplines. In this section, we describe our programmatic, curricular, and infrastructural goals and ideas for anthropology.

PROGRAMMATIC AND CURRICULAR GOALS

Anthropology faculty share interests in a number of research and teaching arenas that are cross-disciplinary in nature and that can constitute new foci within the department. These include, among other possibilities, medical anthropology, applied anthropology, ancient DNA research, and Plains anthropology. The department is poised to embark on a new period of integrated research. Below are selected examples of areas of significant overlap among faculty interests. Because formalization of new concentrations will have implications for program structure, we will approach their development with careful study. We present these ideas here as areas we wish to explore further.

Medical Anthropology

We propose to consider medical anthropology for a concentration in anthropology’s four fields, with a thematic focus on global health. This concentration is particularly timely as increasing numbers of students across the country seek courses, community service opportunities, study abroad programs, and career trajectories focused upon the elimination of global health disparities.
and social inequalities. The recent epidemics of swine flu, SARS, and HIV/AIDS, for example, have taught us that patterns of disease and suffering are never geographically bound. The American debate on health care reform has led the public to ask new questions about the provision of care in other countries. And waves of new immigration to the U.S. have revealed new concerns that must be attended to in medical and liberal arts curricula alike. An anthropological education can offer students a sophisticated set of biological and social analytical tools for addressing contemporary global health challenges.

Anthropology of Technologies

Development of the study of technology could also constitute a four-field concentration with a focus on the roles that technologies play in political economic, cultural, religious, historical, ecological, and epidemiological transformations. KU anthropologists are invested in a diverse array of research projects spanning DNA forensic techniques to the globalization of HIV treatment protocols to the novel technologies of the self that proliferate in neoliberal economies. The department offers numerous courses and training opportunities that expose students to the theoretical and methodological tools necessary for understanding the implications of technology in contemporary and historical social contexts. Growth in this thematic core could include the development of new team-taught courses that focus on the intersections among cultural, archeological, and biological anthropology concerns surrounding technologies. This concentration would also take advantage of the proposed infrastructural developments in anthropology, such as the digital multimedia and DNA extraction laboratories.

Applied Anthropology

A number of faculty work as consultants to benefit the communities or groups with which they conduct research. Indeed, every subdiscipline includes members who identify as applied anthropologists. The department is positioned to compete with the top applied anthropology programs in the country with better coordination across disciplines, development of a cross-disciplinary internship program, and the addition of faculty with teaching skills in quantitative and qualitative methods.

Ancient DNA Research

Creation of an ancient DNA extraction lab would enable research collaboration between genetic anthropology and archaeology. Targeted research problems include economic and paleo-environmental issues using residues on stone tools and ceramic artifacts, and faunal and floral remains. With this lab, and interdisciplinarity collaboration, we can explore questions of bison evolution and environmental change in the Great Plains and the origin and spread of agriculture.
Plains Anthropology

Integrated investigation of anthropological questions in the Great Plains region are well within the reach of department faculty. Paleoenvironmental research, farmers’ land use decisions, technological change, culture contact, genetic studies, and economic change are all ongoing topical foci that, when combined, could illuminate new questions and problems.

Social Theory

At least ten department faculty members have interests in various aspects of social theory, such as symbolic studies, the meanings embedded in archaeological artifacts, structuralism, Geertzian interpretive anthropology, feminist theory, postcolonialism, poststructuralism, postmodernism, and queer theory. This area matches one of the KU’s CLAS goals and future directions, that is, “new approaches to the study of existing disciplines and new areas of study … [including] social theory … [and] interdisciplinary theory in social sciences and humanities.” (http://www.clas.ku.edu/about/plan/index.shtml).

Internships

Internships already exist in the Museum Studies Program which places interns regularly in the Archaeological Research Center working with collections and records. A long-term goal is development of a broad-based, interdisciplinary internship program that would provide advanced students with practical, hands-on work experience, preparing them for thesis and dissertation research and enhancing their proficiency and competitiveness for professional positions in their respective fields.

Enhance The Undergraduate and Graduate Experience

The faculty and staff embrace broadly integrative interdisciplinary approaches to guide students in classroom, field, and laboratory settings. Students at all levels are encouraged to pursue individualized research projects with faculty mentors that crosscut traditional disciplines, reaching across the campus and beyond. A global focus is essential and it is our duty to prepare our students for the future.

Given our cross-disciplinary focus in research and scholarship, we would like to explore the possibility of more courses team-taught by anthropology faculty, both between and within subdisciplines, and with faculty in other departments. The topics of these courses will reflect the need to think outside old, arbitrary boundaries. We would also like to consider developing a “capstone” senior course that integrates all of the fields of anthropology. A capstone course could also give us a metric by which to measure undergraduate learning. Another possibility is a course co-taught by a faculty member and graduate student, thereby providing both teaching mentorship and support.
In addition we would like to explore the possibility of having one or more departmental GRA lines. These GRAs could act as research assistants as well as coordinators of scholarly activities (seminars, workshops on research methodologies, a newsletter) within the department. As noted earlier, we are especially interested in increasing funding for graduate students both as a way to recruit better students and to reduce the time to degree.

**Secure Relationship With ARC Collections**

Because both teaching and research in archaeology depend on access to and use of collections in the Archaeological Research Center of the Biodiversity Institute, the future of the subdiscipline requires a secure relationship to them. The College has approved, and the faculty has unanimously supported, our exploration of a formal relationship between the Department of Anthropology and the ARC, one that would benefit both entities. One possibility would involve an exchange of FTE that would allow faculty in anthropology to contribute to the growth of the collections while maintaining access and use for teaching and research. Space availability, discussed below, is another key in this relationship.

**NEW POSITIONS AND HIRING PRIORITIES**

**FACULTY**

We do not believe we must fill vacancies by replacing "like with like," but the loss of any faculty member seriously hampers our instructional capabilities and program goals. At the same time, if we merely maintain current faculty strength we will steadily lose ground to the programmatic demands and changing focus of anthropology in the coming decades. To successfully meet future demands, we will require new faculty lines. These will fit within the ongoing teaching and research mission of the department and will contribute to other departments and programs within the university.

Equally significant is that over the next ten years, the department could see the retirement of a third of its senior faculty. These retirements will affect three of the four subdisciplines in profound ways including, but not limited to, our ability to teach required courses, meet the basic and advanced training needs of our students, govern ourselves, and maintain our four-field approach.

As a beginning, we are committed to first hiring a linguistic anthropologist to redress the most pressing and immediate need of the department. Selection of the next hire will be the subject of the last faculty meeting of the year after the linguistic anthropologist is hired. Hiring needs, defined both by subdiscipline and skill sets, are described within the subdiscipline sections of this document.
STAFFING

As the faculty has grown over the last two decades from 12 to 20, staff support has grown from 2 to 2.75. As noted earlier, demands placed on office staff have increased not only with the growth in the number of students and faculty, but also with the relocation of responsibilities from the College to the department. Our excellent staff are challenged to fulfill their many responsibilities in a timely way. And faculty now must do much of their own secretarial work, cutting into precious time available for research, teaching, and service. We suggest an increase, as soon as funds become available, from 2.75 to 3.0 FTE.

SPACE AND FACILITIES REQUIREMENTS

Space has long been a serious problem confronting anthropology faculty and graduate students. Needs have consistently exceeded available space, and this shortage has stood squarely in the way of departmental growth. In the Fall of 2009, the College reallocated space in Fraser Hall. Beginning in August, 2010, the department’s space will no longer include the GTA room on the second floor of the building, but it will expand to include the remainder of the sixth floor. This net gain will be distributed to house GTAs, new faculty, a department library and conference room, and a digital media laboratory. We will still be challenged to accommodate the needs of GRAs who currently share space with the faculty PIs for whom they work.

GTA OFFICE

With the relocation of graduate teaching assistants to the sixth floor, space will need to be configured to meet their needs. The former psychology lab located in room 612 is a logical place to house GTAs because it provides needed additional space. At present, however, the room is partitioned for psychology experiments. To make use of this space will require removal of partitions to make room for the approximately 15 desks the room will need to accommodate with one area partitioned to create a space designated for private communications.

OFFICE SPACE

Eighteen of our 20 faculty have offices in Fraser. Of these offices, twelve average 328 square feet each and are usually adequate for their occupants' needs (combined office and research area or laboratory). The remaining faculty offices average 155 square feet. These offices do not provide enough space for their occupants to house their libraries, research data, and necessary files, let alone afford them adequate space to advise students, meet with colleagues, or even stretch. Three offices are further compromised by the placement of a very noisy soft drink vending machine and two elevators immediately outside rooms 614, 615 and 616. As new office space opens up, faculty are rotated in order of seniority into the larger offices, leaving these three smaller offices to house new and visiting faculty.

We anticipate the need to hire anthropologists with particular specializations to remain competitive and to meet the needs of our students for training at the forefront of anthropological
research. As currently configured and occupied, and with the additional space to be added in August, we will be able to maintain our current size as we replace positions lost to retirements, positions we must replace if we are to maintain basic services and our four-field approach.

OFFICE AND LABORATORY SPACE IN SPOONER

A new archaeologist will begin in the Fall of 2010. This person’s duties will include work with collections now managed by the ARC in Spooner Hall. This will mean the need for both laboratory and office space in Spooner.

Spooner Hall provides the only available research space for archaeology faculty and archaeology graduate students. The space in Spooner does not adequately serve the needs of our archaeology faculty and students, a circumstance exacerbated by recent changes (closure of the exhibit space in the former Museum of Anthropology and occupancy of space in Spooner by other units at KU) that have further truncated available space in Spooner Hall. The only working space in the museum that even has a sink with running water—a minimal requirement for any functional laboratory—is the sub-basement, which presently must also serve as a crowded collection-storage area, a way-station for incoming materials from fieldwork, a mini-classroom, data analysis areas, an access point to tunnels and controls for KU Facilities and Operations personnel, and an entrance to the building and passage to the upstairs area for museum staff. It is clearly not a functional laboratory.

The lack of dedicated, secure laboratory facilities for our archaeology faculty is a major impediment to effective research and training. This inadequacy distinguishes our program from every other degree-granting archaeology program in this state and from every other doctoral-granting peer program of which we are aware, including those with separate museum facilities. Moreover, to maintain the viability of the archaeology field school, a critical component of archaeological training, adequate laboratory facilities are absolutely essential. Put simply, an effective, integrated archaeological research program cannot be accomplished without adequate laboratory facilities, and it is unrealistic to expect otherwise.

ANCIENT DNA EXTRACTION LABORATORY

Our proposals for an ancient DNA lab, a digital multimedia lab and an internship program in applied anthropology, all crossing subdisciplinary boundaries, can contribute significantly to departmental integration. A clean room for extraction of ancient DNA from bones, plants, ceramics, and tool residues would build on department strengths in genetic anthropology and archaeology. This logical area for development of cross-disciplinary collaboration would significantly add to our ability to train students in these specialized skills, and it would allow faculty in both subdisciplines to expand existing research into this new area. Few such laboratories exist in anthropology departments in the U.S., so addition of a clean room for ancient DNA extraction would further enhance the competitiveness of the department, especially in biological anthropology and archaeology. A working lab for analysis of samples extracted already exists in the basement of Fraser Hall. Ideal space required for the clean room would be approximately 500-750 square feet. See Appendix XII for more details.
APPENDICES
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Appendix I

DEPARTMENTAL RELATIONSHIPS WITH OTHER PROGRAMS, CENTERS, AND DEPARTMENTS

Center for African and African American Studies
The African Studies program has been strongly supported by the Department of Anthropology. John Janzen served as program director for many years, securing Title VI grants that funded its work. Janzen, Sandra Gray, Majid Hannoum, and Kathryn Rhine have research interests in Africa and teach courses cross-listed with this program. Hannoum has a half-time appointment in African Studies.

Courses
Anth 372: Religion, Power, and Sexuality in Arab Societies
Anth 501/775: Life and Death in Africa
Anth 501/775: Gender and Health in Africa
Anth 545: Contemporary Health Issues in Africa
Anth 564: The Peoples of Africa
Anth 568: Kongo Trans-Atlantic

American Studies Program
Don Stull, Jane Gibson, Allan Hanson, and Brent Metz research and teach about topics in the U.S. They also serve on committees in this program.

Courses
Anth 501/775: Social Constructions of the Self
Anth 670: The Culture of Consumption: USA
Anth 672: Meat and Drink in America

Archaeological Research Center and the Biodiversity Institute
The mission of the Archaeological Research Center is to create, enhance, disseminate, and preserve knowledge of past populations who inhabited regions of the North American Great Plains, Mexico, Central and South America, and Western Europe through archaeological research, scientific study, education, curation, and public outreach.

The archaeological collections are composed of several components, including but not limited to artifacts, photographs, documentation, associated historical records, publications, and maps. As one of the main archaeological repositories in the region, the ARC curates and provides access to approximately one million archaeological specimens, many recovered from systematic research projects with associated documentation.

Prehistoric materials from the Northern and Central Great Plains form the core of the archaeological collections and consist of stone tools, modified and unmodified stone, floral and faunal remains, ceramics, metal and glass. The collections reflect cultural diversity from the earliest occupations in the region to Euroamerican settlement. The Mexico, Central and South American materials consist of ceramic vessels, ceramic and stone carvings and effigies, and jade and obsidian objects. Representing various cultures, most of these artifacts were donated to the University of Kansas. The Western European collection reflects cultural adaptation during the Upper Paleolithic, as expressed through stone and bone tools and casts of figurines.
The ARC accomplishes the stated mission by the following:

- Securing grants for research projects,
- Making collections available for course lectures, class projects, independent research, and graduate theses and dissertations
- Supervising Museum Studies student internship projects,
- Supporting graduate and undergraduate research by providing access to the collections, providing laboratory space and equipment, and facilitating collection loans
- Securing financial support for graduate students on research projects
- Participating in regional and national professional organizations
- Exposing the collections and increasing access through Web pages and online guides
- Securing curation agreements with various federal agencies for the care of large systematic collections from the central Plains
- Developing standards and guidelines for the curation of the collections with the explicit goal of maintaining long-term preservation while allowing access for research and education.

The ARC, and its predecessor the Museum of Anthropology, has supported the teaching and research activities of the Department of Anthropology through the provision of space, equipment (laboratory and computer), curation services, and financial support for graduate and undergraduate students. In addition, the ARC curator advises and mentors numerous students, including undergraduate research projects, Museum Studies internships, class projects, and graduate student research. The archaeological collections are essential to both teaching and research and are currently used in classes, taught by anthropology professors. Senior honors theses, master’s theses, and PhD dissertations have relied on ARC’s extensive collections.

The ARC (and its predecessor) has an historical and formal connection with the Department of Anthropology. As the Museum of Anthropology, split faculty/curator positions addressed the needs of both units. With the current arrangement, the ARC is a unit within the Biodiversity Institute, which reports to KUCR. There is no formal connection between the ARC and the department or the College of Liberal Arts and Science. Despite this, there are good recent examples of collaboration among ARC staff and department faculty. These include:

- Recent grant from the state of Kansas for the analysis of existing collections and further excavations at the historic Pawnee site, 14RP1. The artifact analysis portion helped support 4 graduate students and 2 undergraduate students over a period of 3 semesters.
- The 2008 KU Archaeological Field School contributed to the excavations at 14RP1, providing training to 16 undergraduate students. About 26 undergraduate students enrolled in Anth 406 helped with the sorting, identification, and quantification of artifacts from this site. Several of the students continued these efforts by:
  - Three students presented papers at the 2009 Annual Flint Hills Conference in Topeka
  - Three students are in the process of preparing Senior Honor’s Theses
  - Two undergraduate students contributed chapters to the report on the site
  - Two students are preparing presentations for the upcoming Annual Plains Anthropological Conference. One paper is part of the student paper competition
• Undergraduate student Greg Kauffman has spent the past 3-4 months researching all of the Mesoamerican collections in the ARC holdings (approximately 300 items). Included are Mayan and Olmec stone and ceramic artifacts. His research will provide critical contextual data that will help make the collections more accessible for further research. His work is totally voluntary, but space and supplies are provided as needed.

• Three awards from Wenner-Gren organized and prepared documents from the files of retired professors Anta Montet-White, Robert J. Smith, and Carlyle S. Smith for curation at the ARC. Each grant supported 2 graduate students. The Carlyle Smith documents were further organized as Finding Aids and are available online at http://www.arc.ku.edu/~arc/collections/guide.shtml

• An award from the Institute for Museum and Library Science (IMLS) inventoried, organized and cataloged a majority of the faunal remains recovered from Paleoindian sites. The grant provided support for several students and helped make the collection more accessible.

Center for East Asian Studies
Arienne Dwyer is a core faculty member in this center.

Center for Global and International Studies Program
Several faculty are affiliated with this new program. Akiko Takeyama, Kathryn Rhine, Jim Mielke, Brent Metz, John Hoopes, and Jane Gibson are included on this list. We hope to establish a joint degree with the CGISP.

Center for Russian and Eurasian Studies
Arienne Dwyer is a core faculty member in this center.

East Asian Language and Cultures
Arienne Dwyer, Felix Moos, and Akiko Takeyama carry out research in China, Nepal, Southeast Asia, and Japan.

Courses
  Anth 231: Beginning Uyghur language
  Anth 293: Myth, Legend, and Folk Belief in East Asia
  Anth 331: Advanced Uyghur language
  Anth368: Peoples of China
  Anth 501/775: Peoples of Japan
  Anth 501: Gendered Modernity in East Asia

Environmental Studies Program
Gibson sits on the governing board of Environmental Studies, serves on its curriculum committee, and teaches a course cross-listed with the program.
**Geography Department**
A number of faculty members sit on committees of geography graduate students, and these students enroll in our classes. Brent Metz, Jane Gibson, and Rolfe Mandel are among those closely associated with this department.

*Courses*
- Anth 500: Field Concepts and Methods in Geoarchaeology
- Anth 517: Geoarchaeology
- Anth 695: Cultural Ecology

**Global Indigenous Nations Studies Program**
The director of the Global Indigenous Nations Studies Program is archaeologist John Hoopes of the Department of Anthropology. Other anthropology faculty have research interests in indigenous peoples. Bart Dean works with the Urarina in Perú. Brent Metz works with the Ch’orti Maya in Guatemala. Arienne Dwyer has a courtesy appointment with the program.

**Human Biology Program** is supported by multiple anthropology faculty (Crawford, Frayer, Gray, Mielke and Redd).

*Courses*
- Anth 304: Introduction to Biological Anthropology
- Anth 340: Human Variation
- Anth 341: Human Evolution
- Anth 342: Human Nutrition
- Anth 359: Anthropology of Sex
- Anth 442: Anthropological Genetics
- Anth 447: Human Behavioral Genetics
- Anth 449: Laboratory/Field Work in Human Biology
- Anth 450: Diseases and Adaptation
- Anth 549: Human Origins
- Anth 648: Human Osteology
- Anth 652: Population Dynamics
- Anth 762: Human Growth and Development

**Latin American Studies**
Bart Dean, Brent Metz, John Hoopes, and Jane Gibson carry out research in Latin America, teach courses cross-listed with this program, and serve on committees of Latin American graduate students.

*Courses*
- Anth 379/785: Indigenous Traditions of Latin America
- Anth 501/775: Contemporary Mesoamerica
- Anth 508: Ancient American Civilizations: Central Andes
- Anth 560: Economic Anthropology
- Anth 562: Mexamerica
- Anth 595: The Colonial Experience
Linguistics Department
Arienne Dwyer, as the sole linguistic anthropologist in the department, works closely with the Department of Linguistics.

Courses
- Anth 106: Introduction to Linguistics
- Anth 107: Introduction to Linguistics, Honors
- Anth 320: Language and Society
- Anth 321: Language and Society, Honors
- Anth 430: Linguistics in Anthropology
- Anth 730: Linguistics in Anthropology
- Anth 730 Dialectology Field Methods
- Anth 740: Linguistic Data Processing
- Anth 741: Field Methods in Linguistic Description
- Anth 748: Language Contact
- Anth 749: Linguistics and Ethnolinguistics of China and Central Asia
- Anth 810: Seminar in Ethnolinguistics
- Anth 810: Language Endangerment and Revitalization
- Anth 810: Discourse Analysis

ODYSSEY
The ODYSSEY Archaeological Research Program, housed in the Kansas Geological Survey (KGS) at the University of Kansas, was established in 2003 with a generous endowment from Joseph and Ruth Cramer. Under the direction of Rolfe D. Mandel, KGS Senior Scientist and Professor in the Department of Anthropology, the goal of this program is to search for evidence of the earliest people to inhabit the central Great Plains and western portions of the Midwest, and to gain a better understanding of the late Pleistocene and early Holocene paleoenvironments that would have affected those people. To date, this field- and laboratory-based effort has focused on Paleoindian archaeology and geoarchaeology in Kansas, Nebraska, South Dakota, and Missouri. In addition to funding thesis and dissertation research that is related to the mission of the program, ODYSSEY supports undergraduate and graduate students involved in the program’s summer field investigations.

The first field season was in 2003, and since then ODYSSEY research teams have worked annually at many sites, including a cluster of Early Paleoindian sites on the High Plains near Kanoraro, Kansas; the Claussen site in northeastern Kansas; the Vincent-Donovan site in south-central Kansas; the Big Eddy site in southwestern Missouri; the Alley Spring site in southeast Missouri; and the Brookings Mammoth site in eastern South Dakota. The KU Anthropology Department’s Archaeology Field School, under the direction of Jack Hofman, has participated in several of the ODYSSEY projects, including excavations at Kanorado and the Claussen site.

In addition to having a strong field-oriented research program, ODYSSEY has laboratory components devoted to the study of climatic and environmental changes based on various aspects of soils, fauna, and botanical evidence recovered from archaeological sites and survey areas. Specialized facilities at the Kansas Geological Survey that are involved with ODYSSEY-related paleoenvironmental research include the Isotope Preparation Laboratory and the Soils/Sedimentology Laboratory.
Over the next five years the ODYSSEY program will focus on two regions: the Ozark of southeast Missouri and the High Plains of western Kansas and Nebraska. The National Park Service and ODYSSEY have joined forces in the Ozark National Scenic Waterways to search for early sites, and the ongoing effort to explore the draws on the High Plains will continue.

**Russian, East European and Eurasian Studies Program**  
Ivana Radavanovic, Michael Crawford, and David Frayer have research interests that support this program.

**Department of Slavic Languages and Literatures**  
Ivana Radavanovic teaches courses cross-listed with this program.  
*Courses*  
ANTH 635: Language, culture and ethnicity in prehistoric Eastern Europe

**Women, Gender, and Sexuality Studies (WGSS)**  
Brent Metz, Kathryn Rhine, and Akiko Takeyama are tied to WGSS through their research and their teaching. Takeyama has a half-time appointment in WGSS.  
*Courses*  
Anth 389: Anthropology of Gender: Female, Male, and Beyond  
Anth 501/775: Social Constructions of the Self  
Anth 501: Gendered Modernity in East Asia  
Anth 501: Masculinity in Cross-cultural Perspective  
Anth 580: Feminism and Anthropology  
Anth 583: Love, Sex, and Globalization  
Appendix II

DEPARTMENTAL ASSOCIATES ON AND OFF CAMPUS

On Campus

Mary Adair (PhD 1984, Senior Curator, Biodiversity Institute [1.0FTE]); development of agriculture, economic and dietary patterns, Holocene to Historic period, Great Plains, North America.

Ben Chappell (PhD 2003, University of Texas) folklore, ethnomusicology, materiality, cultural politics, public spheres, social space, identity and performance.

Jerry Schultz (PhD 1992, University of Kansas; Life Span Institute, University of Kansas) ethnopolitics, Native American societies, Indian education policy, health promotion, community development

Geetanjali “Geeta” Tiwari (PhD 2001, Pennsylvania State University) marriage systems, polyandry, qualitative and quantitative methods, field methods, Himalayas, India, primatology, wildlife ecology and conservation.

William I. Woods (PhD U. Wisconsin-Milwaukee, 1986, Geography) Courtesy Professor Anthropology; abandoned settlements, anthropogenic environmental change, cultural landscapes, soils and sediments, traditional settlement-subsistence systems.

Off Campus

Will Banks (PhD 2004, University of Kansas; Centre National de la Recherche Scientifique) eco-cultural niche modeling, high-power use-wear analysis, Middle and Upper Paleolithic lithic technology, Old and New World kill site archaeology.

Ling-Lung Chen (PhD 1991, University of Kansas) nutritional pluralism, China, Nepal

Christine Daley (PhD 2004, University of Connecticut) medical anthropology, public health,

Sean Daley (PhD 1998, University of Connecticut) cultural anthropology, American Indian cultures, cowboy culture.

Myra Giesen (PhD 1992, Ohio State University) historical archaeology, stature variation among Civil War soldiers, mortuary practices, population diversity

R. Christopher Goodwin (PhD, Arizona State University, 1979), President & Director of Research, R. Christopher Goodwin & Associates, Inc; cultural resources management, North American prehistory, Southeastern United States, Caribbean Islands, nautical archaeology

Robert Hoard (PhD 1992, U. Missouri; Kansas State Archaeologist) ceramics, archaeometry, Plains, Midwest, North America
Karla Kral (PhD 2004, University of Kansas; University of Colima, Mexico) gender, transnationalism, migration studies, globalization and transnational education.

Mark Lynott (PhD 1977, Southern Methodist University, Director, Midwest Archaeological Center, National Park Service), North American archaeology, Rocky Mountains, Plains, Eastern U.S.

M.J. Mosher (PhD 2002, University of Kansas; Department of Epidemiology, University of North Carolina, Chapel Hill) Mennonite studies, population genetics

Mark Raab (PhD 1976, Arizona State University), North American archaeology, Southwest, Southeast, California, Baja, Mexico, Maritime, Olmec.

Donna Roper (PhD 1975, U. Missouri) late prehistoric period, settlement, ceramics, culture-history, history of archaeology, Central Plains, North America.

Bruce Rothschild (M.D. 1973, New Jersey College of Medicine) coevolution of disease and human behavior

Larissa Tarskaia-Nichols (PhD 1996, Medical Academy of Postgraduate Studies, Moscow, Russia) genetic and physiological adaptations of Siberian populations, molecular genetics

John Tomasic (PhD 2009, Vanderbilt University; Kansas State Historical Society) quantitative research methods, statistical analysis, prehistoric and historical archaeology, Mesoamerican archaeology

Barth W. Wright (PhD 2004, University of Illinois, Champagne-Urbana) primatology and primate ecomorphology

Kristin Wright (PhD 2005, Northwestern University) primate evolutionary biology.
Appendix III

PRINCIPAL AND NONWESTERN COURSES
OFFERED BY THE DEPARTMENT OF ANTHROPOLOGY
IN SERVICE TO THE COLLEGE OF LIBERAL ARTS AND SCIENCES

PRINCIPAL COURSES
Humanities: Historical Studies
Anth 110/310  Intro to Archaeology
Anth 111 Honors Intro to Archaeology

Natural Science and Mathematics: Biological Sciences
Anth 104/304 Fundamentals of Physical Anthropology
Anth 105  Honors, Fundamentals of Physical Anthropology

Social Sciences: Culture and Society
Anth 100  General Anthropology
Anth 106 Introductory Linguistics
Anth 107 Honors, Introductory Linguistics
Anth 108/308 Introduction to Cultural Anthropology
Anth 109 Honors, Introduction to Cultural Anthropology
Anth 320 Language in Culture and Society
Anth 321 Honors, Language in Culture and Society

NONWESTERN COURSES
Anth 160/360 Varieties of the Human Experience
Anth 161/361 The Third World: Anthropological Approaches
Anth 220 The Ethnology of Art
Anth 293 Myth, Legend, and Folk Belief in East Asia
Anth 362 Peoples of Southeast Asia
Anth 364 Peoples of Japan and Korea
Anth 365 Japanese People Through Film
Anth 366 The Life Cycle in Japanese Culture and Literature
Anth 368 The Peoples of China
Anth 369 Vietnam: Identity and Conflict
Anth 370 Peoples and Cultures of the Pacific
Anth 376 North American Indians
Anth 378 Contemporary North American Indians
Anth 379 Indigenous Traditions of Latin America
Anth 380 Peoples of South America
Anth 389 The Anthropology of Gender: Female, Male and Beyond
Anth 390 The Peoples of Africa
Anth 484 Magic, Science and Religion
Anth 501 Topics in Cultural Anthropology: Introduction to Aboriginal Studies
Anth 506 Ancient American Civilizations: Mesoamerica
Anth 508 Ancient American Civilizations: The Central Andes
Anth 510 An Introduction to Southwestern Archaeology
Anth 565 Popular Images in Japanese Culture, Literatures, and Films
Anth 567 Japanese Ghosts and Demons
Appendix IV

DEGREE REQUIREMENTS IN UNDERGRADUATE ANTHROPOLOGY: MAJORS AND MINORS

All majors are required to complete 27-30 hours in anthropology. These will include:

1. One of the following courses in each block:

   Block I: ANTH 104, 105, or 304 FUNDAMENTALS OF PHYSICAL ANTHROPOLOGY

   Block II: ANTH 108, 109, or 308 INTRODUCTION TO CULTURAL ANTHROPOLOGY or Anth 160, 162, or 360 VARIETIES OF THE HUMAN EXPERIENCE

   Block III: ANTH 110, 111, or 310 INTRODUCTION TO ARCHAEOLOGY

   Block IV: ANTH 106 or 107 INTRODUCTORY LINGUISTICS OR ANTH 320 OR 321 LANGUAGE IN CULTURE AND SOCIETY

2. Five additional courses in anthropology at the 300-level or above (excluding ANTH 301 and 360) that include the following:

   A. At least one course in archaeology.

   B. At least one course in biological anthropology.

   C. At least one course in cultural anthropology that does not have a specific geographical focus.

   D. At least one course in any subdiscipline of anthropology that focuses on a specific geographic area.

   E. One additional course at the 300-level or above exclusive of 304, 308, and 310.

A checklist that charts the student's progress toward the completion of the degree is maintained in the department. In addition to fulfilling major requirements, students are advised to consider the following recommendations and discuss them with their advisor prior to making enrollment decisions.

1. Anthropology majors are encouraged to take at least two of the courses in Blocks I-IV at the 300 level.

2. Students who are contemplating graduate work in anthropology should complete at least two additional courses beyond the major requirements at the 300-level or above.
3. Students who have maintained an overall GPA of 3.25 and a GPA of 3.5 in anthropology courses should consider undertaking a Senior Honors Thesis under the direction of a faculty member of their choice.

**Undergraduate Minor in Anthropology**

Students wishing to pursue a minor in anthropology are required to complete 18-20 hours in one of the two options listed below. Twelve of these hours must be numbered 300 or above and a 2.0 grade-point average in anthropology is required.

1. **Option I** provides a grounding in two of the four subdisciplines of the field. Complete any two of the following:
   
   A. Biological Anthropology: ANTH 104, 105, or 304 and two courses in the following number blocks: 340-359, 440-459, 503, 540-559, 640-659;
   
   B. Linguistics: ANTH 106, 320 or 321 and two courses in the following number blocks: 322-339, 420-439, 502, 527-539, 620-639;
   
   C. Cultural Anthropology: ANTH 108, 109, 160, 161, 308, or 360 and two courses in the following number blocks: 361-395, 460-495, 501, 560-595, 660-695;
   
   D. Archaeology: ANTH 110, 111, or 310, and two courses in the following number blocks: 311-319, 406-419, 500, 504-526, 604-619.

2. **Option II** allows the student more flexibility in designing his or her program either for maximum breadth in general anthropology or for depth in one of the subdisciplines. The requirements are: ANTH 100 or 300 and five additional courses. At least four of those courses must be numbered from 313 to 695, excluding ANTH 360. One of the five may be any one of the following: ANTH 104, 105, 106, 108, 109, 110, 111, 160, 304, 308, 310, or 360.
Appendix V

GRADUATE PROGRAM REQUIREMENTS IN ARCHAEOLOGY

Introduction

Graduate study in anthropological archaeology is designed to train professional archaeologists. While university teaching remains the first career choice of most graduate students, students also consider careers with Federal agencies such as the National Park Service, Bureau of Land Management, and Forest Service, who recruit personnel both at the MA and PhD levels. The curriculum is designed to provide students with a basic knowledge of prehistoric cultures and archaeological theory as well as with training in archaeological field research, data analysis, and paleoecology.

All graduate students in archaeology must demonstrate proficiency in conducting archaeological fieldwork. The Department and the Museum of Anthropology sponsor field schools to provide students with basic field training. Opportunities for additional fieldwork are provided through a program in conservation archaeology involving contract agreements between the University of Kansas Museum of Anthropology and various federal and state agencies as well as through research conducted by faculty members.

Experience in working with archaeological materials is also required of all students. The Museum of Anthropology has large comparative collections from North America as well as collections from Latin America and Europe.

The MA Program

The archaeology program has no required courses beyond those for all MA students in anthropology. However, prior to receiving their degree, students are required to demonstrate proficiency in the following areas:

1. Quantitative analysis, as demonstrated by completion of a course in statistics (e.g. ANTH 811, BIOL 841).

2. Analysis and curation of archaeological collections, as demonstrated by active participation in volunteer, degree-related work, or a research assistantship.

3. Archaeological fieldwork, as demonstrated by active participation in the equivalent of two six-week field seasons.

Comprehensive Exam.

Students in archaeology must pass a general comprehensive Master's examination. This exam is intended to encourage students to integrate material from different courses and to conduct studies complementary to their course work. It will also help faculty to advise students on how to improve their general background in archaeology.
The written examination will be administered each Spring, and should be taken no later than a student's fourth semester of enrollment. The examination will test students in four areas: 1) archaeological methods; 2) the history and theory of archaeology; 3) Old World prehistory; and 4) New World prehistory. Examinations will be graded on a scale of "high pass", "pass", or "fail". Students who fail the exam will receive specific advice on how to improve their performance and will be allowed one more opportunity to take the examination.

Course work will be tailored to each student's goals, previous course work, and background, in consultation with an advisor. While there are no specific courses required of archaeology students beyond those required of all Master's level students in anthropology, students are advised to take at least one course from each archaeology faculty member. It is recommended that a normal course of study include:

- At least two area courses, covering both Old World and New World prehistory.
- At least two laboratory courses in the analysis of archaeological materials.
- At least one graduate seminar in archaeology (other than the Core course) at the 700/800 level.
- At least one course in a topic such as geomorphology, soils, or Quaternary studies.

**The PhD Program**

PhD candidates in archaeology are expected to demonstrate expertise in the substantive content, methodological framework, and theoretical orientations of both topical (e.g., lithic technology, ceramic technology, faunal analysis) and geographical areas (e.g., Mesoamerica, Great Plains of North America, or Western and Central Europe). This expertise is demonstrated through successful completion of course work, field statements, qualifying exams, and the doctoral dissertation.

In addition to completion of the requirements for the PhD degree as specified by the Graduate Program, doctoral candidates are required to take 9 hours of seminars in archaeology at the 700-800 level (not including the Core courses required of MA students).

Regular participation in archaeological field and laboratory research, in addition to specific work leading to the completion of a dissertation, is an integral part of the doctoral program. Specific details will be determined by the student in consultation with the doctoral advisor and PhD committee.
Appendix VI

GRADUATE PROGRAM REQUIREMENTS
IN BIOLOGICAL ANTHROPOLOGY

Introduction

Graduate training in biological anthropology at the University of Kansas is designed to provide a well-rounded knowledge in three basic areas of biological anthropology (Anthropological Genetics, Human Growth and Adaptation, and Paleoanthropology), as well as research skills in the student's major area of interest. Although students may apply for only the Master's degree, the primary focus of the faculty is toward the training of highly qualified students for the PhD degree. Besides academic training through course work, beginning at the Master's level, the concentration stresses student involvement in research, either through participation with the faculty or on an individual basis. Each student's curriculum is, to some extent, tailored to the specific interests and needs of the student. Master's training should provide the basic skills necessary to conduct research in their particular area of interest as preparation for PhD work. Students are required to demonstrate competence in specific areas of biological anthropology, as well as ancillary disciplines directly related to their own research areas. The program provides flexibility and customization for each student through consultation with the student's advisor and committee members.

Requirements for graduate degrees in terms of hours, grades, residency, committees, examinations, the MA thesis, and PhD dissertation are described in the Graduate School Catalog and in the Graduate Program in Anthropology. Additional requirements for graduate students in biological anthropology are specified below.

The MA Program

Course work is tailored to each student's goals in consultation on their advisor and/or committee. In addition to department-wide requirements, MA students in biological anthropology must take:

1. One course in three of the following four areas:
   A. Anthropological Genetics
   B. Human Growth and Physical Development
   C. Human Adaptation or Demographic Anthropology
   D. Paleoanthropology or Osteology

   Required courses that fulfill the above include:
   A. ANTH 652 Population Dynamics
   B. ANTH 762 Growth and Development
   C. ANTH 750 Disease and Adaptation or ANTH 540 Demographic Anthropology
   D. ANTH 549 Human Paleontology: Fossil Apes to Australopithecus or
ANTH 550 Human Paleontology: *Homo erectus* to *Homo sapiens* or
ANTH 648 Human Osteology

Remaining course options at the Master's level are geared to the specific interest of the student.

**The PhD Program**

PhD course work is tailored to each student's interests and goals, as determined in consultation with the doctoral advisor and committee. In addition to Graduate School and department-wide requirements, students receiving their Master's in biological anthropology in the department must fulfill the following requirement before receiving the PhD:

Each student must complete the fourth course in the Master's degree requirements listed above. For example, if course requirements were completed in areas A, B, and C for the Master's degree, a course fulfilling the remaining area (D) must be completed. Faculty in biological anthropology recommend that this course be completed in the first year of PhD course work.

For those students entering the PhD program with a Master's degree obtained outside the department, specific course requirements in biological anthropology (areas A, B, C, D) will be determined by the permanent faculty in biological anthropology. These specific requirements will be transmitted in writing to the new PhD student. Other requirements may be determined by the Graduate Committee.

Remaining course options at the PhD level are geared to the specific interests of the student, under the guidance of the primary advisor and the committee.

**Field Statements**

Three field statements are required in biological anthropology. The first two follow the guidelines listed in the department's general program requirements (pp. 7-8). The third area statement is undertaken after the successful completion of the first two, and consists of an NSF Doctoral Dissertation Improvement Grant proposal. This must conform to all NSF specifications and be submitted to the advisor and committee in completed form. This third field statement may not be simply a reworking of the material covered in one or both of the other two field statements in the form of a grant proposal. The NSF Doctoral Dissertation Improvement Grant proposal will form, along with the two other area statements, the basis for the oral comprehensive examination. For international students who have no opportunity to apply for NSF support, a different grant proposal may be submitted, pending written approval of the student's committee and advisor.

**MA and PhD Program**

To facilitate training and to qualify for research and funding opportunities, it is strongly recommended that new students fulfill statistics courses offered in the Division of Biological Sciences and basic computer courses in the Computer Science Department. Research skills should be completed before the Master's degree is awarded. Exemption from these requirements
will only be made when students provide their advisor with documentation of equivalent proficiency in these skills.

Students concentrating in anthropological genetics are expected to have competency in biochemistry, demography, and quantitative and population genetics. Joint degrees in anthropology/genetics are possible through an integrated program administered through the Department of Anthropology and the interdepartmental Genetics Program. Those students focusing in human growth and development should also take courses in animal physiology and biochemistry. Students in paleoanthropology are expected to take courses offered outside the department in human anatomy, vertebrate evolution, and evolution theory. Students are required to work closely with their primary advisor and committee to plan a directed course of graduate study.

**MA and PhD Committees**

Both committees must always include at least two biological anthropologists permanently on the staff in the department.
Appendix VII

GRADUATE PROGRAM REQUIREMENTS
IN CULTURAL ANTHROPOLOGY

Introduction

The faculty in cultural anthropology has strengths in North and South American Indians, the Pacific, Africa, East Asia, Near East, Central America, and the contemporary United States. Topical interests include symbolic anthropology, social organization, medical anthropology, ecological anthropology, and applied anthropology. Requirements for graduate degrees in terms of hours, grades, residency, committees, examinations and theses are described in the Graduate School Catalog and in the Graduate Program in Anthropology. Additional requirements for graduate students in cultural anthropology are specified below.

The MA Program

Course work is tailored to each student's goals, as determined in consultation with an advisor. In addition to department-wide requirements, students in cultural anthropology must take:

1. ANTH 783: Ethnographic Research Methods.
2. At least one course in a geographical area.
3. Courses from at least three different faculty members in cultural anthropology.
   [Courses taken to satisfy other requirements may be used to meet this requirement.]

The MA Thesis in cultural anthropology is normally based on library research and is not to exceed 75 pages in length. A thesis is often the outgrowth of an usually successful seminar paper. Some other professional product, such as a published paper(s), film, or exhibit catalog, may in certain circumstances be acceptable in lieu of a traditional thesis.

The PhD Program

A concentration in cultural anthropology involves no requirements for the PhD degree beyond those specified in the Graduate Program and the Graduate Catalog of the College of Liberal Arts and Sciences.
Appendix VIII

GRADUATE DEGREES AWARDED 1999-2009 AND SUBSEQUENT PLACEMENT

MASTER’S DEGREES AWARDED, 1999-2009

Fall 1999
Silvia Gonzalez           Honduras
Gavin Johnston            Chief Anthropologist, Two West, Inc., Kansas City, MO
Jennifer Shaw             Doctoral candidate in anthropology, Case Western, Cleveland, OH

Spring 2000
Lizette Peter             Coordinator, KU Education Administration, Completed her Ph.D in Education at KU

Summer 2000
Mary Ellerd               Lawrence, KS
Alexa Pfeffer             Oregon

Spring 2001
Joseph Barr               Peace Corps, Moldova
Jill Keene Brush          Cultural resources management company, Washington, D.C.
Virginia Hatfield         Lubbock, TX
Erin McKee                PhD student in California
Brett Methner             Lee’s Summit, MO
David Schrag              Doctoral candidate, Johns Hopkins University, Baltimore, MD
David Spurgeon            Carpenter in local area

Summer 2001
Robert Conner             Mt. Airy, MD
Eva Cook                  Olathe, KS
Wendy Eliason             PhD student at Indiana University
John Ertl                 PhD student in Calif.
Kristin Melvin Young      KUMC

Fall 2001
Rohina Rubicz            Southwest Foundation for Biomedical Research, San
Antonio, TX
John Tomasic              Archaeologist, Kansas Historical Society

Spring 2002
Dorothy Collins          Teaching at Johnson County Community College
Melissa Filippi-Franz     Researcher, Department of Community Health, KUMC
Christine Garst           Lab Supervisor, KS State Historical Soc.
Jennifer Macy             PhD student in Alaska
Thuy Pham                 Teaching at Ferris State University.
Summer 2002
Dean Sather
Executive Director, Becker County Historical Museum, MN

Fall 2002
Mary Sundal
Assistant Professor, Washburn University, Topeka, KS
Brandi Wiebusch
Nursing student in Denver, CO

Spring 2003
Shelly Berger
Registrar at Museum of Mobile, AL
Christopher Widga
Illinois State Museum, Springfield, IL

Summer 2003
Melissa Hunt
San Antonio, TX

Fall 2003
Christina Bolas
Owner, People Path LLC, Lawrence, KS

Spring 2004
Shawna Carroll
PhD student in anthropology at KU
Ravi DeSilva
Medical Student, Rochester University, Rochester, NY
James Dick
Employee, Community Mercantile, Lawrence, KS
Angela Kempf
PhD student in anthropology in Wisconsin

Fall 2004
Jessica Craig
PhD student in anthropology at KU
Brian Garavalia
Mid-America Heart Institute, St. Luke’s Hospital, Kansas City, MO
Brian Lagotte
PhD Student at University of Wisconsin
Shannon Ryan
PhD student in anthropology at KU; Project manager, Goodwin and Associates, Cultural Resource Firm, Lawrence, KS

Spring 2005
Phillip Melton
Postdoctoral Scientist at Southwest Foundation for Research, San Antonio, TX

Summer 2005
Jennifer Rack
PhD student in anthropology at KU

Fall 2005
Roche Lindsey
Instructor at Univ. of CO, Colorado Springs

Spring 2006
Virginia Arthur
Manhattan, KS
Mark Zlojutro
Postdoctoral scientist at the Southwest Foundation for Research, San Antonio, TX

Summer 2006
Kelsey Needham
PhD student at Binghamton
Spring 2007
Wei Ma    China

Fall 2007
Rebecca Crosthwait   PhD student in anthropology at KU
Nancy Erickson       Woodbridge, VA
Melinda Hickman      El Sibrante, CA
Anne Justice         PhD student in anthropology at KU
Heather Meiers       PhD student in anthropology at Washington University., St. Louis

Spring 2008
Anne Kramer          PhD student in anthropology at KU
Laura Murphy         PhD student in anthropology at KU
Kerry Vanden Heuvel  Phoenix, AR

Fall 2008
Molly DesBaillet     Doctoral student, University of Kansas
Phillip Melton       
Mark Zlojutro         

Summer 2008
Quincy McCrary       MA student in library science, El Sibrante, CA
David Robles         Professor in Colombia

Spring 2009
Ariane Tulloch       Weston, FL
David Unruh           Archaeologist, Cultural resources management firm, Albuquerque, NM

Summer 2009
Brendon Asher        Doctoral program, University of Kansas
Kale Bruner           Project Archaeologist, Cultural Resource Management Firm, Davis, CA

Kristin Young

Fall 2009
Kristin Beaty        PhD student at KU
Andrew Gottsfield    PhD program, KU
Frances Ryder        Case worker, Bert Nash Mental Health Center, Lawrence, KS
DOCTORAL DEGREE AWARDS AND PRESENT STATUS, 1999-2009

Summer 1999
Fransje Knops    Retired from Washburn University in Topeka, KS

Fall 1999
Rector Babu Arya    Assistant Professor, University of Texas Health, Science Center
Lisa Martin    Associate Professor, Cincinnati Children's Medical Hospital
Joseph McComb    Bioinformatics specialist, Merck Pharmaceuticals, NJ

Spring 2000
Li Jian    Assistant Professor of Anthropology, University of Northern Iowa

Summer 2000
Francisco Corrales    Director, National Museum of Costa Rica

Fall 2000
Kari North    Associate Professor, University of North Carolina

Spring 2001
Sobha Puppala    Postdoctoral Scientist, Southwest Foundation for Biomedical Research
Sue Schuessler    Teaching at Creighton University

Summer 2001
Steven Holen    Curator of Archaeology, Department of Anthropology, Denver Museum of Nature and Science, Denver, CO

Spring 2002
Laura Herlihy    Lecturer in Latin American Studies at KU
Jennifer Hunter    Associate Professor, University of Missouri, Kansas City

Fall 2002
M.J. Mosher    Assistant Professor, Western Washington University
Georges Pearson    Smithsonian Tropical Research Inst.

Spring 2003
Kevin Skyat – Kengingwiluya    Carter & Burgess Arch. & Eng., Baltimore
Roberta Sonnino    Research Associate, Cardiff University

Fall 2003
Brent Buenger    Project Manager, Western Archaeological Services, Casper, WY

Spring 2004
Karla Kral    Faculty of Pedagogy, University of Colima, Colima, Mexico
Fall 2004
William Banks  Research Associate, Centre National de la Recherche Scientifique, France

Summer 2005
Craig Scandrett-Leatherman  Pastor at Lighthouse Free Methodist Church in St. Louis; lecturer in anthropology at Washington University and St. Louis University, St. Louis, MO

Spring 2006
Virginia Hatfield  Cultural resource archaeologist, Prewitt & Associates, Inc. Lubbock, TX

Fall 2006
Norma Larzalere  Independent Scholar, Lawrence, KS
Christopher Widga  Curator, Illinois State Museum, Springfield, IL

Spring 2007
George Gotto III  Research Associate, Institute for Human Development at University of Missouri, Kansas City, MO

Fall 2007
Rohina Rubicz  PostDoc, Southwest Foundation for Biomedical Research, San Antonio, TX

Spring 2008
Kristin Lundberg  Disease Management Specialist, United Healthcare, NM

Summer 2008
Hai Huang  Shanghai, China

Spring 2009
Melissa Filippi-Franz  Researcher, Department of Community Health, KUMC
Kelly Fish-Greenlee  Professor of Anthropology, Ottawa University, Ottawa, KS
Arlo McKee  Plano, TX

Summer 2009
Shawn R. Maloney  Research associate, Frameworks, Inc., a private research firm that specializes in cultural modeling, Washington, D.C.

Fall 2009
Geethavana Chittoor  Lecturer, Department of Anthropology, KU
Jessica Craig  Assistant Professor, Washburn University, Topeka, KS
Mary Sundal
BIOLOGICAL LABORATORIES

LABORATORY OF BIOLOGICAL ANTHROPOLOGY (LBA) – LIPPINCOT HALL

The Laboratory of Biological Anthropology (LBA), directed by Dr. Michael H. Crawford, was founded in 1975 as a Research Center of the Graduate School and Research Sector of the University of Kansas. In 1985, the Midwest Twin Register, supported by a Research Improvement Award, was added to the LBA. In 1999 the LBA was relocated from Twente Hall to Lippincott Hall with the construction of two new laboratories. The current LBA consists of two molecular genetics laboratories, a computer room, a suite of three offices, and the director’s office and conference room. The laboratories are equipped for standard molecular genetic and anthropological genetic research. However, DNA sequencing is performed in the Museum of Natural History Core Facility. Currently, research is being conducted on mitochondrial DNA haplotyping, sequencing, NYR SNPs, and autosomal STRs of samples from the Aleutian Islands and Central America. The Aleutian Archipelago research has been continuously supported from 1998 to the present through grants from the NSF. A longitudinal research program on the genetics of biological aging among Mennonite populations of Kansas and Nebraska (supported by NIA, the Attorney General’s Settlement Fund and GRF) has been conducted from 1979 to the present. From its inception, the research program at the LBA has been supported by more than 80 grants and fellowships (including a Research Career Development Award from NIH, several RO1s from NIH, five NSF grants, Wenner-Gren Foundation and National Geographic Society). Currently, two 3-year grant proposals are pending: one to NSF on the origins of Central American indigenous populations ($314,000), and one to the American Diabetes Association ($345,000) on mapping genes for LADA form of diabetes in KC and San Antonio. To date, the research programs of the LBA have resulted in more than 320 publications in an assortment of journals and books.

For more than three decades, the LBA has played an integral part in the training of graduate and undergraduate students (from the United States, Kuwait, Thailand, India, Russia, Costa Rica, and Canada) at the University of Kansas. Currently, 9 graduate students from Anthropology and Genetics are conducting doctoral and MA research projects in the LBA. To date, 30 PhDs and 22 MAs have been awarded by KU, based on the international collaborative research programs established at the LBA. Three of the graduate students who completed their MA degrees from the LBA won the best thesis awards from CLAS and one thesis, selected to represent the University of Kansas in the Midwest Universities competition, won the top thesis in the Midwest award. In addition, 19 post doctoral fellows from Argentina, Australia, India, Poland, Russia, Saha Republic, Mexico and Nigeria have received training at the LBA. These post doctoral fellows were supported by Fulbright, NSF, Koszeusko Foundation, Wenner Gren Foundation (Wadsworth fellowship), Russian Academy of Sciences, CONACYT (Mexico and Argentina) and the Basque Government of Spain. The presence of these foreign post docs enriched the research training and experiences of KU graduate and undergraduate students.

The LBA contains several unique data collections. These include: one of the most extensive collections of human DNA specimens from various regions of the world (several thousands) collected during field investigations in Africa, Europe, North, Central and South America,
Caribbean, and Asia plus nonhuman primate specimens (samples from extended Baboon kin groups of Sukhumi Primate Center); dental casts from several Mexican Indian, and Mestizo populations as well as Black Caribs from Central America and the Caribbean; dermatoglyphic prints from various populations and dental and palm prints from individuals with chromosomal anomalies. The Midwest Twin Register contains information on more than 600 MZ and DZ twin pairs from Kansas, Missouri, Iowa and Nebraska.

Post Docs Supported By The LBA

Victor Spitsyn, Institute of Medical Genetics, Moscow, 1999
Arantza Gonzalez Apraiz, Basque University, Bilbao, Spain, 2000-03
M.J. Mosher, University of North Carolina, Chapel Hill, 2003
Dario Demarchi, Museum of Anthropology, Cordoba, 2004
Larissa Tarskaia Nichols, Institute of Medical Genetics, Moscow, 2005; 2007
Alvaro Badillo-Díaz, Politechnical University, Mexico City, 2008-09
Barnabas Darnborno, Medical School, Zaira, Nigeria, 2009

Future

To continue the extensive research programs at the LBA and its track record of producing highly talented PhDs (the current president and vice-president of the American Association of Physical Anthropology; past president of the American Association of Anthropological Genetics), one of the top priorities in the future departmental hires should be a highly experienced Anthropological Geneticist. This person should have a successful track record of getting grants and an expertise in population genetics and molecular genetics. The current director will be retiring within the next 10 years. In addition to training the next generation of graduate students in Anthropological Genetics the new director will make the extensive collections available (with IRB approval) to qualified researchers from the United States and abroad. In addition, an associate director with expertise in ancient DNA, should be recruited. These two researchers will complement the interests of the archaeologists of the Department of Anthropology on questions concerning the peopling of the Americas and the prehistoric movements of peoples of Central America and Europe. If the Department of Anthropology fails to replace the current director, the DNA collections and research data spanning 40 years of investigations, would be administered by the Biological Diversity Center of the Museum of Natural History, which has already acquired liquid nitrogen tanks and has voiced an interest in administering the LBA collections. Both the Maxwell Museum of the University of New Mexico and the Universidad Nacional Autónoma de Mexico (UNAM) have offered to take control of the dental cast collections for research purposes.
MOLECULAR ANTHROPOLOGY LABORATORY -- FRASER HALL

In late 2007, a 1,000 square foot, state-of-the-art molecular anthropology laboratory was constructed in room 2 of Fraser Hall under the guidance of Dr. Alan J. Redd. This laboratory is very well equipped for performing research in human evolutionary genetics.

Molecular equipment for DNA extraction and quantitation includes the following: one Labconco Purifier Class II Biosafety Cabinet; one Labconco 1000 Protector Laboratory Hood; one VWR Hybridization Oven; one Thermo Scientific Sorvall T1 Centrifuge; Two Eppendorf table-top Centrifuges; one Labconco Centrivap DNA concentrator; one Isotemp -20ºC Fisher Scientific Freezer; one Millipore Elix 3 water system; and one NanoDrop Spectrophotometer ND-1000.

For DNA amplification (the Polymerase Chain Reaction: PCR) the laboratory has two thermal cyclers—one Bio-Rad PTC-100 Peltier, and one Bio-Rad Mycycler—as well as one Real Time PCR machine—the StepOne from Applied Biosystems.

Electrophoresis and visualization of PCR products can be carried out using the following equipment: several Owl Scientific Electrophoresis systems; a dozen Gilman Pipetmans; one Fotodyne Transilluminator; one digital Canon Powershot Camera; and a Sony Digital Graphic Printer.

In addition, there are two Dell Optiplex 745 PC computers (2.66 GHz; 232 GB) and several software packages for DNA analysis including: OLIGO for primer design; Sequencher for DNA sequence analysis; and NTSYS for statistical analyses. Moreover, the laboratory has (courtesy of Dr. Redd): one Briel Cadiz Espresso Machine Made in Portugal, one antique but very functional Dienes Coffee Mill; and freshly roasted espresso beans.

Future Need

One critical need for the near future is an ancient DNA laboratory. The ancient DNA laboratory would have to be physically separate from the other laboratories in order to reduce the probability of contamination with modern samples and PCR aerosols. An ancient DNA laboratory would foster collaboration among biological faculty and between biological and archaeological faculty. Several graduate students and faculty are interested in developing an ancient DNA laboratory at KU. New DNA sequencing techniques in the field of ancient DNA have been revolutionizing the ability to read ancient DNA and ancient genomes of hominins. It would be advantageous to hire a paleontologist and or primatologist with molecular and population genetic expertise.
Room 627 Fraser is a classroom dedicated to discussion sections in Fundamentals of Physical Anthropology (Anth 104/304) and upper level classes in Paleoanthropology (Anth 341, 549, 550), Human Osteology (Anth 648), Primates (Anth 440) and other classes taught by Professor David Frayer. The room serves as a repository, housing the University of Kansas hominid and primate cast collection. This collection of plaster, epoxy and fiberglass casts is one of the most extensive in the Midwest, containing replicas of fossils from across the Old World and Australia. These casts represent the fossil record of the earliest primates from the Paleocene to modern *Homo sapiens* from the European Upper Paleolithic and elsewhere in the world. Unique plaster casts of gorillas and chimpanzees, a complete epoxy cast set of Lucy, and early human fossils collected by Frayer comprise the collection. The entire collection is electronically catalogued and many of casts are owned by Frayer. Besides skeletal material, replicas of tools, art objects are included in the collections. These are used each semester in the Introduction to Archaeology class. In addition to the casts, a collection of human material is represented by five standing skeletons, two ‘exploded’ skulls and numerous isolated human skulls and postcranial bones. These are used primarily in Human Osteology.
Appendix X

ETHNOGRAPHIC COLLECTIONS AND THE ANTHROPOLOGY PERSPECTIVE

KU’s Ethnographic Collections, numbering ca. 10,000 objects, plus photographs, video films, and ethnographic documentation, are housed in Spooner Hall under the care of the Spencer Museum of Art. Nancy Mahaney, MA Anthropology, is the curator of these collections. These collections carry an integral connection to the Department of Anthropology, in that some of them were collected by anthropology faculty and students, and anthropologists continue to use the collections in research, teaching, and exhibiting. This brief summary presents the highlights of ethnographic collections.

North American Indian and Inuit
The largest component of the ethnographic collection is of North American Indian and Inuit material culture. Strengths include Greenland Inuit, Plains, Northwest Coast, and Southwest. Smaller samples are present from most North American culture areas.

- The earliest ethnographic collection to be acquired as a result of a University collecting expedition dates to 1895, and is of Inuit material from Greenland. The Dyche collection consists of 171 items primarily related to Arctic adaptation and including a full-size kayak.
- The Plains collection, which is especially strong, has accumulated as a result of donations, including, for instance, the Green donation of 137 items of Plains Indian material culture, especially bead-decorated costume components such as moccasins, leggings, belts, and pipe bags. The Lakota tribal group from the Dakotas is best represented, with the earliest pieces dating to ca. 1875.
- The Reid collection (588 items, from the turn of the 20th Century) from the Northwest Coast area of North America includes items from the Makah, Haida, Nootka, Tsimshian, Tlingit, Salish and Kwakiutl tribes. The items include tools, objects in process of manufacture, and materials; 160 baskets from the Northwest, and other parts of the country.
- Southwestern ethnographic items include pottery vessels, especially from the Pueblos, Navajo rugs and blankets, Hopi Katchina dolls, and baskets (especially Akimel and Tohono O’Odham and Apache).
- The Blackbear Bosin collection. Over his lifetime, Bosin, a Cheyenne Indian artist who maintained a studio in Wichita, Kansas, assembled a collection of 400 American Indian artifacts from across North America. Items of clothing and dance regalia from the Eastern United States are especially well represented.
- A collection of 70 American Indian baskets, donated by a Kansas City area alumnus. Tohono O’odham baskets are prevalent, acquired by a relative of the alumnus who taught in the school system at Sells, Arizona during the 1920's and 1930's.

1 Collections assembled from the 1890s to 1967 were in the care of the Museum of Natural History and the Spencer Art Museum. KU’s Museum of Anthropology, created in 1967, became the repository of existing ethnographic collections. Further collections were assembled as a result of museum staff, faculty, and student research projects and from donations. In 2005 the University abolished the Museum of Anthropology, returning the archeological collections to the jurisdiction of the Natural History Museum, and the ethnographic collections to the Spencer Art Museum.

2 An earlier version was prepared by Al Johnson, October, 2000.
**Latin America**  
Early donations are limited in size and eclectic in character, although an assemblage from Venezuela is notable for its ritual regalia. More recent collecting activities by professional anthropologists have emphasized the acquisition of systematic collections (i.e. with detailed documentation). Included is the collection is:

- an example of every item used by the Ayoreo, a hunting-and-gathering group from the Gran Chaco in Paraguay, assembled in 1976 by KU Professor Robert J. Smith, along with detailed documentation and photographs.
- a Zapotec Indian household from Oaxaca, Mexico (200 items), collected and documented by Professor Robert J. Smith.
- a representative sample of current material culture from the Urarina people of the Amazonian Basin in Peru, collected by Professor Bart Dean and Michelle McKinley, with the Amazonian Peoples Resources Initiative.
- Mexican "Days of the Dead" toys, collected by Friends of the (former) Museum of Anthropology used in annual exhibits.

**Africa**

- Anta Montet-White's collection of Upper Paleolithic tools from Tunisia, and
- Seton Carr's Neolithic collection from the Fayyum region of Egypt.
- The Claude Brown African collection, donated in 1915, consists of 132 material culture items and from the Chokwe people of Angola. A wide range of utilitarian items such as gourd containers, knives, and adzes is balanced by a selection of ceremonial objects including 14 carved wooden "thrones". The collection also includes 50 photographs by Brown and an accessions notebook.
- The William Brown collection, of the same time, features materials from the Shona and Ndebele of then Rhodesia (Zimbabwe).
- The Kenneth Palmer collection from West Africa, especially Nigeria. I (237 items) including 34 *ibeji* twin figures, 48 carved wooden masks, and 16 Benin bronzes.
- A systematic collection in 1983 (250 objects) household arts and livestock care by former anthropology PhD student Dr. Barbara Michael of the agro-pastoral Baggarra of Kordofan Province, Western Sudan;
- The collection (23 objects) of Sotho culture, Southern Africa, by former Assistant Professor Charles Adams, focusing on ethnomusicological research in a pastoral society.
- Twenty-five clothing, body ornamentation, and ceremonial items from the Ndebele of South Africa collected by KU anthropology professor John Janzen and his wife Reinhild in 1982.
- Thirty-one items related to curing practices in the Ndebele/Shona border culture of Bulawayo, Zimbabwe, along with video films of their use, by former PhD student in anthropology Dr. Sue Schuessler.
- Professor Sandra Gray during her field research on nutrition collected ten household and personal culture items of women in Karimojong pastoralists of northern Uganda.

**Australia**

- Australia is represented by the 115 item Baldwin collection dating to the 1930's. It is focused on hunting-and-gathering equipment including a variety of throwing sticks, atlatls and spears, and wooden bowls. A limited number of ceremonial items are also present, including a tchuringa.
• More recently, the Sleeper donation, a collection of recently-produced Aborigine "tourist art", forms an interesting contrast with the early Baldwin collection. Several early bark paintings were received as a donation from a former K.U. English professor.

**New Guinea**

• One of the first systematic ethnographic collections to be received came as a result of the collecting activities of K.U. Linguistic Prof. Frances Ingemann. In 1967 Prof. Ingemann worked among the Ipili-Paiyala and assembled a varied collection of 75 items.

**East Asia**

Both the Spencer Museum of Art at K.U. and the Nelson-Atkins Museum of Art in Kansas City have extensive collections from East Asia. Neither Museum has collected East Asian ethnographic items, however, and as a consequence the Museum of Anthropology was pleased to be able to add to its meager holdings from this part of the world by a recent donation from a Kansas City area collector. Included are ritual dance masks from Bali and Japanese dolls.
Appendix XI

MUSEUM STUDIES PROGRAM ANTHROPOLOGY TRACK

By means of a cooperative agreement between the Department of Anthropology and the Archaeological Research Collections (ARC), a student pursuing a Master’s in Museum Studies can opt for a study track emphasizing anthropology. This track provides the necessary background to qualify for positions in anthropology museums, as well as in the broader field of cultural resource management. Courses provide students with an introduction to the breadth and interdisciplinary nature of anthropology, and a familiarization with anthropological approaches to material culture and associated documentation. Study of archaeology, socio-cultural anthropology, biological anthropology, and linguistic anthropology gives students the theoretical and practical training (through an internship) necessary for understanding the nature of anthropology museums and collections. Courses in the anthropology track are offered by the faculty of the Department of Anthropology. The faculty includes members of the four primary subdisciplines (biological anthropology, archaeology, socio-cultural anthropology, and linguistics).

Requirements

Students pursuing the Anthropology track will be required to complete 18 credit hours of course work in Anthropology, 18 hours of required Museum Studies courses, and 6 hours of internship, distributed as follows:

Required Museum Studies courses (18 hours)

Required Anthropology courses (9 hours)

courses:

ANTH 701 History of Anthropology (3). Development of the field of anthropology and its relations with intellectual history. Emphasis on method and theory in historical context.

ANTH 702 Current Archaeology (3). An introduction to fundamental theoretical orientations and methodological approaches in world archaeology. Case studies illustrate data acquisition, dating methods, culture history, paleoenvironmental models, and culture processes.

ANTH 703 Current Biological Anthropology (3). The fundamental issues, methods and theories in contemporary biological anthropology.

ANTH 704 Current Cultural Anthropology (3). The fundamental issues, methods and theories in contemporary cultural anthropology and anthropological linguistics.

One “collection” course. Representative courses are listed below:

ANTH 519 Lithic Technology (3) An introduction to the analysis and interpretation of prehistoric stone industries. Topics discussed include origins and development of lithic technology, principles of description and typology, use and function of stone tools; interpretation of flint knapping.
ANTH 520 Archaeological Ceramics (3). Practicum in the method and theory of pottery analysis in archaeology. Topics include manufacturing techniques, classification, and compositional analysis of pottery artifacts as well as strategies for interpreting the role of ceramic vessels in food production, storage, and consumption; social and ritual activities; trade and exchange; and the communication of ideas.

ANTH 521 Zooarchaeology (3). This course is intended to complement faunal identification with practical involvement in analyses and interpretation of archaeological faunal assemblages using a variety of modern methods. Students will participate in the study of specific archaeological faunal remains, development of comparative zooarchaeological collections, and in middle-range research to document the variety of agents which affect faunal remains.

ANTH 522 Paleoethnobotany (3). This course discusses the relationships between past human groups and their plant environment including the use of plants for food, fuel, shelter, and household articles. Topics include a review of the development of paleoethnobotanical research, methods and techniques of data recovery, basics in plant identification, methods of data quantification and interpretation, and current research topics. In addition to selected readings, students will participate with the development of comparative botanical collections and the interpretation of botanical remains recovered from archaeological contexts.

ANTH 582 Ethnobotany (3). Course will involve lectures and discussion of Ethnobotany – the mutual relationship between plants and traditional people. Research from both the field of anthropology and botany will be incorporated in this course to study the cultural significance of plant materials. The course has 7 main areas of focus: 1) Methods in Ethnobotanical Study; 2) Traditional Botanical Knowledge – knowledge systems, ethnolinguistics; 3) Edible and Medicinal Plants of North America (focus on North American Indians); 4) Traditional Phytochemistry – how traditional people made use of chemical substances; 5) Understanding Traditional Plant use and Management; 6) Applied Ethnobotany; commercialization and conversation (focus on traditional harvest of plant materials); 7) Ethnobotany in Sustainable Development (focus on medicinal plant exploration by pharmaceutical companies in Latin America).

ANTH 648: Human Osteology (4) Techniques in bone identification, sex, race, age determination, stature reconstruction, paleopathology, and bone biology are reviewed.

ANTH 699 The Anthropology Museum (3). The history, philosophy, and function of anthropological museums including a consideration of archaeological, ethnographic, and physical anthropological collections as records, research tools, and as resources for cross-cultural experiences. Special attention will be devoted to the Museum of Anthropology at KU.

ANTH 740 Linguistic Data Processing (3). The tools and techniques necessary to analyze linguistic fieldwork data, including research design, recording and elicitation techniques, computational data processing and analysis, and field ethics. Techniques of research, field recording, and data analysis technology. Methods of phonetic transcription, grammatical annotation, and analysis of language context. Practice of techniques via short studies of at least one language.
**ANTH 794 Material Culture** (3). The historical and cross-cultural study of artifacts as embodiments of technological, social, organizational, and ideological aspects of culture.

Elective Anthropology courses (9 hours) - Three elective courses at the 500 level or above selected in consultation with the student’s anthropological advisor.

Internship (6 hours) **ANTH 799 Anthropology Museum Apprenticeship**. Provides directed, practical experience in research, collection care and management, public education, and exhibition of anthropological collections. Apprenticeships are coordinated to suit the particular requirements and interests of each student.

**Written or oral master’s examination.** A three-member examining committee will be selected by the student in consultation with the student’s anthropological advisor. The committee must include three members of the graduate faculty, at least two from the Department of Anthropology and at least one with training or substantial experience in museum studies.
Appendix XII

A CLEAN ROOM FOR ANCIENT DNA ANALYSIS

Contamination control is essential to good aDNA technique. No investigator should attempt an aDNA study without the benefit of a specially-designed clean-room laboratory. Figure 1 illustrates an ideal clean room design. This laboratory must be physically separated from the main laboratory and independently accessible. There should be three chambers contained within: an ante-room for donning clean room garb, a small PCR preparation room, and an aDNA extraction room. All three chambers must maintain positive pressure with respect to outside air, and as an additional contamination control measure, the chambers should be routinely exposed to short-wave UV light. By isolating the various phases of aDNA preparation and amplification, the investigator can also identify the precise step wherein contamination might be introduced.

Figure 1. aDNA Clean Room
Equipment

Working on ancient DNA basically means running three independent laboratories: a pre-PCR laboratory, a PCR laboratory and a post-PCR laboratory. If the documentation of agarose gels is performed using Polaroid photography, an additional dark room may be necessary.

The pre-PCR laboratory is used for sample preparation, DNA extraction and PCR set up. The PCR laboratory is dedicated to the thermocycling machines only. The post-PCR laboratory is used for all types of electrophoresis, Taq cycle sequencing and RFLP digestions. All rooms must be fully equipped with assigned instruments, chemicals, reagents and disposable materials necessary for the respective analysis processes. None of these should be used in another laboratory.

Pre-PCR laboratory equipment

*Instruments and tools for sample preparation, DNA extraction and PCR set up:* refrigerator and freezer, hood, electric hand saw, forceps, mortar, mill, over-head rotator, pipettes, thermostatic mixer, incubator, vortex machine, bench top centrifuge (14,000 rpm and standard rotor), water bath, UV hand lamp (254 nm), spatulas, tube racks, organic waste bottle.

*Instruments and tools for preparing chemicals and reagents:* magnetic heater/stirrer, magnetic stirring bars, balance, weighing paper, pH meter, pH sticks, chemical spoons and spatulas, pipettes and pipette tips, graduated glass pipettes, dispenser or pelaeus ball, Pasteur pipettes, funnel, beakers, graduated cylinders, volumetric flasks, glass bottles.

*Disposables:* gloves, face masks, glasses, head-dress gowns, cotton tips, disposable scalpels, 15-ml falcon tubes, 2-ml Eppendorf tubes, 0.5-ml Eppendorf tubes, pipette tips, Kleenex.

PCR laboratory

*Instrument:* thermocycling machine

Post-PCR laboratory

*Instruments and tools:* refrigerator and freezer, capillary electrophoresis unit (e.g., Type 310 or 3100, Applied Biosystems), horizontal electrophoresis unit (ca. 11x16cm), power supply (150 V/300 mA), bench top centrifuge (14,000 rpm and standard rotor), magnetic heater/stirrer, magnetic stirrer bar, pipettor, balance, tube racks, ice box, watch glass dishes, 100-ml beakers, Erlenmeyer flasks (200 ml), graduated cylinders (100 ml and 1,000 ml), titration plates, ethidium bromide waste bottle, waste bin for acrylamide.

*Disposables:* gloves, 2-ml Eppendorf tubes, 0.5-ml Eppendorf tubes, regular and gel loading pipette tips, Kleenex.

Photographic documentation

*Instruments:* UV transilluminator (254 nm), UV-protection face shield, photographic documentation unit (either a Polaroid or a digital camera system).
Executive Summary

Mission: The Department of Anthropology fosters and advances excellence in teaching, research, and public service within the state of Kansas and throughout the world. As a department, we are committed to the study of human cultural, linguistic, and biological variation. We are concerned with both the contemporary expressions and evolution of this variability, and we have adopted the “four-field approach”—a pedagogical framework linking the theoretical foundations, research strategies, and interpretive methods of anthropological archaeology, biological anthropology, cultural anthropology, and linguistic anthropology. We insist that our students acquire a solid grounding in these approaches to understand human interactions in a world where long-standing boundary markers between cultures and peoples are continually being redefined. Our emphasis on integration and diversity is reflected in the composition of our department’s faculty and their dedication to training students.

Faculty: The Department has 21 tenured and tenure-track faculty members with 18.25 FTE. Four hold half-time positions in other departments; one is an associate dean with a .25 commitment to the department; one is on phased retirement. We currently have seven faculty members at each rank, distributed among four subdisciplines: five archaeologists, five biological anthropologists, nine cultural anthropologists, and two linguistic anthropologists. Faculty have served as presidents of national and international professional organizations and have held editorships for key scholarly journals. We have also won prestigious awards for teaching, research, and service and demonstrate high levels of productivity: $6.5 million in grants awarded in the five-year period of the external review (06-09) and publication of 16 books, 13 edited volumes, 52 book chapters, 116 journal articles, and 37 applied project reports during the same period.

Programs: BA and BGS: We confer an average of 52 BA and BGS degrees each year. Majors complete 27-30 credit hours that include introductions to each of four subfields and five upper-level courses spread across the subdisciplines. We offer opportunities for students to participate in faculty-directed research through field schools and independent study, including senior honors theses. We encourage outstanding academic achievement through several merit-based awards. Graduates leave KU broadly trained and ready to pursue advanced training in anthropology. We also offer excellent training for students who wish to pursue careers in fields such as law, medicine, and international business.

External reviewers lauded our undergraduate program for its breadth, diversity of class offerings, number of majors and graduates, and opportunities for undergraduate students.

MA: The department awarded an average of six MA degrees per year between 2001-09. MA students take a minimum of 30 credit hours of graduate-level courses, determined in consultation with an advisor. Among these, and depending on prior training, faculty advisors require three or four of five core courses: four subdisciplinary courses in current anthropological theory and research, and one course in the history of anthropology. Students also complete a thesis or its equivalent, based on independent research, and must pass an oral comprehensive exam.

PhD: Between 1999 and 2009, the department conferred an average of three doctoral degrees per year. Students accepted to the PhD program must have an MA in anthropology or its equivalent. PhD students are admitted to candidacy after completing 24 post-MA graduate credit hours determined in consultation with the doctoral advisor; fulfilling the university residency, language, and research requirements; completing three field statements and written exams over
each; preparation of an approved dissertation research proposal; and satisfactory performance on an oral comprehensive exam. The doctoral degree is awarded after successful defense of a dissertation based on independent and original research.

External reviewers noted strengths in faculty diversity, productivity, and national and international reputations. They expressed concerns about our graduate programs in five areas: our four-field approach rather than thematic specialization; time to degree; quality of courses available to graduate students; quality of graduate students; graduate student funding.

Departmental Actions and Responses to the Review Process

The department is committed to its four-field approach and sees the development of thematic specializations as complementary to that approach. A committee was formed in the fall of 2010 to study the potentials and pitfalls of “concentrations” and to bring recommendations to the faculty toward their formalization. These recommendations are forthcoming. Prior to the external review, the department’s Graduate Committee had already begun working on the other issues identified. We currently await College approval of our streamlined program: reduction in core course requirements; non-thesis options for the MA. We have also restricted admissions to higher-achieving students and adjusted the admissions schedule to try to use available teaching assistantships in recruitment. We are currently experimenting with a method to address concerns raised by graduate students and reviewers concerning the quality of graduate courses, especially due to the practice of double-numbering courses. These courses have been a predictable adaptation by faculty to the 6-12 enrollment rule. Enforcement of that rule in the department is now based on enrollment histories well in advance of actual enrollment so that instructors a) have time to change course offerings where appropriate and b) have a mechanism to allow single-numbered, lower-enrolled, specialized classes that graduate students need for their programs. Graduate student funding remains a problem, but we have implemented a distributional policy that limits GTA positions for MA students to four semesters with a total of 8 for any student in the graduate program. We expect this to allow support of more graduate students while also reducing time to degree.

Overall Evaluation

Scholarly research is a pillar upon which the overall mission of the university stands. As part of our mission, our faculty engage actively in original research; seek extramural support for research; present findings to professional audiences and the general public; and publish in scholarly venues and popular outlets.

Our teaching mission contributes significantly to the College of Liberal Arts and Sciences' aim of developing "a citizenry that is broadly informed and capable of critical appraisal." Anthropology's breadth—and its centrality to education in the liberal arts and sciences—is clearly demonstrated in the College's principal and nonwestern culture course requirements. Our courses develop a citizenry that is broadly informed and capable of critical appraisal and that can locate or develop fundamental knowledge in a wide variety of fields.

We offer undergraduates broad training that prepares them for advanced training or work in a variety of professional fields. We engage graduate students as collaborators in producing and disseminating knowledge while promoting their independence as scholars, teachers, and productive citizens. We educate students to think critically, to communicate with precision, to work ethically, and to develop sensitivity to different cultures. We further educate students to acquire the skills needed in a complex technological world, while also developing interests that stimulate life-long learning. Overall, the Department of Anthropology does an excellent job in fulfilling its mission as well as that of the University of Kansas.