“Anthropology is the most scientific of the humanities, and the most humanistic of the sciences.” Eric Wolf

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Anthropology is the study of human behavior both past and present. Anthropology examines both the social and the biological basis of being human, our origins and prehistory, and the great diversity of human behavior and institutions found worldwide. In a nutshell, anthropology is the scientific study of the human species.

The BSU Anthropology program is a signature educational experience for students with a rigorous theoretical core, skills-based coursework, original research and applied learning experiences, and meaningful assessment and feedback. The program produces graduates who demonstrate knowledge of the concepts, methods, and theories relevant to the study of human behavior and a deep appreciation of the human experience. The program emphasizes critical thinking, effective oral and written communication, ethics, and the scientific method. Our best undergraduates have experience in application of the scientific methods to develop research questions, field and lab-based research projects, as well as internship experiences in organizations in the community. Our most successful graduates have gone on to contribute to generalizable knowledge about the human condition in PhD programs and as professional anthropologists.
1) SOCIAL/CULTURAL ANTHROPOLOGY

Social or cultural anthropology is the study of living cultures and societies. Social/Cultural anthropologists are interested in social institutions, political and legal systems, economic systems, marriage practices, and belief systems. They explore the nature of family groups, religion, sex roles and taboos, and of the psychological and social factors that shape human conduct. Social/Cultural anthropologists learn about other cultures through participant observation, which often involves living several years in the societies they study. In instances where societies have ceased to exist, as is the case with some Native American societies, anthropologists study the written records that pertain to these cultures. Courses in Social/Cultural Anthropology include:

- ANTH 102 Social-Cultural Anthropology
- ANTH 105 Evolution and Human Behavior
- ANTH 216 Magic, Witchcraft and Religion
- ANTH 303 History and Theory in Anthropology
- ANTH 306 Kinship and Social Organization
- ANTH 307 Indians of North America
- ANTH 314 Environmental Anthropology
- ANTH 350 Human Behavioral Ecology
- ANTH 352 Evolution of the Human Lifecycle
- ANTH 425 Medical Anthropology
- ANTH 430 Applied Anthropology

Students majoring in Social/Cultural Anthropology should select additional courses in linguistics, history, sociology, economics, and communications.

2) LINGUISTIC ANTHROPOLOGY

Linguistic anthropology is the scientific study of language and its relationship to culture. It views humans as communicators and examines the acquisition, structure, and nature of human speech. It explores the ways in which language both reflects and guides the nature of culture. Linguistic anthropologists describe and analyze languages for which there are no written records. Most of the world's languages are unwritten and subject to anthropological linguistic inquiry. Studying the sounds and grammars of languages, linguistic anthropologists address language and
culture, language and thought, language change and history, and multilingualism. Students interested in anthropological linguistics should consider taking language and communication courses.

3) BIOLOGICAL/PHYSICAL ANTHROPOLOGY

Biological or physical anthropology is the study of human origins and contemporary variability within the world's populations. To learn about human diversity and ancestry, physical anthropologists study skeletal remains of early populations and investigate the social behavior of non-human primates to better understand the behavior and cultural adaptations of prehistoric peoples. Physical anthropologists also study present day populations with respect to population genetics, growth and development, biology and disease, and environmental adaptations. Courses in Physical Anthropology include:

- ANTH 101 Biological Anthropology
- ANTH 325 Human Variation
- ANTH 330 Osteology
- ANTH 444 Forensic Anthropology
- ANTH 401 Human Evolution and Paleoanthropology

Special Topics and independent study courses are sometimes offered in Physical Anthropology. Physical Anthropology students should select supporting course work from biology, chemistry, geology, physiology, and anatomy. Advanced work in statistics is recommended.

4) ARCHAEOLOGY

Archaeology is the study of ancient societies and civilizations. Archaeologists study the material remains of past behavior, including stone tools, pottery, art objects and house structures. Excavations and analysis of materials from ancient habitation sites enable the archaeologist to reconstruct community patterns, regional settlement patterns, technology, art, and world-view. Archaeologists not only discover "lost civilizations," they also use the theories derived from cross-cultural studies to bring them back to life. Courses in archaeology include:

- ANTH 103 Introduction to Archaeology
- ANTH 208 Introduction to World Prehistory
- ANTH 312 Prehistory of North America
- ANTH 320 Latin American Prehistory
- ANTH 400 Hunter-Gatherers
- ANTH 402 Geoarchaeology
- ANTH 414 Quaternary Paleontology
ANTH 490 Archaeology Field School

Students whose career objectives focus on archaeological studies should select supporting course work from biology, zoology, botany, history, geology/geography. It is strongly recommended that students pursuing an emphasis in archaeology take an introductory course in GIS.
STUDYING ANTHROPOLOGY: Can I Make A Living With It?

The purpose of the undergraduate degree in anthropology is to provide a broad understanding of cultural diversity, human nature and human prehistory. Awareness of the enormous variety of ways in which contemporary and ancient peoples have lived their lives provides insights into the strengths and weaknesses of our own civilization--and those aspects of our lifestyle that are really essential. In this sense anthropology is the most direct approach to a liberal arts education, offering a humanistic as well as a scientific perspective on humankind. In the words of a well-known anthropologist: “Anthropology is the most scientific of the humanities, and the most humanistic of the sciences.” Regardless of the career you choose to pursue, anthropology can enrich your understanding of yourself and of the society around you.

Nonetheless, students often ask, “But can I make a living at it?” Because of the curious, at times exotic, nature of some of the better-known kinds of anthropological research, many students fail to realize that anthropology is a vigorous, accepted social science and a “marketable” general liberal arts degree. It is certainly equal, if not superior, to degrees in more familiar disciplines such as history, English, sociology and political science as preparation for careers in business, law or medicine. The primary goal of the undergraduate program in anthropology at Boise State is to provide a broad liberal arts education that enables the graduate to compete with anyone in the open job market. The skill of “seeing the world as others see it” is applicable in any situation dealing with people--especially people from diverse cultures. Thus, anthropology is an extremely appropriate degree for those interested in international business, diplomatic service, city planning, international or community development, social work, many kinds of medical work, and any other field dealing with culture change, social problems, or other societies. Past graduates from Boise State have used their background in anthropology in careers in medicine, law, special education, social work, community development and business, as well as, of course, anthropology. Students in archaeology have been very successful in finding positions with state and federal governments and private consulting firms.

Some students will want to continue into graduate school in anthropology or one of the related social sciences. The Anthropology program at Boise State, with its emphasis on breadth, is particularly well suited as preparation for graduate study. In addition, the close contact of students
and faculty in the program allows the students to directly observe the process of anthropological research. Anthropology is an exciting career. Whether working in universities, museums, government or research agencies, anthropologists enjoy the intellectual and personal rewards of a field that is always surprising, ever changing, and constantly challenging as it probes further into the experience of “being human.”

EMPLOYMENT AREAS FOR ANTHROPOLOGY MAJORS INCLUDE:

- **Federal Agencies:** Many archaeologists and cultural anthropologists work for the National Park Service, the Agency for International Development, the National Institute of Health, the Bureau of Indian Affairs, and other agencies. Some are also employed as staff members for Congressional committees.

- **International Agencies:** Anthropologists with expertise in cultures of developing countries are employed by the United Nations, the World Health Organization, and the World Bank.

- **Consulting:** Includes historical and ethnographic research for Indian tribes, forensic work for police agencies, archaeological survey and excavation, social/cultural impact assessment for large-scale construction projects; designing bilingual and bicultural curricula with school professionals, and assessing health care services for specific cultural groups. Anthropologists are increasingly being employed in non-academic (applied) settings as well as in academia.

- **Teaching in Universities and Colleges:** In anthropology departments, medical schools, international studies programs.

RELATED CAREERS FOR ANTHROPOLOGY MAJORS:

- Archaeologist
- Librarian
- Paleontologist
- Archivist
- Contract Archaeologist
- Linguist
- Scientific Linguist
- Art Conservator
- Ethnologist
- Behavioral Science Advisor
- Media Planner
- Teacher, Elementary/Secondary
- Bilingual/Bicultural Program Specialist
- Forensic Anthropologist
- Multicultural Education Specialist/Director
- Teacher of English as a Second Language
- Vocational Teacher
- Health Science Administrator
- Physician
- Social Worker
- Family Service Counselor
- Job Counselor
- Genetic Counselor
- Public Health Educator
- Medical Anthropologist
- Social Service Agency Planner
- Academic Advisor/Counselor
- Collections Manager
- Foundation Program Manager
- Journalist
- Anthropologist
- College Professor
- Geologist
- Museum Education Director
- Cultural Artifact Specialist
- Cultural Resource Manager
- Community Planner
- Community Development Officer
- International Agency Representative
- Foreign Affairs Officer
- Rural Development Officer
- Congressional Committee Staff Director
- Park Service Supervisor/Director
- Social Insurance Representative
- Coroner/Medical Examiner
- Head Start Program Director
- Peace Corps Area Director
- State/Federal Government Policy Analyst
- Urban Planner
- Environmental Impact Assessment Researcher
- Human Resources Manager
- Management Consultant
- Technical Writer
- Biographer
- Industrial Psychologist
- Marketing Manager
- Employee Relations Specialist
- Media Specialist
## Anthology, Bachelor of Science

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 101 Introduction to College Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 102 Intro to College Writing and Research</td>
<td>3</td>
</tr>
<tr>
<td>UF 100 Intellectual Foundations</td>
<td>3</td>
</tr>
<tr>
<td>UF 200 Civic and Ethical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>DLM Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>DLN Natural, Physical, &amp; Applied Sciences course with lab</td>
<td>4</td>
</tr>
<tr>
<td>DLN ANTH 103 Introduction to Archaeology or ANTH 105 Evolution and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>DLV Visual and Performing Arts</td>
<td>3</td>
</tr>
<tr>
<td>DLL Literature and Humanities</td>
<td>3-4</td>
</tr>
<tr>
<td>DLS Social Sciences course in a first field</td>
<td>3</td>
</tr>
<tr>
<td>DLS Social Sciences course in a second field</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language (one year)</td>
<td>8</td>
</tr>
<tr>
<td>ANTH 101 Biological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 303 History and Theory in Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 306 Kinship, Social Organization, and Networks</td>
<td>3</td>
</tr>
<tr>
<td>CID ANTH 314 Environmental Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Choose 15 credits of upper-division anthropology courses</td>
<td>15</td>
</tr>
<tr>
<td>(Excludes ANTH 490 Archaeology Field School, ANTH 493 Internship, ANTH 494 Workshop)</td>
<td></td>
</tr>
<tr>
<td>FF ANTH 492 Senior Practicum - Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>MATH 254 or POLS 298 or PSYC 295</td>
<td>3</td>
</tr>
<tr>
<td>Additional upper-division electives to total 40 credits</td>
<td>15</td>
</tr>
<tr>
<td>See your advisor for recommended electives.</td>
<td></td>
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<tr>
<td>Electives to total 120 credits</td>
<td>30-32</td>
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**Total** 120
### Anthropology Minor

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 101 Biological Anthropology OR</td>
<td></td>
</tr>
<tr>
<td>ANTH 102 Social-Cultural Anthropology OR</td>
<td></td>
</tr>
<tr>
<td>ANTH 103 Introduction to Archaeology OR</td>
<td></td>
</tr>
<tr>
<td>ANTH 105 Evolution and Human Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

| Additional anthropology courses (maximum of 3 credits from workshops) | 18 |

**Total** 21

### Native American Studies Minor

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ANTH 102 Social-Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 103 Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 306 Kinship and Social Organization</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Choose 12 credits from the following courses:</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 208 Introduction to World Prehistory</td>
<td></td>
</tr>
<tr>
<td>ANTH 307 Indians of North America</td>
<td></td>
</tr>
<tr>
<td>ANTH 312 Prehistory of North America</td>
<td></td>
</tr>
<tr>
<td>ANTH 320 Latin American Prehistory</td>
<td></td>
</tr>
<tr>
<td>HIST 341 The Indian in US History</td>
<td></td>
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</tbody>
</table>

Other Native American content course from any discipline, with Anthropology chair approval

**Total** 21
## Second Degree in Anthropology

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 101 Biological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 102 Social-Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 103 Introduction to Archaeology <strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td>ANTH 105 Evolution and Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 303 History and Theory of Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 306 Kinship, Social Organization and Networks</td>
<td>3</td>
</tr>
<tr>
<td><strong>Choose 15 credits from the following Anthropology courses:</strong></td>
<td></td>
</tr>
<tr>
<td>ANTH 208 Introduction to World Prehistory <strong>OR</strong> ANTH 216 Magic, Witchcraft and Religion</td>
<td></td>
</tr>
<tr>
<td>ANTH 307 Indians of North America</td>
<td></td>
</tr>
<tr>
<td>ANTH 312 Prehistory of North America</td>
<td></td>
</tr>
<tr>
<td>ANTH 314 Environmental Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANTH 320 Latin American Prehistory</td>
<td></td>
</tr>
<tr>
<td>ANTH 325 Human Variation</td>
<td></td>
</tr>
<tr>
<td>ANTH 330 Osteology</td>
<td></td>
</tr>
<tr>
<td>ANTH 350 Human Behavioral Ecology</td>
<td></td>
</tr>
<tr>
<td>ANTH 352 Evolution of the Human Lifecycle</td>
<td></td>
</tr>
<tr>
<td>ANTH 400 Hunter-Gatherers</td>
<td></td>
</tr>
<tr>
<td>ANTH 401 Human Evolution and Paleoanthropology</td>
<td></td>
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<tr>
<td>ANTH 418 Quantitative Field Methods</td>
<td></td>
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<tr>
<td>ANTH 425 Medical Anthropology</td>
<td></td>
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<tr>
<td>ANTH 444 Forensic Anthropology</td>
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<tr>
<td>ANTH 480 Seminar in Anthropology</td>
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<tr>
<td>ANTH 494 Workshop (no more than 6 credits of workshops allowed)</td>
<td></td>
</tr>
<tr>
<td>ANTH 497 Special Topics course</td>
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<td><strong>Total</strong></td>
<td><strong>30</strong></td>
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The program outlined above indicates the Department of Anthropology requirements for a second degree in Anthropology. A minimum of 30 semester hours in Anthropology beyond your first degree is required for a second degree. Students seeking a second degree are exempted from meeting University Foundations requirements, and the department’s foreign language and statistics requirements.
# BACHELOR OF SCIENCE IN ANTHROPOLOGY

## Suggested Four-Year Graduation Plan

### FALL SEMESTER 1 - FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
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<tbody>
<tr>
<td>ENGL 101</td>
<td>English Composition</td>
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<tr>
<td>ANTH 101/101L</td>
<td>Physical Anthropology</td>
</tr>
<tr>
<td>DLL</td>
<td>Literature and Humanities course</td>
</tr>
<tr>
<td>UF 100</td>
<td>Intellectual Foundations</td>
</tr>
<tr>
<td>DLM ANTH 103 or ANTH 105</td>
<td>Intro to Archaeology or Evolution</td>
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</table>

**TOTAL** 15-17

### SPRING SEMESTER 2 - FRESHMAN

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>ENGL 102</td>
<td>English Composition</td>
</tr>
<tr>
<td>DLM MATH</td>
<td>Mathematics course</td>
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<tr>
<td>DLS</td>
<td>Social Science course</td>
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<td>Lower or upper division elective</td>
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<td>Lower or upper division elective</td>
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**TOTAL** 15-16

### FALL SEMESTER 3 - SOPHOMORE

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANTH 303</td>
<td>History and Theory in Anthropology</td>
</tr>
<tr>
<td>UF 200</td>
<td>Civic and Ethical Foundations</td>
</tr>
<tr>
<td>DLV</td>
<td>Visual and Performing Arts</td>
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<tr>
<td>FORLNG</td>
<td>Foreign Language and lab</td>
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<td></td>
<td>Lower or upper division elective</td>
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**TOTAL** 16

### SPRING SEMESTER 4 - SOPHOMORE

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ANTH 306</td>
<td>Kinship and Social Organizations</td>
</tr>
<tr>
<td>DLS</td>
<td>Social Science course</td>
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<td>DLN</td>
<td>Natural, Physical course with lab</td>
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<td>FORLNG</td>
<td>Foreign Language and lab</td>
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**TOTAL** 14

### FALL SEMESTER 5 - JUNIOR

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<th>Course</th>
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<tbody>
<tr>
<td>CID ANTH 314</td>
<td>Required upper division ANTH</td>
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<tr>
<td>ANTH</td>
<td>Required upper division ANTH</td>
</tr>
<tr>
<td></td>
<td>Upper division elective</td>
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<tr>
<td></td>
<td>Upper division elective</td>
</tr>
<tr>
<td>MATH 254 or POLS 298 or PSYCH 295</td>
<td>Required statistics course</td>
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**TOTAL** 15

### SPRING SEMESTER 6 - JUNIOR

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<th>Course</th>
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<tr>
<td>ANTH</td>
<td>Required upper division ANTH</td>
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<td></td>
<td>Upper division elective</td>
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<td>Upper division elective</td>
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<td>Lower or upper division elective</td>
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**TOTAL** 15

### FALL SEMESTER 7 - SENIOR

<table>
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<th>Course</th>
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<tr>
<td>FF ANTH 492</td>
<td>Senior Practicum</td>
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<tr>
<td>ANTH</td>
<td>Required upper division ANTH</td>
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<td></td>
<td>Upper division elective</td>
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<td>Lower or upper division elective</td>
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**TOTAL** 13-15

### SPRING SEMESTER 8 - SENIOR

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>ANTH</td>
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<td>Upper division elective</td>
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<td>Lower or upper division elective</td>
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<td>Lower or upper division elective</td>
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</tbody>
</table>

**TOTAL** 15

**TOTAL CREDITS NEEDED TO GRADUATE:** 120

## Anthropology Program Requirements:

- Meet Boise State graduation requirements.
- Receive a grade of "B" or better in ANTH 492 Senior Practicum-Portfolio course.
- No more than 3 workshops can be used to complete the upper division courses to total 40 credits requirement.
- Take a one-year sequence in a modern language (examples include Basque 101, 102; French 111, 112; Japanese 201, 202). The department does not accept American Sign Language or "dead" languages such as Latin or Greek.
- The 15 credit upper division anthropology requirement excludes ANTH 490, ANTH 493, and ANTH 494 courses.
- ANTH 101, ANTH 103 and ANTH 105 meets the DLN without a lab requirement. ANTH 101/101L meets DLN with a lab requirement.
- ANTH 102 and ANTH 216 meets the university DLS requirement.
- ANTH 314 meets the university CID requirement.
- ANTH 492 meets the university FF requirement.

## Boise State Graduation Requirements:

- Complete a minimum of 120 credits. Of those 120 credits, at least 40 must be in upper-division courses (courses numbered 300 or higher).
- Receive a grade of C- or higher in each foundations course.
- Attend a cumulative GPA of 2.0 or higher and meet any other grade requirements stipulated for your major.
- Attend a grade of C- or higher in all upper-division courses required by your major.
- ENGL 101 and 102 meet the university English composition requirement.
Lower Division

ANTH 101 BIOLOGICAL ANTHROPOLOGY. Introduction to human evolution through the study of variation, genetics, adaptation, living primates, the fossil record, and the relationship between biology and behavior.

ANTH 102 SOCIAL-CULTURAL ANTHROPOLOGY. A critical exploration of concepts and methods in cultural anthropology. Subsistence systems, technologies, social structures, warfare, and cosmologies in a variety of human societies.

ANTH 103 INTRODUCTION TO ARCHAEOLOGY (DLN). An introduction to the historic background and basic techniques of anthropological archaeology. The methods and theory used to reconstruct prehistoric cultures, their environmental settings, activities, and histories.

ANTH 105 EVOLUTION AND HUMAN BEHAVIOR (DLN). An introduction to the evolutionary study of human behavior. The evolution of reproductive and somatic behavior, epigenetic processes of group living.

ANTH 208 INTRODUCTION TO WORLD PREHISTORY. Examines 2.5 million years of human prehistory using discoveries from archaeology and human paleontology. Topics include: history and theory; human origins; the world of Neanderthals and Cro-Magnons; beginning of farming and settlements; and emergence of early civilizations. Major discoveries from Africa, Europe, Asia, North America and South America illustrate human adaptations to environmental change.

ANTH 216 MAGIC, WITCHCRAFT AND RELIGION. A comparative survey of beliefs, ceremonies, and ritual in a range of societies. Religious practices, syncretism, shamanism, and revitalization movements are discussed in terms of origins, elements, forms, and symbolism.

Upper Division

ANTH 303 HISTORY AND THEORY IN ANTHROPOLOGY. Investigation of scientific events in the development of the basic concepts, theory, and methods of contemporary anthropology.

ANTH 306 KINSHIP AND SOCIAL ORGANIZATION. Hominid kinship and social organization in comparative perspective. Residence, descent, developmental familiarity, dominance, pair bonding, intergroup pacification, kin terminology, and social networks.
ANTH 307 INDIANS OF NORTH AMERICA. An ethnographic survey of the native peoples of North America, emphasizing cultural diversity and adaptation. Ethnographic data will cover the time span from the settling of North America to the present.

ANTH 312 PREHISTORY OF NORTH AMERICA. Survey of prehistoric archaeology and environments of North America. Examines the evidence of prehistoric human adaptation for different regions of the continent during the Pleistocene and the Holocene.

ANTH 314 ENVIRONMENTAL ANTHROPOLOGY. Examines human perception of the environment and natural resource management in small-scale and industrial societies. Strategies for resolving collective action problems on the local, regional, and global levels are discussed, as well as cases of conflicts of interest and paths of resolution between conservationists, indigenous peoples, and national governments.

ANTH 320 LATIN AMERICAN PREHISTORY. Overview of the Pre-Columbian cultures of Central and South America. Special emphasis is upon Archaic to Formative transitions in Mexico and Peru with discussion of Toltec, Aztec, Mayan, and Inca cultures.

ANTH 325 HUMAN VARIATION. Human biological variation both among and within living populations. Evolutionary, genetic, ecological, demographic and cultural factors which contribute to biological variation.

ANTH 330 OSTEOLOGY. Fundamentals of skeletal analysis applicable to bioarchaeological, paleontological and forensic context. Determination of age, sex, stature, population affinity as well as identification of bone trauma and pathological conditions will be addressed.

ANTH 350 HUMAN BEHAVIORAL ECOLOGY. Fundamental principles of evolutionary theory and their application to human behavior within ecological contexts. Surveys current understanding of human sexuality, parenting, kinship, cooperation, and foraging behavior.

ANTH 352 EVOLUTION OF THE HUMAN LIFECYCLE. Timing of life course events resulting from our evolutionary history. Explores behavior and biology from birth to death from multiple explanatory perspectives in the context of fitness trade-offs.

ANTH 400 HUNTER-GATHERERS. A survey of prehistoric and existing peoples who live primarily by hunting and gathering. Examines techniques and patterns of subsistence, population dynamics, settlement patterns and land use, ideology, and perceptions of nature.

ANTH 401 HUMAN EVOLUTION AND PALEOANTHROPOLOGY. Explores human origins by reviewing the biological and behavioral aspects of primate adaptations. Applied evidence from the fossil and archaeological record to evaluate interpretations of human and primate evolution.

ANTH 402 GEOARCHAEOLOGY. Examines the theories and methods of the earth sciences to determine the location, age, and composition of the archaeological record. Emphasizes the application of the natural sciences to study the human past by the study of sediments and ancient environments.
ANTH 414 QUATERNARY PALEONTOLOGY. Fundamentals of paleoecology and taphonomy applied to the study of Pleistocene and Holocene paleobiology. Primary focus on animal adaptation, evolution, and extinction, plant and animal connections to environmental and climate change and human prehistory, and identification and measurements of biotic materials.

ANTH 418 QUANTITATIVE FIELD METHODS. An introduction to the techniques, design, and implementation of anthropological field research. Formulate, evaluate, and communicate conclusions and inferences from quantitative data.

ANTH 425 MEDICAL ANTHROPOLOGY: DISEASE, CULTURE, AND HEALING. This course introduces the student to the dynamic relationship that exists between health and culture. Topics include epidemiology, medical ecology, nutrition, ethnomedicine, the social meaning of illness, medical and cultural change, and alternative health models. Emphasis will be on a cross-cultural approach. Ethnographic data will be provided from cultures around the world.

ANTH 444 FORENSIC ANTHROPOLOGY. Provides students with intensive practical knowledge of methods, procedures and theories of forensic anthropologists through lectures, labs, and field exercises. Culminates in analysis and presentation of written case report.

ANTH 480 SEMINAR IN ANTHROPOLOGY. Philosophical and theoretical issues in anthropology. Developments in methodology and technical advances in anthropological research. Seminar topics will vary.

ANTH 490 ARCHAEOLOGY FIELD SCHOOL. Six weeks on-site field training in the archaeological techniques of site reconnaissance and excavation. Focus will be placed on the observation, recording, and recovery of field data. Instruction includes preliminary laboratory processing and artifact analysis.

ANTH 492 SENIOR PRACTICUM PORTFOLIO. A capstone course designed to help seniors develop and construct their senior portfolio. Included in the course is the departmental portfolio review.

ANTH 495 SENIOR THESIS. An individual research project involving an original investigation in Anthropology culminating in a written thesis. A research proposal will be submitted to a supervising faculty member and approved by the chair during the semester prior to initiation of the project. The thesis will be read by two faculty members. Recommended for students planning graduate studies.
ANTHROPOLOGY FACULTY

Samantha Blatt (Ph.D., The Ohio State University 2013, Visiting Assistant Professor) Osteology, dental morphology and histology, bioarchaeology, growth and development, Native Americans, Eastern Woodlands, scanning electron microscopy, life history, childhood

Kathryn Demps (Ph.D., University of California, Davis 2012, Assistant Professor) Cultural evolution, behavioral and evolutionary ecology, small-scale societies (India, Micronesia, Bolivia), transmission of local knowledge

Christopher Hill (Ph.D., Southern Methodist University 1992, Professor and Associate Dean of the Graduate College) Paleoindian and paleolithic archaeology, geoarchaeology, environmental archaeology, Pleistocene and early Holocene paleoecology, Late Cenozoic mammals, evolution and Earth-life interactions

Kendall House (PhD, University of California, Davis, 2000, Lecturer) Political economy, culture theory and labor anthropology

Mark Plew (Ph.D., Indiana University 1985, Professor and Graduate Program Coordinator) Archaeology, Hunter-Gatherers, ethnobiology and human ecology, organizational variability and the history of anthropology, Western North America, South America

Kristin Snopkowski (Ph.D., University of New Mexico 2011, Assistant Professor) Human behavioral ecology, evolutionary demography, fertility transition, life history theory, kinship

Pei-Lin Yu (Ph.D., Southern Methodist University, 2006, Assistant Professor) Hunter-gatherer intensification and transitions, ethnoarchaeology, salmon fisheries, American and international heritage resource management, NAGPRA

John Ziker (Ph.D., UC Santa Barbara 1998, Professor and Chair) Kinship, social organization and demography, human behavioral ecology, network analysis, medical anthropology, economic anthropology, circumpolar ethnology, Russia/Former Soviet Union
ADJUNCT FACULTY

Cynthia Bradbury (MA, Boise State University, 2011, Lecturer) Biological Anthropology, sub-adult age estimation, growth and development, Saharan North Africa

Robert Graff (PhD, Southern Methodist University, 2005, Lecturer) Medical anthropology, urban anthropology, United States, Latin America

Thomas Green (PhD, Indiana University, 1977, Lecturer) Archaeology, Cultural Resource Management

Jacob Fruhlinger (MA, University of Idaho, 2004, Lecturer) archaeology, biological anthropology, Great Basin archaeology

EMERITUS FACULTY

T. Virginia Cox (Ph.D., University of Georgia 1980) Cultural Anthropology, educational anthropology, healing systems, ritual, Oceania, North America

ANTHROPOLOGISTS IN OTHER DEPARTMENTS

Lisa Meierotto (Ph.D., University of Washington 2009) Race and ethnicity, human rights, environmental justice, border studies, applied anthropology

RESEARCH ASSOCIATES


Beverly Crum (M.A., University of Utah 1988; Shoshone-Paiute tribal member) Shoshone Linguistics

Janette Forte (Ph.D., Yale University, 2012, Assistant Professor, Department of Forestry, University of British Columbia) Ethnography and Linguistics, Lowland South America, Guyana.
HOW TO DECLARE ANTHROPOLOGY AS YOUR MAJOR:

Declaring anthropology as your major (or minor) is easy! Sign in to my.Boisestate and follow these steps: click on the orange Student Sign-In button, click on the Change Major in the My Academics section. You can also follow this procedure to change your major from something else to anthropology.

WHOM SHOULD YOU SEE FOR ADVISING?

1. If you are a new or transfer student, you must meet with Dr. John Ziker, Department Chair, for first-time advising. Contact him directly at jziker@boisestate.edu or 208-426-2121 to make an appointment, or contact the department office at anthropology@boisestate.edu to set up an appointment.

2. After the initial advising meeting with Dr. Ziker, you will be assigned a faculty advisor in the department.

If you would like to have a different advisor from the one you have been assigned, you can always change. You may select one of the department’s regular faculty members Samantha Blatt, Kathryn Demps, Kendall House, Mark Plew, Kristin Snopkowski, Pei-Lin Yu, or John Ziker. It is often helpful to choose someone with interests similar to yours, so by going to the faculty web page you can see the interests of our faculty members. Or, you may choose your advisor based on taking one of his/her classes and finding him/her very helpful. Make your selected advisor aware of your decision and discuss with him/her your academic plans. Your advisor will help you understand the requirements for obtaining the degree and will assist you in registering for the appropriate courses. If you meet with an advisor and don’t really get along, then try someone else!
HOW TO CHANGE YOUR ADVISOR:

1. Contact the department office and let the department administrative assistant know which faculty member you would like to have as your advisor. She will submit the change to the Registrar’s office. Or, you may go to your my.BoiseState and choose your advisor yourself.

2. If you do not choose an advisor, the department will assign one to you. You can change advisors at any time.

HOW DO YOU CONTACT AN ADVISOR TO SET UP AN APPOINTMENT?

You can email or phone your advisor to set up an appointment. As you get to know your advisor, you’ll probably end up feeling comfortable just dropping by for a quick bit of advice now and again. Office hours are posted on the faculty web pages. It is very important that if you make an appointment, you keep it. Your advisor will not be impressed by a person who doesn’t take appointments seriously.

WHY SHOULD YOU SEE AN ADVISOR?

The Department of Anthropology strongly recommends that you meet with your anthropology advisor at least once a semester to discuss your degree. It’s the smart thing to do!

- Advisors help you to choose appropriate courses to take. Many anthropology courses have prerequisites, and it is important to get started on those courses early.

- Advisors can help you find internships. Internships are an important way to learn new skills. Internships are also important in helping you to know whether or not you really want to pursue a particular career path. Although an advisor can provide suggestions as to possible internship opportunities, it is important to realize that it is the student’s responsibility to actually go out, make the contact, and arrange the internship experience. Your advisor can then help you to sign up so that you can receive college credit for your internship experience.
• Advisors can help with preparation of applications for graduate school. Such applications are much more complex than applications to attend as an undergraduate, and an advisor can help you to navigate the complexities.

• Advisors often help by writing letters of reference for jobs, for applications, for academic appeals, etc. However, don’t expect an advisor to write a letter of any substance unless you’ve invested the time to let your advisor get to know you: your ambitions, your qualifications, your history, etc.

• An advisor can help a transfer student determine which courses from the previous institution count towards a degree at Boise State.

WHEN SHOULD YOU SEE YOUR ADVISOR?

It is very important to see an advisor as early in your college career as possible. Students who wait often don’t take key courses, and therefore end up delaying their progress towards an anthropology degree. It is a good idea to meet with your advisor every semester to get help with selecting courses for the next semester. Don’t wait until the last minute before your registration appointment to seek out your advisor; he/she may not be able to see you promptly and then either you’d need to register without the advice of your advisor or you’d need to delay your registration until later, potentially missing out on open courses. The department has developed a suggested “FINISH IN FOUR” GRADUATION PLAN to help you plan what courses you should take, and when.

TRANSFER STUDENTS:

If you are a transfer student from another college or university, please bring a copy of your transcript with you when you come to the department for your first advising session. In this way your advisor can assist you in determining what courses can/will apply towards your anthropology degree here at Boise State, and which courses won’t. In some cases you may be required to fill out an ADJUSTMENT OF ACADEMIC REQUIREMENTS FORM in order to transfer an equivalent course from another college/university. Don’t wait until you are about to graduate before doing this! It may come as a huge surprise when you try to transfer a course you
thought would fulfill a requirement towards your major, and when you find out it won’t, you are short credits for graduation.
MAJOR’S MEETING

Each fall the department sponsors a major’s meeting. The purpose of the meeting is to provide students and faculty an opportunity to meet and interact. It also serves as an opportunity for faculty to present an overview of the department's annual activities. All students are required to attend this meeting.
RATIONALE: The purpose of the student portfolio is to provide both the anthropology major and the department an opportunity to develop a "best foot forward" evaluation of individual performance, ability and expertise outside of the GPA and individual letters of recommendation. The portfolio will be useful not only for anthropology majors continuing on into graduate training but it will also be useful for majors entering the job market in any area. Students will begin their portfolios during their sophomore year and will seek preliminary counseling from their advisor regarding elements for inclusion and methods of review. Prior to graduation, students sign up for a 1-credit senior portfolio practicum (ANTH 492), at which time students will present their portfolios to faculty and students in much the same way that poster presentations at AAA annual meetings are presented.

OBJECTIVES: The portfolio is designed to provide students with an opportunity to present their ideas, accomplishments, creativity and critical skills to the body of work achieved during their years in the program. The following objectives should be considered in assembling a portfolio:

1) Creation of a portfolio that accentuates an individual's grasp of anthropological concepts and methods with maturity and critical acumen.

2) Assembly of materials that represent a breadth and diversity of abilities within the four fields of anthropology.

3) Development of an anthology of student work that represents the highest quality of research, fieldwork, synthesis and professional presentation.

4) Demonstration of an ability to communicate anthropological concepts and methods to audiences outside of the university community.
PORTFOLIO CONTENTS AND ORGANIZATION:

Each portfolio should be organized in a three-ring binder with individual items identified by tabs or labels. The items in the portfolio should be placed in the following order:

I. Vita  The vita provides basic information about you--address, date of birth, educational background, work experience, etc. Usually a vita is a 1-2 page document that provides a quick overview of who you are and what your experiences have been. Many people revise their vita each time they apply for a job, stressing aspects of their background for the skills required. Vitae often contain information on the type of position desired and a one or two sentence summary of your professional interests.

II. Personal Goals Statement  The personal goals statement describes your career plans and how you plan to accomplish this. Describe any professional or educational experiences or situations that have prepared you or contributed to your desire to pursue advanced study in anthropology. Describe your competencies and evidence of leadership potential. Discuss your career aspirations and how advanced study will enable you to achieve your goals. You MUST provide specific details in this essay that address BOTH the Intellectual Merit and Broader Impacts of your goals, considering a holistic anthropological understanding of the human condition.

A. Assessment of the prospective graduate’s two-page statement of purpose:

4 - Demonstrates an outstanding ability to link the relevance of the student’s professional or educational experiences to their desire to pursue advanced study in anthropology; demonstrates an excellent ability to discuss the intellectual merits and broader impacts of their career goals, considering a holistic anthropological understanding of the human condition; highly insightful and creative; precise, skillful language; excellent reflection on the holistic nature of the discipline.

3 - Same as above, but the student’s statement demonstrates a very good ability. The relevance of their professional and educational experiences demonstrates some insight and creativity; some writing errors; some reflection on the holistic nature of the
The student’s statement demonstrates a fair ability. An attempt is made to demonstrate links and to discuss the merits and impacts of their career goals, but the specific examples used do not contribute to a convincing argument, or the essay is not coherent and concise.

1 – Student’s statement demonstrates a poor ability. Links from experience to goals are not clear, examples are inappropriate, argument is not convincing, essay is not coherent and concise; poor writing ability; little reflection on the holistic nature of the discipline.

0 - Student does not link their educational or professional experiences to their desire to pursue advanced study, nor does that essay discuss the intellectual merits or broader impacts of their goals.

III. Papers and Published Materials  As a student you may not have a great deal of published material, but you may have contributed to a student project or field experience that results in publication. You should include this material as well as papers which received positive feedback from professors and other students. An effort to extend these written presentations to public forums (NWEEHB symposium, SSPA conference, Great Basin conference, AAA meetings) are encouraged. If you read a paper at a conference and received feedback on it, you might want to include a short summary of the feedback.

IV. Field Materials or Reports  These materials may be included in somewhat raw form, but you might also want to add a personal statement or critique of what you did and how you did it. Solicit critiques of your work from supervisors and fellow students. You should also include reports and critiques of internship and independent study projects.

V. Bibliographies or research materials  If you developed a way to locate and analyze research materials or you completed a bibliography or other research devices, include it with a short explanation.
VI. Skills List any skills that you deem appropriate. For example, skills in computer programs, statistical training, training in computer applications, skills in use of photographic equipment (standard, digital, video), skills in mapping and map making, skills in drafting or illustration, linguistic skills, a foreign language you have learned, or any other skills that you might think of as useful.

VII. Photographs or artistic materials Many anthropology students use photography, tape or videotape recordings, newspaper articles, diaries or other documentary materials as a part of their undergraduate work. You might want to select out of this material a representative sample of your work.

VIII. Student organizational or governmental activities Samples of announcements, flyers of lectures you have attended, reports or agendas that reveal your activities in student government or show your involvement with the department or university.

IV. Letters of support Letters of support, thanks and criticism for public or extra-university activities such as presentations, lectures or workshops. You might include here any letters of support or acknowledgment you received, particularly if they reflect your use of cultural insights and anthropological methods.

X. Additional material Anything that illustrates your personality and perspective that you think characterizes your undergraduate experience. You may want to include any honors, certificates and awards you have received.
# RESEARCH PROJECT

## RUBRIC

<table>
<thead>
<tr>
<th>Level of proficiency</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Superior</th>
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<tbody>
<tr>
<td><strong>A. Composition</strong></td>
<td></td>
<td></td>
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<tr>
<td>(33%, 6 points)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A1 Overall organization</td>
<td>Do you have a clear introduction, body, and conclusion?</td>
<td>The overall organization of your paper is unclear.</td>
<td>The introduction or conclusion are present but inadequate.</td>
</tr>
<tr>
<td>A2 Body structure</td>
<td>Do you effectively use subdivisions and paragraphs?</td>
<td>Your body lacks internal structure and subdivisions.</td>
<td>Your discussion has structure, but could be clarified in places.</td>
</tr>
<tr>
<td>A3 Grammar</td>
<td>Are your sentences clear and well structured?</td>
<td>You make frequent grammatical errors.</td>
<td>There are occasional grammatical errors.</td>
</tr>
<tr>
<td>A4 Vocabulary</td>
<td>Is your word choice precise and correct?</td>
<td>Your use of words is frequently inaccurate.</td>
<td>Correct usage but lacks precision in meaning.</td>
</tr>
<tr>
<td>A5 Fine editing</td>
<td>Are there typos (spelling or other errors)?</td>
<td>You make frequent errors in your fine editing.</td>
<td>Occasional errors in fine editing.</td>
</tr>
<tr>
<td>A6 Do you cite, quote, and reference appropriately, according to assigned style?</td>
<td>Your citations, quotes, or references are inadequate.*</td>
<td>Effective citations, quotes and references with minor errors.</td>
<td>Your citations, references and quotes are flawless.</td>
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### Composition subtotal

Further penalties for plagiarism!

<table>
<thead>
<tr>
<th>B. Analysis</th>
<th>Enter Points</th>
<th>Subtract 1 point</th>
<th>Enter zero points</th>
<th>Add 1 point</th>
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<tr>
<td>(33%, 6 points)</td>
<td></td>
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<tr>
<td>B1 Do you focus on a significant thesis or hypothesis?</td>
<td>Your paper does not have a clear focus.</td>
<td>You establish an imprecise focus.</td>
<td>Your focus is clear and has significance.</td>
<td></td>
</tr>
<tr>
<td>B2 Do you develop an alternative thesis or hypothesis?</td>
<td>You do not develop an alternative.</td>
<td>Your null hypothesis is partly appropriate.</td>
<td>Your null hypothesis is appropriate.</td>
<td></td>
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<tr>
<td>B3 Do you clearly explain appropriate methods?</td>
<td>You do not explain your methods.</td>
<td>Your methods are not entirely appropriate.</td>
<td>Appropriate methods are clearly explained.</td>
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</tr>
<tr>
<td>B4 Do you analyze evidence both supporting &amp; contradicting your thesis or hypothesis?</td>
<td>You do not analyze evidence related to your thesis or hypothesis.</td>
<td>Your analysis of the evidence could be improved.</td>
<td>You fully analyze evidence for and against your thesis.</td>
<td></td>
</tr>
<tr>
<td>B5 Do you analyze evidence both supporting &amp; contradicting your alternative thesis or hypothesis?</td>
<td>You do not analyze evidence related to your alternative.</td>
<td>Your analysis of the evidence could be improved.</td>
<td>You fully analyze evidence for &amp; against your alternative.</td>
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</tr>
<tr>
<td>B6 Is your analysis logically consistent and coherent?</td>
<td>Your analysis has significant logical lapses.</td>
<td>Your logic is good, but has a few gaps.</td>
<td>You display clear cohesive logic.</td>
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### Analysis subtotal

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<th>C. Conceptualization</th>
<th>Enter Points</th>
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<tr>
<td>C1 Do you develop theoretical concepts that are relevant in the context of this course?</td>
<td>Your paper lacks concepts or is based on concepts irrelevant to this course.</td>
<td>The concepts used are partly relevant to this course.</td>
<td>Your concepts are highly relevant to this course.</td>
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<tr>
<td>C2 Do you fully and correctly explain your concepts?</td>
<td>Concepts are unexplained or are misunderstood.</td>
<td>Your concepts need more explanation.</td>
<td>You correctly and fully explain them.</td>
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</tr>
<tr>
<td>C3 Do you integrate your concepts into your analysis?</td>
<td>Your concepts are not related to your analysis.</td>
<td>Your analysis makes some use of concepts.</td>
<td>Your concepts drive your analysis.</td>
<td></td>
</tr>
<tr>
<td>C4 Are your conclusions conceptually informed?</td>
<td>Conclusions disconnected from concepts.</td>
<td>Your conclusions partly relate to your concepts.</td>
<td>Your conclusions are theoretically rich.</td>
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</table>

### Conceptualization subtotal

**Summary score and letter grade range**

<table>
<thead>
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<th>Level of proficiency</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Superior</th>
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<tr>
<td></td>
<td>-18 to -1</td>
<td>0 to 11</td>
<td>12 to 18</td>
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<tr>
<td>F</td>
<td>D-</td>
<td>D+</td>
<td>B+</td>
</tr>
</tbody>
</table>
The Senior Thesis project (ANTH 495) is designed to provide the student an opportunity to write a formal paper drawing on primary sources and appropriate secondary materials. A research proposal will be submitted to a supervising faculty member and approved by the department chair during the semester prior to initiation of the project. Two faculty members will read the research paper. Recommended for students planning to attend graduate school. Consult your advisor for details.
Independent Study (ANTH 496) is intended to provide opportunities for students to pursue areas of interest outside available coursework. Only under exceptional circumstances may Independent Study be used to meet core requirements. Students should consult with individual professors. Independent study forms can be found under the FORMS link on the department website http://anthropology.boisestate.edu/bs-in- anthropology/undergrad-forms/ or on the BSU Registrar’s website under Student Forms http://registrar.boisestate.edu/wp-content/uploads/2013/07/independent-study-496.pdf
The Anthropology Department's Internship Program is designed to offer anthropology majors an opportunity to put to practical use a variety of skills and information acquired in the classroom. Internship credit may be earned by working with local, state, and federal government entities as well as with non-government organizations, museums, and private companies where the anthropologist’s analytical and research skills can be practically applied. The ultimate goal is to teach the intern how to use these skills in the workplace while earning credit toward their degree. A secondary result is that interns gain experience that makes them more marketable upon graduation. Registration for internships is subject to approval by the student's advisor. The advisor must first evaluate the work to ensure that it meets department guidelines and help the student decide how many credits the internship should be assigned.

**INTERNSHIP REQUIREMENTS**

1. Fulfill the hourly obligation with the agency for the number of credits you expect to earn, i.e. 45 hours for each credit taken.
2. Maintain a journal or log in which you describe your assignments and record the number of hours worked at each. It is also a good idea to enter here the type of learning experience you gained in each task. At the end of the semester you should present the log to your supervisor(s) to make sure that your records correspond to theirs. The completed log, with supervisor's signature, should then be turned into the department's internship coordinator during the last week of classes.
3. Two weeks before the end of your internship, give your supervisor the Internship Supervisor Evaluation Form found on the Anthropology Department’s website to complete and turn in to the department.
http://anthropology.boisestate.edu/files/2010/06/Internship_Evaluation_Form.pdf  You have the right to see the evaluation your supervisor submits before the coordinator turns your grade into the registrar.

4. It is your responsibility to keep in touch with the internship coordinator about problems that may surface as you engage in your internship activities. The sooner you do this, the easier it is to make adjustments. It is our intention to make the internship process a positive educational experience where the student and the agency both benefit.

ENROLLMENT FOR INTERNSHIP CREDIT

Anthropology majors may take no more than 6 hours of internship credits. Registration for internships is subject to approval by the Boise State department internship coordinator—John Ziker is the Anthropology Department’s internship coordinator. The link to register for an internship is found on the BSU Career Center website http://career.boisestate.edu/.

NOTE TO STUDENTS: Internship credit is considered academic credit and will be billed as such depending upon your part- or full-time status during the semester you are participating in the internship.

IMPORTANT FINANCIAL AID DATE: If you need your internship credits to fulfill your Financial Aid Eligibility please be aware that you must have your internship application submitted and all approvals complete by noon on the 10th day of classes.

Once you have identified an internship, the system allows you to complete and submit your application form electronically. Please click on the Internship Application for Academic Credit on the left hand side of the page and hit the plus (+) sign to create your application. The application will be routed to the department internship coordinator for approval. Once approved, it will then be routed to your organization supervisor. Once all
approvals have been received online, it will be routed to the Registrar's Office and the approved internship course will be added to your list class schedule in myBoiseState.

There is also an online orientation workshop and quiz that is required for all students participating in an internship for academic credit.

Once registered for internship credit, the student will be automatically covered by third-party liability insurance provided by the State of Idaho at no extra cost. This insurance protects against potential damage caused by the student in the workplace. This is not health insurance coverage. It is a safeguard for you and the organization in which the internship will take place.

Some students who register for internships will be exempt from this insurance. Exceptions apply in the following cases:

1. A student is a regular employee (full- or part-time) of the organization in which the internship will take place.
2. A student is an employee or volunteer in a federal agency during the internship.

Internships outside of Idaho are covered by the State's liability insurance as long as the internship is recognized by Boise State University and the Boise State Office of Risk Management is notified in advance.

INTERNSHIP POSSIBILITIES

Over the years the Anthropology Department has established relationships with various federal, state, and local government entities that from time to time request interns. We also have developed internships in museums, non-governmental organizations, and within the private sector. Oftentimes, department faculty request internships. We also encourage students with particular interests to develop their own internship opportunities. The following is a partial list of internship possibilities. For details about each see the internship coordinator or your advisor.

- Idaho Commission on the Arts
• Idaho Department of Commerce
• Idaho Oral History Center
• Idaho State Historical Society
• Idaho Legal Aid Services
• Idaho Black History Museum
• Coroner’s Office
• S.O.A.R. (Sponsors Organized to Assist Refugees)
• ESL Programs
• Idaho Food Bank Warehouse
• Basque Museum
• Celebration Park
• Snake River Alliance
• Oregon State Park
• Bureau of Land Management
• Bureau of Reclamation
• Research assistant for department faculty
• Self-generated internships (dependent on department approval)

From time to time other internships become available and the information will be emailed to all the majors. This is especially true for summer and one-time opportunities. For the most part internships are unpaid, although some do provide a stipend and expenses if warranted.
Students interested in pursuing a career in archaeology are urged to register for the summer Archaeology Field School (ANTH 490). The purpose of the field school is to train students in the basic techniques and methods of archaeological survey, excavation and analysis, and usually involves six weeks in a field camp setting. For archaeology students the field school is a necessary part of the curriculum. Students planning on attending graduate school or obtaining employing employment at the BA level MUST have attended a field school. Students are encouraged to attend early in their academic careers as this opens additional fieldwork opportunities. **Notably, most federal agencies now require a field school as appropriate training to government service.** Students should contact Dr. Mark Plew for additional information or check the field school link on the department website at [http://anthropology.boisestate.edu/field-school/](http://anthropology.boisestate.edu/field-school/). Check the department website for scholarship opportunities.
The Anthropology program maintains an active archaeology laboratory housed in the Hemingway Western Studies Center. In addition to housing the archaeology faculty, laboratory and storage facilities are available. The university publications *Archaeological Reports, Cultural Resource Reports, The Idaho Archaeologist* (the state archaeological journal) and *Monographs in Cultural Anthropology and Linguistics* (see Department Publication Catalog) are also housed in the facility. A number of opportunities are available for students to work on faculty research and consulting projects. Interested students should contact Dr. Mark Plew or check the CAAS website at http://anthropology.boisestate.edu/caas/.
The Anthropology program annually awards a limited number of scholarships to well qualified students. **Applications must be made to the Financial AIDS Office by February 1 of each year.** It is recommended that students applying should have a minimum overall GPA of 3.00. Preference is given to upper division students with a 3.5 GPA or above. The department scholarship is usually awarded for the fall semester.

**Department Scholarship**

- All Anthropology majors are automatically eligible for this scholarship; the Financial Aid office sends a list of all Anthropology majors at the appropriate time for selection.
- Minimum GPA: 3.0
- No financial need requirement
- No Idaho residency requirement
ANTHROPOLOGY CLUB

The Anthropology Club is an organization of students and faculty whose purpose is to foster an understanding of anthropology. Founded in 1971, it is the oldest academic club on campus and continues to be a vital part of the Anthropology program. The club sponsors lectures, films, and a variety of other programs both academic and social. Membership is open to all Boise State students. Class officers are elected to one-year terms. Any member of the organization may seek office. The faculty encourages and expects student participation. The club not only provides informative programs but also an opportunity for students to interact and exchange ideas. Announcements of meetings or other programs are emailed, circulated in classes, and posted on the Anthropology Department website at http://anthropology.boisestate.edu/student-organizations/anthropology-club/.

ARCHAEOLOGICAL STUDENTS ASSOCIATION

The Archaeological Students Association (ASA) is a newly formed academic club committed to enhancing university and community understanding of archaeology. The ASA, which works cooperatively with the Anthropology Club, sponsors lectures, films, field trips and programs fostering an appreciation of the role of archaeology in understanding the prehistoric past and the ways in which archaeology provides insights into contemporary issues. Membership is open to all Boise State students. The club encourages participation of anyone interested in archaeology. Announcements of programs will e-mailed to all majors, circulated in classes, and posted on the ASA Club website http://anthropology.boisestate.edu/student-organizations/asa-club/.
DEPARTMENT LECTURE SERIES

The Anthropology Department lecture series provide another context for faculty and students to engage in discussion of current issues. One lecture is held in the fall semester and one is held in the spring semester. Interested students are encouraged to attend the lectures, and posters of the lectures should be added to the students’ ANTH 492 Senior Portfolio. Scholars from universities across the United States have participated in the department’s lecture series.

FRIENDS OF ANTHROPOLOGY

The Friends of Anthropology lecture series is intended to facilitate communication and links between the Department of Anthropology and other academic units and programs within Boise State University that share basic and applied research interests.
The department requires one year of a foreign language. This will be particularly useful for students contemplating graduate study in anthropology. Modern languages such as French, German, and Spanish are recommended. Under normal circumstances, the department does not accept Sign Language, Greek, and Latin, as these languages do not meet the intent of the requirement of preparing the student for graduate school.

The department requires one statistics course. Course work in computer science and statistics beyond that required (MATH 254, POLS 298, or PSYC 295) is strongly recommended. These skills are required by most graduate programs and are essential to effective research. Students should consult their advisors concerning individual needs. Students are further encouraged to utilize the computer facilities on campus and the Human Relation area files in the Albertson’s Library.

NOTE: Students are urged to carefully review semester course offerings in regard to their program needs. Anthropology courses listed in the BSU undergraduate catalog are not offered each semester.