I. Past Year Activity

A. Progress in Meeting Annual Goals

1. Continue reworking department student learning outcomes and rubrics for assessment, particularly for General Education courses: The department formed an assessment committee and met a number of times to a) revise slightly our learning outcomes and b) develop assessment means for General Education courses, focusing on the large lecture section (enrollment 200) of ANTH 140 Introduction to Anthropology. We plan to begin collecting assessment data from this course in the Fall.

2. Continue department programs: New Student Orientation, Anthropology Open House, Your Future in Anthropology, Day of the Dead, Brown Bag Lunch Series: All done this past year to great success, with the exception of the snowed out (TWICE!) Your Future in Anthropology. This is the second year in a row in which Your Future in Anthropology has been snowed out. The Anthropology Club, however, held a number of events that featured anthropologists and our alum working in their fields.

3. Implement Community Engagement programs that various courses can participate in, as well as Anthropology Club members and individual students: With the help of adjunct professor Laura Jensen, two projects have been arranged. Dr. Evelyn Phillips and Ms. Jensen have started an oral history project with residents and caregiving staff at New Britain’s Jerome Home. This project now involves six students in its opening phase and is expected to continue into the future. The other project, with Dr. Abigail E Adams and Ms. Jensen, is researching food security and food justice in New Britain’s North/Oak Neighborhood Revitalization Zone (NRZ), the neighborhood where the urban farm Urban Oaks is located, as well as newly initiated community gardens. The project is funded by a CSU-AAUP Research Grant and currently involves four students as research assistants.

4. Modify undergraduate major to better serve growing number of majors and minors. Our department has grown rapidly since Fall 2009, when we had some 45 majors. We currently have upwards of 82 majors and an intensive program requiring a senior thesis, as well as courses in qualitative and quantitative research methods, and theories. All of these courses have either been oversubscribed or required more than one section. We began discussion and work on the undergraduate major and minors this year as a department.

5. Hold two fund-raising events with our department alums. We held one fundraising event, the Silent Auction for the Anthropology Department’s Kiyomi Kutsuzawa Scholarship, for which alum were contacted. The auction was a great success, thanks to Dr. David Kideckel and student worker Meghan Constantinou, and raised some $1200.

B. Progress with Strategic Planning: N/A

C. Administrative Changes

1. The biggest administrative change this year is Dr. David Kideckel’s retirement on August 1, 2013. We were approved for an emergency appointment for next year and look forward to working with Dr. Daniel Bass, the new one-year hire, next year. As a growing department, we look forward to conducting a national search for a permanent tenure-track hire for Dr. Kideckel’s position.
2. We continue to grow in majors. As stated above, in Fall 2009, we had some 45 majors. *This April 2013, we have 82 majors, or 9% growth.* This growth is both wonderful and a source of tremendous pressure on our program (see above, IA4). Our program continues to graduate students who achieve honors at CCSU and CSU and who are admitted into graduate school. This year, two of our graduating seniors are headed to their first-choice graduate schools, and one of our students won the Elihu Burrit Library Undergraduate Research Award for his senior thesis. Our students presented at URCAD, including Jessica Harvey, whose research won this year’s URCAD award. Our dilemma is how to serve increasing numbers of students, while maintaining the rigor of our program and the quality of our graduate’s undergraduate achievements.

3. We will be moving. We have been doing the work this year to prepare for the move to the new Social Sciences building this summer.

### D. Special Initiatives.

1. Development of Community Engagement programs. As described above (IA3), our department has developed two outreach/research programs in New Britain. One, initiated by Dr. Evelyn Phillips and adjunct professor Laura Jensen, is an oral history project located at the senior residential community, Jerome Home. The other is food security and food justice research project based out of New Britain’s urban farm Urban Oaks and the North/Oak Neighborhood Revitalization Zone, initiated by Dr. Abigail E Adams and Ms. Jensen.

### E. Significant Accomplishments.

1. Milestone: Our program reaches 82 majors.

2. Faculty Accomplishments

<table>
<thead>
<tr>
<th>Creative activity</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (authored or edited)</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>(in press)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Journal articles</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Chapters/entries/reviews</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Papers presented</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Sessions</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>chaired/organized/moderated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offices/committees/boards</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Public presentations</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>Grants received</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Consulting/Advising positions</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Conferences Organized</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
3. Student Accomplishments

Jessica Harvey, URCAD Senior Prize Winner, Arts and Humanities, 2012-2013, "Between Two Fires: Anime Fan Perception of 'Digital Piracy; and Leveling"

Elisha Alkazin, Departmental Honors

Twenty-three students successfully presented their senior thesis.

Two students were accepted at their first-choice graduate school.


II: Planning for 2013-2014

A. Goals
1. Hire a tenure-track cultural anthropologist for David Kideckel’s line.
2. Continue reworking department student learning outcomes and rubrics for assessment, particularly for General Education courses
4. Implement Community Engagement program that various courses can participates in, as well as Anthropology Club members and individual students.
5. Modify undergraduate major to better serve growing number of majors and minors.
6. Hold a fund-raising or welcome-back event with our department alums.

B. Collaboration
1. Continue to work closely with the International Studies program, the Center for International Education, ALAADS, the Honors program and other inter-disciplinary programs such as WGSS.
2. Our faculty will continue their associations with the various boards and organizations they serve.
3. The two programs based on Urban Oaks/North Oak Neighborhood Revitalization Zone and Jerome Home will continue.

C. Needs
1. We need to hire a tenure-track cultural anthropologist for David Kideckel’s line.
2. We need a full-time secretary.
Abigail E. Adams

2013  CSU-AAUP University Research Grant, “The Other Food Movement: Hunger and Food Justice in Connecticut” $3500


Outside reviewer of Promotion and Tenure portfolio for faculty at Wheaton College, Massachusetts.

Executive Committee, Friends Association for Higher Education
Steering Committee, Guatemala Scholars Network

Ken Feder

Papers presented:


Workshops:


Documentaries and Blogs:


Publications:


Anderson, David S., Jeb J. Card, and Kenneth L. Feder

Feder, Kenneth L., Bradley T. Lepper, Terry A. Barnhart, and Deborah A. Bolnick

Feder, Keneth L.


Public presentations:

2012
Connecticut State Museum of Natural History
Wolcott Public Library
History course, Central Connecticut State University
Unitarian Universalist Society, New Britain
New Haven Hiking Club
Farmington Valley Visitors Association
Central Connecticut State University, public lecture

2013
Canton Land Trust
Simsbury Land Trust
David Kideckel

Organized competition for Kiyomi Kutsuzawa Scholarship; Organized Silent Auction to benefit Kiyomi Kutsuzawa Scholarship

Visiting Faculty and Guest Speaker, Konitsa Summer School in Anthropology (Border Crossing Network), University of Ioannia, Konitsa, Greece. Forthcoming, July

Paper: World on the Brink: Austerity and the Changing Definition of Humans as Capital. AAA San Francisco

Presented: Empowering Local Communities Through Rhetoric and Practice: Kerala’s Family Wealth Movement. AAA San Francisco

Discussant, SAE Graduate Student Paper Prize presentations. AAA San Francisco.


Article: Before the Deluge: Ţeşteania Cristescu-Golopenţiţia’s Pioneering Work on Women, Magic, and Peasant Household Integrity in the Inter-war Years. Sociologie Romaneasca, In press.

Organized and ran course abroad in India (Kerala: The Challenges of Development)

Directed, International and Area Studies; Organized and carried through major Curricular transformation.

Guest speaker in various U classrooms

Brought Gerald Creed to campus

Faculty Adviser, South Asian Students Association

Michael Park

Books:


Papers:

Warren Perry

Co-directed Center for Africana Studies (WP)

Served as Anthropology representative to Faculty Senate (WP)

ICHAD (International Conference on Health in the African Diaspora) co-authored paper, presentation at conference in Baltimore (July 2012), to be published as a chapter in the conference volume, fall 2013 (WP, JW)

Public presentation by students in ANTH 450 (Field School in Historical Archaeology) at Kellogg Nature Center, Derby, CT; students discussed their research and excavation projects. Coverage by multiple newspapers (ALAADS)

Coordinated CCSU appearance by Fendika, internationally renowned music and dance troupe from Ethiopia (ALAADS)

Provide support and partnership with the Youth Alliance Mentoring Project, sponsored by Hartford’s Ebony Horsewomen (ALAADS)

Led University Success Program (USP, formerly ConnCAS) students on trip to New York African Burial Ground National Monument and Interpretive Center (WP, JW)

Multiple presentations at University of Maryland, discussing Mr. Fortune’s repatriation and upcoming burial (WP)

Assisted in planning Archaeology Club’s participation in the Friends of the Office of the State Archaeologist (FOSA) Archaeology Fair (ALAADS)

*Good Hope* Project, collaboration between the Connecticut State Library, MAGIC at University of Connecticut, independent scholars, and ALAADS team. Project will create an online exhibit tracing the captive ship *Good Hope*, which sailed from New London (ALAADS)


Organize 19th annual Center for Africana Studies Conference, which included presentations by anthropologists and community researchers, examining the concept of freedom from various perspectives (WP, JW)

Photo Detective: Photograph of Mrs. Nancy Freeman at her home was featured on the genealogy website, [http://blog.familytreemagazine.com/photodetectiveblog/](http://blog.familytreemagazine.com/photodetectiveblog/) (ALAADS)

Mr. Fortune interment project: examination of Mr. Fortune’s skeleton in preparation for his burial, over 200 years after his death (ALAADS)

Guest lecture on the significance of African Diaspora Archaeology in Connecticut: Western Connecticut State University (WP)
Evelyn Newman Phillips


Established a Research Project with Laura Jensen and five students at Jerome Home to document the life histories of retired residents to assess the effectiveness of storyboards and storybooks for engaging staff and residents and improving care.
On going through the summer.

Applied for a Grant from Storytelling Foundation to support research (April 2013).

Wrote Grant with Gwen Reese for the African American Heritage Association in St. Petersburg to conduct oral histories of African Americans. Received $3500 grant to support the Gathering of the Elders: Telling their Stories (A. Dr. Martin Luther King Day of Service) January 21, 2013.

Continued as board member of the African American Heritage Association in St. Petersburg to assist in the documentation of cultural heritage trails that tell the histories and stories of African Americans in St. Petersburg, Fl.

Continued as Board member of Institute for Community Research, Hartford.

Created a new class on Violence, Resistance and Restorative Justice.

New Britain American Museum of Art.


Participant in the Defending Public Education Conference April 28, 2013 @ CCSU. Participated in panel on Equity in Education.

April 24, 2013 Anthropology Lecture Series. “I don’t intend to get back no farther than they knock me.” African American Achievement in St. Petersburg, Fl. (Report on Sabbatical Research).
Preamble

Anthropology means “the study of people.” It assumes that generalizing about human life takes an integrated study of human biology and culture, past and present, and simple and complex lifeways. Anthropology is composed of four sub-fields. Cultural anthropology describes and explains variation in human cultural and social types. Biological anthropology explains the physical nature and development of humankind, and other primates. Archaeology considers past human life and how societies grow, change, and become extinct. Linguistics (the only sub-field not taught directly in our department) examines human and primate communication processes.

The Anthropology program is designed to provide students with a comprehensive, integrated, and interdisciplinary social science background and to prepare them for a range of careers; our graduates work a variety of fields, from education to public service, marketing and international management, to cultural resources management and museum curation. The department offers minors in cultural anthropology, archaeology, practicing anthropology, and biological anthropology. These programs give the student a holistic and cross-cultural perspective that complements many majors and career goals.

Section 1: Learning Outcomes (as currently developed)

Students in the Anthropology Program will demonstrate their ability to:

1. Explain and use in research a broad knowledge of the holistic foundations of the discipline and an appreciation for the interrelated nature of the discipline’s subfields.

2. Participate in and document a data-collecting anthropological research project and/or practical anthropological experience.

3. Demonstrate knowledge of at least one world area, spatially or temporally defined.

4. Present research results in oral and written form.

5. Use relevant methods of quantitative data collection and statistical analysis.

6. Use relevant methods of qualitative data collection and analysis.

7. Understand, identify and articulate cultural and linguistic relativism, as well as the lack of a scientific basis for racist or ethnocentric ideologies or expressions.
Section 2: Findings

The Senior Thesis requirement remains our major assessment measure for all the listed Learning Outcomes. Theses are normally planned and approved in the spring semester of a student’s penultimate year, and are based on data collection that the student began in a research methods class or in the “hands-on” direct research/engagement classes of our field schools or our internship and independent study classes. Research often continues over the summer, and writing and completion occurs in the fall, in the context of our Senior Thesis course, ANTH 490. A public presentation is given by all students in December. We have previously let the letter grades stand for assessment of quality as normally defined, considering, relative to our Learning Outcomes, a grade of C to be marginally acceptable.

Data for Five Years of Senior Theses Grades

<table>
<thead>
<tr>
<th>Number of students</th>
<th>2007-8</th>
<th>2008-9</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 (7.7%)</td>
<td>2 (28.5%)</td>
<td>6</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>A–</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B+</td>
<td>3 (23%)</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>2</td>
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<td>4</td>
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<td>B–</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>2*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INC</td>
<td>3</td>
<td>1*</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Members of the department provide feedback to the faculty member in charge of the course, who translates this feedback into grades, adding them to other grades compiled during the course to calculate the final course grades (see attached evaluation form). In 2010, each faculty member used the form to rank the presentations on a scale of 1 to 5 in terms of the five outcomes, and to make written comments to clarify, justify, and elaborate on the rankings. The same form was used by the course instructor to evaluate the theses themselves, separate from the paper and course grades.

Question (Outcome) #1: 3.7
Question (Outcome) #2: 4.1
Question (Outcome) #3: 3.8
Question (Outcome) #4: 3.5
Question (Outcome) #5: 3.9

This past December, all full-time faculty members assessed each of the presenting seniors (thirteen), using a common ranking system of 1 to 3, with 1 being the highest ranking and
3 the lowest, and set of factors (see attached assessment). The results are attached and discussed below. A score of 1.5 and above was considered excellent, 1.75 and above very good:

**Holism**, 1.04 average, with 69% of students scoring 1.5 and above, 85% scoring 1.75 and above.

**Use of theory and taking a thesis position**: 1.73 average, with 15% of students scoring 1.5 and above, 62% scoring 1.75 and above.

**Data collection and research quality**: 1.44 average, with 77% of students scoring 1.5 and above, 85% scoring 1.75 and above.

**Quantitative analysis**: 1.64 average, with 54% of students scoring 1.5 and above, 62% scoring 1.75 and above.

**Qualitative analysis**: 1.64 average, with 38% of students scoring 1.5 and above, 54% scoring 1.75 and above.

**Research design**: 1.47 average, with 69% of students scoring 1.5 and above, 69% scoring 1.75 and above.

**Use of primary sources**: 1.44 average, with 62% of students scoring 1.5 and above, 69% scoring 1.75 and above.

**Use of secondary sources**: 1.45 average, with 69% of students scoring 1.5 and above, 69% scoring 1.75 and above.

**Spoken presentation**: 1.34 average, with 77% of students scoring 1.5 and above, 85% scoring 1.75 and above.

**Use of multimedia in presentation**: 1.34 average, with 85% of students scoring 1.5 and above, 92% scoring 1.75 and above.

### Section 3: Analysis

The data demonstrates, on the positive side, an increase in the number of seniors completing their capstone work, both absolutely and proportionally. It is also clear that the students and faculty have done well meeting our department’s (highly prized and supported) goal (Outcome #2) of hands-on work and research, in that they have collected their own data. The results and the letter grades indicate closer, more nuanced work with the seniors this past year, even over the previous year’s excellent cohort; this reflects the fact that the last cohort of seniors analyzed in this report worked much more closely with each of their thesis advisors, as well as with the professor teaching the thesis class.

All scores for the ten assessment criteria averaged 1.75 and above (good results), and 70% averaged 1.5 and above (excellent). The highest scores were for the “holism” criterion which was drawn directly from Learning Outcome #1, and then, on the two criteria for the public presentation of their research. The lowest scores, not surprising for undergraduate work, were in use of theory and taking a thesis position; however, the students do not bear all responsibility for the scoring on this trait: the wording of the trait was confusing in the original instrument and has been clarified.

### Section 4: Use of Results
This year, the assessment committee, composed of the former and current chair, and the professor teaching the large lecture introductory course that we assess for our General Education outcomes, worked on creating more defined and discrete learning outcomes, and on improving the instrument used to assess the senior thesis process, with good results.

We designed a clearer set of assessment criteria and rankings for last year's crew of seniors; this year, we plan on changing the ranking to a 4-point scale with 4 being the highest rank and 0 being the lowest. We have reworded the assessment question about statement and support of thesis position.

Last year, we had an increase in number of seniors completing their capstone work, and we were working with a large cohort. This year, we are working with another much larger senior cohort of twenty-four, and two sections of the thesis course. This year, all seniors enrolled in thesis came to the first class of both sections (taught by different professors) with topic defined.

Section 5: General Education

As per the Assessment Committee’s suggestion, we are using ANTH 140: Introduction to Anthropology as the course of assessment. Each semester there are at least two sections of this course, one with as many as (and usually) 200 students. The course is required of Social Science secondary education majors.

Primary general education outcomes this course addresses:

- GHD1: Analyze an issue from the perspective of another cultural tradition
- GHD2: Understand and respect cultural differences
- SU1: Explain how scientists think, work, and evaluate the natural and social worlds

Instruments: The means to specifically implement collection of data on these outcomes is still under discussion, but the general process remains the same as reported last year:

For the large section of ANTH 140, we will assess all three categories by application of a continual set of general evaluation questions asked of students at the end of weekly quizzes and/or exams and a longer evaluation instrument administered at the end of the semester. Where possible (and if this fits individual faculty member’s teaching methods) questioning and responses will be accomplished by aid of the Turning Point Radio Frequency (RF Response) system, which will also allow greater statistical precision in measuring student outcomes.

A version of the above will be implemented in the smaller sections of this course as well.

Next year’s report will include these data, in the format indicated.
Section 6: Assessment Plan Timeline

AY 2012-2013

September through November:
- General Education assessment instrument developed with Assessment Committee

December:
- Senior thesis assessed by all faculty with revised instrument, data collected and grades determined

January-February:
- Senior thesis data analyzed, process reviewed
- collection of assessment data for ANTH 140 sections begun
- Faculty Development or Curriculum Grant submitted to redevelop ANTH 140 over summer

March:
- changes in senior thesis class explored
- possibility of assessing another required major course explored
- collection of assessment data for ANTH 140 sections continues

April-May:
- collection of assessment data for ANTH 140 sections continues and ends
- upcoming seniors prepared and oriented for Fall 2013 senior thesis class

Summer 2013
- assessment data for ANTH 140 sections analyzed
- curriculum redevelopment designed

AY 2013-2014

September through November:
- Assessment report developed and submitted
- redesigned ANTH 140 taught
- collection of assessment data for ANTH 140 sections begun

December:
- Senior thesis assessed by all faculty with revised instrument, data collected and grades determined

January-February:
- Senior thesis data analyzed, process reviewed
- collection of assessment data for ANTH 140 sections begun

March:
- changes in senior thesis class explored
- possibility of assessing another required major course explored
- collection of assessment data for ANTH 140 sections continues

April-May:
- collection of assessment data for ANTH 140 sections continues and ends
- upcoming seniors prepared and oriented for Fall 2014 senior thesis class

And so on…
Criteria Used by Anthropology Faculty for Assessing Thesis Presentations

Ranking: 1= best 2,  3=lowest n/a = not applicable

Holism
Strength and support for thesis statement
Use of theory
Quality of field work, data collection
Quantitative analysis
Qualitative analysis
Research design
Quality of primary sources
Quality of secondary sources
Quality of spoken presentation
Audio-visual media of presentation
Other (comments):