I. Unit Description

The PSU Anthropology Department encompasses three of Anthropology’s traditional subdisciplines: Socio-cultural Anthropology, Archaeology and Biological Anthropology. We currently have 7.49 FTE tenure lines (4 socio-cultural, 2.49 archaeology, 1 biological) and four adjunct faculty that contribute substantially to research, teaching, or both (see Appendix 1). We offer the BA and BS and minor in Anthropology (with over 250 majors), and the MA and MS in Anthropology (25 students, currently).

The faculty’s interests, expertise, and knowledge are representative of various strands of anthropology. We, like the larger discipline, are situated where the Humanities, the Social Sciences, and Natural Sciences intersect. Consequently, we reflect Anthropology’s theoretical and methodological diversity and its creative tensions. We have strengths in particular geographic and topical areas including:

- Asia – South, East, and Southeast Asia; Ethnography/archaeology: Carstens, Gamburd, Spoon, Ames
- Madagascar: Primate Evolution and Anthropogenic Extinction - Vasey
- Western North America/Pacific Northwest Archaeology/Ethnography: Anderson, Butler, Wilson, Spoon, Ames, Deur, Smith, Sterling
- Evolutionary theory and applications: Anderson, Butler, Vasey, Ames, Smith, Sterling
- Gender: Carstens, Gamburd
- Political Economy: Gamburd, Spoon
- Transnationalism: Carstens, Gamburd
- Health: Gamburd (note: job search in progress for Medical Anthropologist, with particular focus in Latin America and/or with immigrant Hispanic populations in the U.S.)

(names in italics are affiliated faculty)

Research. The Anthropology Department is committed to on-going rigorous, high quality scholarship that contributes to knowledge and addresses real-world problems be they defined locally, regionally or globally (Table 1; Appendix 1, Highlights of Faculty Research for specific information). Faculty publish articles in top venue journals (e.g., *Journal of Archaeological Science, American Antiquity, Human Ecology, Ecology and Society, Ethnology, American Journal of Physical Anthropology, Canadian Journal of Fisheries and Aquatic Science, International Journal of Population Geography*) and books and chapters in books with major academic and commercial publishers (Smithsonian, Prentice Hall, Thames & Hudson, Routledge, Cornell, Earthscan). The national and international stature of our faculty is reflected in the range of conferences, symposia, and outside speaking engagements to which we are invited.

To promote faculty research, over the past decade, the department has worked hard in several ways to increase external research funding: through encouraging faculty to seek internal funds as seed grants for larger external grants; supporting their efforts to obtain course releases for project development and proposal writing; hiring new faculty where external funding has been explicitly part of the selection and promotion criteria. Since 2005, we have garnered over 2.6 million dollars from a range of sources, including the National Science Foundation, National Endowment for the Humanities, National Marine Fisheries, National Geographic Society, Department of Defense, and agencies through the Cooperative Ecosystem Unit (CESU) agreement. (see Appendix 2. List of Grants, Anthropology Faculty).
Table 1. Faculty Scholarship: publications and presentations since 2005*

<table>
<thead>
<tr>
<th>Venue</th>
<th>Anderson</th>
<th>Butler</th>
<th>Carstens</th>
<th>Gamburd</th>
<th>Spoon</th>
<th>Vasey</th>
<th>Wilson</th>
<th>Ames</th>
<th>Deur</th>
<th>Smith</th>
<th>Sterling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authored bk</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
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<td></td>
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<td>Peer reviewed article</td>
<td>2</td>
<td>9</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>11</td>
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<tr>
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<td>5</td>
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<td>4</td>
<td>1</td>
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<td>Report/Chapt</td>
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<td>19</td>
<td>19</td>
<td>6</td>
<td>2</td>
<td>33</td>
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<td>Conference Presentation</td>
<td>13</td>
<td>22</td>
<td>6</td>
<td>19</td>
<td>9</td>
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<td>8</td>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* includes works published, accepted, in press, not those submitted or in progress. Does not consider order of authorship.

Our department is committed to research and scholarship in “Applied Anthropology” – where anthropological scholarly products contribute to “real world” problems; and knowledge is returned to the peoples and places where the research is conducted. Our work contributes to public policy and answering questions about significant cultural, social, and environmental issues. For example, Spoon’s work in the arid West will help tribes gain access to military lands off-limits for decades. Anderson, Carstens and Butler are engaged in curriculum projects related to K-12 education. Deur has been studying impacts of the explosive growth in sport fishing on Alaska Native cultural and natural values. Wilson provided heritage management expertise to Gulf Coast communities in the aftermath of the Deepwater Horizon disaster. Gamburd studied the socio-political implications of the 2006 Indian Ocean Tsunami on Sri Lankan communities. Vasey’s research on parenting behavior of lemurs will aid conservations efforts in Madagascar. Five members of the department (Anderson, Carstens, Gamburd, Spoon, Ames) have had their works translated and published in the language of the areas where they work.

Community outreach and engagement are logical outgrowths of our other commitments. “Community” is broadly defined and includes different places and scales for individual faculty members. Some faculty projects focus in Portland and the local region (Ames, Butler, Wilson, Carstens, Sterling); some projects link to problems in western North America (Anderson, Spoon, Butler, Deur, Ames, Smith, Sterling); and yet others relate to topics in Asia (Gamburd, Carstens, Ames, Spoon) and Madagascar (Vasey). Our outreach and engagement is global, thus both anticipating and embracing the University’s theme of achieving global excellence.

Department members have well established partnerships in Portland, nationally, and internationally with numerous entities, including the U.S. Fish and Wildlife Service, U.S. National Park Service, U.S. National Forest Service, the U.S. Department of Energy, the Department of Defense, the Mountain Institute, the Department of National Parks and Wildlife Conservation, Nepal, The World Conservation Union (IUCN), the Lemur Conservation Foundation, the Oregon Zoo, and various Indigenous nations (see Appendix 3).

**Teaching & Mentoring.** Our curriculum includes three 100 level courses that introduce each subfield (socio-cultural, archaeology, biological). We offer 31, 300-level courses that satisfy requirements for the major and electives for majors as well as other PSU students. Over half of these are “junior cluster courses,” which are taken by nonmajors as part of the University Studies curriculum. We offer 29, 400-500 level courses which are geared towards advanced undergraduate and graduate students. The latter includes seminar-discussion type classes, ethnographic field methods, lab-based classes (zooarchaeology, artifact/feature analysis, human osteology, paleoanthropology) and field based courses, such as the Fort Vancouver Archaeological Field School, a collaboration between the National
Park Service-PSU/Washington State University (Wilson); the Primatology Field School Vasey developed in partnership with the Lemur Conservation Foundation which maintains the Myakka City Lemur Reserve in western Florida; and Spoon's Student Internship Program at Nellis Air Force Base. Finally we offer three masters only 500-level seminars, one in each of the subfields.

The teaching load is six, 4 credit courses per academic year. Many of our 7.49 FTE tenure-line faculty teach fewer courses than this, however. Funding from course releases, financed through grants, personal funds, reduced loads as part of new faculty start-up agreements from CLAS, administrative responsibility buy-outs, and sabbaticals, allows us to hire adjuncts which teach 1/3rd to ½ of our courses in a given quarter. This staffing mix (proportion of tenure track to temporary instructors) reflects university and national trends in higher education. Because of a commitment made in 1993 (in return for an additional tenure line), one tenured faculty teaches a 3-quarter sequence in the University Studies Freshman Inquiry (FRINQ) Program every year. A given anthropology faculty member cycles into FRINQ for two years. Until recent revision of the Sophomore Inquiry Program, anthropology faculty taught Sophomore Inquiry courses (e.g., Soph Inq: Archaeology) each year as well.

The tenure-line faculty focus their teaching in the traditional classroom (and the field-based classes noted above). However, we understand the growing importance of and need to provide access for online student learning. The Anthropology Department is fortunate in having two adjunct faculty (Sterling, Beaini) that have developed multiple fully on-line and hybrid versions of many of our 300-level courses in archaeology and socio-cultural anthropology. Such courses can count towards the anthropology major as an elective, the junior cluster requirement as part of University Studies, as well as general electives for PSU students needing upper division credit.

We currently have 250 undergraduate majors. The main goals of our undergraduate BA/BS are: to provide students with diversity of the human experience and of anthropology while at the same time giving them entrée into the faculty's more specialized areas of scholarship; introduce students to anthropology's central intellectual tenets, including the intellectual importance of the subfields and their interplay; ground students in key concepts, theories, methods, and substantive knowledge of the subfields. To prepare our graduates for employment, we developed an internship program where students earn course credits for work in governmental agencies (e.g., National Park Service, U.S. Fish and Wildlife Service), NGOs, and private companies. Several of our undergraduate courses (Practicing Anthropology, Applied Anthropology, Community Archaeology, Cultural Resources Management) are explicitly designed to prepare students for employment.

Advising undergraduates (for course planning, career development) is shared across the tenure-line faculty. Especially in response to University-wide goals to increase student retention and reduce the length of time taken to graduate, the department has instituted several practices: faculty explicitly promote advising in their classes and on syllabi; we created a planning form used to help students map out the most efficient path to graduation; we highlight requirements on our website; and have started to host quarterly academic advising sessions where a faculty meets with all the majors to outline department requirements.

Our master’s program has evolved over the years, becoming increasingly oriented towards preparing students for careers in applied anthropology specifically linked to social-cultural issues and cultural resources management/archaeology. The department developed a two track-MA program in the mid 1990s, retaining the thesis track and adding a policy track. The policy track requires an additional course, an internship, and a lengthy paper reviewing the internship project. Our program has supported as many as 30 students at any one time. We currently have 25 graduate students: 13 focused on
archaeology; 12 on socio-cultural anthropology. Our graduate program equips students with the theoretical, methodological and empirical grounding they need to be successful practitioners. The program teaches professional ethics; it supplies students advancing to Ph.D. programs with the intellectual and personal skills needed to be successful in those programs and beyond. It offers specialized training in areas of faculty expertise.

Graduate students are accepted into the program under a given adviser who works closely with the student to develop a course plan and thesis topic (or internship for policy track). Students typically complete course requirements in 5-6 quarters and then take 2+ years to complete and defend their thesis. This extended time is due to several factors: students enter the workforce and have limited time to devote to research and writing; student research is larger in scope than needed; students spend time developing requisite language skills needed to satisfy the foreign language requirement for the MA. In the past year, the department instituted several changes to address some of these factors. We created a Master’s of Science in Anthropology, which eliminated the foreign language requirement and is especially suited for archaeology and bioanthropology students. Advisers are working to scale back the scope of thesis projects. We are working to obtain external funds which would support master’s research and reduce the need for outside employment. Finally, we are encouraging more students to enter the policy track.

The Anthropology Department is currently allocated 4 TA/GA positions (.3 FTE) from CLAS funding. Students are assigned to faculty depending on class size/faculty needs. Generally two TAs are assigned to the socio-cultural courses and two to the archaeology/bioanthropology courses. Depending on our needs, the student will assist with faculty research or specific projects. We use the assistantships as recruiting tools, though the actual amount of the stipend is low (GTA/GRA 1, $5778/9-month).

The department prides itself on the quality and the rigor of its instruction and mentoring at the undergraduate and graduate levels. The department strongly subscribes to the values of Liberal Arts education for all students as evidenced by our pedagogical emphasis on writing and critical thinking. This commitment is clear in our assessment documents which are available on our website (http://www.anthropology.pdx.edu/). A few additional examples point to faculty investment in teaching and student outcomes. Since 2005, our small group of faculty has created ~15 new courses as electives for our majors and as service courses for all students at PSU (e.g., Anthropology of Food, Primate Ecology and Behavior, Practicing Anthropology, Community Archaeology, Asian American Experience, Historical Archaeology, Evolutionary Archaeology, Egyptian Archaeology, Archaeology in Film). We have not kept detailed records of our alumni, but just in the past 3 years, our master’s students have had great success in getting jobs in archaeology/socio-cultural anthropology. Out of the eight master’s students that have completed their theses since 2009, all but one are employed (at the U.S. Forest Service, private consulting companies, NGOs). Our masters program is highly regarded and competitive: we typically receive 30-35 applications each year and accept 8-10 students.

**Service & Outreach.** In many ways, faculty serve the department, the university, the profession, and larger community. Given our small size, most department activities (P&T, programmatic issues related to curriculum, students, resource allocation) are carried out as a committee of the whole. The department chair carries the primary burden of administration (budgeting, course scheduling and adjunct hires, undergraduate graduation requirements, new student advising). Faculty are active in the work of the University. Just to name a few examples: since 2006, Butler, Ames, Gamburd, and Sterling served in Faculty Senate; Gamburd and Carstens have been on the Human Subjects Research Review Committee; Butler and Gamburd have served on the Faculty Development Committee; Butler served on Graduate Council; Gamburd was VP-for Collective Bargaining in AAUP; Vasey has served on President’s
Diversity Council. Faculty have served their professions in many ways: Ames was president of the Society for American Archaeology in the late 2000s; Gamburd and Vasey have served on NSF review panels; Butler is on the editorial board of an international journal. Vasey was guest editor of the *American Journal of Primatology*. Regarding “outreach”, many of us regularly make presentations to the public and school groups (Ames, Anderson, Butler, Deur, Spoon, Wilson), serve on boards (Sterling-American Research Center in Egypt, Oregon Chapter; Ames - Historic Preservation League of Oregon; Gamburd-American Institute for Sri Lankan Studies), provide testimony to City Council (Ames, Butler). Moreover and as discussed above, much of our faculty scholarship is about engaging various publics as part of the applied anthropology focus, with key areas of strength related to the environment and resource conservation, cultural heritage, transnationalism, and developing interests in education and health.

II. Unit Strengths and Challenges

**Key Accomplishments.** While the department has much to be proud of, one of the most significant accomplishments relates to the increased amount of external funding over the 2000s and continuing to the present. Grants related to environmental issues and cultural heritage have provided the greatest dollar amounts, but all of the faculty research interests have been funded. We call attention to the diversity in agencies and private foundations, and research programs (over 20 in all), and the dispersal of funding across the faculty (see Appendix 2).

The increase in external funding results from several factors. The university and CLAS in particular began to strongly promote externally funded research in the 1990s and especially for departments that had not been known for garnering much outside funding before, such as Anthropology. Faculty hires were made with the expectation that faculty would develop such programs and startup packages and reduced teaching loads were provided to new faculty. Our last three hires (Thornton, Spoon, Anderson) were made with this expectation in mind. Thornton and Spoon (with foci in Environmental Anthropology) have been extremely successful in obtaining funding. Thornton resigned from PSU in 2010 (to take a position at Oxford University, after being on leave for two previous years) and Deur has taken on the PI role for Thornton’s projects. Deur became affiliated with our department in 2009 and brought several large federal agency projects to PSU. Anderson just started in fall 2011; she is completing various collaborative projects (NPS, Univ. Washington) that helped support her in her PhD program; we anticipate she will continue nurturing some of the same partnerships as she develops her new projects. We are currently running a job search for a medical anthropologist who will develop a funded research program at the intersection of health and culture especially related to Latin American or immigrant Hispanic populations.

Besides through the activities of our replacement tenure line hires, over the past decade, we have greatly expanded our funding in heritage management and cultural – natural heritage issues, through research grants obtained by Ames and Deur, including those through the Pacific Northwest CESU agreements between PSU and the National Park Service. Among other things, this agreement creates the split faculty position (.49 FTE, PSU share) for one of our faculty, Wilson, and has created the important link between PSU and Fort Vancouver National Historic Park, which has funded numerous graduate students, and a summer field school that trains students for future employment while engaged in important research.

We emphasize that all faculty are active researchers, securing needed funding to meet their goals. Many important ideas do not require much money to address. On the other hand, we recognize that
state dollars to support higher education are shrinking and we need to find ways to secure financial support for many of our projects and to support student work.

In short, in spite of the challenges with ever-growing enrollments, limited TA/GA support, and limited tenure line faculty to assist with administration of department activities, student advising, and mentoring, etc., our faculty have shown an impressive ability to secure external funds and to carry out important research.

**Comparisons to other PSU units.** Based on FTE, Anthropology is the smallest social science department at PSU (Table 2). However our ratio of faculty to majors is equivalent to that of larger departments and we have a higher ratio of graduate students to faculty than do the other social science departments as Table 2 shows (based on 2008 data).

Table 2. Social Science & other departments in Cramer Hall at PSU in 2008

<table>
<thead>
<tr>
<th>Departments</th>
<th>FTE</th>
<th>Majors</th>
<th>Grad Stud.</th>
<th>Major:FTE</th>
<th>Grad St:FTE</th>
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<tbody>
<tr>
<td>Anthropology</td>
<td>7.49</td>
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<tr>
<td>Economics</td>
<td>10.5</td>
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<td>20</td>
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<td>6.1</td>
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<tr>
<td>Sociology</td>
<td>14</td>
<td>277</td>
<td>29</td>
<td>19.8</td>
<td>2.1</td>
</tr>
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</table>

**Comparisons to other anthropology departments.** Based on FTE, we are one of the smallest anthropology departments among comparable institutions in California and Washington. A limited survey of anthropology departments in urban universities with terminal MA programs shows the mean faculty size is 10, with a range of 8 (Cal-State Los Angeles) to 14 (Long Beach State, Sacramento State). In Washington’s regional universities, department size at Western Washington is 10, at Central it is 12; Eastern has only five, although they have 11 research faculty in their applied contracting program.

**Challenges the unit faces.** The main challenge our department faces is trying to accomplish great things as researchers and educators in such a small department. On paper we are small, with 7.49 tenure lines, but for the past several years, the available tenure line FTE has actually been much smaller, with a mean of 4.5 FTE/term. We have been short three faculty members for various reasons: faculty going on leave without pay, sabbatical leave and the lag time in hiring replacement faculty. For example, we have been one faculty short for three years with Thornton’s initial leave of absence, then resignation; and CLAS hiring pause and financial reorganization in winter 2011, which led to a failed search for Thornton’s replacement, as we were about to make an offer to a candidate. As noted above, our on-going commitment to the labor-intensive Freshman Inquiry/University Studies pulls a senior faculty member away from department and research activities every year. This commitment reduces a faculty’s ability to pursue outside funding, write scholarly works, advise students, and teach anthropology courses.

While much of the slack in teaching courses can be addressed through adjunct hires, the remaining regular faculty have to take on all the additional burdens of advising, graduate and student supervision, and the general business of the department and university administration.
Another challenge relates to the antiquated lab space and facilities that we have available for teaching and research. None of our labs have been modified since the 1970s; they have poor lighting, inadequate plumbing including rusted pipes, and limited electrical outlets. We have only limited equipment (balances, calipers, microscopes) for student lab projects. We have had difficulty securing CLAS support for the science-based side of our curriculum, despite the importance of lab skills for student employment and career advancement, our relatively high SCH, and our record of external funding.

III. Directions for the Future

20 year vision— Based on our core strengths and societal needs, which feed directly into the University and CLAS initiatives, we have identified FIVE key topical goals that we want to promote in our department over the next 20 years (Table 3). Our location in Portland with links to federal agencies, OHSU, numerous NGOs and private companies gives us a significant advantage vis a vis other Anthropology programs in the Northwest for an Applied emphasis. We think that with further development of these topical areas, that represent some of the most fundamental concerns of our time, PSU’s Department of Anthropology could easily become the premier Applied Anthropology Department on the west coast.

- **Environmental Anthropology**: expand its definition and coverage to more explicitly include political ecology (e.g., long-term environmental change, conservation of endangered primate species, environmental management including incorporation of traditional knowledge, impacts of globalization, global warming on traditional societies). This directly contributes to the President’s goals of civic leadership, global excellence, and expanding educational opportunity and to several of the Provost’s and CLAS’ initiatives/goals, including increasing research and teaching relating to sustainability.
  - **Cultural Heritage**: This encompasses and broadens our current focus in Archaeology on heritage management while adding to and building on the capacity of socio-cultural anthropology at Portland State University for heritage management training. Our goal is to integrate or span cultural, environmental and heritage policy making; included here is public/community archaeology, a growing focus within the Archaeology faculty. This is linked to the University’s, OAA’s and CLAS’ goals, particularly global excellence, enhancing the cultural and creative vitality of the metropolitan region and building research productivity. This goal is linked to the new line in archaeology described elsewhere in this plan.
  - **Global Identity**: Global connections grow more integrated with the ever-faster flow of information, goods, capital, and people around the world. Socio-cultural anthropologists in the department will continue to strengthen and refine our theoretical toolkit and our methodological approaches to investigate identities such as race/ethnicity, indigeneity/regionality/nationality, class, and gender as these cultural classifications shift and change in light of government policy, global economic dynamics, and transnational migration. This specialization relates to the Provost’s and President’s initiatives in internationalization while also providing a vital resource for engaging with Portland’s multicultural communities.
  - **Health**: The Department has a long-standing commitment to Medical Anthropology/the Anthropology of Health. We are currently running a job search for a medical anthropologist. Our new hire with the Health focus will link socio-cultural and biological anthropology and the emphasis on Environmental Anthropology by focusing explicitly on the interplay among health, socio-economic factors and environment. This goal directly addresses one of the president’s goals related to enhancing collaboration with OHSU and other healthcare providers. It also addresses several of those goals including building social equity through the development of programs and policies that support healthy families and communities, providing civic leadership and enhancing educational opportunity.
**Education**: Several faculty have on-going interests in applying expertise or topical knowledge to research related to K-12 education. Education is a cross-cutting area of scholarship that can provide linkage not only to the School of Education but to the STEM fields, sustainability and health-related topics. This topical focus directly relates to the President’s so-called Cradle-to-Career Initiative, which promotes the transfer of university knowledge to the broad public, through informal and formal education models and curriculum.

Table 3. Links between President Wiewel’s Initiatives, CLAS Goals, and Anthropology Faculty and Department Goals

<table>
<thead>
<tr>
<th>President’s Initiatives</th>
<th>CLAS Goals</th>
<th>Anthropology Faculty/Department Goals</th>
<th>Anthropology Topical Emphases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Leadership Through Partnerships</td>
<td>Improve Retention Rates; Increase Online offerings</td>
<td>Build on Advising Plan, Yearly Assessment Review, Maintain rigorous, high quality undergraduate and graduate programs. Need incentives for more on-line classes</td>
<td>Cultural Heritage Global Identity Health Environment Education</td>
</tr>
<tr>
<td>Improve Student Success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieve Global Excellence</td>
<td></td>
<td>Promote faculty Research Interests in Asia, Africa, Latin America (Ames, Carstens, Gamburd, Spoon, Vasey, current Medical Anthropology position search)</td>
<td>Cultural Heritage Global Identity Health Education</td>
</tr>
<tr>
<td>Enhance Educational Opportunity</td>
<td></td>
<td>Zooarchaeology and STEM curriculum (Butler) Chinese Language and Culture curriculum (Carstens) Western Alaskan project developing curriculum for Alaskan Native students (Anderson)</td>
<td>Cultural Heritage Education</td>
</tr>
<tr>
<td>Expand Resources/Improve Effectiveness</td>
<td>Increased Sponsored Research</td>
<td>Faculty will seek external funding (through research funding, contracts with partnering agencies)</td>
<td>Cultural Heritage Global Identity Health Education Environment</td>
</tr>
<tr>
<td>Sustainability—education and research</td>
<td></td>
<td>Faculty will develop stronger links with School of Environment; Advisers of PhD IGERT student; concepts woven into numerous courses in curriculum</td>
<td>Environment Health Education</td>
</tr>
</tbody>
</table>

While we have faculty now that are pursuing research and external funding in each of these areas, to develop more depth and strengthen our expertise, we will need to find ways to increase the number of teaching and research faculty with background and commitment to these areas (with 5-6 more faculty at least). Some of this might come from new tenure lines, some of it might come from working collaboratively with researchers already employed at agencies or companies (much as we have developed our split position with Wilson at NPS). Within most of the topical areas, there are substantial funding sources in which anthropologists have not typically looked (e.g., U.S. Department of Education,
NSF-Education programs). Since this is a “vision” statement, we do not have all the practicalities worked out regarding how our program will grow. We know that the areas of scholarship highlighted are important to society and that they are relevant to many other programs on campus. We need to equip students with the knowledge and skill sets to address these issues and Anthropology has the scholarly and applied context to be at the center of the action.

As part of the growth in faculty to provide research and teaching in these areas, we envision a much larger number of graduate students (50+ students), still emphasizing the MA/MS and policy track rather than PhD. We understand the push to develop PhD programs (at PSU and beyond, to promote higher level research and the greater prestige of PhD over Master’s programs), but without fairly drastic shifts in societal attitudes towards higher education, we do not see the value in producing PhD students in an economy with limited opportunities for university faculty positions.

Regarding a sequence for growth and investment, our priorities would be to first add an additional biological anthropologist that will link with our Health emphasis, and address the interplay of health, environment and culture. Given the interdisciplinary nature, such a position would contribute to the synergy within the department around these topics as well as across campus (e.g., Community Health in CUPA, College of Social Work, health and social equity program in Sociology). Adding a biological anthropologist was a primary recommendation of the external reviews of our department carried out in 1992 and 2010.

Our second recommended hire would be for an archaeologist who would build on and strengthen our topical focus in Cultural Heritage. This faculty would have applied experience with a focus in urban environments especially in Portland. Justifications for such a position include: our archaeology courses are over-subscribed, over half of the graduate students focus in archaeology, the growth of cultural resources management over the past 40 years has created a need for well-trained students with bachelor’s and master’s degrees to manage archaeological resources; numerous sources of funding; and such a position would address the university’s goal of civic leadership and community engagement. This new hire’s research would intersect interests of the College of Urban and Public Affairs, which already has very strong ties to the city. For the past 5 years, Ames and Butler have been working with city and community leaders to highlight the importance of the archaeological record (as a source of heritage tourism, increase sense of connection to place, which promotes sustainability goals).

To begin to reach these goals of program growth, we have several short term goals that are linked to yet smaller goals and suggestions.

i) **Increasing our collaborations and partnerships on campus.** We share many research and teaching goals with others on campus. But for various reasons (on-going collaborations with off-campus partners, limited time to set new goals, find new partners, stretched to limits with on-going teaching, administrative responsibilities) we have not made as many cross-campus linkages as we could. For example, three of us were approached in Sept 2011 about collaborating with other PSU faculty on a NSF-Sustainability Research Network (SRN) proposal. We were already committed to other projects so couldn’t participate. With additional faculty, with a flexible and expansive research agenda, we would have been able to provide a collaborator. We need to have more internal department dialogs about ways to connect with others on campus. It would be useful if there were more incentives at the university level to promote partnerships in teaching and research.
ii) **Enhancing research and community partnerships, and external funding.** As seen in our appendices, faculty are currently pursuing various funding sources to support research projects to directly address this goal. Ways that CLAS and other university sources could help us here: **a)** Provide course releases that would give faculty the opportunity to develop large-scale proposals; **b)** Provide additional TA/GA support, which would allow faculty to delegate some teaching/grading, which in turn would free up their time for scholarly activity. At the same time this would provide funding to attract the best graduate students to apply to our program and to work on our projects; **c)** Continue to reduce the challenges faculty face in administration of grants and contracts. While RSP/CLAS are developing a new administration process especially for grants, there are persistent difficulties in administering federal agency contracts in expedient timeframes; **d)** Create more incentives for faculty to pursue these projects by allowing more overhead to return to the faculty/departments; **e)** Expand departmental research space by renegotiating for space currently being used by CLAS and UNST. Archaeology and Biological Anthropology require laboratory renovations as noted previously. Our social-cultural researchers increasingly need space to house graduate assistants and research documents generated by contract supported research. This research space is also used for meetings with stakeholders and project participants. As faculty and graduate student research directions shift, and include more computer intensive methodologies (e.g. Geographic Information Systems), we increasingly need a dedicated space to accommodate computing needs.

iii) Retire the 18 yr old commitment that anthropology has to FRINQ. We understand the importance of University Studies to the prestige of PSU and the vitality of our campus community overall. However, the current commitment (senior faculty teaching 3 labor intensive classes for two years) strains the capacity of our department to carry out its other missions.

iv) Continue to develop internships, support field schools, and real-work experiences for our students to work in local and regional agencies, companies, and NGOs.

v) Improve retention/graduation rates for undergraduates. Along with other university initiatives, we can address these goals through improvements with our advising process. Some suggestions: **a)** Create a director of undergraduate advising within the department who would assist faculty with advising and be a liaison with advisers in CLAS supporting anthropology. Such a position could be supported by a course-reduction; **b)** Assign students to a faculty adviser who would be responsible for advising them (currently, students select faculty on their own); **c)** Improve communication between faculty and advisees, such as by developing a list of undergraduate majors with email accounts that we can use to send information about new requirements and reminders about deadlines. Perhaps use social media (such as Facebook) to share important information related to advising; **d)** Develop links with community colleges (where the majority of PSU students begin college) to develop advising plans about 100-200 level courses that will best prepare students for the anthropology major (e.g., language, statistics).

vi) Strengthen and improve our graduate program. Suggestions: **a)** Provide additional funding for students through grants/contracts and additional GA/TA support from CLAS. Both would have the effect of attracting stronger students and funded support would greatly reduce the length of time in the program; **b)** Develop space for graduate students that include computers and a gathering place. Currently graduate students do not have a central place to meet, exchange ideas, and create and reinforce a culture in the department; **c)** Evaluate the existing policy track. We should study the link between employment areas and the kind of instruction and MA/MS work experience required to satisfy the current and future demands of that employment; meet with local agencies, NGOs, private companies, and dialog with the larger professional community in applied anthropology about the best ways to meet the needs of the profession and our students.
Appendix 1. Highlights of On-going Faculty Projects – PSU Anthropology

Tenure-Line Faculty

Shelby Anderson (Archaeology, Assistant Professor).

1) Human-Environmental Dynamics in Northwest Alaska (2007-Currently): Long-term engagement in two interdisciplinary projects directed at understanding human interactions with Arctic environment. Directing 5-year National Park Service (NPS) funded research, with current focus on education, outreach, and publication. Working with partners – University of Washington, NPS, Burke Museum, K-12 teachers, Northern Alaskan Native Association, Kotzebue Native Association – to complete educational materials for schools and the public in northern Alaska. Conducting related ceramic research on separate National Science Foundation (NSF) funded project. Two manuscripts in preparation. Grant application for continued research in preparation for 2012 submission.

2) Social Networks and Human Resilience in a Changing Northern Environment (2008-Currently). Focus on understanding how past people altered and adapted to changing environment through social interaction and social change. Used NSF, NPS, University of Alaska-Bureau of Land Management, and American Philosophical Society funds to assess late Holocene social network character and extent through sourcing of archaeological ceramics. One publication and additional manuscript in preparation. Currently working on expanding research to include lithic sourcing and ethnographic component in collaboration with community partners.

3) Hunter-Gatherer Ceramic Technology in the Pacific Northwest (2011-Currently). Applying for PSU faculty enhancement grant to support pilot study of ceramic technology of Pacific Northwest. Pilot research directed at evaluating spatial and temporal distribution of ceramics, carrying out initial technological analysis, and evaluating the potential of several sourcing methodologies for addressing hypotheses about the origin and use of ceramics in this region. Lack of prior research on this topic requires pilot research to support an NSF-archaeology grant application. This work is part of broader research interest in North Pacific hunter-gatherer ceramic technological development and mineral resource use.

Virginia L. Butler (Archaeology, Professor).


2) Zooarchaeology & Conservation Biology (2010-Currently). Completing project funded by NOAA-Fisheries to analyze archaeological salmonid remains from Upper Klamath Basin to identify species present prior to early 20th century dams. Results have implications for questions related to dam removal and tribal concerns about aquatic resources. Funded one master’s thesis. Preparing publication for Fisheries, Conservation Biology.
3) **Using Archaeology to Examine Animal and Human Response to Northwest Coast Environmental Change.** (2011-Currently). Using PSU Faculty Development grant to analyze sample of fish remains from 2000 yr old village near Port Angeles that shows evidence for multiple earthquakes. Study will allow us to assess how fish (and people) were affected by catastrophic environmental change. Will use pilot study to develop larger scale proposal for NSF-Archaeology Program.

   Sharon Carstens (Socio-Cultural, Professor).

1) **Integration of Language-Culture instruction K-8 students in Mandarin/English bilingual programs.** (2004-Currently). Since Fulbright Faculty Research Grant in 2004, developing project to better integrate language and culture instruction for K-8 students in Mandarin/English bilingual programs. Initial focus: schools in Beijing, Hong Kong, San Francisco, and Edmonton, Canada. Study published in *Journal of the Chinese Language Teachers Association* in 2010. Then recruited four Portland based K-8 Chinese teachers for collaboration to design more effective curricular framework for younger students that merges language and cultural instruction. With grant from PSU Confucius Institute and a PSU Faculty Development grant, team met regularly over the course of 18 months (2010-2011), produced bilingual manuscript to be published by Beijing University Press in 2012: *Language Through Culture, Culture Through Language: A Framework for K-8 Mandarin Curriculum*.

2) **Director, Institute for Asian Studies.** (September 2010-Currently). .5 FTE position as Director for the Institute for Asian Studies. Goals: build stronger links between faculty and programs across campus with shared interests in Asia; initiate and host regular lectures open to the community on a range of Asia related topics; and develop fund raising initiatives at both the local community level and through larger foundations. Also served as Curriculum Coordinator for Asian Studies in the International Studies Program since 2009. Also involved in developing new program for visiting faculty and students from Xaozhuang University in Nanjing, China linked with the PSU Schools of Education and Social Work.


   Michele Gamburd (Socio-Cultural, Professor).


2) **Aging and the Life-course in Sri Lanka** (2009-present). Initial research funded by PSU Faculty Enhancement Grant. Research performed in 2009 resulted in 3 conference presentations, 2 publications in press (a book chapter and a journal article), and one publication in preparation. Submission of several proposals for external grant funding anticipated in 2012.

4) **Labor Migration from Sri Lanka to the Gulf** (1992-present). Long-term research project on international labor migration, particularly that of Sri Lankan women who go to work in West Asia as domestic servants. This research has resulted in a book entitled *The Kitchen Spoon’s Handle: Transnationalism and Sri Lanka’s Migrant Housemaids* (Cornell University Press 2000). A Sinhala translation of this book was published in Sri Lanka in 2005. In addition, since 2008, 6 conference presentations on labor migration have been given (one in Singapore, one in Dubai), and 3 articles and 4 book chapters on the topic have been published.

Jeremy Spoon (Socio-Cultural, Assistant Professor).

1) **Political Economy and Sherpa Ecological Knowledge and Understanding in Sagarmatha** (*Mount Everest* National Park and Buffer Zone, Nepal) (2004- Currently). Utilized a National Science Foundation Graduate Research Fellowship, a University of Hawaii writing fellowship, and Portland State University start-up funds, to conduct research on how ecological, political and economic forces influence Khumbu Sherpa ecological knowledge and understanding. The project also gauges how knowledge change affects environmental decision-making. Publications include one peer-reviewed article in *Human Ecology* and three book chapters (Earthscan and IUCN); additionally, one peer-reviewed article in the *Journal of Ecological Anthropology* and one book chapter (Routledge) are in press and two manuscripts are in various stages of review (*Journal of Ethnobiology* and Springer).

2) **The Stonewall Mountain and Flat Ethnographic Project, Nellis Air Force Base, Nevada** (2010- Currently). Funded by the U.S. Air Force this project utilizes a collaborative methodology to train Native American ethnographer/filmmakers to conduct research with their own elders about land inside the three million acre Nevada Test and Training Range. This land is culturally affiliated with 17 Native American Nations, who have been barred from visiting for 70 years. The project also includes a student internship program, which has benefitted 6 graduate students. Outcomes include a 48-minute ethnographic film and a 20- minute student film on the internship experience. Publications include a manuscript that received a revise and resubmit designation from the *Journal for the Study of Religion, Nature and Culture*. An additional manuscript is also under preparation for the *Journal of Visual Anthropology* or *Human Organization*.

3) **Nuwuvi Knowledge-to-Action Project, Spring Mountains National Recreation Area and Desert National Wildlife Refuge Complex, Nevada** (2010- Currently). Funded by the Southern Nevada Public Lands Management Act this initiative focuses on government-to-government consultation and collaborative resource management between seven culturally affiliated Nuwuvi (Southern Paiute) Nations and the Forest and Fish and Wildlife Services. Outcomes include a consultation handbook, two intergenerational pine nut harvests and a collaborative resource management plan. Multiple reports have been generated and manuscripts are under preparation for *Practicing Anthropology* and *Economic Botany*.

4) **Nuwuvi Interpretive Planning Project, Middle Kyle Complex, Spring Mountains National Recreation Area, Nevada** (2008- Currently). Funded by the Southern Nevada Public Lands Management Act this
project conducted collaborative ethnographic research in order to generate content for an interpretive landscape (visitors center, trails, campgrounds, outdoor classrooms, etc.). Multiple reports have been generated and a manuscript is under preparation for *Heritage Management*.

5) **Participatory Interpretive and Restoration Planning Project, Desert National Wildlife Refuge Complex, Nevada** (2010- Currently). Funded by the Southern Nevada Public Lands Management Act this project is conducting collaborative ethnographic research in order to generate content for three visitors centers. It is also assisting in planning for hydrological and botanical restoration projects throughout the Complex. Multiple reports have been generated and a manuscript is under preparation for *Heritage Management*.

6) **Department of Energy, Nevada National Security Site, Site-Wide Environmental Impact Statement (SWEIS), Meeting Facilitation and Program Support** (2011- Currently). Funded by the Department of Energy this effort provided facilitation and program support for the Department of Energy’s (DOE) Site-Wide Environmental Impact Statement (EIS) for the Nevada National Security Site. Activities included the integration of comments from 17 culturally affiliated Native American Nations into the EIS.

   Natalie Vasey (Biological Anthropology, Associate Professor).

1) **Primatology Field School to develop new talent in primate ecology, behavior and conservation** (2008- Currently; pilot 2006). In partnership with the Lemur Conservation Foundation which maintains the Myakka City Lemur Reserve in western Florida [http://www.lemurreserve.org/index.html](http://www.lemurreserve.org/index.html). Field School takes place during Spring Break with additional course work following. Forty-two graduates of the field school to date, with many now seeding the profession (e.g., employed as field assistants and/or entering Ph.D. programs to develop independent long-term field studies in primate source countries). Reserve is ideal for studies not feasible in the wild (e.g., on color vision, vocal communication, and care of young). Applicants to PSU’s graduate program with intent to carry out M.A. level thesis research are in progress.

2) **Cooperative Breeding in Variegated Lemurs, Masoala Peninsula, Madagascar** (2007- Currently). Field work funded by National Geographic, BBC Natural History Unit, PSU Faculty Enhancement Grants, Oregon Zoo, Conservation International, and Primate Conservation, Inc. Field studies completed during annual birth season in 2007, 2009, and 2010 (Oct-Dec). Data entry and analysis underway to determine patterns of infant care by mothers and other individuals (alloparents) and to examine how this trait may have evolved. Variegated lemurs photographed from canopy-level platforms providing, for the first time, a stunning visual documentation of their way of life. Numerous educational and outreach objectives include training of Malagasy graduate students, interview on “National Geographic Weekend” [http://www.nationalgeographic.com/radio/episodes/episode-407.html](http://www.nationalgeographic.com/radio/episodes/episode-407.html), and feature of study population in “Madagascar: The Land Where Evolution Ran Wild”, a film released by the BBC Natural History Unit in March 2011. Publications in preparation for *American Journal of Physical Anthropology* and *International Journal of Primatology*.

Douglas C. Wilson (.49 PSU FTE - .51 National Park Service) (Archaeology, Assistant Professor)

1) **Archaeological Assistance to the Coast Guard, Davy Crockett Oil Spill Incident** (2011). At the request of the Washington Department of Ecology and the U.S. Coast Guard, provided cultural resources preservation expertise for the Davy Crockett oil spill incident. Served as the Historic Preservation Specialist under the Federal On-Scene Coordinator, and conducted resource evaluations and
archaeological survey work. As an outgrowth of this project, participated in a regional training scenario for an oil spill at Longview, Washington. Emergency response training incorporated into Cultural Resources Management courses at PSU and presentations.

2) **Public Archaeology Field School** (2001-Currently). The joint Portland State University, Washington State University Vancouver and National Park Service's 10th annual Public Archaeology Field School was held at Fort Vancouver and Lewis and Clark National Historical Park. Program introduces methods and theories of fieldwork in historical archaeology. Students participate in all aspects of field and laboratory work: laying out units, excavation by shovel and trowel, mapping, drawing, photography, and cleaning, identifying, and analyzing artifacts. This year’s field school continued explorations in Fort Vancouver's multicultural Village (also known as "Kanaka Village"). This colonial village was the largest settlement in the Pacific Northwest in the 1830s and 1840s. It contained people from all over the world and the Pacific Northwest, including Native Hawaiians, African Americans, the Metis, and people of many different American Indian tribes. The field school recaptured the early history of multiculturalism in the Pacific Northwest while engaging the modern Portland/Vancouver area in the unique history of their closest National Park site. Field school research has resulted in one PSU M.A. thesis and four in process. A University of Washington Press book, (Wilson, Douglas C., and Theresa Langford, Editors 2011) *Exploring Fort Vancouver*, is an outgrowth of this partnership project. Project is continuing in Summer 2012.

3) **Columbia River Crossing (I-5 Bridge) Project** (2005-Currently). Conducted archaeological test excavations for the Vancouver National Historic Reserve and Fort Vancouver National Historic Site for the I-5 Bridge replacement. Negotiated support for rehabilitating a Barracks building into a museum/curation facility that will house artifacts from the project, other National Park Service and important regional collections, including the Meier and Cathlapotle collections excavated by the Portland State University Dept. of Anthropology (Ames). Substantial amount of the treatment work in Washington will be done by the National Park Service supported by the PSU Dept. of Anthropology.

**Affiliated Faculty**

Kenneth M. Ames (Archaeology, Recently Retired, Emeritus Professor)

1) **Household Archaeology and Responses to the fur trade among Lower Columbia River Chinooks** (1987- Currently). Long-running archaeological project funded variously by NSF (Dissertation Improvement Grant), NEH, US Fish and Wildlife Service, Ray and Jean Auel Foundation among others. Involves partnerships with US Fish and Wildlife Service, National Park Service, the ChinookTribe, Revolves around excavations/analyses of four archaeological sites on the Lower Columbia River that span the period ca. AD 1400-1830. Has produced two PhD dissertations, 16 MA theses, 15 refereed journal articles and book chapters, one monograph, one edited volume and one report. Presently conducting analyses leading to final monographic reports and book.

2) **The Development of a hunter-gatherer-fisher polity: the archaeology and history of the Coast Tsimshian Village Complex at Prince Rupert Harbor** (2011-Currently). Co-PI Project funded by the Canadian Social Sciences and Humanities Research Council through the University of British Columbia investigating the dynamics of political and social evolution on the northern British Columbia coast. Currently preparing an NSF proposal to support aspects of the project. Partnerships involve University of British Columbia, McMaster University, University College London.

3) **Baikal-Hokkaido Archaeological Project** (2010-Currently). A multidisciplinary project on the archaeology of Hunter-Gatherers in Siberia and on the Island of Hokkaido during the Holocene. The
The project is under the overall direction of Dr. Andrzej Weber, University of Alberta, but involves 29 researchers from Canada, The United States, UK, Russia, Japan, and various European countries. I am on a 6 member advisory board.

**Douglas Deur** (Environmental and Cultural Anthropology, Associate Research Professor).

1) **Evaluate the Effects of Tourism on Traditional Activities, Alagnak Wild River** (2008-Currently). Completing project funded by National Park Service to assess impacts of explosive growth in sport fishing tourism on Alaska Native cultural and subsistence practices in the Bristol Bay region of Alaska. Recruited and provided training to two PSU Anthropology students to assist in background research, as well as three Alaska Native field researchers to facilitate ethnographic interviews. Submitting proposal to NPS to extend this project to other National Park units in southern Alaska, including Lake Clark NP.

2) **Assess Possible Cruise Ship Impacts on Huna Tlingit Ethnographic Resources in Glacier Bay** (2009-Currently). Completing project funded by National Park Service to assess impacts of existing cruise ship traffic and proposed increases in this traffic on Alaska Native cultural and subsistence practices in Glacier Bay. Recruited and provided training to one PSU Anthropology student to assist in background research and transcription. Have proposal pending to expand research to include a multi-year ethnographic assessment of Traditional Cultural Properties located in and around Glacier Bay with Tlingit communities; will use as a pilot program to prepare NSF-Polar Regions program proposal to develop traditional resource use study. Submitting manuscripts in 2012-13 to *Human Organization* and *Environment and Planning*.

3) **A Special History Study for Lewis and Clark National Historical Park for the Purpose of Documenting Historic Properties within the Columbia-Pacific Region in Washington and Oregon** (2008-Currently). Completing project funded by National Park Service to produce a comprehensive historical overview of the Columbia River estuary and adjacent ocean coast for the purpose of supporting park management, public interpretation, and nominations of properties to the National Register of Historical Places. Recruited and provided training to two PSU Anthropology students to assist in background research and to participate in National Register nomination process. Have developed and secured second PSU Task Agreement to conduct spin-off project addressing ethnohistory of region.

**Cameron Smith** (Archaeology, Adjunct Assistant Professor)

1) **Archaeology of the Lower Columbia River Region** (1992-Currently). Continuing the Wapato Valley Archaeology Project (a PSU establishment since 1986) with Emeritus Prof. K.M. Ames, and including a new archaeological field project (for summer 2012) in cooperation with the Grande Ronde, Chinook and other local Native American groups. Currently seeking funding to continue lab work.

1) **Refining the Ancient Seismic Record in the Strait of Juan de Fuca** (2011-Currently). Using a PSU Faculty Development grant to core tidal marsh settings in the vicinity of Port Angeles, Washington for evidence of tsunamis and other seismic events. Archaeological evidence from the 2000 year old remains of Tse-whit-zen village, situated on the Port Angeles Harbor shoreline, exhibits periods of abandonment. Evidence for tsunamis and earthquakes will be dated to correlate the information from the archaeological record with the geological record. Information from this study will be combined with information from the ancient village for publication about disaster response in precontact times in Northern Washington. The results of this study will also be used to apply for USGS Earthquake Hazard Prevention funding for a larger coring project encompassing several sites in northern Washington, and as background for an NSF proposal to study faunal materials from this site.

2) **Using Archaeology to Examine Animal and Human Response to Northwest Coast Environmental Change** (2011-Currently). Collaborating with faunal analysts (Butler, PSU, others from Univ. Rhode Island, Western Washington Univ) to assess whether earthquakes and tsunamis impacted resource availability and subsistence practices over time at Tse-whit-zen village. Reconstructing environmental conditions and providing a chronological framework against which changes in faunal abundance can be measured. Compiled information will be used to contribute to a proposal for the NSF Archaeology Program.

3) **Ceramic measurement and interaction** (2004-Currently). Building on dissertation research to use measurements on Old Kingdom Egyptian ceramics to assess interaction between ancient communities along the Nile River. Publication in 2009, “Pottery attributes and how they reflect intentionality in craft manufacture/reproduction” in *Studies on Old Kingdom Pottery*, edited by T.I. Rzeuska and Anna Wodinska. Two additional manuscripts are in prep for upcoming edited volumes.
### List of Grants Anthropology Faculty: 2005-2011

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<td>Carstens</td>
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<td>Confucius Institute</td>
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<td>Chinese Culture Curriculum for K-8 Mandarin Immersion Programs</td>
<td>2009-2010</td>
<td>$12,440.00</td>
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<td>287385</td>
<td>PNWCESU-NPS</td>
<td>JBW0709001</td>
<td>Cruise Ship Impacts on Huna Tlingit Resources in Glacier Bay</td>
<td>2009-2012</td>
<td>$25,000.00</td>
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<td>Butler</td>
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<td>Cal State Sacramento-ARC</td>
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<td>Analysis of Fish remains, Independence and Manzanar sites</td>
<td>2009-current</td>
<td>$1,500.00</td>
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<td>PNWCESU-NPS</td>
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<td>Grand Canyon -Parshant Naft Monument Ethnographic Overview</td>
<td>2010-2014</td>
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<td>216688</td>
<td>Dept. of Defense</td>
<td>Pending</td>
<td>Stonewall Mountain Ethnographic Project, Nellis Air Force Base, Nevada</td>
<td>2010-2011</td>
<td>$370,000.00</td>
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<td>241550</td>
<td>NOAA-Fisheries (Ocean Associates)</td>
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<td>Upper Klamath Archeological-Fish Bone Project</td>
<td>2010-2011</td>
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<td>PAI/USACE Spoon 612 Prog Coord</td>
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<td>Native American Program Coordination</td>
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<td>2011-2012</td>
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<td>GM/USACE</td>
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<td>Interns StoneDraft Project</td>
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<td>Cultural Lewis &amp; Clark</td>
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<td>FOVA Field School 2011</td>
<td>2011-2015</td>
<td>$24,000.00</td>
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**Total** | **2,663,061**
**Mean** | **70,081**
**Median** | **29,820**

**Notes:**
- PNWCESU-NPS is Pacific Northwest Cooperative Ecosystem Study Unit. NPS is National Park Service. The CESU is a multi-federal agency framework for funneling federal contracts.
- OSMA is Oregon State Museum of Anthropology. University of Oregon.
- Ames/Wilson - Ames is the administrative PI, Wilson is responsible for the actual conduct of work and preparation of reports. For PSU and NPS purposes, Ames is PI.
- Total award for the Sri Lankan Tsunami NSF Grant was $125,000.
- AISLS is American Institute for Sri Lanka Studies.
- USFWS is United States Fish and Wildlife Service.
- Internal grants from PSU (Faculty Development, Peer Support, Travel: 2008-2011: $64,923.

**Total** = 2,663,061
Appendix 3. PSU Anthropology Department’s Recent and On-going Community Partners

Architects Without Borders
Chemehuevi Indian Tribe
Chinook Indian Nation
Colorado River Indian Tribes
Engineers Without Borders
Kaibab Band of Paiute Indians
King County Historic Preservation Program
Las Vegas Paiute Tribe
Lemur Conservation Foundation
Madagascar National Parks
Moapa Band of Paiute Indians
Mountain Institute (International NGO)
World Conservation Union (IUCN)
Nepal (International NGO)
Mountain Spirit (Nepali NGO)
Namche and Khumbu Yul Lha Buffer Zone Management Committees
National Park Service (Northwest Region, Hawaii)
Nepal Department of National Parks and Wildlife Conservation, (Sagamatha (Mt. Everest) National Park and Buffer Zone)
Northwest Ecosystem Studies Unit (University of Washington)
Pahrump Paiute Tribe
Paiute Indian Tribes of Utah
Portland School District, K-8 Mandarin Immersion
Sealaska Corporation (Tlingit)
Spring Mountains National Recreation Area
TLC Farm
US Department of Defense (Nellis Air Force Base)
US Fish and Wildlife Service, Western US
US Forest Service (Humboldt-Toiyabe National Forest)
Wildlife Conservation Society, Madagascar Program