FOSAP PAPER SESSION APPROVED
FOR WASHINGTON, D.C.
By Frank Young (San Diego)

Official word was received by FOSAP in mid August of the final approval by GAD (General Anthropology Division) and AAA (American Anthropological Association) for the proposed FOSAP paper session, entitled "Curricular Issues in Small Anthropology Programs," at the fall AAA meeting in Washington, D.C. from November 17 through 21.

The session was organized by Frank Young, current FOSAP president, and includes eight scheduled papers and three discussants who will examine several concerns faculty from small programs have in carrying out their curricular responsibilities. The scheduled session is slated for Wednesday, November 17, in the Chevy Chase Room from twelve noon to three fifteen p.m.

Leading off the presentations will be Richard Persico (Georgia Southern U) "Curriculum for Growth in Small Anthropology Programs," followed by: Pamela Moro (Illinois Wesleyan U) "Establishing A One-Person Minor: Anthropology in Cooperation With Neighboring Disciplines"; Catherine Cameron (Cedar Crest Col.) "Multiculturalism: Reclaiming the Niche", Kathleen Fine (Fort Lewis Col.) "Anthropological Triage in the Liberal Arts Emergency Room: Ending Procrustean Multiculturalism"; Laura Montgomery (Westmont Col.) "Anthropological Contributions to Multiculturalism in the Liberal Arts Curriculum"; Harold Juli (Connecticut Col.) "An Anthropological Perspective on Multiculturalism in a Liberal Arts Curriculum"; Donna Birdwell-Pheasant (Lamar U) "Influencing Multicultural Education: University Politics and Small Anthropology Programs"; and Sheldon Smith (Wisconsin-LaCrosse) "Anthropology and Global Issues." Discussants are Kenneth Keller (Metro State Col.), Michael Higgins (N Colorado U), and Dan Moerman (Michigan-Dearborn).

THE SMALL ANTHROPOLOGY DEPARTMENT
By Patricia C. Rice (West Virginia)

A variation of the old joke "How many people does it take to..." might be "How many anthropologists does it take to offer an anthropology major?" The answer appears to be "three."

The Department of Sociology and Anthropology at West Virginia University has been running a seemingly successful anthropology major for the past 18 years with only three faculty members (different people at different times). Periodically, we undergo curriculum review, as all departments should, in an attempt to keep up with changing job markets or graduate school requirements, and new thrusts in the discipline.

Believing that one piece of information useful for curriculum review might come from other schools with the same size faculty, I went through the 1989-90 and the 1990-91 AAA Guide to Departments, noting each college or university that reported having exactly three full-time anthropology faculty. Each of the 42 departments was sent a two-page questionnaire asking about both their faculty and their curriculum. Responses from 10 departments were not usable in the subsequent analysis as they indicated they currently have over or under three full-time faculty. Thirteen departments did not respond, though a stamped, self-addressed envelope was included with the questionnaire. The 69% return rate is not abnormal. The 19 returned questionnaires added to my own department resulted in the 20 "small anthropology departments" that make up the...
data for the following analysis. Not all questions were answered on individual questionnaires.

The total full-time faculty of 60 breaks down by percentages into the following subfields: 7% are physical anthropologists, 23% archaeologists, 10% paleoanthropologists, and 60% sociocultural anthropologists (including linguistic anthropologists and applied anthropologists), or 40% paleoanthropologists and 60% sociocultural anthropologists. The 20 departments reported a total of 25 adjunct or part-time faculty, with a range from 0-3 for each department. Their subfield percentages were similar to full-time faculty.

Looking at faculty at the individual department level by sub-field, 17 of the 20 departments (85%) have at least one physical anthropologist or archaeologist on staff. Three of the 20 (15%) responded that all three faculty are sociocultural anthropologists. No department lists all three as paleoanthropologists, and only three departments have "one of each," i.e., an archaeologist, a physical anthropologist, and a sociocultural anthropologist.

Teaching loads for faculty in small departments range from a reported low of two courses per term to a high of five per term, with an average of 2.75 courses per term. The number of preparations per term range from two to four courses per faculty member.

Since the questionnaire was originally designed to gather information about curricula, a number of questions addressed this issue. Departments differ in what they apparently see as their introductory level course: some require majors to take a 4-field introductory course, and others require a sociocultural introductory course. All require one or the other, and one department requires both. No other basic course is required for majors in all departments. Physical anthropology and archaeology are offered in 90% and 95% of all reporting small departments, with physical anthropology being required in 71% and archaeology being required in 64% of departments that offer these courses. Linguistics (including language and culture) is offered in only half of the responding departments, and even when offered, it is required in only 20%.

Anthropological theory is taught in 90% of reporting departments and required for majors in all but one. Some sort of methods course, ranging from social science methods to general anthropological methods to a methods course in the student's chosen subfield, is taught in 75% and required, when taught, in 80% of reporting departments. Statistics is required for only 30% of majors, and some sociology for only 20%. No other course is reported as required for the major.

Elective anthropology courses, i.e., courses other than the introductory level courses, range from a total of 7 to 27 offerings, with an average of 14 courses per reporting department. Of this total, 17% are archaeology, 9% in physical anthropology, 72% in sociocultural anthropology, and 2% in linguistics (or 26% paleoanthropology and 74% sociocultural courses).

The most commonly taught physical anthropology elective is an advanced course on Human Evolution. No other topic is taught at more than two reporting schools. In archaeology, 30% of departments report offering a course on both North American Archaeology/Prehistory and a regional prehistory course. The only other course taught by more than 3 departments is World Prehistory (25%).

Sociocultural area courses include in descending order of frequency, Peoples and Cultures of: North America (Native Americans) (70%), Africa (45%), Latin America (40%), Pacific (30%), the Middle East (25%), and East Asia (20%). No other area courses are taught in more than 10% of reporting schools. Topical courses in descending order of frequency are: Religion (including some combination of religion, magic, witchcraft, healing) (65%), Psychological Anthropology (40%), Primitive Art, Marriage-Family-Kin, Sex Roles (35% each), Medical Anthropology (30%), and Political Anthropology (25%). No other topical course is taught in more than 20% of reporting departments.

The questionnaire requested information on how courses were chosen for inclusion in the curriculum. All respondents claim it is some combination of student requests, faculty specializations, and/or what is regarded as "core anthropology." Of these three, faculty specialization is mentioned most often (84%), followed by "core anthropology" (80%), and student requests (16%).

Some conclusions that come from these data are: 1) most small anthropology departments require their majors to be exposed to holistic anthropology, i.e., 4-field anthropology, since most have at least one faculty member who teaches paleoanthropology (both physical and archaeology), and most offer electives in all subfields.
2) the number of courses taught by each faculty per term varies considerably. The low end of the range might reflect strong research expectation for promotion and tenure; the high end might reflect no research expectations. This question was not specifically addressed on the questionnaire.
3) in addition to an introductory course, which may be either 4-field or sociocultural in focus, most majors are required to take introduction to physical anthropology and introduction to archaeology,
theory, and methods. Fewer majors are required to take either linguistics or statistics. 4) the number of electives offered, ranging from 7 to 27, again may reflect the amount of research expected by particular colleges and universities. On average, sociocultural anthropology courses reflect a higher proportion of total courses offered by departments than paleoanthropology courses. Electives exist at most schools in all subfields. Particularly "popular" electives are: North American and area studies on prehistoric Native Americans, Religion, Psychological Anthropology, Primitive Art, Marriage-Family-Kin, and Sex Roles. 5) when choosing courses to teach, faculty specialization and consciously offering "core anthropology" courses are the most often cited criteria. One respondent wrote that the basic introductory courses are regarded as core, and the electives reflect faculty specializations.

Given this summary, if an anthropologist were suddenly given the job of designing a curriculum and told that he or she could hire but three full-time faculty, the anthropologist should probably: 1) hire two sociocultural anthropologists and one paleoanthropologist who could teach physical anthropology and archaeology; all three would teach either 4-field or sociocultural introductory anthropology; 2) require the faculty to teach two courses per term if published research is expected, or four courses per term if no research is expected; 3) offer a curriculum to students where majors would be required to take either 4-field or sociocultural introductory anthropology, introduction to both physical anthropology and archaeology, theory, and methods. Anthropology majors would be encouraged to take statistics and linguistics. For electives, anthropology majors would have a wide range of offerings and would probably select North American Indians or an area archaeology course, a sociocultural area course in Native Americans, Africa, or Latin America, and a topical course in religion, art, marriage-family-kin, or sex roles.

Except for sheer numbers of faculty and students, is this really so much different from what goes on in "large" anthropology departments at the undergraduate level?

**NETWORK INFORMATION**

The NEWSLETTER exists not only to inform about formal FOSAP matters but for use as a network when appropriate.

Patricia Rice (Soc/Anthro, West Virginia University) writes that she has just finished writing a laboratory manual titled *Archaeology Laboratory Textbook* for an introductory archaeology course. She will be using it in her 75-student archaeology course in the spring, 1994. This will be a full 4-credit laboratory course, with hands-on archaeology exercises. The laboratory is purposely designed to be inexpensive to set up. She is willing to share information before publication (expected 1994), so write to her if you are interested in setting up your own archaeology laboratory, specially designed for "the small program" that is not wealthy!

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