MEMORANDUM

TO: Edward Montgomery
Dean, College of Behavioral and Social Sciences

FROM: Phyllis Peres
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Add a Ph.D. in Anthropology (PCC Log No. 05020)

Your proposal to offer a Ph.D. in Anthropology received final approval on June 27, 2006 by the Board of Regents. The degree program is effective beginning the fall semester of 2006. Enclosed is a copy of the approved proposal.

The College of Behavioral and Social Sciences should ensure that this degree program is appropriately reflected in all University documentation.

/cwr

Enclosure

cc: Sarah Bauder, Office of Student Financial Aid
    Mary Giles, University Senate
    Barbara Hope, Data Administration
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Gay Gullickson, Graduate School
    Erve Chambers, Anthropology
This proposal seeks to establish a Ph.D. program in Anthropology to be offered by the University of Maryland, College Park.

The Department of Anthropology has offered a highly successful Master of Applied Anthropology degree for the last two decades. A Ph.D. program will contribute to campus goals of building excellence in graduate and professional education, as well as serve the needs of the state of Maryland. Additional resources required to implement the proposed doctoral program have been approved by the Provost.
June 27, 2006

Dr. C.D. Mote, Jr.
University of Maryland, College Park
1101 Main Administration Building
College Park, MD 20742

Dear Dan:

This is to officially inform you that the Board of Regents, meeting in Public Session on Friday, June 23, 2006, at Frostburg State University, approved the following for UMCP:

Ph.D. in Anthropology
Bachelor’s of Music Education

The Education Policy Committee, meeting on June 1, 2006, recommended approval.

Sincerely,

William E. Kirwan
Chancellor

cc: Joseph Vivona
Katie Ryan
June 9, 2006

Dr. William W. Destler
Senior Vice President for Academic Affairs
and Provost
University of Maryland, College Park
1119 Main Administration Building
College Park MD 20742-5031

Dear Dr. Destler:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland, College Park to offer a new Doctor of Philosophy in Anthropology. I am pleased to inform you that the new program has been approved. This decision was based on an analysis of the program in conjunction with the Maryland Higher Education Commission's Policies and Procedures for Academic Program Proposals and the Maryland State Plan for Postsecondary Education. The program demonstrates potential for success, an essential factor in making this decision.

For purposes of providing enrollment and degree data to the Commission, please use the following academic program inventory codes:

<table>
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Should the program require any substantial changes in the future, please keep the Commission apprised. I wish you continued success.

Sincerely,

Calvin W. Burnett
Secretary of Higher Education

CWB:JHH:ggs

cc: Ms. Diane Hampton, MICUA
Ms. Theresa Hollander, USM
PROPOSAL FOR
NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND
DOCTORAL PROGRAM IN APPLIED ANTHROPOLOGY

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES
DEAN EDWARD MONTGOMERY

AWARD TO BE OFFERED: PH.D. IN ANTHROPOLOGY
PROPOSED INITIATION DATE: FALL 2006
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Overview and Rationale</td>
<td>3</td>
</tr>
<tr>
<td>II. Curriculum</td>
<td>9</td>
</tr>
<tr>
<td>III. Student Learning Outcomes and Assessment</td>
<td>23</td>
</tr>
<tr>
<td>IV. Faculty and Organization</td>
<td>25</td>
</tr>
<tr>
<td>V. Off Campus Programs</td>
<td>30</td>
</tr>
<tr>
<td>VI. Other Issues</td>
<td>31</td>
</tr>
<tr>
<td>VII. Commitment to Diversity</td>
<td>31</td>
</tr>
<tr>
<td>VIII. Required Physical Resources</td>
<td>32</td>
</tr>
<tr>
<td>IX. Resource Needs and Sources</td>
<td>33</td>
</tr>
</tbody>
</table>
I. OVERVIEW AND RATIONALE

A. Briefly describe the nature of the proposed program and explain why the Institution should offer it.

This is a proposal for a Ph.D. degree in Anthropology at the University of Maryland, College Park. The proposal responds to a clear need for establishing a Ph.D. in Anthropology in a public institution of higher education within the State of Maryland. Such a degree will contribute to the institutional goal of the University System of Maryland to provide for a “comprehensive range” of educational opportunities. A Ph.D. degree will further enhance the Anthropology Department’s capability to provide “knowledge-based programs and services that are responsive to the needs of the citizens of the state and the nation.” (The USM in 2020 Revisited: An Update of the USM Strategic Plan, 2004).

The proposed doctoral level program is directed to the applications of anthropological knowledge and is responsive to the career and scholarly ambitions of its future students as well as to the research and public service interests of our institution, the State of Maryland, and the Washington, D.C., metropolitan region. The Ph.D. degree proposed here is designed to build upon the department’s success in offering the Master of Applied Anthropology (MAA) degree, which was established in 1984. The MAA is a unique, 42 semester hour degree that is nationally recognized within our discipline for its innovative approach to academic development and career-oriented education.

A doctoral program that is directed to applied anthropology will permit the Anthropology Department to occupy an increasingly important niche within our discipline. While applied anthropology is one of the fastest growing areas of interest within anthropology, few departments currently have the level of experience in this area that would make them competitive with our program. Our location within the Washington, D.C. metropolitan area also provides a clear strategic advantage for an applied program that relies significantly upon collaboration with major governmental agencies and the varieties of not-for-profit human services institutions that are headquartered in the region.

Currently, the lack of a Ph.D. program is a major obstacle to increasing the amount of external research funding available to the department. A Ph.D. program will enable the department to recruit and better retain highly productive faculty. The availability of our own Ph.D. students to help support funded research activities is another important contribution that is currently lacking in the department. The absence of a doctoral program has also hindered faculty who are interested in pursuing graduate training grants because these grants generally target doctoral students.

The faculty of the Anthropology Department includes individuals who have achieved national and international reputations for their scholarly achievements and their substantial service. In addition to research and instructional activities that are directly relevant to the interests of our region, anthropology faculty members also maintain important professional relationships and research interests in Europe, Africa, Central and
South America, and Asia. While the four traditional subfields of the discipline (archaeology, biological anthropology, cultural or sociocultural anthropology, and anthropological linguistics) are represented in the department and are integral to its success, a hallmark of the program for the past two decades has been the dedication of our faculty to exploring and advocating the application of anthropological knowledge to improving human relations, conserving natural and cultural resources, and strengthening communities. Applied anthropology relies on the scientific methods of the sub disciplines to produce its knowledge and can combine the subfields in such a way that productive research and training opportunities result.

Thus, biological anthropology, archaeology, sociocultural anthropology, and anthropological linguistics work together to produce fertile training environments for graduate students and to facilitate more powerfully integrated research projects. The methodological rigor in each of the subfields is preserved in this way while enhancing the stature of anthropology as a whole to create new knowledge.

The implementation of a new doctoral program in applied anthropology necessitates some revisions to the department’s existing MAA degree, which are noted in subsequent sections of the proposal. The core sequence described here will apply to both MAA students and Ph.D. students, ensuring compatibility and efficient use of resources between the two programs. The MAA will be maintained as an academic program that has a proven record in preparing anthropology students for Master’s level research and applications outside academia (see Appendix I), as well as for producing graduates who have successfully pursued Ph.D. study at other institutions. To ensure an adequate foundation in anthropological theory and applied anthropological practice, potential Ph.D. students who apply to the program with Master’s degrees earned elsewhere will also be required to complete the 18 credit hour core sequence described in Part II of this proposal. Given this requirement, no qualifying (entrance) examination will be required of these students. Since both the MAA and the Ph.D. will share the same core sequence, care has been taken to ensure that this sequence meets the academic requirements of both degrees.

The focus of the department’s MAA program has been to participate in the building of an essential anthropological and academically sound sense of anthropological practice. A major focus of our proposed Ph.D. program will be to direct our theoretical interests and research scholarship in such a way as to reflect upon the practices of anthropology, with the aim of improving those practices and thereby increasing the value and usefulness of our profession. Under this proposal, the MAA and Ph.D. programs will be further developed in relation to three major areas of concentration in the Anthropology of Health, the Anthropology of Environment, and the Anthropology of Heritage. These are areas that represent major integrative research interests within the department, as well as address significant societal issues and respond to proven professional opportunities and research priorities within anthropology. They are described in greater detail in Part II of this proposal.
Contributions to Institutional Goals. In addition to contributions to the University of Maryland System goals described in the first paragraph of this proposal, a Ph.D. degree in Anthropology is also directly relevant to two of the five major initiatives described in the UMCP Strategic Plan (Building on Excellence: The Next Steps, 2000). These are:

*Initiative Two:*
*Build a strong, university-wide culture of excellence in graduate and professional education, research, scholarship, and the creative and performing arts.*

The Ph.D. program proposed here would be the only Ph.D. degree offered in Anthropology within a public institution of the State of Maryland. The current lack of a doctoral program in Anthropology reflects on the breadth of excellence of our institution, particularly when we recognize that all of the University of Maryland, College Park national and regional peer institutions host strong and well respected Ph.D. programs in the discipline. A survey of state universities in the United States shows that, of the fifty states, thirty-seven offer at least one anthropology Ph.D. program in their state institutions of higher learning. In the State of California, no fewer than thirteen state institutions offer Ph.D. programs in anthropology; New York and Florida offer the degree in six and four public universities respectively. This places the University of Maryland in a clear minority of states whose educational institutions do not offer a doctoral degree in anthropology (the other states are Delaware, Idaho, Louisiana, Maine, Mississippi, Montana, Nebraska, New Hampshire, Rhode Island, South Carolina, South Dakota, and Vermont).

A doctoral program in applied anthropology will provide a base for scholarship and professional training in areas that support institutional goals and that are important to the interests of the State of Maryland, such as the conservation and preservation of our heritage and natural resources and the health and well-being of our citizens and communities.

*Initiative Four:*
*Engage the university more fully in outreach and collaborative partnerships with the greater community.*

The opportunity to offer a Ph.D. degree will enable the Anthropology Department to expand upon an already excellent record of outreach and collaboration with a variety of regional, national, and international interests. The required internship activities and employment gains of our MAA students (see Appendix I) provide an indication of the variety and nature of current outreach activities that serve to support graduate student training and education. We anticipate that our Ph.D. students will maintain similar interests and contribute even more significantly to the greater community through their doctoral research. Additionally, a Ph.D. program will enable our faculty to maintain and expand upon an already impressive record of collaboration with the greater community.

In addition to these initiatives, the proposed doctoral program will contribute to campus interests in encouraging diversity, as well as increase its capacity to address problems of
an international scope. The faculty of the Anthropology Department maintains a strong commitment to furthering international understanding and global responsiveness through a variety of research and instructional activities. Individual faculty members also maintain research and service programs that address the needs of diverse communities within the United States, and most particularly within the State of Maryland and the Washington, D.C. metropolitan area.

Anthropology is a core social and behavioral science discipline, and the development of a Ph.D. program at the University of Maryland at College Park will enhance the reputation and scholarly reach of the College of Behavioral and Social Sciences. Furthermore, the advent of a Ph.D. program is deemed vital to the Anthropology Department’s ability to attract and maintain faculty and graduate students of the highest quality, in keeping with campus and college goals.

**Demand and Market Considerations.** The demand for higher education opportunities in anthropology has increased steadily over the past decade. Between 1989 and 1997, graduate enrollments in U.S. anthropology programs increased by 35.5%. During the same time period, undergraduate enrollments in U.S. anthropology programs, which represent the pool from which most Ph.D. applicants derive, increased by 78%, suggesting an even higher growth rate in future demand for graduate programs (1997 *Survey of Anthropology PhDs*, American Anthropological Association, 1997). This rapid growth in demand is also reflected in more recent graduate counts. In the early 1990s, U.S. anthropology departments were graduating less than 6,000 undergraduate majors each year. By the early 2000s, that figure had increased to more than 10,000 undergraduate degrees awarded. Even more impressive, the number of Ph.D. students graduated from U.S. institutions has increased from less than 400 in 1992-93 to more than 1,000 in 2001-02 (*The Growth and Changing Composition of Anthropology, 1966-2002*, American Anthropological Association, 2005).

This proposal is to establish a doctoral program in applied anthropology. The prospects regarding Ph.D. level education specific to applied anthropology appear to be especially favorable. The above cited survey was conducted by the American Anthropological Association, which also specifically identified applied anthropology as “a growth industry,” both in terms of academic and nonacademic employment:

*Increasingly, Ph.D. students begin their training with academic as well as nonacademic careers in mind, and seek admission to programs which have some applied anthropologists on board. In their planning, Ph.D. departments may be advised to hire applied anthropologists, both to meet changing student expectations and to bolster the department’s official mission on campus.* (1997 *Survey of Anthropology Ph.D.s*, American Anthropological Association, 1997, p 6)

In a more recent document, the American Anthropological Association has indicated that the trend toward increased employment opportunities for anthropologists working outside of academia (i.e., in applied careers) continues to greatly expand. Employment opportunities for anthropologists outside of academia have increased in relation to
positively changing public views of the role of anthropological expertise in addressing issues related to human diversity and international understanding. For much the same reasons, the academic employment opportunities for Ph.D. graduates with expertise in some area of applied anthropology also continue to increase.

The U.S. Bureau of Labor Statistics notes the shift within anthropology toward careers outside academia and predicts an “average” (10% to 20% increase) employment growth rate through 2012. According to the Bureau’s report:

*Anthropologists and sociologists will find opportunities performing policy research for consulting firms, nonprofit organizations, and social service agencies in such areas as crime, ethnic conflict, public health, and refugee policy. These social scientists will also be employed by various companies in product development, marketing, and advertising. Others are employed in human resources in conflict resolution and in issues relating to diverse workforces. As construction projects increase, archaeologists will be needed to perform preliminary excavation in order to preserve historical artifacts. (Occupational Outlook Handbook, Bureau of Labor Statistics, U.S. Department of Labor, 2004).*

The University of Maryland, College Park Anthropology Department is in an excellent position to take advantage of increased demands for Ph.D. students who are well-grounded in the traditional fields of anthropology (archaeology, biological anthropology, cultural anthropology, and anthropological linguistics) and trained in specific areas of concentration within applied anthropology. Such individuals will be well qualified to secure employment inside as well as outside of academia. The department has played a major role over the past two decades in exploring and promoting the possibilities for anthropologically-based careers in nonacademic settings. The experience and quality of our faculty place us in an equally favorable position to prepare doctoral students to compete favorably for the increased demand for applied anthropologists in academic positions.

In Appendix I of this proposal we have profiled the successes of some of our Master of Applied Anthropology students in attaining employment that is appropriate to their anthropological training and expertise. Alumni of the master’s program have found positions in such general areas as cultural resource management, community-based development, wildlife conservation, archaeology, human rights advocacy, international health research, heritage resource management, international food security, and cross-cultural educational programming. Our Ph.D. graduates will fill positions in similar areas of practice, but will by virtue of their advanced training be qualified for higher level research and administrative positions.

Letters of support from leaders within the discipline as well as from colleagues within the University of Maryland, College Park, are included in Appendix II of this proposal. These letters testify to the need for a doctoral program in applied anthropology as well as to the quality of our current Master’s level graduate program and the scholarly reputation of our faculty.
B. How big is the program expected to be? From what other programs serving current students, or from what new populations of potential students, onsite or offsite, are you expecting to draw?

We anticipate admitting approximately six doctoral students a year, about half of whom will have completed a Master’s prior to admission, with the rest entering with a Bachelor’s degree. Assuming that it will take approximately two to three years to complete the Ph.D. degree after attaining a Master’s degree, we predict a cohort of approximately 27 students in the doctoral program once we have attained maximum enrollment capacity. This prediction includes an estimated 20% attrition rate.

We also plan to admit approximately 15 MAA only students a year. Since the MAA program has a low attrition rate and most students graduate within two years of entering the program, we predict that we will maintain a cohort of between 25 and 30 students in the MAA program.

These estimates for both Ph.D. and MAA only admissions are approximate and represent an ideal distribution. The proportion of MAA only to Ph.D. students is expected to vary from year to year, based in part on the quality of applicants for both programs.

The number of applications to the MAA program has remained fairly steady in recent years, at between 55 and 65 applicants. The number of applicants has been restricted in the past by our relatively high admissions criteria, an expectation that most applicants will have earned an undergraduate degree or completed significant coursework in anthropology prior to admission, and our tendency to encourage applicants in a limited number of areas of scholarly interest. We also recognize that a large number of highly qualified potential graduate students do not apply to our program because we do not currently offer a Ph.D. degree. Given the current rate of applications for the MAA, we anticipate that a combined MAA/Ph.D. program will initially draw between 80 and 100 applicants a year.

The well established national reputation of our master’s program will help us attract additional applicants to the Ph.D. program. Applications to the MAA program for 2003-04 included 28 Maryland residents, 37 residents of other east coast states, 44 residents from states other than the east coast, and 12 residents of other countries. We consider that drawing less than a quarter of our applications from within the State of Maryland, where proximity might be as important a consideration as the reputation of the program, is a remarkable achievement for a stand alone Master’s degree program.

We anticipate that a significant number of our Ph.D. applicants will be drawn from our MAA program. We also expect an appreciable number of applications from students enrolled in the approximately 30 specifically applied Master’s level anthropology programs that are currently offered in the United States and elsewhere, particularly since many of these programs do not currently offer Ph.D. training. Our Ph.D. will also receive interest from a broad range of prospective students who have not received prior training in applied anthropology, to include: (1) graduates of general anthropology programs, and
of related disciplines, seeking to work both inside and outside of the academy; (2) anthropologists currently working in applied settings who recognize the need to enhance their knowledge and skills; and (3) individuals trained in other disciplines and professions who have found that advanced training in specific modes of applied anthropology will be of benefit to them in their careers.

II. CURRICULUM

A. Provide a full catalog description of the proposed program, including educational objectives and any areas of concentration.

Abstract

The Department of Anthropology offers graduate study leading to the Master of Applied Anthropology (MAA) and the Doctor of Philosophy (Ph.D.) degrees. Both degrees reflect the department’s special interest and expertise in the direct applications of anthropology. Current faculty members represent the four traditional subfields of the discipline (archaeology, biological anthropology, cultural and social anthropology, and anthropological linguistics). Applied anthropology is concerned with the relationships between anthropological knowledge and the uses of that knowledge in a variety of institutional and community settings. It includes research devoted to the application of anthropological knowledge, perspectives, and methods in the service of human problem solving and decision making, as well as support for the practice of anthropology in a variety of professional settings. Anthropologists typically bring to applied settings their interests in issues and problems related to human cultural and biological diversity, cultural understanding, and ethnographic and archaeological research methods.

The Master of Applied Anthropology (MAA) is a program designed both for students interested in an anthropology career outside of academia and for those who plan on continuing to a Ph.D. The program has been offered at the University of Maryland since 1984, and graduates have successfully secured employment or pursued doctoral work in a variety of fields related to applied anthropology, such as working in the areas of medical and health practice, urban and regional planning and development, community development, cultural resource management, and heritage resource management. The focus of the MAA program has been to participate in the building of an essential anthropological practice. A major focus of the Ph.D. program is to direct research scholarship and to encourage theoretical and methodological advancement in such a way as to reflect upon the specific practices of applied and practicing anthropology, with the aim of improving those practices and thereby increasing the value and usefulness of the discipline. Ph.D. students are typically prepared for research and development careers outside of academic settings, as well as for academic careers.
Admissions Information

Applicants to either the MAA or Ph.D. are encouraged in three general areas of concentration that represent current faculty expertise and program interests:

**Anthropology of Health.** The focus for this area of concentration is on the anthropological assessment of health and disease, the management of health resources and the study of biological, cultural, and behavioral factors that contribute to our understanding of health and medical practices and disparities in the provision of human services. Faculty interests include community-based health research, health services program evaluation, health practices and services related to under-represented or underserved populations, environmental health issues, anthropological genetics and genomic research, and the relationship of biological, cultural, and biocultural factors in the identification and resolution of health-related problems.

**Anthropology of Environment.** The focus for this area of concentration is on the anthropological assessment of environmental issues, the management of natural resources and the study of cultural and behavioral factors as they impinge upon our understanding of the environment and our ability to respond to environmentally-based opportunities, problems, and crises. Faculty interests include human ecology, cultural and environmental conservation, culture and cognition in environmental decision making, gender and ethnic factors in environmental problem solving and conservation, model development in environmental risk assessment (including ethnogenetic layering techniques), environmental justice, ecotourism, and aspects of agricultural development and regional or community planning.

**Anthropology of Heritage.** The focus for this area of concentration is on anthropological assessment of heritage processes, the management of heritage and cultural resources, and the identification and study of both material and intangible cultural resources as they relate to our ability to understand the relationships between the past and the present. Faculty interests include historical archaeology, cultural resource management, museum practice, applied folklore and oral history, heritage tourism development, biological (e.g., genetic) heritage reconstruction, relationships between culture and history, and health-based heritage practices.

As an example of how these research categories can be productively combined using the subdisciplines, the department highlights its research and training possibilities concerning the Latino and African Diasporas. At least four faculty members in three subdisciplines contribute substantial intellectual weight to understanding the archaeological origins, genetic make-up of, and ethnographic condition pertaining to Africans Americans. The research carried on in the department is complementary, mutually informed, connected to Diasporic scholars across the university, and makes progress because of the methodological rigor contributed by the subfields.

As the discipline of diversity, all faculty members in the department are committed to training minority members at the MAA and Ph.D. levels and recognize such prospective
graduate students in their quest for admission by identifying the strong need to expand
their numbers in anthropology.

The department does not view these areas of concentration as isolated categories but,
rather, in terms of their systemic interrelationships. Most faculty members maintain
interests that intersect these three areas of concentration. In keeping with the synthetic
and holistic nature of anthropological inquiry, the ways in which these areas overlap and
relate to each other is as interesting and functionally important as is their particular
character. Similarly, while applicants to the MAA and Ph.D. programs will be expected
to indicate an interest in pursuing study related to one of these areas of concentration,
students will also be encouraged to explore the interrelationships between their areas and
the others. Students seeking to pursue interests outside these areas may do so with
departmental permission and the cooperation of a faculty advisor. Such students are
strongly advised to make these arrangements before accepting admission to the program.

Applicants are required to submit satisfactory Graduate Record Examination scores and
fulfill the graduate school admission requirements. In general, applicants will be most
competitive if they have an undergraduate degree or significant coursework in
anthropology. Applicants with a major interest in archaeology should have completed an
archaeological field school. Applicants with a major interest in biological anthropology
should have successfully completed a basic sequence of courses in the life sciences, have
grounding in evolutionary theory, and have had some exposure to laboratory or
international field work.

Application Deadlines

The application deadline for Fall semester admission for all applicants, domestic and
international, is February 1st. This program does not accept applications for Spring
semester admission.

Application Requirements

1. Graduate School requirements
2. GRE General
3. Statements of Intent and Experience
4. Three (3) Letters of Recommendation
5. Transcripts from all Colleges and Universities attended

Degree Requirements

Master of Applied Anthropology (MAA)
The program requires 42 credit hours of coursework, including a core sequence (18 credit
hours), an internship sequence (12 semester hours), and a sequence of individually
approved courses that are related to a chosen domain of application (12 semester hours).
MAA students must satisfactorily complete an internship proposal review with their
advisory committees before beginning the internship, which is normally completed
during the summer term between the first and second years of the program. Students are also required to present the results of their internship in a departmental colloquium or other oral presentation prior to graduation. There is no thesis requirement.

**Doctor of Philosophy (Ph.D.)**

Students entering the Ph.D. from a Bachelor’s degree must normally complete all the requirements for the MAA degree indicated above, although the internship sequence can be substituted with additional coursework under approved circumstances. An additional minimum of 30 credit hours of advanced coursework is required, to include at least 12 credit hours of dissertation research. For students entering the Ph.D. program from the MAA, an additional minimum of 30 credit hours of advanced coursework is required, to include at least 12 credit hours of dissertation research. Students entering the Ph.D. program with a master’s degree from another institution are minimally required to complete the 18 credit hour core sequence of the MAA program and an additional minimum of 30 credit hours of advanced coursework, to include at least 12 credit hours of dissertation research. These students are not normally required to complete the internship sequence. Additional coursework may be required on a case by case basis depending on the qualifications of the student. In such cases, these expectations will be specified upon admission to the Ph.D. program. Substitutions for courses in the MAA core sequence are rarely permitted and must be approved by the graduate committee and the department chair. Students admitted to the Ph.D. program advance to candidacy upon completion of a written comprehensive examination and an oral defense of their dissertation proposal. An oral defense upon completion of the dissertation is also required.

**Facilities and Special Resources**

The department maintains two archaeology research laboratories and one biological anthropology research laboratory with HPLC, DNA sequencing, phytochemical quantification, and in-vitro testing capabilities. Additional departmental research facilities and resources include: the Cultural Systems Analysis Group (CuSAG), which focuses on applied research related to health and community development; the Immigrant Life Course Program, which is focused on immigrant community issues in Prince Georges and Montgomery counties; the Center for Heritage Resource Studies, which supports basic and applied research related to cultural and environmental resources; and the Genomic Models Research Group, which researches and develops biocultural population-based models to facilitate the interpretation of molecular genetic assessments of diverse human groups.

The department maintains a cooperative research agreement with the National Park Service. Anthropology faculty members have established collaborative research interests with a number of major granting agencies and institutions, including the Environmental Protection Agency, Maryland Sea Grant, the National Science Foundation, and the National Institutes of Health, as well as with a number of national and international NGOs. There are a number of certificate programs available on campus that are appropriate for MAA and Ph.D. students in anthropology, including certificates in
Historic Preservation, Museum Scholarship and Material Culture, and Women’s Studies. Graduate level training in Geographic Information Systems (GIS) is available from the Geography Department. The department maintains collaborative relationships with graduate programs in Behavior, Ecology, Evolution, and Systematics (BEES) and Marine-Estuarine-Environmental Science (MEES).

Graduate students in the Anthropology Department are provided with a study area, mail privileges, lockers, and have limited access to computers. Additional open computer laboratories are available in nearby buildings. The campus is served by eight libraries, including McKeldin Library, which serves the main library, and Hornbake Library, which among other facilities houses the National Trust for Historic Preservation Library Collection.

Financial Assistance

Graduate Fellowships and Teaching Assistantships are available. Applications are made on the University Graduate Admission Application and must be received by February 1 to be considered. Part-time employment related to faculty research activities is occasionally available.

Contact Information

Prospective students are encouraged to communicate directly with faculty in the area of their interest. For additional general information pertaining to the department’s graduate programs please contact:

Dr. Michael Paolisso, Graduate Director
0131 Woods Hall
College Park, MD 20742
Telephone 301-405-1433
Fax: 301-314-8305
mpaolisso@anth.umd.edu

Additional information pertaining to the Anthropology Department and its graduate programs can also be obtained from the departmental website:

www.bsos.umd.edu/anth

B. List the courses (number, title, semester credit hours) that would constitute the requirements and other components of the proposed program. Provide a catalog description for any courses that will be newly developed or substantially modified for the program.

This proposal provides for a change to some of the course requirements for the existing Master of Applied Anthropology program as well as for additional course requirements.
for the new Ph.D. program. Illustrations of typical course sequences for both the MAA program and the Ph.D. program are included in Appendix III of this proposal.

The focus of the MAA and the Ph.D. is the application of anthropological theory and methods, which is reflected in the training offered in both programs. This focus is achieved in our department in various ways, including the grounding of graduate courses in the traditional subdisciplines of anthropology and demonstrating the relevance of each course to anthropological theory, research methods, or their application in practice. Table 1 below provides an illustration of both these approaches.

**Table 1: Graduate Courses in Anthropology by Subdisciplines**

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<td>ANTH 624: Research Issues in Anthropological Genetics</td>
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<td>ANTH 622: Human-Plant Interactions</td>
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<td>ANTH 610: Theory &amp; Practice of Health &amp; Community Development</td>
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*New Courses Proposed for the PhD*
Core Requirements (MAA and Ph.D.)

The following core requirements apply to both the MAA and Ph.D. degree. These represent a modification of the core requirements currently in place for the department’s MAA program. All these courses are currently taught in the department, although their descriptions and content, and in some cases titles, are modified in this proposal.

ANTH 601 APPLIED ANTHROPOLOGY (3 credits)
An overview of the history and current practices of applied anthropology. This includes relationships between applied anthropology and other major subfields of the profession; the interdisciplinary and public context of applied anthropology; and problems of significance, utility, and ethics associated with applied anthropology.

ANTH 606 QUALITATIVE METHODS IN APPLIED ANTHROPOLOGY (3 credits)
An introduction to the use of ethnography and qualitative methods in applied and policy contexts. Qualitative methods discussed include informal and systematic approaches. Students undertake fieldwork in local settings to practice the application of qualitative methods and to develop analysis and report writing skills.

ANTH 630 QUANTIFICATION AND STATISTICS IN APPLIED ANTHROPOLOGY (3 credits)
An intensive overview of key quantitative and statistical approaches used by social scientists in applied and policy research. This includes nonparametric and parametric statistical approaches. Students utilize statistical software and analyze existing and student-created databases. Anthropological case studies are emphasized.

ANTH 625 THEORY AND PRACTICE OF APPLIED BIOLOGICAL ANTHROPOLOGY (3 credits)
An introduction to the major theoretical and methodological underpinnings of applied biological anthropology within such areas as anthropological genetics, applied anthropometry, forensic anthropology, museum studies, and zoological parks. Emphasis is on the evaluation of the contributions of applied bioanthropological studies to particular problems in human health, environment, and heritage.

ANTH 640 THEORY AND PRACTICE OF HISTORICAL ARCHAEOLOGY (3 credits)
Historical archaeology enhances cultural heritage by providing voice for groups who were often unable to record their own histories, such as women, laborers, working class families, and enslaved people. The course provides insight into issues related to race, gender, and ethnicity as they relate to multicultural histories.

In addition to the five courses listed above, students are required to complete one of the following two courses as part of the core sequence:
ANTH 610 THEORY AND PRACTICE OF HEALTH & COMMUNITY DEVELOPMENT (3 credits)
Introduction to the relationships between culture, health status and practices, and the
design of community-based initiatives. The focus is on the use of anthropological
knowledge and skills in the analysis of such relationships and in the design of
community-based initiatives.

ANTH 650 THEORY AND PRACTICE OF ENVIRONMENTAL ANTHROPOLOGY
(3 credits)
An overview of contemporary application of cultural theory and methods to
environmental problems. Topics include the use of theories of culture, cognitive
approaches, discourse analysis, and political ecology. Case studies from anthropology,
other social sciences, humanities, conservation, and environmental history are used to
demonstrate the applied value of a cultural-environmental approach.

Additional Core Requirements (Ph.D. only)
In addition to the core requirements detailed above, Ph.D. students will be required to
complete one additional core course:

ANTH 770 THEORIES OF PRACTICE AND UTILITY (3 credits)
An overview of the uses of theory in applied anthropology. Includes discussion of
theories of praxis and knowledge utilization, theory in practice, grounded and middle
range theory, and theoretical development in applied anthropology.

Internship Requirement (MAA only)
The MAA requires a 12 credit hour internship sequence. This requirement is the same as
is currently in place for the MAA degree.

ANTH 701 INTERNSHIP PREPARATION (3 credits)
Preparation for internship includes practicum training in development, presentation and
evaluation of position papers, proposals and work plans; literature search and use of
secondary data sources in decision making that effect cultural analysis and resource
management; ethics and professional development for work in nonacademic settings.

ANTH 789 INTERNSHIP (3-6 credits)
Prerequisite: ANTH 701. For anthropology graduate students only. Individual instruction
course supervised by a department faculty member. Contact department and major
advisor to obtain section and index number.

ANTH 712 INTERNSHIP ANALYSIS (3 credits)
Prerequisite: ANTH 789.
The preparation and presentation of internship results, and the development of skills in report writing and presentation. Includes the completion of a professional quality report or publishable paper based on the internship experience.

**Dissertation Research Requirement (Ph.D. only)**

Ph.D. students are required to complete a minimum of 12 dissertation research credit hours (ANTH 899).

ANTH 898 PRE-CANDIDACY RESEARCH (1-8 credits)

ANTH 899 DOCTORAL DISSERTATION RESEARCH (6 credits, repeatable)

**Additional Existing Courses in Anthropology Available to Graduate Students**

Below are listed 400 level and graduate courses currently taught by anthropology faculty and applicable to the MAA and Ph.D. programs. A number of these courses have in the past been taught as special topics courses, and are now proposed for approval as part of the department curriculum, or their title or content has changed to the extent that they require course approval. All of these courses are so indicated (*) and new course proposals are being submitted with this proposal.

*ANTH 426 NUTRITIONAL ANTHROPOLOGY (3 credits)
Prerequisite: ANTH 220, ANTH 260, NSFS 100 or their equivalents.
As a truly biocultural topic, this course explores nutritional anthropology from an integrated science approach. Topics include: theory and methods in nutritional anthropology, fundamentals of human nutrition, evolution of the human diet, impact of agriculture on human nutrition, explaining foodways in contemporary human groups, and contemporary nutritional and anthropologically related problems.

ANTH 428 SPECIAL TOPICS IN BIOANTHROPOLOGY (3 credits)
Prerequisite: permission of department. Repeatable to 6 total credits if content differs.
Advanced research courses in biological anthropology on changing topics that correspond to new theoretical and applied interests, faculty research interests, or the specialties of visiting scholars.

ANTH 429 SPECIAL LABORATORY TOPICS IN BIOLOGICAL ANTHROPOLOGY (4 credits)
Prerequisite: ANTH 220. Recommended: ANTH 320.
Advanced research courses in biological anthropology that include laboratory instruction and study on changing topics that correspond to new theoretical interests, faculty research interests, or the specialties of visiting scholars.

ANTH 448 SPECIAL TOPICS IN ARCHAEOLOGY (3 credits)
Prerequisite: ANTH 240. Repeatable to 6 total credits if content differs.
Advanced topics in archaeological research corresponding to new theoretical developments, faculty research interests, or specialties of visiting scholars.

ANTH 460 INTERPRETIVE ANTHROPOLOGY (3 credits)
Prerequisite: ANTH 260 or permission of instructor.
Anthropological approaches which seek to explain human behavior in terms of meaning and symbolic expressions of culture.

ANTH 468 SPECIAL TOPICS IN CULTURAL ANTHROPOLOGY (3 credits)
Prerequisite: ANTH 260 or permission of department. Repeatable to 6 total credits if content differs.
Advanced preparation in varying specialty areas of cultural anthropology that respond to new theoretical and applied developments, faculty research interests, or specialties of visiting scholars.

ANTH 478 SPECIAL TOPICS IN LINGUISTICS (3 credits)
Prerequisite: ANTH 260 or permission of department. Recommended: LING 200 or equivalent. Repeatable to 6 total credits is content differs.
Advanced coursework in varying specialty areas that respond to new theoretical and applied developments and faculty research interests related to linguistics and language study.

ANTH 499 FIELDWORK IN BIOLOGICAL ANTHROPOLOGY (3-8 credits)
Prerequisite: permission of department. Repeatable to 8 credits if content varies.
Field training in techniques of human biology, primatology, or paleoanthropology.

*ANTH 612 ETHNOLOGY OF THE IMMIGRANT LIFE (3 credits)
This course explores social issues affecting local immigrant populations through research and service learning components. Questions addressed include barriers to immigrant access to basic and social needs. What are the major characteristics of contemporary immigrants to neighborhoods adjacent to campus? How has this immigrant stream affected non-immigrant populations?

*ANTH 614 ETHNOHISTORY AND DOCUMENTARY ANALYSIS (3 credits)
The assembly, use, assessment, and analysis of written and pictorial information pertinent to archaeological and ethnographic work. The course features the methods and techniques needed to read and use colonial documents, U.S. censuses, the 1930’s Slave Autobiographies, and associated analytical literature.

*ANTH 616 ETHNOGRAPHIC EVALUATION OF COMMUNITY-BASED INITIATIVES (3 credits)
Explores the use of ethnographic methods in the evaluation of community-based initiatives. Focuses on the roles of sub-cultural groups (sponsors, project personnel, target communities, evaluators, etc.) in the design, implementation, and evaluation of community-based initiatives, and the roles that anthropology and ethnography can play in such initiatives.
ANTH 617 APPLIED URBAN ETHNOGRAPHY: COMMUNITY ASSESSMENT RESEARCH (3 credits)
Explores the use of ethnographic research methods in carrying out community assessment research to inform the design, implementation, and evaluation of culturally and community appropriate community-based initiatives. This course usually has a fieldwork component in a local urban neighborhood.

ANTH 618 THE ANTHROPOLOGY OF THE AFRICAN AMERICAN FAMILY (3 credits)
Surveys the African American family from a historical and ecological perspective, exploring adaptive responses through high stress periods. A key question underlying the explorations in this seminar is whether there are lessons from earlier African American organizational structures (family, church, and community) that might be applicable to black families overcoming more recent periods of high environmental stress, or does such a concept even have relevance in today’s multicultural world?

ANTH 622 HUMAN-PLANT INTERACTIONS (3 credits)
A systematic review of the evolutionary and historical relationships of human and plants, anthropologically important phytochemicals, and their roles in alternative and complementary medicine. The food-medicine continuum, approaches in ethnobotany, principles of multi-species evolution and coevolutionary theory, and case studies of the interactions of specific human groups and particular plant species.

ANTH 623 HUMAN BIODIVERSITY (3 credits)
The evolutionary and historical contexts for assessing contemporary human biological variability provide a backdrop for our evaluations of current human biological differences and similarities. The interaction of human biological diversity and culture is reviewed and the significant role of cultural practices in amplifying physiological diversity and influencing current health disparities is noted.

ANTH 641 CULTURAL RESOURCE MANAGEMENT ARCHAEOLOGY (3 credits)
An introduction to the federal, state, county and local laws regarding archaeology. The course includes discussion of regulations, interpretations and enforcement procedures in use in the Chesapeake region and nationally. There will also be an introduction to lobbying. A major portion of the course will involve practical training in site report preparation, including the write-up of stratigraphy.

ANTH 643 HUMAN BIODIVERSITY (3 credits)
Prerequisite: ANTH 220 or equivalent
The evolutionary and historical contexts for assessing contemporary human biological variability provide a backdrop for our evaluations of current human biological differences and similarities. The interaction of human biological diversity and culture is reviewed and the significant role of cultural practices in amplifying physiological diversity and influencing current health disparities is noted.
*ANTH 643 GEOGRAPHIC INFORMATION SYSTEMS (3-4 credits)
A practical introduction to GIS program use, including the production of archaeological and other maps, profiles, and integrated presentations of plans, photographs, texts, and other digitally available materials, as well as research applications in applied biological and cultural anthropology.

*ANTH 646 CHESAPEAKE ARCHAEOLOGY (3 credits)
An understanding of the greater Chesapeake region, including its major cities, derived from prehistoric and historical archaeology. The course will include topics related to the past and present conditions of Native peoples, colonized populations, and the relationship of preserved remains to modern political standings.

ANTH 654 TRAVEL AND TOURISM (3 credits)
Review of recent anthropological contributions to the study of travel and tourism development. Topics include the history of travel, political economy of tourism, gender in tourism, the built environment, ecotourism, and heritage tourism.

*ANTH 656 COMMUNITY-BASED TOURISM (3 credits)
Review of the global, economic, and representational properties of modern tourism development that threaten local self-determination. Questions addressed include how do communities cope with tourism and what are effective strategies for community-based and sustainable tourism development?

ANTH 670 CURRENT DEVELOPMENTS IN ANTHROPOLOGICAL THEORY (3 credits)
A review of major contributions to anthropological theory, with a special emphasis on the relationship between practice and theory. This includes use of the culture concept in the four traditional subfields and significant advances in general theory, symbolic anthropology, critical theory, and postmodernism.

ANTH 688 CURRENT DEVELOPMENTS IN ANTHROPOLOGY (3 credits)
Repeatable to 9 credits if content differs.
Detailed investigation of a current field of knowledge or research technique, where the topic is chosen in accordance with faculty interests and student needs.

ANTH 689 SPECIAL PROBLEMS IN ANTHROPOLOGY (1-6 credits)
Repeatable to 9 credits if content differs.
Independent study course conducted under the supervision of a department faculty member.

ANTH 696 FIELD METHODS IN ARCHAEOLOGY (6 credits)
Field training in the techniques of archaeological survey and excavation.

ANTH 698 ADVANCED FIELD TRAINING IN ETHNOGRAPHY (1-6 credits)
Experience in field research utilizing a variety of ethnographic methods of inquiry.
ANTH 740 THEORIES OF THE PAST (3 credits)
A presentation of theories in the social sciences that deal with critiques of social constructions involving the use of precedent, history, and archaeology in vernacular settings.

ANTH 788 INTERNSHIP RESEARCH (1-3 credits)
Prerequisite: ANTH 701 and permission of major advisor. For anthropology graduate students only.
This course augments ANTH 789 and is graded in conjunction with it.

New Courses Proposed for the Graduate Program

Below are listed courses that have not previously been offered by the department and that are now proposed in support of the graduate program. New course proposals are being submitted with this proposal.

ANTH 624 RESEARCH ISSUES IN ANTHROPOLOGICAL GENETICS (3 credits)
Research into the genetic analyses and interpretation of recent events in human history including our demographic history, mating structure, biological lineage coalescence and gene genealogies, migration history and gene flow with surrounding groups, opportunities for genetic drift, gene-environment interactions, and population size fluctuations.

ANTH 626 ADVANCED TOPICS IN HUMAN BIOLOGY (3 credits)
Analysis of experimental and theoretical physiological anthropology including physiological polymorphisms, systemic coordination, adaptation and adaptability, functional potentiality, mechanisms of action, biological consequences of culture, modeling, and coevolution.

ANTH 642 PUBLIC ARCHAEOLOGY (3 credits)
Explores the uses and environments for archaeological work through a discussion of museum, electronic media, heritage settings, outdoor history museums, including the legal environment that offers protection for archaeological remains. The course exposes advanced graduate students to the majority of the cultural media within which archaeology is currently practiced. This interdisciplinary course is a survey of the progress made within and beyond anthropology in understanding the function of heritage, public memory, tourism, and the other popular uses of material from the past, including the progress made in linguistics and psychology, and other cognitive disciplines in understanding the purpose of the past.

ANTH 644 THE ARCHAEOLOGY OF THE AFRICAN DIASPORA (3 credits)
This course assembles materials from South America, the Caribbean, and North America to examine the presence of Africa in the New World. It presents the archaeology and historical information on the African Diaspora. Major interpretive approaches are included.
ANTH 645 PREHISTORIC NORTH AMERICA (3 credits)
A survey of the major discoveries and developments in prehistoric North America, north of Mexico. This course will introduce the advanced student to the major interpretations that govern our current understanding of North America for the last 20,000 years.

ANTH 658 ANTHROPOLOGY OF MUSEUMS (3 credits)
Contemporary museums serve as repositories of knowledge, but are also engaged with communities in the utilization and production of such knowledge. New venues to increase and enhance utilization are virtual galleries and community museums and cultural centers. This course will include exhibit curation and public program planning and implementation as museum practices that emerge from the theoretical framework of the new museology. The course will emphasize the cross disciplinary nature of museum work.

Relevant Courses Offered Elsewhere on Campus

Although no courses outside the department are specifically required for completion of either the MAA or Ph.D. degree, students are encouraged to augment their education in anthropology with other coursework that is related to their special interests within applied anthropology. Because these interests have, in the past experience of the MAA program, ranged wide, it is difficult to identify specific courses that might be applicable.

There are a number of anthropologists in other programs on our campus, and these individuals and a few others serve as affiliate faculty with our department. Their graduate level courses are available to our students. Currently, anthropology affiliate faculty can be found in the departments of American Studies, Art History and Archaeology, Comparative Literature, Ethnomusicology, Women’s Studies, and in the campus Graduate Program in Historic Preservation.

Where applicable, our graduate students will also be encouraged to complete coursework associated with campus certificate programs, such as the current program in Historic Preservation and the certificate in Museum Scholarship and Material Culture. Anthropology faculty members also have established relations with a number of interdisciplinary Ph.D. programs and departments, such as the Departments of American Studies and Women’s Studies and the programs in Marine-Estuarine-Environmental Sciences (MEES) and Behavior, Ecology, Evolution and Systematics (BEES).

We have contacted several departments who are likely to receive students from our graduate program. Their letters in support are included in Appendix II of this proposal.

C. Describe any selective admissions policy or special criteria for students selecting this field of study.

Students applying to either the MAA or Ph.D. program are expected to have completed an undergraduate or master’s degree in anthropology, or to have completed significant undergraduate or graduate coursework in the discipline as judged by the departmental
admissions committee. Exceptions to this policy must be approved by the graduate committee and will be accompanied with a written plan specifying how the student will acquire the requisite background knowledge, either in addition to or as a part of the credit hour requirements for the MAA or Ph.D. degree.

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT

The Anthropology department has established separate learning outcomes and assessment measures for the MAA and the proposed Ph.D. program.

Master of Applied Anthropology (MAA)

Goal: To enhance the profession of applied anthropology through the training for careers in both academic and institutional settings.

Objectives/Learning Outcomes:

1. To understand the relationships between anthropological knowledge and the uses of that knowledge.

2. To demonstrate the ability to practice the application of anthropological skills in and institutional or agency setting.

3. To understand the connections between applied anthropology and other disciplines and to contribute to building a literature on anthropological practice.

Measures and Criteria for Assessing Success:

Objective 1: A Domain Paper in applied anthropology completed in conjunction with ANTH 601 (Criteria: 100% of students achieve a grade of B or higher for the assignment

Objective 2: An Internship Proposal successfully defended before a faculty Committee (Criteria: 90% of students successfully defend their Internship Proposals)

A successfully completed Internship (Criteria: 90% of students are favorably evaluated by both the faculty advisor and their internship supervisor

A successfully completed Post-Internship product in the form of an agency report or publishable paper (Criteria: 90% of students complete an internship product in the form of an institutional report of publishable paper.
Objective 3: Completion of a Colloquium Presentation that describes and analyzes the Internship, demonstrating the applicability of anthropological methods and Theory to issues of human behavior and organization (Criteria: 95% of Students who complete an Internship will successfully complete the Colloquium Presentation, as judged by a faculty panel.

Doctor of Philosophy (Ph.D.) in Anthropology

Goal: To contribute to the career and scholarly aims of anthropology students as well as to the research and public service interests of our institution, the State of Maryland, and the Washington, D.C. metropolitan region.

Objectives/Learning Outcomes:

1. To achieve an adequate foundation in anthropological theory and practice in applied anthropology

2. To acquire the ability to develop an independent research project.

3. To demonstrate ability in the completion of an independent research project.

4. To develop professional competence in the field of applied anthropology at local, national, and international levels.

Measures and Criteria for Assessing Success:

Objective 1: Successful completion of a Comprehensive Examination (Criteria: 80% of students successfully pass the Comprehensive Examination)

Objective 2: Successful Oral Defense of a dissertation proposal in which the student demonstrates knowledge of a specialized domain of knowledge and the ability to conduct independent research (Criteria: successful defense as judged by a faculty committee resulting in 75% admissions to candidacy)

Objective 3: Successful Oral Defense of a completed dissertation in which the student demonstrates mastery of the dissertation research topic, fieldwork design, and the contributions of her/his independent research to a subdiscipline and/or problem area in applied anthropology (Criteria: 60% graduation rate)
Objective 4: Successful presentations at professional meetings and/or publications in professional journals and/or successful grant or contract proposals (Criteria: 100% of student will have given professional presentation during their training; 70% will have published at least one manuscript; 30% will have independently or as members of a team written successful grant or contract proposals)

IV. FACULTY AND ORGANIZATION

A. Who will provide academic direction and oversight for the program? (This might be a department, a departmental subgroup, a list of faculty members, or some other defined group.)

Direction and oversight will be provided by the Anthropology Department. There are presently 11 tenure/tenure track faculty positions within the department (including one joint appointment with the Latin American Studies Center). There are, in addition, 7 regularly appointed part-time faculty. Eight affiliate faculty members, most of whom hold Ph.D. degrees in Anthropology, have their appointments in six other campus departments or programs. Their graduate level courses will be available to our MAA and Ph.D. students, and they have expressed a willingness to serve on MAA advisory committees and doctoral dissertation committees where appropriate.

The Anthropology Department also maintains several adjunct appointments. These are primarily anthropologists working in applied settings within the Washington, D.C., metropolitan area. They serve in their particular areas of professional experience as valuable contributors to the program and to our graduate students and have in the past served on MAA student’s advisory committees.

Full-time (Tenure/Tenure Track) Faculty:

Stephen Brighton, Ph.D., Assistant Professor
Major interests: Diaspora studies; social identity; heritage formation; contemporary archaeological theory; Northeastern United States; rural Ireland

Erve Chambers, Ph.D., Professor and Department Chair
Major interests: Community-based and heritage tourism; heritage resource studies; applied and practicing anthropology; culture and environment; ethnographic writing and cultural studies; Southeast Asia; Chesapeake Bay region

Janet Chernela, Ph.D., Professor (Jointly Appointed LASC)
Major interests: Cultural anthropology; ethnography of the Amazon basin; socio-linguistics; environment; NGOs; Latin American studies; Brazil; South America
Judith Freidenberg, Ph.D., Associate Professor
Major interests: Urban health and community development; immigrant health and social supports; aging and Latino culture; ethnicity and health care; South America
Other: Director, Immigrant Life Course Program

Fatimah Jackson, Ph.D., Professor
Major interests: Experimental bioanthropology; human parasitology; population genetics; human-plant co-evolution; biohistory of African peoples; biocultural approaches to disease
Other: Director, Genomic Models Research Group

Mark Leone, Ph.D., Professor
Major interests: Historical archaeology and interpretation; critical theory; outdoor history museums; African-American archaeology
Other: Director, Archaeology in Annapolis

Michael Paolisso, Ph.D., Associate Professor and Graduate Director
Major interests: Environmental anthropology; economic anthropology; research methods; gender; cognitive anthropology; Chesapeake Bay region; Central America

Paul Shackel, Ph.D., Professor and Undergraduate Director
Major interests: Historical archaeology; industrial archaeology; complex societies; labor history; consumer behavior; public history
Other: Director, Center for Heritage Resource Studies

William Stuart, Ph.D., Assistant Professor and Honors Director
Major interests: Social anthropology; history and philosophy of anthropological theory; comparative religion; cultural ecology

Tony Whitehead, Ph.D., Professor
Major interests: Medical anthropology; community ethnography; multidisciplinary health research; community health development and education; AIDS; substance abuse; Caribbean
Other: Director, Cultural Systems Analysis Group

Aubrey Williams, Ph.D., Professor
Major interests: Anthropological theory; transnational migration; new world native cultures; cultural history; Mexico

Emeritus Faculty:

Michael Agar, Ph.D., Professor Emeritus
Major interests: Anthropology of communication; ethnographic methods; discourse analysis and theory; language and politics; drug research; transportation
Nancie Gonzalez, Ph.D., Professor Emerita
Major interests: Social anthropology; urbanization; agricultural development; complex societies; conflict management; Latin America; Caribbean; Middle East

Part-time Faculty:

Charles Hall, Ph.D., Lecturer
Major interests: Eastern United States archaeology; prehistoric settlement systems; geographic information systems; cultural resource management
Primary employment: Maryland Historic Trust

John Finch, Ph.D., Lecturer
Major interests: Family and kinship; modern Korea; anthropology and film

Marilyn London, M.A., Lecturer
Major interests: Skeletal biology; growth and development; forensic anthropology; paleopathology
Primary employment: Smithsonian Institution

Shawn Maloney, MAA Lecturer
Major interests: Environment and agriculture; community-based tourism; heritage studies

Lena Mortensen, Ph.D., Research Associate
Major interests: Heritage; archaeology and social context; tourism; material culture; globalization; Central America
Primary employment: Assistant Director, Center for Heritage Resource Studies

Matthew Palus, MAA, Lecturer
Major interests: Historical archaeology; public utilities and infrastructure; modernization; heritage resource planning; critical theory; labor history

Cynthia Wilczak, Ph.D., Lecturer
Major interests: Osteology; paleopathology; skeletal biology; biomechnical stress; North America
Primary employment: Smithsonian Institution

Affiliate Faculty:

A. Lynn Bolles, Ph.D., Professor, Department of Women’s Studies
Major interests: Economic and sustainable development; gender issues; women’s studies; Caribbean

John Caughey, Ph.D., Professor and Chair, Department of American Studies
Major interests: Life history research; cognitive and psychological anthropology; culture theory; culture and mental health
Regina Harrison, Ph.D., Professor, Department of Spanish and Program in Comparative Literature
Major interests: Latin American indigenous language; translation theory and practice; Quechua language and linguistics; Latin American cultural studies

Seung-Kyung Kim, Ph.D., Associate Professor, Department of Women’s Studies
Major interests: Political economy; gender; women and development; East Asian studies

Donald Linenbaugh, Ph.D., Associate Professor and Director, Graduate Program in Historic Preservation
Major interests: History of archaeology and historic preservation; historical landscapes and cultural environment; 17th and 18th century plantation in Tidewater Chesapeake

Angel Nieves, Ph.D., Assistant Professor, Graduate Program in Historic Preservation
Major interests: African American historic preservation; analysis of space and place; urban ethnography; housing; cultural heritage preservation

Adjunct Faculty:

Susan Abbot-Jamieson, Ph.D.
Major interests: Fisheries anthropology and environmental policy; psychological anthropology; medical anthropology; adolescent behavior; gender; Africa; Appalachia and rural United States
Primary employment: National Oceanic and Atmospheric Administration

Cathleen Crain, M.A.
Major interests: Sociocultural anthropology; medical anthropology; community health and development; health care; Asia; North America
Primary employment: LTG Associates

Shirley Fiske, Ph.D.
Major Interests: Global practice of anthropology; anthropology and public policy; arctic research; marine aquaculture; ocean and coastal management
Primary Employment: Environment Legislative Aide for Senator Daniel Akaka (D-HI)

Alain Froment, Ph.D.
Major interests: Epidemiology of tropical diseases; biology of human variation

Barbara Little, Ph.D.
Major interests: Public archaeology and public history; historical archaeology; method and theory; feminist archaeology; North America; other parts of the British colonial world
Primary employment: National Park Service
Francis McManamon, Ph.D.
Major interests: Cultural resource management; lithic technology; quantitative analysis; eastern United States; Pacific
Primary employment: National Park Service

Magdelena Mieri, M.A.
Major interests: Interpretation; presentation of Latino cultures and immigrant communities; Latin America
Primary employment: Smithsonian Institution

Stephen Potter, Ph.D.
Major interests: Prehistoric and historic archaeology of the eastern United States; contact period research; ethnohistory; southern Algonquian Indians; archaeology and history of state-level warfare
Primary employment: National Park Service, Capital Region

Christina Puentes-Markides, M.A.
Major interests: Sociocultural anthropology; community health and development; health care; women in developing nations; Latin America; Caribbean

Nathaniel Tashima, Ph.D.
Major interests: Sociocultural anthropology; medical anthropology; psychological anthropology; community health and development; health care; AIDS; Asia, North America
Primary employment: LTG Associates

The Department of Anthropology is nationally and internationally recognized for our faculty’s contribution to basic and applied research, as well as for our leadership in master’s level graduate education in applied anthropology. In keeping with the applied nature of the department’s graduate program, several of our faculty are also widely recognized for their commitments of service to our communities and to our profession.

Current faculty members have published well and widely, with an impressive number of books, monographs, refereed journal articles, and book chapters to their credit. This includes publication in the top-ranked journals related to our discipline, such as the American Anthropologist, Current Anthropology, Human Biology, Antiquity, American Antiquity, American Journal of Human Biology, American Ethnologist, Ethos, Economic Development and Cultural Change, Historical Archaeology, Annual Review of Anthropology, and the Yearbook of Physical Anthropology. The strength of the department’s commitment to applied anthropology is demonstrated in part by faculty member’s publication in a wide variety of applied and interdisciplinary journals, such as Human Organization, Practicing Anthropology, Social Science and Medicine, Geriatrics, Medical Anthropology Quarterly, Journal of Children’s Health, Ethnicity and Disease, Culture and Agriculture, Pediatrics, Journal of Family and Community Health, Women and Language, and the International Journal of Mass Emergencies and Disasters.
Anthropology faculty have served in leadership positions in major national and local professional and scholarly associations, including the American Anthropological Association, the Society for American Archaeology, the Society for Applied Anthropology, the Society for Historical Archaeology, the Washington Association of Professional Anthropologists, the Institute of Medicine, and Sigma Xi.

From FY 98 to FY 04 the Anthropology Department averaged more than $545,000 annually in external research funding. These research awards contributed an annual average of more than $67,000 in student support for the same time period.

Department faculty research has been funded by such agencies and organizations as the National Science Foundation, the National Endowment for the Humanities, the Environmental Protection Agency, the National Park Service, the Agency for International Development, the Centers for Disease Control, the Health Resources and Services Administration, the National Institute on Drug Abuse, the National Institutes of Child Health and Development, the Maryland Sea Grant Program, such local health agencies as the Maryland State Department of Health and Mental Hygiene, the Baltimore City and Prince Georges County Health Departments, and foundations such as Annie E. Casey.

Two matrices illustrating how faculty interests integrate with the department’s proposed areas of concentration and summarizing faculty interests in theory, research, and practice are provided as Appendix IV to this proposal.

B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure.

Not applicable. The program will be entirely housed and administered within the Anthropology Department at the University of Maryland, College Park.

V. OFF CAMPUS PROGRAMS

A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services will be assured.

Not applicable. All classes will be offered on the University of Maryland, College Park, campus.

B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.

Not applicable. No part of the program will be offered via distance education.
VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

As an applied program, the Ph.D. will be measured in part by the degree to which faculty and student research can be directed to the specific decision making needs, problem areas, and institutional priorities of a variety of agencies and organizations. The department currently has a formal cooperative research agreement with the National Park Service, Capital Region, and is in the process of developing a similar agreement with Maryland Sea Grant. Faculty research and service activities with regional organizations are described elsewhere in this proposal and a summary of MAA student internships and employment is included in Appendix I. This information indicates that the department is already established in the region, as well as nationally and internationally, in respect to the areas of applied concentration declared in this proposal. The department is thereby well prepared to develop similar arrangements for Ph.D. students.

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

There is no accreditation process associated with the Ph.D. in Applied Anthropology, and the program will not provide certification or licensure for its graduates.

VII. COMMITMENT TO DIVERSITY

Anthropology is at its core the study of human biological and cultural diversity. The Anthropology Department is currently represented by a diverse faculty, and future faculty hiring opportunities will take into consideration the importance of maintaining and increasing our diversity in this respect. Faculty research and current graduate student internship interests described elsewhere in this proposal demonstrate a commitment to scholarship that is firmly based in improving our understanding of human diversity and serving the interests of traditionally under-represented social and ethnic groups and communities.

With the advent of a Ph.D. program in Applied Anthropology, the department will make renewed efforts to attract and maintain a diverse student population. Specific activities will include: (1) increased outreach to minority student populations; (2) promotion of those faculty and student activities that relate to interests of diversity and the representation of traditionally under-represented populations; (3) increased participation in the College of Behavioral and Social Science’s Summer Research Initiative, which provides mentoring opportunities for talented under-represented minority students from other institutions; and (4) continued emphasis upon providing fellowships and other financial support for minority and underrepresented applicants.
VIII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.

A detailed report from the library’s collection management division is included in this proposal as Appendix V. In general, the report indicates that the proposed Ph.D. in Anthropology, with areas of concentration in health, environment and heritage, is well supported by current library holdings and resources. For example:

- In the area of health, the UMCP libraries currently support existing doctoral study in Public and Community Health Education. Although on-campus collections are described as limited, the university system is also served by the University of Maryland Health Sciences and Human Services Library, located in Baltimore and principally serving the Schools of Medicine, Dentistry, Pharmacy, Nursing, and Social Work.

- In the area of environment, the UMCP libraries currently support existing doctoral study in Marine-Estuarine-Environmental Sciences (MEES) and Natural Resources Sciences. The library currently has over 23,000 monographs and 295 serial subscriptions related to the environment and 11,000 additional titles on topics such as environmental policy, ecotourism, and agriculture.

- In the area of heritage, the UMCP libraries report significant holdings in their general collections and notes that heritage related resources are particularly supported by the library’s special collections. The report also indicates that this campus has the good fortune to house the National Trust Library for Historic Preservation Collection—“a premier assemblage of materials documenting the theory and practice of historic preservation in the U.S.”

The library reports similar strengths in regard to existing indexing and abstracting resources, but suggests the need for additional resources to support some parts of the proposed Ph.D. program. Their estimate includes the need for approximately $2,500 to be added to the library’s budget for additional serial publications, and another $8,500 to support the purchase of new research works. The report notes that these added resources will also serve to support other existing campus programs which share our department’s interests in matters related to health, environment and heritage.

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.

There is no immediate need for additional facilities or facility modifications that can be directly related to this proposal. The department occupies significant portions of the first
and second floors of Woods Hall. This past year the department acquired three additional office spaces in Taliaferro Hall and these will be sufficient for additional adjunct and shared graduate assistant office spaces. The department anticipates the need for five additional computers. Department DRIF and other research related funds will be adequate to provide this equipment. There is in general a need to upgrade the facilities in Woods Hall, but this need exists independent of this proposal.

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

The department is currently remodeling and equipping space to be devoted to a third archaeology laboratory. Funding for this new facility has been provided by the college and by the department as a part of a new faculty recruitment initiative. No additional significant impacts on existing facilities are anticipated.

IX. RESOURCE NEEDS AND SOURCES

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:

A. List new courses to be taught, and needs for additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.

The Ph.D. program has been designed in such a way as to build on the department’s existing MAA program with a minimum of new courses required. Accordingly, most of the core program for the Ph.D. is currently taught as a part of the MAA degree requirement. One new required Ph.D. course is being proposed (ANTH 770 Theories of Practice and Utility). This course should be taught on an annual basis. Four new elective courses are being proposed specifically for the Ph.D. program. These are ANTH 634 (Anthropology of Museums), ANTH 650 (Public Archaeology), ANTH 730 (The Archaeology of the African Diaspora), and ANTH 750 (Prehistoric North America). These courses will be taught on a periodic basis, probably not more than once every two years. It is anticipated that additional elective courses will be developed as the program matures and as faculty resources permit.

In addition to these new courses, this proposal indicates a wide variety of courses currently taught by the department as a part of its MAA program or as 400 level undergraduate courses, all of which are relevant to the applied nature of the Ph.D. program. Twenty-eight such courses are described earlier in this proposal. These courses will form a major part of the elective offerings available to Ph.D. students. We anticipate that a number of these courses will need to be offered more frequently than they are currently offered.
In sum, we anticipate that a minimum of four additional course offerings each year will be required to implement the Ph.D. program.

The advising load for faculty is expected to increase within five years by an average of three Ph.D. advisees for each faculty member. We anticipate the need for additional administrative staff time related to Ph.D. admissions procedures, assisting in the management of the program and routine administrative advising, and increased payroll loads associated with Ph.D. student fellowships and graduate assistantships. This need is further discussed below.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.

The department had the opportunity last year to recruit for a new Assistant Professor line in the area of the “anthropology of heritage.” We hired an historic archaeologist who has now joined our faculty. This additional line will permit us to begin to increase our graduate level course offerings, as described in Part II of this proposal, without reducing undergraduate course offerings. One additional faculty line will be required by the fifth year of the program, to increase the number of graduate course offerings, to help maintain the undergraduate program, and to help the department meet the increased advising load associated with the implementation of the Ph.D. program. The estimated salary for this new position is $65,000 per annum, plus benefits. Soft money contributions will help support these added teaching needs until the fifth year.

We will need additional administrative assistance related to the Ph.D. support activities described in the preceding section of this proposal. A new staff person will assist the department’s graduate director in administering both the MAA and the Ph.D. programs. This position will begin as a half time position in year one of the program and become a full time position, with a salary of $25,000, by the third year.

The department’s most critical need associated with the implementation of the Ph.D. proposal is for additional graduate teaching assistant positions. These positions can be used to help recruit high quality students to the Ph.D. program, as well as provide additional resources for assisting in the teaching of our lower division (particularly introductory level) undergraduate courses. The department currently provides support for four full time GTA positions from its general funds. We anticipate the need for a minimum of seven additional GTAs for a total additional cost of $94,500 per annum (calculated at $13,500 for each position). These positions are entered on the MHEC expenditure table that follows as “Support Staff” expenses. Anticipated funding will support 2 new positions for the first year of the program, increasing to 7 new positions by the fourth year. These new positions will be awarded as teaching assistantships. As a rule, students who receive these appointments will be assigned to assist tenured and tenure-track faculty in teaching. Students who have advanced to candidacy or who are otherwise especially qualified might be assigned primary responsibility for teaching one of the department’s introductory undergraduate courses.
The allocation of existing and new graduate student support will initially be made in the following manner. All existing fellowship support currently used to support MAA students will be allocated to Ph.D. students. Fellowship support received by the department in FY 06 was approximately $43,000. The four existing full-time GTA positions will be allocated to either MAA or Ph.D. students on a competitive basis. The seven new GTA positions requested with this proposal will be allocated to Ph.D. students. We recognize that these allocations may place MAA only applicants at a disadvantage. However, in our experience, a significant number of MAA applicants have been self-supporting.

Since FY 98, the department has averaged annually in excess of $63,000 in research funding that has been applied directly to student support. We anticipate that the opportunity to offer a Ph.D. degree within the department will significantly increase our ability to attract research funding, resulting in increased support and valuable research opportunities for our graduate students. There are a significant number of external dissertation fellowships and other grant opportunities available to anthropology graduate students, and we will actively encourage students to seek this support. A listing of some of the better known fellowships and opportunities in anthropology is provided in Appendix VI of this proposal.

The Provost and the BSOS Dean have agreed to provide the financial support for additional faculty, staff, and graduate teaching assistants, in the amounts provided in the following MHEC Table 2 (Expenditures). These amounts include soft money support during the initial years of the program, to be incrementally replaced by hard money allocations through the first five years of the program.

The program will be supported in great measure by tuition revenues gained from new Ph.D. students. These gains are calculated in the following MHEC Table 2 (Resources) to amount to $216,000 per annum by the fifth year of the program. It is also estimated that reallocated departmental funds will reach $128,677 by the end of the fifth year of the program.

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.

As suggested above, the close relationships between the department’s existing MAA program and the new Ph.D. program minimizes the needs for additional resources. With the addition of one new faculty line by the fourth year of the program, we will be able to meet course requirements for a fully implemented Ph.D. program as well as redistribute graduate student advising needs. Given our current resources and the minimal new resources associated with this proposal, it will be necessary to closely monitor admissions in order to ensure that we are not admitting more students than can reasonably be advised given our current faculty strength.
D. Identify the source to pay for the required physical resources identified in Section VIII. above.

In respect to this proposal, we do not anticipate the need for additional support in regard to physical resources or facilities improvement. Some of the additional costs associated with adding to our stock of computers, telephones, and office equipment can be borne by the department, drawing on existing DRIF and funds received from summer and winter course offerings.

E. List any other required resources and the anticipated source for them.

With one recently added faculty position and added graduate teaching assistant positions supported by this proposal, as well as an increase in the overall number of graduate students admitted to the department, we anticipate the need for additional financial support to meet increased operating and equipment costs, as well as for outreach and advertising costs associated with the new graduate program. The Provost has agreed to provide $10,000 per annum to supplement departmental funds for general operating expenses and costs associated with advertising the Ph.D. program. This support will be for $5,000 during the first year of the program, reaching the full $10,000 by the third year. It is indicated as “Other Expenses” in the MHEC expenditures table that follows.

F. Complete Tables 1 and 2 as required by MHEC.
## MHEC Table 1: Resources

<table>
<thead>
<tr>
<th>Resources Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Reallocated Funds</strong></td>
<td>$107,885</td>
<td>$180,321</td>
<td>$71,399</td>
<td>$370,585</td>
<td>$422,657</td>
</tr>
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<td>a. Department</td>
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<td>$39,241</td>
<td>$75,719</td>
<td>$97,485</td>
<td>$128,677</td>
</tr>
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<td>b. UMCP Provost</td>
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<td>$55,000</td>
<td>$95,000</td>
<td>$152,500</td>
<td>$150,000</td>
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<td>c. BSOS</td>
<td>$32,000</td>
<td>$39,000</td>
<td>$33,000</td>
<td>$33,000</td>
<td>$53,000</td>
</tr>
<tr>
<td>d. Fringes</td>
<td>$23,200</td>
<td>$44,580</td>
<td>$65,180</td>
<td>$85,100</td>
<td>$88,480</td>
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<td>e. UMCP Provost Library</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td><strong>2. Tuition Fee Revenue</strong></td>
<td>$36,000</td>
<td>$72,000</td>
<td>$126,000</td>
<td>$180,000</td>
<td>$216,000</td>
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<td>a. # Full Time Students</td>
<td>4</td>
<td>8</td>
<td>14</td>
<td>20</td>
<td>24</td>
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<td>b. Annual Tuition/Fee Rate*</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$9,000</td>
<td>$9,000</td>
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<tr>
<td>c. Annual Full Time Revenue (a x b)</td>
<td>$36,000</td>
<td>$72,000</td>
<td>$126,000</td>
<td>$180,000</td>
<td>$216,000</td>
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<tr>
<td>d. # Part Time Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>e. Credit Hour Rate</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
</tr>
<tr>
<td>f. Annual Credit Hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Total Part Time Revenue (d x e x f)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>3. Grants, Contracts, &amp; Other External Sources</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>4. Other Sources</strong></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>TOTAL (Add 1 - 4)</strong></td>
<td>$143,885</td>
<td>$252,321</td>
<td>$397,399</td>
<td>$550,585</td>
<td>$638,657</td>
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</table>

* Annual Tuition is based on 75% in-state plus 25% out of state rates for an average of $500/credit x 18 credit hours per student. This figure does not include UMCP registration, technology, or other fees.
<table>
<thead>
<tr>
<th>Expenditure Categories</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Faculty Expenses (b + c below)</td>
<td>$ -</td>
<td>$ 10,080</td>
<td>$ 22,680</td>
<td>$ 75,600</td>
<td>$ 81,900</td>
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<td>0.0</td>
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<td>1.0</td>
</tr>
<tr>
<td>b. Total Salary</td>
<td>$ -</td>
<td>$ 8,000</td>
<td>$ 18,000</td>
<td>$ 60,000</td>
<td>$ 65,000</td>
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<tr>
<td>c. Total Benefits*</td>
<td>$ -</td>
<td>$ 2,080</td>
<td>$ 4,680</td>
<td>$ 15,600</td>
<td>$ 16,900</td>
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<tr>
<td>2. Total Administrative Staff Expenses (b + c below)</td>
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<td>$ 31,500</td>
<td>$ 31,500</td>
<td>$ 31,500</td>
<td>$ 41,580</td>
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<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
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<tr>
<td>b. Total Salary</td>
<td>$ 20,000</td>
<td>$ 25,000</td>
<td>$ 25,000</td>
<td>$ 25,000</td>
<td>$ 33,000</td>
</tr>
<tr>
<td>c. Total Benefits*</td>
<td>$ 5,200</td>
<td>$ 6,500</td>
<td>$ 6,500</td>
<td>$ 6,500</td>
<td>$ 8,580</td>
</tr>
<tr>
<td>3. Total Support Staff Expenses (b + c below)</td>
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<td>$ 90,000</td>
<td>$ 135,000</td>
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<td>$ 158,000</td>
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<td>a. # FTE</td>
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<td>4.0</td>
<td>6.0</td>
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<td>7.0</td>
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<tr>
<td>b. Total Salary**</td>
<td>$ 27,000</td>
<td>$ 54,000</td>
<td>$ 81,000</td>
<td>$ 95,000</td>
<td>$ 95,000</td>
</tr>
<tr>
<td>c. Total Benefits***</td>
<td>$ 18,000</td>
<td>$ 36,000</td>
<td>$ 54,000</td>
<td>$ 63,000</td>
<td>$ 63,000</td>
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<td>4. Equipment</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>5. Library</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
<td>$ 2,500</td>
</tr>
<tr>
<td>6. New or Renovated Space</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>7. Other Expenses</td>
<td>$ 10,000</td>
<td>$ 7,000</td>
<td>$ 4,000</td>
<td>$ 5,500</td>
<td>$ 10,000</td>
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<tr>
<td>TOTAL (Add 1 - 7)</td>
<td>$ 82,700</td>
<td>$ 141,080</td>
<td>$ 195,680</td>
<td>$ 273,100</td>
<td>$ 293,980</td>
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</table>

* Fringes calculated at 26% for Faculty & Admin Staff  
** This figure includes Graduate Assistantship stipends only  
*** This figure includes tuition remission only and is calculated at #FTE x $500/credit x 18 credits/year
APPENDICES

I. Internship/Employment Summary

II. Letters of Support

III. Typical Course Sequences for MAA and PhD in Master of Applied Anthropology (MAA) Anthropology

IV. Matrices Portraying Faculty Interests

V. Library Resources Report

VI. Representative Sources of External Support for Doctoral Student in Anthropology
Appendix I: Master of Applied Anthropology (MAA) Internship/Employment Summary
MAA ALUMNI PROFILES: INTERNSHIPS & SUBSEQUENT EMPLOYMENT

Ashley Aakesson (2001) completed her internship at the Congressional Hunger Center, a non-profit organization in Washington D.C. Ashley conducted a program evaluation of the Mickey Leland Hunger Fellows Program. She is currently working as a Behavior Change Specialist for the Food Security Unit in the Ethiopian Field Office of the Save the Children organization.

Kelly Arey (2001) interned with the Center for Artistry in Teaching, a District of Columbia non-profit organization committed to improving the quality of education in the District’s public schools. She is now employed as a research analyst for the Department of Research and Policy Development at the Corporation for National and Community Service.

Matt Barranca (1999) completed an internship with the U.S. Department of State, Bureau of African Affairs, Dakar, Senegal. Working at the American Embassy, Matt conducted an ethnographic assessment of the used clothing import market in Dakar. He is currently working as a Research Director with Context, an ethnography-based research group situated in Baltimore.

Joy Beasley (2001) interned with the National Park Service conducting an historical research project focused on a 18th and 19th century tobacco and small grains plantation located at Manassas National Battlefield Park in Virginia. She is now working as the Cultural Resources Program Manager at Monocacy National Battlefield and recently received the 2005 Cutter Award for NPS Park Archaeology Excellence.

Andrea Berardi (2004) interned in the community of San Pedro, Bolivia, documenting local perspectives and conceptions of sustainability in response to increased pressure on indigenous communities to become involved in the commercialization of timber and sustainable forest management. She is currently working as a Community Conservation Specialist in the Center for Cultural Understanding and Change at the Field Museum in Chicago.

Brandon Bies (2003) received an IMPART grant from the Maryland Historical Trust to conduct a survey of the Camp Hooker archaeological site, which he subsequently nominated to the National Register of Historic Places. He currently
serves as the Cultural Resource Specialist for the George Washington Memorial Parkway, which runs through portions of Maryland, Virginia, and the District of Columbia.

**Don Creveling** (1990) interned as a preservation archaeologist for the City of Alexandria. His position involved several different activities, including development of guidelines to implement an Archaeological Preservation Ordinance. He is currently serving as the Archaeology Program Manager for the Natural and Historical Resources Division of the Maryland-National Capitol Park and Planning Commission of Prince George’s County.

**Janet Cohen** (1989) interned with Earthwatch in Mexico, where she conducted an evaluation of a local fishing cooperative. She was subsequently employed as a Cultural Resources Specialist by the Navajo Nation. Janet is currently employed as an Anthropologist with the Alaska Region of the National Park Service.

**Alejandra Colom** (2001) worked for her internship with the United Nations Transitional Administration for East Timor, in the Office of Transitional Initiatives in Dili, East Timor. She conducted a program evaluation of the Transitional Employment Program. She currently teaches applied anthropology at the Universidad del Valle de Guatemala.

**Gisele Crawford** (1994) interned with the Aspen Institute in Washington D.C., compiling and analyzing research on grassroots action and popular participation in the international non-profit/non-governmental sector. She is currently the Manager of the Community Information Empowerment Project at the North Carolina Client and Community Development Center of Legal Services.

**Nina Fascione** (1994) completed her internship at the Phoenix Zoological Park, incorporating information about culture into their rainforest exhibits. She is currently the Vice President of Species Conservation for the Defenders of Wildlife, and internationally active conservation organization.

**Vicki Ferguson** (1992) was part of a Joint Research Team on AIDS and Family Education in Uganda where she helped with the planning, evaluation, and implementation of programs involving women and children. She also compiled a literature database on AIDS in Africa for CuSAG. She is now
Program Director for Public Education and Outreach at Africa Action.

Karen Gilbride (2001) worked with the United States Department of Agriculture’s International Program Division on an agricultural development project in the Republic of Armenia. She is currently employed as a Program Officer for the Department of State’s Bureau of Democracy, Human Rights and Labor.

Amy Hardt (2003) conducted research exploring behavioral risks related to HIV infection for transgender communities, particularly among commercial sex workers in Washington D.C. She is currently an Evaluation Data Coordinator with the University of Maryland’s Laboratory for Behavioral Assessment and Intervention.

James Harmon (1997) performed an archaeological and ethno-historical investigation of the 17th century Native American residential site, the Posey Site. He pursued his PhD in Geography at the University of Maryland and is currently employed as the Northeast Region Archaeology Program Archaeologist for the National Park Service.

Matthew Hora (2004) interned with LTG Associates, a leading social science consulting firm in Washington D.C., developing Geographic Information Systems (GIS) databases in order to integrate geo-spatial analysis into LTG’s health care and evaluation research. He is currently employed as a Cultural Anthropologist at LTG Associates.

Linda Kaljee (1988) interned with the Select Committee on Hunger of the U.S. House of Representatives. She researched previous hearings to address specific problems of hunger in Houston, Appalachia, and among Black families. She then worked on the Eastern Shore of Maryland as a Research Assistant for the University of Maryland School of Pharmacy where she helped design a study, interviewed patients and physicians, and conducted general observation. She recently completed her PhD in Anthropology at the American University. She is currently a full-time researcher with the University of Maryland Medical School.

Amanda Mason (2000) interned for Friends of Camp Santanoni, a partnership of non-profit, state, and city organizations focused on the Santanoni Preserve in New York’s Adirondack Park. She studied visitor behavior and local community relationships to the preserve while educating tourists and
locals. She is currently a Program Associate for the Western Erie Canal Heritage Corridor in New York State.

Sharon Ann McCarthy (1993) worked with audience development at the Jefferson Patterson Park and Museum in St. Leonard, Maryland. She created a research profile on current and potential audiences and developed a model for use by small museums. She is currently employed as a Project Manager in the Archaeological Assistance Division of the National Park Service.

William McKinney (1996) interned for the Center for Minority Health Research in Baltimore producing a video entitled "Parents for Safe Children" that was used in violence reduction efforts in public housing. He went on to pursue his PhD at Temple University and is currently serving as the Deputy Director of the Howard Samuels State Management and Policy Center at the City University of New York.

Teresa Moyer (2002) performed her internship work for the Browne House Outreach Education Program in Queens, New York. She used archaeology to demonstrate the historical relevance of a seventeenth century landmark associated with the early American struggle for religious freedom to Flushing, New York's current population, which includes a sizable Asian immigrant population. She is currently working with the National Park Service’s Archaeology and Ethnography Program.

Paul Mullins (1990) did his internship with the Archaeology in Annapolis project. He compiled an archaeological survey plan for Annapolis that was submitted to the Maryland Historical Trust. He completed a PhD at University of Massachusetts-Amherst and is currently an Assistant Professor at Indiana University.

Matthew Palus (2000) conducted interdisciplinary archaeological investigations at several sites in Harper’s Ferry National Park in West Virginia. He continued his education in pursuit of a PhD at Columbia University and is now serving as the Associate Director for the University of Maryland’s Field School in Urban Archaeology.

Lisa Pfeifer (2001) interned at the Behavioral Endocrinology Laboratory in the Department of Biology at the University of Maryland. She used an animal model to study the influence of the hormone oxytocin on social behaviors in mammals. Lisa continues studying oxytocin and related hormones in the pursuit of a PhD in Biology at the University of Maryland.
Flora Price (1989) interned at Towers, Perrin, Forster, and Crosby, a Washington D.C. based management consulting firm as a Compensation Analyst in the Human Resources Service Department. She went on to complete her PhD in Anthropology at the University of New Mexico and is now an Assistant Professor in the Sociology Department at Salem State College in Massachusetts.

Ester Doyle Read (1990) interned with Archaeology in Annapolis on the State Circle Archaeological Project. She is currently employed as an Archaeologist for the City of Baltimore, Maryland.

Heather Reisinger (1998) interned with the Office of Human Relations Program at the University of Maryland, College Park, where she designed a diversity and conflict management training manual and conducted diversity workshops to assist the OHRP in its student outreach efforts. She pursued her PhD in Anthropology at American University and is currently involved in post-doctoral work at the Bloomberg School of Public Health at Johns Hopkins University.

Amanda Ritchie (2001) completed an internship with Vecinos Mundiales/ Honduras, a non-governmental organization that promotes integrated rural development in Honduras. She assisted with assessments of the organizations sustainable agriculture, health, and community organization programs. She is currently employed as a Project Coordinator for the Center for Drug Use and HIV Research, National Development and Research Institutes, Inc. in New York City.

Sara Rivers (2002) received an IMPART grant from the Maryland Historical Trust to perform extensive historical research at the Hermitage, a French Plantation located in Monocacy National Battlefield Park in Maryland. She is currently a Curation & Conservation Assistant for St. Mary's City in Southern Maryland.

Karen Rodriguez (2002) examined the use of anthropology in a study abroad program in Venezuela. She is currently the Director of the CIEE, a leading U.S. non-governmental international education organization. CIEE creates and administers programs that allow high school and university students and educators to study, volunteer, work, and teach abroad.
Robin Delaney Shabazz (1995) conducted an ethnographic study of Civic Works Youth Corps program, one of the 91 Summer of Safety Programs implemented under the Americorps initiative, on behalf of the Corporation for National Service. She is currently serving as a Program Manager for the Office of Juvenile Justice and Delinquency Prevention of the United States Department of Justice.

Shoshanna Sumka (2000) interned at the Experiment in International Living office in Quito, Ecuador. Working with students and host families involved in a study abroad program, she examined the role of study abroad programs in increasing cross-cultural communication. She is currently Coordinator of Global and Community-Based Education at American University.

Katrina Thurman (1999) was hired by the Delmarva Poultry Justice Alliance and the United Food and Commercial Workers Local 27 to serve as a community liaison and educational/legal outreach worker to poultry processing plant workers and poultry growers on the Delmarva peninsula. She organized and directed local community action meetings, developed networks of individuals interested in working toward justice in the poultry industry, and actively served on committees organized to oversee the current goals and future actions of the Poultry Justice Alliance. She is presently employed as Vice President for Communications and Development with Goodwill of Central Arizona.

Lori duTrieuille (1995) was already working with AfriCare in Washington D.C. As part of an AfriCare team, Lori went to Bangul, Central Republic of Africa, to do her internship. She conducted interviews with service providers in rural villages, with the goal of finding ways to incorporate existing services into a larger public health initiative. She is now Assistant Director for Francophone West and Central Africa Region of AfriCare.

Judy Tso (2000) completed her internship as a Program Evaluator of two after-school reading programs managed by the Baltimore based non-profit, Baltimore Reads. Judy currently owns and operates her own consulting firm, Aha Solutions. Aha Solutions offers leadership training, program evaluation, consulting and research services.

Kirsti Uunila (1996) interned with the Maryland State Historical Trust and the Chief of Archaeology Division monitoring legislation concerning repatriation issues and
burials in Maryland. She is currently serving as the Historic Preservation Specialist in the Jefferson Patterson Park and Museum in the Maryland Department of Housing and Community Development.

Rachel Watkins (1996) conducted a Community Needs Assessment of the Liberty Medical Center’s service area, and constructed a matrix of community profiles. She continued her studies in pursuit of a PhD in Anthropology at the University of North Carolina and is now employed as an Assistant Professor in the Department of Anthropology at American University.

Kerry Weeda (2001) worked at the National Senior Citizens Education and Research Center (now Senior Service America, Inc.) analyzing their employment program, Senior AIDES. She is currently employed as a Developmental Specialist at LTG Associates, a leading social science consulting firm in Washington D.C.
Appendix II: Letters of Support
April 27, 2004

Professor Erve J. Chambers, Chair
Department of Anthropology
University of Maryland, College Park
College Park, Maryland 20742

Dear Professor Chambers:

I am very happy to support your timely and well thought out proposal for a doctorate in anthropology at the University of Maryland. As President of the American Anthropological Association, the leading and largest academic society of anthropologists in the United States, I am enthusiastic about the growth and development of your academic unit. Anthropology currently enjoys many areas of intellectual advancement that are widely recognized within the United States and internationally today. Your university has helped to lead the way in applying the results of anthropology, and your strong commitment to applied anthropology is central to the success of our discipline. I am delighted to offer you the Association's support and encouragement for your Ph.D. plans.

The American Anthropological Association has long recognized that the greater Washington area, which includes the University of Maryland, has one of the largest, most diverse, and most active group of anthropologists in the United States. Washington is the home to hundreds of anthropologists, many of them applied anthropologists, and they would certainly welcome a program which represented the best and most current trends and accomplishments of our discipline.

The American Anthropological Association conducts regular surveys of departments of anthropology around the country. These surveys indicate that applied anthropology, historical archaeology, and human biology are currently among the areas of anthropology that are showing the most rapid growth and making the most exciting intellectual contributions to our field as a whole. You have already shown that your department has a history of high
productivity and high employment for your now well-known Masters of Applied Anthropology degree program. Based on that, on the proven popularity and intellectual importance of the areas within anthropology that you have chosen to emphasize, and on the importance of your university and the greater Washington area, I enthusiastically support your plan for a Ph.D. in anthropology.

Sincerely,

Elizabeth Brumfiel
President
March 22, 2004

To: Dr. Erve Chambers, Chair
Department of Anthropology, 1111 Woods Hall
University of Maryland, College Park, Maryland 20742

From: Linda A. Bennett, Chair, Consortium of Practicing and Applied Anthropology Programs (COPAA)

Re: Proposal for a Ph.D. Program in Applied Anthropology

On behalf of the Consortium of Practicing and Applied Anthropology (COPAA) Programs, I am writing in enthusiastic support for the development of a PhD program in Applied Anthropology at the University of Maryland. While there is a strong need for doctoral level educated students in applied anthropology to enter advanced level positions across the country and internationally, we have a dearth of programs that offer such a degree program. Several strong master’s level programs around the United States are designed specifically for applied anthropology education and training. Currently, though, there is only one doctoral program explicitly in applied anthropology (University of South Florida) and another in the midst of being developed and approved (Oregon State University). Master’s programs such as the one at the University of Memphis, my home institution, would welcome the development of a doctoral level program in applied anthropology at the University of Maryland and would be pleased to send our alumni there should they wish to continue their graduate training. I feel certain that other COPAA departments would feel the same.

Please feel free to contact me at lbennett@memphis.edu for further discussion about a proposal for a PhD Program in Applied Anthropology at the University of Maryland.

Sincerely yours,

[Signature]

Linda A. Bennett, Ph.D., Chair, COPAA
Professor of Anthropology
Associate Dean for Graduate Studies and Research
Dr. Erve Chambers, Chair  
Department of Anthropology  
1111 Woods Hall  
University of Maryland  
College Park, MD 20912

March 20, 2004

Dr. Christine Jirikowic  
9907 Old Colchester Rd.  
Lorton, VA 22079

Dear Dr. Chambers:

I am writing on behalf of the Maryland Advisory Committee on Archeology. We would like to express our support for the University of Maryland’s Department of Anthropology’s proposed Ph.D. program in Applied Anthropology. We believe that such a program would make a valuable contribution to the larger field of historic preservation in the state of Maryland. As it stands, there are no programs in Maryland that allow graduate students interested in the archaeological investigation of Maryland’s past to pursue a doctoral degree. We believe that the proposed program would provide the needed opportunity for dedicated students to receive training and conduct research here within the state. Further, we believe that an in-state Ph.D. program would encourage those students receiving degrees to find post-graduate employment in Maryland, thus providing a better educated and more highly skilled work force for the various employments relating to Maryland’s heritage. In today’s world of rapid and extensive land development, we need all the skilled and dedicated persons we can get to work towards protecting, preserving, and appreciating Maryland’s archaeological resources and rich heritage. We fully support the proposed program and hope that it will succeed.

Sincerely,

[Signature]

Dr. Christine Jirikowic  
Chair, Maryland Advisory Committee on Archeology
March 25, 2004

Dr. Erve Chambers, Chair  
Department of Anthropology  
University of Maryland  
College Park, MD 20742

Dear Erve:

I just saw the announcement of the proposal for the doctoral program in Applied Anthropology at the University of Maryland – College Park and I wanted to congratulate your department and add a few words of support.

The proposal clearly builds on Maryland’s all ready outstanding attributes: training students for careers in Applied Anthropology both within and external to academic institutions by providing them with both instruction and experience. As you know, an ever-increasing number of students are seeking careers in applied anthropology and there are not enough doctoral programs specializing in applied anthropology to provide them all with the educational experiences they require. Maryland’s contributions are most urgently needed and will be greatly welcomed.

Over the past several years I have been involved as an outside reviewer for a number of departments and have become familiar with their department’s strengths and weaknesses. The proposal for your doctoral program, with its focus squarely centered within your department’s history of achievements, which focuses on Health, Environment and Heritage will usefully augment and expand the range of options for students. I am quite confident that your program will have no difficulty recruiting excellent students. Indeed, given your proximity and history of collaboration with government agencies in the Washington DC area, I think you will find a natural constituency among them also.

As President of the Society for Applied Anthropology, I strongly endorse your new venture and believe it will be a real contribution to the discipline of Anthropology, and the practice of Applied Anthropology.

Best wishes,

Linda M. Whiteford, PhD., MPH  
Professor of Anthropology, and  
President of the Society for Applied Anthropology
Dr. Erve Chambers, Chair  
Department of Anthropology  
1111 Woods Hall  
University of Maryland  
College Park, MD 20912

Dear Dr. Chambers:

I understand that the Department of Anthropology at the University of Maryland, College Park, is developing a proposal for a doctoral program in Applied Anthropology. It is with enthusiasm that I write in strong support of your proposal.

As Maryland’s State Terrestrial Archeologist I have a broad perspective on the practice of archeology in the state. I have the privilege of working with both lay and professional archeologists, in settings that vary from community-based initiatives designed to explore local social history, through organizational efforts aimed at assisting active professionals with their archeological research while providing opportunities for the interested public to participate in field work, to Cultural Resources Management projects intended to assist public decision-makers fulfill their regulatory obligations to consider all resources potentially affected by their projects. All of these settings require the involvement of dedicated professional archeologists with a committed interest in local and regional archeological practice and knowledge. When these professionals also have a commitment to the communities being served or affected by the projects their effectiveness is significantly enhanced. In growing this pool of committed professionals, we are currently disserved by the lack of an in-state doctoral program in archeology. Those professionals wishing to pursue their education beyond the master of arts level must go elsewhere. As a consequence, dedicated scholars leave Maryland just as they are maturing intellectually and socially, and develop attachments and commitments to communities in other states.

State and federal agencies located in Maryland also employ many professional archeologists. These public agencies are tasked with responsibilities for considering archeological resources during their planning, management, and development activities. All of these government-employed archeologists must meet Secretary of the Interior Standards, and these call for advanced degrees. As competition for these government jobs intensifies, a doctoral degree is often an advantage to a candidate. Currently, all candidates with doctoral degrees are, by necessity, at least in part trained in states other than Maryland.
March 30, 2004

I strongly lament the current lack of Maryland-trained archeologists with doctoral degrees. It
greaves me to think of the doctoral-level graduate research being conducted by Maryland
residents in other states. I mourn the loss of federal and state research grant funds that could be
sought and used by Maryland doctoral students to serve communities in Maryland. I
congratulate you on your quest for a Ph.D. program in applied anthropology, and I wish you
success in this endeavor.

If you have any questions please feel free to contact me at 410.514.7665, or by email at
hall@dhcd.state.md.us.

Sincerely,

Charles L. Hall, Ph.D.
State Terrestrial Archeologist
Dr. Erve Chambers  
Chair  
Department of Anthropology  
111 Woods Hall  
University of Maryland  
College Park, MD 20912

Dear Dr. Chambers:

I am writing to you as President of the Society for American Archaeology to express my strong support for the proposed creation of a Ph.D. program in Applied Anthropology within the Department of Anthropology at the University of Maryland. The Society for American Archaeology is [insert standard blurb about SAA].

Within the discipline of archaeology, by far the majority of jobs in the United States today are in the applied field – what is called “cultural resource management” or CRM. These career paths include federal, state, local, and tribal government positions and private sector jobs in consulting firms, environmental and engineering firms, and development industries. For both government and the private sector, one of the most difficult challenges is finding archaeologists who have the right training, experience, and skills to fill upper level positions.

As an archaeologist whose entire career has been spent in the CRM field, and who had to learn much of what she really needed to know on the job, I am especially please to support this proposal. A Ph.D. program in applied anthropology will be a service to your future students by preparing them for the archaeology job market as it is, and will continue to be, in the 21st century. The program will also be a service to the CRM professions by providing us with well-qualified individuals possessing the needed knowledge and skills. And it will be a service to society by providing communities, Native American tribes, and organizations with trained professionals who can assist them in heritage preservation.

Sincerely,

Lynne Sebastian, Ph.D., RPA  
President
April 2, 2004

Dr. Erve Chambers
Professor and Chair
Anthropology Department
The University of Maryland
1111 Woods Hall
University of Maryland
College Park, MD 20742

Dear Dr. Chambers,

I read with great interest your announcement of the development of a new Ph.D. program in applied anthropology in the Anthropology Department of the University of Maryland, College Park. From my perspective this is both important and timely and has the potential to catalyze a number of innovative activities that should have far reaching implications for the Chesapeake Bay community.

As you are well aware, the Chesapeake Bay watershed is unique in many respects and is considered a model worldwide for the development and implementation of environmental policy. Over the course of our interactions these past few years, I have become convinced that the tools of your discipline are of real importance to understanding how diverse communities will interpret and react to information and ultimately form opinions that will impact the success of efforts to conserve and restore the Bay. The program you describe will provide training for students in an environment ripe with practical research opportunities. That the products of this research endeavor have the potential to make real and quite possibly near-term impacts on the Bay and its communities is an added bonus, as are the wealth of programs and institutions that can partner with you and your students.

I look forward to the development of this new doctoral program and to collaborating with you and your students in the coming years.

Sincerely,

[Signature]

Jonathan G. Kramer, Ph.D.
Director
June 30, 2004
Ref: proposed Ph.D. program in applied anthropology

Dr. Erve Chambers
Chairman
Department of Anthropology
University of Maryland at College Park
College Park, Maryland 20742

Dear Dr. Chambers:

As outgoing president of the Washington Association of Professional Anthropologists (WAPA), and as an anthropologist who has spent his career primarily in consulting and government service, I am writing to express strong support for the proposal to establish a Ph.D. in applied anthropology at the University of Maryland.

Your proposal recognizes the growing need to adapt the skills and capabilities of cultural anthropology to the requirements of professional employment. The three areas designated as program emphases -- health, environment, and cultural heritage -- seem highly appropriate. They are all multidisciplinary professional areas in which anthropologists have a recognized role.

Over the past century American anthropology seldom accorded professional application the same respect given scholarly research. Doctoral-level training generally reflected this bias. As a result, anthropologists lost out in career choices and professional opportunities to fields such as economics, which has long recognized professional employment in government, corporations, and the nonprofit sector as a critical aspect of the discipline. In turn, employers lost opportunities to benefit from the distinctive skills and perspectives that cultural anthropology can provide.

Correcting this situation will require a change in attitude, but more importantly it will require innovation in how the discipline prepares its graduate students. The proposed Ph.D. in applied anthropology would offer an innovative and valuable contribution to meeting this pressing need.

Sincerely,

Robert Winthrop, Ph.D.

Washington Association of Professional Anthropologists
Box 23262 L’Enfant Plaza Station
Washington, D.C. 20026
College and Campus Administration  
University of Maryland, College Park  
Campus

Dear Administrators:

I am writing this letter in support of the Department of Anthropology's proposal to initiate a Ph.D. program in Applied Anthropology.

While I am a professor, and currently chair, of American Studies, my M.A. and Ph.D. degrees are in anthropology (from the University of Pennsylvania) and I have had ongoing connections with the UMCP anthropology department since arriving on campus in 1978. I know and have worked with many of the faculty, I know their scholarly work, I have served on committees with several of them (including work on a post-tenure review committee that evaluated the contributions of several of the current anthropology professors), and I continue to be an affiliate of Anthropology. I have also worked with several Anthropology graduate students. I believe, therefore, that I am in a very good position to assess the merits of this proposed Ph.D. program.

I have a great deal of respect for both individual anthropology faculty and for the Applied Anthropology Program in general. Anthropology has a tremendous amount to offer in understanding the complex cultural situations that characterize our past and current national and international social worlds. Especially given the current globalizing process, it is imperative that anthropological perspectives, understandings, and knowledge be brought to bear on practical social issues. This is what applied anthropology seeks to do. The University of Maryland Applied Anthropology Program is regarded as one of the very strongest programs in the country that concentrates on this dimension of the field. Adding a Ph.D. program will significantly advance the anthropology department and it has the necessary faculty resources to do this well. This initiative will be good for the department, the campus, the field of anthropology, and for those areas of society that will benefit from the application of anthropological methods and understandings. I also look forward to the ways in which the new Ph.D. program in anthropology will benefit other campus units including my own American Studies Department. I am sure that our own graduate students, several of whom take a courses in anthropology, will be interested in and will benefit from the new Ph.D level courses that will be available in the important areas of health, environment, and heritage.

I am pleased to offer my strongest support for this proposal. If I can offer additional information, please contact me.

Sincerely,

John L. Caughey  
Chair and Professor of American Studies
October 19, 2004

Dr. Erve Chambers
Chair,
Department of Anthropology
0101 Woods Hall
CAMPUS

Dear Erve:

I am pleased to write a letter in support of the Anthropology department's proposal to establish a PhD program in applied Anthropology. As you know, two of our faculty, Lynn Bolles and Seung-kyung Kim are anthropologists and serve as affiliate faculty in your program. They, as well as other members of our faculty and yours have had long and fruitful collegial relationships. Several of your faculty are affiliates in Women's Studies and have worked with us on joint initiatives. Additionally, we have had several MA students in anthropology participate in our graduate certificate program. I would expect that the establishment of a PhD in applied Anthropology would offer new and creative opportunities to develop additional modes of collaboration, and I believe that the new degree program will also benefit the campus as a whole, especially at a time when we are seeking to find ways to demonstrate our engagement in and benefit to the State the region, and beyond.

Your program will also have some direct benefits for our Department. Most Women's Studies PhD students are interested in both the creation of knowledge and in how that knowledge may be used in organizational and community change. In addition, now that we are in the fifth year of our own PhD program, it is apparent that a number of students have an interest in anthropological research and see it as something they would like to learn more about and perhaps incorporate into their own dissertation research. Your doctoral program will provide advanced courses that I am confident a number of our students will want to take advantage of. Finally, Drs. Kim and Bolles have also expressed great enthusiasm for your proposal and see it as something that will support their own teaching and research in Women's Studies. Thus we, in Women's Studies, see this initiative not only an asset for the campus but also as a way to enhance opportunities for our graduate students and to strengthen our interdepartmental working relationships.

I wish you every success as you shepherd your proposal through higher levels of review and I look forward to hearing of a successful outcome to this process.

Sincerely,

[Signature]

Bonnie Thornton Dill
Professor and Chair
June 26, 2004

Professor Erve Chambers
Chair,
Dept. of Anthropology
CAMPUS

Dear Colleague:

I am writing in support of the proposed Ph.D. program in Applied Anthropology. Given the reputation achieved through the MAA program, as well as the increased strength Maryland has obtained with several major appointments, the new Ph.D. will surely attract top US and international students to College Park.

The subfield of cultural anthropology will be of particular interest to students of Latin America. The extensive contacts that both Janet Chernela and Judith Freidemberg have in the region, added to their recognition and stellar work, will certainly contribute to the value of this program.

Wishing you speedy approval, I remain,

Sincerely,

[Signature]

Sadl Sosnowski
Director of International Programs and of the
Latin American Studies Center
10 July 2004

Dr. Erve Chambers, Chair  
Department of Anthropology  
University of Maryland  
College Park, MD 20742

Dear Erve,

I was pleased to learn that your department may be instituting a new Ph.D. graduate program. There is already a strong link between your department and the M.S. program I direct in Sustainable Development and Conservation Biology (CONS). Many of our students take courses in your department, and I suspect that any additional courses added as part of the Ph.D. program would also be of interest to them. I have heard a lot of compliments in particular about Michael Paolisso’s courses.

CONS has sent graduates on to Ph.D. programs on campus such as PUAF, MEES, BIOL, GEOG, and AREC, and I suspect that the Anthropology Ph.D. may also be of interest to some of our graduates. I am pleased to offer the support of the CONS program for your proposed Ph.D. program, and look forward to learning more about it in the future.

Sincerely,

David W. Inouye
Dr. David W. Inouye, Director  
Sustainable Development and Conservation Biology  
Department of Biology  
University of Maryland  
College Park, MD 20742  
301-405-6946  
inouye@umd.edu
Dear Professor Chambers:

Please know of this Department’s strong support for your Department’s proposal conferring the Ph.D. in Anthropology.

As the Department of Art History and Archaeology, we wish to remind you that this faculty has been long committed to the serious study of world archaeology, both as an venerable scholarly discipline and as a practical curriculum. Through courses devoted to the theory, history, and practice of archaeology this Department has trained generations of undergraduates and graduate students. Moreover, faculty specialists on the archaeology of Africa, the Near East and Classical World, East Asia, and the Ancient Americas have made major contributions to the body of scholarship that defines the field, both broadly and narrowly focused.

In order to actualize the curriculum in archaeology, while promoting the graduate study of archaeology at this University, this Department is committed to work in closest collaboration with allied departments. No department is more important to this collaborative effort than Anthropology. The long, distinguished, and internationally recognized engagement of your faculty in the field of anthropological archaeology, in particular, is the perfect complement to this Department’s faculty emphasis on the Art of the Americas. Indeed, this Department relies heavily on the distinction of your Department in order to make the study of American material culture at Maryland among the most respected in the nation. And that deserved national reputation would be significantly enhanced should the Department of Anthropology be authorized to confer the doctoral degree.

Thus, the merits and desirability of a Ph.D. degree in Anthropology, with a focus on applied anthropology, including archaeology, go well beyond the interests and reach of the Department of Anthropology itself; they affect dramatically the current programs and curricular initiatives of Art History as well. As a consequence, this Department supports in the strongest terms and with the greatest expectations your proposal for the right to confer the doctoral degree.

Sincerely,

[Signature]

Steven Mansbach
Professor and Chair
June 4, 2004

To whom it may concern:

It gives me great pleasure to write this letter in support of The Department of Anthropology’s proposal to initiate a doctoral program. Currently the Department offers a successful Master of Applied Anthropology degree and is seeking to establish an exciting doctoral program that will include three areas of concentration, Health, Environment and Heritage.

The Department of Anthropology is well respected at the campus and national levels. Our Department of Public and Community Health has long had a productive relationship with the Department of Anthropology, particularly with Drs. Freidenberg and Whitehead. Their groundbreaking use of anthropological research techniques in the area of health status and indicators has complemented our own faculty’s research expertise in public health. Our mutual interests have resulted in Drs. Freidenberg and Whitehead being appointed as affiliate faculty in our department.

The addition of a doctoral program to the Department of Anthropology will enable their faculty to direct students in the more advanced aspects of anthropology research, an experience that will ultimately reap rewards for the Department, the University and the profession. Having a doctoral program is not necessarily essential to every discipline, but having worked with some of the relevant faculty, I feel strongly that to fully maximize the Department of Anthropology’s potential, the ability to offer a doctoral degree is essential. The nature of the proposed Ph.D. degree is very different from that of the current Master’s degree and would serve a different population. The combination of the Master’s and Ph.D. degree programs would afford the Department of Anthropology to offer a wider range of educational opportunity for students, and provide faculty with an exciting opportunity to perform advanced research and mentoring with Ph.D. students. I wholeheartedly support the Department of Anthropology’s proposal to offer a doctoral degree program.

Rob G. Sawyer, Ph.D.
Chair
Erika K. Martin Seibert  
P.O. Box 383  
Walkersville, MD 21793  
May 1, 2004

Dr. Erve Chambers, Chair  
Department of Anthropology  
1111 Woods Hall  
University of Maryland at College Park  
College Park, MD 20742

Dear Dr. Chambers,

My name is Erika Martin Seibert and I work as an archeologist for a government agency in the Washington, D.C. metro area. I hope you will accept this letter of support for the proposed Ph.D. program in Applied Anthropology at the University of Maryland, College Park.

As you may know, the Washington, D.C. metro area has a large number of organizations and agencies that provide job opportunities for anthropologists with expertise in the areas of health, environment, and heritage. In these times of decreased attention and support of social and cultural programs it is especially important, and I would argue, imperative, that anthropologists filling these positions have a strong background in applied work and are particularly adept at applying current anthropological theory in applied situations.

A Ph.D. in Applied Anthropology would emphasize the need for reflection upon the uses of anthropology in modern society. This focus would promote the improvement of anthropology in current practice, and I believe, bring to light the significance of anthropology in the modern world, in the conduct of other professions, and in the function of private organizations as well as federal agencies.

I believe a Ph.D. program in Applied Anthropology would fill these needs, though there is currently no local program that does so. The last ten years have seen a significant rise in the number Applied Anthropology programs, though there are still only a few Universities that offer a Ph.D. in Applied Anthropology. Thus, the University of Maryland’s program would be unique not just locally, but across most of the country.

I have worked with faculty, staff, and students in the University of Maryland’s Master’s of Applied Anthropology program through participation on MAA Internship Committees and the quality of students I have worked with is impressive. I have every confidence that the faculty, staff, and students at the University of Maryland would make a Ph.D. program in Applied Anthropology a success and I thank you for the opportunity to voice my support.

Sincerely,

Erika K. Martin Seibert  
Professional Archeologist
April 19, 2004

Prof. Erve Chambers
Chair, Department of Anthropology
1111 Woods Hall
University of Maryland
College Park, MD 20742

Dear Professor Chambers,

I am writing in strong and enthusiastic support of your department’s effort to develop a PhD program in Applied Anthropology. This is an effort that is long overdue given the tremendous success of your existing Master of Applied Anthropology program.

There is perhaps no better time than the present to introduce such an important program at Maryland. Again and again, the value of an anthropological approach to the everyday world has been demonstrated and reported in popular, professional, and academic literature. The areas of concentration you propose – heritage, environment, and health – are especially timely, given the growing personal and public interest in these issues.

As an archaeologist and museum professional, I am especially interested in the promise a PhD program such as yours would offer to what might be best described as heritage practice in Maryland and the wider region. There are so many dimensions to what we call heritage: from the practical management of sites to a consideration of the types of stories told in these places; from questions of economic development to the relationship between place, memory, and heritage. I know of no program in the region that casts such a wide net as you propose to consider heritage and heritage practice.

My staff and I at the Maryland Archaeological Conservation Laboratory/I. Patterson Park and Museum look forward to serving such a program in any way you think we might be of help.

On a personal note, I was born and raised in Maryland, and when I decided to pursue post-graduate study in archaeology and museums, I found that I had to leave the state to attend university elsewhere. That was 20 years ago, and yet opportunities for post-graduate education in heritage studies remain limited in the state. The new program you are proposing would go a long way to serving new generations of Marylanders, particularly given the rich and valuable history of the state.

Good luck with your effort! If I can be of further assistance as you embark upon this important project, please do not hesitate to contact me at 410.586.8551 or by email at king@dhcd.state.md.us.

Sincerely,

Julia A. King, Ph.D.
Director, Maryland Archaeological Conservation Laboratory, I. Patterson Park and Museum
Adjunct Associate Professor of Anthropology, St. Mary’s College of Maryland
Appendix III: Typical Course Sequences for MAA and PhD in Anthropology
TYPICAL COURSE SEQUENCES FOR MAA & PH.D. IN ANTHROPOLOGY

Following are typical course sequences required to complete the Master of Applied Anthropology and the Ph.D. in Anthropology at the University of Maryland, College, as proposed in this document. Actual sequences will vary, of course, depending on each student's particular areas of concentration and subdisciplinary interests. These sequences assume that the student has entered the program with a B.A./B.S. degree.

All courses are for three (3) semester hours unless indicated otherwise. *Indicates required core courses.

SEQUENCE ONE: FOR A STUDENT IN APPLIED CULTURAL ANTHROPOLOGY WITH AN INTEREST IN HEALTH

SEMESTER ONE (FALL 1ST YEAR)
ANTH 601  APPLIED ANTHROPOLOGY*
ANTH 606  QUALITATIVE METHODS IN APPLIED ANTHROPOLOGY*
ANTH 625  THEORY & PRACTICE OF APPLIED BIOLOGICAL ANTHROPOLOGY*

SEMESTER TWO (SPRING 1ST YEAR)
ANTH 630  QUANTIFICATION AND STATISTICS IN APPLIED ANTHROPOLOGY*
ANTH 640  THEORY & PRACTICE OF HISTORICAL ARCHAEOLOGY*
ANTH 701  INTERNSHIP PREPARATION*

SEMESTER THREE (SUMMER 1ST YEAR, typically)
ANTH 789  INTERNSHIP (3-6 credits)*

SEMESTER FOUR (FALL 2ND YEAR)
ANTH 610  THEORY & PRACTICE OF HEALTH & COMMUNITY DEVELOPMENT*
ANTH 712  INTERNSHIP ANALYSIS*
ANTH 770  THEORIES OF PRACTICE & UTILITY*

SEMESTER FIVE (SPRING 2ND YEAR)
ANTH 612  ETHNOLOGY OF THE IMMIGRANT LIFE
ANTH 617  APPLIED URBAN ETHNOGRAPHY: COMMUNITY ASSESSMENT
WMST 471  WOMEN'S HEALTH

[Note: At this point, the student would have completed all the requirements of the Master of Applied Anthropology degree]
SEMESTER SIX (FALL 3RD YEAR)
ANTH 618  THE ANTHROPOLOGY OF THE AFRICAN AMERICAN FAMILY
ANTH 646  GENDER CONSTRUCTS & SOCIAL ISSUES
SOCY 709  ADVANCED SPECIAL TOPICS IN DATA ANALYSIS: DEMOGRAPHIC & HEALTH SURVEYS

SEMESTER SEVEN (SPRING 3RD YEAR)
ANTH 616  ETHNOGRAPHIC EVALUATION OF COMMUNITY-BASED INITIATIVES
ANTH 643  GEOGRAPHIC INFORMATION SYSTEMS
HLTH 761  ENVIRONMENTAL HEALTH

[Note: This completes the regular course requirements for Ph.D. students. Not all students will complete all their coursework within seven semesters and additional work will be required to prepare for comprehensive examinations and the development and defense of a dissertation proposal. Additional credits would be earned as appropriate in ANTH 898 PRE-CANDIDACY RESEARCH and ANTH 899 DOCTORAL DISSERTATION RESEARCH. All Ph.D. students are required to complete a minimum of 12 semester hours of ANTH 899). Typically, we estimate that a minimum of five years of commitment will be necessary to complete the degree from BA to Ph.D.]

SEQUENCE TWO: FOR A STUDENT HISTORICAL ARCHAEOLOGY WITH AN INTEREST IN HERITAGE

SEMESTER ONE (FALL 1ST YEAR)
ANTH 601  APPLIED ANTHROPOLOGY*
ANTH 606  QUALITATIVE METHODS IN APPLIED ANTHROPOLOGY*
ANTH 625  THEORY & PRACTICE OF APPLIED BIOLOGICAL ANTHROPOLOGY*

SEMESTER TWO (SPRING 1ST YEAR)
ANTH 630  QUANTIFICATION AND STATISTICS IN APPLIED ANTHROPOLOGY*
ANTH 640  THEORY & PRACTICE OF HISTORICAL ARCHAEOLOGY*
ANTH 701  INTERNSHIP PREPARATION*

SEMESTER THREE (SUMMER 1ST YEAR, typically)
ANTH 789  INTERNSHIP (3-6 credits)*

SEMESTER FOUR (FALL 2ND YEAR)
ANTH 610  THEORY & PRACTICE OF ENVIRONMENTAL ANTHROPOLOGY*
ANTH 712  INTERNSHIP ANALYSIS*
SEMMESTER FIVE (SPRING 2^{ND} YEAR)
ANTH 641 CULTURAL RESOURCE MANAGEMENT ARCHAEOLOGY
ANTH 642 PUBLIC ARCHAEOLOGY
ANTH 645 PREHISTORIC NORTH AMERICA

[Note: At this point, the student would have completed all the requirements of the Master of Applied Anthropology degree.]

SEMMESTER SIX (FALL 3^{RD} YEAR)
ANTH 643 GEOGRAPHICAL INFORMATION SYSTEMS
ANTH 644 ARCHAEOLOGY OF THE AFRICAN DIASPORA
HISP 640 HISTORIC PRESERVATION LAW, ADVOCACY & PUBLIC POLICY

SEMMESTER SEVEN (SPRING 3^{RD} YEAR)
ANTH 634 ETHNOHISTORY & DOCUMENTARY ANALYSIS
ANTH 646 CHESAPEAKE ARCHAEOLOGY
ANTH 656 COMMUNITY-BASED TOURISM

[Note: This completes the regular course requirements for Ph.D. students. Not all students will complete all their coursework within seven semesters and additional work will be required to prepare for comprehensive examinations and the development and defense of a dissertation proposal. Additional credits would be earned as appropriate in ANTH 898 PRE-CANDIDACY RESEARCH and ANTH 899 DOCTORAL DISSERTATION RESEARCH. All Ph.D. students are required to complete a minimum of 12 semester hours of ANTH 899). Typically, we estimate that a minimum of five years of commitment will be necessary to complete the degree from BA to Ph.D.]
Appendix IV: Matrices Portraying Faculty Interests
## TABLE 1: Anthropology Department’s Proposed Areas of Concentration and Faculty Interests

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Proposed Areas of Concentration</th>
<th>Environment</th>
<th>Heritage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen Brighton</td>
<td>(1) Social history and health issues in immigrant communities</td>
<td>(1) Collective memory and landscape; (2) Urban environments and the creation and marginalization of poor and immigrant communities</td>
<td>(1) Historical archaeology; (2) Heritage creation and the working and poor classes; (3) Irish and Irish-American heritage</td>
</tr>
<tr>
<td>Erve Chambers</td>
<td>(1) Risk behavior and assessment</td>
<td>(1) Tourism and environment; (2) Cultural models of environment; (3) Environmental discourse and decision making</td>
<td>(1) Tourism; (2) Heritage resource management; (3) Heritage theory; (4) Applied archaeology</td>
</tr>
<tr>
<td>Janet Chernela</td>
<td></td>
<td>(1) Environmental &quot;constructs&quot;; (2) Environment, preservation, and policy development; (3) Community-based environmental conservation; (4) Ecotourism</td>
<td>(1) Theorizing cultural tourism; (2) Performance and narrative</td>
</tr>
<tr>
<td>Judith Freidenberg</td>
<td>Medical and development anthropological approaches to health disparities and access to health and social care services throughout the life course, with particular reference to the aged, women and immigrants.</td>
<td>Urban environments and the social history of multi-ethnic neighborhoods and low income urban enclaves.</td>
<td>Political economy and history of space, with special relevance to two projects: (1) community museum of immigration and citizenship awareness (Langley Park) and (2) social memory of immigration and national identity (Argentina)</td>
</tr>
<tr>
<td>Fatimah Jackson</td>
<td>(1) Biological and biocultural contexts of current health disparities (2) Computer-assisted models to identify susceptible phenotypes: phenotype segregation network analysis (3) Use of phytotherapeutics (including phytochemicals as alternative and complementary medicines, food-medicine continuum, bioactive effects of human cultivars) (4) Bioanthropological models for cancer</td>
<td>(1) Human-plant-human pathogen coevolution (2) Environmental risk assessment, particularly in children (3) Multi-species interactions in selected ecosystems</td>
<td>(1) Anthropological genetics field and laboratory work (2) DNA banking (including establishment of first human DNA bank in Africa) (3) Genetics of the NY African Burial Ground (molecular sex determinations and geographical origin studies) (4) Ethnogenetic layering as an alternative to macroethnic racial classification schemes</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Mark Leone</td>
<td>I don’t really make a substantial contribution to this or environment.</td>
<td>(1) Prehistoric and historical archaeology; (2) Community and tourist education; (3) Outdoor history museums and historical museums</td>
<td></td>
</tr>
<tr>
<td>Michael Paolisso</td>
<td>(1) Environmental Health (e.g. pollution); (2) Food Production and Health.</td>
<td>(1) Environmental heritage; (2) Heritage and community identity and livelihoods</td>
<td></td>
</tr>
<tr>
<td>Paul Shackel</td>
<td>(1) Health conditions in industrializing society</td>
<td>(1) Historical archaeology; (2) Memory and landscape; (3) Labor’s heritage; (4) African American heritage</td>
<td></td>
</tr>
<tr>
<td>William Stuart</td>
<td>(1) Cultural factors in disease etiology: magic, witchcraft, exorcism</td>
<td>(1) Identity: cultural and ecological factors in the origin, development, and recruitment of/in/to social movements 2) Cultural (post) modernity and social change: kinship and social structures 3) Individual and Group Contexts of Cultural Models</td>
<td></td>
</tr>
<tr>
<td>Tony Whitehead</td>
<td>(1) Cultural ecology and health; (2) Community health research; (3) Planning, implementing, and evaluating community health programs</td>
<td>(1) Theory and research on African American heritage</td>
<td></td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Theory</td>
<td>Research</td>
<td>Practice</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Stephen Brighton</td>
<td>Post-modern theory</td>
<td>1) Social identity (race, ethnicity, class, and gender); (2) Archaeology of eviction and immigration</td>
<td>1) Riverstown, County Sligo, Ireland; (2) Derryveagh, County Donegal, Ireland</td>
</tr>
<tr>
<td>Erve Chambers</td>
<td>(1) Knowledge utilization; (2) Heritage construction; (3) Tourism &amp; hospitality; (4) Interpretation</td>
<td>(1) Tourism &amp; construction of place/place identity; (2) History of travel &amp; tourism; (3) Anthropological practice</td>
<td>(1) Tourism planning &amp; development; (2) Nonacademic careers in anthropology; (3) Anthropology training programs</td>
</tr>
<tr>
<td>Janet Chernela</td>
<td>(1) Creation of community through language; (2) Theorizing cultural preservation/ reification; (3) Critiquing the &quot;civil&quot; in &quot;civil society&quot;; (4) the role of NGOs in creating local culture</td>
<td>(1) Language and gender; (2) Community-state interactions in environmental conservation; (3) Performance in the creation of history and identity; (4) Theorizing overseas study; (5) NGOs as actors in post-democratic Brazil</td>
<td>(1) The human rights of indigenous peoples as a project of the AAA; (2) The Permanent Forum on Indigenous Peoples of the United Nations; (3) Conserving Rainforests by the Kayapo; (4) Conserving wetlands by fishing populations; (5) The roles of NGOs in mediating local-center development (consultation); (6) Urban, indigenous woman domestics (consultation and planning); (7) Ecotourism (consultation)</td>
</tr>
<tr>
<td>Judith Freidenberg</td>
<td>(1) Critical medical anthropology; (2) Grounded theory; (3) Political economy of history</td>
<td>My research seeks to understand the meaning and impact of policy issues on daily life</td>
<td>(1) Design and implement community partnerships for service learning; (2) Market research findings as multi-media products for general publics; (3) Provide technical assistance to grassroots organizations</td>
</tr>
<tr>
<td>Fatimah Jackson</td>
<td>(1) Evolutionary biology; (2) Biocultural; (3) Interactive science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark Leone</td>
<td>Critical theory</td>
<td>(1) 18th-20th centuries class, race; (2) Methods in historical archaeology</td>
<td>(1) Archaeology in Annapolis (2) Wye Island Conservation</td>
</tr>
<tr>
<td>Michael Paolisso</td>
<td>(1) Cognitive approaches to culture; (2) Culture as discourse; (3) Environmental anthropology</td>
<td>(1) Environmental anthropology; (2) Cultural models; (3) Methods</td>
<td>(1) Chesapeake Bay cultural-environmental work; (2) Collaborative learning</td>
</tr>
<tr>
<td>Paul Shackel</td>
<td>Post-modern theory</td>
<td>(1) Archaeology in communities; (2) Memory; (3) Heritage</td>
<td>Consultation on archaeological practice in the federal government</td>
</tr>
<tr>
<td>William Stuart</td>
<td>(1) History of anthropological theories;</td>
<td>(1) New Religious Movements: cults and</td>
<td>(1) Adapting math and science education to needs of new</td>
</tr>
<tr>
<td>Tony Whitehead</td>
<td>(1) Cultural theory; (2) Cultural ecology; (3) Reflexivity in ethnography; (4) Constructivism in ethnography and community transformation</td>
<td>(1) Qualitative research methods; (2) Ethnographically informed community and cultural assessment Research; (3) Ethnographically informed evaluations of community based change initiatives</td>
<td>(1) Consultation on ethnography and qualitative research methods at local, regional, national, and international levels; (2) Consultation on the planning, implementation, and evaluation of community based change initiatives at local, regional, national, and international levels</td>
</tr>
<tr>
<td>(2) Philosophy of anthropological sciences; (3) Comparative epistemology and ontology: magic, science, religion, technology; (4) Ecological anthropology and behavioral ecology, functional and evolutionary theory</td>
<td>anti-cults 2) Marginal cultures and religions: Roma; 3) Religious Fundamentalism: globalization of hatred and violence; (4) Adaptive contexts of cultural behavior and social systems – descent and alliance</td>
<td>nations: Southern Africa; Caribbean, Oceania; (2) Cultural awareness and sensitivity training; (3) Comparative religious systems consultation</td>
<td></td>
</tr>
</tbody>
</table>
Appendix V: Library Resources Report
MEMO

TO: Professor Erve Chambers
   Department of Anthropology Chair

FROM: Desider Viktor, Director, Collection Management and Special Collections
       Karla Hahn, Collection Management Team Leader
       Otis Chadley, Anthropology Librarian

RE: Library Collections Supporting Proposed Ph.D. Program
    in Applied Anthropology

September 13, 2004

As the Department of Anthropology launches efforts to offer a doctoral program in Applied Anthropology, it is important to understand the current status of library collections and future collection needs. Since the nature of the proposal is interdisciplinary, it was not possible to survey all collections that might pertain to the curriculum; subject collections related to the proposal are found throughout the University Libraries. This evaluation instead addresses the main research areas outlined in the Anthropology Department’s proposal: Applied Anthropology in Health, Environment, and Heritage.

Subject strength varies across the collections in these areas and while frequently adequate to support the proposed doctoral program, require some funding for further development to fully support the program. Library collections support existing doctoral study in Public and Community Health Education, Marine-Estuarine-Environmental Sciences (MEES), and Natural Resource Sciences (NRSC). In addition, subject collections exists that support research leading to a Preservation Graduate Certificate and Master’s degree in Historic Preservation and the existing Masters in Applied Anthropology.

In the general area of Anthropology, over 150 print and electronic journals, newspapers, and magazines in the field of anthropology and archaeology are available through the University Libraries. Of fifty-three core journals identified in the field of anthropology, the University of Maryland collections contain forty-four titles.

A survey of call number ranges, subject words, and keywords in the Libraries’ catalog show that campus collections include 7,975 items classed as Anthropology (call number GN); 1,226 items as Archaeology (call number CC); 1,207 as Environmental Sciences (call number GE);

1 The core list used for comparative study was drawn from the Journal Citation Reports published by the Institute of Scientific Information. The Journal Citation Reports are the most comprehensive resources available for journal evaluation, using citation data drawn from scholarly journals worldwide.
1,329 as Human Ecology (call number GF); and 3,050 as Folklore (call number GR). In supporting subject areas collections include 44,827 items classified as Health and Medicine (call number R); 25,973 items as Agriculture (call number S); 660 items as Oral History (call number D16.14); and 88 items as Ecotourism (call number G155 – G180).

Although limited collections relating to health are available in UMCP Libraries, it is important to note that the medical library serving the University System of Maryland is the University of Maryland Health Sciences and Human Services Library. The facility is located in Baltimore, Maryland and serves the Schools of Medicine, Dentistry, Pharmacy, Nursing, and Social Work. UM collections largely support existing programs in the College of Health and Human Performance: Family Studies, Kinesiology, and Public and Community Health.

Another faculty and program interest indicated in the proposal is Environmental research. The Libraries collections include over 23,000 monographs and 295 serial subscriptions in print and electronic formats. Titles in this area cover subjects such as natural resources management, conservation, human ecology, and ethnology of the environment. Other environmental subtopics of interest to Anthropology faculty and academic programs included more than 11,000 titles on topics such as environmental policy, environmental protection, ecotourism, agricultural development, regional planning and community development.

Heritage is the third research area identified in the proposal. The Libraries include many materials in their general collections on cultural heritage, conservation and restoration, historical archaeology, and related areas. Heritage related resources are particularly supported by the Libraries special collections.

The most important special collection relevant to this proposed doctoral program is the National Trust Library for Historic Preservation Collection - a premier assemblage of materials documenting the theory and practice of historic preservation in the U.S. The collection encompasses a variety of materials including books, serials, manuscripts, photographs, postcards, and ephemera. The collection includes more than 16,500 titles in all formats and languages: 15,364 monographs and 839 serials subscriptions in print and electronic formats.

In general the Libraries’ special collections are a rich source for primary and secondary materials supporting research in the management of heritage and cultural resources. In addition to the NTL collection, the holdings of Archives & Manuscripts and Marylandia & Rare Books provide excellent primary holdings for students engaging in various aspects of heritage research. Learning research techniques using primary sources is a major element of training students in Applied Anthropology, and the staff of the University's Special Collections have an excellent record of providing support in this area.

In addition, other special collections support a variety of aspects of the proposed doctoral program. For example, the Maryland Collection includes contemporary materials and resources relating to health produced by the state and local governments in Maryland. These include statistical and public policy publications relating to community health issues. The Maryland Collection is a designated repository for state publications. Currently, the University Libraries are participating in pilot projects to collect and disseminate state government information issued in web-only formats. These publications consist of resources from the Maryland Department of Health and Mental Hygiene and the various county health departments.

Historically, the people of Maryland have placed great value in understanding and protecting the unique environmental conditions of the Chesapeake Bay region. This is reflected in
the rich concentrations in the Maryland Collection focused on the state’s environment. Materials include early state reports analyzing the impact of agricultural and fishing practices on the Bay, historical maps charting the oyster beds, and contemporary government reports on the environmental health of natural resources in Maryland. In addition to published materials, Special Collections holds significant manuscript collections of individuals and organizations that provide leadership in advocating for environmental issues. A resource guide has been developed describing these environmental collections.

Moving beyond print collections of primary and secondary sources, current collections of indexing and abstracting resources are both broad and deep with regard to the proposed doctoral program. The University Libraries subscribes to twenty-six databases related to Anthropology and twenty-one databases relevant to Archaeology. In supporting areas, the Libraries provide access to ten databases related to Ecology, twenty-two databases relevant to Health and Medicine, at least thirty-six databases pertaining to Environmental Sciences, eighteen databases covering Agriculture, and fourteen databases related to Historic Preservation. The University Libraries also subscribe to thirty general/multidisciplinary databases which cover a range of subject areas as well as providing many full text resources.

Despite the many resources relevant to the proposed doctoral problem there are some areas of weakness in the Libraries existing collections. Although the University Libraries continues to support the master’s program in Applied Anthropology, more funds will be needed to support an expanded program at the doctoral level. Additional serials subscriptions and monographs will be necessary, to address identified areas of collection weakness. In order to bring journal collections to adequate level of support, at least six additional core journal titles should be added to the collection. Approximately $2,500 needs to be added to the Libraries’ budget on an ongoing basis to purchase the additional subscriptions. This amount is above and beyond the $16,600 currently allocated for print and electronic journals in Anthropology.

In addition to acquiring more serial titles, book purchases should be expanded to strengthen weak subject collections. For example, additional monographs will be needed in research fields such as anthropological genetics and genomic research, ecotourism, heritage tourism, environmental justice, and the Chesapeake region beyond Maryland. Overall, more books are needed to support the three areas of faculty and program interests which include health, environment, and heritage. An additional $8,500 should be added to the Libraries’ budget on an ongoing basis to support active collection building of new research works in this area. At an average annual cost for anthropology books of $62.00, this would support the addition of slightly more than 140 titles per year in support of the proposed doctoral program. This does not include any funds for purchase of older titles.

While the University Libraries have developed substantial resources that can be used to support many areas of the proposed doctoral program, some areas of collecting activity need to be developed to support new demands made by the program. In particular some expansion of core anthropology resources and some focused development of collections to support the three focus areas will be needed. While driven by the needs of the new doctoral program, the resources added would also strengthen support for existing programs in related areas. In total, $11,000 per annum in added funding would allow very modest collection development and realignment. These funds cannot be reallocated within the existing materials budget but are new resources that are required to support the program. For older materials, faculty and students will need to rely on document delivery services to supply older materials unavailable in local collections.
Appendix VI: Representative Sources of External Support for Doctoral Student in Anthropology
REPRESENTATIVE SOURCES OF EXTERNAL SUPPORT FOR DOCTORAL STUDENT IN ANTHROPOLOGY

There are a number of sources of external support for doctoral students in anthropology, and our department will actively encourage students and potential applicants to seek these opportunities. Depending upon their area of specialization, anthropology graduate students have proven competitive for fellowships and other support in the social and behavioral sciences, the biological sciences, and the humanities.

I. SOURCES OF PREDOCTORAL AND DISSERTATION SUPPORT

American Anthropological Association
    Minority Dissertation Fellowship Program

American Council of Learned Societies

American Museum of Natural History
    Graduate Student Fellowships
    International Graduate Student Fellowships

American Association of University Women Fellowships

Andrew W. Mellon Foundation

Archaeological Institute of America

Field Museum of Natural History

Ford Foundation
    Diversity Fellowships
    International Fellowships Program

Foundation for Community Associations Research

Fulbright IIE Grants for Graduate Study Abroad

Fulbright-Hayes Doctoral Dissertation Research Abroad

Henry Frank Guggenheim Foundation

Institute of Humane Studies

Institution of Museum, Preservation, and Archaeology Research and Training
II. SOURCES OF ADDITIONAL SUPPORT

American Folklife Center
   Fund for Fieldwork

American Institute of Indian Studies

The Aspen Institute

Center for Comparative Immigration Studies

Earthwatch Research Program

Explorer’s Club

Foundation for the Advancement of Mesoamerican Studies

Fund for Urgent Anthropological Research

Leakey Foundation

Luce Scholars Program

Phillips Fund of the American Philosophical Society
   Grants for Native American Research

Royal Anthropological Institute

Society for Applied Anthropology

Tinker Field Research Grants for Latin America & Iberia

United States Department of Agriculture
   International Internship Program

United States Environmental Protection Agency
   Internship Program

Woodrow Wilson National Fellowship Foundation
   Practicum Grants