Department of Anthropology and Geography Self-Study Report to the Academic Planning Committee

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Department of Anthropology and Geography

Self-Study Report
to the
Academic Planning Committee

February 2004
Preface

Because Anthropology and Geography were not joined into a single department until 2001 and because we continue to offer distinctive degree programs, this report is given in separate Anthropology and Geography narratives. We also separate the appendices, including faculty vitae. We feel that this will give the review team the easiest access to the program information. However, we want to stress that it in no way expresses an operational divide in the Department. We have spent a great deal of time developing a joint administration, including a single budget and shared membership on committees. Furthermore, we consider that the merger is proceeding smoothly, with intellectual exchange among all the faculty, rather than separated out by disciplinary boundaries, and we are benefiting from a general environment that is conducive to advancing our research agendas, our teaching, our service, and our successful functioning as a single Department.
Anthropology
Self-Study Report to the
Academic Planning Committee

Anthropology Program

February 2004
Preface to the Anthropology Program Section of the
Academic Program Review of the
Department of Anthropology and Geography

In January of 2001 the Department of Anthropology and the Department of Geography became
the Department of Anthropology and Geography. This merger was not requested by members
of either unit; it was imposed administratively. Under ideal circumstance, such mergers evolve
organically through a history of collaborations from the bottom up. Nevertheless, faculty of each
unit had collaborated in a variety of contexts so there was some basis for integration.

As one may imagine, one of the first things we set out to accomplish as a newly formed unit was
the establishment of a common set of by-laws. After about six months of joint meetings we
created our by-laws which represented a first crucial step in integrating the department. The
administrative and committee structures are fully integrated even though the department
functions as two separate curricular programs.

The next significant step in our history came in the summer of 2002 when the Geography
Program faculty moved out of Avery Hall and physically merged into Bessey Hall and Morrill
Hall space occupied by faculty of the Anthropology Program. Prior to our physical merger, we
had the option of the Geography Program occupying space in Nebraska Hall. Faculty in both
programs strongly felt that such a move would hinder our ability to grow together as a cohesive
department even though a physical merger would place great hardships on us all by sharing such
a small space. The archaeologists were especially inconvenienced by the loss of teaching and
research laboratory space. Nevertheless, we believe we made the correct choice.

In August of 2002 Dave Wishart became chair of the department. Patricia Draper had been chair
at the inception of the merger and there was reasonable concern that the numerically dominant
anthropologists would hold administrative sway in the department. Wishart’s election put that
fear to rest. Since the move and election of Wishart as chair we have met on numerous occasions
to discuss department integration programmatically. Out of these discussions came the
Indigenous Peoples specialization in the Geography doctoral program which was approved by
the Graduate College in November of 2003. This new doctoral program will permit graduate
students to pursue a doctoral degree in the Geography Program in an area, indigenous peoples, in
which faculty in both programs have interest and expertise. There is discussion of another track
in the Geography doctoral program that would emphasize archaeology, GIS, and cartography. It
should be noted that these programmatic mergers, to some extent, were driven by a long history
of anthropology faculty serving on geography doctoral committees of students who had research
topics that bridged our two disciplines. Finally, we are searching for ways to develop a shared
undergraduate minor in regional or area studies.

Our merger as a cohesive unit has been accomplished successfully. We are proceeding
deliberately to simultaneously maintain the integrity of our disciplines while taking advantage of
interdisciplinary opportunities that benefit us and our students.
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ANTHROPOLOGY PROGRAM SELF-STUDY REPORT

I. INTRODUCTION, PROGRAM GOALS, AND RATIONALE

A: Introduction

The Anthropology Program is one of 17 departments of the College of Arts and Sciences at the University of Nebraska-Lincoln (UNL). The Program offers courses of study leading to the Bachelor of Arts and the Master of Arts. It is one of 256 Anthropology Programs nationwide and one of 39 which offer only the BA and MA degrees. It is unique in the state of Nebraska because it is the only institution that has a degree granting graduate anthropology program.

This self study represents an effort by the Program to consider its strengths and weaknesses, its goals and achievements, and its needs and contributions. In preparing the self study we have sought to present an accurate and comprehensive picture of the recent past together with a realistic assessment of our likely future. Overall, preparing this report has been a positive activity since it has shown that we can take justifiable pride in much that our students and faculty have achieved. We see much to be pleased about in our recent past and feel certain that we can and will continue to meet challenges of the future so that Anthropology will remain a viable force in the University.

Anthropology studies humankind in all of its cultural, biological, and historical diversity. Anthropologists consider all facets of the human experience to be important. In the anthropological perspective no single group of people is more central to an understanding of humanity than any other. No single set of human behaviors or institutions can be studied in isolation. Instead, anthropologists seek to understand the interrelationship of cultural patterns, social institutions and biological variables. Breadth of view is a necessary part of the anthropological perspective.

Historically, the Program has had a special interest in the peoples and cultures of the Great Plains. This is an appropriate interest given our land-grant status, but we have balanced this emphasis with a strong concern for general anthropology and the full breadth of the human experience.

The practice of anthropology at the University of Nebraska significantly predated the formal establishment of the Anthropology Department. By the early years of the 20th century, courses in “Ethnology” and “Anthropology” were being taught by faculty members in History, Sociology, Economics, and other fields. The major step in establishing the discipline at the University came in 1929 when William Duncan Strong, an archaeologist, joined the University of Nebraska Sociology faculty. Strong established an active anthropology program in the time that he was at the University; he also kindled a deep interest in archaeology and anthropology in John L. Champe, a Lincoln businessman. In 1938 Champe followed Strong to Columbia University, where he enrolled as a doctoral student. He returned to Nebraska and began teaching in the Sociology Department, completing his doctoral degree in 1946. John Champe was dynamic both as a teacher and a scholar. He drew around him a number of enthusiastic students, and he worked closely with the Smithsonian Institution and the National Park Service. In 1945 he established the “Laboratory of Anthropology” at the University of Nebraska, and in 1953 he became the first chair of the Anthropology Department. Champe worked hard to build a well-rounded program and in the 1950s a number of young anthropologists began their careers at NU. Two of these anthropologists were Jim and Dee Gunnerson, who later went on to obtain doctoral degrees and who returned to work in Nebraska. Jim Gunnerson served as the
Director of the Nebraska State Museum from 1974 to 1982, later becoming the Curator of Anthropology at the State Museum and serving as a Professor in the Anthropology Department.

Dr. Preston Holder succeeded Champe as Chair of the Anthropology Department in 1959 and remained in that position until 1969 when he was succeeded by Warren Caldwell, who came the Anthropology Department from the Smithsonian Institution River Basin Surveys where he had directed archaeological research throughout the Great Plains. Under Caldwell the Anthropology faculty nearly doubled in size between 1969 and 1979. That growth was matched by rapid expansion both in the number of anthropology majors and enrollment in anthropology courses.

Throughout its history the Anthropology Department has moved a number of times. John Champe ran his research operations out of a number of places on campus, including most notably an unaltered men’s bathroom in the basement of Love Library. The first formal home of the Department was in the basement of Burnett Hall. In 1971 the Department moved from those tight quarters to Stout Hall, a completely unrenovated but pleasant place to work, where it remained for two years. When Stout Hall was demolished to make way for the new Life Sciences building, the Anthropology Department moved yet again, this time to Benton Hall, a former dormitory. In the ten years that the Department was in Benton Hall, there were no teaching laboratories or classrooms, and the faculty had to teach in facilities separate from the Department itself. Eventually, the Anthropology Department was able to make its long-planned and much-needed move to Bessey Hall, which was fundamentally renovated in order to accommodate the needs of the Anthropology and Geology Departments. Since 1985, the Anthropology Program has carried out most of its functions in Bessey Hall, with some archaeological analyses and laboratory work being done on the fourth floor of Morrill Hall. Currently there are plans to relocate much of the Department of Anthropology and Geography to Oldfather Hall.

The 1980s saw a number of changes in the Anthropology Department besides its location. These changes included the addition of a number of faculty with evolutionary ecological interests and skills in quantitative methods and computing. Great emphasis was placed on working closely and in cooperative fashion with local communities, including Native American groups in the state of Nebraska and populations in Africa, Asia, Europe, and Latin America. A great deal of effort was invested on the part of Anthropology faculty and students to assist in Lakota language preservation and teaching (former professor James Gibson now retired and Mrs. Keller, a native Lakota speaker) and in the efforts to restore federal recognition to the Ponca Tribe of Nebraska (by former professor Elizabeth Grobsmith now provost at NAU and graduate student Beth Ritter, now an associate professor at UNO). Work on issues involving Indian health, notably diabetes, was done by Karl Reinhard and his students. There were also significant efforts made by the Anthropology Department and the Nebraska State Museum to comply with Nebraska State Legislative Bill (LB) 340, the Native American Reburial Act and the federal Native American Graves Protection and Repatriation Act (NAGPRA) of 1990. Close working relations with the various Nebraska Indian communities were maintained by members of the Anthropology Department, staff, and students.

The 1990s saw significant turnover in the Anthropology Department, with some faculty members leaving for other universities and some faculty moving into administrative positions in the College of Arts and Sciences (Hames, Grobsmith) and the office of the Vice Chancellor for Academic Affairs (Grobsmith). Elizabeth Grobsmith left in 1997 is now provost of Northern Arizona University, James Gibson retired in 1997, and Karl Reinhard moved his tenure to the College of Natural Resources in 1999. After these departures the department was able to hire professor Patricia Draper as an “opportunity hire” and Effie Athanasopoulos was hired through the dual career program with a joint appointment in Classics and Religious Studies (40%). Assistant professor Martha McCollough was hired as a
joint appointment with Ethic Studies (60% Anthropology and 40% Ethnic Studies) to replace Elizabeth Grobsmith's expertise in Native Americans. Assistant professor Mary Willis came on board as an "opportunity hire" to replace biological anthropologist Karl Reinhard. Mark Awakuni-Swetland had been hired on several multiple year contracts (in conjunction with Ethnic Studies) to teach the Omaha language replacing retired James Gibson's teaching of Lakota. Late this fall (2003) he was offered a tenure-leading position with a joint appointment in Anthropology (60%) and Ethnic Studies (40%). Finally, in 2002 Ronald Stephens transferred his tenure home from Speech Communications to Anthropology but left for a different university in the summer of 2003.

Although the relatively high rate of faculty turnover (especially in the area of Native American studies) has had some impacts on continuity and program development, the College of Arts and Sciences enabled us to recoup our losses. The Program has benefited greatly from fresh approaches brought by these new faculty members, all of whom have had and continue to have very positive effects on our program. At the same time it should be realized that three of the new hires (Athanassopoulos, Awakuni-Swetland, and McCollough) were 60/40 joint hires and this has created some problems as we note at the end of this report. In any event, our new staff have helped the Program refocus its emphasis in core academic areas and in the process have significantly improved our strengths in archaeology, development anthropology, behavioral ecology, and Native American studies and have helped foster a new graduate specialty in professional archaeology and a new doctoral track (Indigenous Peoples) in the Geography doctoral program. We have strengthened and more fully developed our relationships with external agencies crucial to our mission, and we forged stronger contacts with other units within the University of Nebraska.

B. Program Goals

Over the last five to six years the Anthropology Program has made a number of fundamental changes in its degree programs, curriculum and research and service orientations. We have developed a new masters program, established an indigenous people track in the geography doctoral program, revamped a number of undergraduate courses, added lab sections to courses, and increased our outreach and service activities. We will review these changes below.

Program Changes. We have made two major changes to our graduate program and two in our undergraduate program. We have a new masters specialty in Professional Archaeology developed by professor Wandsnider and approved by the Graduate College in 2002. The Professional Archaeology emphasis in the Anthropology Masters was developed in response to student and disciplinary (Society for American Archaeology, Archaeological Institute of America, Society for Historical Archaeology) demand. In meeting student needs, it also takes advantage of the rare set of resources the University of Nebraska has given the presence of a major National Park Service office, the Midwest Archeological Center (1 of 3 in the nation), as well as the Nebraska State Historical Society. The emphasis requires a 39-credit hour program in which students take courses recognized as necessary by federal employers (Anthropology 833 North American Archaeology, Anthropology 835 Introduction to Conservation Archaeology) as well as courses in method (Anthropology 887 Archaeological Materials, Anthropology 848 Quantitative Methods) and theory (Anthropology 832 Archaeological Method and Theory). A full thesis is required as is a 6-credit internship at a cultural resources agency or firm.

Among Great Plains universities, the Professional Archaeology emphasis is unique to the University of Nebraska-Lincoln. It is designed to train archaeologists who wish to pursue CRM careers in the governmental or private sector (see Appendix Professional Archaeology for proposal, program, and course requirements). In developing the Professional Archaeology specialization with the Anthropology Masters program, we sought and received guidance from archaeologists at the Nebraska State Historical Society and the NPS Midwest...
Archaeological Center. We have a close working relationship with archaeologists at both institutions and we work hard to ensure our students are prepared to be successful when employed at these locations. Another ongoing effort we share is the recruitment and retention of Native American and minority students. Archaeologists at both institutions are committed to enhancing the diversity of the individuals involved in archaeology and education at the undergraduate and graduate level is key to achieving this goal. Currently, four graduate students are enrolled in this program and we hope to gain more through more aggressive recruiting.

The other new graduate program, a doctoral track in the Geography Program entitled Indigenous Peoples, was approved in November of 2003 (Appendix "Indigenous Peoples"). Over the years anthropology faculty have served on doctoral committees in the Geography Program for students whose focus was in cultural anthropology or archaeology with a geographic emphasis. Some of these students were our former masters who had chosen to stay in the area and were frustrated by our lack of a doctoral program.

In the undergraduate program we have introduced a laboratory section for our introductory biological anthropology course (242) and expanded the lab activities in our introductory archaeology (242) courses. This changes will enhance the quality of our undergraduate program as they are core requirements for the anthropology undergraduate degree.

Enhancement of Teaching. The anthropology program has taken a number of calculated steps to enhance teaching through instructor training, development of laboratory courses, and expansion of computer assisted instruction. In the spring of 2002 Hames, Hitchcock, and McCollough enrolled in a semester-long peer evaluation of teaching project led by Dan Bernstein of UNL and underwritten by the Carnegie Foundation. They learned a number of peer evaluation skills to provide feedback and advice to colleagues that include regular in class evaluation of anthropology instructors and teaching assistants.

After Mary Willis was hired as our new biological anthropologist she invested an enormous amount of effort into revamping and updating long neglected primate and hominid collections. Largely through several applications to the University’s annual Instructional Technology program professor Willis was able to acquire a numerous crucial primate and hominid casts and six computers for the lab. In the process she added a laboratory section to Introduction to Physical Anthropology (Anthropology 242), increased the credit hours to four reflective of the laboratory component, and convinced the curriculum committee of the College of Arts and Science to recognize the course as satisfying a science requirement. The department reallocated a GTA line to assist in the laboratory section. The department then lifted a 20 student cap to 75. We assigned the existing TA to the lab sections and offered four during the first year. The instructor took the three credit lecture class without assistance. We then wrote two requests for additional GTA's so that each GTA assigned to the course could teach two labs rather than four. We were not awarded the GTA line. We had assumed that if we demonstrated additional demand, which we did, we could make a compelling case for an additional one semester GTA line. (Actually the real demand was considerably greater than 75 given the waiting list we had for the course.) We were then forced to cap the course at 50 students and dropped one laboratory section. If we gain an additional GTA line we will be able to expand enrollment in the course and thereby meet student demand.

Through an internal reallocation of GTA lines we were able to add a laboratory component for our Introduction to Prehistory (Anthropology 232).

The anthropology program has consistently been at the forefront of the use of technology in the classroom. We were one of the first departments to have a department web page (currently under fundamental revision) and the first multimedia classroom at UNL was
installed in a classroom we share with the Department of Mathematics and Statistics. Toward this end we have acquired a server that allows us to share and backup files for teaching, access the server while in the classroom for multimedia presentations, administrative, and research purposes and we have created a number of mobile multimedia carts (computer, projector, and VCR) that permits us to deliver multimedia presentation in small classrooms unequipped with multimedia technology. In addition, we have expanded our student computer laboratory with up-to-date computers and software such as SPSS, ArcInfo, Ethnograph, EndNotes, and other software advanced undergraduate and graduate students use in their classes and research. In addition, we subscribe to World Cultures data base which contains more than 1800 coded variables from research on the Standard Cross Cultural Sample (186 societies) a resource for students in cultural anthropology.

**Enhancement of Diversity.** The Anthropology Program, like the University of Nebraska-Lincoln as a whole, is deeply committed to a pluralistic campus and follows the guidelines of the UNL Affirmative Action and Diversity Office. The Anthropology Program has been at the forefront of University of Nebraska-Lincoln's efforts to hire women and minority faculty. Of the last seven tenure leading hires, six have been women and/or minorities. One was a dual career hire while the other was an opportunity hire. A Native American was hired through UNL's target of opportunity program to recoup the loss of our biological anthropologist. In 2000 Ronald Stephens, an African American, following unanimous agreement of the anthropology faculty, moved his tenure home from the Department of Speech Communications to the Anthropology Program. Unfortunately, in the spring of 2003 he left us to head the African American Studies Program at Grand Valley State (Michigan).

Extensive efforts have also been made to support, recruit and retain minority students, especially Native American students. Since 1996 a scholarship has been established for an Omaha Indian undergraduate or graduate major in the Department and moneys from the John L. Champe and Weakly funds have been provided to Native American students. We have also maintained a close relationship with UNITE (Native American student group) by supporting their Pow-Wows and other campus activities. The current president of UNITE is an anthropology major who recently completed an photography archiving intern program at the Smithsonian in Washington, DC. Faculty members Mark Awakuni-Swedand, Mary Willis, and Martha McCollough are active in the Lincoln Indian Center, an organization that serves local Native Americans and in the Institute of Ethnic Studies. From 2000-2002 we attempted to recruit Native American and African American graduate students into our program through the offering of a fellowship through MWAC. Unfortunately, this has not met with success despite aggressive recruiting efforts although we recruited our first African graduate student last spring.

The enhancement of diversity is also being pursued through collaborative activities with programs in the Institute for Ethnic Studies (e.g., Native American and African American Studies, Latino and Latin American Studies, Asian Studies) and with the Women's Studies Program (Patricia Draper teaches a core course targeted by that program). Ethic Studies cross-lists a number of anthropology courses (104, 105 110, 204, 205, 212, 351, 352, 440, and 451) and among the requirements for a minor in Ethnic Studies. In addition, professors Awakuni-Swedland and McCollough have 40% appointment in Ethnic Studies. International students are being supported through various Anthropology Program activities and projects, as well. For example, last year we enrolled our first African graduate student through the support of a Regents Fellowship through the Graduate College. Finally, Robert Hitchcock was one of the recipients of UNL's 2003 Fulfilling the Dream Award recognizing his “...exemplary action in promoting the goals and vision of the Rev. Dr. Martin Luther King Jr.”
C. Program Rationale

1. The Role of the Anthropology Program. Our goal is to provide students with a comprehensive education and is committed to academic excellence not only through teaching but also through research, outreach, and service. Anthropology's specialty, more than any other discipline, is the study of human diversity across time and space. Nearly all of the courses taught in the program are fundamentally oriented to provide students an understanding of the causes, persistence, and consequences of human diversity.

The program has also established a number of Essential Studies (ES) and Integrated Studies (IS) courses as part of the Comprehensive Education Program (CEP) initiated by the university 1995. A list of all our courses and those that satisfy ES and IS requirement can be found in the. Faculty members in our program have been active originators, participants and leaders in Human Rights and Diversity, one of the College of Arts and Sciences specially funded areas of strength (Human Rights and Human Diversity web page at http://www.unl.edu/HumanR/), and the Honors Program.

The instructional programs conform to the Statewide Comprehensive Plan of the Nebraska Coordinating Commission for Post Secondary Education. Special emphasis is placed on diversity and multi-cultural initiatives and, as noted above, significant efforts have been made to enhance recruitment, retention, and success of minorities and women. In the summer of 2003 we were reaccredited by the Post Secondary Coordinating Commission (see for document entitled “Post Secondary Coordinating Commission”). The Department cooperates with other post-secondary institutions in the state of Nebraska, including the University of Nebraska-Omaha which has a number of students who complete Anthropology degrees at UNL or take courses solely available here.

We believe that our program performs considerable service and outreach to local, state, and NGO agencies that require anthropological expertise. Specific information on that facet of our program can be found in Section II (see page 45 “Outreach Extension/Service”) which details these contributions by individual faculty and in our more general assessment of these activities in Section V (“Program Development”) under “A. Areas in which the Program Excels”, page 74.

2. Assessment The Anthropology Program has employed several formal instruments to assess its undergraduate and graduate programs. At the undergraduate level, we developed and administered a detailed assessment plan for determining student academic achievement and satisfaction in the undergraduate program through a questionnaire given to a large fraction of graduating majors. The survey was first given in 2000 and again in 2003. Information from the surveys has played an instrumental role in regulating our course offerings and education efforts.

At the graduate level, the anthropology program compiles information on length of time to degree, student views on course offerings in relation to professional goals, level of support, and, most importantly, the success of our graduate students after they leave our program (see the table in “III Program Resources” under “B. Student Outcomes” for tabularized data on graduate student success after graduation on page 65). As a result of this survey and the observation of employment trends we instituted two new graduate program specialties. The first is the masters degree program in Professional Archaeology (approved by the University in Spring 2003) which is designed to enhance graduates with the ability to effectively seek employment in CRM upon graduation. The second is the recent approval (Fall 2003) of an Indigenous Peoples track in the Geography doctoral program. Over the years a number of anthropology masters students have gone on to pursue doctoral degrees in the Geography Program with theses projects closely allied to anthropology and with anthropology faculty on their committees. Given this pattern and professed student interest we decided to
implement the track to enhance student career goals in anthropologically allied fields or those fields that called for expertise in anthropology and geography. Finally, the College of Arts and Sciences, through its Bureau of Sociological Research, administered two surveys of graduate students in the college. The results of these survey have been employed to modify our graduate program (see page 71 for an extended discussion of the graduate survey).

II. PROGRAM ACTIVITIES

A. Academic Programs

Here we describe the structural characteristic of the BA and MA degree programs and of the overall Anthropology curriculum. The operation of our two degree programs, together with information on our students and their achievements is presented later in the self study. In order to describe the Anthropology curriculum completely, the pages on our Department in the current Arts and Science Bulletin are reproduced in the

1. Degree Structure

The Anthropology Program offers two degrees: the BA and the MA. These degree programs can be rather briefly described since we have consistently sought to keep the basic requirements of both degrees simple and general so that individual students have the freedom to develop individualized courses of study. We believe strongly that this approach best meets the needs of our students and at the same time allows them to develop their own interests and programs within the breadth of our field. We offer degrees in anthropology and consciously direct all students to course work in the field as a whole. We do not encourage narrow specialization.

2. Basic Program Data

Our major service course is our Freshman survey, Anthropology 110, which is scheduled for at least three sections every semester. Besides this course, we also schedule other courses to meet the needs of students in the many interdisciplinary programs to which the Department contributes. Our upper division courses are offered on a 3 to 4 semester rotation. This is done to make sure that there is student demand and also to allow the faculty to present students with a broad array of classes.

Many of our offerings are “400/800”. This means that they enroll both undergraduates and graduates. In the usual case, instructors maintain different class rosters in these classes and expect graduates to demonstrate both more effort and higher attainment (e.g., more reading and longer and more written assignments). The Department has never had a problem in this regard.

The Department views its curriculum as a pallet upon which individual students can create a program which meets their personal needs and interests. We have enforced at least minimal exposure to three of the four fields of modern anthropology by the undergraduate and graduate core classes and the graduate comprehensive examinations. Beyond that, the structure of our degree programs allows considerable individual flexibility and we work hard to see that individual students find the classes they want.

2.1. BA Degree

The BA degree has two central requirements. First, for an undergraduate major all students must take three sophomore level introductory courses which are at the core of our program. They are: Anthropology 212: Introduction to Cultural Anthropology, Anthropology 232: Introduction to Prehistory Anthropology 242: Introduction to Physical Anthropology.

Archaeology and Introduction to Physical Anthropology have mandatory laboratory sections and Physical Anthropology meets a College of Arts and Sciences science requirement.
Students who are looking forward to a degree in anthropology may enroll in these classes without having taken Anthropology 110 although most majors do take that Freshman survey course. Until Fall of 1996 students were required to take Anthropology 222 (Introduction to Linguistics), but this requirement was dropped due to the departure of our anthropological linguist (James Gibson) and the subsequent reorientation of the Anthropology Program.

In addition to the three 200-level courses (9 credits), to earn an anthropology major students must take seven other anthropology courses (21 credit hours). At least 18 credit hours must be at the 300 or 400 level. We urge students to take at least one fieldwork class, and we highly recommend courses in basic and middle level statistics. The Department neither recommends nor requires work in specific minor fields, although many students elect to obtain minors. The advisors in Anthropology are equipped to advise students about courses in other fields which they can take in order to complete a minor.

For students with advanced degree interests we encourage a focus in cultural, biology, or archaeology subdivisions. Suggested sequence of courses for such students are outlined in our undergraduate advising brochure. We also encourage such students to take special readings courses to sharpen their interests or broaden their expertise. If the student is eligible for graduation with honors we have been aggressive in advocating the utility of writing an honors thesis to enhance their research skills and to improve their ability to enter high-quality graduate programs with financial support.

The Anthro Group, our student anthropology club open to undergraduate and graduate students, is an important adjunct to the program. The Anthro Group provides three valuable functions to the program: (1) management of our speaker series; (2) organization of the Anthropology Section of the Nebraska Academy of Sciences in conjunction with their faculty advisor; and (3) they publish The Nebraska Anthropologist, a journal for students.

We believe we have a made a strong commitment to the professional development of undergraduate level in a number of way. Many of our undergraduate students present papers at the Nebraska Academy of Sciences and publish their research in The Nebraska Anthropologist. In addition, undergraduate students regularly present papers at professional meetings such as the Nebraska Academy of Sciences, The Society for Applied Anthropology (one of our graduate students, Kurt Mantonya, was Chair (1999-2001) of the Student Committee), and Central States Anthropological Society, Plains Conference among others. Through our endowments (Champe and Ward Weakly) we provide students with travels and registration funds to attend these meetings.

The provides information on five year trends in the following areas:

- Student Enrollment by Course (Table 4)
- Number of Course Sections by Level, Average Class Size, and Student Credit Hours (Table 5)
- Student Credit Hours (SCH) by course, by level (Table 6)
- Degrees Awarded by Level (Table 7)

Although we lack current quantitative data on student credit hour per FTE in comparison to other departments in the College of Arts and Sciences, historic data shows that the Anthropology Program has always ranked at least in the top four to five out of 22 departments. At the time of visit we will endeavor to present this comparative figures for the review team.
2.2. MA Degree

Both thesis and non-thesis options are available to graduate students seeking an MA degree. The thesis option requires 30 hours (10 classes) of graduate credit. The thesis may count for 6 to 10 of the hours and at least 8 hours must be in classes not open to undergraduates. The non-thesis option may be pursued by students who either wish training in a broader field of study or who wish to build their graduate program around some professional activity such as a major internship. The non-thesis option must be approved by the students’ advisors and requires the student to complete 36 hours of credit. Regardless of option, all graduates must pass a comprehensive examination in large part based on a research paper for three mandatory core anthropology courses (Archaeological Method and Theory, Social Structure, and Advanced Physical Anthropology). These papers are read by the entire faculty.

3. Curricular Change

The anthropology curriculum has changed considerably in recent years with both deletions and additions. These curricular changes have been made largely to meet student demand and to make our offerings conform to the faculty’s sense of the important trends in our field. They have also been made as a result of shifts in the composition of the faculty, as in the case, for example, of linguistics, which is no longer being offered as part of the Anthropology Program but instead is being offered in the English Department.

Over the last five years we have introduced the following new courses:

- Contentious Issues in Anthropology (488/888)
- Introduction of Physical Anthropology, lab section (242L)
- Native Language 1-IV (Omaha Language Series), four courses numbered 104, 105, 204, 205.
- The Black Family (440/840)
- Black Social Movements (446)
- Medical Anthropology (422/822).

During the last five years we have not deleted any courses. However, in view of our loss of Ronald Stephens we plan to drop the following two courses because we now lack the expertise to teach them:

- The Black Family (440/840)
- Black Social Movements (446).

4. Evidence of Need

As stated in the introduction, our program is one of 256 Anthropology Programs nationwide and one of 39 which offer only the BA and MA degrees. It is the only program in the state that offers BA and MA degrees. Other state institutions have combined anthropology and other social science programs that offer a specialty or minor in anthropology but not a degree. Every five years the Post Secondary Coordinating Commission of the State of Nebraska conducts a “Review of Existing Instructional Programs” with a requirement that degree granting programs exceed certain thresholds in terms of number of degrees granted at undergraduate and graduate levels, credit hour production, and the like. We were reviewed in April of 2003 and we exceeded all thresholds (See Appendix “Post Secondary Coordinating Commission”).
B. Faculty Responsibilities

The fundamental objective of the Department of Anthropology is to make the distinctive perspective of anthropology a dynamic presence at UNL. This objective is achieved in a variety of ways by faculty, which are described below.

Policies Related to Faculty

Full-time faculty in the Anthropology Program are expected to teach five classes per year (a “3-2” course load) and to participate in faculty meetings and in Departmental committees in addition to conducting original research and engaging actively in service and outreach activities. While we have a full-time Undergraduate Advisor (currently Patricia Draper) and a Graduate Advisor (Raymond Hames), all of the faculty are fully capable to provide academic and career-oriented advice to students. We advise students to meet with the appropriate advisor for degree requirements and other issues and we also make them aware that any faculty can advise and they should meet with whomever they feel most comfortable.

As mentioned above, anthropology faculty have a standard 3-2 teaching load. Faculty can opt for a larger or smaller teaching load in consultation with the chair and personnel committee. If a member chooses a higher or lower load then adjustments are made in research and service requirements and evaluation. Unlike other departments, no reductions in teaching load are made for the undergraduate and graduate advisors. While some have selected a greater than standard teaching load in the past (e.g., James Gibson) currently all faculty have the same teaching load.

Methods Used to Evaluate Faculty

The department follows a set of evaluation procedures mandated by the college and other administrative units for the evaluation of faculty. Each year an annual review is done for each faculty based on evidence of accomplishments. All faculty submit a full CV and fill out an update form that highlights the year’s activities in teaching, research, and service. In addition, student course evaluation forms for all courses are collected by the chair. The evaluations are electronically tabulated, and placed in a master spreadsheet that allows the chair and the personnel committee to compare teaching performance among all faculty. In addition, peer evaluation of faculty occurs on a regular basis. Faculty observe classroom lectures and provide a written evaluation sent to the chair and the faculty being evaluated. The CV, cumulative update, peer evaluation, and course evaluation spreadsheets are the primary tools the chair and personnel committee employs to evaluate faculty for the annual reviews. All faculty are rank-ordered in regards to their performance in teaching, research, and service and overall (the sum of teaching, research, and service). These ranking are employed to allocate salary increases and form the basis of an annual letter of evaluation.

In addition to the procedures for annual review of all faculty, non-tenured faculty have a more complex review procedure for reappointment. It includes submission of materials as described above plus additional materials such as publication reprints, course syllabi, and other materials. These pieces are assembled in a file that is reviewed by tenured faculty who then meet with the chair to rate performance in teaching, research, and service and assess their progress towards tenure.

The department uses a standard weighting system for merit evaluation. The norm is 50% teaching, 40% research, and 10% service. However, as noted above, faculty may choose to change this formula in consultation with the chair. This permits faculty with particular strengths (e.g., teaching) to more fully develop and express their talents. However, if one chooses to weight an area more strongly then one must perform much better than the norm to receive a satisfactory merit rating.
Fuller information on faculty evaluation may be found in the Geography’s section of the APR. The Anthropology and Geography programs operate under a uniform personnel system and members of the Personnel Committee include both anthropologists and geographers with equal voting rights.

Graduate Students

Below is a list of all of our graduate students who graduated during the period under review. They are listed by the head of their thesis committee with information on year of graduation, thesis title, and current position followed by a list students who have taken the non-thesis option and their current position. Thirty of the 37 students took the thesis option. This is something of which we are proud because it takes more effort to produce a thesis and having written a thesis normally places a graduate for a better position after graduation. A thesis demonstrates a student’s ability to complete substantial and sophisticated scientific research that contributes to the field.

Knowing what happens to a student after they graduate from our program is vitally important to us. We began to systematically collect this information as a formal part of our graduate assessment plan in 1999. On page 65 of this report, where we consider graduate student assessment, there is a table entitled “Post Graduation Employment Patterns of Masters Students: 1999-2003”. We are presenting quantitative data on post-graduation positions of our graduate students. It is derived from the information immediately below (from “Current position”). We are pleased to note that 31 of our 37 students are in positions that are either anthropological in nature (e.g., CRM archaeology or World Bank consultant), or require or emphasize an anthropological background (museum positions), or are pursuing a doctoral or professional degree. We feel we are preparing our students for the future and employers, admissions committees, and others value the preparation and background of our students.

List of Masters Degrees from 1999-2003 Ordered by Thesis Advisor

LuAnn Wandsnider

2004 Kelli Bacon (Nebraska State Historical Society); “Tomb Architecture in Western Rough Cilicia”.
2004 Cleek, Katherine “The Sarah Cook House”.
2003 Ryan Duddleson (private firm): Schultz Site Ceramics Use Wear Analysis
2001 Tamie Sawaged (NPS Midwest Archeological Center); Is Archaeology Enough? The Big Village Site Revisited. Current position: University of Nebraska-Omaha Law School.
2000 Ann Bauermeister (NPS Midwest Archeological Center); Chipped Stone at Fort Union Trading Post National Historic Site, North Dakota
1999 Charles Geisel (Institute of Minnesota Archaeology); Prehistoric Dwellings on the Great Plains: Investigation Central Plains Tradition Architectural Variation. Current position: statistician and researcher private firm, Minneapolis, MN

1999 Yi-Shing Chung “An Assessment of Data Quality in Archaeological Surface Survey, Rough Cilicia, Turkey. Ph.D. student, University of Arizona

1999 Michael Chidley (NPS Midwest Archeological Center); Variation in Mammoth Bone Modification: Human or Other Genesis”. Current position: archaeologist, Colorado private firm.

Raymond Hames


Peter Bleed

1999 Lundeen, Michelle J Title Potted privies: a consideration of the characteristics of looted historic features .Data and Systems Analyst, Minneapolis.

1999 Anne Marie Kern, Search for the stable: a multidisciplinary investigation of the Cavalry Stable, Fort Learned National Historic Site, Kansas.


2001 Linda Ann Palmer, Determining the cultural affiliation of protohistoric site 39PO44, Potter County. Current position: South Dakota research archaeologist Augustana College, SD.


Robert Hitchcock


Mary Willis

Martha McCollough

Non-Thesis Option Graduates

Research and Creative Activities
Complete information on faculty research and creative activities through their entire careers can be found in the Appendix for each faculty member. What we have extracted from faculty CV’s is presented below in two forms. We first begin with a table that summarizes faculty publications over the last five years followed by a year by year listing by faculty member. The table and list below represents the work of nine full time faculty, one of which was appointed in the fall of 2003 after completing his thesis in the spring of 2003. This broad based research covers many subdisciplines in anthropology and demonstrates the non-parochial extent of our investigations.

It is difficult for us to make claims about the research productivity of our faculty without comparative data on publishing or citation patterns from similar anthropology programs. We leave it to the external review team provide us with a comparative perspective. Of potential interest is the summary row “Rate faculty/year” which is the number of publications of different sorts produced by the average faculty member per year. It was calculated by dividing totals and subtotals by 45 (five years times nine faculty). The average faculty member produces about 3 publications of all types per year.
### Scholarly Works by the Anthropology Program: 1999-2003 and in press

<table>
<thead>
<tr>
<th>Year</th>
<th>Book Chapters</th>
<th>Journal Articles</th>
<th>Other Publications (reviews, invited commentaries, encyclopedia entries, etc)</th>
<th>Paper Presentations</th>
<th>Books and Edited Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>21</td>
<td>1</td>
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<tr>
<td>2000</td>
<td>8</td>
<td>5</td>
<td>17</td>
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<tr>
<td>2001</td>
<td>10</td>
<td>6</td>
<td>5</td>
<td>16</td>
<td>3</td>
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<tr>
<td>2002</td>
<td>8</td>
<td>13</td>
<td>6</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>2003</td>
<td>13</td>
<td>2</td>
<td>5</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Sub-total (1999-2003)</td>
<td>51</td>
<td>34</td>
<td>43</td>
<td>83</td>
<td>7</td>
</tr>
<tr>
<td>Rate: faculty/year</td>
<td>1.13</td>
<td>0.75</td>
<td>0.95</td>
<td>1.84</td>
<td>0.15</td>
</tr>
<tr>
<td>In press</td>
<td>23</td>
<td>8</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total (1999-2003 &amp; in press)</td>
<td>74</td>
<td>42</td>
<td>51</td>
<td>86</td>
<td>10*</td>
</tr>
<tr>
<td>Rate faculty/year</td>
<td>1.64</td>
<td>0.93</td>
<td>1.13</td>
<td>1.91</td>
<td>0.22</td>
</tr>
</tbody>
</table>

* 4 books and 6 edited volumes

### Publications, paper presentations, and grants of the Anthropology Program from 1999-2003 and in press.

#### 1999

**Books (Monographs)**

None

**Edited Volumes**

None

**Book Chapters — refereed**


Book Chapters – non-refereed

Journal Publications – refereed


Journal Publications – non-refereed


Other scholarly works (encyclopedia entries, book reviews, invited commentaries, etc).


Athanassopoulos, Effie (1999) “Amphora production, agriculture and trade, 1999” Results of the first field season at Tsoukalia, Alonissos”. 10 pages plus maps and photographs. Report prepared for the Director of the American School of Classical Studies, Athens, Greece. A Greek version of the same report was prepared for the Greek Ministry of Culture, October 1999. Another version of this report was prepared for the 1984 Foundation which supported our 1999 field season with a grant. The Report is published in the “Archaeological Reports for 1999-2000”, British School of Archaeology, Athens.

Bleed, Peter (1999) Review of "Early Industrialized Pottery Production in Illinois" by F. Mansberger, *Historical Archaeology* 33:100-1

Bleed, Peter (1999) "Speaking of the Past" a series of 7 conversations with Nebraska archaeologists distributed to cable television.


**Grants (amount, duration, title, and source)**


Athanassopoulos, E., “Archaeology and text in medieval Greece: the view from the countryside.” Proposal submitted to the Fellowship Program of the American Council of Learned Societies, October 1999, $25,000. ACLS Fellowships are very competitive and prestigious. In the 1999-2000 national competition there were 687 applications. I was the recipient of one of 65 Fellowships awarded.


Bleed, Peter “Mitigation of Cultural Resources on site of the Kaufman Honors Dormitory, UNL,” 1999 ($24,000.00)

Hitchcock, Robert K. Ford Foundation grant for support of a program entitled “Crossing Borders” on human rights and human diversity at the University of Nebraska-Lincoln (Co-Principal Investigator with Dane Kennedy, David Forsythe), $150,000 (4 years), 1999-2004.

Hitchcock, Robert K. Cooperative, State, Research, Education, and Extension Service grant entitled “City Sprouts North Omaha Community Food Project.” (with David LePage and
Kate Brown, City Sprouts, Omaha, Nebraska), $162,750, October 1999 - September, 2002 (extended to September, 2003).


McCollough, Martha “UNL Diversity Enhancement Grant,” (with C. Willis, R. Hames, and H. Long Soldier) ($3000.00) 1999


Paper Presentations


Hames, Raymond. June 19, 1999 “Parental Investment and Child Health in a Yanomamö Village”. Poster presentation and winner of best poster at the Annual Meeting of Evolution and Human Behavior Society. University of Utah, Salt Lake City, UT


Hitchcock, Robert K. (1999) Speaker on Africa and the Middle East in a symposium entitled “Human and Environmental Imperatives: Lessons Learned from the


2000

Books (Monographs)


Edited Volumes


Book Chapters – refereed


Book Chapters – non-refereed

none

Journal Publications – refereed


Journal Publications – non-refereed

none
Other scholarly works (encyclopedia entries, book reviews, invited commentaries, etc).


Willis, M.S. (2000) Results of Health Focus Group Discussions Among Native Americans in Western Nebraska. Report to Nebraska Department of Health and Human Services.


Grants (amount, duration, title, and source)

Athanassopoulos, E., Received a grant from the Mayor’s Council of the island of Alonissos, Greece, for the 2000 field season of the archaeological field project "Amphora Production, Agriculture and Trade: The Alonissos Archaeological project" Summer 2000, $8,000.

Athanassopoulos, E., Recipient of a UCARE grant, University of Nebraska-Lincoln, (1st year) 2000-01. Jennifer Farrell, an Anthropology and Classics major, was supported by the program to assist me with the analysis of the data from my archaeological field project "Amphora Production, Agriculture and Trade: The Alonissos Archaeological project".


McCollough, Martha, UNL Research Council Fellowship Grant for research on political terrorism during the 1800’s in the Southern Great Plains. ($6084.00) (2000)

Wandsnider, LuAnn, “Luwian-Roman Interaction in Western Rough Cilicia (Turkey)” (with N. K. Rauh, Purdue University), National Science Foundation ($99,000 to University of Nebraska-Lincoln) (2000-2001).
**Paper Presentations**


Athanassopoulos, Effie  *"Pottery Production, Agriculture and Trade: The Amphora Workshop at Tsoukalia, Greece, 4th century BCE"*. Poster, Research Fair, University of Nebraska-Lincoln, March 25, 2000.


Australia. Also presented at Department of Archaeology, Geography, and Regional Planning, University of New England, NSW, Australia


2001

Books (Monographs)


Edited Volumes

none

Book Chapters – refereed


**Book Chapters – non-refereed**


**Journal Publications – refereed**


Journal Publications – non-refereed

none

Other scholarly works (encyclopedia entries, book reviews, invited commentaries, etc).


Grants (amount, duration, title, and source)

Athanassopoulos, Effie. Recipient of a UCARE grant, University of Nebraska-Lincoln (2nd year). Jennifer Farrell, an Anthropology and Classics major, was supported by the program for the year 2001-02 to work under my supervision on the topic of her thesis “Agricultural estates in ancient Greece”.

Athanassopoulos, Effie. Received a visiting scholar grant from the Humanities Center, University of Nebraska-Lincoln. The proposal was for the visit of Dr. Michael Given,
Athanassopoulos, Effie. Received a visiting scholar grant from the University of Nebraska-Lincoln Research Council (with Michael Hoff and LuAnn Wandsnider). The proposal was for the visit of Dr. Michael Given, University of Glasgow, Scotland who visited UNL in April 2001 (April 22-25, 2001). Title of Dr. Given’s lecture: "The Archaeology of Taxation: Landscape and Imperialism in the Eastern Mediterranean.”

Awakuni-Swetland, Mark J. Dream Catcher Foundation Grant, in support of Native Language: Omaha class material culture project (woman’s shawl production), $250 (Spring 2001). Awakuni-Swetland, Mark J., Principal Investigator.


Willis, Mary S. Community Health Research Award, Nebraska Health and Human Services, Office of Minority Health ($3,000) Awarded 11/2001.

Willis, Mary S. Blueprint Project Grant, Community Health Endowment, for “Health Assessment of Sudanese Refugees in Nebraska”($5,100) Awarded 9/2001.

**Paper Presentations**

Athanassopoulos, Effie and LuAnn Wandsnider Co-organizers of Electronic Symposium in the 2001 Society for American Archaeology Meetings (SAA). Title of Symposium: “Crossroads in Mediterranean Landscape Archaeology”. An SAA Electronic Symposium is an interactive format organized around a tightly focused theme. Papers are pre-circulated and posted on the SAA web site. Formal presentations are kept to a minimum to encourage open discussion between presenters and audience. The symposium we organized had 12 participants.


2002
Books (Monographs)
none

Edited Volumes


Book Chapters – refereed


Book Chapters – non-refereed
none
Journal Publications – refereed


Journal Publications – non-refereed


Other scholarly works (encyclopedia entries, book reviews, invited commentaries, etc).


Bleed, Peter (2002) “Arts of a Northern People: Ainu Objects” April –June, Lentz Center for Asian Culture, UNL.


Grants (amount, duration, title, and source)

Athanassopoulos, Effie. Received a grant from the Midwest Archaeological Center, National Park Service. Co-operative agreement with Dr. William Hunt to write a report on Fort William. $5,000, 2002-2004.


Hitchcock, Robert K. Community Health Endowment of Lincoln grant to Mary Willis and Robert Hitchcock for a Blueprint Project on ‘Health of Sudanese Refugees in Nebraska’. $5,100.00, 1 year (2002-2003).

Hitchcock, Robert K. Woods Foundation (Lincoln, Nebraska) grant to the Lincoln Literacy Council, First Presbyterian Church, and Department of Anthropology and Geography, University of Nebraska-Lincoln, for a project on ‘Literacy Training for Sudanese Refugee Women in Nebraska’ ($40,000), 2002-2003.

Paper Presentations


2003

Books (Monographs)


Edited Volumes
none

Book Chapters – refereed


Book Chapters – non-refereed


Journal Publications – refereed


Journal Publications – non-refereed

Other scholarly works (encyclopedia entries, book reviews, invited commentaries, etc).


Grants (amount, duration, title, and source)
Awakuni-Swetland, Mark J. UCARE Grant, University of Nebraska, in support of a student-faculty project to computerize, edit, annotate, and create GIS maps from the 1882 Omaha Land Allotment Register manuscript, $1,000 (2003-2004). Awakuni-Swetland, Mark J., Project Director.

Willis, Mary S. Langeloth Foundation, New York, New York, for Anterior Dental Extraction and Restoration Among Nuer and Dinka Refugees from Sudan: A Unique Perspective on the Biology and Culture of Healing ($290,000), Submitted 11/07/03.

Willis, Mary S. UCARE Student Research Award, UNL, for Ryan N. Schacht, Nutrition and Dental Restoration Project, ($2,000).

Willis, Mary S. UCARE Student Research Award, UNL, for Connie J. Fernald, Sudanese Refugees and News Media Analysis, ($2,000).

Willis, Mary S. “Community Health Survey Research Award”, Nebraska Health and Human Services, Office of Minority Health ($15,000) Awarded 07/2003 & Not Yet Received

Paper Presentations


In Press – 2004

Books (Monographs)


Edited Volumes


Book Chapters – refereed


**Book Chapters – non-refereed**


**Journal Publications – refereed**


Journal Publications – non-refereed

none

Other scholarly works (encyclopedia entries, book reviews, invited commentaries, etc).


**Paper Presentations**


**Externally Funded Grants 1999-2003**

Anthropological research, which contributes to the growth of our discipline, is our responsibility as professionals and one of our charges as University faculty. Through research staff members maintain contact with the changes in our field and contribute to its development. Research makes teaching more effective because students view instructors not as passive purveyors of knowledge but as creative and active participants in the process of anthropological science. Special emphasis has been placed in the past several years in the Department on collaborative, participatory research in which students and the subjects of research are actively engaged.

In many instances, most prominently in our summer archaeological and ethnographic field schools and in our cultural resource management (CRM) and other contract activities, basic research is conducted in the context of courses, thus giving students the opportunity to contribute to our field. Faculty also make their field data available to students in a number of advanced courses to give them first hand experience in dealing with basic analytical problems that researchers face. In addition, some students analyze primary research data in the course of carrying out Advanced Research and Laboratory course work as undergraduates.

Immediately below is a table of external grants awarded to the program from 1999-2003 (Source: Office of Sponsored Programs, UN-L). It does not include university awards (e.g., UN-L Research Council, UCARE, etc.) which were detailed immediately above under the "Grants" heading for each year. During the period under review the Anthropology Program received $639,000 in external awards.
<table>
<thead>
<tr>
<th>Investigator</th>
<th>Project Title</th>
<th>Start</th>
<th>End</th>
<th>Funding Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Athanassopoulos</td>
<td>Amphora Product, Agriculture &amp; Trade: Alonissos Archaeological Project</td>
<td>11/1/98</td>
<td></td>
<td>Charles K. Williams II Trust</td>
<td>$14,490</td>
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<tr>
<td>Athanassopoulos</td>
<td>Fort William Archaeological Project (CESU)</td>
<td>6/1/02</td>
<td>9/30/04</td>
<td>Dept of Interior-NPS</td>
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<td>Bleed</td>
<td>Cultural Resource Assess/Antelope Creek Devel Area</td>
<td>2/1/01</td>
<td>2/22/02</td>
<td>Parsons, Brinckerhoff, Quade, etc</td>
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<td>&quot;Archaeology and Text in Medieval Greece: the view from the countryside.&quot;</td>
<td>1/2000</td>
<td>12/2001</td>
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<td>$25,000</td>
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<td>Bleed</td>
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<td>8/1/00</td>
<td>1/31/01</td>
<td>Parsons, Brinckerhoff, Quade, etc</td>
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<td>Bleed</td>
<td>Cultural Resource Assess/Antelope Creek Devel Area</td>
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<tr>
<td>Bleed</td>
<td>Cultural Resource Assess/Antelope Creek Devel Area</td>
<td>3/4/02</td>
<td>8/31/03</td>
<td>Parsons/Brinckerhoff/Quade, etc</td>
<td>$31,548</td>
</tr>
<tr>
<td>Bleed</td>
<td>In the Shadow of Down Town: Archaeological Investigation</td>
<td>8/10/98</td>
<td>3/31/99</td>
<td>Lincoln/Lancaster Co Planning</td>
<td>$6,648</td>
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<tr>
<td>Draper</td>
<td>Dist via Web Manuscripts/Early American Archaeol(CESU)</td>
<td>7/1/01</td>
<td>9/30/01</td>
<td>Dept of Interior-NPS</td>
<td>$4,000</td>
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<td>Hames</td>
<td>Trekking Variation among the Yanomamo</td>
<td>1/98</td>
<td>6/2002</td>
<td>LSB Leakey Foundation</td>
<td>$8,658</td>
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<td>Hitchcock</td>
<td>Potential Impact of Refugees in M'Kata, Namibia</td>
<td>6/18/01</td>
<td>8/5/01</td>
<td>Dept of State-BPRM</td>
<td>$29,721</td>
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<td>Hitchcock (co-principle with Dave Forsythe (Political Science and Dane Kennedy (History))</td>
<td>&quot;Crossing Borders&quot;</td>
<td>1999-2004</td>
<td></td>
<td>Ford Foundation, Human Rights Program</td>
<td>$150,000</td>
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<tr>
<td>Parks</td>
<td>Anthropology Surveys</td>
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<td>1/31/99</td>
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<td>Nemaha NRD</td>
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<td>9/30/01</td>
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<td>12/31/00</td>
<td>Lower Platte South NRD</td>
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<td>8/1/99</td>
<td>HDR Engineering</td>
<td>$6,002</td>
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<td>Parks</td>
<td>Cultural Resources Inventory of South Corridor</td>
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<td>7/31/01</td>
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<td>$27,000</td>
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<td>Parks</td>
<td>Envir Restorat Proj: Sand Creek Watershed/Wahoo, Ne</td>
<td>5/27/99</td>
<td>1/31/00</td>
<td>Olsson Environmental Sciences</td>
<td>$25,000</td>
</tr>
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<td>Parks</td>
<td>Envir Restorat Proj: Sand Creek Watershed/Wahoo, Ne</td>
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<td>Wandsnider</td>
<td>Archaeological Pedestrian Surv/Oglala Natl Grasslands</td>
<td>7/6/99</td>
<td>9/30/00</td>
<td>Nebraska National Forest</td>
<td>$4,995</td>
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<td>Wandsnider</td>
<td>Luwian-Roman Interact in W Rough Cilicia (Turkey)</td>
<td>7/1/00</td>
<td>6/30/03</td>
<td>NSF</td>
<td>$95,189</td>
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<td>Wandsnider</td>
<td>Reassess of Challis Bison Kill &amp; Quill Cave Fauna</td>
<td>4/17/00</td>
<td>9/30/02</td>
<td>Dept of Interior-BLM</td>
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<td>Wandsnider</td>
<td>REU: Luwian-Roman Interaction in W Rough Cilicia</td>
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<td>Wandsnider</td>
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<td>Willis</td>
<td>Health Assessment of Sudanese</td>
<td>9/1/01</td>
<td>6/30/02</td>
<td>Community Health Endow/Lincoln</td>
<td>$5,100</td>
</tr>
</tbody>
</table>
4. Outreach Extension/Service

Many aspects of modern anthropology can be of direct service to the University and people of Nebraska. We encourage faculty members to undertake service activities which apply practical expertise and anthropological insight to real world situation through either private or public agencies. In addition to this, the members of the Anthropology Program also seek to participate in the affairs of the UNL community. We bring our expertise and the perspective of anthropology to Departmental, College, and University committees. Below is a list of faculty contributions in various service areas requested in the “APR Guidelines” booklet produced by the office of the Vice Chancellor for Academic Affairs.

Program Service (Service to the Anthropology Program)

Athanassopoulos

1998-present Member of the Graduate Committee, Department of Anthropology

1999-2002 Member of the Curriculum Committee, Department of Anthropology, 1999-2002.

1999 Member of the Archaeology Group. Participated in regular meetings in 1997, 1998, 1999. Main topic has been to revise the Curriculum in Archaeology and create a program that provides skills with high demand in the job market. Involved meetings of UNL Faculty members with Professionals in the National Park Service.

1999-2000 Have served as the chair of the Instructional Equipment Committee in 1999 and 2000. In 1999 our request of $4,000 was fully funded. In 2000 our request for $20,000 was fully funded.

2002 Member of the Archaeology Replacement Position Search Committee, Spring 2002.

Bleed

1997 to present Archeology Program Committee

Draper

1999 to present Member, Assessment committee

1999 to present Member, Personnel committee

1999 to present Member, Departmental Institutional Review Board Committee
<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999 to 2002</td>
<td>Chair, Department of Anthropology (later Anthropology and Geography)</td>
</tr>
<tr>
<td>Hames</td>
<td>2003 to present Department Space Committee</td>
</tr>
<tr>
<td></td>
<td>1999 to present Department Personnel Committee</td>
</tr>
<tr>
<td></td>
<td>1998 to present Graduate Program Chair</td>
</tr>
<tr>
<td></td>
<td>2003 to 2003 Acting Chair of the Anthropology and Geography Department</td>
</tr>
<tr>
<td></td>
<td>2003 to present Vice Chair of Anthropology and Geography</td>
</tr>
<tr>
<td>Hitchcock</td>
<td>1999 to present Environmental Studies Emphasis Advisor (Anthropology), UNL</td>
</tr>
<tr>
<td></td>
<td>1999 to 2002 Undergraduate Advisor, Department of Anthropology and Geography, UNL</td>
</tr>
<tr>
<td>McCollough</td>
<td>1997 to present Graduate Committee</td>
</tr>
<tr>
<td></td>
<td>1997 to 2003 Appeals Committee</td>
</tr>
<tr>
<td></td>
<td>1997 to 2000 Curriculum Committee (Chair Fall 2000)</td>
</tr>
<tr>
<td>Wandsnider</td>
<td>1999 to 2003 Member, Graduate Personnel Committee</td>
</tr>
<tr>
<td></td>
<td>2001, 2003 Undergraduate Advisor</td>
</tr>
<tr>
<td></td>
<td>2003 Instructional Equipment Committee</td>
</tr>
<tr>
<td></td>
<td>1999 to 2002 Organize UNL Archaeological Committee</td>
</tr>
<tr>
<td></td>
<td>2002 Chair, Anthropology Temporary Field School</td>
</tr>
<tr>
<td>Willis</td>
<td>2000 to 2003 Contributed to annual departmental equipment request proposal</td>
</tr>
<tr>
<td></td>
<td>2003 Member, Department Space Committee (in preparation for move to Oldfather Hall)</td>
</tr>
<tr>
<td></td>
<td>2003 Graduate Committee, Anthropology Program, Department of Anthropology and Geography</td>
</tr>
<tr>
<td></td>
<td>2000 to 2002 Curriculum Committee, Department of Anthropology, UNL</td>
</tr>
<tr>
<td></td>
<td>2000 to 2002 Physical Anthropology Cast Collection Inventory (Identification of species represented, create &amp; apply accession numbering system, create Excel inventory listing), Department of Anthropology, UNL</td>
</tr>
<tr>
<td></td>
<td>2002 Designed &quot;Literacy &amp; Culture&quot; internship with Lincoln Literacy Council for UNL students.</td>
</tr>
<tr>
<td></td>
<td>2000 to 2001 Undergraduate Assessment Committee, Department of Anthropology, UNL</td>
</tr>
</tbody>
</table>
2001
Prepared & submitted laboratory fee proposal for consideration to College of Arts and Sciences. Fee proposal accepted for Fall 2002 course listing.

2001
Assisted in recruiting & subsequently hosting a replacement faculty member for Spring 2002 (maternity) leave (Daniel Wescott, Ph.D.)

2001
Designed letter of recruitment for temporary teaching positions

1999 to 2000
Physical Anthropology Laboratory (clean, organize & arrange & order specimens), Department of Anthropology, UNL

Individual Service (to the College and University)

Athanassopoulos
1998-present
Member of the UNL Medieval-Renaissance Studies Group. Regular participant in the activities organized by the Interdisciplinary program (monthly seminars, yearly conferences)

1998-present
Foreign language examiner (Modern Greek) for the College of Arts and Sciences

1999-2002
Member of the University Marshals, 1999-2002.

1999
Distinguished Master's Thesis Award (Midwestern competition)

Bleed
2005
Biannual Symposium Chair

2002 to present
Focus on Faculty Committee

2000 to present
Board, International Center for the Study of the Quilt

2001
Discussion Leader and Speaker, AAUC Conference on Interdisciplinary Education UNL

Draper
2003 to present
Member, Research Council (university level)

2003 to present
Member, Human Rights and Human Diversity, Advisory Board

2003
Invited speaker in the UNL Sociology Department's Diversity Research Lunch Series (college level)

2003
Member, Academic Program Review Team for Department of Sociology, UNL (fall semester)

2000 to 2002
Member, Advisory Board, Women's Studies (college level)

2001
Faculty participant in the UNL “Summer Read” (university level)

Hames
2003 to present
Distinguished Teaching Committee, College of Arts and Sciences

2001 to 2003
Areas of Strength Review Committee, College of Arts and Sciences

2001 (Mar. to Aug.)
Acting Director of the University of Nebraska State Museum
Hitchcock
1999 to 2002 Coordinator, Conflict and Conflict Resolution Studies, UNL
1999 to present Coordinator, African Studies, UNL
1999 to present Fellow, Center for Great Plains Studies, UNL

McCollough
1999 to present Member of the Institution Review Board (university wide)
1999 to 2002 Member of the Arts and Sciences Curriculum (college)
1997 to 2002 Member of the University's Native American Recruitment Committee (college)
1998 to 2001 Chair, Grants in Aid for Graduate Students (Center for Great Plains Studies)
2000 to 2001 Emcee for Paul Olsen Seminar Series (Center for Great Plains Studies)
2000 to 2001 Chair, Faculty Grants for Center (Center for Great Plains Studies)
1998 to 1999 Chair, Nomination Committee for member (Center for Great Plains Studies)
1998 to 2001 Member of the Research Council (university)
2000 Reviewer for the University Folsom Award for the best Thesis 1999
2000 Chair, Visiting Scholars Fund

Wandsnider
1992 to present Executive Committee, UNL Environmental Studies
1998 to present Member, University of Nebraska Press Advisory Board
2000 to 2002 Fulbright Review Committee
2002 Member, Paul A. Olson Seminar in Great Plains Studies presentation selection committee
2000 to 2001 Member, Center for Great Plains Studies Library Committee
2001 Member, Arts and Sciences ORCA Selection Committee (Social Sciences)

Willis
2003 Search Committee Member, Position: Assistant Professor, Social Inequality/Minority Health, Ethnic Studies, UNL
2003 Search Committee Member, Position: Director of the Plains Humanities Alliance, UNL
2002 Organized the first 'Scholarship IN Society' lecture series for the academic year 2002-2003. Contacted, organized and hosted Steven H. Fox, Ph.D., Associate Professor, New Mexico Highlands University, to deliver a presentation entitled, Culturally Sensitive Assessment: Post Trauma Syndrome and the Mandinkas
2000 to 2001 Assessment Committee, College of Arts and Sciences, UNL

Public Service

Athanassopoulos

1999 Participated in the “Speaking of the Past” Archaeology series that were produced for the local TV channels. Dr. Peter Bleed invited me to present my archaeological field research in a half hour episode recorded in late spring 1999.

1995-present Co-chair, Archaeological Institute of America (AIA), Lincoln-Omaha Society: monthly lectures and events. The lectures are held on the UNL Campus and the Joslyn Art Museum in Omaha. Regular tasks involve advertising the lectures, hosting the speakers and promoting AIA activities in the Lincoln-Omaha area, 1995-present.

2001 Newspaper article in the Lincoln Journal-star about the UCARE program highlighting the project of a student, Jennifer Farrell, who was working under my supervision. The article appeared in the paper on May 7, 2001.

Bleed

2001 to present Member, Board of Trustees, Nebraska State Historical Society 1999 0
2003 Treasurer, Heartland Center for Leadership Development
1989 to 2001 Member, Nebraska State Historic Preservation Board

Hitchcock

2001 to present Member, Organizing Committee, Winter Lecture Series, Unitarian Church Social Action Committee and Nebraska Humanities Council, Lincoln, Nebraska
2002 to present Board Member, American Civil Liberties Union, Lincoln and Omaha, Nebraska
1999 to present Fellow, Center for Applied Rural Innovation (CARI),

McCollough

2004 Collaborative work with First Project, Inc. for Immigrants and Refugees Surviving Torture
1997 to 2001 Volunteer for the Native American Prisoner Association
2000 Facilitator for the Nebraska Indian Education Task Force
2000 Hosted members for the Cheyenne Dog Soldier Society
1999 Hosted Kiowa Blackfeet Society

Willis

2003 From Extraction to Restoration: Dentistry Among the Nuer and the Dinka of Sudan. Oral Presentation, Lincoln Dental Assistants Society, Lincoln, Nebraska
2003
Refugee Resettlement Policy and Sudanese Health: Experiences from Nebraska. Oral Presentation, Bryan LGH Hospital Diversity Council, Lincoln, Nebraska

2003

2003
Sudanese Refugees in Nebraska: Conflict, History & Resettlement. The Executive Club of Lincoln, Lincoln, Nebraska

2003
Sudanese Refugees: The Result of Past and Current Conflicts in the Sudan. SAGE, Nebraska Alumni Association, Lincoln, Nebraska

2003
Making a Difference, photograph & text regarding Sudanese refugee work under the ‘Blueprint Project’, Community Health Endowment of Lincoln, Lincoln Journal Star

2003
Presentation, Lincoln Dental Assistants Society, Lincoln, Nebraska

2003
Oral Presentation, Bryan LGH Hospital Diversity Council, Lincoln, Nebraska

2003
Oral Presentation, The Executive Club of Lincoln, Lincoln, Nebraska

2003
Oral Presentation, Nebraska Alumni Association, Lincoln, Nebraska

2001 to 2002
Respite Care, Foster Care Program for Native American Children, Nebraska Health and Human Services

2002
Designing educational materials for reproductive health, education presentation to the Lancaster County Planned Parenthood “Promotores”

2002
Adult Education presentation to congregation at First Presbyterian Church, Lincoln, Nebraska, with Robert Hitchcock

2002
Interview with Omaha Television Stations, KPTM Fox 42 News and KM3 News, and UNL Publicity Office regarding Sudanese Refugee Dental Project

2002

2002
Outreach presentation regarding the Sudanese Community in Lincoln, Nebraska to the congregation at the First Mennonite Church

2002
“Health Issues Related to Nebraska’s Sudanese Refugee Population”, Invited Presentation to the Douglas County Health Department, Omaha, Nebraska

2002
“Sudanese Refugees in Nebraska: Resettlement Policy and the Implications for Health”, Invited Presentation to the State Technical Assistance Network (STAN) for Nebraska Health and Human Services, Lincoln, Nebraska

2002
Interview regarding current research project with Lincoln Journal Star entitled Sudanese Get Help with Lost Teeth

2002
“Understanding Sudanese Refugee Culture”, Invited Presentation to Public Health Nurses, Lancaster County Health Department, Lincoln, Nebraska

2002
“Mentoring Sudanese Refugees,” Invited Presentation to the Members of the Holy Trinity Episcopal Church, Lincoln, Nebraska

2002
Interview with ‘Nebraska Public Radio’, Carolyn Johnson, regarding Sudanese Refugee Dental Project

2002
Sudanese refugee ‘Dance and Dine’, with Sudanese Refugee Working Group and UNL Culture Center

2002
Interview with Television Station KOLN/KGIN 10 11 News, Lincoln, Nebraska, regarding Sudanese Refugee ‘Lost Boys’

2002
Interview regarding Sudanese dental project with Wall Street Journal

Anthropology APR 2004
2002 - Sudanese Refugee Children Pancake Breakfast & Game Day, with Golden Key Honor Society, UNL
2002 - Luncheon and Discussion with Lost Boys and Kids-to-Kids International
2001 - Interview with Nebraska Public Radio
2001 - Donation & Fundraising Drive for Sudanese Refugee Community, UNL Culture Center
2001 - Interview with Daily Nebraskan
2001 - Interview with Lincoln Journal Star
2000 - Reviewer, Native American Journalism Association Media Awards (through Lincoln Journal Star)
2000 - Group Facilitator, Native American Summit, Nebraska Department of Education

Service to the Discipline

Athanassopoulos

1999 - Member of the Program Committee for the 1999 Annual Meeting of the Society for American Archaeology, held in Chicago.

1995- present - Founding member and Officer of the Lincoln-Omaha Society of the Archaeological Institute of America since 1995. Primary activities: monthly lectures and events for the academic community, the AIA members of our local society and the public.

Bleed

1999 to present - Manuscript reviewer for American Antiquity (3 times) Historical Archaeology (2) Plains Anthropologist (2). Asian Perspectives (2) Current Anthropology (1)
1999 to present - Grant Reviewer: National Science Foundation (3 times)
1999 to present - Outside Tenure evaluator, Arizona State University, U. of Washington, Field Museum, U. California-Berkeley
1999 to present - Book-length manuscript reviews: U. of Oklahoma Press (2), U of Utah Press (2)
2001 - Co-Host of 59th Plains Conference, Lincoln, Nebraska

Draper

1999 to present - Reviewer for National Science Foundation, outside reviewer for occasional NSF grant applications
2003  Member, Local Arrangements Committee for the Annual Meeting of the Human Behavior and Evolution Society at UNL.
2002  Member, Poster Competition Selection Committee, for the Annual Meeting of the Human Behavior and Evolution Society, Rutgers University, New Brunswick, NJ.

**Hames**

1999 to 2003  Grant Reviewer: National Science Foundation and LSB Leakey Foundation.
2000 to 2003  Consulting Editor: *Population and Environment*.
2001  New Young Investigator Award Committee for the 12th Annual Meeting of the Behavior and Evolution Society (Salt Lake City, UT)

**McCollough**

1999 to 2003  Reviewer of Book Manuscripts for:
2003  University of Texas
2003  University of Washington
1999 to 2002  University of Oklahoma Press
1999 to 2000  University of Nebraska
2003  Prentice Hall
1999 to 2004  Reviewer of Journal Manuscripts for:
2004  Contemporary Ethnography
2001, 2003  Great Plains Quarterly
2000, 2002  Great Plains Research
2000, 2002  Plains Anthropologist
2000, 2001  American Indian Culture and Research Journal
1999, 2000  American Indian Quarterly
1999  Ethnohistory

**Wandsnider**

2000 to present  Society for American Archaeology Committee on Meetings Development
1999 to 2003
Reviewer of research proposals for the National Science Foundation, the National Academy of Science Collaborative Research Program, National Historic Preservation Trust

1999 to 2003

2000 to 2001
Member, Plains Anthropological Society 2001 Annual Meeting

2000 to 2001
Invited host, Roundtable Luncheon on Landscape Archaeology, Annual Meeting of the Society for American Archaeology, New Orleans

1996 to 1999
Plains Anthropological Society Board Member

1997 to 1999
Treasurer Plains Anthropological Society

1996 to 1997
Secretary Plains Anthropological Society

1998 to 1999
Program Chair, 64th Annual Meeting of the Society for American Archaeology

**Willis**

2004 to 2005
American Association for the Advancement of Science, Science, Engineering, and Diplomacy Fellowship Program (Applicant Screening)

2003
Manuscript review for McGraw Hill Higher Education Publishers

2003
Nebraska Health and Human Services' Office of Minority Health

2002
Manuscript review for *Great Plains Research*

2002
Manuscript review for McGraw Hill Higher Education Publishers

2000 to 2001
American Association for the Advancement of Science, Science, Engineering, and Diplomacy Fellowship Program (Applicant Screening)

2000
Manuscript review for *Medical Anthropology*

2000
Text prospectus review for Prentice Hall Academic Publishers

**Continuing Education**

**Athanassopoulos**

2000
Attended 2 day workshop on “Grant Writing for the Humanities and Social Sciences” led by Dr. Don Helmuth, Associate Vice Chancellor for Research, Spring 2000.

2000
Attended workshop on “Grant Writing” during the American Anthropological Association Meetings, November 18, 2000, 1:00-4:00, led by Jeffrey C. Johnson (East Carolina University).

2001  Attended workshop “Activating the large lecture class” organized by the Teaching and Learning Center, UNL, February 13, 2001.

**Bleed**

2002  Massachusetts Institute of Technology Summer Institute in Material Science and Material Culture (2 weeks with scholarship, competitive admission)

2001  Peer Evaluation of Teaching, UNL, (spring semester)

**Hames**

2001  Carnegie Foundation funded “Peer Evaluation of Teaching”, UNL (spring semester)

**McCollough**

2003  Certification Seminar for Participating on Search Committees

2003  Research Ethics Forum: Protecting Human Participants in Research

2003  Santee Workshop on NAGPRA

2002  Human Rights Workshop

1999 to 2000  Peer Evaluation of Teaching

1999  National Science Foundation EPSCOR Social Behavioral Sciences

**Wandsnider**

2002  Attended workshop on affirmative action and the hiring process

2000  Offered 1-week short course on Landscape Archaeology, (University of Buenos Aires)

**Willis**

2002  “Sudanese Refugees In Nebraska: Historical Factors, Ethnic Groups, and Current Needs”, Continuing Medical Education Training, St. Francis Medical Center, Grand Island, Nebraska

2002  “The Health Status of Sudanese Refugees: An Update from Lancaster County, Nebraska,” Invited Presentation to the Nebraska State Minority Health Conference, Lincoln, Nebraska

2002  “Reflections of Maternal Health through Cultural Assessment and Refugee Resettlement Patterns”, Invited Presentation to Patterns of Transcultural Health Care: A Maternal & Child Health Quilt, A conference for health care providers from Nebraska, Kansas, Iowa, and Missouri, Omaha, Nebraska

2001  “Sudanese Refugees in Nebraska: History, Ethnicity, and Health Needs,” Invited Presentation to the Nebraska State Minority Health Conference, Omaha, Nebraska
Cooperative Extension

none

Other

Bleed
2000
Guest Curator of the Museum, Tohoku University Sendai, Japan

Hames
2000
Member, Academic Program Review Team for the Anthropology Department, University of Colorado, Colorado Springs. Co-author of external review document.

McCollough
2002 to 2003
Aided in the organization of the Native American Community Dinner at the Indian Center
1999 to 2001
Organizer of the Native American Community Dinner at the Indian Center
1997 to 1999
Organizer of the Anthropology Section at the Nebraska Academy of Sciences

Willis
2002
New course, assisted in the development of an undergraduate/graduate internship entitled Anthropology Internship, ANTH 495/895; organized official internship options with agencies in Lancaster County, Nebraska
2001
New Laboratory course developed and approved for inclusion in Fall 2001 Semester entitled, Introduction to Physical Anthropology Laboratory, ANTH 242L
2000
New course developed and approved for inclusion in Spring 2001 Semester entitled, Medical Anthropology, ANTH 442/842

Involvement with State and Local Institutions

Willis
2003
Presentation, Lincoln Dental Assistants Society, Lincoln, Nebraska
2003
Oral Presentation, Bryon LGH Hospital Diversity Council, Lincoln, Nebraska
2003
Oral Presentation, The Executive Club of Lincoln, Lincoln, Nebraska
2003
Oral Presentation, Nebraska Alumni Association, Lincoln, Nebraska
2003  Making a Difference, photograph & text regarding Sudanese refugee work under the 'Blueprint Project', Community Health Endowment of Lincoln, Lincoln Journal Star.

2002  Interview with 'Nebraska Public Radio', Carolyn Johnson, regarding Sudanese Refugee Dental Project.

2002  Designing educational materials for reproductive health, education presentation to Lancaster County Planned Parenthood "Promotores".

2002  Adult Education presentation to congregation at First Presbyterian Church, Lincoln, Nebraska, with Robert Hitchcock.

2002  Interview with Television Station KOLN/KGIN 10 11 News, Lincoln, Nebraska, regarding Sudanese Refugee 'Lost Boys'.

2002  Interview with Omaha Television Stations, KPTM Fox 42 News and KM3 News, and UNL Publicity Office regarding Sudanese Refugee Dental Project.


2002  Invited Presentation Concerning Refugee Health, St. Francis Medical Center, Grand Island, Nebraska.

2002  Invited Presentation to the Nebraska State Minority Health Conference, Nebraska HHS, Lincoln, Nebraska.

2002  Outreach presentation regarding the Sudanese Community in Lincoln, Nebraska to the congregation at the First Mennonite Church.

2002  Invited Presentation to Patterns of Transcultural Health Care: A Maternal & Child Health Quilt, A conference for health care providers from Nebraska, Kansas, Iowa, and Missouri, Omaha, Nebraska.

2002  Invited Presentation to the Douglas County Health Department, Omaha, Nebraska.

2002  Invited Presentation to the State Technical Assistance Network (STAN) for Nebraska Health and Human Services, Lincoln, Nebraska.

2002  Interview regarding current research project with Lincoln Journal Star entitled Sudanese Get Help with Lost Teeth.

2002  "Understanding Sudanese Refugee Culture", Invited Presentation to Public Health Nurses, Lancaster County Health Department, Lincoln, Nebraska.

2002  "Mentoring Sudanese Refugees," Invited Presentation to the Members of the Holy Trinity Episcopal Church, Lincoln, Nebraska.
C. Administration of the Program

After our merger with Geography we drafted new by-laws. Major administrative positions include the chair, vice chair, and chairs of the graduate and undergraduate committees of the Anthropology and Geography programs. Our by-laws state that if the chair of the department is from one program then the vice-chair is from the other. The chair oversees the administration of the entire department and his or her own program while the vice-chair oversees the administration of the other program. The day to day supervisory roles of the chair and vice-chair largely focuses on curricular issues (i.e., course staffing and offerings) in their respective programs. This being said, we believe we have an integrated departmental structure given that all other committee memberships are comprised of members of both programs. The Department of Anthropology and Geography has six active committees. These are (1) Program, (2) Personnel, (3) Appeals, (4) Graduate, (5) Curriculum, and (6) Institutional Review Board (IRB). More detailed information on program administration can be found in the Geography Program section of the APR.

The sub-disciplines central to the Anthropology Program’s mission include (1) the archaeology program, (2) the biological anthropology program, and (3) the cultural anthropology program. These three programs have formed the core of the Anthropology Program’s since March, 1997. These sub-disciplines cannot be called programs because they don’t lead to named degrees, say, in archaeology. All graduating students have anthropology listed as their degree. Nevertheless, we encourage undergraduate students who are considering graduate work to focus in one of the disciplines. Of course, we require such specialization of graduate students.

Until the Fall of 1996, linguistics was also considered a part of the core program for Anthropology. We decided to eliminate it from our program owing to low demand in the advanced courses and our inability to attract graduate students in this area. More importantly, we felt that our program could be strengthened by reducing its scope. Even though we recently hired professor Awakuni-Swedand (fall 2003) who has a background in linguistics, we have no plans to reinstitute linguistics as a sub-discipline. Anthropology
advisors do recommend to students interested in pursuing anthropology graduate degrees that they take courses in linguistics from the English Department.

Formal student involvement in program administration is inconsistent. Over the years we have made provisions in our by-laws for a student representative to attend all faculty meetings that do not involve personnel matters. We request that the Anthro Group elect a student representative from their membership. Sometimes they do send their representative and sometimes we do notify the representative of a meeting. Most of the student input we receive is through the faculty advisor to the Anthro Group and through informal and ad hoc communications. Normally, several faculty members attend each Anthro Group meeting so there is ample opportunity for students to express their concerns directly or indirectly.

D. Continuing Education Component of the Program

Up until 2002, the Division of Continuing Studies extends the educational resources of the University to promote lifelong learning to citizens across Nebraska. It does this through its Evening Programs and Lifelong Learning Services through offering courses in the evenings and on weekends for those who are unable to attend university classes during the daytime of the regular work week. This program was eliminated in a 2002 budget cut and the remaining funds were transferred to the College of Arts and Sciences. The Anthropology Program regularly offers courses through Evening Programs, including the freshmen survey (Anthropology 110), Introduction to Cultural Anthropology (Anthropology 212c), Introduction to Prehistory (Anthropology 232c), and Anthropology of the Great Plains (Anthropology 130c). It was decided in 1996-97 that it would be useful to expand the course offerings in Continuing Education, was added as a first step toward achieving this objective.

III. PROGRAM RESOURCES

A. Description of Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Degree</th>
<th>Graduate Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effie Athanassopoulos</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Peter Bleed</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Fellow</td>
</tr>
<tr>
<td>Mark Awakuni-Sweiland</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Patricia Draper</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Fellow</td>
</tr>
<tr>
<td>Raymond Hames</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Fellow</td>
</tr>
<tr>
<td>Robert Hitchcock</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>Fellow</td>
</tr>
<tr>
<td>Martha McCollough</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>Member</td>
</tr>
<tr>
<td>LuAnn Wandsnider</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>Fellow</td>
</tr>
<tr>
<td>Mary Willis</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>Member</td>
</tr>
</tbody>
</table>

ANTHROPOLOGY PROGRAM FACULTY:

Full Time Faculty (tenured or tenure leading)

**Athanassopoulos, Effie** (PhD Pennsylvania 1993, Assistant Professor) archeology, Europe, historical archeology, archeological method and theory, 227 Bessey, 472-0172, efa@unl.edu

**Awakuni-Sweetland, Mark** (MA University of Nebraska, Lincoln, 1996, ABD University of Oklahoma 1999, Lecturer) cultural anthropology, Native America, Great Plains, ethnohistory, language and culture, 132 Bessey, 472-3455, mawakuni-swetland2@unl.edu
Bleed, Peter (PhD Wisconsin 1973, Professor and Associate Dean, College of Arts and Sciences) archeology, Japan, Plains, historical archeology, technology and material cultures, 223 Bessey, 472-2891 or 472-2439, pbleed1@unl.edu

Draper, Patricia (PhD Harvard 1972, Professor) sociocultural anthropology, hunter-gatherers, evolutionary ecology, adult development and aging, cultural ecology, Africa, 221 Bessey, 472-5445, pdraper1@unl.edu

Hames, Raymond (PhD California-Santa Barbara 1978, Professor) behavioral ecology, economics, foragers, South America, 228 Bessey, 472-6240, rhames@unl.edu

Hitchcock, Robert K. (PhD New Mexico 1982, Professor) cultural anthropology, socio-economic development, human rights, Africa, Middle East, 121 Bessey, 472-2480, rhitchco@unlnotes.unl.edu

McCollough, Martha (PhD Oklahoma 1996, Assistant Professor) cultural anthropology, ethnohistory, North American Indians, 120 Bessey, 472-2441, mmccollough1@unl.edu

Wandsnider, LuAnn (PhD New Mexico 1989, Associate Professor) archeology, landscape archeology, time perspectivism, American Great Plains, eastern Mediterranean, 225 Bessey, 472-8873, lwandsnider1@unl.edu

Willis, Mary S. (PhD Washington University, 1995, Assistant Professor) refugees, physical anthropology, medical anthropology, Native North Americans, Africa, primates, 130 Bessey, 472-9677, mwillis2@unl.edu

Part Time Faculty (term hires).

Kaldahl, Eric J. (PhD Arizona 2000, Lecturer) Prehistoric archaeology, Great Plains, Southwest U.S., flaked stone technology, Quaternary paleoecology, public education and outreach, 224 Bessey, 472-3925, ekaldahl2@unl.edu

Demers, Paul (PhD Michigan State University 2001, Lecturer) historical and industrial archaeology, ethnohistory, transnationalism, border studies, Utopian and intentional societies, 131 Bessey, 472-8872, pdemers2@unl.edu

Thomas Myers (PhD Illinois 1970; Professor/Curator University of Nebraska State Museum) Archeology, American Indians, Plains, Latin America.

Anthropologists in Other Departments

James Gunnerson (Ph.D. Harvard 1963; Professor Emeritus University of Nebraska State Museum) Archeology, Plains, Southwest. UN-L emeritus.

John Weymouth (Ph.D. California 1951; Professor Emeritus/Physics & Astronomy) Archeophysics, Remote-sensing, Plains. UN-L emeritus.

Affiliated Faculty

Megan Biesele (Ph.D. Harvard University, 1975, Adjunct Assistant Professor) Cultural Anthropology, Folklore, Rock Art, Hunter-Gatherers, Africa, Southern U.S.

Dawn Bringleson (MA, University of Washington, 1995, Research Associate) Archeology, Plains

John R. Bozell (MA, UN-L). Archaeology Division Director, Nebraska State Historical Society. Archaeology, archaeofauna, historic archaeology, CRM.
Francis A.. Calabrese (Ph.D. Missouri 1971; Adjunct Professor, Assistant Director, National Park Service Regional Office, Omaha, NE) Conservation Archeology, Statistical Methods, Plains.

Melissa Connor (MA Wisconsin 1979; Research Associate, NPS Midwest Archeological Center) Intermountain Archeology, Forensics, Lithic Analysis, Computerized Site Mapping & Documentation.

Stephen D. Glazier (Ph.D. University of Connecticut 1981, Professor, University of Nebraska at Kearney) Caribbean Archeology, Ethnohistory, Religion, Ethnicity, Mental Health, Latin America

Ralph J. Hartley (Ph.D. University of Nebraska, 1989, Program Leader, Cooperative Assistance for Archeology, Midwest Archeological Center, National Park Service) Archeology, Southwest, Plains, Rock Art, Communication Systems, Forensics

Mark J. Lynott (Ph.D. Southern Methodist University, 1977; Adjunct Assistant Professor; Chief, NPS Midwest Archeological Center) Conservation Archeology, Eastern U.S.

Vergil Nobel (Ph.D. Michigan State 1983; Adjunct Assistant Professor; N.S. Midwest Archeological Center) Historic Archeology, Eastern U.S.

Alan J. Osborn (Ph.D. New Mexico 1977; Adjunct Assistant Professor) Archeology, CRM, Maritime Adaptations, Evolutionary Ecology, Plains, Southwest.

Stanley M. Parks (MA, University of Nebraska 1992; Research Archeologist) CRM, Prehistoric and Historic Archeology, Great Plains, Intermountain, Site Formation, Computerized Mapping and Illustration

Douglass Scott (Ph.D. Colorado 1977; Adjunct Professor; Great Plains Program Leader, N.S. Midwest Archeological Center) Historic Archeology, Forensics, Plains, Southwest.

An Important Note on Affiliated Faculty

The Anthropology Program greatly benefits from the presence of our affiliated faculty. Many of them regularly teach in our program as paid instructors and are able to enrich our offerings by teaching courses outside of permanent faculty expertise. Some, such as Mark Lynott and Douglass Scott of the Midwest Archaeological Center have taught seminars without pay. Mark Lynott, Douglass Scott, Alan Osborn, John Bozell, and Frances Calabrese are members of the Graduate College and, as such, serve on masters theses committees. All are productive professional anthropologists who increase the stature and breadth of our program.

5. Summary Profile of Current Faculty (age, sex, race, tenure, part-time)

The Anthropology Program consists at present of nine full-time-equivalent (FTE) members. This represents an increase of four from 1998. Two of our hires since that time (Athanassopoulos and Draper) have a been a consequence of the university's dual career program and opportunity hire programs (respectively) one (Awakuni-Sweetland) for equity, and another (McCollough) as a replacement for Elizabeth Grobsmith (Vice Provost, NAU). As noted earlier, Athanassopoulos, Awakuni-Sweetland, and McCollough are 60/40 splits with Ethnic Studies.

The salary data provided by Institutional Research in Table 1 of the Appendix indicates that assistant, associate, and full professors paid less than the UN-L average. For full professors it is approximately $17,000 less, associate professors $8,000 less, and $10,000 less for assistant professors. Compared to our peer institutions, a similar pattern of lower salaries is shown in Table 2 of the Appendix: professor salaries are 15% less than those paid at peer institutions, only 1.7% less for associate professors, and 6.8% less for assistant professors.

Anthropology faculty salary levels have been a major issue in discussions with the College of
Arts and Sciences and the University administration, especially those salaries of women faculty members. The University and the College have committed themselves to addressing equity issues in salaries, something that the Department feels is extremely important in order to be able to retain female faculty and maintain a diverse faculty.

Is the present faculty adequate to provide this program?
After considerable discussion, it is the consensus of the faculty that we need another biological anthropologist. One of the goals of our program is expose students to the three major sub-disciplines of anthropology and some of the specializations therein. This is difficult to accomplish in biological anthropology with a single biological anthropologist. We are limited in the number of specialized courses professor Willis can teach. We simply cannot teach some of the fundamental biological courses such as human genetics, osteology, medical, primatology, etc. This problem best represents itself in our course entitled “Advanced Physical Anthropology” (442/842). It is a core requirement in graduate program. We cannot think of any program with pretensions to reasonable coverage of the field that would have such a course. Other programs with adequate staffing have a set of advanced courses that represent osteology, primatology, human genetics, and the like. We would like to hire a biological anthropologist to fill this gap with someone with an evolutionary orientation who could also led her or his expertise to archaeology.

One might wonder why we have allowed this situation to develop. A history of our hires answers this question. In the late sixties and early seventies we had two biological anthropologists. When one retired we were unable hire his replacement. When the second retired in the early 1990s we were able to ultimately replace him with professor Willis in 1998. From the mid 1990s to the present we have also hired one archaeologist (Athanassopoulos), two cultural anthropologists (Draper and McCollough), and an anthropological linguist (Awakuni-Sweetland). Three were either dual career or opportunity hires and the fourth was a replacement for Elizabeth Grobsmith (now Vice-Provost, Northern Arizona University). Therefore, we have not added positions programmatically but rather on an ad hoc basis. To be sure, all of these recent hires have tremendously enhanced our program and we have no regrets in seizing the opportunity to hire them.

B. Students
1. Undergraduate Students

Table 3 of the Appendix provides standard demographics of our undergraduate students for the Fall semester of 2001-2002. Table 3 indicates that we have 66 majors with about 90% full time and 61% women. While the breakdowns in Table 3 may be relatively accurate, the total number of majors is not. Using data collected by the College of Arts & Sciences we present the correct enrollment trends over the last several years and shows a modest decline in majors that may or not be significant.

Undergraduate Majors: 2002-2004

<table>
<thead>
<tr>
<th>Census Period</th>
<th>Number of Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2004</td>
<td>78</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>80</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>79</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>81</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>87</td>
</tr>
</tbody>
</table>

Advising
Although we have an undergraduate advisor (currently LuAnn Wandsnider) who does the bulk of advising, any faculty member can serve as an advisor to undergraduate students. We encourage students to seek advice from any faculty member with whom they feel comfortable or knows them from class.

Degree Production
Table 7 of the Appendix provides information on undergraduate degrees awarded over the last five years. There has been a significant drop in degree production from a high of 27 in 1998-99 to 18 in 2002-2003. Given we already identified significant errors in the enrollment data from Institutional Research and Planning we view the data with suspicion.

Student Opinion of the Program
Detailed qualitative and quantitative information on student opinion of the program can be found in “IV. Program Evaluation Assessment” under “C. Student Outcomes”.

2. Graduate Students
There appears to be a real trend in decreased graduate enrollment. This is reflected in Table 7 of the Appendix of degrees granted which shows highs of 11 and 10 in 1999 and 2001, respectively, to a low of 4 in 2003. More directly, a similar pattern is shown in number of graduate majors in the table immediately below (source College of Arts & Sciences).

<table>
<thead>
<tr>
<th>Census Period</th>
<th>Number of Masters Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2004</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>17</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>21</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>23</td>
</tr>
</tbody>
</table>

We have been aware of this trend for some time and we have taken steps to attract more students this year. In the fall of 2003 the Anthropology and Geography Department was awarded a $3,500 grant from the Graduate College to produce brochures and flyers to be sent to most of the anthropology programs and departments in the United States and Canada and to upgrade our web site to make it useful for prospective students seeking information about our program. We have produced and mailed the flyer for the Anthropology Program (Appendix Graduate Flyer).

The goals of the MA graduate program in Anthropology are to prepare students for entry into high quality doctoral programs, professional careers in anthropology, and undergraduate teaching in Community and Junior Colleges. These goals are achieved by requiring all graduate students to develop familiarity with the breadth of modern anthropology, basic skills in research methodology, and specific experience and skills in one of the subdisciplines of anthropology. Key to this process is encouraging all graduate students to serve at least one semester as a GTA for Anthropology 110, a four field introduction to anthropology. In practice nearly all students who complete their graduate degrees gain at least two semesters of GTA experience.
Admission to the graduate program is open to any student with a BA or BS degree. We consider students who have had mixed academic records or a major outside of anthropology. We do not accept students who seem intellectually unsuited for graduate school but we often accept students whose record shows a willingness to explore new and diverse topics. Students without an undergraduate major in anthropology are usually admitted with deficiencies, which can be fulfilled by taking basic courses in cultural anthropology, archaeology, and biological anthropology. These courses do not count toward the graduate degree. In some cases, students take additional courses as recommended by their graduate advisors.

In terms of advising, for their first year, graduate students are assigned a first year advisor by the Chair of the Graduate Committee. The first year advisor is expected to offer guidance to new students and to sign their registration materials. All graduate students are evaluated at the end of their first year. At that evaluation, the first year advisor reviews the student’s progress and, after discussion, the faculty either recommends that the student proceed by forming a graduate committee, suggests that some specific classes be taken, or advises that the student reconsider the wisdom of pursuing a graduate degree. During succeeding years, students are advised by the chair of their thesis committee or, if they elect other program options (see below), by an advisor who, along with a committee of two, oversees their program.

Our graduate program offers students three options. Students considering employment in anthropology fields or a Ph.D. program are encouraged to complete a thesis. Non-thesis options are available for students who wish either a broader training offered by a minor or the professional experience of a major internship. Comprehensive examinations were previously required of all graduate students. During an earlier Academic Program Review, reviewers noted the relatively long time required for students to complete the MA program. As a solution to this problem, we have substituted a major paper requirement for the comprehensive examination, wherein students demonstrate their command of an anthropology subfield. Achieving a B or better on this paper, which is written for each of the core graduate courses in anthropology, is considered as the equivalent of passing the comprehensive examination.

The Anthropology Program currently is able to offer four graduate teaching assistantships (GTAs) in the fall and five in the spring. During the summer, additional GTA positions are available. Presently, each of these positions pays $4,900 per term and tuition remission. As currently configured, three GTAs assist in the teaching of sections of the large introductory anthropology course, Anthropology 110. The GTA supervises the administration of the class, holds office hours, writes exams and grades papers, as well as giving an occasional lecture. We also have a “floating” GTA, who may assist in teaching courses with laboratories, such as Introduction to Physical Anthropology (242), serve as a grader in Anthropology 232 (Introduction to Prehistory) and assist with grading in large sections of Anthropology 212 (Cultural Anthropology). A fifth GTA position for the spring semester is devoted to collections management for the archaeology program in conjunction with the Anthropology Division of the University of Nebraska State Museum. When the University began it Honors Program we offered four honors courses (2 sections of Anthropology 110, Anthropology 212H, and Anthropology 232H) during the 1997-1998 terms. Two additional GTA positions were made available by the College of Arts and Sciences to support this new teaching emphasis. Unexpectedly, the administration withdrew the GTA positions which forced us to reduce the scope of our participation in the Honors Program. In its place, the Honors Program allowed honors courses to be “contracted”. That is, a honors student and faculty could designate a current course to meet honors requirements by having the student do extra work and meet regularly with the course’s instructor.
In addition to GTA's, a number of Graduate Research Assistantships and similar opportunities for undergraduates are available in association with research projects being conducted in the department. Most graduate students are hired at a Research Technician level, which pays between $8.25 and $10.75 per hour. Other sources of funding come from the Graduate College. Each year, we are able to offer outstanding new students: a one year Regents Tuition Fellowships (paying tuition for one year) or a Non-Resident Tuition Fellowships (out of state students pay in-state fees, a savings of $2,954 per year under a normal course load. Other sources on campus, for example, the Center for Great Plains Studies and Human Rights and Diversity have provided scholarship support for our students.

Since 1983, the Department has benefited from the endowment established by Ms. Flavia Waters Champe in memory of her husband and founder of the department, Dr. John L. Champe. Every year, the Champe Fund in the NU Foundation yields some $2500-$5000. These funds are allocated to support students interested in the anthropology of the Great Plains. In 1986, the Department gained an endowment from Ward Weakly, a former undergraduate of the Department. The Weakly Fund yields between $1500-$3000 per year and can be used to support graduate and undergraduate research in any geographic region. Each spring and fall semester, we solicit proposals from the students who wish to use these funds to underwrite MA thesis research or do professional presentations. We estimate than 70% of the graduate students who received Master of Arts degrees have received financial support from at least one of these funding source.

Many of our students, archaeology major in particular, gain opportunities to work for the various agencies with which the Department is associated, including the Midwest Archaeological Center and the Nebraska State Historical Society. While some of this work is straight-forward employment, it nevertheless permits students to gain valuable experience and contacts in professional anthropology or places where an anthropology background is regarded as valuable.

The success rate of our students in pursuing post graduate goals whether it be further education or immediate employment in fields requiring an advanced anthropology degree is impressive. The table “Post Graduate Positions” immediately below provides evidence for this claim.

Post Graduation Employment Patterns of Masters Students (1999-2003)*

<table>
<thead>
<tr>
<th>Position</th>
<th>State or Federal Archaeology</th>
<th>Private Archaeology</th>
<th>Doctoral Program or Professional Programs</th>
<th>Employed by entity requiring or emphasizing anthropology background</th>
<th>Other or unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>13</td>
<td>6</td>
</tr>
</tbody>
</table>

* This table derived from “Current Position” information on the annotated list of masters theses in section

Many of our students success rate in job-getting is that students have been able to get short-term and sometimes long-term employment with the Midwest Archaeological Center of the National Park Service or the Nebraska State Historical Society. Some students have gone on to work for the Department of Environmental Quality or for various social service programs in the state of Nebraska. Increasingly, students with degrees in Anthropology have gotten jobs with non-government organizations (NGOs) including ones working on environment, population, and economic development issues.
In general, most of our students (77%) complete their MA in under three years. Most of the remaining 10 individuals completed their MA work in another two years.

C. Program Resources

1. Budgetary Data: please read about this in the Geography Program section. We have a unified budget that does not have Anthropology or Geography components.

2. Adequacy of Support Services: Again, please read about this in the Geography Program Section. Our support personnel are shared with the Geography Program and no staff services one program preferentially. All the support staff we currently have had their origins in the Geography Department. The anthropology faculty, some of whom have been here for more than twenty years, is unanimous and emphatic in stating we now have the best secretarial staff we have ever had and that it is among the best at the university.

The “APR Guidelines” booklet ask that we comment on the adequacy of the following:

- Library
- Research Laboratories and Equipment
- Instructional Laboratories and Equipment
- Computer Facilities
- Technicians

The major problems we face in the above areas are in laboratories for both research and instruction in archaeology. As we describe below in 3 (Adequacy of Physical Plant) we face a severe space problem that may be alleviated when we are able to occupy the 8th and 9th floors of Oldfather Hall. Our ability to do research and laboratory oriented instruction in archaeology has been most severely affected. We expect that the relocation, described in greater detail immediately below will alleviate this problem.

In general university and departmental computer facilities are in very good shape. Information Services quickly responds to our requests for space on their internet servers for personal home pages, special project pages, and conference pages. In the department we have a server that enhances our ability to instruct, engage in collaborative research, and administrate. Our computer laboratory in 229 Bessey Hall has relatively up-to-date computers, peripherals, and requisite software for research and instruction. This laboratory is used by students and faculty alike. Three years ago, the College of Arts and Sciences allocated a part-time computer technician to maintain equipment and software in our laboratories and faculty and staff offices and this has been a boon to our productivity.

Adequate funding for the University libraries has been an on-going problem over the last five years. As in common with other universities, there have been severe reductions in journal subscriptions and blanket orders for important series by major presses. Many of our faculty are forced to spend extra time and money dealing with interlibrary loan. At the same time, the library

3. Adequacy of Physical Plant

In the fall of 2002 the geography faculty vacated their decades old home in Avery Hall and were accommodated in Bessey Hall with the anthropology faculty. Except for the use of an 700 square foot laboratory in Andrews Hall, no additional space was allocated to the department during this physical merging although some renovations in Bessey and Morrill effectuated. This merger represents a loss of approximately 7,500 square feet [get figures from Steve] to the department. Initially we had the choice the geography faculty moving to space in Nebraska Hall. We decided against this for two reasons: (1) Although our merger was developing positively, we all strongly felt that physical proximity would enhance
interaction and solidarity as cohesive academic unit; and (2) the geography faculty would be marginalized (both literally and metaphorically) from the anthropology faculty and the rest of the College of Arts and Sciences. We believe we made the right decision even though it has been costly.

As a consequence of these changes we have a dire space crunch. The geography faculty have small office inadequate to carry out their research. Geography graduate students are isolated from their mentors in the fourth floor of Morrill Hall. Storage space for media carts and associated equipment, office supplies, and other items are crammed in several small offices making work and retrieval of necessities cumbersome and difficult. Please read the Geography Program section for greater detail on the space problems we face.

Currently we are negotiating with representatives of the College of Arts and Sciences and the office of the Vice Chancellor of Academic Affairs for additional space on the eight and ninth floors of adjacent Oldfather Hall. The Appendix shows the planned layout of 8th and 9th floors of Oldfather that will house the administrative and faculty offices of the department along with space retained in Bessey Hall for archaeology and physical anthropology teaching and laboratory space as well as space retained in Morrill for archaeological research facilities and the physical geography teaching laboratory. We believe that this move will solve our space needs in the short run.

**Equipment**

The department has fully equipped teaching laboratories in archeology, osteology, GIS, and cartography. The anthropology computer lab is widely used by students and faculty in teaching and research and contains shared resources such as video recording and mastering equipment and software, flatbed and 35 mm scanners, drafting and digitizing boards. Some of the equipment is employed for the development of classroom materials and professional presentations for faculty and students.

The department has been at the forefront in the development of multimedia classrooms. In the spring of 1993 a multimedia presentation system was installed in Bessey Hall 104 in collaboration with Mathematics and Statistics and the Vice Chancellor for Academic Affairs (CAA). It was the first such classroom created by the university. Since that time we have installed another permanent unit in Bessey Hall Auditorium (capacity of 188) as well as three mobile units that can be moved to small classrooms and laboratories as needed.

Key to the success of our classroom use of computers came by way of the installation of a server in 2001 that can be accessed from multimedia classrooms within and beyond Bessey Hall. This permits us to store presentations remotely and access them while in the classroom. An unexpected side-effect of the server is that it also allows faculty to share research and administrative files with one another, GTA's, and staff.

**Teaching Space**

For seminars, medium, and high enrollment courses the space resources in Bessey Hall are adequate for our needs. All rooms are fairly well maintained and fully equipped with multimedia instructional equipment. A major shortcoming we have is the vintage mix of discarded furniture in the computer, biological, and archaeology laboratories (Rooms 229, 102, and 128 Bessey Hall).

The quality of space for laboratory instruction is mixed. Soon after she was hired, professor Willis made fundamental changes to the Biological Anthropology Laboratory (Room 102 Bessey Hall) through cataloging specimens, acquisition of new skeletal materials, purchase of shelving, and the installation of computers and furniture. The suite of rooms that comprise the archaeology teaching laboratory and classroom (Rooms 128, 128A, and 129) have been severely affected by the loss of archaeological research space to the Geography Program in Morrill Hall. However, the new space plans should help alleviate this problem.
Research Resources

In the spring of 1995 all of our archaeological holdings were moved to the 18th and R Street facility where they were merged with the archaeological collections of the Nebraska State Museum. This represents a significant improvement in collection maintenance. All UNL archaeological collections are in a common space and curated by full and part-time staff. In addition, the Dean of the College of Arts and Sciences contributed a one semester GTA curation line to assist in collection maintenance on behalf of Anthropology which was matched by the Nebraska State Museum. This staffing and space change was important in terms of gaining significant research and curation space. In the summer of 2003 the university made fundamental budget reductions in the University of Nebraska State Museum by eliminating the Division of Anthropology. Since that time the Anthropology Program has been working with the Director of the Museum and the Vice Chancellor for Research to develop new ways to develop an orderly disbursement of the collection while maintaining some collections central to the anthropology program and other stake-holders in the university.

IV. PROGRAM EVALUATION/ASSESSMENT

A. Curriculum Program

Undergraduate Program

Assessment of our undergraduate program has been conducted on two occasions, in Fall of 2000 and in Fall of 2003. In 2000 the assessment process consisted of exit interviews with seniors in which two kinds of information were collected: (1) general knowledge in the field of anthropology; and (2) student evaluation of the quality of the courses and faculty availability to provide advice to undergraduate majors. In this report we detail our findings from the repetition in 2003 of the student evaluation component of the senior exit interviews.

In Spring of 2000 and Fall of 2003, professor Draper administered a paper and pencil survey to our graduating seniors. Fifteen students in 2000 and nineteen students in 2003 responded anonymously to the survey. The survey was designed to determine the level of satisfaction our students had with the anthropology major. The questionnaires from 2000 and 2003 are attached at the end of this section. The questionnaires were primarily the same in the two years. Below we discuss a subset of questions that were identical from one year to the next and which pertain to concerns we had identified on the basis of the year 2000 interviews.

Although the year 2000 interviews returned largely positive evaluations, there were several areas in which students voiced their dissatisfaction. We hoped to show improvement in the variety of our course offerings and we wanted to address student complaints about the quality of advising. Lastly, we wanted to improve our ability to give students anthropological experience outside the classroom.

Question 9 of the assessment interview states: “Please describe the positive aspects of your undergraduate degree training in anthropology. Circle all those conditions that apply.”

A. A variety of courses in each sub-discipline was offered
B. Courses were offered frequently enough that I was able to take what I needed to graduate
C. Courses were well sequenced and logically ordered
D. The faculty has been helpful and accessible
E. I was able to get all the information that I needed to complete the major in anthropology through the undergraduate advising system
F. I was able to communicate my concerns to the Department and received attention and/or assistance
G. I was able to obtain anthropological experience in the Department.

In general the answers to question 9 show an increased percentage of positive answers. For example:
- 89% in 2003 vs. 40% in 2000 report there was a variety of courses in each discipline.
- 32% in 2003 vs. 13% in 2000 said they could communicate their concerns to the department and that they received assistance.
- 73% in 2003 vs. 53% in 2000 said they had been able to gain anthropological experience.

Question #9, Year 2000

<table>
<thead>
<tr>
<th>Item</th>
<th>Number responding</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>QA</td>
<td>6/15</td>
<td>40</td>
</tr>
<tr>
<td>QB</td>
<td>10/15</td>
<td>67</td>
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<tr>
<td>QC</td>
<td>Data not comparable</td>
<td>X</td>
</tr>
<tr>
<td>QD</td>
<td>13/15</td>
<td>87</td>
</tr>
<tr>
<td>QE</td>
<td>9/15</td>
<td>60</td>
</tr>
<tr>
<td>QF</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>QG</td>
<td>8/15</td>
<td>53</td>
</tr>
</tbody>
</table>

Question 9, Year 2003

<table>
<thead>
<tr>
<th>Item</th>
<th>Number responding</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>QA</td>
<td>17/19</td>
<td>89</td>
</tr>
<tr>
<td>QB</td>
<td>12/19</td>
<td>63</td>
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<tr>
<td>QC</td>
<td>8/19</td>
<td>44</td>
</tr>
<tr>
<td>QD</td>
<td>17/19</td>
<td>89</td>
</tr>
<tr>
<td>QE</td>
<td>7/19</td>
<td>37</td>
</tr>
<tr>
<td>QF</td>
<td>6/19</td>
<td>32</td>
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<tr>
<td>QG</td>
<td>14/19</td>
<td>73</td>
</tr>
</tbody>
</table>

Question 10 asked students to indicate parts of their undergraduate degree training with which they were not satisfied. “Please describe the negative aspects of your undergraduate degree training. Circle all those that apply and write additional comments below.”

A. The variety of courses offered in each sub discipline was limited.
B. Courses were not offered frequently enough that I was able to take what I needed to graduate.
C. Courses were not well sequenced or logically ordered
D. The faculty has not been helpful and accessible
E. I was unable to get all of the information that I needed to complete the major in anthropology through the advising system.
F. I was unable to communicate my concerns to the Department and did not receive attention and/or assistance.
G. I was unable to obtain anthropological experience through the department.

In 2000, 15 students mentioned a total of 19 aspects of department functioning with which they were not satisfied. In 2003, only 9 comparable mentions were made by 19 students responding to the same question.
We mention some of these responses to question 10 to give an indication of the nature of the changes.

In 2000, 60% of students said the variety of courses was limited, whereas in 2003 only 5% of students gave the same answer.

In 2000, 33% of students said they were unable to get all the information they needed through the advising system, whereas in 2003 11% of students gave this answer.

In 2000, 7% said they were unable to obtain anthropological experience in the department, while in 2003 no student gave this answer.

We provide the numerical breakdown of these answers in the following two tables.

### Question #10, Year 2000

<table>
<thead>
<tr>
<th>Question</th>
<th>Number responding</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>QA</td>
<td>9/15</td>
<td>60</td>
</tr>
<tr>
<td>QB</td>
<td>Data not complete</td>
<td>X</td>
</tr>
<tr>
<td>QC</td>
<td>Data not complete</td>
<td>X</td>
</tr>
<tr>
<td>QD</td>
<td>2/15</td>
<td>13</td>
</tr>
<tr>
<td>QE</td>
<td>5/15</td>
<td>33</td>
</tr>
<tr>
<td>QF</td>
<td>2/15</td>
<td>13</td>
</tr>
<tr>
<td>QG</td>
<td>1/15</td>
<td>7</td>
</tr>
</tbody>
</table>

### Question #10, Year 2003

<table>
<thead>
<tr>
<th>Question</th>
<th>Number responding</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>QA</td>
<td>1/19</td>
<td>5</td>
</tr>
<tr>
<td>QB</td>
<td>2/19</td>
<td>11</td>
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<tr>
<td>QC</td>
<td>(data not complete)</td>
<td>X</td>
</tr>
<tr>
<td>QD</td>
<td>1/19</td>
<td>5</td>
</tr>
<tr>
<td>QE</td>
<td>2/19</td>
<td>11</td>
</tr>
<tr>
<td>QF</td>
<td>3/19</td>
<td>16</td>
</tr>
<tr>
<td>QG</td>
<td>0/19</td>
<td>0</td>
</tr>
</tbody>
</table>

In the answers to this question about the negative aspects of the undergraduate degree training we find an overall strong decrease in the percentage of students giving negative evaluations. For example, in response to part A of question 10 the percentages drop from 60% to 5%; in response to question E, the percentages drop from 33% to 11%; in response the question G, the percentage drops from 7% to 0%.

Question 12 asks the students to rate their responses: “I feel that my educational experience in Anthropology at UNL has met my expectations.” (1) Strongly agree; (2) Agree; (3) No comment; (4) Disagree; (5) Strongly Disagree. We find no change in student responses to this question. In both testing periods about 26% of respondents strongly agreed and about 62% agreed. There were similar, smaller percentages (7% and 11%, respectively) giving “no comment” as answers in 2000 and 2003.

We believe and our assessment tool confirms that we have made progress in delivering our program to students in anthropology. The addition of several faculty in this time period has improved our ability to add a greater variety of courses and to spread them out in time. However, in 2003-2004 academic year we have lost two faculty, Professors Stephens and
Collings. Therefore we cannot be sure that we can continue to hold our improvement in variety of courses offered.

- Our advising system has changed and we find fewer students reporting that they cannot find timely and appropriate guidance.
- A major complaint in 2000 was that students lacked an ability to gain anthropological experience. This area of dissatisfaction has been ameliorated in part because we continue to offer the summer field school and because we have more undergraduate students working as interns in community roles that draw on and enhance their anthropological training.
- In an additional effort to provide professional training to our students, we convened a "Vita and Resume Writing Workshop" for anthropology majors. The workshop met in October of 2003 for about two hours. All interested anthropology students were invited. About 15 students attended along with four faculty members: Hames, Draper, Hitchcock and Demers. Students came with draft resumes and met in small groups each headed by a different faculty member. Each student's vita was examined, discussed, and edited, with other students benefiting by hearing the critique of their colleagues' drafts. Informal feedback from students indicates that students found the session helpful and that it responded to their wish for practical advise about how to go about preparing applications for graduate school or employment.

Graduate Program

Over the past five years the College of Arts and Science has developed and deployed several different questions given to graduate students upon their graduation. The Anthropology Program, for its part, developed an exit interview for graduating students.

In 1999 the College of Arts and Science administered a 100 question questionnaire to graduate students. The questionnaire had a number of problems from the perspective of the Anthropology Program. Of the 22 graduate programs in the college only two (Anthropology was one) had an masters only program but the questionnaire posed questions that frequently more appropriate to doctoral students and college scores for various questions reflected the views of doctoral students and not necessarily masters students. For example, we scored relatively low to the question on how well we prepare graduate students for teaching. Since you graduate students don't teach courses but rather assist faculty in mass enrolled courses we felt this question was not very telling or useful. Be this as it may, the graduate chair (Hames) produced a statistical analysis of the graduate student responses in two categories: responses where we scored higher than the college mean (strengths) and responses where we scored lower than the college mean (weaknesses). This document along with the raw statistical output was presented to the anthropology faculty on 26 May 2000.

Our strengths included the following:

- This program encourages timely completion
- This program teaches and promotes an understanding of diverse cultures
- There are opportunities outside of the classroom for interaction between the graduate student and potential employers
- This program promotes professional development by encourages students to attend or present at professional meetings
- This program promotes professional development by encouraging student to joint professional organizations
- This program promotes professional development by offering assistance in developing an effective curriculum vitae
• The admission process functions effectively
• Most faculty members prepare carefully for their graduate courses
• GTA positions are adequately funded
• Required courses are offered with adequate frequency
• My qualifying exams appropriately reflect the objectives of this program
• The graduate chair does a good job

We scored below the college mean in the following areas
• The assignment of teaching responsibility to graduate teaching assistants is equitable
• Members of the faculty and staff work well together
• There are opportunities for student to participate in department decisions that affect their program of study
• This program conducts exit interviews that is helpful to graduate students professionally
• The department is helpful in job placement
• This department offers adequate internship opportunities
• My laboratory and/or research experiences in this program provide me with adequate training for post-graduate working in my field

There was also a questionnaire answered by the faculty in regards to our graduate program and an analysis of this was presented in the same meeting. We felt that the correlation between in the two provided important information. One of the strongest findings was the observation that faculty and staff did not work well together. We felt that this was largely a consequence of the well-publicized furor that erupted over the NAGPRA process that was largely instigated by a former faculty member who had his tenure home moved to another UN-L department. We believe that time has healed this problem. We also decided to implement graduate student exit interviews on a regular basis and instituted a yearly CV workshop for our graduate students as well as undergraduates to aid them in job placement. We were puzzled by the perception that students did not have adequate internship opportunities or that the program did not provide adequate training for post-graduate work. Most of our archaeology graduate students either had paid internships with the Midwest Archaeological Center, local CRM work, and the Nebraska State Crime Laboratory. We suspect that most of the dissatisfaction came form cultural students. To remedy this problem we have opened a number of internship relations with the Lincoln Literacy Council, Catholic Relief Services, and other NGO for our cultural students.

V. PROGRAM DEVELOPMENT

A. Areas in which the Program Excels

The Anthropology Program is known nationally for its research and teaching in evolutionary ecology, applied and development anthropology, and the anthropology and archaeology of the Great Plains. It is also recognized for the strong methodological and quantitative skill among faculty and its practical field training in archaeology and ethnography. The department operates regular summer field schools in archeology and we offer field schools in ethnography on an occasional basis. In addition to the regular offerings, the department
participates in a number of interdisciplinary degree programs: Great Plains Studies, Museum Studies, Environmental Studies, Ethnic Studies, International Studies, Human Rights and Diversity, Conflict Resolution Studies, and others. It is considered one of the most outreach-oriented or service-oriented departments on the UNL campus because of the sizable number of lectures, demonstrations, and workshops given by faculty members and the variety of committees and institutions in which Anthropology faculty participate.

Professional Participation in the Discipline by Students

At both the undergraduate and graduate levels we encourage students to become professionally involved with the discipline at a high level in both pure and applied investigations through internships and research with faculty mentors. We believe research experiences for undergraduate students is an important part of their education. Our undergraduate students regularly present research papers at university, state, regional, and, occasionally, at national levels. For examples, this year undergraduate Ryan Schacht is presenting a paper at The Society for Applied Anthropology. At the graduate level four of our students are presenting papers at this year's Central States Anthropological Society. Within the university our students regularly present papers at the UN-L Undergraduate Research Symposium. The research presented is frequently funded through the NSF REU program, The Nature Conservancy, or university sources such as the UCARE Program (university funds competitively gained by faculty for students who assist in faculty research). The Anthro Group (anthropology student group) along with a faculty advisor runs the Anthropology Section of the Nebraska Academy of Sciences and publishes the Nebraska Anthropologist that each year publishes five to six papers by our undergraduate and graduate students. Anytime a graduate or undergraduate has been selected to present a paper at a regional or national meeting we make travel and other funds available to the student through our foundation funds.

Internship Program

Partly in response to our graduate assessment, mentioned above, we have begun to expand our efforts in the development of internships through the establishment of an internship course (Anthropology 495/895 “Internship in Anthropology”) and formal internship relationships with the following entities:

- The Nature Conservancy (environmental impact of development)
- Lincoln Literacy Council (assistance to refugees and minorities)
- Catholic Social Services (refugee assistance)
- Lincoln Public Schools (multicultural issues)
- The First Project (refugee assistance)
- The Lincoln Indian Center (Native American issues)
- The Malone Center (African American education and recreation)
- Refugee Mentoring Program (refugee assistance)
- Nebraska State Historical Society (archaeology and history sections)
- Midwest Archaeological Center (federal archaeology and CRM)
- F.I.R.S.T. Project for Immigrants and Refugees Surviving Torture
- Sudan Refugee Working Group (headed by professor Willis)
- Nebraska Urban Indian Health Coalition, Inc

We believe we have been quite successful in this endeavor. Two of our current graduate students in professional archaeology currently have internships (Amy Blier and Nicholas
Harken at the Nebraska State Historical Society in 2003). Another two of our recently graduated (2002) students had internships: J. Ryan Duddleson at the Nebraska State Historical Society and Damita Hiemstra at the University of South Dakota.

Much of what we have developed naturally follows from faculty involvement in the service component of their university employment expectations and will be elaborated on below. We strongly encourage students to take advantage of these opportunities. It is our belief that these experience outside of the classroom provide students with an important competitive edge in employment and post-graduate education when they emerge from our program. More than that, philosophically we believe that such experiences are fundamental to an excellent education.

Research Methods Instruction

We have a large number of methods courses in archaeology and cultural that prepare students to do research and, just as importantly, better understand the research results they read about in their courses. An elementary course in statistics (such as Mathematics 180) is recommended for all undergraduates and required for graduate students entering our program. Many go on to take advanced statistics courses offered in Sociology and Psychology. These courses clearly enable students to perform better in intern courses and provides with general and specific research tools that will assist them post graduation. In archaeology we have the following courses:

- Archaeological Materials 487/887 a-d covering zooarchaeology, ceramics, lithics, and historic materials.
- Laboratory Work in Archaeology 281
- Advanced Laboratory Work 481/881
- Archaeological Method and Theory 432/832
- Quantitative Methods in Anthropology 484/884 (for all subdisciplines)

In cultural we have the following courses:

- Fieldwork 280
- Traveling Ethnographic Field School 454/854
- Advanced Fieldwork 480/880
- Advanced Field Methods 483/883
- Community Based Research and Evaluation 486/886
- Research Methods in Anthropology 482/882
- Internship in Anthropology 495/895 (for all subdisciplines)

Service to the Community

The list of organizations that provide internships (immediately above in the “Internship” section) for our students is reflective of the kinds of service work that our faculty provide to state agencies and local and national NGO's. As we have documented in the section entitled “Outreach/Extension/Service” (page 45) nearly all of our faculty are involved in important service activities. Many of the entities we serve are listed above in the description of our internship liaisons. Our high level of participation is based on our knowledge and skills as anthropologists in our capacity to enhance multi-cultural understanding in the school system as minority enrollment increases, assist the growing number of refugees who are unfamiliar with the complexities of governmental bureaucracies, employee to employer relationships, medical services and practices, and the educational system.
Participation in Interdisciplinary Programs at UN-L

The Anthropology Program plays a key role in a number of interdisciplinary programs, notably Native American Studies, the Area Studies Programs of the Institute for Ethnic Studies, Great Plains Studies, Environmental Studies, International Affairs, Women’s Studies, Conflict and Conflict Resolution Studies, Human Rights and Human Diversity, and the Medieval and Renaissance Studies Program. To some extent these interdisciplinary roles are a consequence of two of our faculty having joint appointments in Ethnic Studies (McCollough and Awakuni-Swedand) and Classics and Religious Studies (Athanassopoulos). To a much greater extent it reflects the natural centrality of anthropology to the intellectual content of these programs and willingness of the faculty to assist in their creation, programmatic development, and course offerings. For example, Robert Hitchcock was one of the founding faculty in African and African American Studies, served as its director and student advisor. As its initial director Hitchcock also helped forage the creation of the interdisciplinary program Human Rights and Human Diversity through a variety of Ford Foundation grants and it was ultimately targeted by the College of Arts & Sciences as a center of excellence and received additional funding. Finally, professor Hitchcock is working with the School of Natural Resources Sciences to establish a doctoral program in Human Dimension of Environmental Change in which anthropology courses will be part of the core curriculum. The Appendix contains a list of anthropology courses that are required or “variably” required (“Anthropology Courses Required by ...”) by 21 departments and programs in the College of Arts & Sciences and elsewhere in the university.

In addition, Department faculty serve as Advisors to Amnesty International, UNL Chapter, and Model United Nations, UNL Chapter. One faculty member is on the Board of the Heartland Center (Bleed) and another is a member of the Board of Directors of the Center for Rural Affairs in Walthill, Nebraska and the ACLU (Hitchcock).

Collaborative research and applied anthropological projects are being undertaken in conjunction with the Institute of Agriculture and Natural Resources (IANR), and a Community Maps Project is being done with Cooperative Extension. Human rights work has been conducted with a number of organizations, including Physicians for Human Rights (PHR), the Committee for Human Rights (CHHR) of the American Anthropological Association and various local and national-level human rights organizations such as Amnesty International (AI). As the multicultural emphasis of the University of Nebraska expands, it is anticipated that anthropology will play an even greater role in these interdisciplinary efforts.

Faculty in Anthropology who are part of the Area Studies Programs are called upon frequently to do community programs and give lectures at public schools, service clubs, and in community centers in both rural and urban parts of the state of Nebraska and the region. Anthropology faculty and staff work closely with community institutions in the city of Lincoln, including the Asian Community and Cultural Center, the Clyde Malone Community Center, the Hispanic Community Center, and the Indian Center. Faculty also work with the Mayor’s Friendship Committee, hosting international guests on behalf of the city of Lincoln. In addition, Anthropology faculty cooperate with student groups ranging from the Model United Nations to Amnesty International and Ecology Now. Anthropology Program faculty, staff, and students thus work in a variety of activities relating to international and domestic multicultural issues.

B. Areas in Which the Program Needs Improvement

In order of importance, the following areas in which the department needs to improve its performance.

   Graduate Recruitment
As noted earlier, graduate enrollments and applications are down. Our current crop of graduate students are as strong as any group we have ever had but we clearly need more of them. We are doing a number of things to attract more students. This fall the Department of Anthropology and Geography was awarded a $3,500 grant from the Graduate College to develop a flyer-brochure for each one of our graduate programs and to revamp our web sites to make them more compelling to prospective graduate students. We will also develop new brochures that can either be downloaded in PDF format or mailed. We were able to finish the flyer in late December and in early January we were able to mail about 60 flyers to selected anthropology programs in the Midwest and elsewhere. The mailings were clearly late but we felt we had to do something this year. We will intensify our efforts next year by mailing the flyers at the start of the fall 2004 academic year, ask faculty to post flyers at meetings they attend, and engage in other activities to bring our program to the attention of prospective students.

**GTA Lines**

Growth in enrollment in our introduction to cultural and the institution of labs sections in our introductions to physical anthropology and archaeology has led to a sever crunch on our GTA lines. Up to the mid to late nineties, Introduction to Cultural Anthropology had enrollments of 35-45 per offering. We let the enrollment float upwards to now we enroll 140 students per offering. We reallocated a GTA line from a 110 section to assist in this course. This led us to cap enrollment for one of the 110 sections (we normally teach three 110 sections per semester). When additional GTA positions were made available at the inception of the Honors Program we created laboratory sections for introductory physical and archaeology courses and expanded the enrollments from 35 per course to more than 60. The additional GTA lines also permitted faculty to teach honors seminar adjunct to courses where they could rely on GTA assistance. We were very pleased with how the laboratory sections dramatically improved the quality of the courses and students’ appreciation and interest in anthropology. These GTA lines were then removed from nearly all programs in the University. The loss of GTA lines severely impacted our ability to teach honors sections but more importantly hampers are ability to allocate GTA positions to both our 110 courses and 200 level courses. As a consequence, we were forced to cap enrollments in Introduction to Physical Anthropology (242) and Introduction to Prehistory (323) for lack of sufficient GTA positions to assist in the laboratory sections. We have requested an additional GTA lines to deal with this problem without success.

**Space and Physical facilities.**

The Anthropology program faces a serious need for space to support both teaching a research functions. In accommodating the Geography’s entire teaching program and faculty, virtually all of the space that had been used for faculty or student research in archeology was lost. There is currently no place on campus that anyone could layout or analyze excavated materials. Obviously this precludes any possibility for obtaining funded research within the department. We also do not have adequate space for teaching laboratory courses in archeological methods. Finally, we also lost space for on campus storage of archeological field research equipment. If space for this function is not obtained, we simply will not be able to continue a field program. Presumably, all of these functions will be accommodated in space being planned for the program in Oldfather. We must make sure that space provided is adequate and suitable to programmatic needs and that the relocation it involves is minimally disruptive.

**Problems in Joint Appointment**

The Anthropology Program currently has three junior faculty with joint appointments. Concerns on a number of issues have been raised. Joint appointments can create competing loyalties and inconsistent expectations. Structural problems have been identified in the following areas:
• While teaching expectations can be clearly spelled out in the memoranda of understanding, the research and service obligations are often vague and inconsistent.
• Senior faculty in each unit have different expectations in the area of research. In addition, these expectations are not clearly spelled out at the time of the appointment.
• Coordination between Chairs/Directors in the annual evaluation process of the faculty is minimal.
• Faculty members with joint appointments are required to attend faculty meetings and departmental functions in both units. These duties, although time-consuming, do not “count” in the evaluation process.
• Most time is spent in the home department. Physical separation from the unit with the smaller percentage of the FTE leads to the perception that the faculty member is not “contributing” to that unit.

The Anthropology Program would like to find ways to improve the situation for junior faculty in joint appointments. We encourage the College of Arts and Sciences to organize a workshop for Chairs/Directors to address these issues.

Research Support

The anthropology faculty places a priority on research productivity and we are sure that with small additional resources and reprogramming, we could greatly increase our professional output. First, in some of the larger departments at UNL resources are made available to junior faculty to allow them time to help them become tenurable. The program is small enough that it is difficult to meet class demands so to accommodate this kind of release we will need temporary teaching help from the College of Arts Sciences. Second, the College of Arts and Sciences makes available some funding for faculty to present research at professional meetings, but this funding typically covers only 40-60% of the travel expense. In this situation, some faculty (especially junior faculty and faculty in single income households) are not able to attend professional meetings. “Banking” the Arts and Sciences travel monies from one year to the next, would make at least attendance every 2 years possible. The Anthropology program has no other travel support such as is available to other UNL units. Funding this kind of support should be a priority for our freshly amalgamated department. Finally, research assistance to the anthropology faculty is less than ideal because we do not support a corps of doctoral students. Funding for occasional support of graduated students would certainly increase the range and scope of the project the faculty can undertake.

Field School Funding

For the last 25 years the program has offered a summer field school in archaeology. Over the last 12 years we have also had four ethnographic summer field schools. During the last five years the Summer Sessions Program has been hit by successive budget cuts. These budget reductions caused us to lose a GTA line and had our operating budget severely slashed. We have responded in a variety of ways to maintain both the possibility and quality of the field school. We have been able to reduce instructional costs by having part of the field session taught gratis by our adjunct colleagues in the Midwest Archaeological Center or at a much reduced rate by personnel at the Nebraska State Historical Society. They too recognize the importance of field school and we are grateful for their support. In addition, MWAC has been sources of expendables and equipment that we can no longer afford with the reduced operating. Most recently we have been charging students fees beyond their tuition. The situation is precarious because there will come a summer when we cannot rely on the assistance and underwriting of MWAC or the Nebraska State Historical Society.
Archaeology Collections Management

As a consequence of complex NAGPRA negotiations, in the early 1990s, all of our archaeological collections were moved to the Anthropology Division of the Nebraska State Museum. This was advantageous for the department because it gave us a secure environment and permanent staff to ensure the safe storage of archaeological materials. We augmented this situation by successfully requesting an additional GTA line from the Dean of the College of Arts and Sciences to assist the collections manager in the care of our materials. Last year the Chancellor cut the entire Anthropology Division of the museum. Loss of the collections manager and phased retirement of Professor Myers the curator of the now defunct Anthropology Division has created an air of uncertainty as to our ability to maintain a safe place for our collections. Currently, the archaeologists are working with the Director of the Museum, Professor Myers of Anthropology Division, and the Vice Chancellor for Research to devise a long-term solution to not only collections important to the program but collections critical to other university programs and the state of Nebraska.

Internship Funding

Undergraduate students previously suggested that the Department could improve education by providing more opportunities for hands-on activities and community experiences. Consequently, the internship was designed to provide students with opportunities to use developing anthropological skills and bring exposure to diverse populations and activities that might not be encountered otherwise. For example, as a refugee resettlement site, Lincoln is now home to hundreds of refugees and immigrants from all over the world. We now allow students to mentor and/or tutor new residents in English and resettlement-related topics. In the process, the students are required to document the cultural knowledge that they acquire during their effort to teach. Ethnic groups during the past two years of those that the students have worked with include Vietnamese, Iraqi, Iranian, Nuer, Dinka, and Nuba. We have placed students in similar experiences with interests in archaeology, for example within the Midwest Archaeological Center (MWAC) but have not yet designed internships for those interested in biological anthropology.

One limitation regarding internships is that they require faculty time to develop and maintain community relationships and opportunities. Moreover, students have to be monitored in their work and assessment must be made of their effort. Finally, students have expenses associated with mentoring and tutoring that cannot be paid from departmental sources. These include teaching materials, transport-related needs, supplies, and entry fees. The faculty also need to create a set of standards and regulations that can be applied to this internship as related to expectations for performance and grading during the process.

C. Response to the Previous Academic Program Review

The last academic program review was in May of 1997. That document is the last component of the. The reviewers made a number of recommendations and we have been able to successfully respond to the majority of them. Below are the recommendations and our responses:

- Given the transfer of Karl Reinhard the program needs to immediately hire a biological anthropologist (page 7). We hired Mary Willis in a tenure leading position as Reinhard's replacement. The review team also suggested someone with expertise in medical anthropology for this position. As noted, professor Willis introduced a course in medical anthropology and is doing research in this area with colleagues from the Dental College at UN-L.
• We should ensure that students have a minimum exposure to linguistics. We disagree. Linguistics is disappearing in anthropology programs nation-wide and we are simply not large enough to maintain linguistics even if we wanted to.

• New hires: joint and independent (of the latter, one should be a senior female). Professor Patricia Draper was joined our program in 1998 as an opportunity hire. Assistant Professor Mark Awakuni-Swateland joined our program with an emphasis in Native American languages a focus identified in the new hire recommendations of the APR.

• On page 9 of the previous APR the team suggested that we develop an anthropology doctoral track in Geography instead of attempting to institute it as a free standing program. We have done this with the “Indigenous Peoples” track in the Geography Program.

• The team noted that the department had but one full professor and noted that two associate professors should be promoted. Hames and Hitchcock were promoted to full professor and Draper was hired as a full professor.

• The team observed that our operating budget was inadequate. It has improved somewhat by additional funds from the College or Arts and Sciences.

We think it fair to state that we felt that we could not meet most of the APR recommendations especially those that revolved around new hires. Nevertheless, even these were met through joint and opportunity hires.
Faculty Vitae
EFFIE F. ATHANASSOPOULOS

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EDUCATION:
1982-1993, Ph.D, Anthropology Department, University of Pennsylvania, Philadelphia, PA.
1979, B.A., School of Philosophy, Department of History and Archaeology, University of Athens, Greece.

PROFESSIONAL EMPLOYMENT HISTORY:
1998-present, Assistant Professor, joint appointment, Department of Anthropology and Geography and Department of Classics and Religious Studies, University of Nebraska-Lincoln.
1994-1998, Visiting Assistant Professor, Department of Anthropology, University of Nebraska-Lincoln.
1988 Spring semester, Lecturer, Department of Classics and Archaeology, Rutgers University, New Brunswick.
1984-1985, Teaching Assistant, Anthropology Department, University of Pennsylvania.

RESEARCH INTERESTS:
Historical archaeology
Landscape archaeology
Manufacture, classification and analysis of historic ceramics
Archaeology and its role in national identity formation
Documentary sources and archaeological evidence: relationship and interpretation

AWARDS AND HONORS
2000-2001 American Council of Learned Societies Fellowship.
1981-1984 Alexander Onassis Foundation, Greek Division of Fellowships and Research Grants, Scholarship for graduate study in the U.S.A.
RESEARCH ACTIVITIES: ARCHAEOLOGICAL FIELDWORK:


Co-Director, University of Nebraska-Lincoln, Joslyn Castle Field School, Omaha, Nebraska, May-June, 1994.


Nermea Valley Archaeological Project, Corinthia, Greece, directed by Dr. J. Wright (Bryn Mawr College) and co-directed by Dr. J.L. Davis (University of Cincinnati) and Dr. J. F. Cherry (University of Michigan), 1985-1991.

PROFESSIONAL ORGANIZATIONS:

Member, Society for American Archaeology
Member, American Anthropological Association
Member, Society for Historical Archaeology
Member, Society for the Anthropology of Europe
Member, Modern Greek Studies Association
Secretary, Archaeological Institute of America: Founding member and officer of the Lincoln-Omaha Society, 1995 to present

PEER REVIEWED PUBLICATIONS:

Athanassopoulos, Effie

Athanassopoulos, Effie and LuAnn Wandsnider

Athanassopoulos, Effie

Sarris, A., E. Athanassopoulos, A. Intzessiologiou, E. Skafida, J. Weymouth

Athanassopoulos, Effie

Athanassopoulos, Effie
Edited Volume:

Athanassopoulos, Effie and LuAnn Wandsnider (editors) 

Manuscripts:

Athanassopoulos, Effie 
"Landscape Archaeology and the Medieval Countryside: The Case of Nemea". Monograph to be submitted to the American School of Classical Studies Publications (Hesperia Supplement). Currently 70% of the manuscript is completed.

Athanassopoulos, Effie, (with a contribution by Ian Whitbread) 
"Systematic Surface survey of an amphora workshop". Currently is being prepared for submission to the Journal of Field Archaeology.

Athanassopoulos, Effie 
"Historical Archaeology and the excluded past: The past and the present in 19th century Greece". Currently is being prepared for submission to the Journal of European Archaeology.

ARCHAEOLOGICAL REPORTS:

Athanassopoulos, Effie 

Athanassopoulos, Effie 
"Amphora production, agriculture and trade, 1999" Results of the first field season at Tsoukalia, Alonissos". 10 pages plus maps and photographs. Report prepared for the Director of the American School of Classical Studies, Athens, Greece. A greek version of the same report was prepared for the Greek Ministry of Culture, October 1999. Another version of this report was prepared for the 1984 Foundation which supported our 1999 field season with a grant. The Report is published in the "Archaeological Reports for 1999-2000", British School of Archaeology, Athens.

CONFERENCE PAPERS AND PRESENTATIONS:

Athanassopoulos, Effie 

Athanassopoulos, Effie and Ian Whitbread 

Athanassopoulos, Effie 
Sarris, A., E. Athanassopoulos, A. Intzessiloglou, E. Skafida, J. Weymouth

Athanassopoulos, Effie and LuAnn Wandsnider
Co-organizer of Electronic Symposium in the 2001 Society for American Archaeology Meetings (SAA).
Title of Symposium: "Crossroads in Mediterranean Landscape Archaeology". An SAA Electronic Symposium is an interactive format organized around a tightly focused theme. Papers are pre-circulated and posted on the SAA web site. Formal presentations are kept to a minimum to encourage open discussion between presenters and audience. The symposium we organized had 12 participants.

Athanassopoulos, Effie

Roberts, Karin and Effie Athanassopoulos

Athanassopoulos, Effie and Ian Whitbread

Sarris, A., E. Athanassopoulos, A. Intzessiloglou, E. Skafida, J. Weymouth

Athanassopoulos, Effie

Athanassopoulos, E., A. Intzessiloglou, E. Skafida

Athanassopoulos, Effie

Athanassopoulos, Effie

Athanassopoulos, Effie
Athanassopoulos, Effie

Athanassopoulos, Effie
"Medieval Archaeology". Invited seminar, Medieval and Renaissance Studies program, University of Nebraska-Lincoln, October 16, 1996.

Athanassopoulos, Effie

Athanassopoulos, Effie

Athanassopoulos, Effie
"Intensive survey and rural settlement: the Nemea Valley Archaeological Project, Greece". Invited lecture, University of Nebraska-Lincoln, November 5, 1993.

Athanassopoulos, Effie
"Landscape archaeology on the Peloponnese in Greece". Invited lecture, Rutgers University, March 25, 1993.

Athanassopoulos, Effie

Athanassopoulos, Effie

BOOK REVIEWS:

Athanassopoulos, Effie

Athanassopoulos, Effie

Athanassopoulos, Effie
FELLOWSHIPS AND GRANTS: FUNDED

External:

Received a grant from the Midwest Archaeological Center, National Park Service. Co-operative agreement with Dr. William Hunt to write a report on Fort William. $5,000, 2002-2004.

“Archaeology and the Byzantine countryside”. Proposal submitted to the University of Cincinnati, Ohio, Blegen Library, Summer Residency Program (2002).

“Archaeology and text in medieval Greece: the view from the countryside”. Proposal submitted to the Fellowship Program of the American Council of Learned Societies, October 1999, $25,000. ACLS Fellowships are very competitive and prestigious. In the 1999-2000 national competition there were 687 applications. I was the recipient of one of 65 Fellowships awarded.

Received a grant from the Mayor’s Council of the island of Alonissos, Greece, for the 2000 field season of the archaeological field project “Amphora Production, Agriculture and Trade: The Alonissos Archaeological project” Summer 2000, $8,000.


Internal:

Grant-in-aid, UNL Research Council. Subvention for publication of edited volume. $6, 500, 2002-03.

Recipient of a UCARE grant, University of Nebraska-Lincoln (2nd year). Jennifer Farrell, an Anthropology and Classics major, was supported by the program for the year 2001-02 to work under my supervision on the topic of her thesis “Agricultural estates in ancient Greece”.

Recipient of a UCARE grant, University of Nebraska-Lincoln, (1st year) 2000-01. Jennifer Farrell, an Anthropology and Classics major, was supported by the program to assist me with the analysis of the data from my archaeological field project “Amphora Production, Agriculture and Trade: The Alonissos Archaeological project”.

Received a visiting scholar grant from the Humanities Center, University of Nebraska-Lincoln. The proposal was for the visit of Dr. Michael Given, University of Glasgow, Scotland who visited UNL in April 2001 (April 22-25, 2001). Title of Dr. Given’s lecture: “The Archaeology of Taxation: Landscape and Imperialism in the Eastern Mediterranean.”

Received a visiting scholar grant from the University of Nebraska-Lincoln Research Council (with Michael Hoff and LuAnn Wandsnider). The proposal was for the visit of Dr. Michael Given, University of Glasgow, Scotland who visited UNL in April 2001(April 22-25, 2001). Title of Dr. Given’s lecture: “The Archaeology of Taxation: Landscape and Imperialism in the Eastern Mediterranean.”

“Amphora Production, agriculture and trade: the Alonissos Archaeological Project”. Principal Investigator. Layman Award, University of Nebraska-Lincoln, Spring 1999. Funded at the amount of $7,500.

Received a visiting scholar grant from the University of Nebraska-Lincoln Research Council. Part of the series of the Archaeological Institute of America Lecture Program, Lincoln-Omaha Society. Speaker: Dr. Brian Rose, University of Cincinnati. Topic of Lecture: “Greek and Roman Excavations at Troy”. Date: March 2, 1998.

International Affairs Faculty Affiliate Grant, University of Nebraska-Lincoln, 1995.

International Affairs Faculty Affiliate Grant, University of Nebraska-Lincoln, 1994.

FELLOWSHIPS AND GRANTS: NOT-FUNDED


COURSES TAUGHT AT THE UNIVERSITY OF NEBRASKA-LINCOLN:

Introduction to Anthropology (Anthropology 110), 180 students, Fall 1998, 1999, 2001 [http://www­
class.unl.edu/anth110a](http://www-class.unl.edu/anth110a)

Archaeology of World Civilizations (Anthropology/Classics 252), 35 students, Fall 1998. [http://www-
class.unl.edu/anth252](http://www-class.unl.edu/anth252)


Seminar on Old World Prehistory: Europe (Anthropology/Classics 438/838), Fall 2001, Fall 2003, 6-22 students. [http://www-class.unl.edu/anth438](http://www-class.unl.edu/anth438)

Historical Archaeology (Anthropology 498/898) and Historical Archaeology Lab (Anthropology 481/881), 8-16 students, Spring 1998, Fall 1999


Archaeology, Texts and Ancient Society (Anthro 498/898, Classics 398), Spring 2000, 8 students

Introduction to Anthropology, Honors Section, 12 students

Archaeological Fieldschool (Anthropology 280), 15 students

Introduction to Prehistory (Anthropology 232), 58 students

Archaeology of Pre-Industrial Societies (Anthropology 439), 5 students

Independent Studies

- Nicole Britell, Spring 1997, Historical Archaeology readings.
- Melissa Mestl, Fall 1999, Old World Archaeology.
- Todd Sandstead (Classics graduate student), Spring 1999, Medieval studies readings.
- Mark Nispel (History graduate student) Spring 1999, Medieval studies readings.
- Karin Roberts, (Museum Studies graduate student), Archaeological fieldwork in Greece, (6 credits), Summer 1999.
- Holly Jo Bills, (History undergraduate student) Archaeological fieldwork in Greece (6 credits), Summer 2000.
- Linda Moore, (History graduate student) Archaeological fieldwork in Greece (6 credits), Summer 2000.

New Courses and Proposed Courses:

The Classical world: Archaeology and Texts (Classics 320). New course approved by the College Curriculum Committee, Fall 2001. It has been also approved as an Integrative Studies course. It was offered initially as a Special Topics class in the Spring of 2000 titled “Archaeology, Texts and Ancient Society” (Anthro 498/Class 398).

The Medieval World: Byzantium (Classics 315). New course approved by the College Curriculum Committee in March 1998. It is designed primarily for the Medieval and Renaissance Studies major. It has been also approved as an Integrative Studies course. The course was offered for the first time in the Spring of 1999. It is cross-listed as History 315.
Archaeology of World Civilizations (Anthropology/Classics 252). Approved as an Essential Studies and Integrative Studies course. It is cross-listed with Classics.

Topics in Old World Prehistory (Anthropology/Classics 438/838). This course had not been taught for several years prior to my arrival at UNL. I revived and revised this course and transformed it into one of the important regional courses offered by the archaeology program. I have added a significant component on the origins of agriculture and state formation in the Mediterranean region and the interaction of this area with the societies of transalpine Europe. This course is cross-listed with Classics. The popularity of this class has grown significantly, especially at the undergraduate level. In the Fall of 2001 22 students were enrolled. In the Fall of 2001 I joined the "Peer Review of Teaching" Project and I am currently preparing a course portfolio for this class.

Historical Archaeology (Anthropology 498/898) and Historical Archaeology Lab (Anthropology 481/881). Both have been taught under numbers for special courses. These courses are also of interest to other programs, especially to the Historic Preservation proposed Interdepartmental Program. These courses introduce the students to the larger professional community in Lincoln and familiarize them with the available resources to do research in Historical Archaeology. Several archaeologists from the National Park Service have been invited as guest lecturers on a regular basis as well as archaeologists from the Nebraska State Historical Society (NSHS). The NSHS has offered us the opportunity to analyze material from the site of DeSoto as part of the Historical Archaeology Lab. This work has resulted in a number of papers by students that have been presented in professional conferences.

Archaeological Field School in Greece: Proposal submitted to the College and Summer Sessions, September 1998.

SERVICE-Profession

Invitation to serve as Program Chair of the 37th Conference on Historical and Underwater Archaeology at St. Louis, January 6-11, 2004.

Member of the Program Committee for the 1999 Annual Meeting of the Society for American Archaeology, held in Chicago. Service in that capacity involved: 1) review of paper abstract and symposia submissions, especially abstracts related to Old World Archaeology and Historical Archaeology. 2) assemble papers into appropriate sessions 3) serving as a member of a focus group to decide the timing of the Plenary session, also themes of Opening and Plenary Sessions 4) suggest themes/topics for round-table discussion sessions 5) help to identify general session chairs

Founding member and Officer of the Lincoln-Omaha Society of the Archaeological Institute of America since 1995. Primary activities: monthly lectures and events for the academic community, the AIA members of our local society and the public.

SERVICE-Anthropology Department

Member of the Archaeology Replacement Position Search Committee, Spring 2002.

Member of the Graduate Committee, Department of Anthropology, 1998-present.

Member of the Curriculum Committee, Department of Anthropology, 1999-2002.

Member of the Archaeology Group. Participated in regular meetings in 1997, 1998, 1999. Main topic has been to revise the Curriculum in Archaeology and create a program that provides skills with high demand
in the job market. Involved meetings of the UNL Faculty members with Professionals in the National Park Service.

Have served as the chair of the Instructional Equipment Committee in 1999 and 2000. In 1999 our request of $4,000 was fully funded. In 2000 our request for 20,000 was fully funded.

Wrote proposals as part of the yearly request for Instructional Equipment funds in the Fall of 1996 and 1997, 1998, 1999. I requested funds to purchase films to strengthen our video library in Archaeology in general and Historical Archaeology in particular. Also I purchased films for the new interdisciplinary courses I have developed of interest to Classics and Medieval and Renaissance Studies. The 1999 proposal was for funds to purchase mapping software, important for archaeological field training. All proposals I submitted were funded.

**Student advising and assistance**


Scott Lockhorn, Chair of Graduate Committee, Fall 2003.


Faculty Sponsor of Jennifer Farrell, a UCARE student. Undergraduate Research Conference, April 5-6, 2002, UNL. Topic of presentation: "Agricultural Organization in the Southern Argolid during the Classical Greek Period (500-300 BC)".


Yi-Shing Chung (currently PhD student at the University of Arizona), Member of Graduate Committee, 1999.

I have advised/assisted in their research the following students: Frederick Howard, Jennifer Farrel, Kelli Bacon, Holly Jo Bills, Linda Moore, Karin Roberts, Yi-Shing Chung, Tamie Sawaged, Arwen Feather, Lynn Newton, Terry Bauer, Terry Schuman, Michelle Lundeen, Meghan Cochrane.

I list below some of the presentations based on projects completed by students in my Historical Archaeology Class. Several students presented papers in the Plains Conference:


I wrote recommendation letters for the following students:

Frederick Howard, for admission to Ph.D. programs, December 2003-January 2004 (letters for the University of Chicago, University of Pennsylvania, University of Cincinnati).

Leif Milliken, for admission to the Centre for Medieval and Renaissance Studies, Oxford University.

Jennifer Farrell, for admission to the American School of Classical Studies Summer Program, December 2000. Also letters for admission to Ph.D. programs, January 2002. Currently she is a Ph.D. student in Archaeology, University of Cincinnati.

Todd Sandsted, for admission to Ph.D. Classics programs, December 2000.

Jesse Adams, for admission to graduate programs in Anthropology, December 2000.

Zach Schroeder, for admission to the UNL Community and Regional Planning Graduate Program, October 2000.

Don Arp, for a Rhodes scholarship. Also for admission to the UNL Anthropology Graduate program, September and December 2000.

Todd Sandsted, for admission to the American School of Classical Studies Summer Program, January 2000.

Mark Lieurance, for admission to study abroad program at the University of Besancon in France, Spring 1999.

Jesse Adams, for a College of Arts and Sciences fellowship, Spring 1999.

Todd Sandsted, for a Forbes fellowship (Classics Department), Spring 1999.

Lora Carpenter, for the 1998 Women as student leaders award, February 1997.

Rory Larson, for admission to the Graduate program in Anthropology, January 1997.


Rebecca Howard, for Archaeological Curation Assistant position, April 1997.

Arwen Feather, for a graduate fellowship, February 1997.

SERVICE-Classics, Medieval and Renaissance Studies, College, University

Member of the University Marshals, 1999-2002.


Member of the organizing committee of the lecture series "Colloquia Classica". I organized the lecture of November 6, 1998, by Dr. S. Petrakis, "Ethnicity in ancient Arcadia, Greece: Texts and Archaeology".
Member of the Medieval-Renaissance Studies Group and regular participant in the activities organized by the Interdisciplinary program (monthly seminars, yearly conferences).

Participated in the organizational meeting for the proposed Historic Preservation Graduate program. Organizer Dr. Gordon Scholtz, Community and Regional Planning, February 25, 1998

Have served as a foreign language examiner (Modern Greek) for the College of Arts and Sciences.

OUTREACH ACTIVITIES:

Co-chair, Archaeological Institute of America (AIA), Lincoln-Omaha Society: monthly lectures and events. The lectures are held on the UNL Campus and the Joslyn Art Museum in Omaha. Regular tasks involve advertising the lectures, hosting the speakers and promoting AIA activities in the Lincoln-Omaha area, 1995-present.

Newspaper article in the Lincoln Journal-star about the UCARE program highlighting the project of a student, Jennifer Farrell, who was working under my supervision. We were interviewed on April 3, 2001. The article appeared in the paper on May 7, 2001.

Participated in the “Speaking of the Past” Archaeology series that were produced for the local TV channels. Dr. Peter Bleed invited me to present my archaeological field research in a half hour episode recorded in late spring 1999 (one of seven programs). The episode was dedicated to my field project in Greece and has played numerous times in the local cable educational channel.

Responded to several inquiries from high school students from Nebraska and other states regarding archaeological fieldwork abroad.

Met and discussed my on-going archaeological project with UNL instructional designer, Judy Montgomery. Ms. Montgomery was looking for archaeological material to incorporate in a course for the CLAS project, a sequence of diploma courses delivered over the internet.

PROFESSIONAL ACTIVITIES: Workshops attended:


Attended workshop “Activating the large lecture class” organized by the Teaching and Learning Center, UNL, February 13, 2001.

Attended workshop on “Grant Writing” during the American Anthropological Association Meetings, November 18, 2000, 1:00-4:00, led by Jeffrey C. Johnson (East Carolina University).

Attended 2 day workshop on “Grant Writing for the Humanities and Social Sciences” led by Dr. Don Helmuth, Associate Vice Chancellor for Research, Spring 2000.


Participated in “Faculty Forum: Developing and Assessing Teaching Portfolios”. Sponsored by the UNL Office of Academic Affairs and the Teaching and Learning Center, Sept 30 and October 13, 1998.

Participated in the "Beginner Web Site Workshop" organized by the College of Arts and Sciences, Humanities Program, August 18 and 20, 1998.

Attended a workshop organized by the Office of the Senior Vice Chancellor for Academic Affairs regarding new NSF funding programs (POWRE: Professional Opportunities for Women in Research and Education), September 16, 1997.

GPS Workshop, 1996 Nebraska GIS Symposium, Lincoln, NE, Febr. 20, 1996.

ESRI (Environmental Systems Research Institute), ArcView and ARC/INFO seminars, Lincoln and Omaha, NE, Summer 1995.

Geographic Information Systems in Archaeology, May 1-2, 1995, Minneapolis, organized by the University of Nevada, Reno, taught by F. Limp, Center for Advanced Spatial technologies, University of Arkansas.

Learning Technologies Workshop, May 8-12, 1995, Instructional Technology Center, University of Nebraska-Lincoln.
CURRICULUM VITAE
January 2004
MARK J. AWAKUNI-SWETLAND, Ph.D.

Dept. of Anthropology-Geography
University of Nebraska
Lincoln, Nebraska 68588-0368
402-472-3455 (Office)
402-472-9642 (Dept FAX)

P. O. Box 30900
Lincoln, Nebraska
68503-0900
402-435-3865 (home)
E-mail: mawakuni-swetland2@unl.edu

Current Position

2004- Assistant Professor, Joint Appointment: Department of Anthropology and Institute for Ethnic Studies/Native American Studies Program, University of Nebraska, Lincoln.

Education

Ph.D. University of Oklahoma, December 2003, Anthropology.
M.A. University of Nebraska, May 1996, Anthropology.

Publications: Organized by Type

Book, peer reviewed

Article, peer reviewed


Chapter, peer reviewed


Book Review

Newspaper

Other Publications
1977 Swetland, Mark J. Umo ho iye of Elizabeth Stabler. Winnebago: Nebraska Indian Press.

Papers Presented
1999 Awakuni-Swetland, Mark J. "That was where the xube' wachigaxe (sacred people danced): Early Twentieth Century Omaha Dance Lodges," paper presented at the 57th Annual Plains Anthropological Society Conference, Sioux Falls, SD, October 24.
1994 Swetland, Mark J. "Dance Lodges of the Omaha People: Building from Memory," paper presented at the annual meeting of the American Society for Ethnohistory, Bloomington, IN, November.
1994 Swetland, Mark J. "Omaha Eagle Bone Whistles: Aspects of Their Construction and Use," paper presented at the annual meeting of the Nebraska Academy of Sciences, Lincoln, NE, April.
Grants Received

2003  UCARE Grant, University of Nebraska, in support of a student-faculty project to computerize, edit, annotate, and create GIS maps from the 1882 Omaha Land Allotment Register manuscript, $1,000 (2003-2004). Awakuni-Swetland, Mark J., Project Director.


2001  Dream Catcher Foundation Grant, in support of Native Language: Omaha class material culture project (woman's shawl production), $250 (Spring 2001). Awakuni-Swetland, Mark J., Principal Investigator.


2000  Endangered Language Fund, Department of Linguistics, Yale University, in support of Omaha Language curriculum development, $2000. Awakuni-Swetland, Mark J., Principal Investigator.

1995  Champe-Weakly funds, Department of Anthropology, University of Nebraska, in support of M.A. thesis, $780. Awakuni-Swetland, Mark J., Principal Investigator.


1987  Smithsonian Institution Short-Term Visiting Fellowship, Washington, DC. $1,300. Swetland, Mark J., Principal Investigator.

Awards and Honors

2003  Native Language Honoring Ceremony, Lincoln Indian Community Church

2001  Fellow, Center for Great Plains Studies, University of Nebraska.

1995  Hazel V. Emley Scholarship, University of Nebraska.

1994, 1993  Walter Miller Scholarship, University of Nebraska.

1994  B.A. University of Nebraska: Summa Cum Laud

1994  Phi Beta Kappa Honor Society

1993  Arts and Sciences Alumni Student Leader Award, University of Nebraska.

1993  Golden Key National Honor Society

1992  Phi Alpha Theta International History Society

Research Papers

2003  Awakuni-Swetland, Mark J., Ph.D. Dissertation "Um6 n ho n Ithae the -- Um6 n ho n Bthi', I Speak Omaha—I am Omaha: Omaha Language Choice, 1971-2001," examines the attitudes and actions of current Omaha Tribal community leaders in relation to Omaha language revitalization and maintenance. Department of Anthropology, University of Oklahoma.

1996  Awakuni-Swetland, Mark J., M.A. Thesis "Omaha Language Attitudes and Abilities," examines the ideologies of, and proficiency in, the Omaha language of students at Macy Public Schools on the Omaha Reservation, Macy, Nebraska. Department of Anthropology, University of Nebraska.

1994  Awakuni-Swetland, Mark J., B.A. Thesis "Omaha Dance Lodges: Building from Memory," is an ethnohistorical account of the appearance, use, and decline of a distinctive architectural feature on the Omaha landscape from the late 19th to early 20th century. This work includes the oral histories of 50 elders of the Omaha Tribe of Nebraska. Department of History and the Center for Great Plains Studies, University of Nebraska.

1993  Ethnographic Field School final report "Public Education in Walthill, Nebraska: The Native American Perspective," Jerry Schultz, Ph.D., Instructor, Department of Anthropology, University of Nebraska.

Research and Fieldwork

2000-  Linguistic fieldwork and curriculum development in support of the UNL Omaha I-IV language classes, Lincoln, Omaha, and Macy, NE.
2000—2002  Sociolinguistic fieldwork (Ph.D. Dissertation), Omaha language ideology, Macy, NE.
1999-  Combined sociolinguistic and linguistic fieldwork, Omaha language ideology, Omaha language instruction, Omaha, Lincoln, and Macy, NE.
1998—1999  1876 Omaha buffalo hunt trail ethnohistorical reconstruction, Omaha Nation Public School, Macy, NE.
1998—1999  Ethnographic fieldwork, Kickapoo natural resource acquisition and material culture, McLoud, OK.
1996  Linguistic fieldwork, Omaha language lexicon, Omaha, NE.
1995  Sociolinguistic fieldwork (M.A. Thesis), Omaha language ideology, Macy, NE.
1994—1995  Ethnographic fieldwork, drum making, Omaha, NE.
1993  Ethnographic fieldwork, eagle bone whistles, Omaha, NE.
1993  Ethnographic field school, Native educational concerns, Walthill, NE.
1992—1993  Ethnohistorical fieldwork (B.A. Thesis), Omaha dance lodges, Macy, NE.
1990  Ethnographic research, Omaha finger weaving, Omaha Reservation, NE, and Pawhuska, OK.
1988  Microfilming, archival and ethnographic collections research, Smithsonian Institution, Washington, DC.
1988  Ethnographic fieldwork, Omaha language and material culture, Macy, NE.
1987  Ethnographic and archival collections research, Smithsonian Institution, Washington, DC.
1987  Ethnographic and archival collections research, various eastern U.S. institutions.
1984—1990  Ethnographic and archival collections research, various western U.S. institutions.

Courses Taught

2002, 2004  Developing, *Native Language IV*, Omaha language and culture class, fourth semester, Anthropology/Native American Studies, University of Nebraska.
2001, 2003  Developing, *Native Language III, A*: Omaha, 3 credit Omaha language and culture class, third in a four semester sequence, Anthropology/Native American Studies, University of Nebraska.
2001  Instructor, *Peoples and Cultures of Native North America*, a survey course of Native America from an anthropological perspective, Department of Anthropology, University of Nebraska.
2001, 2003  Developing, *Native Language II, A*: Omaha, 5 credit Omaha language and culture class, second in a four semester sequence, Anthropology/Native American Studies, University of Nebraska.
2000, 2002  Developing, *Native Language I, A*: Omaha, 5 credit Omaha language and culture class, first in a four semester sequence, Anthropology/Native American Studies, University of Nebraska.
2000  Developed, *Advanced Current Topics: Cultural Linguistics/Translation*, 3 credit methods and theories of translation class with a project focused on Lakȟóta Sioux, Department of Anthropology, University of Nebraska.
2000—2001  Instructor, *Introduction to Anthropology*, emphasizing the four fields approach, Department of Anthropology, University of Nebraska.
1999  Instructor, *Indians of Contemporary North America*, exploring contemporary issues, Department of Anthropology, University of Nebraska.
1999  Developed, *Topics in Cultural Anthropology: Cultural Linguistics*, 3 credit class emphasizing the interaction of language and culture, Department of Anthropology, University of Nebraska.
1998—1999  Instructor, *Introduction to General Anthropology*, emphasizing the four field approach, Department of Anthropology, University of Oklahoma.
Other Relevant Professional Experience

1999—2003 Lecturer, Joint Appointment: Department of Anthropology and Institute for Ethnic Studies/Native American Studies, University of Nebraska, Lincoln.
2001 Member, Tribal Partnership Initiative Task Force, Tribal College Outreach Subcommittee, University of Nebraska.
2000 Exhibit Consultant: Omaha earth lodge, tipi, and associated material culture, Durham Western Heritage Museum, Omaha, NE.
2000 Facilitator/Interviewer, Umo'ho' Nation Public School Oral History Project, Macy, NE.
2000 Participant, Mo'zh'dzhide (Red Earth) Dhegiha Working Group, linguistic conference, June 1, Anadarko, OK.
2000 Participant, Siouan and Caddoan Language Conference, June 2-3, Anadarko, OK.
2000 Invited Participant, Linguistics in the Class Room, summer course for Omaha Teacher Training program, Omaha Reservation, Teachers College, University of Nebraska, Macy, NE.
2000 Presenter/Facilitator, Native American Games, history and production, Lincoln Public Schools Summer Culture Camp.
2000 Host and Local Organizer Niski'he (Salt Place) Dhegiha Working Group, linguistic conference, April 8-9, Lincoln, NE.
1999 Cultural/Historical Consultant, Umo'ho' Nation Public School Expeditionary Learning Outward Bound Retracing the 1876 Buffalo Hunt Trail, Macy, NE to Wichita County, KS.
1994- Article Reviewer, Great Plains Research, Center for Great Plains Studies, University of Nebraska.
1994—1996 Public Lecturer, Nebraska Humanities Council Speakers Bureau, "Where the Sacred People Gathered: Dance Lodges of the Omaha People."
1995—1996 Editor, The Nebraska Anthropologist, Department of Anthropology, University of Nebraska.
1994—1995 Editorial Assistant, Great Plains Research, Center for Great Plains Studies, University of Nebraska.
1992—1995 Guest Lecturer, Ethnology, Native Peoples of North America, and Cultural Anthropology, University of Nebraska.
1990—1996 Guest Lecturer, Multicultural Education, Wesleyan University, Lincoln, NE.
1990—1998 Ethnographic Consultant and Public Program Presenter, Western Heritage Museum, Omaha, NE.
1990 Research/Instructor, Nebraska Arts Council Project: Revitalization of Omaha Finger Weaving.
1984—1987 Indian Culture Program, demonstrating and interpreting Sierra Miwok and Mono Lake Paiute culture and history, Yosemite National Park, CA.

Research Skills

Omaha language, moderate fluency for fieldwork, reading, and research abilities.
Mexican-Spanish language, moderate fluency for fieldwork, reading, and research abilities.
PC Computer systems, linguistic data handling: SHOEBOX, qualitative data handling: EHTNOGRAPH software.

Current Membership in Relevant Organizations

Fellow, Center for Great Plains Studies
American Society for Ethnohistory
Plains Anthropological Society
Nebraska State Historical Society
Arizona Memorial Museum Association
Hawaiian Historical Society
Omaha Tia-Piah Society, a Southern Plains Native American veteran's social organization
Lincoln Indian Club
Research Interests

Sociolinguistics, oral history, material culture; Native North America, especially Great Plains-Prairie (Omaha), Native California, Native Hawaii, Contemporary Central Mexico.

References

Morris Foster  
Department of Anthropology  
University of Oklahoma  
Norman, OK 73019-0535  
405-325-2491 (Ofc)

John Wunder  
Department of History  
University of Nebraska  
Lincoln, NE 68588-0327  
402-472-3254 (Ofc)

Marcela Raffaelli  
Institute for Ethnic Studies  
University of Nebraska  
Lincoln, NE 68588-0685  
402-472-1663 (Ofc)

Patricia Draper  
Department of Anthropology  
University of Nebraska  
Lincoln, NE 68588-0368  
402-472-5445 (Ofc)
PETER BLEED

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Lincoln, Nebraska 68503
Phone: (402) 466-6805

Marital Status: Married, two children; James, Jacob
Wife: Ann S. Bleed, Ph D., P.E.

Social Security Number: 477-46-7988

EDUCATION
B.A. University of Minnesota, Anthropology, December 1965
M.A. University of Minnesota, Anthropology, March 1968
Ph.D. University of Wisconsin, Anthropology, December 1973

University of Wisconsin, CIC Summer Institute, 1968
Intensive Japanese
Tohoku National University, Sendai, Japan
Guest Professor of the Museum, 2000
N.S.F. Fellow, Idaho State University
Summer Flintworking School 1972, taught by Don Crabtree
Open Water SCUBA, Certified 1989

TEACHING/PROFESSIONAL APPOINTMENTS:
August 2001 - to date  Associate Dean, College of Arts and Sciences, University of Nebraska-Lincoln
May 2000-December 2000 Guest Curator of the Museum, Tohoku University Sendai,
May 1996-May 1997 President, University of Nebraska-Lincoln Academic Senate
August 1990 - to date, Professor of Anthropology, University of Nebraska-Lincoln.
August 1980 - December 1985, Chairman Department of Anthropology, University of Nebraska-Lincoln
August 1979 - August 1980, Acting Chairman, Department of Anthropology, University of Nebraska-Lincoln
June 1978 - July 1990, Associate Professor of Anthropology, University of Nebraska-Lincoln.
December 1973 - June 1978, Assistant Professor, Department of Anthropology, University of Nebraska-Lincoln.
September 1972 - December 1973, Instructor, Department of Anthropology, University of Nebraska-Lincoln
September 1964 - June 1972, various undergraduate and graduate assistantships, University of Minnesota and University of Wisconsin.

HONORS
1999 UNL Parents Recognition Award for Contribution to Students
1996-97 Archaeological Institute of America/Japan Foundation, Special Lecturer
1997 “People Who Inspire” Award, UNL Mortarboard Society”
1993 UNL Parents Recognition Award for Contribution to Students
1991 Japan Foundation Fellowship, Tohoku National University, Sendai, Japan.
1988 UNL Distinguished Teaching Award
1987 UNL Center for Great Plains Studies Summer Fellowship
1981 Summer Fellowship, UN-L Research Council
1975-76 Japan Foundation Fellowship, Tohoku University, Sendai, Japan

RESEARCH EXPERIENCE:
June-September 1964 - Assistant Field Director, University of Minnesota, Itasca Bison Site Project.
June-September 1965 - Assistant Field Director, University of Manitoba, Barrens Ground Project.
June-September 1966 - Field Director, University of Minnesota, Petaga Point Project.
June-September 1967 - Field Director, University of Minnesota Maplewood Park Survey.
July-September 1968 - Field Director, State Historical Society of Wisconsin, Highway Survey.
June-September 1969 - Assistant Field Director, Canadian National Museum, Northwest Hudson Bay Thule Project.
January-February 1970 - Archaeological laborer, Miyagi Prefecture (Japan) Niashiki Excavation Project.
June-July 1971 - Assistant Field Director, State Historical Society of Wisconsin, Crawford County Survey.
June-August 1973 - Director, University of Nebraska-Lincoln Summer Archaeological Field School, Midstate Project, Buffalo County, Nebraska.
September 1973 - Director, Prehistoric Quarry Reconnaissance, Beaver Creek, Nebraska.
May-July 1975 - Director, University of Nebraska-Lincoln Summer Archeological Field School, Nebraska City.
September 1975 - June 1976, Research Fellow Tohoku University, Sendai, Japan (Japan Foundation Fellow).
June 1978 - Co-Director, Yagi Project Excavations, Hokkaido, Japan.
May-August 1979/1980 - Co-Director, Yagi Project Excavations, Hokkaido, Japan.
October 1983, Participant, Professional tour of industrial facilities, People's Republic of China.
May-August 1986 - Principal Investigator, Lincoln Pottery Works Excavation and Project, Lincoln.
May-July 1987 - Principal Investigator, Stevens Creek Archeological Project, Lancaster County, Nebraska.
May-July, 1989 - Director UNL Fieldschool, Historic and Prehistoric archeology, Lancaster and Butler Co.
January-June 1991 - Guest Researcher, Tohoku University, Sendai, Japan (Japan Foundation Fellow).
May-July 1992 - Director, Kennard House Excavations, UNL Fieldschool, Lincoln, Nebraska.
May 1994 - Director, Joslyn Castle Garden excavation, UNL Fieldschool, Omaha, Nebraska.
May-July 1995 - Director, Plattford Project, UNL Fieldschool, Sarpy Co., Nebraska.
May-July 1997 - Director, Antelope Valley Project, UNL Fieldschool, Lancaster Co., Nebraska.
August 1998 - Director, African-American Shanties Testing, Lincoln, Nebraska (two weeks).

PUBLICATIONS:
1984 "Connection of Northern Japan in the Sphere of Stone Tools", Late Pleistocene and Early Holocene Cultural Connections of Asia and America, pp. 76-82, R.S. Vasilyevsky, ed. USSR Academy of Sciences (in Russian) (with W. Hurley and M. Yoshizaki).


In Process, “Skill Matters” for inclusion in a volume to be edited by D. Bamforth and N. Finlay


FICTION


REVIEWS


1994 Review of “The Fincastle Pottery (44BO304).” Historical Archaeology.

1995 Review of “Spirit in the Art” Nebraska History.


1999 Review of "Early Industrialized Pottery Production in Illinois" by F. Mansberger, Historical Archaeology 33:100-1

2003 Review, Kenniwick Man American Antiquity


STUDY GUIDES, MUSEUM EXHIBITS, AND MEDIA


1973-75 Anthro 111K Study Guide, UNL Department of Anthropology and Division of Continuing Education

1975 Early Japan, Program plan and outline for units 3 and 4 in the University of Mid-America, "Japan the Living Tradition".

1977 Japan: the Living Tradition, University of Mid-America, content supervisor and study guide contributor.
1978 Japan: The Changing Tradition, University of Mid-America, content supervisor and study guide contributor.
1985 Video Tape Display on Flintknapping at Nebraska State Museum.
1986 Display on Lincoln Pottery Works Exhibit, Nebraska State Historical Society
1987-88 Steel Art: The Fabulous Swords of Japan, Lentz Center for Asian Culture, University of Nebraska-Lincoln.
1989 "Dateline Nebraska" January 5, 1989, Nebraska Educational Television.
1999 "Speaking of the Past" a series of 7 conversations with Nebraska archaeologists distributed to cable tv.
2002 "Arts of a Northern People: Ainu Objects" April–June, Lentz Center for Asian Culture, UNL.

TECHNICAL REPORTS, ETC.
1990 "A Manual for Cataloging Archeological Collections at the Midwest Archeological Center using the Automated National Catalog System (ANCS)." Editor and Contributor with C.M. Schoen, T. Barton, and R. Nickel.

PAPERS PRESENTED:

American Anthropological Association, 1977
Token Kenkyu Kai, 1972
Human Factors Society, 1982
Midwest Japan Seminar, 1983
Circum-Pacific Prehistory Conference 1989
Association for Asian Studies 1990
Toho Gakkai 1991
Society for Historic Archaeology 1992, 1993
Serizawa-sensei Tenrankai Tohoku Fukushi Daigaku, Sendai 1999

MAJOR GRANTS AND CONTRACTS:

1973 University Research Council "Survey of Prehistoric Quarries in south-central Nebraska".
1974 Contract with Soil Conservation Service for archeological survey of Blackwood Creek Reservoir, $2,450
1974 Contract with Nebraska Public Power Station site and Railroad spur, $5,000
1978-79-80 National Geographic Society, The Yagi Project, (with W. Hurley through University of Toronto).
1979 Japan Foundation, Library Improvement Grant to UN-L Library
1979-80 National Science Foundation, Yagi, "The Subsistence Strategies and Social Dynamics of an Early
Jomon Community in Southwestern Hokkaido Japan". $60,000
1983 Coordinator, Japan Foundation Speakers' series, $16,500
1985 National Park Service, Contract Archeology in National Parks $204,000
1985 National Park Service, Contract Archeology in Homestead National Monument, $5,000
1985 National Park Service, Collections Inventory, $17,500.
1986 Lincoln-Lancaster Railroad Transportation and Safety District, Lincoln Pottery Works Excavation
$120,000.
1987 Lincoln City Public Works, Landfill Survey, $1,310
1988 National Park Service, Computer Inventory and Nomenclature development for Archeological Collections
$79,800.
1989 York Groundwater Recharge Demonstration Project, Upper Big Blue Natural Resources District, York,
NE., $1,592.
1989 Weeping Water Creek Watershed Project, Lower Platte South Natural Resources District, $1,964.
1989 Cooperative Computer Cataloging, National Park Service, $84,883.00
1990 Cooperative Computer Cataloging, National Park Service, $71,000.00
1991 Cooperative Computer Cataloging, National Park Service, $50,500.00
1992 Cooperative Computer Cataloging, National Park Service, $50,500.00
1994 Archeological Research in Yellowstone National Park, National Park Service, $312,000.
1995 Archeological Investigation of the Plattford Site, Nebraska State Historical Society, $65,000
1997 Antelope Valley Archeology Project, Antelope Valley Major Investment Study, $75,000
1998 Downtown Project, African-Americans in early Lincoln, Lincoln City Planning Dept, $6,000
1999 Mitigation of Cultural Resources on site of the Kaufman Honors Dormitory, UNL $24,000

PROFESSIONAL MEMBERSHIPS, ETC.:

Society for American Archeology
Plains Conference for Anthropology
Council for Museum Anthropology
Society for Historic Archaeology
Japanese Sword Society of the United States (President, 1980-84, 1997)
Nebraska Association of Professional Archeologists
President 1992-1994
Association for Asian Studies
Nebraska State Historic Preservation Board, 1989 - 2002
Heartland Center for Leadership Development, Board Member
Nebraska State Historical Society, Board of Directors, 2002-present

LANGUAGES:
Fluent in spoken Japanese with reading ability in areas of professional interest - archeology, swords etc.

COURSES:
- General Anthropology
- Introduction to Physical Anthropology and Archeology
- Introduction to Cultural Anthropology and Linguistics
- North American Indians
- Peoples and Cultures of East Asia (introduced)
- Peoples and Cultures of the Arctic
- East Asian Civilizations (introduced)
- Old World Prehistory
- Archeology of East Asia
- Archeological Field Methods
- Museums and Ethnology
- Archeological Method and Theory
- Culture Change
- Primitive Technology (introduced)
- Ethnoarcheology
- New World Origins
- Topics in Old World Prehistory (introduced)
- History & Philosophy of Museums

TEACHING INVOLVEMENTS AND INNOVATIONS
ADAPT 1985
- Peer Review Project, 2001
- Museum Studies, Graduate Committee member 1989-1995
  - Developed new class in "History & Philosophy of Museums"
  - Chaired committee to develop "Managing Cultural Collections"
- Summer Fellowship to develop interdisciplinary Liberal Education course in Social Science, introduced as Anthro 107, 1989
- Anthropology etc classes proposed:
  - Anthro 366, People and Culture of East Asia
  - Anthro 4/875 Primitive Technology
  - Anthro 4/838 Topics in Old World Prehistory
  - Anthro 4/839 Archeology of Preindustrial Civilizations
  - Anthro 130 Introduction to Great Plains
  - Anthro 107 The Individual and Society
  - Great Plains 100, "Introduction to Great Plains Studies" 1984
  - Anthro 4/887 Analysis of Archeological Materials
- Peer Review of Teaching Project, UNL, 2001

GRADUATE ADVISING:
- MA Thesis Advisor: 37
- MA Thesis Committee Member: 24
- PhD Committee Member: 5
- MFA Committee Member: 3
CURRICULUM VITAE

January 2004

Patricia Draper
Department of Anthropology and Geography
University of Nebraska
Lincoln, NE 68588
Phone: 403-472-5445
Email: pdraper1@unl.edu

Citizenship: American
s.s. no. 440-42-7349

EDUCATION:

1964  B.A. Vassar College
1965  M.A. Harvard University
1972  Ph.D. Harvard University

PROFESSIONAL EMPLOYMENT HISTORY:

1972-77 Assistant Professor 1977-85, Associate Professor, Department of Anthropology, University of New Mexico

1985-90 Associate Professor, Department of Individual and Family Studies, College of Health and Human Development, Pennsylvania State University

1990-91 Associate Professor, Joint Appointment, Department of Anthropology and Department of Human Development and Family Studies, Pennsylvania State University

1991-92 Professor, Joint Appointment, Department of Anthropology and Department of Human Development and family Studies, Pennsylvania State University.

1992-1998 Professor, Department of Anthropology. Appointed solely in Anthropology.

1997-1998 Sabbatical leave at University of Edinburgh, Department of Social Anthropology, Research Associate of the International African Institute

1998 -1999 Professor, Department of Anthropology, University of Nebraska, Lincoln
Fall 1999 Chair, Department of Anthropology, University of Nebraska, Lincoln

2000 -2002 Chair, Department of Anthropology and Geography, University of Nebraska, Lincoln. Department of Anthropology merges with Department of Geography, Spring 2000.
2002-present, Professor, Department of Anthropology and Geography, University of Nebraska, Lincoln.

RESEARCH GRANTS:

• 1976 National Science Foundation. Renewal for "Regional Studies of Bushmen in Northeast Botswana," $12,100 (with H. Harpending).
• 1975 National Science Foundation. Regional Studies of Bushmen in Northeast Botswana, $95,000 (with H. Harpending).
• 1973 University of New Mexico Faculty Research Grant.

Research Grants Awarded to Students:

• 1982 Project Director of National Science Foundation Doctoral Dissertation Grant to Elizabeth Dressel. The Relationship Between the Living Arrangements of Retirees and the Development of Old Age Identity, University of New Mexico, $5,000.
• 1997 Project Director of National Science Foundation Doctoral Dissertation Grant to Sherman Robertson, Fathering by African American Men of the Inner City. Pennsylvania State University, $12,000
• 1996 Project Director of National Science Foundation Doctoral Dissertation Grant to Peter Collings. Aging and Intergeneration Family Dynamics in Copper Inuit Community. NSF #96-18271 Pennsylvania State University,$10,000.

POST DOCTORAL MENTEES:


FIELD EXPERIENCE

1975-76 Regional study of Kalahari San in Northeastern Botswana. National Science Foundation.


RESEARCH INTERESTS:


PROFESSIONAL ACTIVITIES, DISTINCTIONS:

- Member, Socio-cultural Anthropology Review Panel, National Science Foundation, 1986-88.
- Member, Board of Directors, Society for Psychological Anthropology (1990-1992)
- Member, American Anthropology Association, Gerontological Society of America, Society for Cross Cultural Research, Society for Psychological Anthropology, Human Behavior and Evolution Society.
- Program Chair and President-elect, 1994, Society for Cross Cultural Research.
- President, 1995, Society for Cross Cultural Research
- Member, Member of Social, Behavioral and Economic Sciences Advisory Board, National Science Foundation. 1995-1997
• Recipient, College of Liberal Arts Distinction in the Social Sciences Award, March 1996
• Co-organizer of Local Arrangements for Annual Meetings of the Human Behavior and Evolution Society, June 2003, University of Nebraska, Lincoln Nebraska

ADMINISTRATIVE EXPERIENCE: At Pennsylvania State University

Departmental
1994, 1995, 1996, 1997 Graduate Officer and Chair of Graduate Affairs Committee
1994-95 Chair, Promotion and Tenure Committee

College
1993, 1994 Member, College of Liberal Arts Promotion and Tenure Committee
1995-96, 1996-97, Member, Immediate Tenure Committee

University
1995-97 Member, Graduate Council
1996-97 Chair, Graduate Council Sub-Committee on Programs and Courses

ADMINISTRATIVE EXPERIENCE: At University of Nebraska, Lincoln

Departmental
Chair, Department of Anthropology, Fall 1999 - 2000
Chair, Department of Anthropology and Geography, Fall 1999 to Spring 2002
Undergraduate Advisor, Department of Anthropology, Fall 2003

College
Member, Academic Program Review Committee to evaluate UNL Department of Psychology, October 2003

University
Member, Research Council 2003-

PUBLICATIONS:


MANUSCRIPTS:


Draper, P. and Wandsnider, L. 2001 Kinship and Residence in the Kalahari

Draper, P. and Wandsnider L. 20xx Kinship, Residence and Survivorship among the settled Ju/'hoansi of Botswana

RECENT PAPERS PRESENTED:

Draper, P. 1995 Presidential Address: Changing patterns of social organization in response to economic and demographic change among the !Kung. Annual Meeting of the Society for Cross Cultural Research, Savannah, GA.


Draper, P. 1997 What explains health? Different questions and different data regarding a "classic" anthropological population of the Kalahari. Department of Anthropology, University of Nebraska, Lincoln. October.


Draper, P. and Hames, R. 1999 Birth order, sibling investment, and fertility among !Kung San. Paper presented at the annual meeting of the Society for Psychological Anthropology, Albuquerque, New Mexico, October, 1999


Draper, P. (1989, May 1). Methodological issues in the study of aging in non-complex societies; and Impact of disease and inter-ethnic reproductive competition on family structure. Distinguished Lecturer Series, Biosocial Program of the Department of Anthropology, University of New Mexico, Albuquerque, NM.


Kranichfeld, M., & Draper, P. (1990, April 6). Gender differences in the
acculturation process among the Kalahari !Kung. Paper presented at the
8th Annual Women's Studies Student/Faculty Conference, Pennsylvania State
University.

Draper, P. (1990, June 7). !Kung bushmen women adaptations to sedentary
life. Paper presented at the Fourth International Interdisciplinary
Congress on Women, Hunter College, New York City.

Draper, P. (1990, August 25-September 1). The sex, the science, and the
society. Paper presented at the conference "Women Scientists Look at
Evolution: Female Biology and Life History." University of California,
Santa Cruz.

Kranichfeld, M., & Draper, P. (1990, August 16-18). The biodemography of
cultural transition: Mating competition, work roles, and reproductive
success among !Kung men. Paper presented at the second annual meeting of
the Human Behavior and Evolution Society, Los Angeles, California.

Botswana: Perceptions of old age by !Kung and Herero. Paper presented
at the annual meeting of the Gerontological Society, Boston,
Massachusetts.

Draper, P. (1990, November 28). Intergenerational relations and aging:
Demographic and normative aspects of kinship. Paper presented at the
annual meeting of the American Anthropological Association, New Orleans,
Louisiana.

Kranichfeld, M., & Draper, P. (1990, December 1). Types of households
among settled !Kung: Measures of accommodation to Bantu. Paper presented
at the annual meeting of the American Anthropological Association, New
Orleans, Louisiana.

the !Kung. Paper presented at the Anthropology Speakers Series, Department
of Anthropology, Syracuse University, Syracuse, New York.

Draper, P. (1991, February 14). Getting answers to the same questions in
different societies. Paper presented at the Cross-Cultural Methods
Workshop, Committee on Human Development, University of Chicago, Chicago,
Illinois.

structure and family organization. Department of Anthropology Lecture
Series, University of Utah, Salt Lake City, Utah.


Draper, P. 1995 Presidential Address: Changing patterns of social organization in response to economic and demographic change among the !Kung. Annual Meeting of the Society for Cross Cultural Research, Savannah, GA.


Draper, P. 1997 What explains health? Different questions and different data regarding a "classic" anthropological population of the Kalahari. Department of Anthropology, University of Nebraska, Lincoln. October.


Draper, Patricia 2003 The effect of grandmothers on grandchildren in a hunting and gathering society. Paper presented at the School of American Research, Santa Fe, NM, April 9, 2003


Student matters:


Chair of Ph. D. Committees

Kevin C. Smith, 1997 The Effects of Agricultural Sedentarization on Pastoralists: Rendille and Ariaal of Northern Kenya. Co chair with Eliot Fratkin, Smith College, who was primary advisor but who took faculty position at Smith College, Massachusetts.

Currently, works for USAID (or something like it) stationed in Kenya and NYC.


Elizabeth Cashdan 198X Trade and Reciprocity among the River Bushmen of Northern Botswana. Ph D. Dissertation, Department of Anthropology, University of New Mexico.

Lynne Hathaway, 1984 Electrodermal activity and its correlates in Compliance in the Social Behavior of 4 Year Old Boys. Ph. D. Dissertation, Department of Anthropology, University of New Mexico. Currently Children and Youth Planner in the Community Development Division in the Community Service Department of the City of Santa Fe, New Mexico

Gyong Hae Han, 199X Ph. D., Pennsylvania State University, Department of Human Development and Family Studies. Recipient, Social Science Research Council Grant. Dissertation title: Timing of Marriage for Two cohorts of Korean Men Currently Assistant Professor, Department of Agriculture and Home Economics, Seoul National University, Seoul, Korea


Ph. D. students at Pennsylvania State University


Peter Collings 1999 Ph. D. in Anthropology, Pennsylvania State University, Aging and Intergenerational family dynamics in a copper Inuit Community. Pennsylvania State University.

RAYMOND B. HAMES
January 20, 2004
CURRICULUM VITA

CURRENT POSITION
Professor, Department of Anthropology, University of Nebraska-Lincoln

ADDRESSES
Home: 2765 Rathbone Rd, Lincoln, Nebraska 68502
University: 126 Bessey Hall, Department of Anthropology, University of Nebraska, Lincoln, NE 68588-0368

TELEPHONES
University (402) 472-6240, 472-2411
Home 474-6298
Email: rhames@unl.edu

EDUCATION
1978 Ph.D. Anthropology, University of California, Santa Barbara
1974 MA Anthropology, University of California, Santa Barbara
1971 BA Anthropology, University of California, Santa Barbara
1966-1968 Biology Major, California State Polytechnic University, San Luis Obispo

OTHER ACTIVITIES
2003 Host (with P. Draper) for the 12th Annual Meeting of the Human Behavior and Evolution Society. University of Nebraska-Lincoln.
1992-1993 NSF Cultural Anthropology Program Director
1991 NSF Summer Institute in Comparative Research. UCLA, Department of Anthropology.
1988-1990 National Science Foundation Cultural Anthropology Advisory Panel Member.
1970-1971 Peace Corps Volunteer, assigned to Paraguay to coordinate a program of environmental sanitation with local village health inspectors.

ACADEMIC POSITIONS HELD
1999- Professor of Anthropology, University of Nebraska
2001 Acting Director of the University of Nebraska State Museum (March-August 2001
1989-1996 Chair, Department of Anthropology (on leave 1992-3)
1985-1999 Associate Professor, University of Nebraska
1987-1989 Assistant Dean, College of Arts & Sciences
1980-1985 Assistant Professor, University of Nebraska
1980 Assistant Visiting Professor Penn State University (Spring Quarter)
1977 Lecturer for Extended University, University of California, Vandenberg Air Force Base, Lompoc, California (Winter Quarter)
1972-1974 Teaching Assistant, UCSB
COURSES TAUGHT
The Anthropology of Warfare
Economic Anthropology
Introductory Cultural Anthropology
Anthropological Ecology
Contentious Issues in Anthropology
Social Organization
Introduction to Anthropology
Hunters and Gatherers

FIELD RESEARCH
May 1980 - July 1980: Paraguay
Jan. 1979 - March 1979: Bridgeport, CT

HONORS, FELLOWSHIPS, RESEARCH AWARDS
12/98: Diversity Enhancement Award for "Enhancement of Native American Cultural Awareness, Recruitment, and Retention" with three others ($3,000)
6/97: LSB Leakey Award entitled "Trekking Variation among the Yanomamö" ($8,196).
10/96: Summer Faculty Fellowship, University of Nebraska Research Council ($6,500)
9/94: Award from the office of the Senior Vice-Chancellor for Academic Affairs to create multimedia materials for Essential Studies courses ($4,500)
7/87: NSF REU supplement to "The Social Effects of Mortality and Divorce" (BSN 8411669). R. Hames, P.L, $4,000.
1/84 - 6/88: National Science Foundation funding for a 3 year research project entitled "The Social Effects of Mortality and Divorce in the Yanomamö Nuclear Family: Kinship Fosterage, and Marriage Choice Implications for Tribal Societies". R. Hames, P.I., $63,541. (BSN 8411669)

11/82: November 1982: Funds for visiting scholar for Kim Hill (College of Arts and Sciences, $200.00).
3/83 - 2/86: Research associate (5% time) on a three year National Institute of Ageing Career Development Award to Dr. Jane Potter (University of Nebraska Medical Center) entitled "Beneficial Effects of Moderate Obesity".
11/82: November 1982: Invited speaker award for N. Chagnon (University of Nebraska Research Council, $454.00).
10/81: Invited University Symposium Award ($3,000), University of Nebraska Research Council. Symposium title: "Optimization Theory in Human Evolution." Coordinator: R. Hames (Submitted with five others).
5/81 - 7/81 Summer Faculty Fellowship, University of Nebraska-Lincoln ($3,160).
1/79 - 5-79: NIE Ethnographic Researcher. Principal Investigator: Abdin Noboa) "Hispanic Segregation Trends in Major School Districts with Large Hispanic Enrollments".
FIELDS OF SPECIAL INTEREST
Human and Evolutionary Ecology
Biosocial Anthropology
Economic Anthropology
Time Allocation
South American Indians
Exchange
Hunters and Gatherers
Social Interaction

PUBLICATIONS

Key:
(r) refereed publication
(i) invited commentary
(nr) non-refereed
(rp) translation and/or reprint of previously published work
(br) book review

1976

1979

1980

1981

1982
1983


1984


1985


1986


1987


1988


1989


1991

1992

1993

1994

1995

1996

1997

1998
(i) Comments on "Reproductive Interests and Forager Mobility" Douglas MacDonald and Barry Hewlett. Current Anthropology 40:515-517.

1999

2000
2001

2002

2003

IN PRESS
(rp) Wildlife Conservation in tribal societies. In Evolutionary Perspectives on Environmental Problems: A Reader. Penn, Dustin and I. Mysterud, eds. Rutgers University Press (Reprint of "Conservation among Native Peoples")
(ic) The purpose of exchange helps shape the mode of exchange. Comment on M. Gurven's "To give and give not: the behavioral ecology of human food transfers'. Behavioral and Brain Sciences. (Spring 2004).

IN PREPARATION

Patterns of Inter-village visiting among the Yanomamö.

Hames CV (3-3-02), Page 6 of 11
MINOR PUBLICATIONS


(https://dizzy.library.arizona.edu:8000/jpe/vol4-1.htm)


PAPERS PRESENTED


April 1984 "Protein Maximization or Time Minimization" Nebraska Academy of Sciences. Lincoln, Nebraska (abstract published).
March 1985 "Parental Loss and Allo-parental Investment in Offspring". Invited paper presented before the Faculty of Social Sciences and sponsored Departments of Sociology and Anthropology, Universidad Central de Venezuela, Caracas, Venezuela.


October 1985 "Problems in Coding Behavioral Data." NSF Workshop on Cross-Cultural Time Allocation Databases. Department of Anthropology, UCLA.


April 1986 "Female Choice and Divorce". Invited lecture at the University of Missouri-Columbia, Department of Anthropology.


June 18, 1999 "Birth Order, Sibling Investment, and Fertility among Ju/'hoansi (San). Annual Meeting of Evolution and Human Behavior Society. University of Utah, Salt Lake City, UT. (With Patricia Draper)

June 19, 1999 "Parental Investment and Child Health in a Yanomamo Village". Poster presentation and winner of best poster at the Annual Meeting of Evolution and Human Behavior Society. University of Utah, Salt Lake City, UT

June 15, 2001 Hames, Raymond, and Draper, Patricia
References

Elizabeth Grobsmith, Provost
Babbitt Administration Center,
Bldg. 51, Room 201, Knoles
Drive
Northern Arizona
P.O. Box 4120 Flagstaff, AZ
86011-4130
Phone: (928) 523-2230 Fax (928)
523-2344
Email: Liz.Grobsmith@NAU.EDU

Patricia Draper, Professor
Anthropology Department
University of Nebraska
Lincoln, NE 68588-0368
Email: pdraper@unl.edu
Phone: 402-472-5445

James Estes, Director
University of Nebraska
Lincoln, NE 68588-0338
Phone: 402-472-3779
CURRICULUM VITAE

PERSONAL

NAME: Robert Karl Hitchcock

HOME ADDRESS: 3867 Steele Ave.
Lincoln, Nebraska 68510-1662
(402) 475-5029

OFFICE ADDRESS: Department of Anthropology and Geography
121 Bessey Hall
University of Nebraska-Lincoln
Lincoln, Nebraska 68588-0368
(402) 472-2480 (TEL)
(402) 472-9642 (FAX)
E-Mail: rhitchco@unlnotes.unl.edu

ACADEMIC BACKGROUND:

BA, University of California at Santa Barbara, Anthropology and History, June, 1971.

MA, University of New Mexico, Albuquerque, New Mexico, Anthropology, June, 1977

PhD, University of New Mexico, Albuquerque, New Mexico, Anthropology, December, 1982.

ACADEMIC POSITIONS:

Professor, Department of Anthropology and Geography, University of Nebraska-Lincoln, 2000-present.

Associate Professor, Department of Anthropology, University of Nebraska, Lincoln, Nebraska, August 1994 - present (Chair, August, 1996-August, 1999).

Director of International Studies, University of Nebraska, Lincoln, Nebraska, August, 1999 - December, 2000.

Coordinator of African Studies, University of Nebraska, Lincoln, Nebraska, August, 1988 - present

Coordinator of Conflict and Conflict Resolution Studies, University of Nebraska-Lincoln, Lincoln, Nebraska. 1997-present.

Assistant Professor, Department of Anthropology, University of Nebraska, Lincoln, Nebraska,
August 1988-July, 1994

Undergraduate Advisor, Anthropology Department, University of Nebraska, Lincoln, Nebraska, January, 1991-August, 1996


Lecturer, First Annual Institute in Technology Transfer, South Dakota State University, Brookings, South Dakota, June-July, 1983

Lecturer, Department of Anthropology, University of New Mexico, Albuquerque, New Mexico, January-May, 1977

Graduate Teaching Assistant, Department of Anthropology, University of New Mexico, Albuquerque, New Mexico, August-December, 1974.

PROFESSIONAL POSITIONS


MAJOR RESEARCH INTERESTS:

Human Ecology, Development and Applied Anthropology, International Human Rights, indigenous peoples, impacts of international economic and social development projects on local populations, especially rural poor people including farmers, minorities, and women, refugees and internally displaced people, conflict and conflict resolution, Africa, the Middle East, and native North America.

HONORS AND AWARDS:
Martin Luther King Jr. ‘Fulfilling the Dream’ Award, University of Nebraska Chancellor’s Award, Lincoln, Nebraska, January 20, 2003.

Gandhi Award, University of Nebraska-Omaha School of Social Work, Omaha, Nebraska, March, 2001.

Alternatives to the Military Nebraskan of the Year Peacemaker Award, Alternatives to the Military Committee, Lincoln, Nebraska, July 20, 2000.

Honorary Membership, Mortar Board National College Senior Honor Society, Black Masque Chapter, University of Nebraska-Lincoln, Lincoln, Nebraska, April 10, 1999.


UNL Parents Association Five Year Recognition Award for Contributions to Students at the University of Nebraska-Lincoln, Lincoln, Nebraska, January 29 1999.

End Hunger Award from the Mayor of the City of Lincoln, Interchurch Ministries of Nebraska, the U.S. Conference of Mayors, and the End Hunger Network, Lincoln, Nebraska, October 17, 1994.

College of Arts and Sciences Award for Distinguished Teaching, University of Nebraska, Lincoln, Nebraska, April 15, 1994.

Shades of Leadership Award, University of Nebraska-Lincoln Culture Center, for outstanding contributions to students of color and the University community, Lincoln, Nebraska, April 14, 1994.

Image Award, Afrikan Peoples Union, University of Nebraska, Lincoln, Nebraska, April 9, 1994.

Mortar Board Chapter Citation Award, Black Masque Chapter of the National Mortar Board, University of Nebraska, Lincoln, Nebraska, February 11, 1994.

Hope for Humanity Award for Excellence in Humanitarian Efforts at the University of Nebraska-Lincoln, Lincoln, Nebraska, April 29, 1993.

Elected as a member of the Alpha Phi Chapter of Phi Beta Delta, Honorary Society for International Scholars, April 1991.

Elected member of the Society of the Sigma Xi (honorary scientific fraternity), 1973. Graduated with High Honors (Magna Cum Laude) from the University of California, Santa Barbara, June 1971.

GRANTS AND RESEARCH AWARDS

Community Health Endowment of Lincoln grant to Mary Willis and Robert Hitchcock for a Blueprint Project on 'Health of Sudanese Refugees in Nebraska'. $5,100.00, 1 year (2002-2003).

Woods Foundation (Lincoln, Nebraska) grant to the Lincoln Literacy Council, First Presbyterian Church, and Department of Anthropology and Geography, University of Nebraska-Lincoln, for a project on Literacy of Sudanese Refugee Women in Nebraska ($40,000), 1 year (2002-2003).


Ford Foundation grant for support of a program entitled “Crossing Borders” on human rights and human diversity at the University of Nebraska-Lincoln (Co-Principal Investigator with Dane Kennedy, David Forsythe), $150,000 (3 years), 1999-2002 (continued to 2003).

Cooperative, State, Research, Education, and Extension Service grant entitled “City Sprouts North Omaha Community Food Project,” (with David LePage and Kate Brown, City Sprouts, Omaha, Nebraska), $162,750, October 1999 - September, 2002.

Ford Foundation grant for support of Human Rights at the University of Nebraska-Lincoln (Co-Principal Investigator with Dane Kennedy and David Forsythe), $50,000 (one year), 1997-98.


Research Council, University of Nebraska grant for research on "Decision-Making among Primitive Hunters" (Co-Principal Investigator with Peter Bleed), ($2,000), January-December, 1992.

Norwegian Agency for International Development (NORAD) grant for "Investigation of Early Iron Age Settlement and Possible Tswana Origins in Southeast Botswana." (Alec Campbell, Co-Principal Investigator), ($17,500), June, 1988 - June, 1990

U.S. National Science Foundation (NSF) grant for research on development of pastoralist economies in Southern Africa (with Edwin N. Wilmsen and James R. Denbow, Co-Principal

U.S. National Science Foundation (NSF) grants for research on Basarwa (San, Bushman) populations of the eastern Kalahari Desert, Botswana (Nos. SOC75-02253 and BNS76-20676) (research assistant to Henry Harpending and Patricia Draper, University of New Mexico, Albuquerque, New Mexico) ($200,000 and $12,000), 1975-1976.

University of Hawaii Foundation grant for research on prehistoric Hawaiian chiefdoms and communities using aerial photography (with Ross H. Cordy and Michael Kaschko, Co-Principal Investigators) ($7,500), 1974-1975.

National Geographic Society Grant (No. 1177) for research on the use of remote sensing in the analysis of prehistoric roads and Anasazi society in Chaco Canyon, New Mexico (with Thomas R. Lyons and James I. Ebert, Co-Principal Investigators), ($12,000), 1973-1974.

National Aeronautics and Space Administration (NASA) grant for research on the use of space imagery in anthropological and archaeological investigations (with Thomas R. Lyons and James I. Ebert, Co-Principal Investigators), Chaco Center, National Park Service, ($900,000), 1973.

DEVELOPMENT ANTHROPOLOGY AND CONSULTING WORK

2003

Consultant, ‘Literacy of Sudanese Refugee Women in Nebraska,’ Woods Charitable Foundation (Lincoln, Nebraska) grant to the Lincoln Literacy Council, First Presbyterian Church, and Department of Anthropology and Geography, University of Nebraska-Lincoln (2002-2003).

2002


2001

Consultant, Anthropological Study on the Potential Impact of Refugees in M’kata, Namibia, for the United Nations High Commissioner for Refugees (UNHCR), Windhoek, Namibia. (June-September, 2001).

2000

Member, Panel of Environmental Experts, Lesotho Highlands Water Project (LHWP), for the Lesotho Highlands Development Authority (LHDA), Government of Lesotho and the World


1999

Member, Panel of Environmental Experts, Lesotho Highlands Water Project (LHWP), for the Lesotho Highlands Development Authority (LHDA), Government of Lesotho and the World Bank, Lesotho, October 18-31, 1999.


Sector Coordination Unit (WSCU), Southern African Development Community (SADC) and the Regional Center for Southern Africa (RCSA), U.S. Agency for International Development. This preparation work a desk study and a preparatory trip to Southern Africa to visit agencies and individuals in South Africa, Lesotho, and Botswana and work in Bethesda, Maryland at the headquarters of Development Alternatives, Inc. June 2-13, 1999.


Member, Panel of Environmental Experts, Lesotho Highlands Water Project (LHWP), for the Lesotho Highlands Development Authority (LHDA), Government of Lesotho and the World Bank, Lesotho, March 6-21, 1999.

1998


Consultant. Field work as part of the design of a Compensation and Resettlement System for the Maguga Dam Project on the Komati River, Swaziland, JTK Associates, AfriDev, and the Komati Basin Water Authority (KOBWA), Mbabane, Swaziland, June 4-10, 1998.


1997


Member, Panel of Environmental Experts, Lesotho Highlands Water Project, for the Lesotho Highlands Development Authority, Government of Lesotho and World Bank, Maseru, Lesotho, June-July 1997.

1996
Member, Panel of Environmental Experts of the Lesotho Highlands Water Development Project (LHWP), Lesotho Highlands Water Authority, Government of Lesotho and the World Bank, Maseru, Lesotho, November, 1996.

Member, Panel of Environmental Experts of the Lesotho Highlands Water Development Project (LHWP), Lesotho Highlands Water Authority, Government of Lesotho and the World Bank, Maseru, Lesotho, June, 1996.

1995


Consultant, Study of Special Game Licenses (SGLs) and Subsistence Hunting in Botswana, Natural Resources Management Project (NRMP), Department of Wildlife and National Parks, and U.S. Agency for International Development, Gaborone, Botswana, August-October, 1995.


1994


Anthropologist, National Park Service, Midwest Archaeological Center, Ethnographic and applied cultural research on populations of Native Americans and others associated with the Niobrara and Missouri Scenic Riverways region, South Dakota and Nebraska, March, 1993 - October, 1994.

1992

Consultant, Ford Foundation, Evaluation of the Nyae Nyae Farmers Cooperative and Nyae


1991


Member, Panel of Environmental Experts (POE), Lesotho Highlands Water Project. Lesotho Highlands Development Authority, Government of the Kingdom of Lesotho and World Bank, Maseru, Lesotho, August, 1991.


1990


Member, Panel of Environmental Experts (POE), Lesotho Highlands Water Project. Lesotho Highlands Development Authority, Government of the Kingdom of Lesotho and World Bank, Maseru, Lesotho, March-April, 1990.

1989

Consultant, Design of a Human Resources and Institutions Study, Accelerated Remote Area
Consultant, Design of a Regional Natural Resources Management Project (690-0251) for the United States Agency for International Development (USAID) and Development Alternatives Inc. (DAI) in Zimbabwe, Zambia, Malawi, and Botswana, June-August, 1989.


1988


1987


1970s


Consultant, Office of Contract Archaeology (OCA), University of New Mexico, Albuquerque, New Mexico, conducted remote sensing investigations of the Coal Gasification Project (CGP) impact area along Chaco Wash in northwestern New Mexico, August-December, 1974.

RESEARCH EXPERIENCE AND FIELDWORK:

Research on Sudanese Refugees in Nebraska, with special emphasis on human rights, health, and resettlement, Lincoln, Nebraska, 2002 - present.

Research on trans-boundary water and natural resource management regimes, concentrating on northeastern, eastern, and southern Africa, 1998 - present (archival and fieldwork).

Research on Ju/'hoansi San populations in northwestern Botswana (Xai/Xai) and northeastern Namibia (Eastern Otjozondjupa), June-July, 1995, August - October, 1995, July-August, 1997

Niobrara and Missouri Scenic Riverways region, South Dakota. Investigations of land use, economics, social organization and planning issues among Native American populations along the Niobrara and Missouri Rivers (the NIMI Project), for the National Park Service, Omaha and Lincoln, Nebraska offices. Intermittent, March, 1993 - October, 1994.


Highlands of Kingdom of Lesotho. Conducted social and environmental impact assessment of the Lesotho Highlands Water Project in the highlands area of the Kingdom of Lesotho, August, 1991.

Remote Areas of western and southern Botswana. Conducted an assessment of a remote area development program and did research on leadership, customary courts, and community institutions, May-June, 1990.

Lesotho. Conducted research on the social environmental, and cultural resource impacts of the Lesotho Highlands Water Project (LHWP) in the mountains of the Kingdom of Lesotho, March-April, 1990.

Zambia, Malawi, Zimbabwe, and Botswana. Conducted research on institutions related to wildlife and resource management as part of a project paper design team, June-August, 1989.


Swaziland. Conducted socioeconomic and development oriented research among rural Swazi populations, with special emphasis on traditional leaders and rural women, June, 1985 - August, 1987.


Eastern, southwestern, and northwestern Botswana. Conducted ethnographic and development-related research among remote area populations as well as carrying out various ethnoarchaeological studies, July, 1977 - April, 1979.


Malpais area, western New Mexico. Conducted archaeological survey for the School of American Research, Santa Fe, New Mexico, June, 1975.
Vandenberg Air Force Base, California. Conducted archaeological excavations as part of a mitigation program by UCSB for NASA's space shuttle, June-August, 1974.

Chaco Canyon, northwestern New Mexico. Conducted archaeological and ecological survey and remote sensing investigations for the National Park Service, October, 1971 - April, 1974.

Hawaii Island, Hawaii. Archaeological survey and excavations for the University of California, Santa Barbara, July-August, 1971.

Santa Barbara region, California. Conducted archaeological excavations and surveys of Chumash sites on the coast and in the Santa Ynez Mountains as part of a series of contract projects and archaeological field schools for UCSB, March 1969 - June 1971.


Laguna Beach, California. Conducted archaeological excavations at Paleo Indian site for the University of California, Los Angeles, August, 1968.

Trinidad region, southeastern Colorado. Conducted archaeological excavations and surveys as part of a summer field school program at Trinidad State Junior College, Colorado, June-August, 1967.


San Juan Islands, British Columbia, Canada. Carried out archaeological surveys of Coast Salish sites for the Provincial Museum, Victoria, British Columbia and Orange Coast College, Costa Mesa, California, August, 1966.


PROFESSIONAL SERVICE ACTIVITIES:

State Chancellor, International Association of Educators for World Peace (IAEWP) of the United States, 2002 - present.

Director, Conflict and Conflict Resolution Studies, University of Nebraska-Lincoln, Lincoln, Nebraska, 1999 - present.
Coordinator, African Studies, African American and African Studies, University of Nebraska-
Lincoln, August, 1988 - present.

Director of International Studies, University of Nebraska-Lincoln, August, 1999 - August, 2001.

Member, Human Rights and Human Diversity Initiative Committee, University of Nebraska-
Lincoln, Lincoln, Nebraska, August, 1997 - present (Chair, 1999-2001)

Co-Chair, Committee for Human Rights (CfHR) of the American Anthropological Association

Chair, Department of Anthropology, University of Nebraska-Lincoln, August, 1996 - August,
1999.

Member, Board of Directors, American Civil Liberties Union, Nebraska Chapter, Lincoln and
Omaha, Nebraska, 2002 - present.

Co-president (with James I. Ebert and Megan Biesele), Kalahari Peoples Fund (KPF), a non-
profit, non-government organization (NGO) devoted to helping raise living standards among
rural people in southern Africa, 1979-present.

Human Rights Liaison, Society for Applied Anthropology (SfAA) and American
Anthropological Association (AAA), October, 1993 - present.

Member, Commission on Human Rights and the Environment, Society for Applied
Anthropology (SfAA), November, 1991 - present.

Member, Board of Directors, Save Sub-Saharan African Orphans Organization (SSSO), Lincoln,
Nebraska, 1999 – present.

Fellow of the Society for Applied Anthropology (SfAA), May, 1995 - present.

Sponsor, Anthropologists’ Fund for Urgent Anthropological Research, Phillips, Maine, 1994-
present.

Undergraduate Advisor, Anthropology Department, University of Nebraska, Lincoln, Nebraska,

Faculty Advisor, African Students Association, Amnesty International, Model United Nations,
Anthro Group, and Practicing Anthropologists of Nebraska, 1999 - present.

Fellow of the Center for Great Plains Studies, University of Nebraska, August, 1997 - present.

Member, Speakers Bureau, United Nations Association (UNA), 1990 - present.


Faculty Associate, International Studies Committee, University of Nebraska, Lincoln, Nebraska, August, 1996-1998.

Member, Advisory Group, Midwest Primate Center, Foundation for Primate Research and Conservation, Royal, Nebraska, 1988-1998.

Member, Board of Directors, Center for Rural Affairs, Walthill, Nebraska, March, 1990 - June, 1996.

Founding Member (with C. Patrick Morris), Committee for Human Rights (CfHR), American Anthropological Association (AAA), Washington, D.C., 1992-93.


PUBLICATIONS: ROBERT K. HITCHCOCK

BOOKS


JOURNAL ARTICLES


Ebert, James I., Melinda C. Ebert, Robert K. Hitchcock, and Axel Thoma (1976) Atmospheric Transmission of Solar Radiation: A Note on One Class of Data Being Gathered by the University of New Mexico Kalahari Project. Botswana Notes and Records 8:299-300.


BOOK CHAPTERS


PUBLISHED LECTURES


PUBLISHED REPORTS


Management Division, New York, New York.


Government of the Somali Democratic Republic.


Consultancy Report No. 6, Ministry of Local Government and Lands, Gaborone, Botswana.


Panel of Environmental Experts Reports (Government of Lesotho and World Bank)


PROFESSIONAL PAPER PRESENTATIONS: ROBERT K. HITCHCOCK


Hitchcock, Robert K. (1999) Panel Member, ASouthern Africa,@ at the Conference on AFresh

Hitchcock, Robert K. (1999) Facilitator, Chair, and Presenter at the Short Course on AManagement of Transboundary Water Resources,@ for the Water Sector Coordination Unit (WCSU) of the Southern African Development Community (SADC) and the Regional Center for Southern Africa (RCSA), United States Agency for International Development (USAID), Harare, Zimbabwe, July 26-30, 1999.


Hitchcock, Robert K. (1984) University Responsibilities and Opportunities in International Development: Focus on Africa. Paper presented at the Faculty Development Conference,
International Programs Office, University of Nebraska, Lincoln, Nebraska, November, 1984.


Martha McCollough

Department of Anthropology/Geology
Department of Ethnic Studies
126 Bessey Hall
Office: (402) 472-2441
Fax: (402) 472-6921
Email: mmccollough1@unl.edu

Education:

Ph.D. 1996 University of Oklahoma Cultural Anthropology
M.A. 1988 University of Alaska Cultural Anthropology
B.S. 1982 University of Alaska Anthropology/minor geology

Appointments:

Graduate Faculty Member 1997

Grants/Fellowships:

2000 UNL Research Council Fellowship Grant for research on political terrorism during the 1800s in the Southern Great Plains. ($6084.00)
1999 UNL Diversity Enhancement Grant with C. Willis, R. Hames, H. Long Soldier ($3000.00)
1999 UNL Travel Money – Dean’s Office ($400.00)
1999 UNL Travel Money – Native American Studies ($200.00)
1999 Domestic Policy Program of the Smith Richardson Foundation. Not funded
1998 UNL Travel Money – Dean’s Office ($1400.00)
1997 Lincoln Antelope Creek Development Board. Not funded
1994 University of Oklahoma Foundation Dissertation Grant ($1500.00)
1994 University of Oklahoma Travel Grant ($500.00)
1993 Dissertation Development Grant-University of Oklahoma ($500.00)
1987 Otto Geist Grant for Master’s Thesis-University of Alaska ($1500)
1986 Lolla Tilly Scholarship for Arctic Research ($7000.00)
1986 Ruth Croxton Memorial for Graduate Students ($5000.00)

Grant Workshop Attended:

Jackson, Mississippi.

Teaching Experience:

1997-present Assistant Professor, University of Nebraska-Lincoln, Anthropology/Geography
1995-1997 Visiting Assistant Professor, University of Nebraska-Lincoln, Anthropology
1994-1995 Instructor, City College, Norman, Oklahoma
1992-1994 Adjunct Professor, University of Oklahoma Medical College
1992-1994 Adjunct Professor, University of Oklahoma
1990-1992 Graduate Assistant, University of Oklahoma
1985-1988 Teaching Assistant, University of Alaska
Courses Taught:

Undergraduate Anthropology Courses Taught

Peoples and Cultures of Native North America
Anthropology of the Great Plains
Introduction to Anthropology
Peoples of Siberia
Peoples of the Arctic
Indians of Contemporary North America
Plains Ethnology

Undergraduate Ethnic Studies Courses Taught

The Minority Experience

Graduate Courses Taught

Seminar in Ethnology
  Terrorism among Nonstate Communities
  Oral History-Method, Theory, and Practice
  Collaborative Research Methods
  Ethnohistory: Method, Theory, and Practice
  Anthropological Perspectives of Native North America

Indians of Contemporary North America

Summer Reading Courses Taught at UNL

Native Peoples of Nebraska
Captive Narratives

Independent Readings Taught at UNL

Issues of Native Identity
American Indian Movement
Native American Beading
Ethnohistorical Perspectives of Native American Education
Native American Governments
Native Art among Lakota Women
Politics of Native American Casinos
Postmodernism
Intellectual Property Rights
Native American Veterans
Oral Histories of Orphan Train Survivors
Navajo Views of Diabetes
Folkways of Danish Descendants in Nebraska
Native American Pow Wows
Native American Tourism
Sacred Sites
Issues associated with NAGPRA Legislation

*Fieldschool Teaching*

Oral Histories: Contributions from the Malone Community. Lincoln, Nebraska. 1998


*Workshops Attended:*

Certification Seminar for Participating on Search Committees 2003

Research Ethics Forum: Protecting Human Participants in Research 2003

Community Grassroots Organizing Workshop 2003

Human Rights Seminar. 2002


Teaching Off Campus Fieldschools. Sponsored by the Teacher and Learning Center. Directed by Peter Bleed and Nancy Lindsley-Griffin March 6, 1998

*Thesis and Dissertation Committees:*

Amy Bleir, Anthropology Master’s Thesis
   Project: Archeology of a Nebraska Site
   Expected graduation 2004

Gwen Miester, Anthropology Master’s Thesis
   Project: Politics of Folklore Societies
   Expected graduation 2004

Kurt Mantoya, Anthropology Master’s Thesis
   Project: Immigrants in the Norfolk Area
   Defended 2002

Genieve Hefley, Anthropology Master’s Thesis
   Project: Preclamsia
   Defended 2002

Diana Schemick, Museum Studies, Master’s Thesis
   Project: Internship at the Wisconsin Native American Museum
   Defended 2001

Mona Mohamed, Anthropology Master’s Thesis
   Sudanese Women’s Perception of Female Genital Mutilation.
   Defended 2001

Todd Schenenberger, Anthropology Master’s Thesis
   Project: Vietnamese Refugees: An Assessment of Their Loss of Identity and Trust.
   Defended 2000
Tina Brown, Anthropology Master’s Thesis Defended 2000
Developing Curriculum for Teaching Aids Education in the Public Schools.

Carolyn Langer, Sociology Dissertation Defended 2000
Running the Maze: Opportunity and Obstacles in the Construction of Native American Ethnic Identity.

* Jennifer Heickel, Anthropology Master’s Thesis Defended 2000
Project: A Comparison of Hupa and Yurok Hats.

* Nancy Rolls, Anthropology Master’s Thesis Defended 1999

* Trevor Neil, Anthropology Master’s Thesis Defended 1999

Kathryn Coldwell, Community and Regional Planning Defended 1999

Laurel Erickson, Anthropology Master’s Thesis Defended 1998
Project: An Assessment of Adjustment Strategies and Satisfaction with Cultural Orientation of Female Refugees: A Qualitative Comparison between Refugees from Iraq and the Former Soviet Union in a Midwestern American City.

*Stephanie Purdy, Anthropology Master’s Thesis Defended 1998

Jennifer Wright, Museum Studies, Master’s Thesis Defended 1998
Project: Internship at the Denver Museum.

David Engberg, Anthropology Master’s Thesis Defended 1997
Project: Cultivating Image: A German Family Farm’s Approach to Maintaining Viability in the Face of Competition and Change.

Nancy Russell, Museum Studies Master’s Thesis Defended 1997
Project: Internship at the National Museum of Scotland.

Judith Miller, Anthropology Master’s Thesis Defended 1997
Project: The Effect of Economic Contributions on Female Status among the Omaha.

Project: Native American Doll Collection at the University of Nebraska, Lincoln.

* Committee’s I have chaired

Publications:

BOOK


PEER-REVIEWED ARTICLES and CHAPTERS


BOOK CHAPTERS


IN PRESS


ENCYCLOPEDIA CONTRIBUTIONS


**BOOK REVIEWS**


**TECHNICAL DOCUMENT**


**Works in Progress:**

Bleed, P. and M. McCollough Typology of Terrorism: Examples from the Southern Plains and Japan.

McCollough, M. Bison and Livestock Competition in the Southern Plains during the Spanish Era.

McCollough, M. and L. Wandsnider. Collaborative Fieldwork Research

McCollough, M. Terrorism versus Resistance.

McCollough, M. Predatory Raiding: An Example of Terrorism.

**Conference Papers:**


Invited Papers:


**Honors:**

2000 Certificate of Recognition for Contributions to Students, UNL Parent Association and the Teaching Council
2001 Certificate of Recognition for Contributions to Native American Students at UNL
1999 Certificate of Recognition for Contributions to Native American Prisoner Association
1999 Appreciation Notice from The Nebraska Academy of Sciences
1998 Certificate of Recognition for Contributions to Native American Prisoner Association
1998 Certificate of Recognition for Contributions to Ponca Health Center
1998 Center for Great Plains Studies: University of Nebraska – Fellow
1998 Appreciation Letter from The Nebraska Academy of Sciences
1997 Certificate of Recognition for Contributions to Native American Prisoner Association
1996 Certificate of Recognition for Contribution to Native American Prisoner Association
1994 Nominated for Outstanding Teacher at the University of Oklahoma
1985 Phi Alpha Lamda Academic Honor Society
1982 Outstanding Undergraduate Major in Anthropology
Professional Activities:

Manuscript Review for University of Texas (2003)
Manuscript Review for the Great Plains Quarterly (2001)
Manuscript Review for Prentice Hall (1999)

Professional Affiliations:

Society for Applied Anthropology
Society for Ethnohistory
Oral History Association

Service:

University Wide Committees
- Member of the Institutional Review Board (1999-continuing)
- Member of the Arts and Sciences Curriculum Committee (1999-2002)
- Member of the Center for Great Plains Studies Center Board of Governors (1998-2001)
- Member of the Research Council (1998-2001)

Subcommittees:
- Chair, Visiting Scholars Fund, Research Council (1999-2000)
- Chair, Faculty Grants, Center for Great Plains Studies (2000)
- Chair, Grants-in-Aid Committee, Center for Great Plains Studies (2000-2001)
- Chair, Nominations Committee, Center for Great Plains Studies (1998-1999)

- Member, Faculty Fellowship Committee, Research Council (2000-2001)
- Member, Grants-in-Aid Committee, Center for Great Plains Studies (1999-2000)


University Service to Students
- Member of the University’s Native American Recruitment Committee (ongoing)
- Reviewer for the University Folsom Award for the best Thesis (2000)

Ethnic Studies Committees
- Member for the Open Search Committee for an Ethnic Studies Specialists (2003)
- Member of the Hiring Committee for a Native American Language Position (1998)
- Member of the Committee to Develop Guidelines for Merit Reviews (2000)
- Reviewer for Latino Studies Grant Program to University Faculty (2000)
Native American Studies Service
- Helped Organize Annual Dinner for Native American Community and Students (1998-2001)
- Engaged DiAnna Schemik as speaker at 2001 annual dinner
- Worked with Pow Wow Unite Committee (1998, 1999)

Anthropology Department Committees
- Curriculum Committee (1997-2000)
- Chair Fall 2000
- Appeals Committee (1997-ongoing)
- Graduate Committee (1997-ongoing)

Service to Anthropology Students
- Faculty Sponsor of the Anthropology Club (1997-1999)
- Organized Anthropology Session of the Nebraska Academy of Sciences (1997-1999)

Community Service
- Recruit for the local blood bank
- Member of the Wood Parks Neighborhood Association
- Speaker to the home school association on Native American Issues (1999-2003)
- Helped Organize Native American Studies Dinner at the Indian Center (1998-2001)
- Facilitator for the Nebraska Indian Education Task Force (2000)
- Participant at University sponsored NAGPRA meetings (1999)
- Hosted members or the Cheyenne Dog Soldier Society (2000)
- Volunteer for the Native American Prisoner Association (1997-2001)
- Consultant for the Ponca Healthcare Center (1997-1998)
- Consultant for the Omaha Museum (1997)
- Consultant for the Lincoln Indian Center Museum Planning Committee (1997)
Curriculum Vitae

LuAnn Wandsnider

SSN: 394 66 0266

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Lincoln, NE USA 68510
(402) 477-4186
lw92635@navix.net

Department of Anthropology and Geography
126 Bessey Hall
University of Nebraska
Lincoln, NE USA 68588-0368
Tele: (402) 472-8873
FAX: (402) 472-9642
lwandsniderl@unlinfo.unl.edu

Education
1989 Ph.D. (with distinction), Anthropology, University of New Mexico (Albuquerque, New Mexico)
1981 M.S. (with distinction), Anthropology, University of New Mexico (Albuquerque, New Mexico)
1979 B.S. (with distinction), Anthropology and Geology, University of Wisconsin (Madison, Wisconsin)
1975 Engineering, Marquette University (Milwaukee, Wisconsin)

Professional Employment History
2000-present Associate Professor, Department of Anthropology and Geography, University of Nebraska-Lincoln (Lincoln, NE)
1997-2000 Associate Professor, Department of Anthropology, University of Nebraska-Lincoln (Lincoln, NE)
1991-1997 Assistant Professor, Department of Anthropology, University of Nebraska-Lincoln (Lincoln, NE)
1984 Instructor, Department of Anthropology, University of New Mexico (Albuquerque, NM)
1981-1982 Teaching Assistant, Department of Anthropology, University of New Mexico (Albuquerque, NM)

Research Interests
Landscape Archaeology
GIS Applications to Archaeology
Quantitative Methods
Archaeological Method and Theory
Mediterranean Archaeology
Food Chemistry and Processing Technology

Awards and Honors
2002 Invited participant, Side-by-Side: Archaeological Survey in the Mediterranean, Department of Classics, University of Michigan, Ann Arbor, April 2002
2001 Invited host for the roundtable luncheon “Landscape Archaeology” at the 66th Annual Meeting of the Society for American Archaeology, New Orleans
2000 Invited Lecturer on Landscape Archaeology, University Buenos Aires
1996 UNL Parents Association Teaching Award
1994 UNL Parents Association Teaching Award
1988 Full Membership in Sigma Xi
1981 Frieda K. Butler Memorial Award, UNM Maxwell Museum of Anthropology ($100)
1979 University Bookstore Scholarship, University of Wisconsin ($500)

External Fellowships, Grants, and Contracts
2000-2001 “Luwian-Roman Interaction in Western Rough Cilicia (Turkey)” (with N. K. Rauh, Purdue University), National Science Foundation ($99,000 to University of Nebraska-Lincoln)
1998-2000 “Preparation of a National Register Nomination for Agate Fossil Beds NM.” Scottsbluff National Monument ($2,500)
1996-1997 “Preparation of Nebraska National Forest Heritage Arc/Info Files,” Nebraska National Forest ($8,800)
“Survey on the Oglala National Grasslands,” Sugarloaf Grazing Association ($3,500; awarded to the UNL Department of Anthropology)
1995 Amendment "Pedestrian Archaeological Surface Survey at Agate Fossil Beds National Monument," NPS Midwest Archaeological Center ($23,564)
1994 "NAPA Adventures in Nebraska Prehistory" (with T. Langdon), Nebraska Humanities Council ($1,300; awarded to the Nebraska Association for Professional Archaeology)
"Pedestrian Archaeological Surface Survey at Agate Fossil Beds National Monument," NPS Midwest Archaeological Center ($36,974)
"Development of a Pilot Cultural Resources GIS for the State of Nebraska" (with C. Dore), Nebraska Department of Roads ($144,313)
"Archaeological Survey and Excavation on the Oglala National Grasslands," Co-operative agreement with the Nebraska National Forest (in-kind: $67,555)
1993 "Archaeological Survey and Excavation on the Oglala National Grasslands," Co-operative agreement with the Nebraska National Forest (in-kind: $18,824)
1992 American Institute for Indian Studies Fellowship ($10,000)
1990-1991 IIE Fulbright Fellowship, Deccan College, Pune, India
1989-1990 Visiting Scholar, Center for Archaeological Investigations, Southern Illinois University-Carbondale
1986 Sigma Xi Research Grant
1984 Sigma Xi Research Grant

**Internal Fellowships and Grants**

University of Nebraska-Lincoln
2002 Luwian-Roman Interaction in Western Rough Cilicia, Research Council Grant-in-Aid ($6,500)
2000 Research Council Visiting Scholar Award (for Simon Holdaway; $800)
1998 Research Council Grant-in-Aid ($3,500)
1997 Research Council Visiting Scholar Award (for Lisa Sattenspiel, $400)
1996 Research Council Visiting Scholar Award (with M. McCullough, E. Greenwald, and J. A. Williams for Winona LaDuke, $600)
1994 Layman Fund Award ($5,000)
1993 Research Council Visiting Scholar Award (with P. Bleed for Timothy A. Kohler, $650)
1993 Research Council Grant-in-Aid ($2,500)
1993 Teaching Council General Grant ($1,500)
1992 Research Council Visiting Scholar Award (with K. Reinhard for William J. Rathje, $1,000)
1992 International Affairs Faculty Affiliate Grant ($1,000)
1991 PIE II Award (Macintosh Classic), College of Arts and Sciences Maude Hammond Fling Faculty Summer Fellowship ($5,500)
1991 Research Council Grant-in-Aid ($1,750)
1991 Research Council Visiting Scholar Award (with R. Hitchcock for Lewis R. Binford, $500)

New Mexico
1984 Student Research Allocation Grant
1983 Mellon Foundation Grant, Latin American Institute
1981 Student Research Allocation Committee Grant

**Memberships**

1979- Society for American Archaeology
1981-2003 Sigma Xi
1989-2003 American Anthropological Association
1991- Nebraska Association of Professional Archaeologists
1991- Society for Plains Anthropology
1998-2001 Society for Ethnobiology
1998-2003 Archaeological Institute of America

**Research Activities: Field and Laboratory Experience (Archaeology, Geology, Remote Sensing, Computer Programming)**

1998-present Field Director, Archaeological Survey in Rough Cilicia, Turkey (N. Rauh, University of Purdue, Co-Director).
1993-present Director, Archaeological Fieldwork on the Oglala National Grasslands, northwest Nebraska (UNL Summer Field School in Archaeology).
1995 Director, Archaeological Survey in Agate Fossil Beds NM (V. Noble, NPS, Co-director).
1990-1992 Director, Ethnoarchaeological Fieldwork in east-central Karnataka, India.
1987-1989 Assistant Forest Archeologist for the USDA Cibola National Forest (E. Garber, supervisor).
1986 Research Assistant for the Varney River Project, Dunklin County, MO (R. C. Dunnell, principal investigator).
1985 Computer Programmer for the Navajo Mother-Infant Interactions Study. University of New Mexico (J. Chisolm, contractor).

Languages and Computer Packages
French, Spanish (reading)
Turkish ("tourist" speaking)
Statistical: Windows-SPSS
Graphics: Adobe Illustrator, Adobe Photoshop, MS PowerPoint
GIS: PC-ARCView, TNTmips
General Programming: PASCAL, FORTRAN, BASIC
Database: dBASE, Quattro Pro, MS Access, Excel

Teaching Experience
Courses Taught
Archaeological Method and Theory (15-27 students) Fall 1991; Spring 1993-2004
Introduction to Archaeological Laboratory Methods (11 students) Spring 1984
Introduction to Archaeological Analysis (6-10 students) Spring 1994, 1995
Introduction to Anthropology (168 students) Spring 1992, 1993; Fall 1995
Landscape Archaeology (50 students) Fall 2000 (Univ. Buenos Aires); Fall 2001 (12 students)
Quantitative Methods for Anthropologists (6-15 students) Spring 1993; Fall 1996; Spring 2001
Seminar in Prehistory (4-10 students)
Spring 1992 Topic: The Appearance of Agricultural Economies (9 students)
Fall 1993 Topic: The Archaeology of Mobility (4 students)
Fall 1997 Topic: Landscape Archaeology (8 students)
Fall 2000 Topic: Gender in Antiquity (5 students)
Fall 2002 Topic: World Systems Theory and Prehistory (8 students)
Graduate Research Seminar (8 students); Spring 1999

Independent Reading and Laboratory Courses
2002  M. Kruse: Archaeo-geophysics
       J. Morgan; E. Nebraska Chipped Stone
       M. Douglass; Oglala Chipped Stone
       M. Young; Rouch Cilicia Ceramic Production
2000  B. Kruse; GIS in Archaeology
1998  F. Frost; GIS Applications in Archaeology
       Y-S Chung; Survey Design in Classical Turkey
       C. Geisel; GIS Analysis of Pit Hearth Locations
1996  S. Ferguson; Guatemala Culture and People
       S. Potter; Analysis of Chipped Stone from the OK Ranch Site
       J. Putnam; Soil Phosphates at the Arner Site
       M. Dooley; Oglala Grasslands Hearth Rock Analysis
       C. Cashmere; Agate Fossil Beds Surface Modeling
       S. Stadler; Analysis of Canyonlands Surface and Subsurface Assemblages

1995  C. Cashmere; Agate Fossil Beds GIS Study of Surface Visibility
       J. Galindo; Rock Art Overview
       G. MacDonell; Modeling Hunter-Gather Range Size
       S. Stadler; Analysis of Canyonlands Surface and Subsurface Assemblages

1994  S. Underwood; GIS in Anthropology
       M. Kovan; Oglala Grassland Flotation Sample Processing
       S. Guthmann; Documenting Egyptian Collections (A. Kirkland, immediate supervisor)
1993  S. Purdy; Women in India
       C. Bettenhausen; Oglala Grassland Micro-artifact Analysis
       J. Galindo; Oglala Grassland Subsurface Documentation
1992  K. Richter; Prehistoric Agriculture
       K. Freeman; Pawnee Archaeology
       J. Swigart; Oglala Grassland Micro-artifact Analysis

Senior Thesis (Environmental Studies)
1997  Jennifer Larson; South American Rain Forest (R. Hitchcock, co-advisor)
       Nicole Coffey; Belize Eco-tourism (R. Hitchcock, co-advisor)
1996  Daniel King; Lexington Environmental Impact Study (E. Gonzalez-Clements, co-advisor)
       Darcy Boelstorff; Making Anthropological Maps (R. Hitchcock, co-advisor)
       Elisabeth Leibrock; Native Americans and Environmental Racism (R. Hitchcock, co-advisor)
       Jeff Vincent; Shell Oil and Nigerian Resistance Movements (R. Hitchcock, co-advisor)

Senior Thesis and Senior Honors Thesis (Anthropology)
2002  Megan Young; Centers of Ceramic Production in Western Rough Cilicia
1999  Molly Boeka Cannon (NPS Midwest Archaeological Center) Formational Analysis of the Fall Creek Site, Wyoming
1998  Christopher Widga (Ph.D. student; University of Kansas) Bison Population Health and Central Plains Bison Exploitation
1997  Susan Tanner (Ph.D. candidate; University of Michigan; An Analysis of Use-Wear on
Nebraska Phase Ceramics (P. Bleed, co-advisor)

1993 Eric Kaldahl (Ph.D.; University of Arizona); The Nebraska Phase: An Island of Stability in a Region of Relative Change (P. Bleed, co-advisor)

Graduate Students

**Thesis Masters Students (supervisor)**

- 2004 Kelli Bacon (Nebraska State Historical Society); Tomb Architecture in Western Rough Cilicia
- 2003 Ryan Duddleson (private firm); Schultz Site Ceramics Use Wear Analysis
- Damita Hiemstra (Nebraska State Historical Society); Pull of the Hills? An Evaluation of Settlement and Land Use in and around the Black Hills
- 2002 Nancy Carlson (Nebraska State Historical Society); Is that a Farmer in the Dell? A GIS Analysis of the Central Plains Tradition Maize Landscape
- Tamie Sawaged (NPS Midwest Archeological Center); Is Archaeology Enough? The Big Village Site Revisited
- 2000 Ann Bauermeister (NPS Midwest Archeological Center); Chipped Stone at Fort Union Trading Post National Historic Site, North Dakota
- William Volf (NPS Midwest Archeological Center); The Szalay Site: Hopewellian Occupation in Northeastern Ohio
- 1999 Charles Geisel (Institute of Minnesota Archaeology); Prehistoric Dwellings on the Great Plains: Investigation Central Plains Tradition Architectural Variation
- Yi-Shing Chung (University of Arizona PhD student); An Assessment of Data Quality in Archaeological Surface Survey, Rough Cilicia, Turkey
- Michael Chidley (NPS Midwest Archeological Center); Variation in Mammoth Bone Modification: Human or Other Genesis
- 1997 Jennifer Galindo (Sinte Gleska University); Scales of Human Organization and Rock Art Distributions: An Ethnoarchaeological Study among the Kunwinjku People of Arnhem Land Australia
- Corey Cashmere (Lancaster County Crime Commission); Modeling the Transition to Intensive Agriculture in the Central Plains
- 1996 George H. MacDonell (Custer National Forest); Hunter-gatherer Mobility along the Western Niobrara: An Analysis of Chipped Stone from Agate Fossil Beds NM, Nebraska.

**Nonthesis Masters Students (supervisor)**

- 1996 Scott Stadler (NPS Midwest Archaeological Center)
- Michael Telpner
- 1995 Toni Tessaro (Ph.D. student, University of Tennessee)

**PhD Students (committee member)**

- 2002 Richard Stark (University of Texas-Austin); Ethnoarchaeological Investigation of Pit-Hearth Cooking
- Pending Dawn Bringelson (University of Washington); Plowzone Archaeology
- Lori Hunsaker (University of Utah); Field and Laboratory Investigations of Underground Storage Organs

Professional Offices Held and Service

- 2000- 2001 Member, Plains Anthropological Society 2001 Annual Meeting Chair
- 1998-1999 Program Chair, 64th Annual Meeting of the Society for American Archaeology
- 1996-1999 Plains Anthropological Society Board Member
- 1996-1997 Secretary
1993-1998 SAA Fryxell Award Committee
     1996-1997 Chair of 1998 Awardee Selection Committee
1995 Program Committee, 61st Annual Meeting of the Society for American Archaeology
1993-1995 Executive Board, Nebraska Association for Professional Archaeologists
1984-1985 General Editor for Haliksa'i
1983-1984 Archaeological Editor for Haliksa'i

University Offices Held and Service
2002 Chair, Anthropology Temporary Lecturer Search Committee
2002 Member, 2002, Paul A. Olson Seminar in Great Plains Studies presentation selection committee
2001 Member, Arts and Sciences ORCA Selection Committee (Social Sciences)
2000-2001 Member, Center for Great Plains Studies Library Committee
1998- Member, University of Nebraska Press Advisory Board
1997- UNL Archaeological Coordinator
1997 Chair, Anthropology Search Committee
1996- Graduate Committee, Museum Studies
1996 Chair, Anthropology Chair Search Committee
1995-1998 Chief Undergraduate Advisor, Environmental Studies (College of Arts and Sciences)
     75 advisees; update advising handbook; revise curriculum; coordinate mailings; attend advising workshops
1994-1997 Chair, Graduate Committee, Department of Anthropology
     oversee graduate admission; annually advise 6-15 incoming graduate students; develop graduate handbook; oversee the award of Graduate Teaching Assistantships and Champe-Weakly Awards; offer seminars on professional issues (presentation graphics; resume preparation)
1993-1994 UNL Academic Standards Committee
1992-1995 Board of Governors, UNL Center for Great Plains Studies
1992- Executive Committee, UNL Environmental Studies
     coordinate with director; plan Spring Seminar in Environmental Studies; revise curriculum; supervise senior theses

Organized Symposia
2003 "Time in Archaeology" (with S. Holdaway) at the 68th Annual Meeting of the Society for American Archaeology, Milwaukee. Note: Electronic Symposium.
1996 "Hot Rocks and Hot Pits on the Great Plains and Peripheries" (with L. Alex) at the 54th Annual Meeting of the Plains Anthropological Society. Iowa City.
1985 "Method and Theory in Surface Survey" (with S. Larralde and J. Ebert) at the 50th Annual Meeting of the Society for American Archaeology. Denver.

Presented Papers and Posters (Recent)
     "Indiana Jones and the Temporal Mosaic: Time Perspectivism in the Green River Basin (Wyoming USA).” NPS Midwest Archaeological Center, Lincoln, NE, January.
     "Indiana Jones and the Temporal Mosaic: Time Perspectivism in the Green River Basin (Wyoming USA)." NPS Midwest Archaeological Center, Lincoln, NE, January.
USA).” Department of Anthropology, University of Utah, Salt Lake City, Utah. October.

2001


“Modeling a Management Framework in a Compliance World” (with C. Dore, senior author). GIS in Archaeology, Argonne National Laboratory, Chicago.


2000

“Cilician-Roman Interaction in Western Rough Cilicia;” Department of Anthropology, University of Auckland, Auckland, New Zealand

“Starving Nomads? Affluent Foragers? Late Prehistoric Foragers of the High Plains.” Department of Archaeology, University of Sydney, Sydney, Australia. Also presented at Department of Archaeology, Geography, and Regional Planning, University of New England, NSW, Australia.


“Of Pompeii and Palimpsests: Material Temporalities and Interpretative Goals in North American Plains and Mid-continental Archaeology” (with S. J. Holdaway, junior author). Presented at the Joint Meeting of the Plains Anthropological Society and the Midwest Archaeological Association, St. Paul, MN.

“Temporality in Archaeological Landscape Studies in Roman Era Western Rough Cilicia (or Of Vanquished Pirates, Harvested Timber, Factional Politics, and Annales, Too).” Department of Anthropology, Arizona State University, Tempe. Also at Department of Anthropology, University of Arizona, Tucson.

1999

“Analysis of Survey Data Quality, Rough Cilicia, Turkey” (with Yi-Shing Chung, senior author). Presented at the 64th Annual Meeting of the Society for American Archaeology, Chicago.

1998

“Pit-hearth Food Processing, Cereal Imperialism and the Transition from Thrifty to Non-thrifty Genotype.” Presented at the Annual Meeting of the Society for Ethnobiology. Reno, NE.

“In the Land of Birobâ: Archaeological, Historical, and Ethnographic Analyses of the Evolution of the Agro-pastoral Socio-Natural Landscape in Semi-arid Peninsular India.” Presented in a symposium at the 63rd Annual Meeting of the Society for American Archaeology, Seattle, WA.
1997

“Good Times? Bad Times?: Late Holocene Land Use on the High Plains.” Presented at the 55th Annual Meeting of the Plains Anthropological Society, Boulder, CO.

“Pit Hearth Heat Transfer” (with F. S. Sodha, junior author). Presented in the symposium “Once Hot Rocks” at the 62nd Annual Meeting of the Society for American Archaeology, Knoxville, TN.

1996

“Galloping, Frugal, and Crock-pot Gourmets: Social and Evolutionary Implications of Pit Hearth Food Processing.” Southern Methodist University, Dallas.


“Preliminary Observations on Spatial Structure and Land Use Dynamics Associated with Late Prehistoric Pit Hearth Features on the High Plains.” Presented in the symposium “Hot Rocks and Hot Pits on the Great Plains and Peripheries” at the 54th Annual Meeting of the Plains Anthropological Society. Iowa City, IA.

“GIS Applications in Anthropology” (with C. Dore and C. Cashmere, junior authors). Nebraska GIS Symposium. Lincoln, NE.


"Formation Processes and Archaeological Landscapes." Presented at the 61st Annual Meeting of the Society for American Archaeology. New Orleans, LA.

"Ovens of the Oglala: A View of the Paleo-human Ecology of the Late Prehistoric High Plains from inside a Pit Hearth." University of Missouri, Columbia, MO.

"Abandonment and Reoccupation of Kuruba Agro-pastoral Camps (Southern India) and the 'Sitedness' of the Archaeological Landscape." University of Missouri, Columbia, MO.

45 other presentations since 1981

Publications (Not Peer Reviewed)

1995


1992


1989


1988


1987


1986


1985


1984


Ancient Maya Settlement Patterns at the Site of Sayil, Puuc Region, Yucatán Mexico: Initial


Peer Reviewed Publications

Submitted

Archaeological Palimpsests and Time Perspectivism (with S. J. Holdaway, junior author). American Antiquity.

Pit Hearth Heat Transfer (with F. S. Sodha, junior author). In Once Hot Rocks, edited by J. Leach and A. Thoms.


In Press


2003


The Western Niobrara River: An Inter-Island Passage on the Plains (with G. MacDonell, senior author). In Islands on the Plains: Ecological, Social, and Ritual Use of Landscapes, edited by M.


Agate Fossil Beds Prehistoric Archaeological Landscapes, 1994-1995 (G. H. MacDonell, junior editor). NPS Midwest Archeological Center, Lincoln, NE.


1985 Transportation Applications of Computer-Mapping in New Mexico (with L. M. Spear, S. Flint, and R.


**Reports, Newsletter Articles, and Book Reviews**


Report on 1996 Archaeological Activities by the University of Nebraska-Lincoln on the Oglala National Grasslands (with H. Athen, J. L. Galindo and G. H. MacDonell, junior authors). Prepared for the Nebraska National Forest.


References

Available upon request
Curriculum Vitae

Mary S. Willis, Ph.D.
1911 S. 50th
Lincoln, Nebraska 68506
402-472-9677 (O) 402-327-8157 (H)
E-mail: mwillis2@unl.edu

EDUCATION

1995 Washington University Ph.D. Biological Anthropology
1988-90 Washington University M.S. Biological Anthropology
1983 San Diego State University B.A. Psychology

PROFESSIONAL EXPERIENCE

2000-03 Assistant Professor
Department of Anthropology, University of Nebraska, Lincoln
• Introduction to Anthropology, ANTH 110
• Introduction to Physical Anthropology, ANTH 242/242L
• Advanced Physical Anthropology, ANTH 442/842
• Medical Anthropology, ANTH 422/822

1999-01 Adjunct Assistant Professor
Department of Socio/Anthropology, Nebraska Wesleyan University, Lincoln, NE
• Introduction to Anthropology, Anthropology 050, Spring 2000
• Asian Cultures, ANTH 156 (1999/2001)

1999-00 Evaluation Consultant
POPTech, BHM International, Arlington, VA
• Conduct midterm evaluation of the USAID-funded LINKAGES Project:
  Breastfeeding, Complementary Feeding, Maternal Health, & Lactational Amenorrhea
• Provide oral presentations for the Center of Population, Health & Nutrition at
  the United States Agency for International Development and the LINKAGES’
  Project staff, Academy for Educational Development
• Prepare midterm evaluation report for POPTECH and USAID

1999 Research Consultant
Indian Center, Inc., Lincoln, NE
• Provide technical input for the State of Nebraska Minority Behavioral Risk
  Factor Survey
• Participate in Advisory Committee Meetings for the Native American Public
  Health Grant
• Design & conduct focus group sessions for the Native American Public Health Grant in four Nebraska counties (Box Butte, Dawes, Sheridan and Scottsbluff County, NE)
• Analyze NAPHG focus group data & prepare report for the State of Nebraska

1998-99  **Adjunct Assistant Professor**  
Department of Anthropology, Emory University, Atlanta, GA.

1997-98  **Coordinator, CARE-CDC Health Initiative**  
CARE-USA, Atlanta, GA.
• Develop management guidelines for new partnership
• Design, monitor & provide technical oversight to field projects
• Plan, organize & implement international conferences: (1) *Annual CCHI Symposium*, (2) *El Nino Infectious Disease Strategy Meeting*, (3) *People, Environment, Health, & Development Workshop*
• Prepare technical reports & oral presentations for donor, academic audiences and conference participants
• Monitor project budget & design foundation proposals for new funding

1995-1997  **Science & Diplomacy Fellow**  
American Association for the Advancement of Science, Center for Population, Health & Nutrition, United States Agency for International Development, Wash., D.C.
• Manage multimillion dollar population/reproductive health projects in Africa, Asia & Latin America
• Monitor project budgets & leverage resources from multiple government bureaus & agencies
• Conduct site visits & project evaluations
• Review technical documents, scientific articles, subagreements, & grants
• Prepare & deliver presentations for USAID & academic conferences

1995  **Interviewer**  
Department of Radiology, Washington University, St. Louis, MO.
• Interview African American women regarding perceptions of breast cancer for large public health project
• Contribute to revision of study questionnaire

1995  **Instructor**  
Department of Anthropology, Washington University, St. Louis, MO, *Introduction to Human Evolution*.

1989-91  **Teaching Assistant**  
Department of Anthropology, Washington University, St. Louis, MO.
1991 – *Anthropology and the Modern World* (Cultural)  
1990 – *Ancient Civilizations of the Old World* (Archaeology)  
1989 – *Introduction to Human Evolution* (Physical)

1988  **Relief Keeper**  
Woodland Park Zoological Gardens, Seattle, WA.  
(Primates, Birds, Domestics)
1987  **Field Research Assistant**  
Ranomafana National Park, Madagascar.

1984-86  **Consulting Registrar/Records Management Intern**  
Woodland Park Zoological Gardens, Seattle, WA.

1984-85  **Nursery Technician**  
Infant Primate Research Laboratory, Univ of Washington, Seattle, WA

1980-84  **Mammal Keeper/Senior Keeper**  
Primate Division, Zoological Society of San Diego, San Diego, CA.

1975-1979  **Nursery-Hospital/Mammal Keeper**  
Kansas City Zoological Gardens, Kansas City, MO.

**COURSES**

*Taught at UNL*

- Introduction to Physical Anthropology (242)
- Advanced Physical Anthropology (442/842)
- Introduction to Anthropology (110)
- Medical Anthropology (422/822)

*Prepared to Teach*

- Human Variation
- Primate Behavior and Ecology
- Osteology
- Growth and Development
- People and Environment
- Asian Cultures

**FIELD EXPERIENCE**

1997-98  Technical Assistance to CARE projects: (1) **Kenya** - Nairobi & Kisumu; (2) **Uganda** - Eastern & Southwestern Districts; (3) **Tanzania** - Dar es Salaam, Mwanza & Ngudu.

1996  For the United States Information Service, **United Arab Emirates** – Dubai & Abu Dhabi

1996  Technical Assistance & Monitoring of CARE's **Population and Family Planning Expansion Project**: (1) **Peru** – Cajamarca, Iquitos, Piura, & Lima; (2) **Tanzania** – Ngara Hutu Refugee Camps; (3) **Zambia** – Lusaka
1995
Technical Advisor to Family Health International’s *Women’s Studies Project: Bolivia* – La Paz & Cochabamba.

1993
Dissertation Research in 20 Natural History Museums & National Parks in Europe & South and Southeast Asia: *France, Switzerland, Holland, Austria, England, Germany, Vietnam, Thailand, Malaysia, India & Singapore*.

1987

1986-87
Playback experiments of song & neighbor recognition in the song sparrow (*Melospiza melodia*) Discovery Park, Seattle, WA.

**GRANTS AND AWARDS**

2003
Langeloth Foundation, New York, New York, for *Anterior Dental Extraction and Restoration Among Nuer and Dinka Refugees from Sudan: A Unique Perspective on the Biology and Culture of Healing* ($290,000), *Submitted* 11/07/03.

2003
UCARE Student Research Award, UNL, for Ryan N. Schacht, *Nutrition and Dental Restoration Project*, ($2,000).

2003
UCARE Student Research Award, UNL, for Connie J. Fernald, *Sudanese Refugees and News Media Analysis*, ($2,000).

2003
Community Health Survey Research Award, Nebraska Health and Human Services, Office of Minority Health ($15,000) Awarded 07/03 & Not Yet Received.

2002

2002
Faculty Seed Grant, Research Council, University of Nebraska Lincoln, for “Traditional Dental Practices of the Nuer and Dinka” ($10,000) *Not funded*.

2002
Woods Charitable Fund, Inc., Lincoln, Nebraska, for *Sudanese Refugee Women’s Literacy Project*, ($40,000 for Lincoln Literacy Council) Awarded 09/02.

2002
Certificate of Recognition for Contributions to Students, UNL Teaching Council, University of Nebraska Lincoln, January 2002.
2002  Layman's Award, University of Nebraska Lincoln, “The Nuer and Dinka Take Refuge in Nebraska: Cattle are Lowing But It's Not the Sudan” ($6,600) Not funded.

2001  Community Health Research Award, Nebraska Health and Human Services, Office of Minority Health ($3,000) Awarded 11/01.

2001  Faculty Seed Grant, Research Council, UNL, for “Health Assessment of Sudanese Refugees in Nebraska” ($10,000) Not Funded.

2001  Cooper Foundation Community Services Grant, for “Community Needs Assessment of Sudanese Refugees in Nebraska” (4,500) Not Funded.

2001  Blueprint Project Grant, Community Health Endowment, for “Health Assessment of Sudanese Refugees in Nebraska” ($5,100) Awarded 9/01.

1997  Group Award, Office of Population, Family Planning Services Division, United States Agency for International Development, Wash, D.C.

1995  Travel Award, Washington University, Annual Meeting of the American Association of Physical Anthropologists, Oakland, CA.

1993-94  Dean's Dissertation Fellowship, Washington University, St. Louis, MO.

1992  Dissertation Research Funding for “Phylogenetic & Dietary Effects of Dental Variation in Asian Colobines”.

- American Museum of Natural History Collection Study Grant
- Boise Fund
- Sigma Xi
- Wenner Gren Foundation for Anthropological Research
- National Science Foundation Dissertation Improvement Grant

1988-93  Tuition Scholarship, Washington University, St. Louis, MO.

1988-89  Graduate Fellowship, Washington University, St. Louis, MO.


Research Grant, American Association of Zookeepers, Seattle, WA, Ranomafana National Park, Madagascar.
COMMITTEES

2003  Search Committee Member, Position: Assistant Professor, Social Inequality/Minority Health, Ethnic Studies, University of Nebraska Lincoln, Lincoln, Nebraska

2003  Search Committee Member, Position: Director of the Plains Humanities Alliance, University of Nebraska Lincoln, Lincoln, Nebraska

2000-01  Assessment Committee, College of Arts and Sciences, University of Nebraska Lincoln, Lincoln, Nebraska.

2000-01  Undergraduate Assessment Committee, Department of Anthropology, University of Nebraska Lincoln, Lincoln, Nebraska.

2000-02  Curriculum Committee, Department of Anthropology, University of Nebraska Lincoln, Lincoln, Nebraska

1989-90  Graduate Council Representative, Graduate School of Arts and Sciences, Department of Anthropology, Washington University, St. Louis, MO.

SERVICE TO NATIVE AMERICAN COMMUNITY

2001-02  Respite Care, Foster Care Program for Native American Children, Nebraska Health and Human Services.

2000  Reviewer, Native American Journalism Association Media Awards (through Lincoln Journal Star)

2000  Group Facilitator, Native American Summit, Nebraska Department of Education.

REVIEWER


2002  Great Plains Research


2000  Medical Anthropology
2000  Prentice Hall Academic Publishers (Text prospectus)

2000  2000-2001 American Association for the Advancement of Science, Science, Engineering, and Diplomacy Fellowship Program (Applicant Screening)

1999  1999-2000 American Association for the Advancement of Science, Science, Engineering, and Diplomacy Fellowship Program (Applicant Screening)

1999  American Journal of Physical Anthropology

PUBLICATIONS and REPORTS

Peer-Reviewed Articles


In Preparation


Book Reviews


Government Reports & Community-Service Publications


PROFESSIONAL PRESENTATIONS


2002  

2002  

2002  

2001  
Results of Health Focus Group Discussions Among Native Americans in Western Nebraska. Coauthored oral presentation with R. Ross, Society for Applied Anthropology, Merida, Mexico, March 2001.

2000  
Results of Health Focus Group Discussions Among Native Americans in Western Nebraska. Oral Presentation for The Minority Health Conference 2000, Nebraska Department of Health and Human Services, Lincoln, Nebraska, October, 2000, Coauthored with R. Ross.

1999  

1998  

1998  

1997  

1996  

1995  
Incisor Dimension and Diet in 24 Species of Asian Colobines. Oral Presentation, Sixty-Fourth Annual Meeting of the American Association of


INVITED PRESENTATIONS


2002 “Health Issues Related to Nebraska’s Sudanese Refugee Population”, Invited Presentation to the Douglas County Health Department, August 2002, Omaha, Nebraska.

2002 “Reflections of Maternal Health through Cultural Assessment and Refugee Resettlement Patterns”, Invited Presentation to Patterns of Transcultural Health Care: A Maternal & Child Health Quilt, A conference for health care providers from Nebraska, Kansas, Iowa, and Missouri, August 2002, Omaha, Nebraska.
2002  “Sudanese Refugees in Nebraska: Resettlement Policy and the Implications for Health”, Invited Presentation to the State Technical Assistance Network (STAN) for Nebraska Health and Human Services, August 2002, Lincoln, Nebraska.

2002  “Understanding Sudanese Refugee Culture”, Invited Presentation to Public Health Nurses, Lancaster County Health Department, April 2002, Lincoln, Nebraska.


- Presentation 1: Scientific Research and its Influence on Public Policy Decision-Making
- Presentation 2: Women and the Promotion of World Human Resource Development
- Presentation 3: Early Education and the Development of National Resource Endowments

MISCELLANEOUS

Thesis/Publication Advising

2003  Lazarus Mbulo, Ph.D. committee, Department of Health & Human Performance

2003  Dobuony Bukjiok, Advisor, M.A. program.
2001-02  Genevieve Hefley (Preeclampsia M.A. thesis project), Advisor & Committee Chair

2001  Charles Davis (Schistosomiasis paper to be submitted for publication).

1999-00  Provide support (editing, reviewing dissertation) to Health Education Ph.D. student, Sharon Schulling

Course Development

2002  New course, assisted in the development of an undergraduate/graduate internship entitled Anthropology Internship, ANTH 495/895; organized official internship options with agencies in Lancaster County, Nebraska.

2001  New Laboratory course developed and approved for inclusion in Fall 2001 Semester entitled, Introduction to Physical Anthropology Laboratory, ANTH 242L.

2000  New course developed and approved for inclusion in Spring 2001 Semester entitled, Medical Anthropology, ANTH 442/842.

Research-Related Achievements & Community Service


2002  Designing educational materials for reproductive health, education presentation to the Lancaster County Planned Parenthood “Promotores”, November 9, 2002.
2002
Adult Education presentation to congregation at First Presbyterian Church, Lincoln, Nebraska, with Robert Hitchcock, November 3, 2002.

2002

2002
Interview with Omaha Television Stations, KPTM Fox 42 News and KM3 News, and UNL Publicity Office regarding Sudanese Refugee Dental Project, October 2002.

2002
Completion of UNL Office of Research & Graduate Studies-sponsored seminar entitled “Write Winning Grants” with Dr. David Morrison, October 21-22, 2002.

2002

2002
Outreach presentation regarding the Sudanese Community in Lincoln, Nebraska to the congregation at the First Mennonite Church, September 2002.

2002
Interview regarding current research project with Lincoln Journal Star entitled Sudanese Get Help with Lost Teeth, September 6, 2002.

2002
Sudanese Refugee Children Pancake Breakfast & Game Day, with Golden Key Honor Society, University of Nebraska, April 2002.

2002

2002
Conducted health focus groups with Sudanese refugees, Lincoln & Omaha, Nebraska, June 2001 – March 2002.

2001
Donation & Fundraising Drive for Sudanese Refugee Community, UNL Culture Center (December 2001).

2001
Interview with Daily Nebraskan (November 28, 2001)

2001
Interview with Nebraska Public Radio (October 29, 2001)

2001
Interview with Lincoln Journal Star (August 5, 2001)

2001
Submitted proposal & awarded UNL Faculty Member status

2001-03
### Departmental Service

**2003**  
Participated in departmental 'space' committee in preparation for move to Oldfather Hall.

**2002**  
Hosted annual departmental potluck gathering for Department of Anthropology and Geography, October 2002.

**2002**  
Designed "Literacy & Culture" internship with Lincoln Literacy Council for UNL students.

**2001**  
Prepared & submitted laboratory fee proposal for consideration to College of Arts and Sciences. Fee proposal accepted for Fall 2002 course listing.

**2000-01**  
Contributed to annual departmental equipment request proposal.

**2001**  
Assisted in recruiting & subsequently hosting a replacement faculty member for Spring 2002 (maternity) leave (Daniel Wescott, Ph.D.)

**2001**  
Designed letter of recruitment for temporary teaching positions

**2000-02**  
Physical Anthropology Cast Collection Inventory (Identification of species represented, create & apply accession numbering system, create Excel inventory listing), UNL Department of Anthropology.

**1999-00**  
Physical Anthropology Laboratory (clean, organize & arrange & order specimens), UNL Department of Anthropology.

### University Service

**2003**  
Search Committee Member, Position: Social Inequality/Minority Health, Assistant Professor, Department of Ethnic Studies, University of Nebraska, Lincoln, Nebraska.

**2003**  
Search Committee Member, Position: Director of the Plains Humanities Alliance, University of Nebraska Lincoln, Lincoln, Nebraska

**2002**  
Organized the first 'Scholarship IN Society' lecture series for the academic year 2002-2003. Contacted, organized and hosted Steven H. Fox, Ph.D., Associate Professor, New Mexico Highlands University, to deliver a presentation entitled, *Culturally Sensitive Assessment: Post Trauma Syndrome and the Mandinkas.*

**2002**  

**2000**  

15
AREAS OF SPECIALIZATION: Medical, Dental and Development Anthropology
(1) Population, Health and Nutrition; (2) Refugee Resettlement; (3) Environment/Wildlife
Supplemental Materials
Table 1
University of Nebraska-Lincoln
Academic Program Review
Department of Anthropology and Geography
Average Faculty Salaries by Rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>1999-2000</th>
<th>Overall UNL - Includes Library</th>
<th>Overall UNL - Excludes Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof.</td>
<td>2</td>
<td>$60,784</td>
<td>--</td>
</tr>
<tr>
<td>Assoc.</td>
<td>2</td>
<td>54,664</td>
<td>--</td>
</tr>
<tr>
<td>Assist.</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>2003-2004</th>
<th>Overall UNL - Includes Library</th>
<th>Overall UNL - Excludes Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof.</td>
<td>5</td>
<td>$75,888</td>
<td>--</td>
</tr>
<tr>
<td>Assoc.</td>
<td>2</td>
<td>57,924</td>
<td>--</td>
</tr>
<tr>
<td>Assist.</td>
<td>2</td>
<td>44,837</td>
<td>--</td>
</tr>
</tbody>
</table>


The 1999-2000 Faculty Salary Study files and 2003-04 SAP HR files exclude Deans and other administrative salaries and include chairpersons. Faculty with 1.00 or greater FTE who are active on October 1 are included. Named Professorship stipends are included.

IRP, 12/8/2003
d:\prorev\Table1.xls, csh
s:\Program Review\Table1.xls
## University of Nebraska-Lincoln

Detail of Table 1 for Program Review
Department of Anthropology and Geography

<table>
<thead>
<tr>
<th>Rank</th>
<th>9 or 12</th>
<th>Primary Job name</th>
<th>Last Name, First Name</th>
<th>Budgeted Salary</th>
<th>No.</th>
<th>Ave. Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Professor</td>
<td>9-Month</td>
<td>Professor</td>
<td>Amedeo, Douglas M</td>
<td>$66,167</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-Month</td>
<td>Professor</td>
<td>Archer, John Clark</td>
<td>$65,878</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-Month</td>
<td>Professor</td>
<td>Draper, Patricia C</td>
<td>$97,037</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-Month</td>
<td>Professor</td>
<td>Hames, Raymond</td>
<td>$77,007</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9-Month</td>
<td>Chairperson</td>
<td>Wishart, David J</td>
<td>$73,552</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number and Average Salary</strong></td>
<td>5</td>
<td></td>
<td></td>
<td>$75,888</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2-Assoc Professor | 9-Month | Assoc Professor | Lavin, Stephen J | $62,985 | | |
| | 9-Month | Assoc Professor | Wandsnider, LuAnn | $52,862 | | |
| **Number and Average Salary** | 2 | | | $57,924 | |

| 3-Asst Professor | 9-Month | Asst Professor | McCollough, Martha L | $42,794 | | |
| | 9-Month | Asst Professor | Willis, Mary S | $46,879 | | |
| **Number and Average Salary** | 2 | | | $44,837 | |

| 5-Lecturer | 9-Month | Lecturer | Awakuni-Swetland, Mark J | $41,312 | | |
| | 9-Month | Lecturer | Kaldahl, Eric J | $41,000 | | |
| **Number and Average Salary** | 2 | | | $41,156 | |
Table 2
Academic Program Review
Department of Anthropology and Geography
Percent Faculty Salaries are Above (+) or Below (-) the Peer Average
Academic Year 2002-2003

<table>
<thead>
<tr>
<th>Percent Above (+) or Below (-) the Peer Average</th>
<th>Professor</th>
<th>Associate</th>
<th>Assistant</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-15.3</td>
<td>-1.7</td>
<td>-6.8</td>
<td>--</td>
</tr>
</tbody>
</table>

The Faculty Salary Study file includes those having a 1.00 FTE, ranked as instructor and above. Deans and other academic administrative salaries are excluded, departmental chairpersons are included. Regents Professorship stipends are included. All personnel and salaries are taken from the October 1 personnel data tape. Twelve-month salaries are converted to nine-month salaries by using a factor of 9/11. The salaries were derived using a faculty salary comparison model that conforms with Central Administration computation requirements. These requirements include using a 9/11th's factor to convert 12-month salaries to their 9-month equivalents. This factor was used for both the Regents Peer Group and UNL.

Note: The ten comparator institutions are: University of Minnesota, Purdue University, University of Missouri, Ohio State University, University of Illinois, Iowa State University, University of Iowa, Colorado State University, University of Colorado, and University of Kansas.

Table 3
University of Nebraska-Lincoln
Academic Program Review
Department of Anthropology and Geography
Majors by Full and Part Time, Gender, and Age
Fall Semester 2003

<table>
<thead>
<tr>
<th>Major and Gender</th>
<th>Full-Time</th>
<th>Age of Students</th>
<th>Part-Time</th>
<th>Total Full &amp; Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad (BA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>6 8 5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>12 19 5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18 27 10</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrad (BS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>1 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>1 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1 2 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Undergrad.</td>
<td>0 19 29 12</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
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</tr>
<tr>
<td>Graduate (MA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>1 3 1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Women</td>
<td>1 1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>2 4 1 1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>0 0 2 4 0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grand Total</td>
<td>0 19 29 14</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Summary
For the UG majors: 94% are full time 39% are men 94% are traditional age college students* 6% are part time 61% are women 6% are non-traditional age college students

For the Grad majors: 44% are full time 56% are men 56% are part time 44% are women

* Traditional age college students are those age 18 to 24. (The students under 18 are also included.)

Source: Fall Semester 2003 Student data base, Office of Institutional Research and Planning
### Table 4
University of Nebraska-Lincoln  
Academic Program Review  
Department of Anthropology  
Number of Class Registrations, Student Credit Hours, and Student Contact Hours By Level  
Fall Semesters 1999 to 2003

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total</th>
<th>Lower Level</th>
<th>Upper Level</th>
<th>Graduate &amp; Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Regis.</td>
<td>Credit Hours</td>
<td>Contact Hours</td>
<td>No. of Regis.</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>913</td>
<td>2,744</td>
<td>2,730</td>
<td>706</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>899</td>
<td>2,714</td>
<td>2,709</td>
<td>716</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>961</td>
<td>2,779</td>
<td>2,825</td>
<td>715</td>
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<tr>
<td>Fall 2002</td>
<td>913</td>
<td>2,684</td>
<td>2,723</td>
<td>705</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>872</td>
<td>2,548</td>
<td>2,562</td>
<td>702</td>
</tr>
<tr>
<td>% Change from 1999 to 2003</td>
<td>(4.5)</td>
<td>(7.1)</td>
<td>(6.2)</td>
<td>(0.6)</td>
</tr>
<tr>
<td>% Change from 2002 to 2003</td>
<td>(4.5)</td>
<td>(5.1)</td>
<td>(5.9)</td>
<td>(0.4)</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research and Planning.

IRP, 1/15/2004
d:\my documents\prorev\Table4.xls, csh
s:\program review\table4.xls
Table 5
University of Nebraska-Lincoln
Department of Anthropology
Number of Course Sections, Registrations,
Average Class Size, and Student Credit Hours
Fall Semesters 1999 and 2003

<table>
<thead>
<tr>
<th>Course Number</th>
<th>No. of Sections</th>
<th>Registrations</th>
<th>Avg. Class Size</th>
<th>Student Credit Hrs.</th>
<th>No. of Sections</th>
<th>Registrations</th>
<th>Avg. Class Size</th>
<th>Student Credit Hrs.</th>
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<tbody>
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<td>433</td>
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<td>50</td>
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<td>33</td>
<td>33</td>
<td>99</td>
</tr>
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</tr>
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<tr>
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</tr>
<tr>
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<td>22</td>
<td>3</td>
<td>71</td>
<td>7</td>
<td>36</td>
<td>5</td>
<td>126</td>
</tr>
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<td>Course Number</td>
<td>No. of Sections</td>
<td>Registrations</td>
<td>Avg. Class Size</td>
<td>Student Credit Hrs.</td>
<td>No. of Sections</td>
<td>Registrations</td>
<td>Avg. Class Size</td>
<td>Student Credit Hrs.</td>
</tr>
<tr>
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<td>--</td>
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<td>--</td>
<td>3</td>
<td>50</td>
<td>17</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>913</td>
<td>35</td>
<td>2,744</td>
<td>29</td>
<td>872</td>
<td>30</td>
<td>2,548</td>
</tr>
</tbody>
</table>

IRP, 1/12/2004
d:\my documents\prorev\Table5.xls, csh
s:\program review\Table5.xls, csh
Table 6

Academic Program Review
for the Department of Anthropology and Geography
Student Credit Hours by Course Level
and Department of the Instructional Staff Teaching the Courses
Fall Semesters 2000 through 2003

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
</tr>
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<td>2000-2001</td>
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<tr>
<td>2001-2002</td>
<td>4,135</td>
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<tr>
<td>2002-2003</td>
<td>3,774</td>
</tr>
<tr>
<td>2003-2004</td>
<td>3,992</td>
</tr>
<tr>
<td>Percent Change from 2000 to 2003</td>
<td>(4.84)</td>
</tr>
<tr>
<td>Percent Change from 2002 to 2003</td>
<td>5.78</td>
</tr>
</tbody>
</table>

Note: Credit is assigned according to the home department of the instructional staff who teach the courses.
Totals may not be the sum of numbers shown because of rounding.
Source: Printouts, "Student Credit Hours by Faculty Teaching the Course"

IRP, 12/4/2003
d:\my documents\prorev\Table6.xls, csh
Table 7
Academic Program Review
Department of Anthropology and Geography
Degrees in Anthropology
Number of Degrees Awarded By Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
<th>Doctor's Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-99</td>
<td>27</td>
<td>11</td>
<td>--</td>
<td>38</td>
</tr>
<tr>
<td>1999-2000</td>
<td>24</td>
<td>6</td>
<td>--</td>
<td>30</td>
</tr>
<tr>
<td>2000-2001</td>
<td>24</td>
<td>10</td>
<td>--</td>
<td>34</td>
</tr>
<tr>
<td>2001-2002</td>
<td>25</td>
<td>8</td>
<td>--</td>
<td>33</td>
</tr>
<tr>
<td>2002-2003</td>
<td>18</td>
<td>4</td>
<td>--</td>
<td>22</td>
</tr>
</tbody>
</table>

Percent Change
from 1998-99
to 2002-2003 (33.3) (63.6) -- (42.1)

Percent Change
from 2001-2002
to 2002-2003 (28.0) (50.0) -- (33.3)

Source: Office of Institutional Research and Planning

Note: Degrees are for each year starting July 1 and ending June 30.
<table>
<thead>
<tr>
<th>College</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
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</thead>
<tbody>
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<td>Agricultural Sciences &amp; Nat. Resources</td>
<td>23</td>
<td>25</td>
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<td>30</td>
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<td>Architecture</td>
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<td>12</td>
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<td>Arts &amp; Sciences</td>
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<td>356</td>
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<td>70</td>
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<td>Fine &amp; Performing Arts</td>
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<td>19</td>
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<td>63</td>
<td>61</td>
<td>68</td>
<td>55</td>
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<tr>
<td>Human Resources &amp; Family Sciences</td>
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<td>4</td>
<td>7</td>
<td>2</td>
<td>--</td>
</tr>
<tr>
<td>Journalism &amp; Mass Communications</td>
<td>36</td>
<td>34</td>
<td>27</td>
<td>31</td>
<td>37</td>
</tr>
<tr>
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<tr>
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<td>--</td>
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<td>899</td>
<td>961</td>
<td>913</td>
<td>872</td>
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</table>

Source: Registration extract as of the sixth day of enrollment for above years.
Table 9
University of Nebraska-Lincoln
Academic Program Review
Majors in Anthropology
Fall Semesters 1999 and 2003

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<th>Student Level</th>
<th>Black</th>
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<th>Asian</th>
<th>Hispanic</th>
<th>White**</th>
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<th>Total</th>
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<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
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<td></td>
<td></td>
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</tr>
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<td>(2)</td>
<td>8</td>
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<tr>
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<td>1</td>
<td>(1)</td>
<td>1</td>
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<td>8</td>
<td>6</td>
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</tbody>
</table>

% Change in Total from 1999-2000 to 2003-2004:
-13%
-30%

Summary
% of undergraduates that are minorities in 1999-2000: 11%
% of undergraduates that are non-resident aliens in 1999-2000: 0%
% of graduates that are minorities in 1999-2000: 17%
% of graduates that are non-resident aliens in 1999-2000: 9%
% of undergraduates that are minorities in 2003-2004: 9%
% of undergraduates that are non-resident aliens in 2003-2004: 3%
% of graduates that are minorities in 2003-2004: 13%
% of graduates that are non-resident aliens in 2003-2004: 0%

Notes:
( ) indicates number of students in the category who are non-resident aliens.
**Students with an unknown racial category were included in "White."
Beginning with Fall 1999-2000 multi-racial students were included in a specific racial category where possible. Multi-racial students that did not specify a racial category were prorated across all minority categories.
Note: Majors included are Anthropology
Source: Profiles for above fall semesters, Office of Institutional Research and Planning
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Tuesday, January 13, 2004

Primary Department: Anthropology and Geography

UNL

Point in Time Date: 10/04/2003
Anthropology Course Descriptions

Catalog Descriptions

104. Native Language I (ETHN 104) (5 cr) Lec, lab.
Introduction to the fundamentals of an indigenous language. Emphasis on conversational speaking and listening skills. Historic and contemporary writing systems. The indigenous community's society, culture, and history through interface with the language. Specific languages include the following:

A. Omaha I (ETHN 104A) (5 cr)

105. Native Language II (ETHN 105) (5 cr) Lec, lab.
Prereq: ANTH/ETHN 104
Continuation of ANTH/ETHN 104. Continued conversational speaking and listening skills with emphasis on syntax and pragmatics. Expanded reading and writing. Traditional oral narratives and written texts, norms, beliefs, and values. Contemporary indigenous community's society, culture, and history through interface with the language. Specific languages include the following:

A. Omaha II (ETHN 105A) (5 cr) Prereq: ANTH/ETHN 104A

204. Native Language III (ETHN 204) (3 cr) Lec, lab.
Prereq: ANTH/ETHN 105
Continuation of ANTH/ETHN 105. The written indigenous language. Key theories of translation and linguistics. Contemporary indigenous language revival and language maintenance efforts. Collaborative language curriculum work with the indigenous community. The indigenous community's contemporary society and culture. Specific languages include the following:

A. Omaha III (ETHN 204A) (3 cr) Prereq: ANTH/ETHN 105A

205. Native Language IV (Ethnic Studies 205) (3 cr) Lec, lab.
Prereq: ANTH/ETHN 204
Continuation of ANTH/ETHN 204. Production of oral and written language materials for academic and indigenous community applications. Contemporary indigenous community's society and culture through dialogues with community leaders. Specific languages include the following:

B. Omaha IV (Ethnic Studies 205A) (3 cr) Prereq: ANTH/ETHN 204A

(ES) 107. Individual and Society (Sociology 107) (3 cr)
The relationship of individuals to society, examining the methods of the social sciences and uses them to examine the bases of individual behavior and how individuals interact to form groups and social institutions. The goal is to give students a broad appreciation of both the human conditions and the social scientific approach to the study of human kind.
(ES) 110 (110C) Introduction to Anthropology (3 cr)
An introduction to the study of society and culture, integrating the four major subfields of anthropology: archaeology, cultural anthropology, linguistics, and physical anthropology.

Note: Students who have previously taken ANTH 100 may not receive credit for ANTH 110.

(ES) 130 (130c) Anthropology of the Great Plains (3cr)
An introductory survey of the peoples and cultures who have lived in the Great Plains. It assumes no detailed knowledge of anthropological concepts and methods. North American and Euroamerican Plains life-styles from the prehistoric past, early historic, and modern periods are all treated. Emphasis is placed on the way different people used and adapted to the Plains. Common themes and artifacts of Plains people are given special treatment.

Introductory

170. Introduction to Great Plains Studies (Great Plains Studies 100; Geography, Natural Resources, Sociology 170) (3cr)
Required for Great Plains Studies majors and minors.
For course description, see Great Plains Studies 100.

(ES) (IS) 212 (212c) Introduction to Cultural Anthropology (Ethnic Studies 212) (3 cr)
An introduction to ethnology and its subfields. Standard topics, problems, and theories are considered in ethnology, social anthropology, culture and personality, and applied anthropology.

(ES) (IS) 232 (232c) Introduction to Prehistory (3 cr)
An introduction to what archaeologists do and what they have learned about human prehistory. The first half of the course emphasizes the methods archaeologists use to study the past. The second half traces the record of human developments up to the rise of cities.

(ES) (IS) 242. Introduction to Physical Anthropology (3cr)
The scope and objectives of physical anthropology, the primate life cycle, human biology, fossil man, contemporary races, techniques of anthropometry.

(ES) 242L. Introduction to Physical Anthropology Laboratory (1cr)
Prereq: Parallel ANTH 242
Laboratory exercises and analyses that complement material covered in ANTH 242.

Cultural Anthropology

350. Indians of Latin America (Ethnic Studies 350) (3cr)
Prereq: 6 hrs of social science.
The history and life of the Latin American Indian with emphasis on cultural and geographical variation and attention to cultural change and ethnovolutionary problems.

(ES) 351. Peoples and Cultures of Native North America (Ethnic Studies 351) (3cr)
Prereq: 6 hrs of social science.
An introduction to the ethnology of native North America outlining the history and traditional lifeways of Indian and Eskimo groups. Emphasis is placed on the regionally diverse cultural adaptations made by native North American groups before direct contact with European civilization.

(ES) 352. Introduction to Plains Ethnology (Ethnic Studies 352) (3cr)
Prereq: 6 hrs of social science.
An examination of Native American cultures in the Plains area from the time of European contact through the ethnographic present. Emphasis on early migrations, trade networks, effects of European technology and social systems on tribal cultures, and present cultural diversity among Plains Indians.

(ES) 353. Anthropology of War (3 cr)
The causes, conduct, and consequences of socially organized aggression and combat; an evolutionary survey of "warfare" as conducted by insects, nonhuman primates, and human societies from simple hunting and gathering bands to modern states; anthropological, sociological, psychological, and evolutionary biological theories of the causes of warfare; the relationship between warfare and demography, disease, ideology, colonialism, technology, economy and child rearing; and the nature of societies with no record of war and the mechanisms utilized by warlike societies to create peace. A study of warfare in different times, places, and levels of social complexity.

360. Peoples and Cultures of Oceania (3 cr)
The ethnology of the pacific area. A survey of the native ways of life with emphasis on the variations of cultural development in Melanesia, Micronesia, and Polynesia. Problems of culture history and general ethnology will be examined in relation to the major fields of anthropology.

(ES) 362. Peoples and Cultures of Africa (3 cr)
Prereq: 6 hrs of social science.
An introduction to the ethnological complexity and cultural diversity of the native ways of life based on a review of the ethnographies of several differing peoples in relation to the areal cultural patterns in contrasting geographical regions. The relations to other portions of the world in culture history and colonial relations will be stressed.

363. Peoples and Cultures of the Arctic Regions (3 cr)
An advanced survey of indigenous cultural adaptations to boreal environments.

365. Ethnology of Europe (3 cr)
Prereq: 6 hrs social science.
The cultural and ecological origins and development of peasantry's and other intermediate societies in Western Europe from feudal to modern times.

(ES) 366. Peoples and Cultures of East Asia (3 cr)
Prereq: 6 hrs of social science.
A survey of the historic and recent cultural diversity of the East Asian cultural sphere. The historical development of Chinese, Japanese, and Korean cultures through recent modernization is reviewed and other neighboring and minority cultures are described.
Recognizing the central role of Chinese civilization, a main emphasis of the course focuses upon the interaction between it and surrounding cultures.

410/810. Women and Men: An Anthropological Perspective (3 cr)
A cross-cultural exploration of the meaning and impact of gender definition, with special emphasis on women. Gender is examined as a correlate of biology, language, economic systems, social and political structures, and belief systems.

(ES) (IS) 412/812. Social Structures (3 cr)
An analysis of social structure emphasizing kin and local groups.

413/813. Culture and Personality (3 cr)
Prereq: ANTH 212 or permission.
A particular sub-area of cultural anthropology-the individual personality in specific ethnographic contexts.

416/816. Topics in Cultural Anthropology (3 cr)
Prereq: ANTH 212 or permission.
Advanced study of selected topics in cultural anthropology.

418/818. Ethnology of Museums (3 cr)
Prereq: 12 hrs anthropology.
An approach to the museum as it relates to the growth of anthropology in general and ethnological studies in particular. Special emphasis is given to the study of non-Western technology and its role in the modern museum.

419/819. Art and Anthropology of Native North Americans (Museum studies 870) (3 cr)
Survey of Native American art, its prehistoric origins, historical development and recent artistic activity in the principal regions of North America. The context of art in traditional culture and the cultural milieu in which change took place are covered. Artistic media considered are: ceramics, textiles, sculpture, basketry, bead and quillwork. Powwows and fairs, as important venues for the presentation of contemporary Native American art, are studied.

420/820 Ethnic Identity and Ethnic Conflict (3 cr)
The concept of ethnicity and ethnic groups. Reviews the way in which ethnic groups emerge and ethnic relations affect the modern nation states. Several ethnic conflicts will be reviewed and examined, accompanied by discussion of the dynamics of each of these situations. How ethnic identity is formed, adjusted and recreated will be examined.

421/821. The School Culture of Minorities: Investigations in Educational Anthropology (3 cr)
Applies the principles of anthropology to school settings and educational processes. Major emphases include American minorities, the culture of schools, and education as a process in the range of societies studied by anthropologists. Includes an introduction to ethnographic methods.
(IS) 440/840. The Black Family (ETHN 440) (3 cr)
Prereq: ETHN 200
For course description, see ETHN 440.

IS) 445/845. Black Social Movements (ETHN 446) (3 cr)
Prereq: ETHN 200
For course description, see ETHN 446.

(IS) 451/851. Indians of Contemporary North America (Ethnic Studies 451) (3 cr)
Prereq: 12 hrs anthropology and permission. ANTH 351 strongly recommended.
A survey of contemporary North American Indian cultures focusing upon the effects of
culture change and the causes of conflict. The impact of modern technology and non-
Indian societies upon traditional kinship structures, educational institutions, religious beliefs,
and value systems will be examined. The emphasis will be directed toward understanding
the continuing adaptations and functions of Indian cultural roles and ideals and reviewing
their place in recent social, economic, political, and religious developments.

454/854. Traveling Ethnographic Field School (3-6 cr)
Prereq: ANTH 212 or upper division anthropology course, and permission.
An advanced comparative study of the contemporary populations in a selected area of North
America (occasionally outside of the US) that will combine the traditional survey of
ethnographic literature with personal observation and participation in rural, urban, or
traditional settings. The ethnographic focus (e.g., Native Americans or recent immigrants to
the US) will change depending on research opportunities.

(IS) 471/871. Food and Human Evolution (3 cr)  Prereq: 12 hrs anthropology and
permission.
An examination of behavior, diet, and nutrition throughout the span of human evolution,
focusing on an array of topics related to human food procurement and food production in
both past and present societies throughout the world. Topics include food acquisition and
processing technology; food storage; synergistic relationships between nutrition, health, and
demography; exposure to toxins, antinutrients, and parasites; foods as medicine and drugs;
food taboos and prohibitions; food and socioeconomic status; famine; and applied nutrition.
Archaeological and cross-cultural cases involving human diet and nutrition will be examined
and explained within an evolutionary ecological framework.

472/872. Belief Systems in Anthropological Perspective (3 cr)
Prereq: 12 hrs anthropology.
Cross-cultural examination of the structure, form, and functions of belief systems.
Emphasis will be given to examination of the dynamic interrelationship between the
ideological subsystem of a culture and its social, political, and economic organization.
Primitive and contemporary societies will be surveyed.

473/873. Ecological Anthropology (3 cr)
Prereq: 12 hrs anthropology.
An integrative study of human adaptive systems and their ecological contexts. Emphasis will
be given to examination of the dynamic interrelationships between subsistence, technology,
social behavior, human demography, and ecological variability.
474/874. Applied and Development Anthropology (3 cr)
Prereq: 12 hrs anthropology.
An analysis of the efforts by anthropologists and other trained specialists to influence the process of development and socioeconomic change in the modern world.

475/875. Primitive Technology (3 cr)
Prereq: 12 hrs anthropology.
A survey of the major technologies and industrial complexes of the prehistoric and primitive worlds. Through lectures, experiments, and examination of artifacts, students gain familiarity with the ways preindustrial people have manipulated the environment. Emphasis is placed on developing skills necessary to analyze technology within its cultural setting.

(IS) 476/876. Human Rights, Environment, and Development (3 cr)
Prereq: 12 hrs anthropology and permission.
An examination of human rights from an anthropological perspective. The course assesses an array of issues that are of significance in the area of international human rights, development, and the environment, paying specific attention to concerns such as Western and non-Western perspectives on human rights; individual rights and collective (group) rights; social, economic, and cultural rights, women’s rights; gay rights; indigenous peoples and minority groups’ rights; and planetary (environmental) rights. Particular emphasis is placed on rights to food, culture, development, and a healthy ecosystem.

(IS) 477/877. Hunters-Gatherers (3 cr)
Prereq: 12 hrs anthropology and permission.
A survey of hunter-gatherer society with a special emphasis on ecological and social adaptations. Acquaints the student with the literature on hunters-gatherers and their important role in human history and evolution.

Refer to the Graduate Bulletin for 900-level courses.

Prehistory

(ES) (IS) 252. Archaeology of World Civilizations (3 cr)
An introduction to the study of complex societies, called civilizations, in both the Old and the New Worlds. Examines anthropological theories and models dealing with the evolution of cultural complexity and reviews archaeological data from specific regions, e.g. Near East, Far East, Mediterranean, Europe, Mesoamerica, Peru, etc.

(IS) 432/832. Archaeological Method and Theory (3 cr)
Prereq: 12 hrs anthropology and permission.
Using a reading, lecture, and seminar format, this course examines the concepts and methodology archaeologists use to obtain information and draw conclusions from the archaeological record. Recent and current theoretical issues are emphasized.

433/833. North American Archaeology (3 cr)
Prereq: 12 hrs anthropology.
An areal survey of North American archaeology including methodology, history, and current trends of research. North American prehistory is reviewed from earliest occupation to the contact period.

434/834. An Introduction to Plains Archaeology (3 cr)
Prereq: 12 hrs anthropology.
An introduction to the history of excavation, the development of cultural sequences, and the evolution of taxonomic concepts within the overall framework of land modification planning.

435/835. Introduction to Conservation Archaeology (3 cr)
Prereq: ANTH 232 or permission.
An introduction to the nature and purpose of historic preservation as it pertains to resource management and archaeological research. Emphasis on legislation that forms the basis for cultural resource management principles; integration of state programs and archaeological contractors within the overall framework of land modification planning.

438/838. Topics in Old World Prehistory (Classics 438/838) (3 cr)
Prereq: 12 hrs anthropology.
Offers advanced archaeology students in-depth exposure to selected topics drawn from the wide breadth of Old World prehistory. Through lectures, seminar discussions, and student presentations, the class reviews archaeological data relevant to selected theoretical or topical problems.

(ES) 439/839. Archaeology of Preindustrial Civilizations (3 cr)
Prereq: 12 hrs anthropology.
Examines the development and organizational variability of past preindustrial civilizations. Emphasis is placed on ideas and theories about state formation and their evaluation through use of the archaeological record. Students will be exposed to general archaeological and anthropological problems posed by complex societies. Databases will include preindustrial civilizations from Mesopotamia, Africa, India, China, Japan, Polynesia, Mexico, and Peru.

(IS) 484/884. Quantitative Methods in Anthropology (3 cr)
Prereq: STAT 180 or equivalent, 12 hrs anthropology and permission.
Introduces collection, management and analysis of quantitative anthropological data. Through exercises and a final paper, both methods of exploratory and confirmatory data analysis are reviewed. Emphasis is placed on computer-assisted analysis.

487/887. Analysis of Archaeological Materials (4 cr, max 16)
Lec. Lab. Prereq: ANTH 232. ANTH 487/887 may be repeated. Topics vary by semester.
A survey of vocabulary, techniques, and ideas needed to research major materials found in archaeological sites.
   A. Ceramics (4 cr)
   B. Lithics (4 cr)
   C. Archaeofauna (4 cr)
   D. Historic Material Culture (4 cr)

Refer to the Graduate Bulletin for 900-level courses.
Biological Anthropology

(IS) 422/822. Medical Anthropology (3 cr)
Culture as it affects health care, disease transmission and prevention and health education.

442/842. Advanced Physical Anthropology (3 cr)
Elementary anthropometry; the anthropology of the individual; methods and results in physical anthropology.

443/843. Human Osteology (3 cr)
Prereq: 12 hrs anthropology.
Introduction to the anatomy and morphology of human bone, with stress placed on recognition of individual bones from fragments commonly found in archaeological contexts, as well as identification of the deceased individual with respect to age, sex, race, stature, pathology, anomaly, variation, population comparison.

446/846. Palynology (Geology 446/846) (3 cr)
Prereq: 12 hrs anthropology.
A comprehensive treatment of pollen and spore morphology, taxonomy, and pollination ecology. The study of pollen and spores is a basic tool for geologists, biologists, and archaeologists interested in environmental reconstruction. The techniques of environmental reconstruction through pollen analysis are presented. Aspects of medical and forensic palynology are also summarized. The lab focuses on techniques for pollen recovery from modern and ancient materials.

Refer to the Graduate Bulletin for 900-level courses.

Laboratory and Field Training

280. Fieldwork (1-6 cr, repeatable, only 6 cr allowed toward major)
Prereq: Permission.
By participation in research projects students in this class learn basic field techniques as well as the relationship between research design and execution.

281. Laboratory Work in Archaeology (1-6 cr, repeatable, only 3 cr allowed toward major)
Prereq: Permission.
Practical experience in the preparation and manipulation of archaeological materials. Experience is gained through participation in faculty-guided laboratory projects.

480/880. Advanced Fieldwork. (1-6 cr, repeatable)
Prereq: ANTH 280, no credit toward major if ANTH 280 is counted.
This class is open to students who have completed ANTH 280 or a comparable class and who wish to gain further practical experience in field research.

481/881. Advanced Laboratory Work (1-6 cr)
Prereq: Permission. Only 3 credit hours allowed towards the major in anthropology. This course is open to advanced students wishing to complete a research project they have developed with anthropology faculty guidance.

483/883. Advanced Field Methods (3 cr)
Prereq: Permission.
Preparation for fieldwork through study of the philosophical and practical problems of anthropological field research. When appropriate, small-scale fieldwork exercises will be planned, executed, and analyzed.

484/884. Quantitative Methods in Anthropology (3 cr)
Prereq: STAT 180 or equivalent, 12 hrs anthropology and permission.
Introduces collection, management and analysis of quantitative anthropological data. Through exercises and a final paper, both methods of exploratory and confirmatory data analysis are reviewed. Emphasis is placed on computer-assisted analysis.

(IS) 486/886. Community Based Research and Evaluation (3 cr)
Prereq: ANTH 212
Various qualitative ethnographic field and participant observation research projects involving the documentation, data analysis and theory behind selected research designs. Community-base organizations, agencies, and development advocacy projects.

Integrative Courses, Research and Reading

(ES) 261. Conflict and Conflict Resolution (Political Science, Psychology, Sociology 261) (3 cr)
For course description, see Political Science 261.

396. Advanced Readings (1-6 cr, max 6)
Prereq: 6 hrs of social science.
Tutorial course in areas of special interest.

399H. Honors Course (1-4 cr) Prereq: Open to candidates for degrees with distinction, with high distinction, and with highest distinction in the College of Arts and Sciences.

417/817. History of Anthropological Theory (3 cr)
Prereq: 12 hrs anthropology.
An in-depth study of the origins and developments of anthropological theory, method, and thought; the historical growth of the discipline focusing on schools of thought from the Enlightenment through the contemporary period.

(IS) 478/878. Pro-seminar in Latin American Studies (Educational Psychology, Geography, History, Modern Languages, Political Science, Sociology 478/878) (3-6 cr, max 6)
Prereq: Junior standing and permission.
An interdisciplinary analysis of the mechanics and consequences of cultural continuity and social change in Latin America.
479/879. Pro-seminar in International Relations (Agricultural Economics 479/879; Economics 466/866m 467/867; History 479/879; Political Science 466/866, 467/867; Sociology 466/866) (3 cr)
Prereq: Senior standing and permission.
Open to students with an interest in international relations.
For course description, see Political Science 466/866, 467/867.

482/882. Research Methods in Anthropology (3 cr)
Prereq: permission.
Introduces advanced students to practical and theoretical issues involved in designing and undertaking anthropological research. The logic and organization of research are emphasized. Is strongly recommended to graduate students in all subfields before starting thesis work.

485/885. Pro-seminar in Anthropology (1-3 cr)
Prereq: Permission.

488/888. Contentious Issues in Anthropology (3 cr)
Prereq: 9 hrs of Anthropology beyond ANTH 110.
Recent controversial issues through the integration of biological, cultural, and archaeological branches of anthropology.

495/895. Internship in Anthropology (1-6 cr, max 6) Fld.
Prereq: Sophomore standing.
A structured professional experience outside the traditional academic setting designed to allow students to learn and use anthropological skills and knowledge and to develop professional networks.

496/896. Special Readings in Anthropology (1-6 cr)

498/898. Advanced Current Topics in Anthropology (3 cr)
Prereq: Permission.
A seminar on current issues and problems in anthropology. Topics will be chosen in keeping with the needs of the instructor and the students.

899. Masters Thesis (6-10 cr)

Refer to the Graduate Bulletin for 900-level courses.

Website Course Descriptions

107 INDIVIDUAL AND SOCIETY (3 cr.)
This course focuses on the relationship of individuals and society. It examines methods of the social sciences and uses them examine the bases of human behavior and how individuals interact to form groups and social institutions. The goal of the class is to give students a broad appreciation of both the human condition and the social scientific approach to the study of humankind.
110 INTRODUCTION TO ANTHROPOLOGY (3 cr.)
An introduction to the study of society and culture, integrating the four major subfields of anthropology: archaeology, cultural anthropology, linguistics, and physical anthropology.

130 ANTHROPOLOGY OF THE GREAT PLAINS (3 cr.)
This course offers an introductory survey of the peoples and cultures who have lived in the Great Plains. It assumes a detailed knowledge of anthropological concepts and methods. North American and Euroamerican Plains Lifestyles from the prehistoric past, early historic, and modern periods are all treated. Emphasis is placed on the ways different people used and adapted to the Plains. Common themes and artifacts of Plains people are given special treatment.

212 [212c] INTRODUCTION TO CULTURAL ANTHROPOLOGY> (3 cr.) An introduction to ethnology and its subfields. Standard topics, problems, and theories are considered in ethnology, social anthropology, culture and personality, and applied anthropology.

222 INTRODUCTION TO LINGUISTICS (3 cr.)
Introductory survey of linguistics with particular consideration to the needs of the anthropologist who must use linguistic data, methods, and techniques.

232 INTRODUCTION TO PREHISTORY (3 cr.)
An introduction to what archaeologist do and what they have learned about human prehistory. The first half of the course emphasizes the methods archaeologist use to study the past. The second half traces the record of human developments up to the rise of cities.

242 INTRODUCTION TO PHYSICAL ANTHROPOLOGY (3 cr.)
The scope and objectives of physical anthropology, the primate life cycle, human biology, fossil man, contemporary races, techniques of anthropometry.

CULTURAL ANTHROPOLOGY

350 INDIANS OF LATIN AMERICA (3 cr.)
Prereq. 6 hrs. of social science.
The history and life of the Latin American Indian with emphasis on cultural and geographical variation and attention to cultural change and ethnological problems.

351 PEOPLES AND CULTURES OF NORTH AMERICA (3 cr.)
Prereq. 6 hrs of social science.
An introduction to the ethnography of native North America outlining the history and traditional lifeways of the Indian and Eskimo groups. Emphasis is placed on the regionally diverse cultural adaptations made by native North American groups before direct contact with European civilization.

352 INTRODUCTION TO PLAINS ETHNOLOGY (3 cr.)
Prereq. 6 hrs of social science.
An examination of Native American Cultures in the Plains area from the time of European contact through the ethnographic present. Emphasis on early migrations, trade networks, effects of European technology, and social systems on tribal cultures, and present cultural diversity among Plains Indians.

353 ANTHROPOLOGY OF WAR (3 cr.)
The causes, conduct, and consequences of socially organized aggression and combat; an evolutionary survey of "warfare" as conducted by insects, non-human primates, and human societies from simple hunting and gathering bands to modern states; anthropological, sociological, psychological, and evolutionary biological theories of the causes of warfare; the relationship between warfare and demography, disease, ideology, colonialism, technology, economy, and child rearing; and the nature of societies with no record of war and the mechanisms utilized by warlike societies to create peace. A study of warfare in different times, places, and levels of social complexity.

359 AMERICAN CULTURE (3 cr.)
Prereq. 6 hrs of social science.
The anthropological study of contemporary non-native American culture.

360 PEOPLES AND CULTURES OF OCEANIA (3 cr.)
The ethnology of the pacific area. A survey of the native ways of life with emphasis on the variations of cultural developments in Melanesia, Micronesia, and Polynesia. Problems of culture history and general ethnology will be examined in relation to the major fields of anthropology.

362 PEOPLES AND CULTURES OF AFRICA (3 cr.)
Prereq. 6 hrs of social science.
An introduction to the ethnological complexity and cultural diversity of the native ways of life based on a review of the ethnography's of several differing peoples in relation to the areal cultural patterns in contrasting geographical regions. The relations to other portions of the world in culture history and colonial relations will be stressed.

363 PEOPLES AND CULTURES OF THE ARCTIC REGIONS (3 cr.) Prereq. 6 hrs of social science. An advanced survey of indigenous cultural adaptations to boreal environments.

365 ETHNOLOGY OF EUROPE (3 cr.)
Prereq. 6 hrs of social science. The cultural and ecological origins and development of peasantry's and other intermediate societies in Western Europe from feudal to modern times.

366 PEOPLES AND CULTURES OF EAST ASIA (3 cr.)
Prereq. 6 hrs of social science. A survey of the historic and recent cultural diversity of the East Asian cultural sphere. The historical development of Chinese, Japanese, and Korean cultures through recent modernization is reviewed and other neighboring and minority cultures are described. Recognizing the central role of Chinese civilization, a main emphasis of the course focuses upon the interaction between it and surrounding cultures.
410 WOMEN AND MEN: An Anthropological Perspective (3 cr.)
A cross-cultural exploration of the meaning and impact of definition, with special emphasis on women. Gender is examined as a correlate of biology, language, economic systems, social and political structures and belief systems.

412 SOCIAL STRUCTURE (3 cr.)
An analysis of social structure emphasizing kin and local groups.

413 CULTURE AND PERSONALITY (3 cr.)
Prereq. ANTH 212 or permission of instructor.
This course will deal with a particular sub-area of cultural anthropology-the individual personality in specific ethnographic contexts.

416 TOPICS IN CULTURAL ANTHROPOLOGY (3 cr.)
Prereq: ANTH 212 or permission.
Advanced study of selected topics in cultural anthropology.

418 ETHNOLOGY AND MUSEUMS (3 cr.)
Prereq: 12 hrs. Anthropology.
An approach to the museum as it relates to the growth of anthropology in general and ethnological studies in particular. Special emphasis is given to the study of non-Western technology and its role in the modern museum.

451 INDIANS OF CONTEMPORARY NORTH AMERICA (3 cr.)
Prereq: ANTH 351 strongly recommend; permission of instructor.
A survey of contemporary North American Indian cultures focusing upon the effects of culture change and the causes of conflict. The impact of modern technology and non-Indian society upon traditional kinship structures, educational institutions, religious beliefs, and value systems will be examined. Them emphasis will be directed toward understanding the continuing adaptations and functions of Indian cultural roles and ideals and reviewing their place in recent social, economic, political, and religious developments.

454 ETHNOLOGY OF MODERN AMERICAN INDIANS: Traveling Field Session (3 cr.)
Prereq: ANTH 110: 251, 451 strongly recommended; permission of instructor.
An advanced comparative study of the contemporary Indian population of a selected area(s) in North America that will combine the traditional survey of ethnographic literature with personal observation and participation in selected reservations and urban Indian centers. Two areas of primary focus will be: a) ecological settings and differential cultural responses, and b) ethnohistorical background and the effects and extent of culture change.

472 BELIEF SYSTEMS IN ANTHROPOLOGICAL PERSPECTIVE (3 cr.) Prereq: 12 hrs anthropology.
Cross-cultural examination of the structure, form, and functions of belief systems. Emphasis will be given to the interrelationship between the ideological subsystem of a culture and its social, political, and economic organization. Primitive and contemporary societies will be surveyed.
473 ECOLOGICAL ANTHROPOLOGY (3 cr.)
Prereq: 12 hrs anthropology.
An integrative study of human adaptive systems and their ecological contexts. Emphasis will be given to examination of the dynamic interrelationships between subsistence, technology, social behavior, human demography, and ecological variability.

474 APPLIED AND DEVELOPMENT ANTHROPOLOGY (3 cr.)
Prereq: 12 hrs anthropology.
An analysis of the efforts by anthropologists and other trained specialists to influence the process of development and socioeconomic change in the modern world.

475 PRIMITIVE TECHNOLOGY (3 cr.)
Prereq: 12 hrs anthropology.
A survey of the major technologies and industrial complexes of the prehistoric and primitive worlds. Through lectures, experiments, and examination of artifacts, students gain familiarity with the ways preindustrial people have manipulated the environment. Emphasis is placed on developing skills necessary to analyze technology within its cultural setting.

477 HUNTERS-GATHERERS (3 cr.)
Prereq: 12 hrs anthropology.
A survey of hunter-gatherer society with a special emphasis on ecological and social adaptations. The course acquaints the student with the literature on hunters-gatherers and their important role in human history and evolution.

LINGUISTICS

328 LINGUISTIC ANALYSIS (English, Linguistics 320) (3 cr.)
Prereq: Sophomore standing.
The assumptions, theories and techniques on which descriptions of linguistic systems are based.

329 HISTORICAL LINGUISTICS (English, Linguistics 324) (3 cr.) Prereq: ANTH 328; Linguistics/ENGL 320 or permission of the instructor; sophomore standing.
The assumptions, theories, and techniques which serve as a foundation for the study of change in linguistic systems.

422 LINGUISTIC ANTHROPOLOGY (3 cr.)
Prereq: 12 hrs anthropology.
An investigation of the relationship of language and culture, the role of language in society, and the use of linguistics as a strategy in anthropological inquiry.

PRE-HISTORY

432 ARCHAEOLOGICAL METHOD AND THEORY (3 cr.)
Using a reading, lecture, and seminar format, this course examines the concepts and methodology archaeologists use to obtain information and draw conclusions from the archaeological record. Recent and current theoretical issues are emphasized.
434 AN INTRODUCTION TO PLAINS ARCHAEOLOGY (3 cr.)
Prereq: 12 hrs anthropology.
An introduction to the history of excavation, the development of cultural sequences, and the
evolution of taxonomic concepts within the Plains area of North America.

435 INTRODUCTION TO CONSERVATION ARCHAEOLOGY (3 cr.) Prereq: ANTH 232 or permission.
An introduction to the nature and purpose of historic preservation as it pertains to resource
management and archaeological research. Emphasis is placed upon legislation that forms the
basis for cultural resource management principles; integration of state programs and
archaeological contractors within the overall framework of land modification planning.

438 TOPICS IN OLD WORLD PREHISTORY (3 cr.)
Prereq: 12 hrs anthropology.
This course offers advanced archaeology students in-depth exposure to selected topics
drawn from the wide breadth of Old World prehistory. Through lectures, seminar
discussions, and student presentations, the class reviews archaeological data relevant to
selected theoretical or topical problems.

439 ARCHAEOLOGY OF PREINDUSTRIAL CIVILIZATION (3 cr.) Prereq: 12 hrs anthropology.
This course examines the development and organizational variability of past preindustrial
civilizations. Emphasis is placed on ideas and theories about state formation and their
evaluation through use of the archaeological record. Students will be exposed to general
archaeological and anthropological problems posed by complex societies. Data bases will
include preindustrial civilization from Mesopotamia, Africa, Egypt, India, China, Japan,
Polynesia, Mexico, and Peru.

BIOLOGICAL ANTHROPOLOGY

442 ADVANCED PHYSICAL ANTHROPOLOGY (3 cr.)
Elementary anthropometry; the anthropology of the individual; methods and results in
physical anthropology.

443 HUMAN OSTEOLOGY (3 cr.)
Prereq: 12 hrs anthropology.
Introduction to the anatomy and morphology of human bone, with stress placed on
recognition of individual bones from fragments commonly found in archaeological contexts,
as well as identification of the deceased individual with respect to age, sex, race, stature,
pathology, anomaly, variation, population comparison.

446 PALYNOLOGY (Geology 446/846) (3 cr.)
Prereq: 12 hrs anthropology.
This course presents a comprehensive treatment of pollen and spore morphology,
taxonomy, and pollination ecology. The study of pollen and spores is a basic tool for
geochemist, biologists, and archaeologists interested in environmental reconstruction. The
techniques of environmental reconstruction through pollen analysis are presented. Aspects
of medical and forensic palynology are also summarized. The laboratory focuses on techniques for pollen recovery from modern and ancient materials.

LABORATORY AND FIELD TRAINING

280 FIELDWORK (1-6 cr. repeatable, only 6 cr. allowed toward major) Prereq: Permission. By participation in research projects students in this class learn basic field techniques as well as the relationship between research design and execution.

281 LABORATORY WORK IN ARCHAEOLOGY (1-6 cr. repeatable, only 6 cr. allowed toward major) Prereq: Permission. This course offers practical experience in the preparation and manipulation archaeological materials. Experience is gained through participation in faculty-guided laboratory projects.

480 ADVANCED FIELDWORK (1-6 cr., repeatable) Prereq: ANTH 280, no credit toward major if ANTH 280 is counted. This class is open only to students who have completed ANTH 280 or a comparable class and who wish to gain further practical experience in field research.

481 ADVANCED LABORATORY WORK (1-6 cr. only 3 cr. allowed toward major) Prereq: Permission. This course is open only to advanced students who wish to complete a research project they have developed with faculty guidance.

483 ADVANCED FIELD METHODS (3 cr.) Prereq: Permission of instructor. Preparation for fieldwork through study of the philosophical and practical problems of anthropological field research. When appropriate, small-scale fieldwork exercises will be planned, executed, and analyzed.

INTEGRATIVE COURSES, RESEARCH AND READING

261 CONFLICT AND CONFLICT RESOLUTION (Political Science, Psychology, Sociology 261) (3 cr.) An introduction to the study of the biological, economic, political-historical, and cultural bases of war and group conflict.

396 ADVANCED READINGS (1-6 cr.) Prereq: 6 hrs of social science. A tutorial course open to students with special interests. May be repeated for a total of 6 credits.

399H HONORS COURSE (1-4 cr.) Prereq: Open to candidates for degrees with distinction, with high distinction, and with highest distinction in the College of Arts and Sciences.
417 HISTORY OF ANTHROPOLOGICAL THEORY (3 cr.)
Prereq: 12 hrs anthropology.
An in-depth study of the origins and developments of anthropological theory, method, and thought; the historical growth of the discipline focusing on schools of thought from the Enlightenment through the contemporary period.

478 PRO-SEMINAR IN LATIN AMERICAN STUDIES (Economics, Educational Psychology, Geography History, Modern Languages, Political Science, Sociology 478) (3-6 cr., max. 3 per sem.)
Prereq: Junior standing and permission of instructor.
An interdisciplinary analysis of the mechanics and consequences of cultural continuity and social change in Latin America.

479 PRO-SEMINAR IN INTERNATIONAL RELATIONS (Economics, Political Science 466-467; Geography 448-489; History 479; Sociology 466) (3 cr. each)
Open to seniors and graduate students interested in international relations by permission of the instructor.

482 RESEARCH METHODS IN ANTHROPOLOGY (3 cr.)
Prereq: Permission.
This course introduces advanced students to practical and theoretical issues involved in designing and undertaking anthropological research. The logic and organization of research are emphasized.

485 PRO-SEMINAR IN ANTHROPOLOGY (1-3 cr.)
Prereq: Permission.

498 ADVANCED CURRENT TOPICS IN ANTHROPOLOGY (3 cr.)
Prereq: Permission of instructor.
A seminar on current issues and problems in anthropology. Topics will be chosen in keeping with the needs of the instructor and the students.

Syllabus Descriptions

110 Introduction to Anthropology
This introductory course is meant to provide the student with an integrated overview of anthropology, the scientific study of humankind from its beginnings millions of years ago to the present day. Of all the disciplines that study humans anthropology is the broadest in scope. It is its holistic approach, the blend of cultural, biological, linguistic and archaeological perspectives that distinguishes anthropology from other fields.

130c Great Plains Anthropology
This course is designed to facilitate your understanding of the diverse environmental, geographical, archaeological, historical, and socio-cultural foundations that are located throughout the Great Plains of North America. For countless generations Native Americans utilized diverse adaptations to successfully inhabit the vast and often unforgiving landscape. Issues pertaining to the impact and consequences of divergent United States legislative and military policy will be addressed with the goal of leading you to an understanding of
contemporary Native Americans. The peopling of the Great Plains by Euro-American settlers will be considered as well as since this episode had grave consequences for Native American cultures, traditions, and ultimately their basic survival as a distinct people.

232 Introduction to Prehistory
Archeology is the study of human behavior through its material reflections. It involves handling interesting things, making detailed observations, working in groups, and solving intellectual problems. The goal of this class is to show you what archeologists do and what archeology has revealed about the human past.

242 Physical Anthropology
The course is designed to first familiarize students with the history and basic concepts of the field. Central to the study of Physical Anthropology is human adaptations to climate extremes. This is emphasized by consideration of Andean adaptations to hypoxia and cold. Evolution is a second focus of Physical Anthropology and many lectures will deal with this subject as it applies to the human species. Finally, other fields of anthropology such as forensics, medical anthropology, and paleopathology will be presented. Computerized lessons in human genetics and fossil phylogeny will be incorporated in class.

252 Archaeology of World Civilizations
Complex societies have appeared in different times and diverse environments; in arid SW Asia and Egypt, in the alluvial plains of northern India and China, in the Mediterranean and Europe, in the tropical rainforests of Central America and the Andes mountains of Peru. They evolved independently and, once formed, they followed similar developmental patterns. This course examines anthropological theories and models dealing with the evolution of cultural complexity and reviews archaeological data from specific regions e.g. Near East, Far East, Mediterranean, Europe, Mesoamerica, Peru, etc.

410/810 Men and Women: An Anthropological Perspective
This course surveys the findings and impact of feminist anthropology within the discipline and offers opportunity for discussion about the implications for basic anthropological topics and applications. Readings cover both domestic and international cross-cultural settings.

412/812 Social Structure
This course on social organization focuses on family, marriage, and kinship in non-western society and, to a lesser extent, historic European society. The aim of the course is to firmly ground students in anthropological concepts and theories relevant to those topics and to assess the impact of evolutionary theory on the study of social organization.

416/816 Adult Development and Aging: Cross-Cultural Perspectives
Although the process of aging is universal for humans in all social groups, the social meanings attached to age and the developmental stages of life vary across societies. This course examines the effects of size, scale, complexity, technology, and demography on the social structuring of the life course. Topics include the ethnography of age, conflict between age groups, and gender differences in the meaning of age. Also examined are changes in the demographic structure of western populations that result from the control of chronic disease and the availability of birth control. These transformations create new patterns in the
Coordinating Commission for Postsecondary Education
Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln
Department: Anthropology and Geography

I certify the following:

- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs and a copy of the procedure has been provided to the Commission
- such review took place on or about April 1997
- such review was presented to the institution’s governing board on June 7, 2003
- the governing board’s actions was to recommend continuation of the BA, BS, MA and PhD degrees offered by the Department of Anthropology and Geography.

Signed: ____________________________________________
(Chief Academic Officer or designated representative)

Evidence of Demand and Efficiency

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Evidence of Need:

In 2000, the departments of Anthropology and Geography were merged into a single department. The new department has BA degree programs in Anthropology and Geography, MA programs in Anthropology and Geography, and a Ph.D program in Geography. We are the only department to offer an masters in Anthropology and a doctorate in Geography in the state of Nebraska. Courses taught by the Anthropology and Geography programs are required for majors and minors in more than 25 degree granting programs in the university and make up a significant fraction of courses that satisfy integrative and essential studies in Arts & Sciences and elsewhere.

In the last five years we have made important innovations. This year at the graduate level the anthropology program successfully introduced a new masters program in Professional Archaeology that will meet the needs of students desiring to enter the cultural resource management profession in the private or government sector. Last year, we received approval to initiate the certificate program in Geographic Information Systems for professionals in the mapping sciences who do not wish to enter a degree program, and four years ago we introduced a specialization in Planning within the Geography Ph.D. program. The Planning specialization complements the Department’s other Geography specializations in Mapping Sciences, and Environmental Geography. Finally, we offer the most extensive curriculum in mapping sciences (cartography, GIS, remote sensing) in the State system.

Justification if the program is below CCPE thresholds:
The program exceeds all commission thresholds.

For CCPE staff use only

Reviewers & Date
Guidelines for Review of Existing Instructional Programs
Commission Rule 4 (281 NAC 4: 006)

Information Required From the Institution (see attached form):
Evidence of:
• an established program review process that evaluates the program,
• the need for the program in the state of Nebraska and at the institution,
• the demand for the program by students,
• efficiency of the program, and
• justification if the program is below CCPE thresholds.

The Commission welcomes any additional documentation an institution wishes to provide, including data for number of completers if not measured by the number of awards given. Information may be provided on the Commission’s form, in any review format used by the institution, or a combination of the two. (For your convenience an electronic copy of the form in Word Perfect 9.0 is available. If using an institutional form, please clearly mark the relevant sections.)

Review Process:
• Upon receipt of the program review form, the Commission staff will evaluate the program to ascertain centrality to the role and mission of the institution and regarding the appearance of duplication.
• In some instances, staff may contact the institution for additional information regarding role and mission, need and demand, productivity, or unnecessary duplication.
• Upon review of the information submitted about the program, the Commission will have the option of continuing the program, asking for an interim report, or asking for an in-depth review.

Review Schedule:
The Commission will continue to publish a schedule for review of existing programs on a seven year cycle. Institutions may follow this schedule or propose an alternative schedule for Commission acceptance. If an alternative schedule is submitted, such as one that conforms to internal institutional review or accreditation reviews, the proposed exception to the schedule should be submitted to the Commission prior to the June 30 due date for reviews. Programs on alternative schedules must still be reviewed at least once every seven years.

CCPE Revised Thresholds:

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<td>(the mean of the prior 5 years)</td>
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All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Section 79-2637 (R.R.S.)
17 April 2001

Graduate Committee
Graduate Studies
1100 Seaton Hall
CC - 0619

Dear Madams and Sirs:

Enclosed, please find a proposal for a Specialization in Professional Archaeology at the MA level, to be administered by the Graduate Committee in the Anthropology Program of the Department of Anthropology and Geography.

Please note that we are presently sending forth proposals to the Arts and Sciences Curriculum Committee for several courses that have been offered successfully on a trial basis and which will, if accepted, have fixed course numbers. These include:

- Historical Archaeology
- Landscape Archaeology
- Contentious Issues in Anthropology
- Internship (in Anthropology)

In the proposal, the trial course numbers are listed.

Thank you for your attention to this proposal.

Sincerely,

Raymond Hames, Chair, Graduate Committee
Outline for Proposal of New Area of Specialization

This form is to be used for proposing new areas of Specialization to the Office of Graduate Studies.

Name of the proposed Area or Interdepartmental Area of Specialization:

Professional Archaeology

Specialization is:  Masters  X  Doctoral  _____  Both  _____

Degree(s) to be offered:
Masters in Anthropology
Specialization in
Professional Archaeology

List the participating Department(s):
Anthropology Program, Anthropology and Geography

Names of the Advisory Committee members:
NA

APPROVALS

I. This proposal is being submitted on behalf of the faculty for the proposed Area of Specialization.

__________________________________________  Date
Chair of Advisory Committee

II. This proposal has been reviewed and approved by the Graduate Committee(s) of the sponsoring department(s).

__________________________________________  Date
Chair(s), Departmental Graduate Committee(s)

III. The department(s) listed below agree(s) to sponsor the Area of Specialization proposed in this document. By serving as the sponsor for the proposed Area of Specialization, the department(s) is (are) making a commitment to provide sufficient resources for that Area of Specialization to thrive.

Name(s) of Sponsoring Department(s)  Date

__________________________________________  Date
Chair(s) of Sponsoring Department(s)

IV. Assurance that resources are available for the proposed Area of Specialization.

__________________________________________  Date
Dean(s) of Sponsoring College(s)

V. This proposal has been reviewed and approved by the UNL Graduate Council.

__________________________________________  Date
Dean of Graduate Studies
Content and Format of the Program

What are the educational goals and objectives of the proposed specialization?

The educational goals of the Specialization in Professional Archaeology at the Masters level is to prepare students to move immediately into positions of responsibility in the area of heritage or cultural resources management (sometimes referred to as applied or compliance archaeology).

Heritage or cultural resources management is a multi-billion dollar industry that involves legally-mandated activities and decisions that affect the location, documentation, evaluation, reporting, and care of artifacts (e.g., 12,000 year old tools from a Paleoindian cache), features (e.g., historic buildings), and landscapes (e.g., early Euroamerican agriculture landscapes in Eastern Nebraska) that are part of the national heritage. To date, students who complete Masters work in Anthropology are only partly ready to be immediately productive in a CRM environment. The Specialization in Professional Archaeology emphasizes specific course work and experiences that will better prepare students to be productive and successful in applied archaeology.

The objectives of the proposed specialization include exposing students to classroom situations that deal with legal and technical aspects of compliance. In addition, students will complete an internship that will expose them to real-life aspects of cultural resource management. Finally, students will complete a thesis to demonstrate their ability to design and execute research that is contextually situated, addresses important issues in the evolving literature, and is well written. All of these experiences are framed by a holistic anthropological approach.

List the courses that will be offered in the specialization. NOTE: Except in cases of interdisciplinary specializations, one half of the courses (student credit hours) must come from the major or be cross-listed with another program's courses.

Core Courses in Anthropology:

817 History of Anthropological Theory (3 cr)
832 Archaeological Method and Theory (3 cr)
835 North American Archaeology (3 cr)
834 Introduction to Plains Archaeology (3 cr)
835 Introduction to Conservation Archaeology (3 cr)
838 Topics in Old World Prehistory (3 cr)
882 Research Methods in Anthropology (3-4 cr)
884 Quantitative Methods in Anthropology (3 cr)
887 Archaeological Materials (4 cr)
888 Contentious Issues in Anthropology (3 cr)
935 Seminar in Prehistory (3 cr)
899 Masters Thesis (6 cr)
996 Research Other Than Thesis (Internship) (6 cr)

Other Courses:

Anthropology
812 Social Structure (3 cr)
842 Advanced Physical Anthropology (3 cr)
851 Indians of Contemporary North America (3 cr)
872 Belief Systems in Anthropological Perspective (3 cr)
873 Ecological Anthropology (3 cr)
874 Applied and Development Anthropology (3 cr)
875 Primitive Technology (3 cr)
877 Hunters-Gatherers (3 cr)
898 Advanced Current Topics: Contentious Issues in Anthropology (3 cr)

Architecture
863 Architectural Preservation (3 cr)

Art and Art History
311 Greek Art and Archaeology (can arrange to take at the 800 level; 3 cr)
313 Roman Art and Archaeology (can arrange to take at the 800 level; 3 cr)

Community and Regional Planning
895T Historic Preservation Planning (3 cr)

Geography
812 Introduction to Geographic Information Systems (4 cr)
818 Introduction to Remote Sensing (4 cr)
819 Remote Sensing II-Non-Photographic Sensors (4 cr)
820 Remote Sensing III-Digital Image Analysis (4 cr)
822 Advanced Techniques in Geographic Information Systems (4 cr)

Geosciences
823 Quaternary Ecology and Climate (3 cr)
850 Surficial Processes and Landscape Evolution (3 cr)

Museum Studies
910 Management of Cultural Collections (3 cr)
950 Introduction to Preventative Conservation (3 cr)

Are there guidelines or accreditations for such programs? If so, will this program meet the established standards?

Several professional organizations such as the Archaeological Institute of America, the Society for American Archaeology and the Society for Historic Archaeology have jointly offered guidelines for a Professional Archaeology program. These recommendations have been organized and reviewed and are now published as Teaching Archaeology in the Twenty-First Century (2000) edited by Susan J. Bender and George S. Smith.

Bender and Smith recommend for graduate instruction:

Undergraduate Prerequisites:
3 sub-field background in Anthropology at a minimum
At least one area course (North American Archaeology is required for federal employment at the GS-5 position)
Field experiences
Method and Theory (History of Anthropology/Archaeology, quantitative or qualitative analysis, lithics, ceramics, etc.)

Recommended:
4 semesters of a foreign language
Graduate Core Competencies:

Core courses in one of the non-archaeological subdisciplines of anthropology – emphasize role of archaeology in anthropology in general

Ethics, Law and Professionalism – emphasize legal aspects of compliance archaeology, ethical issues, professionalism, “real world” problem solving, and stewardship

Method and Theory – research design, hypothesis testing, data collection

Statistics

Field experience – problem oriented fieldwork

Archaeological Sciences – floral, faunal analysis, soils and stratigraphic analysis, geo-physical survey methods, dating techniques, isotope analysis, ceramic compositional analysis

Thesis

Outline the requirements for students enrolled in the specialization. (At a minimum, students are required to complete a masters or doctoral degree in one of the participating departments in the specialization and complete 9 hours of specialization related coursework.)

Students interested in this program should have a good foundation in Anthropology and basic archaeological field methods. Students are required to complete a minimum 39 credit hour course of study that includes an Archaeology Core (18 credit hours), a thesis (6 credit hours), an internship (6 credit hours), an interdisciplinary Anthropology course (3 credit hours), and other disciplinary courses (6 hours). Depending on the level of the students training in Anthropology, we may advise the student to take the Anthropology core courses in Advanced Physical Anthropology and Social Structure to ensure they are knowledgeable about the role of archaeology in the discipline of Anthropology in general.

Prerequisites

BA/BS in Anthropology or equivalent

At least one season of archaeological field experience

Advanced coursework in Cultural/Social Anthropology and Biological/Physical Anthropology

Highly recommended: statistics, GIS, coursework in archaeological material analysis

Requirements (36 hours)

Archaeology Core (18 credit hours)

Regional overview (3 credit hours)

North American Archaeology (required for Federal employment)
Introduction to Plains Archaeology
Topics in Old World Archaeology

Archaeology methods and skills (6 credit hours)

Anth 882 Landscape Archaeology
Anth 884 Quantitative Methods in Anthropology
Anth 887 Archaeological Materials (chipped stone, ceramics, zooarchaeology, historic material culture)

Core Archaeology (9 credit hours)

Anth 832 Archaeological Method and Theory or Anth 882 Historical Archaeology
Anth 835 Introduction to Conservation Archaeology
Anth 935 Seminar in Prehistory

Anthropology (3 credit hours)

Anth 817 History of Anthropological Theory or Anth 888 Contentious Issues in Anthropology

Thesis (6 credit hours)

Anth 899

Internship (6 credit hours)
Anth 996 Research Other Than Thesis (application for Internship number is pending)

**Disciplinary Courses** (6 credit hours)
- Anthropology
- Art and Art History
- Community and Regional Planning
- Geography
- Geosciences
- Museum Studies

**General Governance Procedures**

Describe the role of the faculty in the conduct of the specialization. Describe the admissions and advising procedures of students in the specialization.

The Archeology program faculty at UNL includes E. Athanassopoulos, P. Bleed, M. Hoff, L. Wandsnider and adjuncts W. Hunt, M. Lynott, and D. Scott. All of these faculty members are involved in offering the core courses in archaeology and supervising theses and internships. Additional support will be provided by M. Hoff (Art and Art History) and J. R. Bozell (Nebraska State Historical Society).

Students will apply through the Graduate Committee of the Anthropology Program in Anthropology and Geography during the regular graduate admission period (typically, early spring semester), specifying this specialization. Student presently admitted to the Anthropology Graduate program may submit a letter indicating their preference to follow the Professional Archaeology specialization curriculum no later than one semester into their graduate work at UNL. If the applicants meet the prerequisites and if faculty resources and internship opportunities are available, they will be admitted. Students are assigned a first-year advisor and, for their second year, may select any of the archaeology program faculty as a thesis or internship advisor.

**Availability of Resources and Funding**

What resources are necessary to make this program viable (library holdings, space requirements, special equipment or renovations, etc.)? Are these resources now available and, if not, how can they be obtained?

For this program to be successful, it requires an extensive library (provided by the combined library holdings of UNL, MWAC, and NSHS), 2.8 FTE to offer teaching (currently available), and supplemental funding to support teaching in special topics (sporadically available). It also requires laboratory space for teaching as well as student and faculty research. Until Summer 2002, laboratories in Bessey Hall and Morrill supported these activities. However, this space has been reprogrammed to meet other teaching and office needs. At present, we have only a small teaching laboratory, which is inadequate for current teaching needs. We are exploring the identification of additional laboratory space on campus.

**Impact on Existing Academic Community**

What interactions will take place with other departments, units, and programs on all campuses? What participation will be required in terms of faculty from other programs? (Provide letters documenting willingness to participate.) What steps have been taken to insure that the proposed specialization does not overlap existing programs? (Documentation must be provided that relevant departments or areas have been informed of the proposal).

The proposed specialization does not overlap with any existing specialization on campus. The proposed specialization will have two impacts: (1) student demand for existing specialized, relevant courses outside of Anthropology may see a slight increase and (2) required courses in the traditional Anthropology MA program, specifically, Anth 812 Social Structure and Anth 842 Advanced Physical Anthropology, may see a slight decrease in demand.
Anthropology Specialization in Geography

CONTENT AND FORMAT OF THE PROGRAM

What are the educational goals and objectives of the proposed specialization?

The anthropology specialization in the geography Ph.D. program will permit students working in the area of indigenous peoples to continue their work through the doctoral level. This particular emphasis is selected because the subject matter is of central interest to both fields. The study of indigenous peoples is foundational to the discipline of anthropology, and geography adds spatial and ecological perspectives to the analysis. In both disciplines, there is interest in how indigenous peoples lived traditionally and how they are adapting in the contemporary world. Also in both disciplines there is concern over indigenous peoples and human rights issues, including land claims. Geographic techniques, such as landscape analysis, cartography, geographic information systems, and remote sensing will add new tools to the existing methodologies of anthropology. This is also an emphasis which interests substantial numbers of faculty within the Department of Anthropology and Geography. For example, Professors Hitchcock and Wishart both focus on indigenous land issues, and Professors Wandsnider and Archer both share an interest in geographic information systems and spatial analysis. The potential for the sharing of ideas and cooperation in research among Anthropology and Geography faculty and students on such issues as comparative dispossession of indigenous peoples and land claims is very high indeed. All the senior anthropologists are already members of the Geography Graduate Faculty (see list at end of proposal).

It is expected that a significant proportion of students selecting this option will have obtained the terminal masters degree in anthropology at the University of Nebraska -
Lincoln; even without the specialization, two such students have obtained Ph.D.s from what was the Department of Geography, four others are currently working on their Ph.D.s in geography, and many others have expressed their interest. The formalization of this academic progression, through recognition of the anthropology specialization, will emphasize the anthropology component in the doctorate and potentially enhance students’ opportunities to obtain jobs in their specific areas of research. It is also a logical consequence of the reality that we are now a single Department of Anthropology and Geography. Geographers too, having received a masters degree at the University of Nebraska – Lincoln, might be attracted to this particular option in the Ph.D. It is also hoped that anthropologists, geographers, and scholars from other disciplines, will be drawn from other universities to a Ph.D. program which combines the insights and methodologies of the disciplines of anthropology and geography, resulting in new possibilities for important research. It is suggested that students’ transcripts will represent the specialization within the major as: Major: Geography (Anthropology: Indigenous Peoples).

List the courses that will be offered in the specialization.

Indigenous Peoples Emphasis

Anthropology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>817</td>
<td>History of Anthropological Theory</td>
<td>3 cr</td>
</tr>
<tr>
<td>820</td>
<td>Ethnic Identity and Ethnic Conflict</td>
<td>3 cr</td>
</tr>
<tr>
<td>822</td>
<td>Medical Anthropology</td>
<td>3 cr</td>
</tr>
<tr>
<td>851</td>
<td>Indians of Contemporary North America</td>
<td>3 cr</td>
</tr>
<tr>
<td>873</td>
<td>Ecological Anthropology</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
874 Applied and Developmental Anthropology (3 cr)
876 Human Rights, Environment, and Development (3 rd)
877 Hunters – Gatherers (3 cr)
882 Research Methods in Anthropology (3 cr)
884 Quantitative Methods in Anthropology (3 cr)
895 Internship (1-6 cr)
898 Advanced Current Topics in Anthropology (3 cr)
915 Seminar in Ethnology (3 cr)
935 Seminar in Prehistory (3 cr)
996 Research Other than Thesis (1-6 cr)

Geography Courses
812 Introduction to Geographic Information Systems (4 cr)
815 Introduction to Computer Mapping (3 cr)
817 Cartography II (3 cr)
818 Introduction to Remote Sensing (4 cr)
819 Applications of Remote Sensing in Agriculture and Natural Resources (3 cr)
820 Remote Sensing III (4 cr)
822 Advanced Techniques in Geographic Information Systems (4 cr)
847 Political Geography (3 cr)
848 Pro-seminar in International Relations (3 cr)
897 Internship in Geography (1-6 cr)
903 History and Philosophy of Geography (3 cr)
931 Comparative Studies in the Dispossession of Indigenous Peoples (3 cr)
933 Seminar in Geography and Anthropology (3 cr)
935 Seminar in Historical Geography
940 Seminar in Human Geography (3 cr)
983 Seminar on Behavioral Processes in Person/Environment Relations (3 cr)
996 Non-Thesis Research (3 cr)
999 Doctoral Dissertation (1-24 cr)

Are there guidelines or accreditations for such programs? If so, will this program meet the established standards?

There are no guidelines or accreditations for the anthropology specialization in the geography Ph.D. program.

Outline the requirements for students enrolled in the specialization.

Students admitted into the anthropology specialization in the geography Ph.D. program should have completed a masters degree in either anthropology or geography. Exceptions to this rule (e.g. a student who has a masters degree in history) may be made, requiring a majority vote of the Geography Graduate Committee. Since the home department for the Ph.D. will be Geography, all students will be admitted through the Geography Graduate Committee. The current guidelines for the Geography Ph.D. program (e.g. on research tool, supervisory committee, and written and oral comprehensive examinations) will apply. These include the proviso that total doctoral coursework is about 36 hours, not including the dissertation and research tool hours and transferred hours from the masters degree (up to 30 hours). At least half of the 36 credit hours must be in geography. Additional hours, if needed, and the research tool, are worked out by the
student’s supervisory committee. The Graduate College stipulates that at least 8 credit hours must be in graduate-level-only classes.

**General Governance Procedures**

The entire faculty of the anthropology and geography programs within the Department of Anthropology and Geography (there are 17 full-time faculty, including three lecturers, and 8 affiliated faculty) are available to participate in the anthropology specialization.

Students will apply through the Geography Graduate Committee. They will be assigned a temporary adviser for the first semester. During the second semester they will select a permanent advisor who will serve as chair of the Supervisory Committee. The Committee will meet during the second semester of the first year to devise, in consultation with the student, a memorandum of courses for the Indigenous Peoples emphasis in the anthropology specialization.

**Availability of Resources and Funding**

No additional resources or funding are required for this specialization.

**Impact on the Existing Academic Community**

The proposed specialization will not negatively affect other programs on campus. It will formalize an academic route already followed by anthropology masters students who wish to continue their studies at the doctoral level, and it will take advantage of the new proximity, both spatially and intellectually, of faculty members in the Department of Anthropology and Geography. Finally, it will enhance scholarship by cross-fertilization of techniques and ideas between geography and anthropology.
Faculty

GEOGRAPHY GRADUATE FACULTY

Amedeo, Douglas M., Professor, Geography

Anderson, Mark, Associate Professor, Geosciences

Archer, J. Clark, Professor, Geography

Bleed, Peter A., Professor, Anthropology

Cantarerro, Rodrigo, Associate Professor, Community and Regional Planning

Dewey, Kenneth F., Professor, Geosciences and Natural Resource Sciences

Draper, Patricia, Professor Anthropology

Hames, Raymond B., Professor, Anthropology

Hitchcock, Robert, Professor, Anthropology

Lavin, Stephen, Associate Professor, Geography

Lawson, Merlin P., Professor, Geosciences

Lonsdale, Richard E., Professor Emeritus, Geography

Luther, Joseph, Professor, Architecture and Community and Regional Planning

McIntosh, Charles B., Professor Emeritus, Geography

Merchant, James W., Professor and Associate Director, CALMIT (Conservation and Survey Division)

Narumalani, Sunil, Associate Professor, Conservation and Survey Division

Rowe, Clinton M., Associate Professor, Geosciences

Rundquist, Donald, Professor and Director, CALMIT (Conservation and Survey Division)

Stoddard, Robert, Professor Emeritus, Geography

Wishart, David J., Professor, Geography

Wandsnider, LuAnn, Associate Professor, Anthropology
OTHER ANTHROPOLOGY FACULTY (not counting temporary and other affiliated faculty)

Athanassopoulos, Effie – Assistant Professor, Anthropology

Awakuni-Swetland, Mark – Lecturer, Anthropology

*McCollough, Martha L. – Assistant Professor, Anthropology

*Osborn, Alan J. – Adjunct Associate Professor, Anthropology

Willis, Mary – Assistant Professor, Anthropology

Note: all members of the Geography Graduate Faculty can chair doctoral committees (all are graduate faculty fellows). Graduate Faculty Members (*) can serve on doctoral committees. Other listed faculty may teach graduate courses.
<table>
<thead>
<tr>
<th>Building</th>
<th>Existing Anthro &amp; Geog Proposed By Dept</th>
<th>Bessey 1</th>
<th>Bessey 2</th>
<th>Total</th>
<th>Oldfather 8th Floor</th>
<th>Oldfather 9th Floor</th>
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<td>Total</td>
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</tbody>
</table>

Doug Baal, UAH
Facilities Planning

Jan. 7, 2004

Fourth Floor - Morrill Hall
Conceptual Plan for 8th floor
Conceptual Plan for 9th floor
Anthropology Courses Required by or Variably Required by Various Major and Minor Degree Programs at UNL.

Note: variably required courses are those that appear in a list of courses that must be selected to fulfill a major or minor requirement. For example, such a list may be preceded by a statement that states “Of the six courses listed below, three must be taken to satisfy the major requirement”.

Great Plains Studies

Major: Says courses are needed in Anthropology and Geography; do not list them

Minor: Required
- ANTH 130   Anthropology of the Great Plains
- ANTH 352   Intro to Plains Ethnology
- ANTH 434   Intro to Plains Archaeology

Minor: Variably Required
- ANTH 451   Indians of Contemporary North America

Ethnic Studies

Minor: Variably Required
- ANTH 212   Intro to Cultural Anthropology
- ANTH 351   Peoples & Cultures of Native North America
- ANTH 352   Intro to Plains Ethnology
- ANTH 440/840 The Black Family
- ANTH 445/845 Black Social Movements
- ANTH 451   Indians of Contemporary North America

Native Studies

Minor: Variably Required
- ANTH 424   Intro to Oral Literature
- ANTH 212   Intro to Cultural Anthropology
- ANTH 351   Peoples & Cultures of Native North America
- ANTH 352   Intro to Plains Ethnology
- ANTH 451   Indians of Contemporary North America

Conflict and Conflict Resolution Studies

Minor: Required
- ANTH 261   Conflict and Conflict Resolution

Minor: Variably Required
- ANTH 353   Anthropology of War
International Studies

Major: Required
    - ANTH 212  Intro to Cultural Anthropology

Minor: Required
    - ANTH 212  Intro to Cultural Anthropology
    Variably Required
    - ANTH 350  Indians of Latin America
    - ANTH 360  Peoples & Culture of Africa
    - ANTH 362  Peoples & Culture of Africa
    - ANTH 363  Peoples & Culture of Artic Regions
    - ANTH 365  Ethnology of Europe
    - ANTH 366  Peoples & Cultures of East Asia
    - ANTH 353  Anthropology of War

Women's Studies

Major: Variably Required
    - ANTH 410  Women & Men: An Anthropological Perspective

African American Studies

Minor: Variably Required
    - ANTH 362  Peoples & Cultures of Africa
    - ANTH 212  Intro to Cultural Anthropology
    - ANTH 440/840  The Black Family
    - ANTH 445/845  Black Social Movements

African Studies

Minor: Variably Required
    - ANTH 362  Peoples & Cultures of Africa

Latino and Latin American Studies

Major: Variably Required
    - ANTH 478/878  Pro Seminar: International Relations

Chicano Studies

Minor: Variably Required
    - ANTH 212  Intro to Cultural Anthropology
    - ANTH 350  Indians of Latin America

Asian Studies

Minor: Variably Required
-ANTH 366  Peoples & Cultures of East Asia
-ANTH 396  Advanced Readings
-ANTH 438  Topics in Old World Prehistory
-ANTH 496  Special Readings in Anthropology

Religious Studies

Minor: Variably Required
-ANTH 472  Belief systems in Anthropological Perspective

Environmental Studies

Anthropology Emphasis (2 required)
-ANTH 473  Ecological Anthropology
-ANTH 474  Applied & Developmental Anthropology
-ANTH 476  Human Rights, Environment & Development
-ANTH 477  Hunters – Gatherers

Minor: Variably Required
-ANTH 473  Ecological Anthropology

Major: Variably Required
-ANTH 473  Ecological Anthropology
-ANTH 110  Intro to Anthropology
-ANTH 212  Intro to Cultural Anthropology
-ANTH 261  Conflict Resolution
-ANTH 474  Applied & Developmental Anthropology
-ANTH 350  Indians of Latin America
-ANTH 351  Peoples & Cultures of Native North America
-ANTH 352  Intro to Plains Ethnology
-ANTH 360  Peoples & Cultures of Oceania
-ANTH 362  Peoples & Cultures of Africa
-ANTH 363  Peoples & Cultures of the Arctic
-ANTH 365  Ethnology of Europe
-ANTH 366  Peoples & Cultures of East Asia
-ANTH 417  History of Anthropological Theory
-ANTH 420  Ethnic Conflict
-ANTH 421  The School of Culture in Minorities: Investigators in Educational Anthropology
-ANTH 434  Plains Archaeology
-ANTH 476  Human Rights, Environment & Development
-ANTH 477  Hunter – Gatherers
-ANTH 496  Special Readings in Anthropology
-ANTH 432  Archaeological Method & Theory
-ANTH 446  Palynology
-ANTH 483  Advanced Field Methods
Human Rights and Human Diversity

Minor: Variably Required
- ANTH 451  Indians of North America
- ANTH 476  Human Rights, Environment and Development
- ANTH 420  Ethnic Identity and Ethnic Conflict

Community and Regional Planning

Minor: Variably Required
- ANTH 130  Anthropology of the Great Plains
- ANTH 212  Intro to Cultural Anthropology
- ANTH 412  Social Structure
- ANTH 416  Topics in Cultural Anthropology
- ANTH 473  Ecological Anthropology
- ANTH 474  Applied & Development Anthropology

European Studies

Major: Variably Required
- ANTH 365  Ethnology of Europe
- ANTH 438  Topics in Old World Prehistory

Minor: Variably Required
- ANTH 365  Ethnology of Europe
- ANTH 438  Topics of Old World Prehistory

Management (CBA) (Emphasis in strategic management)

Major: Variably Required
- ANTH 212  Intro to Cultural Anthropology

Teachers College (Endorsements) (Economics and History)

Variably Required
- ANTH 351  Peoples & Cultures of Native North America
- ANTH 410  Women & Men: An Anthropological Perspective
- ANTH 440  The Black Family
- ANTH 445  Black Social Movements
- ANTH 451  Indians of North America

Teachers College (Endorsements) (Geography and History)

Variably Required
- ANTH 351  Peoples & Cultures of Native North America
- ANTH 410  Women & Men: An Anthropological Perspective
-ANTH 440 The Black Family
-ANTH 445 Black Social Movements
-ANTH 451 Indians of North America

**Teachers College (Endorsements) (Political Science and History)**

**Variably Required**

-ANTH 351 Peoples & Cultures of Native North America
-ANTH 410 Women & Men: An Anthropological Perspective
-ANTH 440 The Black Family
-ANTH 445 Black Social Movements
-ANTH 451 Indians of North America

**Teachers College (Endorsements) (Social Science)**

**Variably Required**

-ANTH 110 Intro to Anthropology
-ANTH 212 Intro to Cultural Anthropology
-ANTH 232 Intro to Prehistory
-ANTH 242 Intro to Physical Anthropology
-ANTH 252 Archeology of World Civilizations

-6 Hrs. of Electives at the 300/400 Level
-ANTH 351 Peoples & Cultures of Native North America
-ANTH 410 Women & Men: An Anthropological Perspective
-ANTH 440 The Black Family
-ANTH 445 Black Social Movements
-ANTH 451 Indians of North America
Review Team Report:
Department of Anthropology - May 1997

External Team Members:
Dr. Robert A. Benfer, Jr. (chair), University of Missouri-Columbia
Dr. Susan B. Sutton, Indiana University-Purdue University at Indianapolis
Dr. Susan C. Vehik, University of Oklahoma

UNL Team Members
Dr. E. Wesley F. Peterson
Dr. F. Fred Choobineh

Robert A. Benfer, Jr., for the Review Team

-1-
I. ABSTRACT

We have read the previous Review Team Report of November, 1990, interviewed departmental members and representatives from cooperating units as well as administrators at several levels. The team finds that this is a distinguished Department of Anthropology, one that, with the investment of limited new resources, has great promise for eminence. We note that with respect to publications, external support, and quality and activity of graduate students, only size separates this department from one of the better ones in the country. Quality research is seldom combined with such effective outreach. Interdisciplinary work is exemplary--one to which all holistic departments of anthropology aspire but few achieve. The department should and does play a central role in comprehensive education; undergraduate student credit hour production is quite strong. The faculty are experimenting with new methods and new technologies in teaching. Graduate students are of high quality and professionally active. We believe that their good work merits reward.

It was suggested that the team examine one aspect of the program, namely the department's involvement with other interdisciplinary programs. We investigated the criticism that involvement was excessive. We found that to the contrary the connections were built on already existing courses and interests and that, with the exception of LuAnn Wandsnider, who was asked by the Dean to become the Director of Environmental Studies, faculty work loads have not been increased. Further, we saw these involvements as providing intellectual stimulation for faculty and opportunities for students. We see a major opportunity for expanding the central role in teaching and research of a department whose productivity benefits a large section of the university community.

Our major suggestions for assisting the department's development are as follows:

• The proposed joint appointments with Latin American Studies, Classics and Medieval/Renaissance Studies, and the Native American Studies be supported, validating already developed interdisciplinary strengths.

• Two additional tenure lines be established in order to permit the department to develop its own special foci. We identified advantages to appointments being made in two of the following four unranked specialties: applied cultural anthropology, plains archaeology (Geosciences specialty),
medical anthropology (cultural or biological), and Native American languages.

- Augmented as per these suggestions, the department would be qualified to offer the Ph.D. degree with training in several areas, preferably as a free-standing program, but, owing to the interdisciplinary connections, profitably even as a joint program. The market for Ph.D.s in the non-academic applied area is unlimited. The administration should facilitate its creation. Such a program would stabilize the department.

II. ASSESSMENT OF THE SELF-STUDY DOCUMENT

We found the self-study document useful and that it represented all of the views in this department. Reading the document left each of the team members concerned that perhaps the faculty were over-extended with their involvement in interdisciplinary programs. We will discuss this in the following section.

III. GOALS AND RATIONALE OF SELF-STUDY

The goals and rationale appear to be modest. We begin with the question of possible over-extension in interdisciplinary programs. In discussions with the faculty, we found most of these studies were built upon existing anthropology courses. For example, the two core courses for the social science track of the Environmental Studies major were on the books for a full decade before the Environmental Studies program was developed. All of the Anthropology courses for the Environmental Studies major were also on the books prior to that program's inception. The same holds true for courses in Native American Studies. The focus on the Plains and contemporary problems of Native Americans is clearly one of long-standing emphasis that is associated in the minds of anthropologists elsewhere with this department. We note that although the department requested a 1.0 FTE in Anthropology for a Native Americanist, the Dean approved instead a joint appointment with Ethnic Studies and Anthropology. Ethnic studies draws on faculty expertise, especially Hitchcock in Africa and the Middle East and Bleed in Japan. Thus, such courses would be taught whether or not Ethnic Studies existed. We do note, with some concern, that because of a previous Dean's request,
Robert Hitchcock’s advising in African Studies has resulted in an overload. Hitchcock and Hames are both interested in Conflict Resolution, an area that, with the participation of Political Science, would seem a natural extension to the traditional role of ethnographer as advocate.

The international arena is always central to anthropology; thus involvement of Anthropology in International Affairs is expected. Museum Studies, another classic area of anthropology, should always be strongly connected to the department. The connection with Medieval and Renaissance Studies, if it permits the joint appointment of Effie Athanassopoulos, will strengthen Old World and historic archaeology connections.

The committee found the development of Human Rights and Human Diversity foci interesting. We are uncertain of their future but believe anthropology should play a central role.

Geography, a possible collaborator in a Ph.D. program, is a natural ally of anthropology, with physical geography appealing more to archaeologists and cultural geography to cultural anthropologists. We recognize difficulties in the approach and ask the administration to find incentives for geography to share their Ph.D. program with anthropology, who in turn, must identify contributions.

Therefore, despite the appearance of lack of focus, given the history and present faculty interests represented in the department, we find that the departmental focus on the Great Plains, environmental issues, and other traditional strengths of the discipline of anthropology entirely appropriate.

IV. PROGRAM ACTIVITIES

• Teaching and the curriculum. We note that faculty have won 3 teaching awards, and are involved in participatory teaching. Their lack of introduction to interpretative approaches, while understandable in a small department, results in a gap in the preparation of students for graduate school elsewhere.

• Scholarly activity of the faculty is worthy of praise. The review team found this to be a very productive faculty, whose credentials speak for themselves.
• Perhaps too much service is requested of this department; we are not familiar with expectations on this campus.

• Program administration is good.

V. PROGRAM RESOURCES

The goals and rationale described in the self-study report are reasonable within the bounds of resources that are available.

• We note that the faculty are quite distinguished, and each, given her or his place in a normal career path, is quite productive.

• We were favorably impressed with the activity of the students (two clubs, a journal, and evident interactions among graduate students).

• Anthropology has acquired other program resources by, over the years, forging alliances with such departments as Geology, for equipment, and many other departments for intellectual support.

VI. PROGRAM EVALUATION/ASSESSMENT

The review team recommends the development of several new courses. These needs are recognized by the department, and the exit interview indicated that the faculty had already been involved in discussion on some of them.

• History of Anthropological Theory. The department is considering making this a capstone course.

• The department needs to develop additional area courses both in cultural anthropology and archaeology. This gives students a way to ground the more abstract theoretical areas of anthropology.

• Interpretive Understandings. Interpretivism is currently a very prominent approach in anthropology. The department acknowledges that it needs to provide students with exposure
to this approach. They have been discussing how that might be best accomplished.

- Discussions with students indicated a desire for greater exposure to applied techniques. Students emphasized methods and internships. There is some concern about insufficient exposure to the entire research process, from theory through data gathering to analysis.

- The department should consider reviving its cultural resource management (CRM) program. The department does not actively compete for CRM contracts, even though these are a potential source of student support.

- The linguistics program remains a concern. We are uncertain whether minimal needs can be met by relying on an untenured faculty member in another department. We note that this need and offering of an interpretative perspective might be fulfilled by securing a Native American linguist position. There is a need for training in this area to prepare students for both research and graduate school.

- A Native American language program is also useful to explore. While such a program provides education and limited employment for students, its greater benefit is to the Native American community. Such a program increases the positive image of the University among the Native American community at a minimal cost.

- There are concerns about the potential effect of reorganization on the availability of space and facilities. Care needs to be given to retention of teaching and research space/facilities.

- Students expressed a need for a greater sense of community. Adding a student lounge would facilitate that. It would also remove students from the secretary's office, allowing her more work time, and it would reduce the need for her to do after-hours work.

- We note that there is a lot of student demand for and interest in the anthropology program. In order to serve this demand the department needs to grow.

VII. PROGRAM DEVELOPMENT

Areas of Growth

An anthropology department, especially at an AAU university, cannot be without training in
both linguistic and biological anthropology. More importantly students cannot be adequately prepared if they are missing exposure to half the field of anthropology.

- An secure arrangement needs to be made for continued adequate introductory exposure to linguistics, at a minimum.
- Given that Karl Reinhard will be moving to Biology, if he will no longer teach physical anthropology, an arrangement needs to be made to hire a replacement.

As discussed above, the team supports the recent requests for the joint appointments in the following four areas and proposes additional tenure lines in several others:

**Joint appointments:**
- Latin American Studies
- Classics and Medieval/Renaissance Studies
- Native American Studies

**New Tenure Lines (unranked):**
- Applied cultural anthropology
- Plains archaeology with an emphasis on specialties compatible with Geosciences
- Medical anthropology
- Native American languages

One of the above hires should be of a senior female. All of the joint appointments and new lines build on existing strengths. The character of these new hires must be followed by examination of where the bulk of interdisciplinary effort should go. Embedded in these existing webs of collaboration, these joint and new lines should enhance Nebraska’s already strong reputation in anthropology.

We commend the department for its active participation in a wide but appropriate range of interdisciplinary initiatives. The department has forged strong links with a number of important programs at UNL, including Great Plains Studies, Ethnic Studies, Native American Studies, Museum Studies, International Affairs, the Nebraska State Museum, the Midwest Archaeological Center, Environmental Studies, Conflict and Conflict Resolution, Medieval and Renaissance Studies, and the proposed program in Human Rights and Human Diversity. The diversity of these connections reflects
the breadth of the discipline itself, for anthropology is a field which spans the local and the global, as
well as both past and present in its examination of the human condition. Each of the interdisciplinary
programs in which the department participates is a logical extension of one or another aspect of
anthropology. The department has been exemplary in its efforts to contribute a broad range of
anthropological insights to the broader scholarly community.

The team had the opportunity to speak with representatives of most of the programs
mentioned above. Without exception, they emphasized the centrality of the UNL Anthropology
department to their efforts. All felt that the department had made substantial contributions to their
program in terms of research, curriculum, and student advising. There have been significant benefits to
the department in return. Faculty have gained from the intellectual exchange engendered by their
participation, while enrollments in cross-listed anthropology courses have increased. In almost all
cases, existing anthropology courses were integrated into interdisciplinary curricula rather than new
courses being created.

The department has also periodically evaluated its participation in such interdisciplinary
programs to guard against overextension. Several years ago, for example, it voluntarily cut back on
Museum Studies offerings. The addition of new faculty lines will certainly help with this situation. In
any case, we urge the department to continue its efforts to monitor such activities to insure that
individual faculty are not overtaxed and that not too many faculty are drawn outside the department at
one particular time.

Doctoral Programming

There is considerable interest both within and beyond the department in creating opportunities
for doctoral work in anthropology at UNL. We concur with the last outside review team that such a
program would find a ready audience and serve an important need in the Great Plains region. Indeed
we find it quite remarkable that an institution of the caliber of UNL does not offer a Ph.D. in
anthropology. We hope that such a program will eventually come to pass.

The recent decrease in full-time faculty lines in the department, however, combined with
several institutional factors indicate that a free-standing anthropology Ph.D. program is not a viable option at present. We therefore recommend that the department explore the possibility of developing an anthropology track within a doctoral program of another field, such as Geography or Environmental Studies, in order to provide students with opportunities for doctoral work in anthropology. A successful cooperative program might serve as the first step toward an eventual stand-alone Ph.D. in anthropology. Such an initiative would require considerable attention on the part of all parties on how to present this degree so that it is recognized by the wider anthropological community. To this end it would be necessary to develop an appropriate curriculum that meets the standards of all disciplines involved. If such issues can be satisfactorily resolved, the department may be able to develop some very innovative doctoral tracks that reflect the specific strengths of its excellent faculty.

Additional Issues

At present the department has only one faculty at full professorial rank, an unfortunate circumstance in terms of negotiations within the university and mentoring of junior faculty. The department nevertheless contains at least two Associate Professors with the kind of productive, internationally recognized research records which would seem to merit promotion to full Professor. We urge the department to support them in seeking this rank at the earliest possible opportunity. The department might also gain by making one of its new hires be at the senior ranks.

With only one exception, departmental salaries at all ranks are below those of peer institutions, a situation for which we can see little justification given the great productivity of the faculty. We strongly recommend the university consider making some sort of upward adjustment in this regard.

We also note that the operating budget of the department is unsatisfactory. It is particularly regrettable that, for some years, the department has been able to meet its basic needs only by supplementing its budget with funds from grant overhead. This is an inappropriate use of such monies, and we urge the university to consider adjusting the departmental budget upward. On a closely related issue, we feel that the workload of the departmental secretary is too great, and that
additional funds for clerical assistance would be of great benefit to the department. The creation of a Student Lounge would also relieve the congestion in the departmental office which now frequently disrupts the secretary in her duties.

VII. SUMMARY RECOMMENDATIONS:

We repeat the recommendations from the above section: joint appointments in the four areas and additional tenure lines in several. We propose that the University of Nebraska at Lincoln build on a small but exceedingly excellent department of anthropology, one that has already established those interdisciplinary connections that will help insure its increasing importance to that institution.

Joint appointments:
- Latin American Studies
- Classics and Medieval/Renaissance Studies
- Native American Studies

New Tenure Lines (unranked):
- Applied cultural anthropology
- Plains archaeology with an emphasis on specialties compatible with Geosciences
- Medical anthropology
- Native American languages

The department has expressed a desire for another ecologically oriented cultural anthropologist; the committee was unable to see the merit of this direction of growth, since the market for applied (both cultural and archaeological) and developmental positions as well as medical anthropology specialists seems so much greater, and increases in any of these directions flows more naturally from the department’s present stance. One of the new hires should be of a senior female; such a person would help mentor the junior women faculty as well as the majority of the graduate student population.

Joint Ph.D. program:

We recognize the difficulty of this enterprise and believe that incentives must be offered for the sponsoring Ph.D. program before anthropology will be welcome. We do not believe this can be
negotiated directly among departments without considerable administrative assistance. We do believe it will repay the effort on everyone’s part in stabilizing the department for future growth towards excellence.

Additional Questions from SVCAA:

1. **Assess the department’s advising and career counseling services for majors. How can they be improved?**

   The department appears to have made an honest effort to respond to the criticisms of the previous review team. The success that the department has enjoyed in generating student interest has been hard to serve with so few faculty members. New faculty should help ameliorate this situation.

2. **The self-study notes that most graduate students tend to complete the M.A. Degree in fewer than three years. Assess whether this is an appropriate length of time. Could it be shortened without compromising the quality of the degree?**

   Give the large graduate population, it seems inevitable that some students will linger in any program. Some students who met with the committee were unaware of requirements, although they were reminded that such information is given to all new students. The department has already changed the examination structure towards removing an impediment to completion. However, after discussions with students and faculty, we believe that some effort in the first year to help students begin to develop a thesis project before they complete most of their course work should be encouraged. Three years is not unusual for a M.A. only department, but the time could be shortened.

3. **The self-study notes that the department is nationally known in the fields of evolutionary ecology, applied and development anthropology, the anthropology and archaeology of the Great Plains, and forensics and osteology. Among these areas, the self-study lists archaeology, applied and development anthropology, and Great Plains Studies as the department’s strengths. It also notes**
department contributions to interdisciplinary programs. Please address the following items with these strengths and interdisciplinary involvements in mind:

a. Assess the faculty’s capacity to deliver high quality instruction, research, and outreach in these areas.

First, we note that individuals in the department are nationally known in the fields specified; however, the department’s reputation has historically been centered on the great Plains. We have discussed our findings on interdisciplinary involvements and find them to be exemplary. We believe they add to rather than subtract from the department’s capabilities.

b. Assess department facilities. What kinds of cooperation with what other units could enhance them?

We found the facilities unusually good. Shared laboratories, while not desirable, seems to be workable with the Department of Geology. Space, while somewhat limited, is adequate. The team hopes that future moves would result in more rather than less space for a department that has done so much with available resources.

c. What should be the department’s hiring priorities?

No review team in a few days can do more than offer our suggestions for what we view are the best opportunities for this department. Since we are uncertain whether the full review will accompany this report, we repeat material from above:

We propose that the University of Nebraska at Lincoln build on a small but exceedingly excellent department of anthropology, one that has already established those interdisciplinary connections that will help insure its increasing importance to that institution.

Joint appointments:
- Latin American Studies
- Classics and Medieval/Renaissance Studies
- Native American Studies

New Tenure Lines (unranked):
- Applied cultural anthropology
• Plains archaeology with an emphasis on specialties compatible with Geosciences
• Medical anthropology
• Native American languages

One of the above hires should be of a senior female.

4. Assess the utility of using a differentiated workload policy to enhance the department’s teaching, research, and outreach programs.

We suggest a reduced teaching load for junior faculty getting their research careers started as well as for those heavily involved in applied and development work.

5. The self-study includes a commitment to offer degree programs that are “simple and general” (p. 6) in order to avoid “narrow specialization” and allow students to develop individualized courses of study within the “breadth of our field.” Is this a good departmental strategy? Assess the department’s capacity to realize this commitment.

This team, like most others, would note that anthropology brings a holistic approach, otherwise it risks being merely second rate sociology or biology or some other related field. We agree wholeheartedly with the department’s assessment and believe they have, within the limits of staffing, done well. We do suggest that further area courses would help students to integrate simple and general approaches within a specific context.

6. Is the 30 credit hour requirement for undergraduate majors appropriate? Are the curriculum and instruction up to date?

Thirty hours is standard. For those students going to graduate school, fewer hours would cause them to arrive with deficiencies. We find the requirement appropriate. In interviews with the faculty we were favorably impressed by their experimentation with new methods and new tasks; the availability of laboratories on campus and multiple ethnic groups in the area provides many
opportunities for learning by doing. A new course in theory is under consideration; the review team suggests that a course in the history of anthropology would be especially helpful so that the core of anthropology not be underestimated due to the impossibility of even large departments to have faculty conversant with all the developing intellectual strands. Such a course would provide a core for students reaching across interdisciplinary boundaries.

We suggest a reduced teaching load for junior faculty getting their research careers started as well as for those heavily involved in applied and development work.
Geography
Self-Study Report to the
Academic Planning Committee

Geography Program
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A. Introduction

Geography has been a part of the University of Nebraska’s curriculum virtually since the beginning of the institution. Though functionally an independent unit, Geography was affiliated either with Geology or Conservation. By 1908, professors George E. Condra and Nels Bengston had established one of the first doctoral programs in Geography in the United States. By 1928, when Geography became an independent department, the University of Nebraska’s program was recognized as among the best in the profession.

The department’s reputation continued to grow under the leadership of Professor Leslie Hewes, who was chair from 1945 to 1967. By the end of his tenure, the department had seven full-time faculty (plus frequent visiting faculty) and was regarded as a leading center for historical geography and Great Plains Studies. Nebraska graduate students (there were about twenty at any one time) went on to work at other leading departments throughout the country.

As the nature of the field of Geography changed in the 1970s, becoming more theoretical and quantitative, so the department at Nebraska changed too. Historical geography and Great Plains Studies remained important, but increasing attention was given to spatial analysis, statistical procedures, and human-environment relations. Foreign area courses were added on the Soviet Union, Eastern Europe, Latin America, and Asia, and courses in geographical techniques, including cartography, geographic information systems, and remote sensing were increasingly featured. Geographical techniques remain a central focus in the curriculum at both undergraduate and graduate levels, our objective being to provide students not only with a liberal education based on geographical knowledge but also analytical skills that are in demand in the job market. Our close relationship with CALMIT (Center for Advanced Land Management Information Technologies) is a vital part of our program in geographic information systems and remote sensing.

An important step was taken in the 1980s when the department appointed additional faculty in climatology, strengthened course offerings in that area, and created an accredited Bachelor of Science program in Meteorology. This proved to be an attractive major, and by the second half of the 1980s the department was home to about 100 undergraduates a year, of whom about 50-60 were Meteorology majors and 30-40 Geography majors (both BS and BA). At the time of our last academic program review, in 1991, the department had 12 full-time faculty, including one on permanent administrative leave, and four in climatology-meteorology. At that same time, there were 29 graduate students in our program, including 17 at the masters level and 12 seeking the PhD. Of these, 12 had their focus in climatology-meteorology, 9 in cartography/GIS/remote sensing, and 8 in historical and human geography.

The decade of the 1990s started well: Professor Jeanne Kay, an accomplished scholar, had been appointed chair in 1989; enrollments at all class levels were high; numbers of graduates at all levels were sound; faculty accomplishments were notable; and in 1993 we replaced retiring faculty with two new faculty members: Fernando Echavarria, an environmental geographer, and Sunil Narumalani, a GIS specialist with environmental applications. Our objective in these hires was to build a bridge between the physical and human portions of the department. But pressures
to restructure small departments like ours into larger units were building, and faculty members who retired were not replaced. In 1996 Echavarria took leave and eventually another job; he too was not replaced. The pressures led to a rupture of the department in 1997-8 when Dean Brian Foster re-allocated the Meteorology program, with its four faculty members and sixty majors, to Geosciences. Narumalani chose to leave also, removing to the School of Natural Resource Sciences. This left the Geography Department with four full-time faculty and one half-time faculty (Professor Robert Stoddard, who has since retired and was not replaced). Meanwhile, the number of graduate students had actually grown, majors remained at about 30-35, and enrollments were sustained.

The situation was untenable. At the Dean's request, but also in recognition by ourselves that a four-person department was not a viable unit, we began, in early 1998, discussions with the Department of Anthropology, another small unit of 10 full-time faculty members, concerning merger. This was formally accomplished as the Department of Anthropology and Geography on January 1, 2001 (the order of the disciplines in the title was decided by a coin toss). In the summer of the following year the Geography faculty moved to Bessey Hall to share the same space as the anthropologists. It might be noted that the merger with Anthropology was also the recommendation of the Association of American Geographers consultants, Patricia Gober and Ronald Abler, respectively president and executive director, who visited the campus in the spring of 1998.

There is no doubt that the impact of the breakup of the Geography Department in 1998 was severe, and is only now being remedied. Our undergraduate majors declined because it seemed to many that we had been eliminated, external graduate applications declined for the same reason, and faculty and student morale suffered considerably. We were left without a physical geography component, except for Geography 155, the large introductory class. However, we persevered and can now look forward to a better future. Our number of undergraduate majors has increased to 49 (as of December 2003, according to figures from the Dean of Arts and Sciences office), not least because it is known that they leave our program well-prepared for the job market. Our corps of graduate students is one of the best we have ever had, and their Geography Student Organization has been a major factor in enhancing Geography's visibility on campus and in the community. In 2000 we created a Planning specialization in the Geography PhD, emphasizing the applied dimension of our field, and to date three students have chosen this route. Faculty accomplishments have also been notable, in terms of publications, grants and awards, and advancement of our students' careers. The crucial problem of small faculty size remains, but Dean Richard Hoffmann recognized this and in 2002-3 authorized a hire (one of only 23 in the College of Arts and Sciences) in regional geography and GIS. Unfortunately this hire, and most others, were cancelled in the budget crisis of that year, and the position has not been filled since. A new position would not only alleviate the pressures of teaching and administration that necessarily exist in such a small program, but would also give us an opportunity to add diversity to the composition of our faculty.

The merger between Geography and Anthropology is evolving well. Joint by-laws have been approved, an anthropology specialization in the Geography PhD program focusing on indigenous peoples has been established, the budget is essentially merged, all Anthropology graduate faculty fellows are now members of the Geography graduate faculty and can chair Geography doctoral
committees, and we find there are shared intellectual interests among many of the faculty and students. Our objective is to preserve the integrity of our separate programs while fostering interaction and creating an atmosphere in the department that is conducive to advancement in teaching, research, and service. We also look forward to moving to new quarters in 2004 when we relocate to the 8th and 9th floors of Oldfather Hall, while retaining laboratory space in Bessey and Morrill Halls.

As of 2002-03 the Department of Anthropology and Geography had 13 full time faculty, not counting emeritus professors. Drawing in the geographers from CALMIT and counting emeriti who are still active researchers there is a graduate faculty of 20, and another 24 professors at the university are affiliated through courtesy appointments or as holders of a Geography PhD. In 2002-2003 the Department graduated 25 undergraduate majors (18 in Anthropology and 7 in Geography) 12 masters students (4 in Anthropology and 8 in Geography) and 2 PhDs (both in Geography). That same year, the Department had in residence 115 undergraduate majors (66 in Anthropology and 49 in Geography), 37 Masters students (19 in Anthropology and 18 in Geography) and 25 PhDs (all in Geography). The listing of the department faculty with details is given below.

FACULTY

Effie F. Athanassopoulos, Ph.D. (anthropology), Pennsylvania, 1993, Assistant Professor—Archaeology, Mediterranean.

Douglas M. Amedeo, Ph.D. (geography), Iowa, 1967, Professor—Spatial theory, quantitative analysis, environment and behavior, diffusion.

J. Clark Archer, Ph.D. (geography), Iowa, 1974, Professor—Political, settlement, computer cartography, GIS

Mark Awakuni-Sweetland, Ph.D. (anthropology), Oklahoma 2003, Assistant Professor—Cultural anthropology, Native North Americans, Omaha language and culture.

Peter A. Bleed, Ph.D. (anthropology), Wisconsin, 1973, Professor—Archaeology, technology, Japan, North America

Patricia Draper, Ph.D. (anthropology), Harvard, 1972, Professor—Sociocultural anthropology, hunter-gatherers, biocultural basis of sex roles, adult development and aging, cultural ecology, Africa.

Raymond Hames, Ph.D. (anthropology), California-Santa Barbara, 1978, Professor—Behavioral ecology, economic anthropology, South American Indians, behavioral research methods.


Stephen J. Lavin, Ph.D. (geography), Kansas, 1979, Associate Professor and Chair of Graduate Program—Map design, symbolization, computer cartography, map animation.

Richard E. Lonsdale, Ph.D. (geography), Syracuse, 1960, Professor Emeritus—Marginal lands, regional development.

Martha McCollough, Ph.D. (anthropology), Oklahoma, 1996, Assistant Professor—Cultural anthropology, Native American Studies, Arctic, Great Plains.

C. Barron McIntosh, Ph.D. (geography), Nebraska, 1955, Professor Emeritus—Applied climatology, Great Plains settlement.
James W. Merchant, Ph.D. (geography), Kansas, 1984, Professor, Center for Advanced Land Information Technologies (CALMIT)—Remote sensing, geographic information systems (GIS), environmental studies.
Sunil Narumalani, Ph.D. (geography), South Carolina, 1993, Associate Professor, Department of Geosciences and School of Natural Resource Sciences—GIS, remote sensing, environmental studies.
Donald C. Rundquist, Ph.D. (geography), Nebraska, 1977, Professor, Director of Center for Advanced Land Information Technologies (CALMIT)—Remote sensing, geographic information systems (GIS).
Robert H. Stoddard, Ph.D. (geography), Iowa, 1966, Professor Emeritus—Human/social, field techniques, South Asia, geographic education.
LuAnn Wandnsider, Ph.D. (anthropology), New Mexico, 1989, Associate Professor—Archaeology, Great Plains, Eastern Mediterranean.
Mary Willis, Ph.D. (anthropology), Washington, 1995, Assistant Professor—Biological anthropology, medical anthropology, Native North Americans.
David J. Wishart, Ph.D. (geography), Nebraska 1971, Professor and Chair—Historical, dispossession of indigenous peoples, Great Plains, geographical and historical epistemology.

PART TIME FACULTY (term hires)
Paul Demers, Ph.D. (anthropology), Michigan State University 2001, Lecturer—Historical and industrial archaeology, ethnohistory, transnationalism, border studies, Utopian and intentional societies.
Eric J. Kaldahl, Ph.D. (anthropology), Lecturer—Prehistoric archaeology, Great Plains, Southwest U.S., flaked stone technology, quaternary paleoecology, public education and outreach.
Bruce Kopplin, ABD (geography), University of Georgia, Lecturer—Physical geography, U.S., Nebraska.
Thomas Myers, Ph.D. (anthropology), Illinois 1970; Professor/Curator University of Nebraska State Museum—Archeology, American Indians, Plains, Latin America.

AFFILIATED FACULTY
Mark R. Anderson, Ph.D. (geography), Colorado, 1985, Associate Professor, Department of Geosciences—Satellite meteorology/climatology, synoptic meteorology, polar and arctic studies
Megan Biesele, Ph.D. (anthropology), Harvard 1975, Adjunct Assistant Professor—Cultural anthropology, folklore, rock art, hunter-gatherers, Africa, Southern U.S.
Francis A. Calabrese, Ph.D. (anthropology), Missouri 1971, Adjunct Professor, Assistant Director, National Park Service Regional Office, Omaha, NE—Conservation archeology, statistical methods, Plains.
Rodrigo F. Cantarero, Ph.D (planning), Southern California, 1988, Associate Professor, Department of Community and Regional Planning—Planning, GIS.
Melissa A. Connor, M.A. (anthropology), Wisconsin 1979; Research Associate, NPS Midwest Archeological Center—Intermountain archeology, forensics, lithic analysis, computerized site mapping and documentation.
Kenneth F. Dewey, Ph.D. (geography), Toronto, 1973, Professor, Department of Geosciences—Applied climatology, meteorology, snow and ice studies, severe storms.

Stephen D. Glazier, Ph.D. (anthropology), University of Connecticut 1981, Professor, University of Nebraska-Kearney—Caribbean archeology, ethnohistory, religion, ethnicity, mental health, Latin America.

Ralph J. Hartley, Ph.D. (geography), University of Nebraska, 1989, Program Leader, Cooperative Assistance for Archeology, Midwest Archeological Center, National Park Service—Archeology, Southwest, Plains, rock art, communication systems, forensics.

Kenneth G. Hubbard, Ph.D. (agricultural meteorology), Utah St., 1981, Professor, Director of High Plains Climate Center—Environmental instrumentation

Merlin P. Lawson, Ph.D. (geography), Clark, 1973, Professor, Department of Geosciences—Pleistocene and historic environments, climate change, dendroclimatology.

Mark J. Lynott, Ph.D. (anthropology), Southern Methodist University, 1977, Adjunct Assistant Professor Chief, NPS Midwest Archeological Center—Conservation archeology, Eastern U.S.

Gary E. Moulton, Ph.D. (history), Oklahoma State, 1973, Professor, Center for Great Plains Studies—Editor of Lewis and Clark Expedition journals.

Vergil Noble, Ph.D. (anthropology), Michigan State 1983, Adjunct Assistant Professor, N.S. Midwest Archeological Center—Historic archeology, Eastern U.S.

Alan J. Osborn, Ph.D., (anthropology), New Mexico 1977, Adjunct Assistant Professor—Archeology, CRM, maritime adaptations, evolitional ecology, Plains, Southwest.

Stanley M. Parks, M.A., (anthropology), University of Nebraska 1992, Research Archeologist—CRM, prehistoric and historic archeology, Great Plains, intermountain, site formation, computerized mapping and illustration.

Albert Peters, Ph.D. (geography), Nebraska 1989, Geoscientist, Center for Advanced Land Information Technologies (CALMIT)—GIS, remote sensing.

Clinton M. Rowe, Ph.D. (climatology), Delaware, 1988, Associate Professor, Department of Geosciences—Physical meteorology/climatology, atmosphere/biosphere interactions, climate modeling.

Douglas Scott, Ph.D. (anthropology), Colorado 1977, Adjunct Professor, Great Plains Program Leader, N.S. Midwest Archeological Center—Historic archeology, forensics, Plains, Southwest.

Shashi B. Verma, Ph.D. (agricultural meteorology), Colorado St., 1971, Professor, Director of Center for Laser-Analytical Studies of Trace Gas Dynamics—Microclimate, biological environment, micrometeorology.

Elizabeth A. Walter-Shea, Ph.D., (agricultural meteorology), Nebraska, 1987, Associate Professor, School of Natural Resource Sciences—Microclimate, biological environment.

Albert Weiss, Ph.D. (agricultural meteorology), Cornell, 1975, Professor, School of Natural Resource Sciences—Agricultural climatology.

Donald A. Wilhite, Ph.D. (agricultural meteorology), 1975 Nebraska, Professor, Director of International Drought Information Center and the National Drought Mitigation Center—Climate and society.

John R. Wunder, Ph.D. (history), Washington, 1974, Professor, Department of History—American history, Great Plains history, Native American history, history of law.
ANTHROPOLOGISTS IN OTHER DEPARTMENTS
James Gunnerson, Ph.D. (anthropology), Harvard 1963, Professor Emeritus, University of Nebraska State Museum–Archeology, Plains, Southwest.
John Weymouth, Ph.D. (anthropology), California 1951, Professor Emeritus, University of Nebraska Physics and Astronomy–Archeophysics, remote-sensing, Plains.

B. Program Goals
The Blue Sky Committee's recent report on Intellectual Engagement and Achievement at UNL recognizes the reciprocal interactions between the missions of teaching, research, and outreach. As the only PhD granting Geography program in Nebraska, that is also our own overall intellectual goal: to continue to produce first-rate research, to feed it back into our undergraduate and graduate teaching (which in turn becomes a forum for developing the research), and to take the information into the community and region. It is difficult to prioritize objectives within this overall goal because, as the Blue Sky Committee's report puts it, they form a "seamless whole," but here are our main challenges and objectives for the next few years:

- Establish a close association with Anthropology without producing a fusion: our programs will remain separate and distinctive. Administratively we have already achieved much. The indigenous peoples specialization in Anthropology within the Geography PhD will cultivate intellectual common ground and give Anthropology graduate students an opportunity to continue their education here to the doctorate. The demand is high. In the future we hope to add an archaeology/GIS/cartography specialization, for which demand is also high. Creation of courses at the intersection of Anthropology and Geography - for example, Geography 931: Comparative Studies in the Dispossession of Indigenous Peoples - is another way to forge links between the discrete programs in Geography and Anthropology.

- In our undergraduate program, to increase visibility and expand the number of majors. We can achieve this by continuing to give our majors a sound liberal education in Geography ("bringing the world to them") while also providing them with the cartographic and GIS skills that are demanded in the job market. Our assessment results indicate we do well in meeting these objectives, but this combination of comprehensive education and technical skills (which is also highlighted in the Blue Sky Committee report) must continue to be a priority. We should advertise our success, and together with word of mouth this should result in an increase in the number of majors, an increase already seen in 2002-2003.

Also in the undergraduate program, we need to continue our practice of personalizing the advising process. Students deserve this attention, and, again, such efforts might attract majors. The work of the Geography Student Organization, which includes graduates and undergraduates, has been very important in creating a hospitable environment within Geography, and this should be encouraged.

- In our graduate program a similar balance of liberal education and technical and analytical skills is our main priority. We want graduate students to know their subject in general (Geography 903: Seminar in the History and Philosophy of Geography, which
most graduate students take, serves as an integrating course here), but also have skills demanded in the work place, whether inside or outside academia. We have a good placement record, but this can always be improved. One innovative way we have used in achieving this instructional goal is to co-chair masters and PhD committees, in order to make the best use of faculty knowledge. This has been particularly successful where students have combined historical geography topics (such as the spread of frontier settlement) with advanced cartographic techniques such as animation.

An additional priority in our graduate program is to encourage students to publish from their papers, theses, and dissertations, in order to make them more attractive candidates for jobs. We have had considerable success in this endeavor, and our graduate students’ efforts have been rewarded with prizes and fellowships.

• Faculty research has also been recognized widely, especially our work within the regional context of the Great Plains. Our relations with the Center for Great Plains Studies are very close, and this is a connection we will keep strong. It is a priority to ensure that Geography at Nebraska is, among other achievements, nationally known as an important center for studying the Great Plains. But faculty must continue to publish actively in other areas of Geography too: this will increase our visibility in the profession and confirm that, despite the set-backs of the 1990s, Geography at Nebraska has much to offer.

• Another priority is to improve our record of acquiring grants. We have done quite well, though much of the grant money raised by Geography faculty members is actually attributed to the Center for Great Plains Studies. Bringing in outside money is an area we need to develop in the future more than we have done in the past.

• We can also do more in taking our knowledge into the community and region, though our accomplishments in these areas are considerable. Faculty have made presentations in many locations throughout the state and beyond in recent years, and the Geography Student Organization has received much attention for its program of drawing mural maps in schools in diverse locations. Geography awareness week also brings our message to the public.

• Actively work to diversify our faculty and student body. For example, it is important to have a woman on the faculty to serve as a model for female graduate students and, potentially, attract more women students into our program. Such recruitment of under-represented groups is an explicit goal of the Comprehensive Statewide Plan for Post-secondary Education, and we share that goal.

All these goals are hindered by the small size of our faculty and the concomitant demands of teaching, administration, research, and outreach that fall inordinately on us because we are so few. The chair of the Department of Anthropology and Geography, for example, is also the Geography undergraduate adviser, and one of our number is currently on 35 graduate student committees. Even one additional position would help, not least because there is great demand for additional regional geography courses (to fulfill our liberal education objective) and GIS.
expertise (to enhance our analytical mandate). An additional hire would also give us the opportunity to diversify our faculty by gender and/or ethnicity and certainly by age. We have had no opportunity to meet affirmative action employment goals because we have had no opportunity to hire! We have strived, through obtaining a fellowship in one case (a Hispanic PhD student) to support minority graduate students, and we have made a special effort to award teaching assistantships to well-qualified women; but 3 from 11 total (2003-2004 figures) is still not satisfactory. As of November 2003, 13 of 49 Geography undergraduates were women (this number reported by the College of Arts and Sciences) and there were 2 minority students. In the graduate program, of the 43 students registered in August 2003 (figures taken from SIS reports) 14 were women, and there were 3 minority students, all Hispanic. It is our hope that the Anthropology specialization in the Geography PhD program, focusing on indigenous peoples, will result in a substantial increase in the number of Native Americans in our program, and perhaps other Fourth World peoples from elsewhere.

C. Program Rationale

Within the limits of our resources, the Geography program strives to fulfill the conditions of the UNL Role and Mission Statement (see Appendix 1) and the recommendations of the Comprehensive Statewide Plan for Post-secondary Education. In both teaching and research we are committed to stressing the “international and multicultural dimensions” of Geography. This is a major part of what Geography is about: our introductory courses (Human Geography, for example, or the Geography of World Regions) are by definition explorations of the ways in which diverse societies perceive and use their environments and over time fashion their cultural landscapes. In our more advanced regional courses, dealing with Europe, Asia, and Latin America, we delve more deeply into these spatial, environmental, and cultural diversities as expressed locally and linked globally. It is vital that we sustain this regional dimension of our curriculum, not least because this is exactly what the Role and Mission Statement is advocating. Undergraduate assessment responses show that the regional and international dimensions of the major are the most popular; certainly regional classes always fill to the brim. Students are interested in how other peoples live their lives in places of their making, and we are committed to showing there are many legitimate ways to live on this earth. At the moment, however, our abilities to meet the demand are limited by the small number of faculty, and sometimes even when instructors are available the funds are lacking.

We also pursue understanding of multicultural and international dimensions in our research. For example, one faculty member is engaged in investigating similarities and differences in the dispossession of Native Americans and New Zealand Maori. He has undertaken primary research in the New Zealand national archives, lectured at various New Zealand universities, and addressed their government claims tribunal, the Waitangi Tribunal. We want to further develop our international connections, increase our publications in this area, and bring the knowledge back to our classrooms.

At the opposite scale we are committed to the land grant mandate, as outlined in the Role and Mission Statement, to study the “special character” of Nebraska and the Great Plains. This is one of our strengths. We teach classes in the Geography of Nebraska (Geography 370) and the Historical Geography of the Great Plains (Geography 334) that are integral not only to our own major, but also to majors in Education and Great Plains Studies. More advanced graduate
classes go into the geography of Nebraska and the Great Plains in greater depth. Nebraska and the Great Plains are the main regional focus of our research: Steven Lavin and Clark Archer, for example, are now working on an *Atlas of the Great Plains*, and David Wishart is just finishing up his decade-long editorship of the *Encyclopedia of the Great Plains* (to be published in August 2004). In all this research the diversity of the region—ethnic, cultural, economic, political—is stressed, as well as the factors of regional cohesion. Many of our students also set their research in this regional context, contributing to our reputation within the university and more widely within the profession as a leader in Great Plains Studies.

Our instructional programs strive to be consistent with the *State Comprehensive Plan* of the Nebraska Coordinating Commission for Postsecondary Education. We want to diversify. There have been attempts to hire a replacement faculty member to reactivate our Latin American Geography/remote sensing/GIS program. In the past, Fernando Echavarria performed that function by teaching a number of Latin American geography courses having a substantial GIS and remote sensing content, by basing his research in South America, and by attracting Latino students to the program as well as advising them. It was our belief at that time, and is still central to our educational philosophy, that the most significant way to insure student diversity is to provide faculty diversity. This program priority was in its initial stages when the Department of Geography was reorganized. Echavarria left UNL in 1997 after the reorganization. Since then, we have not been able to secure a replacement position from two different Deans of Arts and Sciences. Consequently, our initial success with our Latino diversity plan has been discontinued. After departmental reorganization, we proposed an opportunity hire for a female Ph.D. who filled a niche in our environmental/GIS emphasis. The request was not taken up.

Concerning connections with other postsecondary institutions, we have no specific agreement with schools outside of the University of Nebraska system. However, we do have a close relationship with the Department of Geography and Geology at the University of Nebraska-Omaha with whom we team-teach courses and share memberships and co-chairing of M.A. Advisory and Ph.D. Supervisory Committees. The Graduate College of the University of Nebraska has a blanket condition allowing transfer of credit from other postsecondary institutions. We frequently use these conditions to recruit students from those institutions.

Geography devotes a substantial amount of effort to the instructional use of computer mapping, remote sensing, GIS and statistical analysis software in the majority of our course offerings. We have two computer labs to that end. One of these labs provides a variety of commonly used software packages for student projects and for thesis and dissertation research. The other is designed to interface undergraduate course exercises with Internet informational resources. It is important to note that Geography classes are frequently held in computer labs, and that the labs are designed for both classroom activities and for independent student work on computers.

We have no off-campus courses of our own, but have a long history of designing and structuring Geography courses for UNL’s former Continuing Education Department.

Our partnerships with non-academic institutions are accomplished through the Department’s internship program, under the auspices of UNL’s Internship program, or through internships
offered by institutions themselves. There have been a substantial number of Geography internships administered in this way, including those through the National Geographic Society, National Oceanic and Atmospheric Administration, Gallup Organization, U. S. Soil Conservation Service, Midwest Archaeological Center, a number of Nebraska Natural Resource Districts, Nebraska Game and Parks Department, Nebraska State Dept. of Transportation, Lincoln Police Department, Lincoln Planning Department, and Lincoln Department of Parks and Recreation. Just this year (2004) one of our undergraduates, Jennifer Brackhan was awarded an internship with National Geographic.

Geography assessment methods and goals are given in Section IV C.

II. Program Activities

A. Academic Programs
   1. Degree Structure

Undergraduate

In order to earn a Bachelor of Arts or Bachelor of Science degree at the University of Nebraska–Lincoln with a major or minor in Geography, a successful student must satisfy both broad general education requirements for the College of Arts and Sciences, and specific major or minor requirements involving Geography in the Department of Anthropology and Geography.

General education requirements for students in the College of Arts and Sciences are designed to advance the purposes of general liberal education by encouraging study in several different areas, and providing some common undergraduate educational experience for all students across a wide range of majors. From a curricular perspective, the two main components of general education requirements involve Essential Studies (ES) Requirements, and Integrative Studies (IS) Requirements.

As set forth in the Undergraduate Bulletin, University of Nebraska–Lincoln, 2003-04 (pp. 125-131), ES requirements within the College of Arts and Sciences for a BA or BS degree involve academic advisor approved selections from college-wide listed courses in nine area categories. ES courses are mainly 100 to 200 level (freshman to sophomore), though some 300 to 400 level (junior to senior) courses also have been approved for ES requirements. The nine ES categories are as follows (with credit hour requirements in parentheses):

A. Communication (6 hrs BA or BS)
B. Mathematics and Statistics (3 hrs BA or BS)
C. Human Behavior, Culture and Social Organization (9 hrs BA; 6-9 hrs BS)
D. Science and Technology (10 hrs BA; 4 hrs BS)
E. Historical Studies (6 hrs BA; 3-6 hrs BS)
F. Humanities (3-6 hrs BA or BS)
G. Arts (3-6 hrs BA or BS)
H. Ethnicity and Gender (BA or BS 3 hrs)
I. Languages—Classical and Modern (BA or BS 0-16 hrs)
BS students also must complete at least 60 hours in the Scientific Base, which consists of both Area B "Mathematics and Statistics," and Area D "Science and Technology."

The additional IS requirement in the College of Arts and Sciences is a total of ten courses which have received approval from the College Curriculum Committee as ones which "engage students intensively . . . in writing, speaking, critical thinking, and the consideration of human diversity." Many IS approved courses are at a higher level than ES courses, since students must take at least one approved IS course each at 200, 300 and 400 levels. Some ES approved courses can also be used to satisfy IS requirements. Courses in a student’s major or minor which have been formally approved as containing relevant writing, speaking, critical thinking or human diversity components can also be used to satisfy College IS requirements.

The major in Geography consists of a minimum of 30 semester hours in Geography courses. All Geography majors are required to take a set of basic courses which total 21 semester hours, leaving an additional 9 hours of elective Geography courses needed to meet the 30 semester hour minimum total for course work in Geography. A minimum Geography major consists of the following course distribution:

<table>
<thead>
<tr>
<th>Requirements for Geography Major</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 120 Economic Geography or Geography 140 Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>Geography 155 Elements of Physical Geography</td>
<td>4</td>
</tr>
<tr>
<td>Geography 181 Quality of the Environment</td>
<td>3</td>
</tr>
<tr>
<td>Geography 272 World Regions</td>
<td>3</td>
</tr>
<tr>
<td>Geographic Techniques (e.g. cartography, GIS, remote sensing or spatial analysis)</td>
<td>6</td>
</tr>
<tr>
<td>Geography 402 Undergraduate Seminar</td>
<td>2</td>
</tr>
<tr>
<td><strong>SUBTOTAL  Basic Geography courses</strong></td>
<td><strong>21</strong></td>
</tr>
<tr>
<td>Elective Geography courses</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL  Geography Major courses</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

At least 14 semester hours out of the total of 30 semester hours required for the Geography Major must be in courses numbered 300 (junior level) or above. Many Geography majors choose to pursue a particular specialization in Geography by focusing their selection of elective Geography courses upon a particular sub-area of Geography. Several undergraduate specializations can be pursued under the supervisory guidance of the Geography undergraduate advisor. The undergraduate specializations currently offered by the department include cartography, environmental geography, geographical information processing (GIS), Great Plains studies, and historical geography. Other Geography Major concentrations also can be tailored to the needs of students who may in addition be seeking to satisfy the requirements for elementary or secondary teacher certification in Education, or perhaps to complete a dual major involving such related fields as Environmental Studies, Great Plains Studies or International Studies.
The minimum requirements for a minor in Geography can be summarized quite briefly. These minimum requirements are a total of 18 semester hours in Geography, including 10 semester hours in courses numbered 300 (junior level) or above. Students who complete a minor in Geography usually include basic survey courses such as Geography 140 Introductory Human Geography or Geography 155 Elements of Physical Geography as part of their curriculum. Geography Minor students also often take one or more geographical techniques courses such as Geography 217 Map and Air Photo Interpretation, Geography 317 Cartography, or Geography 412 Introduction to Geographic Information Systems. Additional courses needed to satisfy the overall Geography Minor requirements of 18 semester hours including 10 in courses numbered 300 or above are selected in relation to each student's overall objectives and under the guidance of the Geography undergraduate advisor.

In addition to serving the needs of Geography Major and Geography Minor students, a large proportion of all Geography courses also serve important roles in the broader undergraduate curricula of one or more colleges at the University of Nebraska–Lincoln. At the most basic level, several Geography courses have been approved to satisfy General Education Requirements of the College of Arts and Sciences, as well as other colleges. Indeed, this role can be identified as one with ancient roots, since the intellectual discipline of geography has served as an integral component of general education since classical times, when the great Alexandrian Greek scholars Eratosthenes, Strabo and Ptolemy wrote and taught about geography as earth description.

In the modern undergraduate curricula of the University of Nebraska, twelve Geography courses are offered by the Department of Anthropology and Geography, including Geography 140 Introductory Human Geography, Geography 181 Quality of Environment, Geography 271 Geography of the United States, Geography 272 Geography of World Regions, Geography 361 Urban Geography, and Geography 378 Geography of Latin America are listed as approved selections under the Area C "Human Behavior, Culture and Social Organizations" General Education Requirements of nine or more colleges, including Arts and Sciences, Architecture, Business, Engineering, Fine and Performing Arts, Journalism and Education. In addition, Geography 155 Elements of Physical Geography can be used to satisfy ES requirements under Area D "Science and Technology;" Geography 334 Historical Geography of the Great Plains can be used to satisfy ES requirements under Area E "Historical Studies"; and Geography 375 Geography of Asia, and Geography 378 Geography of Latin America can be used to satisfy ES requirements under Area H "Race, Ethnicity and Gender." Moreover, a total of 18 Geography courses have been approved as having the necessary writing, speaking and analytical components needed to satisfy Integrative Studies (IS) requirements.

It is also important to recognize that many undergraduate Geography courses serve as integral components of various major, minor or certification programs which are outside of the Department of Anthropology and Geography. Without being entirely exhaustive, the following external curricular roles can be identified.

Elsewhere in the College of Arts and Sciences, Geography 375 Geography of Asia can be taken to fulfill a minor requirement in Asian Studies; Geography 140 Introductory Human
Geography, Geography 361 Urban Geography, and Geography 406 Spatial and Environmental Influences in Social Systems are listed as "Foundation Courses" for the minor in Community and Regional Planning; Geography 242 Geographical Background to World Affairs is listed among the requirements for the minor in Conflict and Conflict Resolution Studies; Geography 181 Quality of Environment, Geography 317 Cartography, Geography 412 Introduction to Geographic Information Systems, and Geography 418 Introduction to Remote Sensing are listed as "Core Courses" or "General Collateral Courses" for the major in Environmental Studies, and well over a dozen other Geography courses also are listed as components of the "Geography Emphasis in Environmental Studies (BA and BS degrees)"; Geography 272 Geography of World Regions, Geography 372 European Landscapes and Cultures, and Geography 374 Geography of Russia are listed as "Core" or "Elective" courses for the major in European Studies; Geography 334 Historical Geography of the Great Plains is listed as a "Core" course, and Geography 370 Geography of Nebraska is listed as one of the "Courses at Large" for the major in Great Plains Studies; Geography 140 Introductory Human Geography is a "Core" course for the major and for the minor in International Studies, and a half-dozen other Geography courses also are listed among recommended electives for International Studies students; also within Arts and Sciences, Geography 378 Geography of Latin America is listed among requirements for the major in Latin American Studies.

Several Geography courses, some of which are cross-listed in various ways, can be found cited under requirements or electives for several programs in the College of Agricultural Sciences and Natural Resources, including Geography 155 Elements of Physical Geography, Geography 308 Biogeography, Geography 318 Aerial Photography in Land and Water Use, Geography 412 Introduction to Geographic Information Systems, Geography 418 Introduction to Remote Sensing, Geography 419 Applications of Remote Sensing in Agriculture and Natural Resources, and Geography 481 Water Resources Seminar. In the College of Business Administration "Geography" appears among the recommended "Minors Outside the College" as well as among alternatives for general education requirements. "Geography" also appears among "Approved Minors" as well as alternatives for general education requirements for the College of Engineering and Technology. Geography courses also can be found among listed ways of satisfying general education requirements for the College of Fine and Performing Arts, and the College of Journalism and Mass Communications.

Finally, Geography courses appear several times in the Undergraduate Bulletin, University of Nebraska—Lincoln, 2003-2004 in relation to Teachers College requirements or recommendations. Geography 140 Introductory Human Geography, Geography 271 Geography of the United States, and Geography 272 Geography of World Regions are listed among only five alternatives—the two others are Political Science courses—from which to select to satisfy a 6-hour requirement in "Human Behavior, Culture and Social Organization" needed to earn a Bachelor of Science in Elementary Education. At the secondary level, "Geography and History" is one of the "Endorsement" options for the Bachelor of Science in Secondary Education. Well over a dozen different Geography courses are listed among the "Geography and History" Secondary Education Endorsement requirements. Geography courses also appear under the requirements for a Secondary Education Endorsement in "Social Science."
Graduate

Advanced graduate degrees in Geography can be earned at the University of Nebraska-Lincoln at the levels of both Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.). And—just as at the undergraduate level—Geography courses often appear as requirements or electives for other units or colleges within the university.

The Graduate Program in Geography is supervised by the Geography Graduate Committee. Members of the Geography Graduate Committee include all members and fellows of the University of Nebraska Graduate Faculty in the Geography program of the Department of Anthropology and Geography, plus several other interested and active Graduate Faculty members and fellows from the Anthropology Program of the Department of Anthropology and Geography, and from the Department of Geosciences, both in the College of Arts and Sciences, from the Center for Advanced Land Management Information Technologies (CALMIT) in the School of Natural Resource Sciences, and from the Department of Community and Regional Planning in the College of Architecture. All members of the Geography Graduate Faculty are eligible to serve on Geography Graduate Student Supervisory Committees. Most Geography graduate courses (800 level or above) are taught by members of the Geography Graduate Faculty who are in the Geography Program of the Department of Anthropology and Geography, though some are taught—perhaps with cross-listed course numbers—by members of the Geography Graduate Committee whose appointments are in other academic units. All graduate teaching assistantships and most graduate research assistantships held by Geography graduate students are administered and supervised under the Geography program of the Department of Anthropology and Geography within the College of Arts and Sciences.

Geography M.A. and Ph.D. degrees are offered within the Geography graduate program of the Department of Anthropology and Geography. GRE exam scores (verbal and written) are required for graduate admission. Applicants either should have earned a prior degree in Geography, or be prepared to take a prescribed set of essential Geography prerequisite courses which are essential background to Geography graduate courses. About 75% of applicants who are accepted for graduate study in Geography arrive with previously earned degrees in Geography.

Geography graduate degree programs within the Department of Anthropology and Geography emphasize human-cultural geography, regional geography (especially Great Plains), geographic information analysis which spans GIS, remote sensing, cartography and spatial analysis, person-environment behavior and relations, anthropology, and community and regional planning. Students can elect to follow a course of graduate study in Geography which is specifically tailored to their own particular interests, or they can select from one of several Graduate College approved Graduate Specializations in Geography. Currently there are nine Graduate College approved Graduate Specializations in Geography; these include: Anthropology–Indigenous Peoples (doctoral level only); Climatology; Community and Regional Planning (doctoral level only); Environmental Geography; Environmental Studies; Great Plains Studies; GIS/Cartography/Remote Sensing; International Human Rights and Diversity; and Water Resources Planning and Management (masters level only). When successfully completed, a Graduate College approved Specialization in Geography is explicitly indicated on a student’s official graduate transcript.
Masters-level graduate students in Geography are expected to have a background in undergraduate Geography courses. Students lacking such background are required to take from one to four undergraduate courses in Geography as prerequisites for the Geography graduate courses in their particular program of study. Students do not receive graduate course credit for undergraduate courses, so that such courses are not included in the minimum 30 credit-hour graduate coursework requirement for an M.A. degree.

M.A. students are assigned a temporary advisor upon admission to the Geography graduate program, which is expected to last about two years or four semesters. M.A. students must choose and be accepted by a permanent advisor before the end of their second semester, though most do so before the end of their first semester. Then, in consultation with the advisor the student selects members of a Supervisory Committee composed of at least three graduate faculty members or fellows (including the advisor). (Note: The distinction between graduate faculty member and fellow has recently been erased, but the old language is retained here because that is how the system has operated.) A majority of a student’s Supervisory Committee must be members of the Geography Graduate Committee. The membership of an M.A. student’s Supervisory Committee must be approved by the Geography Graduate Committee and by the Dean of the Graduate College. After the Supervisory Committee has been established and before one-half of the course-work needed for the M.A. degree has been completed, each M.A. student must develop a Memorandum of Courses. The Memorandum of Courses must receive the formal approval of the student’s Supervisory Committee, the chair of the Geography Graduate Committee, and the Dean of Graduate Studies. Any later changes to the Memorandum of Courses must be approved by the Supervisory Committee, the chair of the Geography Graduate Committee, and the Dean of Graduate Studies.

All M.A. students are required to take a minimum of 8 credit-hours of graduate-level-only course-work. These are 900-level courses, or 800-level courses which do not have a 400-level (undergraduate senior-level) counterpart. All other courses are selected in consultation with the student’s graduate advisor, subject to the rules, regulations, requirements and recommendations of the University of Nebraska–Lincoln Graduate College as described in the Graduate Studies Bulletin, and the Geography Graduate Committee as described in the Department of Anthropology and Geography Graduate Programs in Geography: Requirements and Guidelines.

A student can pursue an M.A. in Geography under one of three programs: Option I, Option II, or Option III. Most students are expected to follow Option I, which requires an M.A. thesis. Option II is a non-thesis alternative designed for students who do not intend to pursue Geography graduate study beyond a masters-level. Option III is an accelerated non-thesis alternative designed for students whose overall goal is a doctoral-level degree in Geography. Option III is available only to students who have completed one full year of Geography graduate study at an exemplary level of performance and have applied for and received formal approval for an Option III program from the full Geography Graduate Committee.

The Option I-M.A. thesis program is designed for students who are preparing for careers in research and scholarly work or in college or university teaching. An Option I student must earn a minimum of 30 semester hours of graduate credit, consisting of 20 to 24 hours of graduate
course-work, and present and successfully defend an M.A. thesis equivalent to 6 to 10 credit-hours of work. At least half of the 30 credit hours must be in Geography graduate courses, and at least 8 must be in courses open only to graduate students. Up to 12 hours of M.A. level course credits can be transferred from other colleges or universities, subject to the approval of the student’s Advisory Committee and the University of Nebraska–Lincoln Graduate College. Such course transfer is particularly expeditious from other University of Nebraska units including the University of Nebraska–Omaha (UNO), since Graduate Faculty Members or Fellows at each unit are Members of the common system-wide University of Nebraska Graduate Faculty. Indeed, it is by no means unusual for UNL Geography Graduate Faculty to serve on Geography graduate students’ Graduate Supervisory Committees at UNO, or vice-versa.

Completion of an Option I-M.A. program requires successful completion of the necessary minimum of 30 semester hours of work. In addition, the student must pass a written comprehensive examination, based on 1 or 2 fields as approved by the student’s Supervisory Committee. The Supervisory Committee can also require an oral comprehensive examination. In addition, the student must complete an acceptable written thesis and succeed in an oral defense of the thesis. Procedures for the defense and acceptance of the thesis must follow Graduate College regulations and deadlines.

The non-thesis Option II-M.A. program for students not intending to pursue a research or academic career requires a minimum of 36 semester hours of coursework. Usually, 18 or more of the 36 semester hours must be in Geography, with an additional 9 credit hours from one outside minor department. Alternatively, an Option II student can take at least 15 hours in Geography, and at least 9 credit hours in each of two minors. The first alternative is often followed by students intending technical careers in cartography, GIS or remote sensing, while the second alternative is often more attractive to students intending careers in secondary-level education. At least 12 credit hours of the 36 credit hour minimum must be in courses at the 800 or 900 level which are open only to graduate students.

Completion of an Option II program requires successful completion of a minimum of 36 semester-hours of course-work. In addition, Option II students are required to pass a written examination, which is based on 2 fields in Geography plus the minor field(s), and also to pass an oral comprehensive examination, which is conducted by the members of the student’s Supervisory Committee.

The accelerated Option III-M.A. program is intended only for those rare students whose exemplary level of performance in the first year of their masters-level program leads members of their Supervisory Committee to expect the student will succeed academically beyond the masters-level. Such students—who seem to matriculate about once or twice per decade—must petition for and receive formal approval from the overall Geography Graduate Committee before being admitted into an Option III-M.A. program. Under Option III, a student must complete a minimum of 36 semester hours of coursework, including at least 18 credit-hours in Geography courses, and at least 18 credit hours in courses open exclusively to graduate students.

Instead of a thesis, an Option II student must write and submit a solely authored research-based manuscript to a nationally or internationally refereed scholarly journal. The paper must be
considered publishable by the student’s Supervisory Committee before submission. An Option III student also must pass a written comprehensive examination based on 1 or 2 fields in Geography, and in addition pass an oral comprehensive examination based on the student’s course-work and research.

An M.A. student who receives two unsatisfactory grades will be withdrawn from the Geography graduate program. Following Graduate School guidelines, unsatisfactory grades are defined as:

1. Grades lower than B in 400/800 level courses in Geography.
2. Grades lower than C or lower than P (Pass) in 400/800 level courses in a student’s minor, collateral or supporting areas of work.
3. Grades lower than C in 900 level courses or in 800 level courses that do not have 400 level counterparts.

In addition, it is within the discretion of an M.A. student’s Supervisory Committee to recommend that a student be withdrawn from the program if the student should fail either the written comprehensive examination or the oral comprehensive examination, or be unable to make satisfactory progress toward completing the thesis or research requirements for the M.A. degree.

M.A. students can request reinstatement to the Geography graduate program by submitting a written petition to their advisor. The advisor must then convey the student’s petition along with her/his recommendations to the Geography Graduate Committee. Reinstatement requires a majority vote of the Geography Graduate Committee, and the approval of the Graduate College.

Students accepted into the Geography graduate program at the Ph.D. or doctoral level ordinarily are expected to have previously satisfied course-work and research requirements equivalent to an Option I or an Option III M.A. degree in Geography at the University of Nebraska–Lincoln. Ph.D. students lacking such background are required to complete any necessary lower-level prerequisite course(s) before taking more advanced course(s) for which the prerequisite course(s) may be needed. Ph.D. students do not receive graduate credit for undergraduate courses, so that such courses do not count toward the minimum 90 credit-hour Ph.D. program. However, graduate course credit-hours taken at the master’s level may count toward the 90 credit-hour Ph.D. minimum, depending upon Graduate College policies and the recommendations of the student’s Ph.D. Supervisory Committee. The residency requirement for the Ph.D. is 27 semester hours of graduate work (excluding dissertation hours unless approved by the Graduate Dean) within a consecutive 18 month period or less (Graduate Studies Bulletin, University of Nebraska–Lincoln, 2002-2004, pp. 17-20). The time-limit on granting the Ph.D. degree is 8 years following the filing of a student’s approved Memorandum of Courses at the Graduate College.

Geography Ph.D. students are assigned a temporary advisor upon admission to the Geography graduate program. Ph.D. students are expected to select and be accepted by a permanent advisor before the end of their second semester. The permanent advisor must be associated with the geographic field or fields in which the student intends to specialize. More
formally, the permanent advisor must be a Graduate Faculty Fellow who is a Member of the Geography Graduate Committee. The permanent advisor becomes chair of the student’s Ph.D. Supervisory Committee, after the membership of the Supervisory Committee has been approved by the Geography Graduate Committee.

A strong incentive to select an advisor and form a Ph.D. Supervisory Committee at an early stage is the general Graduate College requirement that at a Ph.D. student’s Supervisory Committee must be formed and approved by the Geography Graduate Committee and by the Dean of Graduate Studies before 45 credit-hours or one-half of the Ph.D. credit hours—exclusive of dissertation and “Research Tools” credit hours—have been completed. The Ph.D. Supervisory Committee is composed of at least four members, who include:

1. The Chair, who is also the student’s permanent advisor, and who must be a Geography Graduate Committee Member and also a Graduate College Fellow.
2. Two additional members of the Geography Graduate Committee, at least one of whom must be a Graduate College Fellow.
3. One Graduate College Fellow from outside the Geography graduate program.

A Ph.D. Supervisory Committee can and often does exceed the four member minimum size, subject to the restriction that a majority of members of a student’s Geography Ph.D. Supervisory Committee must be members of the Geography Graduate Committee. The selection of an advisor and the membership of the Supervisory Committee must be approved by a vote of the Geography Graduate Committee, and by the Dean of Graduate Studies of the Graduate School of the University of Nebraska–Lincoln. Any changes in the membership of a Ph.D. student’s Supervisory Committee also must be approved by vote of the Geography Graduate Committee, and by the Dean of Graduate Studies.

Once the composition of the Supervisory Committee has been approved, the Ph.D. student’s next important step is to formalize a Program of Studies for the Doctoral Degree. The Program of Studies is created under the guidance and is subject to the approval of the Supervisory Committee. The Program of Studies also requires the approval of the Dean of Graduate Studies. Courses to be included in the student’s program as “Major” and “Minor or Related Courses” are listed explicitly, as are a related set of four or more courses needed to satisfy “Language, Research Tool or Collateral Field Requirements.” Courses in foreign languages, mathematics or statistics, cartography, remote sensing, economics, agriculture, written expression, or other fields which will help to equip a particular student with research skills relevant to that student’s own research interests are examples of the kinds of courses likely to be included under the “Research Tools” requirement. Academic flexibility in light of a student’s interests is appropriate for the “Research Tools” requirement. For example, a set of “Research Tools” courses appropriate for a student whose main focus in human geography or regional geography might be chosen from among geography courses involving cartography, GIS, remote sensing, or statistical techniques in geography. In contrast, “Research Tools” courses appropriate for a student specializing in cartography, remote sensing or GIS might well involve courses in mathematics, statistics or computer science.
Ph.D. students also are required to take a minimum of 8 non-thesis credit hours in 800- or 900-level courses which are open only to graduate students. There are no required courses, although History and Philosophy of Geography (Geography 903) is encouraged and taken by a large number of Ph.D. students.

Courses selected for the Ph.D. program are selected to provide considerable depth in the student’s primary and secondary fields of specialization in Geography, subject to the following guidelines or requirements:

1. Total doctoral course-work is usually about 36 credit-hours, excluding dissertation and research tool credit-hours. Supervisory Committees determine the actual number of required hours, based upon Graduate School requirements, the depth of a student’s prior education, and the student’s current needs.
2. At least half of all credit-hours must be in Geography courses.
3. Related courses in one or more minor fields outside Geography are highly recommended, and should be selected to strengthen the fields of specialization in Geography.
4. Up to 15 hours of post-M.A. work can be transferred from other schools or departments, subject to the approval of the Supervisory Committee and the Graduate School.
5. The Ph.D. residency requirement must be met by taking 27 hours of graduate coursework at the University of Nebraska–Lincoln within an 18 month period, of which no more than 9 credit hours can be taken in summer sessions.

Student needs sometimes change during the course of their graduate education. In order to accommodate such changes, procedures are available to alter the composition of a student’s Supervisory Committee, or to revise a student’s Program of Studies. Changes in the membership of a Ph.D. student’s Supervisory Committee require the approval of the Geography Graduate Committee. Changes to a student’s previously established Program of Studies for the Doctoral Degree require the approval of the student’s Supervisory Committee and also the approval of the Dean of the Graduate Studies.

Ph.D. students must pass written and oral comprehensive examinations before being admitted to Candidacy for the Ph.D. degree. The Supervisory Committee, particularly the advisor, is responsible for the administration of both the written and the oral comprehensive examinations. Normally, written questions are submitted by each member of the Supervisory Committee. At minimum, at least two Geography Graduate Committee Members who are members of the student’s Supervisory Committee submit questions for the written comprehensive examination. Although the Geography Graduate Committee has not established a formal time limit for the written comprehensive examination, Ph.D. students usually face questions for the written comprehensive examination over the course of a two-to-five-day time span.

In grading the written comprehensive examination required for Ph.D. candidacy, the student’s Supervisory Committee can call on any member or fellow of the Geography Graduate Faculty, though questions are usually graded by the same Supervisory Committee Member who submitted them. Only members of a student’s Supervisory Committee can vote on whether a student has passed or failed the written comprehensive examination. A student failing one-half or less of the written comprehensive examination will normally be required to retake only those
portions of the examination which were not passed. Students failing more than half of the written comprehensive examination can be required to retake the entire examination. It is within the Supervisory Committee's charge to recommend dismissal from the Ph.D. program if a student fails more than half of the written comprehensive examination.

The oral comprehensive examination is held after the student has passed the written comprehensive examination. The contents of the oral comprehensive examination are at the discretion of the Supervisory Committee, but normally major portions of the oral comprehensive examination are devoted to the student's specializations and to expected dissertation research. The oral comprehensive examination is conducted as an open forum, in which other persons, including other members of the Geography Graduate Committee who are not members of the student's Supervisory Committee, are welcome to participate. However, only members of the student's Supervisory Committee can participate in the formal closed-session vote on whether the student has passed or failed the oral comprehensive examination. It is within the Supervisory Committee's charge to recommend dismissal from the Ph.D. program if a student fails the oral comprehensive examination. The Supervisory Committee is responsible for formally reporting the results of the comprehensive examination to the Graduate College as expeditiously as possible.

Upon successful completion of the "Research Tool" requirements and passage of the written comprehensive examination and the oral comprehensive examination, the Supervisory Committee will recommend that the student be admitted to Ph.D. Candidacy, by submitting an "Admission to Ph.D. Candidacy" form to the Graduate School. This form must be filed with the College of Graduate Studies at least 7 months prior to the oral defense of the Ph.D. dissertation.

The final requirement for the Ph.D. degree in Geography is the preparation and successful defense of a Ph.D. dissertation. The topic for the dissertation will reflect the student's specializations in Geography, and be selected under the guidance and advice of the student's advisor and of other members of the Supervisory Committee. After tentative approval of the topic, research problem, methodological approach, and working bibliography by the advisor and the other members of the Supervisory Committee, the student must prepare a formal Dissertation Proposal, which is orally presented at an open Geography General Seminar. A majority of the student's Supervisory Committee must express written "Approval for Presentation" before the Geography General Seminar presentation can be scheduled. However, such approval does not signify that the Dissertation Proposal has been approved, but only that it has become ready for open discussion. Written copies of the proposal are required to be made available to all faculty who are members of the Geography Graduate Committee and also to all Geography Graduate Students at least one week prior to the Geography General Seminar meeting in which the Dissertation Proposal is presented and discussed. Participation in the Geography General Seminar is open to all interested parties. However, only the Supervisory Committee meeting in closed session following the Geography General Seminar will accept, reject, or conditionally accept the Dissertation Proposal. Once the Dissertation Proposal has been approved, the student is expected to complete the dissertation research and writing as expeditiously as possible. The advisor and Supervisory Committee continue to guide and monitor the Ph.D. Candidate throughout the progress of the dissertation research.
After the research has been completed and written, and after the advisor has given preliminary approval to the dissertation, copies of the dissertation must be given to other readers on the Supervisory Committee for their evaluations, and for their comments upon and recommendations for modifications. After revisions have been undertaken in response to the comments and recommendations of each of the readers, the advisor and all readers will again evaluate the dissertation. After the advisor and two readers have given their preliminary approval of the revised dissertation manuscript, copies of the revised dissertation are given to all members of the Supervisory Committee. After the preliminary approval of the entire Supervisory Committee, copies of the dissertation are made available to any interested party, and an open oral dissertation defense is scheduled at a date at least one week following the open availability of written copies of the dissertation. Any student or faculty member at the University of Nebraska–Lincoln, or any other interested person can attend and actively participate in discussion at an oral dissertation defense. Following the oral dissertation defense, the Supervisory Committee will meet as soon as possible in closed session to decide whether the dissertation is acceptable, conditionally-acceptable subject to minor revisions, or unacceptable. Once again, it is within the Supervisory Committee’s charge to recommend dismissal from the Ph.D. program, if the written dissertation and the oral defense of the dissertation are beneath academically acceptable standards, though such dismissal is highly unlikely at this stage. More likely, the Supervisory Committee will require the completion of additional research and further revision of the dissertation manuscript. Usually after the oral dissertation defense, however, it is the grateful obligation of Supervisory Committee to give their recommendation to the Graduate College that the Ph.D. candidate has satisfied all requirements for the degree. Then, provided that the candidate has no outstanding library fines or other such obligations to settle, copies of the newly approved dissertation are proudly deposited in Love Library and in the office of the Department of Anthropology and Geography, and the once Ph.D. candidate becomes a Ph.D. graduate in Geography of the University of Nebraska–Lincoln. If the new Ph.D. graduate has completed one of the Graduate College approved Graduate Specializations in Geography mentioned above, then this fact is recorded on the graduate transcript, along with notification of a Ph.D. major in Geography, and the title of the successfully completed dissertation.

A Ph.D. student taking coursework who receives two unsatisfactory grades will be withdrawn from the Geography graduate program. Following Graduate School guidelines, unsatisfactory grades are defined as:

1. Grades lower than B in 400/800 level courses in Geography.
2. Grades lower than C or lower than ‘P’ (Pass) in 400/800 level courses in a student’s minor, collateral or supporting areas of work.
3. Grades lower than C in 900 level courses or in 800 level courses that do not have 400 level counterparts.

In addition, at the discretion of a Ph.D. Supervisory Committee can recommend that a Ph.D. student be dismissed from the Ph.D. program prior to achieving candidacy for the Ph.D. degree if the student were to fail the written comprehensive examination or the oral comprehensive examination required for Ph.D. candidacy. After achieving Ph.D. candidacy, the Supervisory Committee can recommend that a student be dismissed from the program if the student is unable to achieve progress on the doctoral dissertation or fails the oral dissertation defense.
Ph.D. students can request reinstatement to the Geography graduate program by submitting a written petition to their advisor. The advisor must then convey the student’s petition along with her/his recommendations to the Geography Graduate Committee. Reinstatement requires a majority vote of the Geography Graduate Committee, and the approval of the Graduate College.

Content of the Geography Curriculum

The Geography program of the Department of Anthropology and Geography offers a range of courses at both undergraduate and graduate levels. In the Undergraduate Bulletin, University of Nebraska–Lincoln, 2003-04 (pp. 165-167) undergraduate Geography courses are organized and listed by their level of instruction and by their focus on various aspects of Geography. Undergraduate Geography courses are numbered in 100-199, 200-299, 300-399 or 400-499 ranges, in order to signify instructional rungs which range from freshman-level survey courses to senior-level advanced courses.

In addition, undergraduate Geography courses are grouped under several main subheadings to indicate their focus on various aspects of Geography. A traditional geographical division between “systematic” or “topical” geography and “regional” geography is reflected in the topical subheadings of “Human-Economic Geography” and “Physical Geography,” and the regional subheading of “Regional Geography.” “Introductory Human Geography,” “Quality of the Environment,” “Urban Geography” and “Political Geography” are illustrative course titles under the “Human-Economic Geography” subheading. Illustrative course titles under the “Physical Geography” subheading include “Elements of Physical Geography,” “Biogeography,” “Climate and Society,” and “Dynamic Meteorology.” It should be acknowledged that many “Physical Geography” courses are cross-listed as Meteorology courses in the Department of Geosciences in the College of Arts and Sciences and/or as Natural Resources courses in the College of Agricultural Sciences and Natural Resources. Such cross-listed courses can be taken for credit under any of their respective labels, and can be taught by faculty associated with any of the cross-listed departments or colleges. Among “Human-Economic Geography” courses only one is cross-listed, namely the “Pro-seminar in International Relations” which can be taken for credit under any of several departments, including Anthropology, Economics, Geography, History and Political Science.

Whereas courses under the “Human-Economic Geography” or “Physical Geography” subheadings focus on geographical aspects of particular components of human society or of the natural environment across a broad range of geographical settings, courses under the “Regional Geography” subheading address geographical realms which exhibit distinctive human and environmental characteristics. Illustrative course titles include “Geography of Nebraska,” “Geography of the United States,” “Geography of World Regions,” and “Geography of Asia.” Several “Regional Geography” courses are cross-listed with other departments or colleges, such as “Introduction to Great Plains Studies,” “Seminar in Great Plains Studies,” and “Pro-seminar in Latin American Studies.” Whether explicitly cross-listed or not, virtually every one of the “Regional Geography” courses can be found to serve an important role in the curriculum of at least one additional department or unit outside of the Department of Anthropology and Geography, such as, for example, in Great Plains Studies, International Studies, or Teachers College. Regional courses invariably fill to capacity.
The final major Geography subheading in the *Undergraduate Bulletin, University of Nebraska–Lincoln, 2003-04* is ‘Techniques.’ Illustrative course titles include “Map and Air Photo Interpretation,” “Cartography,” “Quantitative Methods in Geography,” “Introduction to Geographic Information Systems,” and “Applications of Remote Sensing in Agriculture and Natural Resources.” Several of the Geography “Techniques” courses, particularly ones which involve the use of computer-based Geographic Information Systems or applications of remote sensing imagery captured from aircraft or satellite platforms, are cross-listed as Geosciences or Natural Resources courses. These as well as some of the Geography “Techniques” courses which are not cross-listed often are taught by faculty associated with CALMIT, the Center for Advanced Land Management Information Technologies which is in the Conservation and Survey Division of the Institute of Agriculture and Natural Resources and which is in turn affiliated with the School of Natural Resource Sciences. Knowledge and skills in mapping sciences, which include cartography, Geographic Information Systems and remote sensing, is becoming increasingly important in a vast number of fields, including agriculture, epidemiology, environmental hazard assessment, demographics, international affairs, law enforcement, marketing, medical services, military affairs, municipal services, tax administration, transportation, and water resources, to name just a few.

Geography courses at different instructional levels are designed to contribute to undergraduate or graduate education with varying degrees of emphasis on the needs of students at introductory through advanced stages of higher education (Appendix 2). Introductory survey courses at the 100 level are designed with the broad goals of general undergraduate education in mind. One or more sections of Geography 140 Introductory Human Geography, and Geography 155 Elements of Physical Geography are taught each semester and also at least once during summer sessions. These are large enrollment courses which satisfy “Essential Studies” or “Integrative Studies” general education requirements of all undergraduate colleges of the University of Nebraska–Lincoln. They also are required prerequisite courses for Geography majors or minors, and are recommended or required for students in some other undergraduate programs, such as elementary or secondary education, international studies, or environmental studies. Topics addressed in Geography 140 include the geographical patterns of culture, language, population, politics and urban and rural settlement. Topics addressed in Geography 155 include the geographical patterns of climate, land-surface morphology, soils, hydrology and plant and animal life. Although somewhat more specialized, Geography 120 Introductory Economic Geography, and Geography 181 Quality of the Environment also are offered with considerable frequency as survey courses which focus on the geography of economic activities, including agriculture, industry and services, or upon human uses of and interactions with the natural environment, including land, water and air. As an indication of the continuing importance of geography in the broader undergraduate curriculum, an average of about 64% of all Geography student credit hours at the University of Nebraska–Lincoln are accounted for by students taking one or more of the 100 level introductory survey courses in Geography.

An average of about 22% of all Geography student credit hours at the University of Nebraska–Lincoln involve students taking Geography courses at 200 or 300 levels. Courses at these levels can be thought of as “intermediate” or “advanced survey” courses, in the sense that they emphasize greater focus on particular topics or regions, but usually do not go beyond
intermediate levels of technical complexity. Illustrative titles of systematic Geography courses at these levels include Geography 283 Space, the Environment and You, Geography 334 Historical Geography of the Great Plains, Geography 361 Urban Geography, and Geography 255 Introduction to Atmospheric Science.

Most of the regional geography courses offered by the Department of Anthropology and Geography are listed at the 200 or 300 levels, including: Geography 271 Geography of the United States, Geography 272 Geography of World Regions, Geography 370 Geography of Nebraska, Geography 372 European Landscapes and Cultures, Geography 374 Geography of Russia, Geography 375 Geography of Asia, and Geography 378 Geography of Latin America. Intermediate-level regional geography courses contribute to the training of Geography majors and minors, and also are recommended or required by other undergraduate programs which an international or regional emphasis. Several regional geography courses are important to Teachers College students seeking certification in primary or secondary education.

In addition to the topical or regional courses just indicated, three "Techniques" courses are listed at the 200 or 300 level. These are mapping sciences courses which require only college-entry-level mathematics, and include Geography 217 Map and Air Photo Interpretation, Geography 317 Cartography I, and Geography 318 Arial Photography in Land and Water Use. Geography 381 is cross-listed as a Natural Resources course in the College of Agriculture and Natural Resources.

An average of about 15% of all Geography student credit hours at the University of Nebraska–Lincoln involve students enrolled in Geography courses at a 400 level or above. These are more advanced courses which are directed at the needs of students who are majoring or minoring in Geography or a closely related field (e.g. international relations, community and regional planning, agronomy, geosciences, meteorology, marketing, etc.), and who have reached upper-division undergraduate or graduate status.

Many more advanced Geography courses have both 400-level and 800-level course-numbers, to signify that they can be taken for course-credit by students at either upper-division undergraduate or graduate levels. Typically in such courses, graduate students are required to complete assignments or to undertake course-related reading and/or research at a higher level than undergraduates. In Geography 447/847 Political Geography, for example, in addition to sections of written examinations and various written and oral exercises which are common to students at both levels, undergraduate students are required to submit a written review of a relevant book which has been previously approved by the instructor, but graduate students must submit a considerably longer and well-documented term paper on a relevant topic which has been previously approved by the instructor; graduate students also can be required to address more complex questions on written examinations.

Most 400/800 Geography courses have a minimum requirement of at least "Junior standing or permission," and many carry one or more explicit prerequisites. For example, students seeking to enroll in Geography 414/814 Quantitative Methods in Geography must already have taken a previous course involving statistical analysis, such as Statistics 218 Introduction to Statistics, or Statistics 380 Statistics and Applications which are offered by the Department of Mathematics.
and Statistics. Similarly, students are required to have taken one or more previous courses in cartography, remote sensing, or Geographic Information Systems before enrolling in Geography 417/817 Cartography II: Electronic Atlas Design and Production, Geography 420/820 Remote Sensing III: Digital Image Analysis, or Geography 422/822 Advanced Techniques in Geographic Information Systems. Virtually all “Physical Geography” courses with 400/800 level course numbers have prerequisites which involve one or more previous courses in physical geography, geosciences, climatology, meteorology, biology, chemistry, physics, and/or mathematics.

A few Geography courses have 900 level course numbers and are open only to graduate students. These include several courses dealing with the methodology, history, philosophy and/or technology of geography, such as Geography 903 History and Philosophy of Geography or Geography 904 Explanation in Geography. A number of graduate seminars also are listed at the graduate-only level, such as Geography 915 Seminar in Cartography, Geography 922 Seminar in Geographic Information Systems, Geography 933 Seminar in Geography and Anthropology, and Geography 983 Seminar on Behavioral Processes in Person/Environment Relations.

Program Flexibility to Provide for Individual Student Interests

At the undergraduate level, the Geography program of the Department of Anthropology and Geography recognizes that many students have individual interests and makes every effort to respond to and to accommodate these individual interests in several ways. As noted above under discussion of Geography Major Requirements, the minimum requirements for a major in Geography include 4 required courses—Geography 155 Elements of Physical Geography, Geography 181 Quality of the Environment, Geography 272 Geography of World Regions, and Geography 402 Undergraduate Seminar—a choice of either of 2 introductory human-economic geography survey courses—Geography 120 Introductory Economic Geography or Geography 140 Introductory Human Geography—a choice of any 2 “Techniques” courses in Geography—i.e. from among several courses in cartography, remote sensing, Geographic Information Systems, and/or quantitative methods in Geography—and at least 3 “Elective Geography” courses. In other words, of the overall minimum of 30 credit-hours of course-work required for the Geography Major, 12 credit-hours are in specific courses which must be taken, 9 credit-hours are from two constrained choice sets, and 9 credit-hours involve no constrained choices apart from an overall requirement that at least 14 credit-hours are from courses numbered 300 or above.

In addition to the considerable latitude of individual flexibility inherent in the minimum requirements for the Geography Major there are there additional ways of responding to the educational needs and interests of individual students. Every student majoring or minoring in Geography is encouraged to undertake supervised study, readings or research on a topic of particular interest to the student under one of several possible course designations, such as Geography 398 Special Topics in Geography, Geography 399 Independent Study in Geography, or Geography 498 Advanced Special Problems. Students also have the opportunity to undertake an internship for academic credit by registering for Geography 497 Internship in Geography in conjunction with their internship activities. Topics, work requirements, credit hours, and other details must be approved by and the work undertaken under the supervision of a member of the faculty.
At the graduate level there also is substantial flexibility in tailoring graduate programs to the specific interests, backgrounds and learning objectives of individual students seeking to earn either a master's degree or a doctoral degree in Geography. Indeed, as outlined above, there are no required courses. Each Geography M.A. student's Memorandum of Courses and each Geography Ph.D. student's Program of Studies for the Doctoral Degree is designed specifically for that student, under the advice, direction and approval of the student's advisor and the other members of that student's Supervisory Committee. Moreover, it is the responsibility of each Geography M.A. student following either an Option I (thesis) or an Option III (scholarly paper) program, and of every Ph.D. student (dissertation) to identify, develop and conduct independent research and writing on a subject chosen by that particular student, subject to the guidance and approval of that student's advisor and Supervisory Committee.

2. Basic Program Data

Basic data for Geography programs are included in tables in the appendix and the discussion below draws from these tables as well as from a summary of registrations from Fall 1998 to Spring 2004 which is also included in the appendix (Appendices 2, 3, 4, 5, and 6).

During the five year period from Fall 1999 to Fall 2003 total Geography class registrations, credit hours and student contact hours have fluctuated within a relatively narrow range. The total number of Geography course registrations averaged 1140 students each fall during this period. Total fall semester Geography credit hours averaged 3,700, and total Geography contact hours averaged 4,006 during the five year period. Because several Geography courses have laboratory work associated with them, each Geography course registration corresponded to an average of about 3.5 student contact hours.

A closer inspection of Geography enrollment trends during the five year period reveals a pattern of decline for Geography registrations, credit hours and contact hours from Fall 1999 to Fall 2001, followed by a pattern of increase from Fall 2001 to Fall 2003. Indeed, the values for 2003 are greater than those for any of the preceding four years, as indicated by an 8.2% increase in registrations from Fall 2002 to Fall 2003, and an 8.7% increase from Fall 2003 compared with Fall 1999. The percentage increases in total credit hours were 8.1% from Fall 2002 to Fall 2003, and 6.6% from Fall 1999 to Fall 2003. And, the percentage increases in total contact hours were 7.6% from Fall 2002 to Fall 2003, and 2.0% from Fall 1999 to Fall 2003. Constraints on laboratory space and laboratory teaching assistants and a partially consequent correspondingly greater increase in non-laboratory Geography enrollment helps to account for the fact that the percentage increase from Fall 1999 to Fall 2003 was less for contact hours than for credit hours.

The more specific trends for “Lower” to “Upper” and “Graduate” levels of instruction reflect the overall trends in the sense that each shows a pattern of decline followed by a pattern of increase during the five year period. However, the patterns are distinctive for each of the three levels, leading to different proportions of registrations by level in Fall 2003 than in Fall 1999. Lower-level registrations and credit hours were essentially unchanged from Fall 1999 to Fall 2000, and then grew steadily from Fall 2000 to Fall 2003. As a consequence, whereas lower-level registrations and lower-level credit hours comprised about 72% of total Geography registrations and of total Geography credit hours in Fall 1999, the corresponding proportions were about 76% in Fall 2003. These changes also were reflected in more than 10% increases in
registrations and credit hours in Geography courses numbered in the 100's and 200's from Fall 1999 to Fall 2003. The corresponding increases from Fall 2002 to Fall 2003 were considerably less, however, since a large proportion of the overall growth in lower-level Geography course enrollment during the five year period as a whole took place between Fall 2000 and Fall 2002.

Registrations and credit hours in upper-level Geography courses numbered in the 300's or 400's diminished substantially from Fall 1999 to Fall 2001, before rebounding vigorously from Fall 2001 to Fall 2003. Indeed, there was a drop of about 40% from Fall 1999 to Fall 2001, followed by an increase of nearly 80% from Fall 2001 to Fall 2003 in upper-level Geography registrations and credit hours. The net effect of substantial decline during the first half of the accounting period followed by vigorous growth during the second half of the accounting period was that registrations, credit hours and contact hours for Geography courses numbered in the 300's and 400's were about the same at the end as at the beginning of the five year period from Fall 1999 to Fall 2003. However, in relation to total Geography enrollment for all levels, registrations and credit hours rose slightly from about 18% of the totals in Fall 1999 to about 21% of the totals in Fall 2003. This increase, it may be noted, is consistent with growth in numbers of Geography Majors from Fall 2000 to Fall 2003.

Registrations and credit hours in graduate Geography courses numbered in the 800's and 900's fell sharply by over 40% during the first year of the accounting period from Fall 1999 to Fall 2000. Since then, enrollments in Geography graduate courses have tended upwards from year to year, though the values observed for Fall 2003 still remained below those observed for Fall 1999 by about 9% for numbers of registrations, and by about 20% for credit hours and contact hours. However, the increases were particularly robust, reaching over 30% for all three indicators, from Fall 2002 to Fall 2003. Nevertheless, one of the consequences for the accounting period as a whole was a decline from a proportion of about 10% of total Geography enrollments being at the graduate level in Fall 1999 to about 8% of total Geography enrollments being in courses numbered in the 800's and 900's in Fall 2003.

The declines in Geography enrollments at all levels during the early part of the accounting interval corresponded in time to a period of turmoil for Geography at the University of Nebraska–Lincoln. The division of Geography faculty between those who remained within a consequently diminished Department of Geography and those who moved their “tenure homes” to the Department Geosciences in the College of Arts and Sciences and/or to the College of Agricultural Sciences and Natural Resources in 1998 put serious strains on the Geography program at both undergraduate and graduate levels. A considerable component of the decline at the start of the accounting period involved the transfer of undergraduate and graduate students with interests in climatology or other aspects of physical geography to Geosciences, in order to follow the migration of their faculty advisors. Recorded enrollments in upper division and graduate level courses in climatology, meteorology and physical geography diminished precipitously as these courses were cross-listed as or replaced by courses carrying Geosciences or Natural Resources course numbers. Whereas courses listed under “Physical Geography” comprised an appreciable proportion of total Geography enrollment through the mid-1990s, by Spring of the 2000-2001 academic year, all recorded enrollment in upper division and graduate “Physical Geography” courses with “Geography” course numbers amounted to a combined total of exactly “4” out of an overall total of more than 1,100 Geography registrations, or barely one-
third of one percent. "Physical Geography," "Climatology" and "Meteorology" remain listed in the Undergraduate Bulletin and the Graduate Bulletin as available options, but students do not register for such courses under "Geography" labels. However, student demand remains quite strong for Geography 155 Elements of Physical Geography, so the essence of the problem is evidently not one of subject matter but one of administrative divisions. About 400 students have taken Geography 155 each year since Fall 1998.

The combination of the remaining Department of Geography with the Department of Anthropology into a newly named and reorganized Department of Anthropology and Geography in 2001 has gotten off to a very auspicious start in terms of student interest in Geography. From about Fall 2001 onward all of the indicators for lower level, upper level and graduate level Geography enrollment began to show significant gains. As one indication, for example, there was a two year growth of slightly over 20% as total Geography registration rose from 1,043 in Fall 2001 to 1,256 in Fall 2003. During this same time interval from Fall 2001 to Fall 2003, lower level registration rose by 10%, from 864 to 951; upper level registration rose by 84%, from 110 to 203; and graduate registration rose by 48%, from 69 to 102. Moreover, the number of University of Nebraska-Lincoln undergraduate students who have declared a major in Geography has grown appreciably since early in the accounting period, from 21 in Fall 2000 to 36 in Fall 2003, which corresponds to an increase of more than 70%, and to 49 if College of Arts and Sciences data are used. Although such rates of increase clearly cannot be sustained, it is also obvious from the enrollment data that the Geography Program of the Department of Anthropology and Geography has risen Phoenix-like and is once again cruising along at a more comfortable altitude.

3. Curricular Change
There have been no significant recent changes in the basic requirements for an undergraduate major in Geography. There have been additions to the alternatives presented to students at the graduate level, however. The changes at the graduate level have not altered the basic requirements for either the M.A. or the Ph.D. degree in Geography, but they have made it possible for Geography graduate students to declare any one of several 'Graduate Specializations in Geography.' As noted earlier in context of the discussion of Graduate degree requirements, there currently are nine Graduate College approved Graduate Specializations in Geography. These include: Anthropology-Indigenous Peoples (doctoral level only); Climatology; Community and Regional Planning (doctoral level only); Environmental Geography; Environmental Studies; Great Plains Studies; GIS/Cartography/Remote Sensing; International Human Rights and Diversity; and Water Resources Planning and Management (masters level only). Upon completion, a Graduate College approved Specialization in Geography is explicitly indicated on a student’s official graduate transcript.

4. Evidence of Need
It is hard to imagine a modern university without a vibrant Geography program. The discipline of Geography has made important and diverse contributions to higher education ever since about 200 years BCE when the renowned Greek scholar Eratosthenes of Alexandria used sun angles and "geometry" to measure the spherical earth’s circumference within an error of less than 15%, and coined the label "geography" for the enterprise of earth description. Geographic principles helped Benjamin Franklin create one of the first maps of the Gulf Stream, and General
George Washington used his skills in cartography and surveying to plan movements of Patriot forces in the American Revolution. Jedidiah Morse's *The American Geography* was published in 1789—the same year that the American Constitution was ratified—and used to educate university students in the young Republic. And today, the *National Geographic*, published by the National Geographic Society whose main office in Washington, D.C. is less than a dozen blocks from the White House, is one of the most widely circulated magazines in America. In 2002, the *National Geographic* ranked 4th with a paid circulation of over 6.6 million; more than twice 15th ranked *Sports Illustrated*'s 3.2 million! Indeed, formal instruction in earth description or Geography may be even more important now in a "globalized" era of jet travel and instantaneous e-mail than in earlier times when the effects of events in far off places took longer to reach localities by slower means of transport or communications.

The Geography program of the Department of Anthropology and Geography provides a vital service function for undergraduate students from all majors and colleges. As noted above in the context of addressing undergraduate general education requirements, several Geography courses can be used to satisfy the Essential Studies (ES) or Integrative Studies (IS) general education requirements of most and in some cases all Colleges. During the past half-decade, an average of more than 1,600 students have enrolled in 100-level introductory Geography courses each year. In addition, an annual average of over 600 students have enrolled in 200-level or 300-level intermediate Geography courses. As noted earlier, most "Regional Geography" courses carry intermediate-level numbers. In other words, introductory or intermediate survey courses in Geography recently have drawn over 2,200 students per year, or about one out of every eight undergraduate students at the University of Nebraska–Lincoln.

In addition to the importance of lower-level Geography courses in satisfying general education requirements, many Geography courses at intermediate- to upper-levels serve important roles in various programs both within and beyond the College of Arts and Sciences. In the earlier section on Geography in the Wider Undergraduate Curriculum it was pointed out that various Geography courses can be found listed as required or recommended courses in the descriptions of requirements for a number of programs in the current *Undergraduate Bulletin*. In addition to the major and the minor in Geography, intermediate-level to upper-level Geography courses play a role in program requirements or recommendations for Asian Studies, Community and Regional Planning, Conflict and Conflict Resolution, Environmental Studies, European Studies, Great Plains Studies, and Latin American Studies, as well as several programs in the College of Agricultural Sciences and Natural Resources, the College of Business Administration, and Teachers College which has become the College of Education and Human Sciences.

The numerous instances in which Geography courses are listed among the requirements or recommendations for various programs in the *Undergraduate Bulletin* create an expectation that students enrolled in Geography courses likely exhibit a diversity of academic backgrounds. And, actual student registration data indeed demonstrate that students who take Geography courses have academic homes in nearly all colleges at the University of Nebraska–Lincoln (Appendix 6). On the average during the last half-decade, about 24% of Geography enrollment has involved students in Arts and Sciences. Students in the Colleges of Business Administration and in the College of Education and Human Sciences (formerly Teachers College) each comprised about 16% of Geography enrollment. In addition, about 7% of students in Geography courses were
from the College of Agricultural Sciences and Natural Resources, about 5% were from the College of Journalism and Mass Communications, about 14% were students in General Studies who had not yet declared majors, and about 8% were in Graduate College. In short, actual enrollment patterns confirm that Geography continues to play an important educational role in many parts of the University of Nebraska–Lincoln.

Some students also choose to pursue a major in Geography at either the undergraduate or graduate level. Many persons who have earned degrees in Geography have been drawn to the field for its long-standing role in education at primary through graduate levels and hence found employment in school, college or university teaching. Others have become map librarians, urban planners, marketing consultants, workers in governmental or nonprofit organizations at local through national and even international scales, diplomats, soldiers, real estate brokers, industrial or commercial site-selection specialists, transportation system planners, and, of course, cartographers. Geography graduates who included course-work and/or specialization in cartography, remote sensing and/or computer-based Geographic Information Systems are presently in short supply and high demand in the job market in both the private and the public sectors of the U.S. economy.

There were declines in the numbers of undergraduate and graduate Geography majors during the period of turmoil leading up to and coinciding with the departure of climatology and meteorology faculty to join the Department of Geosciences in 1998. At the undergraduate level the number of Geography majors began to rebound slowly after Fall 2000 and then more rapidly, to reach 36 in Fall 2003, a considerable increase over the number of 21 undergraduate Majors in Fall 2000. Indeed data from Arts and Sciences in late 2003 show the number of majors at 49. The number of graduate majors continued to decline until Fall 2001, and has rebounded significantly since to reach 46 in Fall 2003, and increase of 21% over Fall 2001 when graduate majors numbered 38. Although the 46 graduate majors counted in Fall 2003 were still fewer than the 52 graduate majors counted in Fall 1999, the total number of graduate and undergraduate Geography majors was 82 in Fall 2003, a slight overall increase above the 78 counted in Fall 1999, and a substantial 37% increase over the low of 60 counted in Fall 2001.

Undergraduate Geography major or minor programs exist at the bachelor’s degree level in several institutions of higher education in the State of Nebraska, including at the University of Nebraska at Kearney and at the University of Nebraska at Omaha. Geography courses also can be found at several institutions in the Nebraska State College System, including Chadron State College and Wayne State College, and also at various private or denominational colleges in Nebraska. The University of Nebraska at Omaha also offers a Master’s degree in Geography. However, the University of Nebraska–Lincoln is the only institution of higher learning in Nebraska which offers instruction in geography at all levels from introductory college survey courses, to the Bachelor’s Degree in Geography, the Master’s Degree in Geography, and finally to the Doctor of Philosophy in Geography. The University of Nebraska–Lincoln is also the only institution in the state which presents graduate students at Master’s and Ph.D. levels with a broad range of course offerings in advanced aspects of mapping sciences, including remote sensing and Geographic Information Systems. The broad scope of mapping sciences course offerings at UNL involves the efforts of Geography Ph.D.-holding faculty in the Department of Anthropology and Geography and also the efforts of Geography Ph.D.-holding faculty in the
Center for Advanced Land Management Information Technologies (CALMIT) in the School of Natural Resource Sciences. Notably, a number of people who now work at geography-linked activities in state or local government units, or who teach Geography at various educational institutions in Nebraska earned Bachelor’s, Master’s or Doctor of Philosophy degrees in Geography at the University of Nebraska–Lincoln. In fact, the University of Nebraska–Lincoln boasts the oldest Ph.D.-granting program in Geography in the United States west of the Mississippi River. “Big Red” has been big in Geography for a long time.

B. Faculty Responsibilities

1. Policies Related to Faculty

Teaching loads for faculty have been, and remain at four courses per year, the most common University wide load distribution per FTE. If the faculty in Geography were larger there would no doubt be variable loads for faculty who wished to do less research and more teaching. However, at this time all four Geography faculty are actively involved in publishing research.

Each year, faculty submit percentage allocations they wish to devote to each of the five categories (teaching, research, administration, and outreach) in the coming year (Appendix 7). At mid-Spring semester each faculty member submits a form detailing their activities and accomplishments, and these are recorded in a database. The Department Personnel Committee then evaluates faculty based on the extent to which they have achieved their stated goals during the previous three years. There is no specific formula for evaluation, but in their deliberations, the Personnel Committee examines and discusses quantity and quality performances in each of the five categories (teaching, research, service, extension, administration), eventually arriving at a single numerical rating for each category for each faculty member. The ratings are given to the department chair for salary assignments and for writing individual letters of evaluation.

Activities and accomplishments are rewarded through the salary structure of the department, allotments from the College of Arts and Sciences, and special salary increases through the Office of the Senior Vice Chancellor for Academic Affairs. In the latter case, the department chair recommends faculty members for the special salary increases based upon high performance levels and/or the need for special adjustments in salary. Individual accomplishments are acknowledged in letters of evaluation, written by the chair. Exemplary accomplishments are promoted in email notices sent to all faculty, graduate students, and support personnel, as well as being posted on the department websites. Exemplary teaching and research activities are often rewarded through extra-departmental awards, such as Parents’ Association awards for teaching, and University-wide outstanding teaching and research awards. The Department nominates faculty for these awards. One Geography faculty member has been awarded the University’s Distinguished Award, and three have been recognized by the Teaching Council and Parents’ Association for contributions to students.

Normally, recruiting is initiated with a notice from the Dean of Arts and Sciences requesting recruitment needs and justifications. Recruitment requests are then granted or denied by the Dean. Since the reorganization of the Geography Department no recruitment request has been granted. Retaining faculty has not been an issue because all four Geography faculty members have each been with the University for more than twenty years.
Compensation of faculty is described in the preceding section. Tenure policies are dictated by the Regents By-laws of the University of Nebraska.

2. Teaching
We estimate that an average of 8 to 10 thesis/dissertation committees are formed each year.

3. Research and Creative Activities
Geography faculty research activities for 1999 through 2003 are shown below.

RESEARCH AWARDS

2003  National Endowment for the Humanities Fellowship, for research on the drought of the 1890's on the western Great Plains," Wishart, D., $24,000.


REFEREED ARTICLES


UNREFEREED ARTICLES

2003  “Peopling the Louisiana Purchase”, Lavin, S., with Archer, J. C., Jeanette Gara, and Shelley, F. M. Map supplement to Assoc. of American Geographers annual meeting, and to *The Journal Historical Geography*, March, 2003, New Orleans, 1 page, 17" x 22".


2003  “Interactive Atlas of Nebraska”, Lavin, S. An online atlas of the State, found at www.unl.edu/ag/geography is the result of a class project in Geography 425/825. Co-authored by 14 undergraduate and graduate students, it contains 70 maps in 10 geographic categories.


BOOKS


**BOOK CHAPTERS**


PRESENTATIONS AT SCHOLARLY MEETINGS


2003  “Self, Place Attachment, and Place Identity in Responses to Planned Environmental Changes,” Amedeo, D. and Gannis, M., EDRA 34, University of Minnesota.


2001  “Relationships Between Group Conservation Perspectives and Preferences for Agencies as Advocates of Environmental Policy,” Amedeo, D. and Richert, A., EDRA 32, University of Edinburgh, Scotland.

2001  “Influences of Different Facets of the Self in Responses to Environmental Change; the Case of Buderim, Australia,” Amedeo, D. and Gannis, M., EDRA 32, University of Edinburgh, Scotland.


1999  “The Consequences of RGB, HLS, and CMYK in Multivariate Animated Mapping,” Lavin, S., Mid-America GIS Conference, Overland Park, KS.


**HONORARY LECTURES**


**FUNDED GRANTS**


2003  "Graduate Student Recruitment Grant," U. of Nebraska Research Council, Hames, R. and Lavin S., $2,900


2000  "Internet-Based Computer Instruction in Geography," Lavin, S., College of Arts and Sciences, $12,000.


UNFUNDED GRANT PROPOSALS


4. Outreach/Extension/Service

All faculty have served, or are currently serving on Department, College, and University Committees. Department committee participation is required as outlined in the bylaws. The committee structure of the department is described in the following section, Administration of the Program. Faculty now serve as members of the Faculty Senate, on the Center for Great Plains Studies Board of Governors, the College Grievance Committee, Faculty of University Studies, and Human Rights and Cultural Diversity Initiative. Professional Service of Geography faculty includes memberships on editorial boards (American Indian Culture and Research Journal, for example), as reviewers for scholarly journals and government granting agencies, organizing paper presentation sessions at national meetings of professional organizations, and holding offices in professional organizations.
Outreach activities are presentations to local community organizations and businesses. A good example of this is the events held during Geographic Awareness Week held each year in November. These include public demonstrations of geographic activities, speakers, and conversations with faculty and students. In addition, there is a substantial amount of consulting for state, local and national agencies, particularly in mapping and GIS. Examples are: Nebraska State Department of Transportation, Nebraska Game and Parks Department, Lincoln Police Department, Lincoln Planning Department, National Arbor Foundation. One faculty member gave ten lectures around the State in 2003.

The Geography faculty's service activities from 1999 through 2003 are shown below.

Program Service

Archer
1999 to present Member, Appeals Committee, Department of Anthropology and Geography.

Amedeo
2000 to present Member, IRB Committee, Department of Anthropology and Geography.

Wishart
2002 to present Chair, Department of Anthropology and Geography.
1999 to present Advisor, Transfer of Foreign Student Credits.
1999 to present Undergraduate Advisor, Geography Major.
1999 to 2000 Vice-Chair, Department of Geography.

Lavin
2001 to present Member, Personnel Committee, Department of Anthropology and Geography.
2001 to present Member, Program Committee, Department of Anthropology and Geography.
2001 to present Member, Curriculum Committee, Department of Anthropology and Geography.
2001 to 2002 Vice-Chair, Dept. of Anthropology and Geography, University of Nebraska.
1997 to 2001 Chair, Department of Geography, University of Nebraska.
1992 to present Advisor, Graduate programs in Geography.
1992 to 1999 Chair, Facilities Committee, Dept. of Geography, University of Nebraska.

Individual Service

Archer
2001 to present Member, UNL Academic Senate.
1999 to present Fellow, Center for Great Plains Studies.
Amedeo
1999
Academic Rights and Responsibilities Committee, UNL
1998 to 2000
Chair, IRB Committee, College of Arts and Sciences.
2000 to 2003
Member, Committee on Academic Distinction and Awards for Students, College of Arts and Sciences.
2003 to present
Member, Judicial Committee, UNL.

Wishart
1999 to present
Faculty of Human Rights and Cultural Diversity, UNL.
1999 to present
Faculty of University Studies
1999 to present
Associate Editor, Great Plains Quarterly
2002
Co-organizer, Center for Great Plains Studies annual symposium (Migration)

Lavin
2003 to present
Member, Board of Governors, Center for Great Plains Studies
2003 to present
Chair, Scholarship Committee, Center For Great Plains Studies
2003 to present
Member, Program Committee, Center for Great Plains Studies
2002 to present
Fellow, Center for Great Plains Studies
2002 to present
Director, UNL GIS Certificate Program
1992 to present
Chair, Geography Graduate Committee, University of Nebraska.

Public Service

Lavin
2002 to present
Advisor, Internship program in GIS, Lincoln Police Department.

Wishart
2002 to 2003
Consultant, Next Exit, Nebraska Educational T.V.
2002
Segment, Adrift on the Great Plains, Next Exit.
2002 to 2003
Ten lectures on Encyclopedia of the Great Plains at various Nebraska locations

Service to the Discipline - Geography

Archer
2002
Session Chairperson, "Electoral Geography of the United States," Annual Meeting of the Association of American Geographers
2000-2002
Member, Board of Directors of the Political Geography Specialty Group of the Association of American Geographers
1999 to present

Amedeo
1999 to present
Member, Editorial Review Board, Environment and Behavior.
1999 to present

Lavin
1999 to present
Manuscript reviewer, Cartography and GIS, The Cartographer, Australian Cartographer, Cartographica, National Science Foundation, Professional Geographer.

Wishart
2002
Co-organizer, Great Plains Migrations Conference, Center for Great Plains Studies, UNL.
2001 to present
Editorial Board, American Indian Culture and Research Journal.
1999 to 2003
Manuscript reviewer, Annals, Association of American Geographers, American Indian Culture and Research Journal, National Geographic, University of Kansas Press, University of Oklahoma Press, University of Nebraska Press, National Endowment for the Humanities

C. Administration of the Program
The Department of Anthropology and Geography administration is authorized by the College of Arts and Sciences and consists primarily of the Chair and Vice Chair. Graduate program administration is empowered by the College of Graduate Studies, and consists of the Chair of the Anthropology Graduate Committee and the Chair of the Geography Graduate Committee. Committees are as follows:

Program Committee
Personnel Committee
Appeals Committee
Curriculum Committees
Anthropology
Geography
Students are involved formally and informally in Geography’s program administration. One Geography and one Anthropology student representative attend department faculty meetings. Each student can discuss and, in some cases, vote on policy matters. Student representatives are exempted from personnel discussions and motions. Student representatives report the content and results of faculty meetings to their constituents for further discussion and action. Conversely, students elect a faculty representative to the Geography Student Organization (undergraduate and graduate students are members), who may attend meetings of the Association, but does not vote on motions. The faculty representative reports the content and results of Geography Student Association meetings to the faculty for further discussion and action.

Individual students are free to consult with the department chair (or any other faculty member) on policy matters, and they frequently make thoughtful contributions in this way. Students are also deeply involved in the design of our internet websites, and in the structure of, and presentations during Geography Awareness Week. In these, and many more ways, students contribute substantially to the promotion of Geography as a UNL program, and as a career.

D. Continuing Education Component of the Program

Considering the size of the faculty, Geography’s involvement in Continuing Education is substantial. Through an agreement with the Division of Continuing Studies made over twenty years ago, Geography teaches four evening studies courses each academic year. These courses are primarily taught by temporary teachers (lecturers) or Ph.D. level graduate students. These
courses are primarily introductory (100-level), although some 300-level regional courses are taught. No upper division courses (400-level) or graduate-level courses are offered. All courses are credit courses. Geography does not teach non-credit courses.

Although not a substantial resource contribution of the Geography program per se, a number of Geography lecturers and graduate students teach courses in local community colleges and small undergraduate institutions. Additionally, Geography graduate students have been involved in designing and updating correspondence courses for Continuing Education. It should be mentioned that the Division of Continuing Studies has been eliminated as of 2003, but Geography evening studies courses are still offered.

No Geography faculty are currently active in the teaching of Continuing Education courses, but there is a modicum of involvement in the organization of local and regional annual or biennial conferences. These are the Mid-America GIS Conference, Nebraska GIS Conference, Nebraska GIS Steering Committee, and the Regional Humanities Conference. No portion of our FTE allotment is specifically devoted to these activities; they are purely voluntary.

For the short-term future, Geography and CALMIT will co-sponsor the Great Plains/Rocky Mountain division of the Association of American Geographers annual meeting in 2006. Finally, it is expected that our course commitment to UNL’s evening studies program will continue. No further expansion of our activities in Continuing Education is planned because of our already substantial responsibilities to our own B.A., B.S., M.A., Ph.D., GIS Certificate, Community and Regional Planning Specialization, GIS/Cartography/Remote Sensing specialization, and Environmental Geography specialization.

III. Program Resources

A. Description of Faculty

Geography full-time faculty are shown below, with various data included. Additional information is included in the tables provided by the Office of Institutional Research and Planning (See Appendices 8 and 9).

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>FTE</th>
<th>Graduate Faculty Status</th>
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</thead>
<tbody>
<tr>
<td>Douglas M. Amedeo</td>
<td>Professor</td>
<td>PhD</td>
<td>1</td>
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<tr>
<td>John Clark Archer</td>
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<td>PhD</td>
<td>1</td>
<td>Fellow</td>
</tr>
<tr>
<td>Stephen J. Lavin</td>
<td>Associate Professor</td>
<td>PhD</td>
<td>1</td>
<td>Fellow</td>
</tr>
<tr>
<td>David J. Wishart</td>
<td>Professor</td>
<td>PhD</td>
<td>1</td>
<td>Fellow</td>
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All the faculty are male, white, and older than 55 (again, it is vital that we be allowed to diversify our faculty by gender, age, and race). All faculty are tenured and full-time. Because of
our small number, we rely heavily on temporary teaching, particularly for the introductory courses. Our faculty members' salaries (Amedeo - $66,167; Archer - $65,678; Lavin - $62,985; and Wishart - $73,552) are considerably below the university's average in 2002-03 ($91,954 for full professor) and the peer average (15.3% less for full professors in 2002-03) (See Appendices 8 & 9).

We are strained to provide the program with only four full-time faculty members (though it should be stressed that the three geographers in CALMIT, though not in our department, also do a vital job of teaching and advising). A long-term temporary lecturer, Bruce Kopplin also contributes greatly to our program by teaching as many as six courses a year, including the introductory Physical Geography class each semester. It is remarkable that we do as well as we do (whether measured by research achievements, undergraduate and graduate teaching, and graduation figures) with so few faculty. To support this assertion we offer as evidence the fact that we continue to meet, even to exceed, the Coordinating Commission for Post-secondary Education's requirements in terms of credit hours produced and degrees achieved (see Appendix 10). Still, it is clear that we desperately need new faculty to improve our performance. Student assessments repeatedly ask for more offerings in GIS and foreign area studies. We would like to initially hire a human geographer with a regional specialty in Latin America and a capability to teach undergraduate GIS courses. (We chose Latin America, as opposed to Asia or another foreign area partly because the rapid rise in Hispanic population in Nebraska is bringing that region to our doorstep, and we, and the university as a whole, need to be better educated on the matter). We are, of course, very thin on physical geography, and while we must preserve our introductory course (Geography 155) to provide an essential foundation (and to retain our graduate assistants, who teach the associated labs), we have no aspirations to expand in that aspect of geography. Rather we will concentrate on what we do well: geographic analysis using GIS and cartography; and historical and human geography, especially with reference to the Great Plains. Hopefully we can initially add the Latin American dimension and subsequently build from there.

Without new hires our strategy is simply expediency, involving temporary instructors, senior graduate student instructors, conscientious teaching and advising on the part of the faculty, and the creation of an environment conducive to learning. Should another faculty member retire and not be replaced, we would probably not be able to offer an adequate program.

B. Students

As of November 2003, there were 49 Geography undergraduate majors, of whom 11 were women and 2 minority status. (These data are drawn from College of Arts and Sciences lists of registered students). This represents a 17 person increase since 1998-9 and a 25 person increase since the spring of 2003. In the fall of 2003 there were 43 graduate students, including 18 at the MA level and 25 in the doctoral program. The number of MA students decreased 25% between 1998-99 and 2002-03 and the number of PhD students increased 4% over those years.

1. Undergraduate Students

Undergraduate advising has been done by Wishart since 1974. The Geography program prides itself on the individual attention given to the majors and operates what is essentially an open-door policy for advisees. We have no specific admission and retention standards. We have
graduated an average of approximately 10 undergraduates each year since 1998-99 (according to data from Institutional Research and Planning) (See Appendix 11 for these data). The numbers by year are as follows: 1998-99 (13, including 9 BA and 4 BS); 1999-2000 (14, including 9 BA and 6 BS); 2000-01 (9, including 7 BA and 2 BS) 2001-02 (9, including 6 BA and 3 BS); and 2002-03 (7, including 5 BA and 2 BS, though data do not include August graduation). We expect to see increased graduation numbers in the immediate future, reflecting our greater number of majors.

In 1998-99, from the total of 32 undergraduate majors 8 were female (25%) and 2 were minority status (2%). In the fall of 2003, of the 49 majors, 14 were women (28%) and 3 (6%) were minority status. Most were full-time, which is typical of any year (See Appendix 12 and 13). Geography scholarships are available each year for undergraduate majors who demonstrate need and do well. The funds are drawn from the William and Edith Rockie and the Nels A. Bengtson Memorial Scholarship, and the amounts vary from year to year. In 2003-04, we dispersed three awards of $1556 each and eight awards of $100 each.

Recent undergraduates have been employed in a wide variety of positions in a wide variety of places, as the table attests:

<table>
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<th>Where Recent Geography Graduates are Employed</th>
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<td>State</td>
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<td>Florida</td>
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<td>Idaho</td>
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<td>Kansas</td>
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<td>Kansas</td>
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<tr>
<td>State</td>
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<td>Ohio</td>
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<td>Pennsylvania</td>
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<tr>
<td>South Carolina</td>
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</tbody>
</table>
Where Recent Geography Graduates are Employed

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<tr>
<th>State</th>
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<th>Company</th>
<th>Position Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Carolina</td>
<td>North Myrtle Beach</td>
<td>City of North Myrtle Beach, Planning and Development</td>
<td>City Planner</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Memphis</td>
<td>Federal Express Flight Dept.</td>
<td>Meteorologist</td>
</tr>
<tr>
<td>Virginia</td>
<td>Alexandria</td>
<td>ERDAS Imagine (Remote Sending Software)</td>
<td>Software Instructor</td>
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<tr>
<td>Virginia</td>
<td>Arlington</td>
<td>Police Dept.</td>
<td>GIS</td>
</tr>
<tr>
<td>Virginia</td>
<td>Colonial Heights</td>
<td>Engineered Process &amp; Equipment Sales</td>
<td>Account Manager - Sales Representative</td>
</tr>
<tr>
<td>Virginia</td>
<td>Herdon</td>
<td>ISTAR Americans</td>
<td>Aerial Systems Operator/GIS Technician</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Green Bay</td>
<td>National Football League</td>
<td>Pro Football Player</td>
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</tbody>
</table>

Planning and environmental agencies, and various occupations where GIS and cartography are applied are some of the major categories. Students have also gone on to graduate school in our own program, but also at universities elsewhere, such as Penn State and University of California, Santa Barbara. This information was yield by a qualitative, open-ended questionnaire that was sent out in 2002 to 103 undergraduates who had graduated over the previous decade. Thirty-five responded. The responses indicate that we are providing a good environment for learning and a broad liberal education which the students appreciate. They also value the technical training in GIS and cartography which are in demand in the job market. They also offered criticisms: the GIS and cartography technology need to be constantly updated; internships should be emphasized more and companies should be engaged in the training of undergraduates; classes in social theory need to be added to the curriculum; and there should be more offerings in foreign areas and GIS. We have endeavored to satisfy each of these issues, offering a beginning GIS/Cartography class (Geog 217) each semester, expanding our efforts to place students in internships, and ensuring that either the Geography of Asia (375) or the Geography of Latin America (378) is taught each semester by senior graduate students. One problem, the distance between Bessey Hall, Geography's location, and Nebraska Hall, where CALMIT is located and GIS and remote sensing courses are offered, has not been solved. Indeed, the problem will soon be exacerbated by CALMIT's impending move to east campus.

The assessment process has also yielded evidence of student learning through comprehensive examinations given in Geog 402, Senior Seminar, and through exit interviews. To be frank, however, it is not clear what students have learned from their Geography training, as opposed to from other courses or indeed from simply being four years older. There is also the usual range in performance, closely related to the student's cumulative GPA.

2. Graduate Students

Upon acceptance to a Geography graduate degree program, students are assigned a temporary faculty advisor to assist them in the earliest stages of their matriculation. The temporary advisor is selected by the Chair of the Geography Graduate Committee. That selection is based primarily on the conjunction of faculty expertise and student academic goals as described in the student's statement of purpose and goals, a requisite for admission.
Later, when they are ready to form an M.A. advisory committee or a Ph.D. supervisory committee, students select a permanent advisor to chair their committees. The permanent advisor may, or may not be their temporary advisor. The chair of the Geography Graduate Committee is a general advisor, and gives graduate students counsel on the procedures they must follow in order to make progress in their degree programs.

At the beginning of the academic year, The chair of the Geography Graduate Committee holds an orientation session for new students during which Geography program expectations and technical details of degree programs are explained, and Department/University resources are described. At the close of the session, incoming students are introduced to current graduate students who provide a tour of the Department, and explain graduate student activities, including the Geography Student Organization.

After their first semester in the program, if they have made satisfactory progress, students may form Advisory or Supervisor Committees. These committees, once formed, are the primary means for advising students on their program of studies, particularly in course selection and thesis/dissertation guidance.

Applicants to Geography graduate programs are evaluated by all Geography Graduate Faculty on the basis of:

1. GPA’s from prior postgraduate course work. Average GPA must be equivalent to at least B.
2. Successful (or nearly successful) completion of the prerequisite degrees.
3. Three letters of reference in order to ascertain, in a general way, potential for success at UNL, and progress in their current degree programs.
4. A statement of purpose and goals. Here, we consider our ability to teach applicants subjects they wish to study, and examine writing expertise.
5. GRE scores. We have not established a standard for GRE scores. This has to do with variable faculty opinions on validity/reliability of these scores. However, it is clear that very high scores, or very low scores can be quite influential in admission decisions.
6. TOEFL scores for international students. A score of 550 is the minimum for admission to the Geography graduate program.

To remain in our graduate program, students must maintain a grade point average of at least B. If they cannot meet this standard, they are either placed on probation or advised to leave the program. It has been a rare necessity for the Geography Graduate Committee to dismiss students from the program because of poor grades. However, it is not unusual for students in academic trouble to simply leave the program without notice. A more problematic matter is the successful completion of coursework, but then lagging behind in the completion of theses or dissertations. Approximately 10 to 15% of our students fall into this category, although our experience has been that most of theses students will eventually finish their degrees. We are inclined not to recommend that these students leave the program. In some instances, M.A. students who are badly lagging in thesis completion are advised to switch to the non-thesis M.A. option.
In the case of longer-term Ph.D. students, our experience is that most will finish their degrees if given sufficient time, specific dissertation goals, and more intensive guidance. In this matter, we tend to be mindful of colleagues in other places and universities who have taken more time than expected to complete their Ph.D. degrees, but who nevertheless did finish, and then continued on to distinguished careers. We believe that the phrase (usually said in exasperation), "... once they finish their dissertations ...," or something of that sort, is ultimately an expression of faith in students whom we feel can make significant contributions to the field once they pass the dissertation hurdle.

Graduate program diversity for two time periods, 1998-99 and 2002-03, is shown in Appendix 12. Also shown are the numbers of B.A. and M.A. and Ph.D. majors for the same time periods. Graduate student requests for program extensions are relatively rare, with perhaps one or two each year. Approximately 23% of our total graduate student body is supported through the Department’s Geography teaching assistant funds. Another 15% receive research assistantships in GIS and remote sensing through the Center for Advanced Land Management Information Technology (CALMIT), a unit in the School of Natural Resources, Institute of Agricultural and Natural Resources (IANR) on UNL’s East Campus. In summary, roughly 50% of our graduate students are supported by teaching or research assistantships at any given time. Additionally, between one and three of our graduate students are supported each year through University-level fellowships. The placement record for our Ph.D. students has been tracked from 1991 through 2001, and that data are shown below.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>UNIVERSITY NAME</th>
<th>NAME</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>University of Arkansas</td>
<td>Fiona Davidson</td>
<td>human geography</td>
</tr>
<tr>
<td>1994</td>
<td>University of Alabama</td>
<td>Luoheng Han</td>
<td>GIS</td>
</tr>
<tr>
<td>1994</td>
<td>University of Georgia</td>
<td>Thomas Mote</td>
<td>climatology</td>
</tr>
<tr>
<td>1994</td>
<td>University of Western Missouri</td>
<td>Kenneth Dagel</td>
<td>human geography</td>
</tr>
<tr>
<td>1995</td>
<td>Wayne State University</td>
<td>James Knotwell</td>
<td>human geography</td>
</tr>
<tr>
<td>1996</td>
<td>Bucknell University</td>
<td>Karin Morin</td>
<td>human geography</td>
</tr>
<tr>
<td>1996</td>
<td>Oklahoma State University</td>
<td>Brad Bays</td>
<td>human geography</td>
</tr>
<tr>
<td>1996</td>
<td>Western Michigan University</td>
<td>Rolland Fraser</td>
<td>remote sensing</td>
</tr>
<tr>
<td>1996</td>
<td>Western Michigan University</td>
<td>Theron Josephson</td>
<td>human geography</td>
</tr>
<tr>
<td>1997</td>
<td>Mary Washington College</td>
<td>Erin Hogan Fouberg</td>
<td>human geography</td>
</tr>
<tr>
<td>1997</td>
<td>NASA, George Mason University</td>
<td>Wenli Yang</td>
<td>GIS</td>
</tr>
<tr>
<td>1997</td>
<td>Sacramento Community College (Dean)</td>
<td>Kari Boyte-Forbes</td>
<td>human geography</td>
</tr>
<tr>
<td>1998</td>
<td>Gallup</td>
<td>Sangeeta Badal</td>
<td>human geography</td>
</tr>
<tr>
<td>1998</td>
<td>University of New Orleans</td>
<td>Mahtab Lodhi</td>
<td>remote sensing</td>
</tr>
<tr>
<td>1999</td>
<td>Mankato State University</td>
<td>Amy Richert</td>
<td>human/environment</td>
</tr>
<tr>
<td>1999</td>
<td>National University, Mexico</td>
<td>Franz Mora-Flores</td>
<td>remote sensing</td>
</tr>
</tbody>
</table>
At least 5 other Ph.D.'s have returned to their home countries, and we have lost contact.

Exit interviews with our alums have been tracked for 3 time periods by UNL’s Bureau of Sociological Research. Results of one of those exit interviews (for 2000) are shown in Appendix 14.

C. Program Resources

1. Budgetary Data
   The data shown on the tables are for both Anthropology and Geography, which after 2001 is for the Department.

Budgetary Data for Anthropology and Geography 1998-1999 through 2002-2003

<table>
<thead>
<tr>
<th>Departmental Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic/Faculty</td>
</tr>
<tr>
<td>benefits not included</td>
</tr>
<tr>
<td>Admin/Managerial/Prof.</td>
</tr>
<tr>
<td>benefits not included</td>
</tr>
</tbody>
</table>
### Department Revenues

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Fees</td>
<td>$10,013.00</td>
<td>$11,766.00</td>
<td>$7,588.00</td>
<td>$8,301.00</td>
<td>$11,156.00</td>
</tr>
<tr>
<td>Student Tech Fees</td>
<td>$2,050.00</td>
<td>$0.00</td>
<td>$19,400.00</td>
<td>$5,120.00</td>
<td>$11,386.00</td>
</tr>
<tr>
<td>Equipment Fund</td>
<td>$15,385.00</td>
<td>$11,191.00</td>
<td>$11,204.00</td>
<td>$18,813.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Totals</td>
<td>$27,448.00</td>
<td>$22,957.00</td>
<td>$38,192.00</td>
<td>$32,234.00</td>
<td>$22,542.00</td>
</tr>
</tbody>
</table>

### Anthropology Foundation Accounts

- **Waters & Champe #2664**
  - 1998-1999: $5,246.10
  - 1999-2000: $5,857.02
  - 2000-2001: $6,571.11
  - 2001-2002: $6,997.32
  - 2002-2003: $7,075.80
- **Anthropology Development #2755**
  - 1998-1999: $530.00
  - 1999-2000: $1,010.00
  - 2000-2001: $655.00
  - 2001-2002: $325.00
  - 2002-2003: $620.00
- **McGinnis #6694.1 & #6694.2**
  - Interest from this fund provides approx. a $200 under grad & $300 grad award for Anthro major
- **Ward Weakly (not Found. Acct.)**
  - 1999-2000: $3,409.59
  - 2000-2001: $4,969.45
  - 2001-2002: $4,756.52
  - 2002-2003: $4,053.26

### Geography Foundation Accounts

- **Wm. & Edith Rockie #952**
  - 1998-1999: Interest earned income from this endowment fund— for Geography undergraduate scholarships
  - 1999-2000: Interest earned income from this endowment fund— not sure on yearly amounts
- **Nels Bengston Memorial #1146**
  - 1999-2000: Interest earned income from this endowment fund— for Geography undergraduate scholarships
- **Leslie Hewes Prize #1809**
  - 1998-1999: 1st Year: $124.00
  - 1999-2000: 1st Year: $24.00
  - 2000-2001: 1st Year: $76.00
  - 2001-2002: 1st Year: $24.00
  - 2002-2003: 1st Year: Interest earned income (capital is available for use also) — for "special needs" of the Geography program

### 2. Adequacy of Support Services

The University of Nebraska-Lincoln library system is the only comprehensive research library in Nebraska. The UNL library system holds about 2.4 million volumes and receives about 20,000 serials. The system includes Love Library and CY Thompson Library, which are...
the main libraries on City Campus and East Campus, as well as several branch libraries. The University of Nebraska-Lincoln library system is a Federal Depository Library, and currently holds about 550,000 government documents. In addition, the system holds nearly 160,000 "units" of "cartographic materials," of which most are sheet maps.

Most books, journals, government documents, maps or other materials of interest to Geography students and faculty are concentrated in Love Library, which is the main city campus library. However, some materials of interest to Geography students and faculty can be found elsewhere in the library system. Many materials relevant to the geographies of agriculture or rural settlement are found in the CY Thompson Library on East Campus. Some materials relevant to urban geography are in Architecture Library. And some materials relevant to environmental geography, including many larger scale reference maps, are found in the Geology Library.

Broadly speaking, the geography-related holdings of the University of Nebraska-Lincoln library system are good in many areas and outstanding in some. And, very importantly, the Geography holdings of the University of Nebraska-Lincoln library system include materials collected over a long time-span. A significant reason for the historical depth of the Geography holdings is that undergraduate level Geography courses have been taught at UNL since mid-nineteenth century and graduate level Geography courses have been taught at UNL since the late nineteenth century. Consequently, UNL library holdings for many of the longest-standing English language journals and monograph series in Geography are found to be complete from their times of origin in the late nineteenth or early twentieth centuries to the present. These include such vital geographical serials as the *Annals of the Association of American Geographers, Geographical Review, Journal of Geography* and the *National Geographic*, all of which begin with volume 1 number 1 and continue to the present. Other, more technical geography journals, such as *Cartography and Geographic Information Systems, Economic Geography, Geographical Analysis, Journal of Rural Studies, Political Geography, or Urban Geography*, are also available. So too are many important foreign geography periodicals, such as *Australian Geographer, Canadian Geographer, Cartographica, Environment and Planning A, Geografiska Annaler, Journal of Geography in Higher Education, or Transactions of the Institute of British Geographers*.

Geography-related holdings involving Nebraska and the Great Plains region generally are of outstanding quality and comprehensiveness. These materials are quite valuable in relation to the study and research interests of many Geography students and several Geography faculty. The long-standing role of UNL library system as a Federal Depository Library is also quite important to Geography students and faculty who are interested in geographical aspects of settlement, population, economic development, natural resources, agriculture, public policy and other matters involving human and environmental facets of the Great Plains region. For example, research for the nearly complete *Encyclopedia of the Great Plains* and for the in-progress *Atlas of the Great Plains* has been greatly facilitated by the extensive collection of governmentally produced documents and maps in the UNL library system collection, including virtually complete U.S. Census materials involving the Great Plains region back to the time of initial EuroAmerican settlement of the portion of the Great Plains that are within the United States.
Recently, the library system has begun to acquire and maintain various computer-based mapping sciences assets. These include U.S. Bureau of the Census TIGER-file Geographic Information Systems data on CD-ROM and in other formats, as well as various computer-based products from the U.S. Geological Survey and from the U.S. Department of Agriculture. Some commercially produced computer-based mapping sciences materials are also being included in the collection, though often high acquisitions costs remain a difficult impediment.

Geography students and faculty need and use considerable computer hardware, software and data. Student and faculty access to Geography-related computer hardware, software, and computer-network services of importance to Geography study, teaching and research are generally good, though there is a constant and ongoing strain involved in efforts to keep these facilities up-to-date and in good working order. As noted in earlier sections of this self-study report, computer-based endeavors are highly important for study, teaching and research in the areas of cartography, remote sensing and Geographic Information Systems. Indeed, in the modern era, computer-based study and research in these areas are vital to maintaining the quality of the overall Geography Program as well as the marketability of our graduates at all levels.

The Cartography Laboratory of the Department of Anthropology and Geography contains 12 Pentium-class microcomputers. About half are older Pentium III machines which operate at 800mz, whereas the newer Pentium IV machines operate at 1.6ghz or faster. All of these machines have 17 inch or larger high-resolution monitors, 256mb or more memory, fairly large hard-drives, CD-RW drives and Zip drives. Several have DVD drives. Access to large-capacity storage is important for cartography and graphics, since file sizes tend to be quite large. Monochrome laser and color inkjet printers are available, as are digitizing tablets attached to several of the Lab computers. Mapping and GIS software includes ArcView 3.2, ArcView 8.3, Atlas*GIS, MicroCAM, MicroMSI on most or all machines in the Lab. Several machines also offer other cartographic or GIS software, such as Maptitude or IDRISI. Other relevant software available on some or all machines in the Lab includes graphics programs, such as CorelDRAW or Adobe Illustrator, statistical packages, such as SPSS or SYSTAT, and various spreadsheet or word-processing packages such as various components of Microsoft Office or WordPerfect Office. A considerable amount of computer-based cartographic, GIS and remote sensing data is also available in the Cartography Lab. The machines and software in the Cartography Lab are accessible to undergraduate Geography students taking courses in cartography, GIS, remote sensing or Geographical Analysis, as well as to all graduate Geography students. The lab is also available to students in Anthropology on an "as needed" basis for access to mapping hardware and software.

There is also other Geography-related hardware which is available on a more limited-use basis by Geography faculty and graduate students as well as qualified undergraduate students mainly for teaching but also for research purposes. Several computer-projection systems are included in this category—some shared with Anthropology faculty and graduate students—and are used for classroom teaching, seminar presentations, and the like. Several small flatbed scanners, a photo scanner, a larger format digitizer, and a color laser printer also are used, together with relevant cartographic, GIS, and/or graphics software, to produce maps and other graphics for teaching and presentations. Increasingly, computer-produced graphics are replacing some of the classroom use of wall-maps. Also available to faculty and teaching assistants for
teaching and presentation purposes are 35mm projectors and overhead projectors. Photocopy, word processing, and other related equipment is available. All Geography faculty have microcomputers and computer network access in their offices (though several use their own personal rather than university-supplied equipment).

3. and 4. Adequacy of the Physical Plant and other Resources for Geography

At the beginning of the 2002 academic year, Geography vacated Avery Hall because of scheduled major renovations. Eventually, we relocated to space in three separate buildings: Bessey, Morrill, and Andrews Halls. It should be noted that this move was for the most part into Anthropology's space in Bessey and Morrill Halls. In the process of moving, Geography's space was diminished from around 7,000 square feet to slightly more than 4,000 square feet (see table below) for a loss of 40% of our original space. While it is true that there were some economies of scale in this physical merger with Anthropology in Bessey Hall, for example, a shared Departmental office, there are many more examples of both Geography and Anthropology becoming space-marginalized through the move. The consequences to both Geography and Anthropology proved to be substantial as described in the following:

1. Geography had to dispose of the entire wall map collection (nearly 1,000 wall maps).
2. Anthropology faculty have seen their office sizes halved to accommodate Geography faculty.
3. Geography faculty share their offices with other functions; for example Steve Lavin's office is also the Departmental printing site. The Department Chair, David Wishart's office also houses the Leslie Hewes memorial library. It should be noted that Wishart has no other office. The conference room doubles as a storage room, and the Department collection of theses and dissertations (collected since 1908).
4. Geography's occupation of space in Morrill Hall has displaced Archaeological collections of Anthropology to an abandoned Lincoln High School one mile from the UNL campus. This storage space is rented with the bill paid from the Department budget without reimbursement, it has no climate control, and security is questionable.
5. Map cases in some faculty offices are stacked to the ceiling, and others that simply won't fit in offices are put in hallways.
6. Field equipment is not readily at hand, stored in space borrowed from the Geosciences Department in Morrill Hall, and in the aforementioned abandoned Lincoln High School.
7. There is no faculty research space to speak of, and meetings of more than 3 people in each faculty office are nearly impossible, particularly when those people are attempting to see a computer screen together.
8. Audio/visual space and office storage needs cannot be met under current space conditions.

Our current negotiations with the Administration to occupy the 8th and 9th floors of Oldfather Hall are promising, but have not been finalized. It appears that most of our space needs will be met, but only if the Department has continued and expanded access to Bessey Hall space, in addition to the Oldfather Hall space. There are still a number of issues that have not been discussed or solved, including questions about where to relocate the physical geography wet-lab, finding a location for the undergraduate Internet lab for more than 300 students per semester, and moving Anthropological and Archaeological collections and field equipment out of borrowed or
rented space. Finally, because of our substantial student enrollments, and because we value and encourage student interactions with faculty and other students, we are concerned about the remoteness of the 8th and 9th floors of Oldfather Hall.

We fully understand that space is at a premium. Still, under the current conditions, any unit would feel marginalized. Over the past few years, we have asked for little more than we need, but have received far less, and now fear that ongoing negotiations may end the same way. The primary mission of the University, as stated by the Regents, the Nebraska Coordinating Commission for Post Secondary Education, UNL, and the College of Arts and Sciences is teaching. We feel that we have exceeded the standards set in those mission statements, and ask that space decisions keep those standards in sharp focus.

Comparison of Current and Past Geography Space
April 4, 2002

<table>
<thead>
<tr>
<th>Bessey Hall</th>
<th>Function</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>125B</td>
<td>Chair-Wishart office, Hughes Library Collection</td>
<td>257</td>
</tr>
<tr>
<td>127</td>
<td>Lavin office, Faculty research Computers</td>
<td>215</td>
</tr>
<tr>
<td>127A</td>
<td>Emeriti offices (Lonsdale, McIntosh, Stoddard)</td>
<td>224</td>
</tr>
<tr>
<td>220</td>
<td>Amedeo, Archer, Temporary Teacher Offices</td>
<td>590</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>1,286 sq. ft.</td>
</tr>
</tbody>
</table>

Morrill Hall

<table>
<thead>
<tr>
<th></th>
<th>Function</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>420-21</td>
<td>3 TA=s</td>
<td>232</td>
</tr>
<tr>
<td>422</td>
<td>1 TA</td>
<td>70</td>
</tr>
<tr>
<td>423</td>
<td>2 TA=s</td>
<td>81</td>
</tr>
<tr>
<td>424</td>
<td>2 TA=s</td>
<td>81</td>
</tr>
<tr>
<td>425</td>
<td>2 TA=s</td>
<td>81</td>
</tr>
<tr>
<td>426</td>
<td>2 TA=s</td>
<td>81</td>
</tr>
<tr>
<td>428</td>
<td>Computer Mapping Lab/Classroom - computer storage</td>
<td>1,083</td>
</tr>
<tr>
<td>428A</td>
<td>Physical Geography Lab - wet lab</td>
<td>537</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>2,246 sq. ft.</td>
</tr>
</tbody>
</table>

Andrews Hall

<table>
<thead>
<tr>
<th></th>
<th>Function</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Internet Computer Lab for high enrollment 100 level courses</td>
<td>574</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>574 sq. ft.</td>
</tr>
</tbody>
</table>
Total new Geography space in Bessey Hall 4,106 sq. ft.

Geography space vacated. Avery Hall. Geography had no space other than its Avery Hall holdings. 7,021 sq. ft.

Net Loss of Space 2,915 sq. ft.

IV. Program Evaluation/Assessment

A. Curriculum Program

Although both Geography and Anthropology faculty sit on most departmental committees, most aspects of curriculum are decided separately for Geography and Anthropology. Course content is a matter for individual professors, unless teaching evaluations indicate that there is a need for change, in which case the chair advises the instructor. The undergraduate major is logically structured from introductory courses to the Senior Seminar (Geog. 402) to give a broad liberal education with technical skills. Graduate students select how their courses, both within and outside of Geography, in consultation with their adviser and supervisory committee. We offer courses in sequence so that we can best serve the needs of undergraduates and graduate students (for example, the European Landscapes and Peoples, Geography 372, is offered every other year, as is Geog. 903, History and Philosophy of Geography). Techniques courses begin with the introductory subjects in the fall and follow with more advanced classes in spring. Occasionally, students will request a course, as was the case with Geog. 414/814 Quantitative Methods in Geography, which is being offered this semester.

We are also well represented in the comprehensive education program, and we do not really need additional enrollment (we already are at, or near, the top in the entire university in the per capita number of students we teach). There are specific procedures to go through if we need to have additional courses included in the ES or IS requirements. Interdisciplinary courses are offered after consultation with the associated departments. We do devise new courses—for example, Comparative Studies of the Dispossession of Indigenous Peoples, Geog. 931—when the need arises from student or curriculum demand and also in response to faculty members’ continued research development.

B. Instruction Program

Faculty members are evaluated for all of the classes they teach in the form of a standardized student assessment. Comments are encouraged. These evaluations are an integral part of evaluating faculty for reappointment, tenure, and salary increases. They are also vital to faculty members’ ongoing assessment of their own classes and can result, for example, in the selection of a different text or a different form of examinations.

Faculty performance in instruction is also regularly evaluated through peer review, using a standardized form. Such peer reviews, while not required by the university, are a valuable way
to enhance teaching and are also an important part of the file that is offered in support of promotion and tenure.

C. Student Outcomes

The Geography program has used three methods to assess student undergraduate learning: an examination of knowledge, mainly multiple choice, that is given in the senior undergraduate seminar (Geog 402); an interview with graduating seniors which includes specific questions but is also open-ended in eliciting students' comments on their education; and an alumni survey, conducted in 2001-02, which asked former students to assess their education in hindsight.

What do these data reveal about our effectiveness, and how have we used the information to improve our performance? From the examinations and interviews it is evident that we are giving the students a good liberal education in geography—they understand that there are many legitimate ways to live on earth and they can talk intelligently about many issues confronting humankind. It is also evident that there are gaps in the knowledge we are presenting: physical geography, beyond the foundational information and ideas presented in Introductory Physical Geography (Geog 155) and Quality of Environment (Geog 181), is a large gap, which we can only try to fill by signing up students for related courses in other disciplines; regional knowledge, especially of foreign areas, is a smaller gap because we do offer courses on Asia, Latin America, and Europe, but nevertheless students would like to see more such courses; and many students noted the difficulties of getting access to GIS courses. From the alumni survey (35 from 103 responded) we were pleased to learn that we are providing a good environment for education and preparing the students well, through cartography and GIS especially, for the job market. Some stressed that we must keep our technology updated, and we strive to do this through the university's instructional grants; others noted the inconvenience of the spatial separation of CALMIT from the Anthropology and Geography Department, a problem we have not been able to solve; and still others suggested that we involve companies more in the training of undergraduates, something we strive to do through internships. We have paid attention to the results of these assessments and acted in a variety of ways—using former and senior Ph.D.s, for example, to teach additional GIS and foreign areas—to meet the criticisms. However, as is evident in many sections of this report, we are close to the limits of what we can achieve with so few faculty.

For assessment of graduate students we have recently relied on the results of the exit interviews given by the Bureau of Sociological Research (Appendix 14). Our graduate assessment plans were derailed by the division of the Department, but we realize that it is essential that we reestablish the system in the near future.

V. Program Development

A. Areas in Which the Program Excels

The Geography program excels in teaching and research in two particular areas of teaching and research:
• Great Plains human geography, historical and contemporary. Faculty set much of their research in the regional context of the Great Plains, and students do likewise. In connection with the Center for Great Plains Studies, faculty are completing two major projects, The Encyclopedia of the Great Plains (Aug. 2004) and the Historical Atlas of the Great Plains. More than $400,000 was raised, primarily from the National Endowment for the Humanities, for the former project, with a Geography faculty member as principal investigator. Student accomplishments in Great Plains research are highlighted by the 2002 award to Matthew Dooley for the best master's thesis at the university.

• Geographic techniques, including computer cartography, remote sensing, and GIS, form a significant portion of our teaching (especially with the co-operation of CALMIT) and a successful aspect of our research. In both student and faculty research, such techniques are often applied to Great Plains topics (as in the Historical Atlas of the Great Plains). A practical benefit of our efforts in this area is that students, both undergraduate and graduate, leave the program well-prepared for the job market, and our success in preparing our graduates for academic and non-academic careers should also be heralded as an area in which we excel. We might note here that one of our Ph.D. students, Darcy Boellstorff, a GIS and Planning specialist, recently completed a year's research in Spain sponsored by a Fulbright Research grant.

The Geography program also excels in the attention we give to teaching and students. Three of our faculty have been recognized by the Teaching Council and Parents' Association for "Contributions to Students." One of our students, Kenny French, recently won the Arts and Sciences Graduate Teaching Award. Undergraduate advisees are given individual attention—indeed, we maintain an open door policy for advising. This attention, combined with the good reputation we have for teaching and for preparing students for the job market, is behind the recent substantial increase in the number of undergraduate majors. Graduate students also receive focused attention: we take it as a serious commitment to stimulate their intellectual curiosity, to prepare them for careers, and to encourage their research and publishing. The result is a particular strength of our program: an environment that is conductive to learning. The Geography Student Organization, composed of graduate and undergraduate students, is a particularly key element in the promotion of our discipline and programs.

We also excel in our contributions to teaching and research to other university programs. Our courses are required for numerous majors, from Environmental Studies to Great Plains Studies, and are central to requirements in the College of Education and Human Sciences (formerly Teachers College) at both elementary and secondary levels. In research our collaboration with the Center for Great Plains Studies, CALMIT, Community and Regional Planning, History, and the Human Rights and Cultural Diversity Initiative, to name only a few, demonstrates that we are articulated throughout the university structure.

Finally, we excel in having successfully endured the turmoil of recent years: we have not compromised our standards; since reorganization our enrollments and numbers of undergraduate and graduate students have actually increased; we have continued to publish well and have been recognized for it; and we have successfully merged with Anthropology.
B. Areas in Which the Program Needs Improvement

The fundamental weakness of our program is that we have too few faculty and, not having been able to hire in recent years, we lack diversity. The ramifications of this are many: too many of our lower level courses are taught by temporary instructors and senior graduate students and though they are generally taught well, it would be beneficial to expose students to senior faculty at an early stage of their undergraduate careers; we are limited in the number of courses that we can offer, with foreign area courses being notably few and techniques courses, especially GIS, being difficult to get into, particularly for undergraduates; being so few, administrative duties are particularly onerous, for we can hardly delegate to committees—the fact that the chair of the Department of Anthropology and Geography is also the Geography undergraduate advisor is a case in point; improvement also requires diversification of our faculty so that, at the very least, women students can look to a woman faculty member for example, guidance, and different perspectives on Geography.

Other areas that need improvement include: restoration of our national image, which was seriously damaged by the division of our department, with a resulting reduction in the number of good external applicants to our graduate program; more attention to bringing in external scholars for lectures, so that our students can be exposed to different ideas and different areas of research; more active and successful grant activity; restoration of a graduate assessment system; and continued articulation with Anthropology on intellectual issues, to supplement the significant administrative merger that has already been achieved.

C. Program Development/Quality Improvement Strategies

In order to improve curricular offerings, without the benefit of adding faculty, we have re-energized old courses such as Map and Air Photo Interpretation (Geog 217) and European Landscapes and Peoples (Geog 372). The former, which is now offered every semester, serves as the introductory course for advanced techniques in cartography, remote sensing, and GIS; the latter, taught every other year, gives us a badly-needed foreign area dimension. We have also created a new graduate course, Seminar in the Comparative Study of Indigenous Peoples (Geog 931), which advances our intellectual merger with Anthropology as well as drawing students from such areas as Human Rights and History. But the fact remains: we all have more courses than we can possibly offer on a regular basis, and the solution of increasing our course load is not a practical one, not least because of the administrative duties that fall heavily on us because we are so few.

The main recent enhancement in degree offerings is the creation of the Anthropology specialization in the Geography Ph.D. program, focusing on indigenous peoples. We feel that this can be a growing area of strength, enhancing our merger with Anthropology and attracting good graduate students. Already, Anthropology students have entered the Geography doctoral program to advance their studies of indigenous peoples. In the near future, we hope to add an archaeology/GIS focus to the specialization; this has already proven to be a popular combination in our doctorate.

The administrative structure of the Geography program has, of course, changed in significant ways since our merger with Anthropology. We have shared by-laws, shared committees, a common budget, and a single office and support staff which works very well
indeed. Tenured geographers and anthropologists together vote for reappointment of untenured faculty and on promotion issues. We operate as one administrative unit, though curricular matters, class scheduling, and some other operational issues remain the separate responsibility of the Geography or Anthropology programs.

Next year we will move to the 8th and 9th floors of Oldfather Hall. While this move was not sought by us, it will bring significant advantages in physical facilities. We will not have more space—indeed, we will have less than we had before the merger—but we will be able to bring faculty and graduate students together in close proximity, rather than being scattered in three separate buildings, as we are now. Certainly, we will have more space than in our present location, where we are cramped. We will continue to update our technology in our cartography labs to facilitate teaching and research. One space issue that remains difficult is our separation from CALMitt. It would be to our advantage to be housed in the same place, though how this could be achieved is not clear.

In the turmoil of the past few years, we have had little opportunity to devise long-term planning; in a time of crisis, the short-term dominates. We are now past that crisis, though left with its legacy, most fundamentally a small faculty. It now is time to look further ahead and to rebuild, within our merged department, the Geography program. We initially seek to hire a new faculty member with a regional specialization in Latin America and a capability in GIS. This expansion of foreign area offerings would be of immense benefit to our students, as would the addition of a young scholar to our faculty. A Latin American specialist would also dovetail with our Great Plains focus, because of the significant increase in the number of Hispanics in the region. Further ahead, as we rebuild our program, we hope to make joint appointments in Geography and Anthropology, cultivating common ground for the benefit of both disciplines and forging the merger on intellectual as well as administrative grounds. At the moment, and perhaps against all odds, Geography is alive and well at the University of Nebraska-Lincoln, but we need to be given the opportunity to grow and build on this small but firm foundation.
Faculty Vitae
VITA: DOUGLAS M. AMEDEO
PROFESSOR
315 AVERY LAB
UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68588-0135
TELEPHONE: (402) 472-1943
e-mail damedeo1@unl.edu

Formal Education:

(1) B.S. in Economics from Wisconsin State University at Eau Claire, Wisconsin, 1962.

(2) M.A. in Geography with minor emphasis in Economics from University of Iowa, 1965.

(3) Ph.D. in Geography with minor emphasis in Economics from University of Iowa, 1965.

(4) Post-doctoral in Regional Science under Walter Isard at Harvard University, Graduate School of Design, Cambridge, Massachusetts, 1968-69.

Professional Experience:

Chair, Department of Geography, University of Nebraska, August 1993 to August 1996.

Interim Chair, Department of Geography, University of Nebraska, 1992.

Full Professor, Department of Geography, University of Nebraska, 1992.

Associate Professor, Department of Geography, University of Nebraska, 1973.

Assistant Professor, School of Social Sciences, (no departments; affiliated with Formal Models Cluster), University of California-Irvine, Irvine, California, 1967-1972.

Member of the Editorial Review Board for the Journal Environment and Behavior, 1989 to present.


Co-director (along with Professors James Griffin and Jim Potter) of the International Annual
Environmental Design Research Association Conference for 1983.


Consultant without remuneration for *Citizens For Environmental Improvement* (P.O. Box 2511 Lincoln, Nebraska 68502) A non-profit organization. 1976-1978.

**Professional Memberships:**

EDRA: Environmental Design Research Association. (Nominated as a candidate to the Executive Board in 1982).

IAPS: International Association for the Study of People and their Physical Settings. (Nominated as a candidate to the Executive Board in 1982).

AAG: Association of American Geographers

EPSG: Environmental Perception Specialty Group; A.A.G., Association of American Geographers

**Published Work:** *(Books, Articles, Invited Chapters, and Edited Works)*


A newly released reprint edition of *Introduction to Scientific Reasoning in Geography* has
been issued in 1986 by Krieger Publishing.


Amedeo, Douglas with Kramer, Paul. "User Perceptions of Bi-symbol Maps." Cartographica,


Research Currently in Progress and Its Status:

Amedeo, Douglas and Richert, Amy. “Relationships Between Group Conservation Perspectives and Preferences for Agencies as Advocates of Environmental Policy.” In progress .

Amedeo, Douglas and Gannis, Mary. 2003. “Influences of Different Facets of the Self in Responses to Environmental Change; the Case of Buderim, Australia.” In progress .


Examples of Book Reviews for Professional Journals:


Review of *History and Precedent in Environmental Design*, by Amos Rapoport, Published by Plenum, 1990. In *Journal of Historical Geography*


**Recent Papers Presented and Workshops Given:**

Workshop and paper on "Environmental Responses" for the United States Environmental Protection Agency at its National Environmental Officers Conference held October 6-10, 1980 at the Muehlebach Hotel, Kansas City.

Paper on "Users' Images and Evaluations of Small Community's Downtown Environment," at the EDRA 11th Annual Conference in Charleston, South Carolina, March 2-6, 1980. (Refereed and accepted for "Presentation").


Paper on "Grouping in Affective Responses to Environments; Indications of Emotional Norm Influence in Person-Environment Relations' at EDRA 15th Annual Conference in San Luis Obispo, California Polytechnic State University, June and July, 1984. (Refereed and accepted for "Presentation").

"Affective States In Cognitively-Oriented Person-Environment-Behavior Frameworks." At EDRA 19th Annual Conference In Pamona, California. Institute for Environmental Design, School of Environmental Design, California State Polytechnic University, May 1988. (Refereed and Accepted for "Presentation").

Invited to present a "Mini-Course" on "Affective Responses To Landscapes: Modeling Person-Environment Relations." May 11, 12, & 13, 1988 at the University of California, Santa Barbara.


Invited to Israel in 1986 to give paper in a symposium for "The Emotional Quality of Urban Scenes" at the 21st Congress of Applied Psychology; also invited to give a paper in the session "Human Behavior and the Environment: The Acquisition of Spatial Knowledge" at the IGU meetings in Sydney, Australia, August 1988. Both invitations had to be turned down because of the lack of sufficient funds; however, the paper was delivered in Australia by Professor Stimpson.

"Essential Environmental and Spatial Concerns for the Visually Impaired." with Kate Specicher. Presented at the Annual Meeting for the Association of American Geographers, Toronto, Canada, 1990, April, in the Session "Geography of and for the Disabled.

D. Amedeo: "Essential Environmental and Spatial Concerns for the Visually Impaired." Presented at the American Collegiate Schools of Planning Conference, Columbus, Ohio, Oct. 31 - Nov. 1, 1992 in session "Open Space and Human Needs."

D. Amedeo: Invited as a panel member representing Geography on Round Table Discussion on the Interface Between Geography and Psychology. Held at the April, 1992 Annual Meetings of the Association of American Geographers in San Diego, California.


D. Amedeo. Position Paper Presented as an Invited Member of Panel Discussion dealing with The speciality "Environmental Perception and Behavioural Geography". The Title of my paper was Environmental Perception and Behavioral Geography are Fundamentally in the Same Conceptual Domain, and, That to Insist on their Distinctiveness, Inhibits a Rich Link Between the Two. AAG '98 Meetings, Boston Mass., March 26th to the 29th, 1998.

Presented two Papers with Amy Richert in the workshop “Qualitative Approaches to Inform Environmental Policy and Planning” held at the EDRA 30, 1999 Conference, Orlando, Florida: June 2nd to the 6th, 1999. The workshop was sponsored by the Nature and Ecology Network. The two papers were as follows: “Information Acquisition About the Human Dimension for Environmental Policy” and Analyzing Open-Ended Responses About Person-Environment Issues.”

Presented a paper at the EDRA 31, 2000 Conference in San Francisco, CA: May 10-14. The
session is sponsored by the Nature and Ecology Network. The paper is as follows: “Perspectives on Conservation: A Q-Sort, Factor-Array Design With Some Empirical Results.”

Presented a paper at the AAG Meeting in Pittsburg, PA: April 4th to the 8th, 2000. The paper is as follows: “Professor Reginald Golledge’s Contribution in the Development of General Theory on Person-Environment-Behavior relations.”


Amedeo, Douglas and Gannis, Mary. May, 2003. “Self, Place Attachment, and Place Identity in Responses to Planned Environmental Changes.” Presented at EDRA 34, University of Minnesota.


EXAMPLES OF COMMITTEE ASSIGNMENTS: (University and Department)

Arts and Sciences Curriculum Committee, Spring Semester 1977.

Member of the Statistics Committee: Arts and Sciences, University of Nebraska 1977-78.

Chairman of Graduate Faculty Committee, Geography Department, Spring Semester of 1978 and year of 1979-80.

Elected Regional Representative Member of the Faculty Senate,(Three years January 1981 to 1983.)

UNL, Lincoln Ad-Hoc Budget Reduction Committee 1985-86 year.

UNL, Lincoln Ad-Hoc Budget Reduction Committee 1986-87 year.

Elected Member of the Academic Planning Committee, University of Nebraska December 1986 to December 1988.

Appointed Member of the Faculty Senate (Three year term May1990 to 1993).

Appointed Member of the "Faculty In Support of Cultural Diversity at UNL", 1990 to 1991.


Coordinating Member for the Department's Participation in the FIPSE PROJECT (Fund For The Improvement of Post Secondary Education) 1991-92 Academic Year.

Appointed member of Search Committee for Assistant to the Chancellor and Director of Affirmative Action and Diversity, 1992.

Appointed member of Academic Freedom and Tenure Committee, through 1993 +.

Appointed member of Academic Rights and Responsibilities Committee. 1999; Special Committee of ARRC.

Chair of IRB Committee for Arts and Sciences 1998 to 2000.

Member of the IRB Committee for Department of Anthropology and Geography, 2000 +

Member of the Committee on Academic Distinction and Awards for Students in the College of Arts and Sciences. Appointed 2000 to 2001 and 2001 to 2003.

Member of Judicial Committee from 2003 and continuing.

Examples of Professional Service:

1. Co-director (along with Professors James Griffin and James Potter from Architecture) of the Fourteenth International Conference of the Environmental Design Research Association (EDRA) held at the University of Nebraska in April of 1983. (Responsible throughout 1982 and much of '83 for all of the planning, organizing, communicating, editing, and publishing associated with the conference.)
2. Permanent Member of Editorial Review Board for the Journal Environment and Behavior, Robert Bechtel, editor. Review around 10 manuscripts or submittals a year.


Special Teaching Service to the University of Nebraska:

Selected by Assistant Vice President for Academic Affairs Dr. Eugene P. Trani to join other faculty from Psychology, Political Science, English, and Educational Psychology to teach for two years (i.e., the actual extent of the program) a university-wide course called Learning Analysis 100. This course was designed to help students become more sophisticated consumers of their own education. Its emphasis was on their different cognitive styles and the extent to which such styles complemented different teaching methods.

Selected (1991-92) as the representative for the Geography Department's participation in the university-wide FIPSE project. FIPSE refers to the Fund for the Improvement of Postsecondary Education; United States Department of Education. Devised a plan for evaluating teaching performance in the Department which is available on request. Also wrote a paper (not for publication) dealing with measurement and perceptual problems currently encountered in evaluating faculty.

Examples of Research Proposals Submitted:

1. Proposal ($144,000) submitted to NSF (in 1979) with S. Grossbart requesting funds to research, "The Process by Which Feelings are Experienced in Environmental Encounters." NSF did not grant an award and, instead, recommended that I resubmit a smaller request to deal with only a segment of the original problem. 65 pages.


(Note: Though both proposals went unfunded, three papers were produced and published from the research proposed. The NSF does not have interdisciplinary sections entertaining this type of research to which a proposal can be channeled to directly for funding considerations. EDRA, among other professional organizations, is currently negotiating with NSF and the Humanities foundation to get such a section established.)

3. Three proposals submitted to UNL Graduate Research Council for research leave to carry on preliminary research dealing with various topics on "Affective Responses to Physical
Environments."

4. Completed proposal with Professor James Griffin in an effort to acquire Environmental Design Research Association Meetings here at the University of Nebraska in 1983. Submitted proposal to Executive Board of Environmental Design Research Association; Washington, D.C.

5. With Professor Clark Archer, prepared research proposal on the "Dynamics of Nebraska's Demographic Structure and the Changing Demands for its Public/Quasi-public Services," and submitted it to the Decision Sciences Research Initiative, UNL, directed by Professor Sang Lee.


EXAMPLES OF M.A. THESES AND PH.D. DISSERTATIONS FOR WHICH DOUGLAS AMEDEO HAS HAD INPUT AND GUIDANCE AS COMMITTEE MEMBER, CHAIRMAN, AND/OR DESIGNATED READER:

Ph.D. Dissertations:

"An Analysis of Consumer Spatial Behavior In An Urban Area With Particular Reference to Racial Groups" by Ray Hubbard. (Designated Reader and Member of Committee).

"Modeling Travel by Recreationists and Tourists In A Pass-Through Region; The Case of Visits to Educational Recreational Attractions In Nebraska" by Tom Doring. (Designated Reader and Member of Committee).

"The Simulation of Dry Spell Frequencies" by John Roy. (Co-chair and Designated Reader).

"Spatial Structure and Decision-Making Aspects of Pedestrian Route Selection Through An Urban Environment" by Michael Hill (Designated Reader and Member of Committee).

"The Viability of The Eritrean Economy: by Aria Tazzgi Economics Ph.D. (Member of Committee and Reader).

"A Relational Analysis of the Interpersonal Communication of New Product Influence" by Steve Devere (Ph.D. in Marketing. Member of Committee and Designated Reader).

"Water Policy-Making By the Courts In Nebraska" by Peter Longo. Ph.D. in Political Science (Member of Committee).
"The Effect of Conflict Awareness on Interspousal Decision Making In Highly Involving Purchases," by Stan Madsen. Ph.D. in Marketing. (Member of Committee and Reader).

"Exploratory Shopping Behavior As A Function of Emotional Response, Shopping Orientation, and Optimal Stimulation Level" by David Chin. Ph.D. in Marketing. (Member of Committee and Designated Reader).

"American Residential Structure: Testing the Adams Model in Omaha, Nebraska" by Ken Engelbrecht. Ph.D. in Geography. (Member of Committee and Designated Reader).

"Examining Responses to Environments for Evidence of Environmental Prototypes" by Ruth York. Ph.D. in Geography. (Chairman of her Committee).

"Use of Wood-Anatomical Variables of Bur Oak (Quercus Macrocarpa) in the Reconstruction of Climate" by Deborah Woodcock. Ph.D. in Geography (Designated Reader and Member of Committee).

“The Communal Areas Management Program for Indigenous Resources (CAMPFIRE) and Rural Development in Zimbabwe’s Marginal Areas: A Case Study in Sustainability.” Ph.D. in Geography (Designated Reader and Member of Committee).

Ongoing Ph.D Graduate Committee Memberships:

Paul Kelly . . . Geography (member)
Greg. Fetterman ......Geography (Co-Chair)
Somporn Meerungruang ....... Geography (Chair)
Cynthia Williams .......... Geography (Chair)

Teaching:

Listed below are courses I am currently offering: (Numbers 100 to 400 designate undergraduate level while 800 to 900 are graduate level).

   Introduction to Economic Geography #120
   Introduction to Regional Science #320
   Space, the Environment and You #283
   Spatial and Environmental Influences in Social Systems #406/806
   Cognitive Processes in Map Comprehension and Use #483/883
   Spatial and Nonspatial Diffusion #928
   Explanation in Geography #904
   Behavioral Processes In Person-Environment Relations #983
VITA

JOHN CLARK ARCHER

Current Address

Office: Department of Anthropology and Geography
       University of Nebraska--Lincoln
       Lincoln, Nebraska 68588-0135
       (402) 472-1945
       fax: (402) 472-1185
       e-mail jarcher@unlinfo.unl.edu

Home:  3620 South 81st Street
       Lincoln, Nebraska 68506-4730
       (402) 486-3203

Personal Data

Social Security Number: 213-40-9868
Date of Birth: April 30, 1942
Place of Birth: Bloomington, Indiana
Marital Status: Married, 2 children
               Wife's Name:  Jill A. Archer
               Wife's Occupation: Librarian, Arnold Elementary School

Academic Training

Ph.D. University of Iowa
1974 Iowa City, Iowa
       Major: Geography
       Minor: Political Science

M.A. Indiana University
1968 Bloomington, Indiana
       Major: Geography
       Minor: Urban Economics

B.A. Indiana University
1964 Bloomington, Indiana
       Major: Political Science
       Minor: Geography
### Academic Experience

<table>
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<tr>
<th>Period</th>
<th>Position</th>
<th>Department</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2001-present</td>
<td>Professor</td>
<td>Department of Anthropology and Geography</td>
<td>University of Nebraska--Lincoln</td>
<td>Lincoln, Nebraska</td>
</tr>
<tr>
<td>1989-2001</td>
<td>Associate Professor</td>
<td>Department of Geography</td>
<td>University of Nebraska--Lincoln</td>
<td>Lincoln, Nebraska</td>
</tr>
<tr>
<td>1985-1989</td>
<td>Assistant Professor</td>
<td>Department of Geography</td>
<td>University of Nebraska--Lincoln</td>
<td>Lincoln, Nebraska</td>
</tr>
<tr>
<td>1982-1985</td>
<td>Visiting Assistant Professor</td>
<td>Department of Geography</td>
<td>University of Oklahoma</td>
<td>Norman, Oklahoma</td>
</tr>
<tr>
<td>1975-1982</td>
<td>Assistant Professor</td>
<td>Department of Geography</td>
<td>Dartmouth College</td>
<td>Hanover, New Hampshire</td>
</tr>
<tr>
<td>Fall 1980</td>
<td>Visiting Assistant Professor</td>
<td>Department of Geography</td>
<td>University of Iowa</td>
<td>Iowa City, Iowa</td>
</tr>
<tr>
<td>January 1980</td>
<td>Visiting Fellow</td>
<td>Department of Geography</td>
<td>University of Newcastle</td>
<td>Newcastle upon Tyne, United Kingdom</td>
</tr>
<tr>
<td>1974-1975</td>
<td>Assistant Professor</td>
<td>Department of Economics and Geography</td>
<td>University of Missouri--St. Louis</td>
<td>St. Louis, Missouri</td>
</tr>
<tr>
<td>1972-1974</td>
<td>Graduate Teaching Assistant</td>
<td>Department of Geography</td>
<td>University of Iowa</td>
<td>Iowa City, Iowa</td>
</tr>
</tbody>
</table>
Academic Experience, cont.

1971-1972  Instructor
            Department of Geography
            University of Texas at Austin
            Austin, Texas

1968-1971  Graduate Teaching Assistant
            Department of Geography
            University of Iowa
            Iowa City, Iowa

Summer 1968  Instructor
             Social Sciences Division
             Indiana University at Kokomo
             Kokomo, Indiana

1966-1968  Graduate Teaching Assistant
            Department of Geography
            Indiana University
            Bloomington, Indiana

Courses Taught
Analytical and Historical Cartography (Sr.-Grad.)
Computer Cartography (Sr.-Grad.)
Economic Geography (Soph.-Jr.)
Electoral Geography (Sr.-Grad.)
Housing and Residential Choice (Jr.-Sr.)
Introduction to Human Geography (Fr.-Soph.)
Map and Air Photo Interpretation (Fr.-Soph.)
Political Geography (Jr.-Grad.)
Population Geography (Jr.-Sr.)
Social Geography (Fr.-Soph.)
Spatial Analysis (Jr.-Grad.)
Urban Geography (Soph.-Sr.)

Other Professional Experience

Summer and Fall 1983  Consultant in Population Geography
                     Oklahoma State Department of Corrections
                     Oklahoma City, Oklahoma

Fall 1978  Consultant in Computer Cartography
           Nashua Regional Planning Commission
           Nashua, New Hampshire

1976-1978  Consultant in Economic Geography
           Vermont Yankee Nuclear Power Corporation
           Vernon, Vermont
Other Professional Experience, cont.

Summer 1967
Student Cooperative Assistant
Geography and Map Division
Library of Congress
Washington, D.C.

Other Professional Activities

March 2002
Session Chairperson, "Electoral Geography of the United States",
Annual Meeting of the Association of American Geographers

April 2000-2002
Member, Board of Directors of the Political Geography Specialty Group of the
Association of American Geographers

June 1998
Workshop Faculty, "Nebraska Summer Geography Teachers' Institute"
Geographic Educators of Nebraska (GEON)
At Dana College, Blair, Nebraska

August 1994-
December 1997
Editor, Great Plains Research
Center for Great Plains Studies
University of Nebraska

October 1997
Session Chairperson, "Political Geography and Geographic Education,"
Annual Meeting of the National Council for Geographic Education

April 1995
Session Chairperson, "Reflections on Redistricting in the 1990's,"
Annual Meeting of the Association of American Geographers

April 1990
Session Chairperson, "Socio-Political: Geography of Institutions"
Annual Meeting of the Association of American Geographers

1981-1982
New Hampshire Representative
Executive Committee
New England--St. Lawrence Valley Geographical Society

1981-1982
New England Regional Contact
Political Geography Specialty Group
Association of American Geographers

October 1978
Program Chairperson
Annual Meeting
New England--St. Lawrence Valley Geographical Society
Various Occasions

Manuscript or Proposal Referee:

*Annals of the Association of American Geographers*

*Association of American Geographers Resource Publications in Geography*

Butterworths and Co. Ltd.

Cambridge University Press

*Environment and Planning A: Urban and Regional Research*

Various Occasions, Cont.

Manuscript or Proposal Referee:

*Environment and Planning C: Government and Policy*

Field Methods

*Geographical Analysis*

*Geographical Perspectives*

*Geographical Survey*

*Great Plains Research*

*Growth and Change*

*Historical Geography*

*Journal of Geography*

Houghton-Mifflin

National Endowment for the Humanities

National Science Foundation

*Political Geography*

*Professional Geographer*

*Social Science Journal*

*Southeastern Geographer*

West Publishing Co.

**Skills**

Computer cartography and graphics

FORTRAN and BASIC computer programming

Geographic Information Systems (GIS)

Multivariate Spatial Analysis

**Research Specialties**

Computer cartography

Electoral geography

Population geography

Spatial aspects of public policy

Spatial structure of urban and rural settlement

**Memberships**

American Congress on Surveying and Mapping

Association of American Geographers

Institute of British Geographers (Fellow)

National Council for Geographic Education

National Geographic Society

Nebraska Academy of Sciences

North American Cartographic Information Society

Public Choice Society
Honors and Awards

2003  Association of College and Research Libraries, Choice Outstanding Academic Title

1999  National Council for Geographic Education, Journal of Geography "Best Content Article" Award

1985  American Cartographic Association, Andrew McNally Award

1984  National Council for Geographic Education, Journal of Geography Award

1969-1970 National Science Foundation, Traineeship

1962-1965 Indiana University Alumni Association, Fee Remission Scholarship

References

Dr. Douglas Amedeo  
Department of Geography  
University of Nebraska  
Lincoln, Nebraska 68588-0135  
(402) 472-2865

Dr. Rex Honey  
Department of Geography  
University of Iowa  
Iowa City, Iowa 52242  
(319) 335-0150

Dr. David Reynolds (Ph.D. committee chairperson)  
Department of Geography  
University of Iowa  
Iowa City, Iowa 52242  
(319) 335-0150

Dr. Peter Taylor  
Department of Geography  
Loughborough University of Technology  
Loughborough, LE11 3TU  
United Kingdom  
+44 (0) 1509 222790
Publications

A. Theses.

1974  Occupational Segregation in Urban Residential Space, Ph. D. Dissertation, Department of Geography, University of Iowa, Iowa City, Iowa, 372 pp. [Note: available from University Microfilms, Ann Arbor, Michigan]

1968  A Study and Simulation of Urban Shopping Travel, M. A. Thesis, Department of Geography, Indiana University, Bloomington, Indiana, 161 pp.

B. Books and Monographs.


C. Book Chapters.


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C. Book Chapters, cont.


D. Articles


D. Articles. cont.


D. Articles, cont.


E. Book and Software Reviews.


E. Book and Software Reviews, cont.


F. Abstracts, Maps and Miscellaneous.


F. Abstracts, Maps and Miscellaneous, cont.

1996

1996

1995

1995

1994

1994

1994

1993

1992
"Abstract: Party and Section in the 101st Congress," Abstracts: Great Plains/Rocky Mountain Division Association of American Geographers Annual Meeting, Department of Geography, Kansas State University, Manhattan, Kansas, p. 2.

1992

1992


F. Abstracts, Maps and Miscellaneous, cont.


1983 Impacts of Oklahoma's Changing Demographic Character and Structure on Prison Population Levels, with G. Thompson, Department of Geography, University of Oklahoma, Norman, Oklahoma, 96 pp. (Research supported by the Oklahoma State Department of Corrections, Oklahoma City, Oklahoma. Final report entered as evidence by the Oklahoma Attorney General's office during a U. S. Federal District Court hearing on prison conditions in Oklahoma on September 26, 1983).


F. Abstracts, Maps and Miscellaneous, cont.


Papers and Workshops Presented


March 2002  "Geography of Population Change and Redistribution within the Post-Frontier Great Plains," with R. Lonsdale, Center for Great Plains Studies 2002 Annual Symposium, Lincoln, Nebraska.


April 1999  "Recent Population Trends in the Midcontinent Region," Annual Meeting of the Nebraska Academy of Sciences, Lincoln, Nebraska.
### Papers and Workshops Presented, cont.

<table>
<thead>
<tr>
<th>Date</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>June 1998</td>
<td>&quot;Human Geography: Population Geography and Urban Geography,&quot; Geographic Educators of Nebraska (GEON) Nebraska Summer Geography Teachers' Institute, Blair, Nebraska</td>
</tr>
</tbody>
</table>
Papers and Workshops Presented, cont.


April 1995  "Politics and the Plains: Geography, Gender and the Vote in Presidential Elections," with A. May, Center for Great Plains Studies Seminar, University of Nebraska, Lincoln, Nebraska.


October 1993  "Modern Geography Workshop for Albanian Geographers," with D. Rugg, R. Lonsdale, and J. Peake, Department of Geography, University of Tirana, Tirana, Albania; Funded by "Special Projects Grant" from the International Research and Exchanges Board (IREX).


<table>
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<tr>
<th>Date</th>
<th>Title</th>
<th>Details</th>
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</table>
Papers and Workshops Presented, cont.


October 1987  "Has Sectionalism in the Old Northwest Died Away?" with F. Shelley, invited presentation at session on "The Historical Geography of American Politics," Annual Meeting of the Eastern Historical Geographer's Association, University Park/State College, Pennsylvania.


Papers and Workshops Presented, cont.


April 1984  "Electoral Realignment and Presidential Politics," invited presentation at the "Research Seminar," Department of Geography, University of Minnesota, Minneapolis, Minnesota.


Papers and Workshops Presented, cont.


October 1983  "Demographic Correlates of Oklahoma's Prison Population Problem," with G. Thompson, Fall Meeting of the Southwest Division of the Association of American Geographers, Norman, Oklahoma.


June 1983  "Discussion of G. Mattson and F. Lorenz, 'Spatial Allocation Rules, Bureaucratic Structures, and State LWCF Distribution Patterns: is there a bias?'" Annual Meeting of the Mid-Continent Regional Science Association, Oklahoma City, Oklahoma.


Papers and Workshops Presented, cont.


Stephen Lavin
CV, 2003

Department of Anthropology and Geography
University of Nebraska, Lincoln, NE 68588.
(402)-472-3580. slavin@unlserve.unl.edu

ACADEMIC POSITIONS

9/87 to present  Associate Prof., U. of Nebraska.
9/81 to 8/87  Assistant Prof., Dept. of Geography, U. of Nebraska.
9/79 to 6/81  Assistant Prof., Dept. of Geography, Dartmouth College.
9/77 to 9/79  Instructor, Dept. of Geography, Dartmouth College.

EDUCATION

M.S. Earth Sciences, Montana State U., 1971

 AWARDS


1988  British Cartographic Society Award, Best Article Published in THE CARTOGRAPHIC JOURNAL during 1987, with Randall Cerveny. For Unit-Vector Density Mapping. Awarded medal of the Society and stipend.


REFEREED PUBLICATIONS


1989 Legend Designs For Unclassed, Bivariate Choropleth Maps, with Helen R. Aspaas, 

1989 Wind-Field Analysis Using Unit-Vector Density Mapping, with Randall S. Cerveny, 

1987 Unit-Vector Density Mapping, with Randall S. Cerveny, THE CARTOGRAPHIC 
Cartographic Society's Survey and General Instrument Award for the best article published in THE 
CARTOGRAPHIC JOURNAL in 1987.


1986 Dot-Density Shading: A New Method of Mapping Continuous Climatic Data, with Jay 
Hobgood, JOURNAL OF CLIMATE AND APPLIED METEOROLOGY, American 

1986 Identification and Analysis of Climatological Trends and Anomalies Through 
Dot-Density Shading, with Randall Cerveny, JOURNAL ATMOSPHERIC AND OCEANIC 

1984 Computer-Produced Unclassed, Bivariate Choropleth Maps, with J. Clark Archer, 
THE AMERICAN CARTOGRAPHER, Vol. 11, No. 1, pp. 49-57. Winner of the Andrew McNally 
Award for the finest cartography article in 1984, Rand-McNally Corp., American Congress On 
Surveying and Mapping.

1981 Computer-Assisted Instruction in Geography, with J. Clark Archer, GEOGRAPHICAL 
PERSPECTIVES, Vol. 47, pp. 16-29.

BOOKS


2002 John L. Moore, Jon P. Preimesberger, and David R. Tarr, editors, 57 maps by J. Clark Archer and 

UNREFEREED PUBLICATIONS

2003 Interactive Atlas of Nebraska. An online atlas of the State, found at www.unl.edu/ag/geography is 
the result of a class project in Geography 425/825. Co-authored by 14 undergraduate and graduate 
students, it contains 70 maps in 10 geographic categories.
2003 Peopling the Louisiana Purchase, with J. Clark Archer, Jeanette Gara, and Fred Shelley. Map supplement to Assoc. of American Geographers annual meeting, and to The Journal Historical Geography, March, 2003, New Orleans, 1 page, 17" x 22".


1989-02 Numerous book and software reviews, encyclopedia entries.

CONFERENCE PRESENTATIONS


1999 The Consequences of RGB, HLS, and CMYK in Multivariate Animated Mapping, Mid-America GIS Conference, Overland Park, KS

1996 Multivariate Map Animation, Annual Meeting, Nebraska GIS Symposium, Lincoln, NE.

1995 Fast Overlay Animation in RGB, Annual Meeting, Great Plains Rocky Mt. Division of the AAG. Rapid City, SD.

1995 Multi-Image Sequencing and Multivariate Exploratory Data Analysis, Mid-America GIS Conference, Overland Park, KS.


1994 Computer Analysis and GIS, session organizer and chair, Annual Meeting of Great Plains Rocky Mt. Division of the AAG, Hot Springs, AR.

1993 Continuous Surface Visualization, Annual Meeting, Great Plains Rocky Mt. Division of the AAG. Boulder, CO.
1993 **Multi symbolization in Map Animation**, Mid-America GIS Conference, Overland Park, KS.

1992 **Three Variable Mapping in RGB**, Third Annual Conference on Computer Visualization and Imaging, U. of Iowa, Iowa City IA.


1990 **Cartographic Animation**, Mid-America GIS Conference, Kansas City, KS.

1990 **Electronic Atlases For Visualization**, First Annual Conference on Computer Visualization and Imaging, U. of Iowa, Iowa City IA.


1986 **Comparisons of Isoline and Dot-Density Maps**, ANNUAL MEETING, Association of American Geographers, Minneapolis MN.

1985 **Dot-Density Shading**, with Jay Hobgood, ANNUAL MEETING, Association of American Geographers, Detroit MI.


1980 **Computer Assisted Instruction In the Interactive Mode**, with J. Clark Archer, ANNUAL MEETING, National Council on Geographic Education, Des Moines, IA.

1980 **The Accuracy of Place Information**, with Prentice L. Knight, ANNUAL MEETING, Association of American Geographers, Louisville, KY.


1978  **Computer Applications In Geographic Education**, ANNUAL MEETING, New England, St. Lawrence Valley Division of the Association of American Geographers, Dartmouth College, Hanover, NH.

1977  **Choropleth Map Pattern Complexity**, ANNUAL MEETING, American Congress on Surveying and Mapping, Little Rock, AR.

1976  **Perceived Regions on Choropleth Maps**, ANNUAL MEETING, Association of American Geographers, Salt Lake City, UT.

**GRANTS RECEIVED**


2003  **Graduate Student Recruitment Grant**, U. of Nebraska Research Council, with Raymond Hames, $2,900


2000  **Internet-Based Computer Instruction in Geography**, College of Arts and Sciences, $12,000.

1991  **Computer Education For Undergraduates in Meteorology/Climatology and Geographical Information Systems**, with Mark Anderson, Clark Archer, and Clinton Rowe. National Science Foundation. $50,000.


1987  **Electronic Atlas Prototype**, Research Council Grant-In-Aid, U. of Nebraska, $2,482.

1984  **Computer Mapping Hardware**, Research Council Grant-In-Aid, U. of Nebraska, $2,430.

1984  **Computing Laboratory for Undergraduate Education in Geography**, College of Arts and Sciences, U. of Nebraska, $27,000

1983  **Computer Mapping Hardware**, Research Council Grant-In-Aid, U. of Nebraska, $1,933

1982  **Computer Hardware**, Research Council Grant-In-Aid, U. of Nebraska, $1,768

1981  **Tektronix Graphics Computer System For Teaching**, College of Arts and Sciences, U. of Nebraska, $30,000

1980  **Implementation of real-time computer graphic displays in classrooms**, Co-recipient, Comprehensive Assistance to Undergraduate Science Education (CAUSE) Grant, National Science Foundation, Dartmouth College, $249,775.
UNFUNDED GRANT APPLICATIONS


1991  **Establishment of A center For Geographic Information Systems Education**. Submitted to the University of Nebraska Foundation. $48,750.


1990  **Computer Education For Undergraduates in Meteorology/Climatology and Geographical Information Systems: An Integrated Approach.**, with Clinton Rowe (co-PI), Mark Anderson, and Daniel Leathers, $184,561. Unfunded, but re-submitted 11-90 to the National Science Foundation.

1988  **A Science and Technology Research Center for Regional-Scale Environmental Assessment**, Center For Advanced Land Management Technologies, with Donald C. Rundquist, $93,000. Submitted to the National Science Foundation.

1987  **Establishment of a Statewide Geographic Information System for Natural Resource Districts: A Feasibility Study**, Center For Advanced Land Management Information Technologies, with Donald C. Rundquist, $15,000. Submitted to the University of Nebraska Foundation.

1986  **Image Processing Hardware and Software for Multi-and Inter-Disciplinary Research**, Center For Advanced Land Management Information Technologies, with Donald C. Rundquist, $49,900. Submitted to the University of Nebraska Foundation.

1986  **Statewide Retrospective Analysis of Relationships Between Satellite Derived Land Cover Variability and Climate**, Center For Land Management Information Technologies, with Donald C. Rundquist, $37,950. Submitted to the University of Nebraska Foundation.

CREATIVE ACTIVITIES - MAPS PUBLISHED  Most maps produced with Les Howard, Conservation and Survey Division, IANR.

A. MAPS IN PRIZE-WINNING BOOKS.


2. 1997, nominee for the Pulitzer Prize in history.
1. 1984, Chicago Book Clinic Design Award, annual design competition (juried award).
2. 1984, Assoc. of American University Presses, excellence in concept and design (juried award).

Prucha, F.  *The Great Father*, U. of Nebraska Press.
1. 1984, nominee for a Pulitzer Prize in American History.
2. 1984, Assoc. of American University Presses, excellence in concept and design (juried award).


1. 1984, Ohio Library Association, Obioana Book Award.

**B. OTHER MAPS DESIGNED FOR PUBLISHED BOOKS**


C. MAPS DESIGNED FOR PUBLIC SERVICE


COURSES REGULARLY TAUGHT

Geog. 317 Cartography I - Introductory Cartography.
Geog. 425/825 Scientific Visualization in Cartography.
Geog. 915 Cartography Seminar.

GRADUATE DEGREES SUPERVISED

2003 Michael Shambaugh-Miller, Ph.D.
2003 Philip Webb, M.A.
2003 Clayton Stryker, M.A.
2003 Thomas Houle, M.A.
2003 James Langtry, M.A.
2003 Juan Ramirez, Ph.D.
2002 Matthew Dooley, M.A.
2001 Khalid Al Megren, M.A.
2000 John Kostelnik, M.A.
1998 Sonja Rossum, M.A.
1997 Patrick Guiberson, M.A.
1996 William Thompson, M.A.
1996 David Arnold, M.A.
1993 Eilene Nettleton, M.A.
1993 Djoned Yulianto, M.A.
1992 Susan Retchless, M.A.
1992 Kelly Klenke, M.A.
1992 Shaula Ross, M.A.
1991 Michael Ward, M.A.
1990 Larry Kerrigan, M.A.
1990 Richard Maycock, M.A.
1990 Terry Sohl, M.A.
1989 Kenneth Foley, M.A.
1989 Leslie Howard, M.A.
1989 Scott Murphy, M.A.
1989 Min-Su Pai, M.A.
1988 Ronald Zelt, M.A.
1988 Carroll Moxham, M.A.
1987 Patrick Piersol, M.A.
1987 Peggy Moser, M.A.
1986 Mark Bernasek, M.A.
1986 Robert Harding, M.A.
1986 Helen Ruth Aspaas, M.A.
1986 Jodell Larimer, M.A.
1986 Mark Kohrell, M.A.
1986 Stephen Brandly, M.A.
1985 Paul Kramer, M.A.
1985 Meri Blaylock, M.A.

THESES AND DISSERTATIONS COMPLETED

2003 Juan Ramirez “Peasant Rationality and Land Cover Changes in the Central Drylands of Chile”, Ph.D.
2002 Matthew Dooley “Assessing the Role of Visibility in Prehistoric Place Use in Central North Dakota”, M.A.
1997 Patrick Guiberson, “Cartographic Visualization For Exploratory Research in Historical Geography”, M.A.
1996  William Thompson, "Autoanimated Migration Maps", M.A.


1989  Scott Murphy, "IRM: An Artificial Intelligence Approach to Road Maps", M.A.

1989  Leslie Howard, "Effects of Scale Statements In Reference Mapping", M.A.

1988  Ronald Zelt, "Evaluation of AVHRR Imagery in Land-Use and Land Cover Classifications", M.A.

1986  Helen Ruth Aspaas, "The Influence of Legends on the Interpretation of Unclassed, Bivariate Maps", M.A.

1986  Robert Harding, "Communication Effectiveness of CRT Displayed Bivariate Choropleth Maps", M.A.

PROFESSIONAL SERVICE


1987  Research Associate, Center For Advanced Land Management Information Technology, U. of Nebraska, Lincoln.

1986-88  Consultant, Citizens For Environmental Improvement, Lincoln, NE


1986  Visiting scientist, University of Montana Biological Station, Flathead Lake, MT.

1982-85  Director, Cartographic Services, Dept. of Geography, University of Nebraska-Lincoln, NE.

1983  Chair, Cartography program, and member, program committee, Association of American Geographers annual meeting, Denver, CO.

1983  Mapping consultant, Lincoln Transportation System, Lincoln, NE.

1980-81  Consultant, computer mapping, New Hampshire Emergency Medical Service, Hanover, NH.

1974-75  Manager and cartographer, Kansas Univ. Cartographic Laboratory Lawrence, KS.
DEPARTMENTAL SERVICE

2001 to present  Member, Personnel Committee, Department of Anthropology and Geography.
2001 to present  Member, Program Committee, Department of Anthropology and Geography.
2001 to present  Member, Curriculum Committee, Department of Anthropology and Geography.
2001 to 2002  Vice-Chair, Dept. of Anthropology and Geography, University of Nebraska.
1997 to 2001  Chair, Department of Geography, University of Nebraska.
1992 to present  Advisor, Graduate programs in Geography.
1992-96  Vice-Chair, Dept. of Geography, University of Nebraska.
1992 to present  Chair, Facilities Committee, Dept. of Geography, University of Nebraska.
1991 -1998  Lab manager, Cartography Lab, Dept. of Geography, University of Nebraska.
1986 to present  Member, Curriculum Committee, Dept. of Geography, University of Nebraska.
1992-95  Member, Salary Committee, Dept. of Geography, University of Nebraska.
1991-92  Chair, Techniques Committee For Program Restructuring, Dept. of Geography, University of Nebraska.
1991  Chair, Search committee, GIS position, Dept. of Geography, University of Nebraska.
1988-89  Member, Chair Search Committee, Dept. of Geography, University of Nebraska.
1985  Chair, Search Committee, Cartography position, Dept. of Geography, University of Nebraska.

UNIVERSITY SERVICE

2003 to present  Member, Board of Governors, Center for Great Plains Studies
2003 to present  Chair, Scholarship Committee, Center For Great Plains Studies
2003 to present  Member, Program Committee, Center for Great Plains Studies
2002 to present  Fellow, Center for Great Plains Studies
2002 to present  Director, UNL GIS Certificate Program
1992-present  Chair, Geography Graduate Committee, University of Nebraska.

1994-96  Member, Executive Graduate Council, University of Nebraska.

1985-87  Secretary, Faculty of Arts and Sciences, University of Nebraska.

1982-84  Member, Select Task Force on Academic Computing Hardware, College of Arts and Sciences, University of Nebraska.

PROFESSIONAL MEMBERSHIPS

American Cartographic Association
Association of American Geographers
American Congress on Surveying and Mapping
National Council On Geographic Education
North American Cartographic Information Society
International Mountain Society
JAMES WILLIAM MERCHANT, JR.
Professor and Associate Director
Center for Advanced Land Management Information Technologies
Institute of Agriculture and Natural Resources
University of Nebraska-Lincoln
Lincoln, NE 68588-0517
Telephone: (402) 472-7531
Fax: (402) 472-4608
E-mail: jmerchant1@unl.edu

EDUCATION:

B.S. Geography, Towson State University, Towson, MD 21204 (1969)
M.A. Geography, University of Kansas, Lawrence, KS 66045 (1973)
Ph.D. Geography, University of Kansas, Lawrence, KS 66045 (1984)

PROFESSIONAL EXPERIENCE:

2002-present  Research Coordinator, School of Natural Resource Sciences, University of Nebraska-Lincoln
1998-present  Professor and Associate Director, Center for Advanced Land Management Information Technologies, University of Nebraska, Lincoln, NE
1989-1998  Associate Professor and Associate Director, Center for Advanced Land Management Information Technologies, University of Nebraska, Lincoln, NE
1986-1989  Assistant Professor, Department of Geography, University of Kansas, Lawrence, KS

RELEVANT AWARDS AND SELECTED RECENT PROFESSIONAL ACTIVITIES:

•  Outstanding Contributions Award, Nebraska GIS/LIS Association (1999)
•  Elected a Fellow of the American Society for Photogrammetry and Remote Sensing (1996)
•  ERDAS Award for best scientific paper in remote sensing (1994)
•  Alan Gordon Award, American Society for Photogrammetry and Remote Sensing (1991)

SELECTED RECENT GRANTS:

2003  Implementation of the AmericaView Program in Nebraska (Years 1 and 2), U.S. Geological Survey, $234,819; September 2002-August 2004
2003  Generation of Improved Land-surface Data and an Assessment of its Impact on Mesoscale Predictions, National Science Foundation, $48,391; May 2003-April 2004 (first year of expected three-year grant)


2001 Land Use Change for the Platte River Cooperative Hydrology Study (with P. Dappen), Nebraska Department of Natural Resources, $153,906; December 2001 - May 2003.


2001 Land Use Delineation for the Platte River Cooperative Hydrology Study (with P. Dappen), Nebraska Department of Natural Resources, $160,137; July 2001 - December 2002.


2000 Land Cover Inventory of the Niobrara River Watershed (with P. Dappen), Nebraska Game and Parks Commission, $49,335; November 2000 - October 2001.


1998 Geospatial Data Integration for Decision Support, University of Nebraska-Nebraska Research Initiative (NRI); $1,346,100; July 1998-July 2004. (Co-PI with 8 other NU faculty)


1998 Nebraska Gap Analysis Program (Phases 1-4), USGS/Biological Resources Division, $755,900; October 1995-September 2002

SELECTED PUBLICATIONS:


SELECTED RECENT SERVICE:

- Research Coordinator, School of Natural Resources, University of Nebraska-Lincoln, 2001-present.
- Planning committee, Nebraska GIS Symposium, May 13-15, 2003, Lincoln, NE.
- Chair, Search Committee for School of Natural Resources Director, University of Nebraska-Lincoln, 2003.
- Co-Chair, 17th Annual Symposium, International Association for Landscape Ecology - United States Regional Association, Lincoln, NE, April 23-27, 2002
- Invited keynote speaker, 2001 Iowa GIS Symposium, University of Iowa, Iowa City, IA, October 4-5, 2001
SUNIL NARUMALANI

Mailing Address:
CALMIT
University of Nebraska
Lincoln, NE 68588-0517

Voice: 402-472-9842
FAX: 402-472-4608
e-mail: sunil@calmit.unl.edu

EDUCATION
Ph.D. in Geography, University of South Carolina, July 1993.
M.A. in Geography, University of Georgia, June 1989.

PROFESSIONAL EXPERIENCE
Associate Professor, School of Natural Resources, University of Nebraska. (July 1998-Dec 1998 with Geosciences), January 1999-present.
Assistant Professor, Joint Appointment with the Department of Geosciences and School of Natural Resources, University of Nebraska. August 1997-July 1998.
Assistant Professor, Department of Geography, University of Nebraska. Teaching and Research in Remote Sensing and Geographic Information Systems for environmental, and natural resources. August 1993-August 1997.

SELECTED PUBLICATIONS


SELECTED GRANTS

- Narumalani, Flora and Fauna Inventory and Survey at three Nebraska Army National Guard Sites, Nebraska Military Department, $93,000, Jan. 2003 - Dec. 2003.
- Narumalani, Geographic Information System Support for the Nebraska Army National Guard, Nebraska Military Department, $54,564, Oct. 2002 - Sept. 2003
- Narumalani, S., Land Use / Land Cover Interpretation and Analysis for Three National Monuments, National Park Service, $33,626/1 year (APPROVED: August 2001).
- Narumalani, S. and J. Mason, Environmental Geographic Information Systems (GIS) for Three Nebraska Army National Guard Sites, Nebraska Military Department, $92,419/1year (APPROVED: April 2000).
- Narumalani, S. and J. Mason, Integrated Natural Resources Management Plans for Four Nebraska Army National Guard Sites, Nebraska Military Department, $91,110/1.5 years (APPROVED: July 1999)
- Narumalani, S., Integrating GIS and Traffic Modeling Operations, Nebraska Department of Roads, $34,579/1year (APPROVED: August 1998).
- Narumalani, S.: Analysis of Ecosystem Performance and Potential in Southcentral Nebraska, to U.
S. Environmental Protection Agency, $50,000/1.5 years (June 1996-December 1997). APPROVED: Oct 1996.

COURSES TAUGHT
University of South Carolina:
GEOG 551 Principles of Remote Sensing

University of Nebraska:
- GEOG 150 Introductory Physical Geography
- GEOG 422/822 Advanced Techniques in GIS
- GEOG 412/812 Introductory GIS
- GEOG 498/898 Seminar in Remote Sensing
- GEOG 498/898 Seminar in GIS
- GEOG 420/820 Digital Image Analysis
- GEOG 898/GEOS 898 Proseminar in Remote Sensing and GIS Research Methods

CURRENT STUDENTS
Masters: Connie Tvrdy (Geography)
         Markus Craig (Community & Regional Planning)
         Paul Merani (Geography)
         Sudhir Ponnappan (Geography)
         Sudheer Chadlavada (Geography)

Ph.D.:   Joan Lubischer (Geography – co-advisor till summer 2003)
         Omprappa Pummacacharna (Asian Institute of Technology, Thailand)
         Deepak Mishra (SNRS)
         Lawrence Bradley (Geography)
         Thomas Jeffrey (Geography)

ACADEMIC & PROFESSIONAL HONORS AND AWARDS
- American Society for Photogrammetry & Remote Sensing, Autometric Award for Outstanding Paper on Photographic or Imagery Interpretation, April 1996.
- University of Nebraska, Certificate of Recognition for Contributions to Students, February 1995
- International Society for Photogrammetry & Remote Sensing, Commission VI, Best Poster Paper Award, August 1992
- Department of Geography, Paul Lovingood Award for Excellence in Research, May 1992
- Sigma Xi First Place for paper presented at the South Carolina Academy of Sciences Meeting, April 1992.
DONALD C. RUNQUIST, Professor, 35% Teaching, 35% Research, 30% Administration
Areas of Interest: Field techniques in remote sensing, high spatial and spectral remote sensing as they relate to
agriculture, inland water quality, and coastal systems
Contact: drundquist1@unl.edu, 402/472-7536

EDUCATION
B.S. Geography, University of Wisconsin-Whitewater (1967)
M.A. Geography, University of Nebraska-Omaha (1971)
Ph.D. Geography, University of Nebraska-Lincoln (1977)

PROFESSIONAL EXPERIENCE
1998 - present Professor, School of Natural Resource Sciences
1986 - present Director, Center for Advanced Land Management Information Technologies (CALMIT)
1989 - present Professor, Conservation and Survey Division (CSD)
1987-90 Branch Chief, Geographic Information Systems, CSD
1984-87 Program Manager, Land Resources, CSD
1982-89 Assistant and Associate Professor, CSD
1975-81 Assistant Professor of Geography and Director of Remote Sensing Applications
Laboratory, University of Nebraska at Omaha

HONORS AND AWARDS
Commendation for meritorious service and dedication to improving the quality of the University, University of
Nebraska Board of Regents (1979)
Charles A. Lindbergh Award/Grant in Aerospace and Aeronautics (1978). The award was personally presented by
the Honorable Stuart Symington and General James H. Doolittle at the Plaza Hotel, New York City.

TEACHING (last five years)
Courses Taught (Fall, Spring, Summer)
Geog,Geos,Agron,NRES 419/819 Practical Applications of Remote Sensing in Agriculture and Natural
Resources (F98-2002)
Geog 996 Non-Thesis Research (S98-2002)

Masters and Doctoral Students Advised
Asad Ullah (Phd Geography 2000) Remote Sensing of Aquatic Macrophytes
Stuart McFeeters (Phd Geography 2000) Remote Sensing of Vegetation-Water Interfaces
Ann Hodgson (Phd Agronomy 2001) Characterizing Wetland Plant Communities
Juan Ramirez (MA Geography 2000) Close-Range and Aircraft Remote Sensing of Crop Phenology
David Derry (MA Geography 2000) Monitoring Corn Development Via Remote Sensing
Andres Vina (MA Geography 2000) Remote Detection of Biophysical Properties of Plant Canopies
Aaron Schepers (MA Geography 2002) Comparison of GIS Approaches to Delineate Management Zones
Jeff Moon (MA Geography 2002) (non-thesis)
Jared Burkholder (MA Geography 2002) (non-thesis)

SELECTED GRANTS AND CONTRACTS (last five years)
Lake Classification in Agricultural Settings (J. Holz, P.I.), EPA, $1,200,000, 2001-2003.
Coastal Monitoring (J. Schalles, P.I.), NOAA, $100,000, 2002-2003.
Remote Sensing of Crops (D. Rundquist, P.I. on subcontract), NASA Space Grant, $80,000, 1998-present.
Geospatial Information for Decision-Making (S. Reichenbach, P.I), Nebraska Research Initiative approx. $1,000,000, 1998-2002

SELECTED PUBLICATIONS (last three years)
Present Position:

Professor and Chair, Department of Anthropology-Geography
University of Nebraska-Lincoln
Lincoln, Nebraska 68588-0135
402/472-3576

Education:

Ph.D., University of Nebraska-Lincoln, 1971
Dissertation: An Historical Geography of the Fur Trade on the Upper Missouri, 1807-1843

M.A., University of Nebraska-Lincoln, 1968

B.A., University of Sheffield, England, 1967

Professional Experience:

Professor and Chair, Dept. of Anthropology & Geography, University of Nebraska-Lincoln, 2002-
Visiting Lecturer, University of Waikato, New Zealand, Sept./Oct. 1996
Professor, Department of Geography, University of Nebraska-Lincoln, 1986-
Foreign Expert, Guangzhou English Language Center, Zhongshan University, China P.R., 1986-1987
Associate Professor, Department of Geography, University of Nebraska-Lincoln, 1978-1986
Assistant Professor, Department of Geography, University of Nebraska-Lincoln, 1974-1978
Visiting Professor, Department of Geography, University of Arizona, Summer 1973
Assistant Professor and Deputy Head, Department of Geography, Beloit College, 1972-1974
Temporary Assistant Professor, Department of Geography, University of Arizona, 1971-1972

Honors:

University of Nebraska Distinguished Teaching Award, 1978
J.B. Jackson Prize 1995, for *An Unspeakable Sadness: The Dispossession of the Nebraska Indians* (also nominated for a Pulitzer Prize).

Research Grants and Awards:

Junior Research Fellowship, University of Nebraska, Summer 1976, $1,200.
Research Council Fellowship, University of Nebraska, Fall 1978, Sabbatical.
Senior Research Fellowship, University of Nebraska, Summer 1979, $2,200.
Paul Dennis Fellowship, Summer 1983, $4,914.
Nebraska Committee for the Humanities, Summer Fellowship 1984, $2,500.
Research Council Summer Fellowship, University of Nebraska, 1990, $5,000.
American Philosophical Society Grant-in-Aid, 1990, $2,000.
Center for Great Plains Studies, Summer Fellowship, 1990, $5,000.
American Council for Learned Societies Grant-in-Aid, 1990, $3,000.
National Endowment for the Humanities, 1990-93, $85,000 (with Jeanne Kay).
National Endowment for the Humanities, 1995-98, $240,000 (with John R. Wunder).
Nebraska Humanities Council, 1998-99, $11,000.
Nebraska State Historical Society Research Grant, 2000, $1,000.
Nebraska Humanities Council, 2002, $3,091 (with Mary Liz Jameson).
National Endowment for the Humanities, 2002, $8,100.
Canadian Embassy Grant, 2002, $2,300.
Nebraska Humanities Council, 2002, $5,000.
National Endowment for the Humanities Fellowship, 2003, $24,000.

Papers:

Presented at the annual meetings of the Association of American Geographers, 1972, 1982, 1984, 1990, 1993, 1994; at the annual meeting of the American Culture and American Popular Culture Association, 1988; at the annual meeting of the Western History Association annual meeting, 1990; and annually at various universities, symposia, and international conferences. Recent invited lectures include Howard F. Hibdon Honorary Lecture, Central Missouri State University (Spring 2001), and George O. Carney Honorary Lecture, Oklahoma State University (Fall 2001).

Articles:


“Period and Region,” *Progress in Human Geography* (accepted).

**Books:**


The Encyclopedia of the Great Plains (editor, forthcoming, University of Nebraska Press 2004)

Book Reviews:

In the Journal of Historical Geography, Professional Geographer, Historical Geography Newsletter, Annals, Association of American Geographers, Nebraska History, Geographic Review, Great Plains Quarterly, American Historical Review, Pacific Historical Review, Plains Anthropologists, American Indian Quarterly, Great Plains Research, and Journal of the West.

Administrative and Committee Assignments:

Advisor, Transfer of Foreign Student Credits, 1974-

Chief Advisor, Undergraduate Geography Major, 1974-

Secretary of College of Arts and Sciences, 1977-1978

Member, Publications Committee, Center for Great Plains Studies, 1988-92

Faculty of University Studies, 1980-

Associate Editor, Great Plains Quarterly, 1982-

Chair, Graduate Committee, Department of Geography, 1985-1986

Board of Governors, Center for Great Plains Studies, 1989-92

Chief Advisor, Environmental Studies Major, 1990-94

Faculty of Human Rights and Cultural Diversity, 1998-

Vice-Chair, Department of Geography, 1998-2000

Co-organizer, Great Plains Migrations Conference, March 2002

Chair, Department of Anthropology and Geography, 2002-

Other Professional Activities:

Consultant, *The Platte River Road* (Nebraska Educational T.V., 1991)

Consultant, *The Oregon Trail* (Nebraska Educational T.V., 1991-2)


Consultant, *History of Nebraska* (Nebraska Educational T.V., 1996-7)

Editorial Board, *American Indian Culture and Research Journal*, 2001-

Consultant, *Next Exit* (Nebraska Educational T.V., 2002-3)

Segment, *Adrift on the Great Plains*, Next Exit, April 2002

**Research Interests:**

Historical Geography, Dispossession of Native Peoples and Claims, Great Plains, Geographical and Historical Epistemology

**Teaching Interests:**

Introductory Human Geography, Geography of the United States, Historical Geography of the Great Plains, Geography of Europe, and Senior Seminar at the undergraduate level. Historical Geography, Great Plains, History and Philosophy of Geography, and Dispossession of Native Peoples at the graduate level.
Supplemental Materials
Appendix 1

Role and Mission Statement of the University of Nebraska-Lincoln
Role and Mission Statement

The Role of the University of Nebraska-Lincoln

The University of Nebraska-Lincoln, chartered by the Legislature in 1869, is that part of the University of Nebraska system which serves as both the land-grant and the comprehensive public University for the State of Nebraska. Those responsible for its origins recognized the value of combining the breadth of a comprehensive University with the professional and outreach orientation of the land grant University, thus establishing a campus which has evolved to become the flagship campus of the University of Nebraska. UNL works cooperatively with the other three campuses and Central Administration to provide for its student body and all Nebraskans the widest array of disciplines, areas of expertise, and specialized facilities of any institution within the state.

Through its three primary missions of teaching, research, and service, UNL is the state's primary intellectual center providing leadership throughout the state through quality education and the generation of new knowledge. UNL's graduates and its faculty and staff are major contributors to the economic and cultural development of the state. UNL attracts a high percentage of the most academically talented Nebraskans, and the graduates of the University form a significant portion of the business, cultural, and professional resources of the State. The quality of primary, secondary, and other post-secondary educational programs in the state depends in part on the resources of UNL for curricular development, teacher training, professional advancement, and enrichment activities involving the University's faculty, museums, galleries, libraries, and other facilities. UNL provides for the people of the state unique opportunities to fulfill their highest ambitions and aspirations, thereby helping the state retain its most talented youth, attract talented young people from elsewhere, and address the educational needs of the non-traditional learner.

The University of Nebraska-Lincoln has been recognized by the Legislature as the primary research and doctoral degree granting institution in the state for fields outside the health professions. UNL is one of a select group of research universities which hold membership in the American Association of Universities (AAU). Through its service and outreach efforts the University extends its educational responsibilities directly to the people of Nebraska on a state-wide basis. Many of UNL's teaching, research and service activities have an international dimension in order to provide its students and the state a significant global perspective.

The Missions of the University of Nebraska-Lincoln

The role of the University of Nebraska-Lincoln as the primary intellectual and cultural resource for the State is fulfilled through the three missions of the University: teaching, research, and service. UNL pursues its missions through the Colleges of Architecture, Arts and Sciences, Business Administration, Engineering and Technology, Fine and Performing Arts, Human Resources and Family Sciences, Journalism and Mass Communications, Law, Teachers College, the university-wide Graduate College, and the Institute of Agriculture and Natural Resources which includes the College of Agricultural Sciences and Natural Resources, the Agricultural Research Division, the Cooperative Extension

http://factbook.unl.edu/factbook/mission.html
Division, International Programs Division, and the Conservation and Survey Division. Special units with distinct missions include the University Libraries, the Division of Continuing Studies, International Affairs, the Lied Center for Performing Arts, the Bureau of Business Research, the Nebraska Educational Television System, the Sheldon Memorial Art Gallery, the University of Nebraska State Museum, the University Press, the Water Center, the Nebraska Forest Service, the Nebraska Statewide Arboretum, and Intercollegiate Athletics.

To capitalize on the breadth of programs and the multidisciplinary resources available at UNL, a number of Centers exist to marshal faculty from a variety of disciplines to focus teaching and research on specific societal issues and to provide technical assistance for business and industry in order to enhance their ability to compete in world markets. Additionally, interdisciplinary programs promote integration of new perspectives and insights into the instructional research and service activities.

The University of Nebraska-Lincoln promotes respect for and understanding of cultural diversity in all aspects of society. It strives for a culturally diverse student body, faculty, and staff reflecting the multicultural nature of Nebraska and the nation. UNL brings international and multicultural dimensions to its programs through the involvement of its faculty in international activities, a student body that includes students from throughout the world, exchange agreements with other universities abroad involving both students and faculty, and the incorporation of international components in a variety of courses and curricula.

Teaching, research, and service take on a distinctive character at the University of Nebraska-Lincoln because of its status as a comprehensive land-grant university. These traits provide opportunities for the integration of multiple disciplines permitting students more complete and sophisticated programs of study. Its land-grant tradition ensures a commitment to the special character of the State and its people.

The faculty is responsible for the curricular content of the various programs, and pursues new knowledge and truths within a structure that assures academic freedom in its intellectual endeavors. The curricula are designed to foster critical thinking, the re-examination of accepted truths, a respect for different perspectives including an appreciation of the multiethnic character of the nation, and a curiosity that leads to life-long learning. Additionally, an environment exists whereby students can develop aesthetic values and human relationships including tolerance for differing viewpoints.

**Teaching**

The people of Nebraska created UNL to provide its citizens with the highest quality of post-secondary education. Therefore, a fundamental mission of the University of Nebraska-Lincoln is teaching. The distinctiveness of the teaching mission at the University of Nebraska-Lincoln lies in its range of undergraduate majors, the character and quality of the faculty, and the extracurricular environment. The University provides students with a wide choice of courses and career options which often expands the scope of their dreams and ambitions. The size and diversity of the University permits students to mature and to develop their own sense of self-confidence and individual responsibility. The course work is enriched by a faculty that is engaged in active research and creative activity and whose frame of reference is the national and international community of scholars.

Having created the first graduate college west of the Mississippi River, the University of Nebraska-Lincoln has historically recognized graduate education to be a central and unique Role and Mission Statement (continued) component of its mission. Thus, UNL has primary responsibility in the State for graduate education, especially at the doctoral and professional levels. UNL is unique in possessing the scope of programs necessary for multidisciplinary instruction at the graduate level, a faculty involved
in research necessary to support graduate education, and the libraries, laboratories, computer facilities, museums, galleries, and other ancillary resources required for graduate instruction.

Research

Basic and applied research and creative activity represent a major component of UNL's mission, a component that is recognized in Nebraska legislative statutes, and in its status as both a land-grant and an AAU research university. The quest for new knowledge is an essential part of a research university; it helps define and attract the type of faculty necessary to provide a university education; it distinguishes the quality of the undergraduate students' classroom experience; and it is the necessary component of graduate instruction.

As part of its research mission, UNL is dedicated to the pursuit of an active research agenda producing both direct and indirect benefits to the State. The special importance of agriculture, environment, and natural resources is addressed in its research priorities. In addition, UNL conducts a high level of research and creative activities that address in specific ways the issues and problems that confront Nebraska. Through their research and creative activities, faculty at UNL interact with colleagues around the world and are part of the network of knowledge and information that so influences our society. As a consequence, the University serves as the gateway through which Nebraska participates in and shares the gains from technological and cultural developments.

Service

The land-grant tradition creates for the University of Nebraska-Lincoln a special statewide responsibility to serve the needs of Nebraska and its citizens. In addition, many of its service aspects extend to regional, national, and international clientele. Special units such as the Division of Continuing Studies, and the Cooperative Extension Division have specific responsibilities to bring the teaching and research resources of the University to a wider clientele. Through Cooperative Extension's partnership with federal, state, and county agencies, UNL has an outreach program in each county in the state. Moreover, all units of the University have a service and outreach mission. To help accomplish this mission, UNL delivers educational services through diverse ways including telecommunications methods and as a participant in the development of regional educational centers especially in those areas where it has statewide responsibilities. The University recognizes its obligation to extend the resources of the University beyond the campus and throughout the State. Serving the needs of Nebraska requires more than responding to the felt needs of the time. UNL must be visionary in its planning and must help the citizens of the state prepare for the future as well as deal with the present.

Approved by the Board of Regents May 10, 1991
Appendix 2

Geography Course Registrations
Fall 1998 to Spring 2004
Geography Course Registrations, Fall 1998 to Spring 2004

Undergraduate Course Registrations

**Human-Economic Geography**

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Appendix 3

Class Registrations, Student Credit Hours, and Student Contact Hours by Level,
Fall 1999 to Fall 2003
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University of Nebraska-Lincoln
Academic Program Review
Department of Geography
Number of Class Registrations, Student Credit Hours, and Student Contact Hours By Level
Fall Semesters 1999 to 2003

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% Change from 1999 to 2003:
- 8.7 6.6 2.0
- 13.6 11.6 6.2
- (1.9) 0.9 0.3
- (8.9) (18.8) (23.2)

% Change from 2002 to 2003:
- 8.2 8.1 7.6
- 2.9 2.3 1.7
- 26.1 30.4 30.3
- 34.2 33.9 33.6

Source: Office of Institutional Research and Planning.

IRP, 1/15/2004
d:\my documents\prorev\Table4.xls, csh
Appendix 4

Number of Course Sections, Registrations, Average Class Size, and Student Credit Hours, Fall 1999 to Fall 2003
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<td>37</td>
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<td>28</td>
<td>7</td>
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Table 5
University of Nebraska-Lincoln
Department of Geography
Number of Course Sections, Registrations, Average Class Size, and Student Credit Hours
Fall Semesters 1999 and 2003

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Registrations</th>
<th>Avg. Class Size</th>
<th>Student Credit Hrs.</th>
<th>No. of Sections</th>
<th>Registrations</th>
<th>Avg. Class Size</th>
<th>Student Credit Hrs.</th>
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<td>1</td>
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<tr>
<td>Subtotal</td>
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<td>10</td>
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<td>33</td>
<td>3,758</td>
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<td>1,256</td>
<td>39</td>
<td>4,006</td>
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IRP, 12/11/2003
d:\my documents\prorev\Table5.xls, csh
s:\program review\Table5.xls, csh
Appendix 5

Student Credit Hours by Course Level, Department Of Anthropology and Geography,
Fall 2000 to Fall 2003
Table 6
Academic Program Review
for the Department of Anthropology and Geography
Student Credit Hours by Course Level
and Department of the Instructional Staff Teaching the Courses
Fall Semesters 2000 through 2003

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course Level</th>
<th>100</th>
<th>200</th>
<th>300</th>
<th>400</th>
<th>500</th>
<th>600</th>
<th>700</th>
<th>800</th>
<th>900</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>2000-2001</td>
<td></td>
<td>4,195</td>
<td>384</td>
<td>603</td>
<td>247</td>
<td>110</td>
<td>107</td>
<td>5,646</td>
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<td></td>
</tr>
<tr>
<td>2001-2002</td>
<td></td>
<td>4,135</td>
<td>876</td>
<td>435</td>
<td>396</td>
<td>149</td>
<td>76</td>
<td>6,067</td>
<td></td>
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</tr>
<tr>
<td>2002-2003</td>
<td></td>
<td>3,774</td>
<td>1,084</td>
<td>475</td>
<td>390</td>
<td>131</td>
<td>136</td>
<td>5,990</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003-2004</td>
<td></td>
<td>3,992</td>
<td>812</td>
<td>525</td>
<td>356</td>
<td>146</td>
<td>126</td>
<td>5,957</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Percent Change from 2000 to 2003</td>
<td></td>
<td>(4.84)</td>
<td>111.46</td>
<td>(12.94)</td>
<td>44.13</td>
<td>32.73</td>
<td>17.76</td>
<td>5.51</td>
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</tr>
<tr>
<td>Percent Change from 2002 to 2003</td>
<td></td>
<td>5.78</td>
<td>(25.09)</td>
<td>10.53</td>
<td>(8.72)</td>
<td>11.45</td>
<td>(7.35)</td>
<td>(0.55)</td>
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</table>

Note: Credit is assigned according to the home department of the instructional staff who teach the courses.
Totals may not be the sum of numbers shown because of rounding.
Source: Printouts, "Student Credit Hours by Faculty Teaching the Course"

IRP, 12/4/2003
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Appendix 6

Student Registrations by College,
Fall 1999 to Fall 2003
### Table 8
University of Nebraska-Lincoln
Department of Geography
Student Registrations in the Department by College
Fall Semesters 1999 to 2003

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
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<tbody>
<tr>
<td>Agricultural Sciences &amp; Nat. Resources</td>
<td>88</td>
<td>77</td>
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<td>103</td>
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<tr>
<td>Architecture</td>
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<td>34</td>
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<tr>
<td>Arts &amp; Sciences</td>
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<td>256</td>
<td>227</td>
<td>261</td>
<td>350</td>
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<tr>
<td>Business Administration</td>
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<td>207</td>
<td>180</td>
<td>214</td>
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<td>--</td>
<td>181</td>
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<td>Engineering &amp; Technology</td>
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<td>36</td>
<td>32</td>
<td>48</td>
<td>52</td>
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<td>Fine &amp; Performing Arts</td>
<td>20</td>
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<td>26</td>
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<td>Graduate</td>
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<td>79</td>
<td>77</td>
<td>108</td>
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<td>Human Resources &amp; Family Sciences</td>
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<td>3</td>
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<td>47</td>
<td>57</td>
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<td>53</td>
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<tr>
<td>Law</td>
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<tr>
<td>Teachers</td>
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<td>General Studies</td>
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<tr>
<td>Other &amp; Undeclared</td>
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Source: Registration extract as of the sixth day of enrollment for above years.
Appendix 7

Apportionment, Department of Anthropology and Geography,
Fall 2003
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<th>Service</th>
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<tr>
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<td>100</td>
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<td>Robert K Hitchcock</td>
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<tr>
<td><strong>Totals/Averages</strong></td>
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<td><strong>7.76</strong></td>
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</table>
Appendix 8

Faculty Salaries, Department of Anthropology and Geography, with Comparisons
### Table 1

University of Nebraska-Lincoln  
Academic Program Review  
Department of Anthropology and Geography  
Average Faculty Salaries by Rank  

<table>
<thead>
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<td>Anthropology</td>
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<tr>
<td></td>
<td>9 Month</td>
<td>12 Month</td>
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<td>Prof.</td>
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<td>$60,784</td>
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<tr>
<td>Assist.</td>
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The 1999-2000 Faculty Salary Study files and 2003-04 SAP HR files exclude Deans and other administrative salaries and include chairpersons. Faculty with 1.00 or greater FTE who are active on October 1 are included. Named Professorship stipends are included.

IRP, 12/8/2003  
d:\prorev\Table1.xls, csh  
s:\Program Review\Table1.xls
### University of Nebraska-Lincoln
#### Detail of Table 1 for Program Review
##### Department of Anthropology and Geography

<table>
<thead>
<tr>
<th>Rank</th>
<th>9 or 12</th>
<th>Primary Job name</th>
<th>Last Name, First Name</th>
<th>Budgeted Salary</th>
<th>No. Ave. Salary</th>
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</thead>
<tbody>
<tr>
<td>1-Professor</td>
<td>9-Month</td>
<td>Professor</td>
<td>Amedeo, Douglas M</td>
<td>$66,167</td>
<td>5 $75,888</td>
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<tr>
<td></td>
<td>Professor</td>
<td>Archer, John Clark</td>
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<td></td>
<td>Professor</td>
<td>Draper, Patricia C</td>
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<td>Hames, Raymond</td>
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<tr>
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<td>Awakuni-Sweetland, Mark J</td>
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<td></td>
<td>Lecturer</td>
<td>Kaldahl, Eric J</td>
<td>$41,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 9

Faculty Information, Department of Anthropology and Geography
### Table 10
University of Nebraska-Lincoln
Program Review

Department of Anthropology and Geography

<table>
<thead>
<tr>
<th>Last Name, First name</th>
<th>Personnel Number</th>
<th>Contract Length</th>
<th>Tenure Status/Tenure Date or Notify Date</th>
<th>Prim. Job Name</th>
<th>Grad Fac</th>
<th>Grad Fell Date</th>
<th>Grad Mem Date</th>
<th>Primary Occupation Activity</th>
<th>Primary Subgroup</th>
<th>Ethnicity Desc</th>
<th>Birth Date</th>
<th>LOA?</th>
<th>Total Budgeted Salary</th>
<th>Employment Status Regular or Temp?</th>
<th>Full Time/Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lavin, Stephen J</td>
<td>19625</td>
<td>9 mo.</td>
<td>T 09/01/1987</td>
<td>Faculty Assoc Professor</td>
<td>F 10/01/1988</td>
<td>Faculty Reg Ten Fac/S 08/17/1981</td>
<td>White-Non Hispanic 02/01/1943</td>
<td>N $62,985</td>
<td>Active F</td>
<td>Regular</td>
<td></td>
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<tr>
<td>Wandsnlder, LuAnn</td>
<td>20316</td>
<td>9 mo.</td>
<td>T 09/01/1997</td>
<td>Faculty Assoc Professor</td>
<td>F 11/01/1995</td>
<td>Faculty Reg Ten Fac/S 08/19/1991</td>
<td>White-Non Hispanic 06/21/1956</td>
<td>N $52,862</td>
<td>Active F</td>
<td>Regular</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Athanasopoulos, Effie</td>
<td>19791</td>
<td>9 mo.</td>
<td>E 05/01/2006</td>
<td>Asst Professor</td>
<td>F 08/14/1995</td>
<td>Reg Sp Term Fac/S 08/19/1995</td>
<td>White-Non Hispanic 07/04/1956</td>
<td>Y $43,441</td>
<td>Active F</td>
<td>Regular</td>
<td></td>
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<td>McCollough, Martha L</td>
<td>20501</td>
<td>9 mo.</td>
<td>E 05/01/2005</td>
<td>Asst Professor</td>
<td>M 12/01/1997</td>
<td>Reg Sp Term Fac/S 08/28/1995</td>
<td>White-Non Hispanic 10/14/1956</td>
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<td>Regular</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Willis, Mary S</td>
<td>43617</td>
<td>9 mo.</td>
<td>E 05/01/2007</td>
<td>Asst Professor</td>
<td>M 10/30/2001</td>
<td>Reg Sp Term Fac/S 01/03/2000</td>
<td>Native American/Ala 09/22/1958</td>
<td>N $46,879</td>
<td>Active F</td>
<td>Regular</td>
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<tr>
<td>Bozell, John R</td>
<td>40601</td>
<td>9 mo.</td>
<td>Other Lecturer</td>
<td>Lecturer</td>
<td>F 08/18/2003</td>
<td>Term Acad Sal</td>
<td>White-Non Hispanic 10/07/1956</td>
<td>N $4,400</td>
<td>Active F</td>
<td>Temp P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demers, Paul A</td>
<td>63164</td>
<td>Other</td>
<td>Lecturer</td>
<td>Lecturer</td>
<td>F 08/19/2002</td>
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<td>N $16,800</td>
<td>Active F</td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Last Name, First Name</td>
<td>Personnel Number</td>
<td>Contract length</td>
<td>Status/Tenure</td>
<td>Notify Date</td>
<td>Grad Fac</td>
<td>Grad Mem Date</td>
<td>Grad Fell Date</td>
<td>Grad Occupa-</td>
<td>Primary Sub-</td>
<td>Ethnicity Desc</td>
<td>Birth Date</td>
<td>LOA?</td>
<td>Total Budgeted Salary</td>
<td>Employment Status</td>
<td>Full Time/Part Time</td>
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<td>-----------------</td>
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<td>---------</td>
<td>--------------</td>
<td>---------------</td>
<td>---------------</td>
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<td>----------------</td>
<td>-------------</td>
<td>------</td>
<td>------------------------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Engel, Matthew R</td>
<td>20850</td>
<td>Other</td>
<td>Lecturer</td>
<td></td>
<td>Faculty</td>
<td>Reg Special Fac/S</td>
<td>08/18/2003</td>
<td>White-Non Hispanic</td>
<td>N</td>
<td>$4,500</td>
<td>Active</td>
<td>P</td>
<td>Regular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaldahl, Eric J</td>
<td>64888</td>
<td>9 mo.</td>
<td>Lecturer</td>
<td></td>
<td>Faculty</td>
<td>Reg Special Fac/S</td>
<td>08/19/2002</td>
<td>White-Non Hispanic</td>
<td>N</td>
<td>$41,000</td>
<td>Active</td>
<td>F</td>
<td>Regular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kopplin, Bruce E</td>
<td>20275</td>
<td>AY pd 9/9 mo.</td>
<td>Lecturer</td>
<td></td>
<td>Faculty</td>
<td>Reg Special Fac/S</td>
<td>08/14/2000</td>
<td>White-Non Hispanic</td>
<td>N</td>
<td>$30,800</td>
<td>Active</td>
<td>P</td>
<td>Regular</td>
<td></td>
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</tr>
<tr>
<td>Amedeo, Douglas M</td>
<td>19671</td>
<td>T</td>
<td>Professor</td>
<td>09/01/1973</td>
<td>F</td>
<td>05/01/1972</td>
<td>Faculty Reg Ten Fac/S</td>
<td>White-Non Hispanic</td>
<td>09/21/1972</td>
<td>N</td>
<td>$66,167</td>
<td>Active</td>
<td>F</td>
<td>Regular</td>
<td></td>
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<tr>
<td>Archer, John Clark</td>
<td>19818</td>
<td>9 mo.</td>
<td>Professor</td>
<td>09/01/1990</td>
<td>F</td>
<td>12/01/1985</td>
<td>Faculty Reg Ten Fac/S</td>
<td>White-Non Hispanic</td>
<td>04/30/1942</td>
<td>N</td>
<td>$65,078</td>
<td>Active</td>
<td>F</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Draper, Patricia C</td>
<td>20451</td>
<td>T</td>
<td>Professor</td>
<td>03/01/1998</td>
<td>F</td>
<td>09/01/1998</td>
<td>Faculty Reg Ten Fac/S</td>
<td>White-Non Hispanic</td>
<td>04/16/1942</td>
<td>N</td>
<td>$97,037</td>
<td>Active</td>
<td>F</td>
<td>Regular</td>
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<tr>
<td>Hames, Raymond</td>
<td>23126</td>
<td>T</td>
<td>Professor</td>
<td>09/01/1987</td>
<td>F</td>
<td>09/01/1984</td>
<td>Faculty Reg Ten Fac/S</td>
<td>White-Non Hispanic</td>
<td>04/15/1948</td>
<td>N</td>
<td>$77,007</td>
<td>Active</td>
<td>F</td>
<td>Regular</td>
<td></td>
</tr>
<tr>
<td>Hitchcock, Robert K</td>
<td>23039</td>
<td>T</td>
<td>Professor</td>
<td>09/01/1994</td>
<td>F</td>
<td>03/01/1991</td>
<td>Faculty Reg Ten Fac/S</td>
<td>White-Non Hispanic</td>
<td>04/10/1949</td>
<td>Y</td>
<td>$64,319</td>
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<td>F</td>
<td>Regular</td>
<td></td>
</tr>
</tbody>
</table>

Primary Department: Anthropology and Geography  
UNL  
Point in Time Date: 10/04/2003
Appendix 10

Coordinating Commission for Postsecondary Education Review
Coordinating Commission for Postsecondary Education
Review of Existing Instructional Programs

Institution: University of Nebraska-Lincoln  Department: Anthropology and Geography

I certify the following:
- the information provided regarding this program is accurate
- the above named institution has in place a procedure for reviewing instructional programs and a copy of the procedure has been provided to the Commission
- such review took place on or about April 1997
- such review was presented to the institution's governing board on June 7, 2003
- the governing board's actions was to recommend continuation of the BA, BS, MA and PhD degrees offered by the Department of Anthropology and Geography.

Signed: ___________________________  Date: ___________________________
(Chief Academic Officer or designated representative)

Evidence of Demand and Efficiency

<table>
<thead>
<tr>
<th></th>
<th>1997-98</th>
<th>1998-99</th>
<th>1999-00</th>
<th>2000-01</th>
<th>2001-02</th>
<th>5 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Credit Hours</td>
<td>13,534</td>
<td>12,297</td>
<td>11,900</td>
<td>11,959</td>
<td>12,632</td>
<td>12,464.5</td>
</tr>
<tr>
<td>Faculty FTE</td>
<td>20.1</td>
<td>16.0</td>
<td>15.2</td>
<td>15.2</td>
<td>14.6</td>
<td>16.2</td>
</tr>
<tr>
<td>SCH per Faculty FTE</td>
<td>673</td>
<td>770</td>
<td>785</td>
<td>788</td>
<td>867</td>
<td>776.6</td>
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</tbody>
</table>

Number of Degrees and Awards

<table>
<thead>
<tr>
<th></th>
<th>1997-98</th>
<th>1998-99</th>
<th>1999-00</th>
<th>2000-01</th>
<th>2001-02</th>
<th>5 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology BA</td>
<td>29</td>
<td>26</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>25.4</td>
</tr>
<tr>
<td>Anthropology BS</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>Geography BA</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>7.0</td>
</tr>
<tr>
<td>Geography BS</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>Anthropology MA</td>
<td>11</td>
<td>11</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>9.2</td>
</tr>
<tr>
<td>Geography MA</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>13</td>
<td>5</td>
<td>7.6</td>
</tr>
<tr>
<td>Geography PhD</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>3.2</td>
</tr>
</tbody>
</table>

Evidence of Need:

In 2000, the departments of Anthropology and Geography were merged into a single department. The new department has BA degree programs in Anthropology and Geography, MA programs in Anthropology and Geography, and a Ph.D program in Geography. We are the only department to offer an masters in Anthropology and a doctorate in Geography in the state of Nebraska. Courses taught by the Anthropology and Geography programs are required for majors and minors in more than 25 degree granting programs in the university and make up a significant fraction of courses that satisfy integrative and essential studies in Arts & Sciences and elsewhere.

In the last five years we have made important innovations. This year at the graduate level the anthropology program successfully introduced a new masters program in Professional Archaeology that will meet the needs of students desiring to enter the cultural resource management profession in the private or government sector. Last year, we received approval to initiate the certificate program in Geographic Information Systems for professionals in the mapping sciences who do not wish to enter a degree program, and four years ago we introduced a specialization in Planning within the Geography Ph.D. program. The Planning specialization complements the Department's other Geography specializations in Mapping Sciences, and Environmental Geography. Finally, we offer the most extensive curriculum in mapping sciences (cartography, GIS, remote sensing) in the State system.

Justification if the program is below CCPE thresholds:
The program exceeds all commission thresholds.
Guidelines for Review of Existing Instructional Programs
Commission Rule 4 (281 NAC 4: 006)

Information Required From the Institution (see attached form):
Evidence of:
• an established program review process that evaluates the program,
• the need for the program in the state of Nebraska and at the institution,
• the demand for the program by students,
• efficiency of the program, and
• justification if the program is below CCPE thresholds.

The Commission welcomes any additional documentation an institution wishes to provide, including data for number of completers if not measured by the number of awards given. Information may be provided on the Commission’s form, in any review format used by the institution, or a combination of the two. (For your convenience an electronic copy of the form in Word Perfect 9.0 is available. If using an institutional form, please clearly mark the relevant sections.)

Review Process:
• Upon receipt of the program review form, the Commission staff will evaluate the program to ascertain centrality to the role and mission of the institution and regarding the appearance of duplication.
• In some instances, staff may contact the institution for additional information regarding role and mission, need and demand, productivity, or unnecessary duplication.
• Upon review of the information submitted about the program, the Commission will have the option of continuing the program, asking for an interim report, or asking for an in-depth review.

Review Schedule:
The Commission will continue to publish a schedule for review of existing programs on a seven year cycle. Institutions may follow this schedule or propose an alternative schedule for Commission acceptance. If an alternative schedule is submitted, such as one that conforms to internal institutional review or accreditation reviews, the proposed exception to the schedule should be submitted to the Commission prior to the June 30 due date for reviews. Programs on alternative schedules must still be reviewed at least once every seven years.

CCPE Revised Thresholds:

<table>
<thead>
<tr>
<th>Number of Degrees/Awards in this Program</th>
<th>Student Credit Hour Production by Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>(the mean of the prior 5 years)</td>
<td>Per Full-Time Equivalent Faculty (the mean of the prior 5 years)</td>
</tr>
<tr>
<td>Less Than Two Years and Associate</td>
<td>All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below.</td>
</tr>
<tr>
<td>Baccalaureate and First Professional</td>
<td>300</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Section 79-2637 (R.R.S.)</td>
</tr>
<tr>
<td>Specialist</td>
<td>275</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>275</td>
</tr>
</tbody>
</table>
Appendix 11

Degrees Awarded in Geography by Level, 1998-9 through 2002-03
## Table 7
### Academic Program Review
Department of Anthropology and Geography
Degrees in Geography
Number of Degrees Awarded By Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelor's Degree</th>
<th>Master's Degree</th>
<th>Doctor's Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-99</td>
<td>13</td>
<td>8</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>1999-2000</td>
<td>14</td>
<td>7</td>
<td>5</td>
<td>26</td>
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<tr>
<td>2000-2001</td>
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<td>13</td>
<td>2</td>
<td>24</td>
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<td>2001-2002</td>
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<td>5</td>
<td>4</td>
<td>18</td>
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<tr>
<td>2002-2003</td>
<td>7</td>
<td>8</td>
<td>2</td>
<td>17</td>
</tr>
</tbody>
</table>

Percent Change from 1998-99 to 2002-2003  
(46.2)  0.0  0.0  (26.1)

Percent Change from 2001-2002 to 2002-2003  
(22.2)  60.0  (50.0)  (5.6)

Source: Office of Institutional Research and Planning

Note: Degrees are for each year starting July 1 and ending June 30.

IRP, 7/22/2003
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Appendix 12

Majors in Geography by Ethnicity and Gender, Fall 1999 to Fall 2003
### Table 9
University of Nebraska-Lincoln
Academic Program Review
Majors in Geography
Fall Semesters 1999 and 2003

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Black</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White**</th>
<th>Total</th>
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<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
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<td>1999</td>
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<tr>
<td>Grad--MA</td>
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<td></td>
<td>20</td>
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<td>26</td>
</tr>
<tr>
<td>Grad--PhD</td>
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<td>2</td>
<td>13</td>
<td>14</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Total UG</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad--MA</td>
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<td>30</td>
<td>36</td>
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<tr>
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<td>3</td>
<td>14</td>
<td>12</td>
<td>18</td>
<td>29</td>
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<table>
<thead>
<tr>
<th>% Change in Total from 1999-2000 to 2003-2004</th>
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<tbody>
<tr>
<td>% of undergraduates that are minorities in 1999-2000:</td>
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<tr>
<td>% of undergraduates that are non-resident aliens in 1999-2000:</td>
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<tr>
<td>% of graduates that are minorities in 1999-2000:</td>
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<tr>
<td>% of graduates that are non-resident aliens in 1999-2000:</td>
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<tr>
<td>% of undergraduates that are minorities in 2003-2004:</td>
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<tr>
<td>% of undergraduates that are non-resident aliens in 2003-2004:</td>
</tr>
<tr>
<td>% of graduates that are minorities in 2003-2004:</td>
</tr>
<tr>
<td>% of graduates that are non-resident aliens in 2003-2004:</td>
</tr>
</tbody>
</table>

Notes:
( ) indicates number of students in the category who are non-resident aliens.
**Students with an unknown racial category were included in "White."
Beginning with Fall 1999-2000 multi-racial students were included in a specific racial category where possible. Multi-racial students that did not specify a racial category were prorated across all minority categories.
Note: Majors included are Geography
Source: Profiles for above fall semesters, Office of Institutional Research and Planning

IRP, 1/13/2004
d:\my documents\Table_9.xls, csh
Appendix 13

Majors in Geography by Full and Part-time, Gender and Age,
Fall 2003
### Table 3
University of Nebraska-Lincoln
Academic Program Review
Department of Anthropology and Geography
Majors by Full and Part Time, Gender, and Age
Fall Semester 2003

<table>
<thead>
<tr>
<th>Major and Gender</th>
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<th>Part-Time</th>
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<td>Age of Students</td>
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</tr>
<tr>
<td></td>
<td>&lt;18 19 20- 22- 25- 30- 35- 40- 65 &amp; Unkr</td>
<td>FT</td>
<td>PT</td>
</tr>
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<td>Geography Undergrad (BA) Men</td>
<td>3 1 10 3 1 18</td>
<td>1 1 1</td>
<td>3</td>
</tr>
<tr>
<td>Women</td>
<td>1 2 2</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4 3 12 3 1 23</td>
<td>1 1 1</td>
<td>3</td>
</tr>
<tr>
<td>Geography Undergrad (BS) Men</td>
<td>1 1 7</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Women</td>
<td>1</td>
<td>1 1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1 2 7</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Total Undergrad.</td>
<td>0 5 5 19 3 0 1 0 0 0 33</td>
<td>1 1 0</td>
<td>0</td>
</tr>
<tr>
<td>Geography Graduate (MA) Men</td>
<td>6 2 3 2 13</td>
<td>1</td>
<td>1 14</td>
</tr>
<tr>
<td>Women</td>
<td>2</td>
<td>2 1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>8 2 3 2 15</td>
<td>1 1</td>
<td>2</td>
</tr>
<tr>
<td>Geography Graduate (PhD) Men</td>
<td>1 2 2 2 7</td>
<td>3 5 3</td>
<td>11</td>
</tr>
<tr>
<td>Women</td>
<td>1 1 2 2</td>
<td>6</td>
<td>1 3 1</td>
</tr>
<tr>
<td>Total</td>
<td>2 3 4 4 13</td>
<td>4 5 6 1</td>
<td>16</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>0 0 0 8 4 6 4 6 0 0 28</td>
<td>0 0 0 1 4 5 7 1 0 18</td>
<td>46</td>
</tr>
<tr>
<td>Grand Total</td>
<td>0 5 5 27 7 6 5 6 0 0 61</td>
<td>0 0 0 1 2 4 5 8 1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Summary**
- For the UG majors: 92% are full time, 83% are men, 83% are traditional age college students* 8% are part time, 17% are women, 17% are non-traditional age college students.
- For the Grad majors: 61% are full time, 70% are men, 39% are part time, 30% are women.

* Traditional age college students are those age 18 to 24. (The students under 18 are also included.)

**Source:** Fall Semester 2003 Student data base, Office of Institutional Research and Planning

IRP, 1/13/2004
d:\my documents\prorev\tab13age.xls, css
s:\program\review\ptable3age.xls
Appendix 14

Geography PhD student Exit Interview Data
(with comparisons)
2000
<table>
<thead>
<tr>
<th>STUDENT SURVEY ITEM</th>
<th>GEOGRAPHY FREQUENCIES</th>
<th>ARTS AND SCIENCES FREQUENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AGREE STRONGLY</td>
<td>AGREE</td>
</tr>
<tr>
<td>1. The degree requirements and deadlines for this program are clear.</td>
<td>25.0%</td>
<td>66.7%</td>
</tr>
<tr>
<td></td>
<td>N 6</td>
<td>16</td>
</tr>
<tr>
<td>2. This program encourages timely completion.</td>
<td>18.2%</td>
<td>45.5%</td>
</tr>
<tr>
<td></td>
<td>N 4</td>
<td>10</td>
</tr>
<tr>
<td>3. The course offerings in this program deal with subject matter with an appropriate degree of depth.</td>
<td>4.3%</td>
<td>56.5%</td>
</tr>
<tr>
<td></td>
<td>N 1</td>
<td>13</td>
</tr>
<tr>
<td>4. This program prepares students to produce research of publishable quality.</td>
<td>4.8%</td>
<td>76.2%</td>
</tr>
<tr>
<td></td>
<td>N 1</td>
<td>16</td>
</tr>
<tr>
<td>5. This program prepares students to incorporate data and research into a coherent paper or presentation.</td>
<td>14.3%</td>
<td>71.4%</td>
</tr>
<tr>
<td></td>
<td>N 3</td>
<td>15</td>
</tr>
<tr>
<td>6. This program does a good job of preparing me to grade student work in my teaching.</td>
<td>0%</td>
<td>47.1%</td>
</tr>
<tr>
<td></td>
<td>N 0</td>
<td>8</td>
</tr>
<tr>
<td>7. The department actively helps graduates of this program find appropriate employment.</td>
<td>12.5%</td>
<td>31.3%</td>
</tr>
<tr>
<td></td>
<td>N 2</td>
<td>5</td>
</tr>
<tr>
<td>8. This program is preparing me for the work I will eventually be doing.</td>
<td>4.2%</td>
<td>87.5%</td>
</tr>
<tr>
<td></td>
<td>N 1</td>
<td>21</td>
</tr>
<tr>
<td>9. This program is assisting me in formulating long-term career plans and goals.</td>
<td>8.7%</td>
<td>47.8%</td>
</tr>
<tr>
<td></td>
<td>N 2</td>
<td>11</td>
</tr>
<tr>
<td>10. This program has sufficient faculty expertise to offer the range of graduate areas (tracks/emphases) covered by the program.</td>
<td>16.7%</td>
<td>41.7%</td>
</tr>
<tr>
<td></td>
<td>N 4</td>
<td>10</td>
</tr>
<tr>
<td>STUDENT SURVEY ITEM</td>
<td>GEOGRAPHY FREQUENCIES</td>
<td>ARTS AND SCIENCES FREQUENCIES</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td></td>
<td>AGREE STRONGLY</td>
<td>AGREE</td>
</tr>
<tr>
<td>11. The department has a well-conceived and well-executed recruitment strategy.</td>
<td>6.7%</td>
<td>26.7%</td>
</tr>
<tr>
<td>12. The space and facilities for graduate classes and program administration are adequate.</td>
<td>18.2%</td>
<td>36.4%</td>
</tr>
<tr>
<td>13. The faculty members are accessible to graduate students to discuss intellectual issues in their field.</td>
<td>20.8%</td>
<td>54.2%</td>
</tr>
<tr>
<td>14. The faculty demonstrates a high degree of awareness of new developments in their field.</td>
<td>25.0%</td>
<td>58.3%</td>
</tr>
<tr>
<td>15. Most faculty and staff members are genuinely interested in the welfare and professional development of the graduate students.</td>
<td>27.3%</td>
<td>36.4%</td>
</tr>
<tr>
<td>16. The courses offered are varied and meet the interests of graduate students.</td>
<td>0%</td>
<td>40.9%</td>
</tr>
<tr>
<td>17. The faculty members are accessible for academic advising.</td>
<td>16.7%</td>
<td>66.7%</td>
</tr>
<tr>
<td>18. The type of laboratory and/or research experience students receive is appropriate for their field of study.</td>
<td>17.4%</td>
<td>60.9%</td>
</tr>
<tr>
<td>19. The assignment of teaching responsibilities to graduate teaching assistants is equitable.</td>
<td>20.0%</td>
<td>53.3%</td>
</tr>
<tr>
<td>20. The program offers adequate internship opportunities.</td>
<td>0%</td>
<td>28.6%</td>
</tr>
</tbody>
</table>

N
<table>
<thead>
<tr>
<th>STUDENT SURVEY ITEM</th>
<th>GEOGRAPHY FREQUENCIES</th>
<th></th>
<th>ARTS AND SCIENCES FREQUENCIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AGREE STRONGLY</td>
<td>AGREE</td>
<td>DISAGREE</td>
<td>DISAGREE STRONGLY</td>
</tr>
<tr>
<td>21. Students receive helpful and supportive mentoring of their thesis and/or dissertation.</td>
<td>%</td>
<td>27.8</td>
<td>38.9</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>22. The qualifying exams appropriately reflect the objectives of this program.</td>
<td>%</td>
<td>10.0</td>
<td>80.0</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>1</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>23. The qualifying exams are graded fairly.</td>
<td>%</td>
<td>20.0</td>
<td>80.0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>2</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>24. This program does a good job of making students competitive in the job market,</td>
<td>%</td>
<td>10.5</td>
<td>68.4</td>
<td>10.5</td>
</tr>
<tr>
<td>whether it be in academia, government, or industry.</td>
<td>N</td>
<td>2</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>25. Overall, the graduate program is organized in a way that prepares students for their field of study.</td>
<td>%</td>
<td>9.1</td>
<td>68.2</td>
<td>22.7</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>2</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>26. This program teaches and promotes an understanding of diverse cultures.</td>
<td>%</td>
<td>28.6</td>
<td>57.1</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>6</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>27. The department specifically recruits women, minorities, and under-represented groups into this program.</td>
<td>%</td>
<td>16.7</td>
<td>50.0</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>28. The faculty members are diverse with respect to ethnicity, gender, and/or race.</td>
<td>%</td>
<td>0</td>
<td>36.8</td>
<td>36.8</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>0</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>STUDENT SURVEY ITEM</td>
<td>GEOGRAPHY FREQUENCIES</td>
<td>ARTS AND SCIENCES FREQUENCIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>29. What is your sex?</th>
<th>MALE</th>
<th>FEMALE</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>66.7</td>
<td>33.3</td>
<td>48.5</td>
<td>51.5</td>
</tr>
<tr>
<td>N</td>
<td>16</td>
<td>8</td>
<td>212</td>
<td>225</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>31. What is your race? (Fill in all that apply)</th>
<th>WHITE</th>
<th>AMERICAN INDIAN</th>
<th>ASIAN</th>
<th>BLACK</th>
<th>HISPANIC/LATINO</th>
<th>NATIVE HAWAIIAN</th>
<th>OTHER</th>
<th>WHITE</th>
<th>AMERICAN INDIAN</th>
<th>ASIAN</th>
<th>BLACK</th>
<th>HISPANIC/LATINO</th>
<th>NATIVE HAWAIIAN</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>70.8</td>
<td>4.2</td>
<td>0</td>
<td>8.3</td>
<td>8.3</td>
<td>0</td>
<td>10.0</td>
<td>71.9</td>
<td>1.8</td>
<td>17.5</td>
<td>2.3</td>
<td>4.1</td>
<td>0</td>
<td>5.6</td>
</tr>
<tr>
<td>N</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>310</td>
<td>8</td>
<td>76</td>
<td>10</td>
<td>18</td>
<td>0</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>32. How long have you been enrolled in this graduate degree program?</th>
<th>ONE YEAR OR LESS</th>
<th>TWO YEARS</th>
<th>THREE YEARS</th>
<th>FOUR YEARS</th>
<th>FIVE YEARS</th>
<th>SIX OR MORE YEARS</th>
<th>ONE YEAR OR LESS</th>
<th>TWO YEARS</th>
<th>THREE YEARS</th>
<th>FOUR YEARS</th>
<th>FIVE YEARS</th>
<th>SIX OR MORE YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>26.1</td>
<td>34.8</td>
<td>8.7</td>
<td>8.7</td>
<td>4.3</td>
<td>17.4</td>
<td>27.9</td>
<td>28.8</td>
<td>14.5</td>
<td>11.1</td>
<td>10.4</td>
<td>7.4</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>121</td>
<td>125</td>
<td>63</td>
<td>48</td>
<td>45</td>
<td>32</td>
</tr>
</tbody>
</table>
### 34. What type of funding did you receive while enrolled in the program?

(Circle all that apply)

<table>
<thead>
<tr>
<th>28</th>
<th>29</th>
<th>30</th>
<th>31</th>
<th>32</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

- Master's Program Approved
- Teaching Assistantship
- Fellowship
- Research Assistantship
- No Funding
- Student Loan
- Employment Out of Dept.
- Other

### 33. Have you completed these steps in the Graduate Program?

(Circle yes or no)

- None of the Above
- Dissertation Proposal
- Completed Course Work for Ph.D.
- Passed All Ph.D. Exams
- Received Master's Degree
- Master's Program Approved

### 32. What are your future plans?

- Arts and Sciences-Freuenicels
- Geography-Freuenicels
- Student Survey Item