I. Anthropological Theories. Students will show mastery of theories fundamental to the subfields of Anthropology.

1. Students will understand theoretical frameworks fundamental to the subfields of Anthropology.
2. Students will understand how and why the subfields of anthropology (i.e. sociocultural anthropology, anthropological archaeology, and biological anthropology) interrelate.

A. Sociocultural Anthropology

1. Students will understand the concept of culture, defined as the social construction of meaning. Students will also understand that the culture concept has changed over time. Students will be able to identify the specific theories of culture that shape ethnographic interpretation and be able to assess these theories critically.
2. Students will understand the interconnection between social structure (kinship, gender, class, nation, race) and culture, and how social power is a dimension of all cultural phenomena.

B. Anthropological Archaeology

1. Students should demonstrate an understanding that archaeology is the materialist study of long term culture change, and that culture change is mediated by biological, ecological, and cultural processes. Culture is minimally defined as shared, learned behavior that is transmitted through time and across space.

C. Biological Anthropology

1. Students will understand the biological history of the human species, including the mechanisms responsible for biological variation and adaptation in contemporary human populations, their living relatives, and their fossil ancestors.
2. Students will understand that “race” is used in two different senses – one biological and one socially constructed. They will also understand that the former sense is of dubious validity, while the latter informs nearly all human interactions.

Portfolios from appropriate core courses will be sampled.
Assessment will address two aspects of class portfolios:

a) the materials presented by the instructors (syllabus, course readings, course projects, assignments, tests etc.)

b) the work samples of students.

Comparison of a) and b) will indicate the degree of fit between class materials and student abilities. Assessment will consider both the quality of class materials and the degree to which students understood the information presented.

<table>
<thead>
<tr>
<th>Instructor Materials</th>
<th>Student Work Samples</th>
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| **3 = Excellent**    | - Material incorporated into multiple class components, integral to class.  
- Learning goals, syllabus, readings, assignments, and tests closely linked.  
- Students creatively and critically engage in projects |
|                      | Nearly all of the samples show mastery of knowledge or skill  
OR: lowest ranked work sample demonstrates basic grasp of concepts |
| **2 = Good**         | - Material central to a section of the class but not integrated throughout the course.  
- Syllabus, readings, assignments, and tests adequately linked.  
- Student knowledge and application of materials tested |
|                      | Some or many of the samples show mastery of knowledge or skill |
| **1 = Inadequate**   | - Material tangential to class.  
- Syllabus, readings, assignments, and tests not linked.  
- Students tested for only minimal knowledge |
|                      | Few or none of the samples show mastery of knowledge or skill |
| **0 = N.A.**         | No basis for judgment |

Consider course portfolios according to this rubric for goal II. Look to see whether the classes successfully teach materials. Successful teaching includes instructor materials that present materials and student work samples that show mastery of particular skills or knowledge.

Consider:

a) Is our curriculum map accurate? Does this course provide the knowledge we claim that it does? Evaluate this through consideration of instructor materials (syllabus, readings, assignments).

b) Do the students ‘get’ it? Evaluate this through work samples.