

1-1-2012

## Academic Learning Compact : Anthropology [Effective 2012]

University of South Florida St. Petersburg.

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Academic Learning Compacts  
**ANTHROPOLOGY**  
2012 – 2013  
Due: May, 2013

*Signature Page for Academic Program*

Academic Program: **ANTHROPOLOGY**  
Chair/Coordinator: Jay Sokolovsky

Date: 4/3/13

**Summary Statement – Academic Program Performance in 2012-13**

**Provide a summary statement about academic program performance over the previous year including high points and low points.**

Currently, we chose Capstone courses that stress issues of human diversity (gender, race) taught by full-time USFSP faculty. However, we hope in the future to provide students with Capstone Courses in all four of the anthropology subfields (Linguistics, Biological, Archaeology, and Cultural Anthropology) to help strengthen their knowledge base, critical thinking, presentation/writing, and engagement skills in their selected subfield prior to graduation. However, at this point we do not have permanent faculty teaching biological and linguistic anthropology. Over the last few years we have had substantial growth in our majors and a large number of students are interested in the biological/medical anthropology field, which as stated is being covered today by adjunct faculty. This area of anthropology is currently the area of anthropology with the largest pool of academic and non-academic positions. To provide our program and hence our students with a more opportunities to succeed and be prepared for post-university employment with a USFSP degree we need to have a new full-time faculty who can develop the bio-medical course as well as contribute to the increased demand from students to complete the major without needing to go to Tampa for key classes. This strategic hire of a full-time instructor will also allow our program to strongly contribute to the new Health Sciences Program with the following classes: ANT 2511/2511L Biological Anthropology; ANT 4462 Health, Illness and Culture, ANT 4930 Food, Health and Culture. This faculty has also taught elsewhere classes in Ethnobotany and Evolutionary Medicine and would also develop these in our curriculum over the next two years.

The faculty has done an excellent job of teaching at a very high level, based on student evaluations and providing students with the full program on a timelier basis. Based on the changes discuss below, even students entering into the program as juniors are able to complete the major with access to courses on our campus in a two year cycle. We have maintained a very strong FTE number with continuing teaching of the online ANT2000 at least twice a year and increasing caps on the 2000/3000 level classes.

Despite added FTE this had been one of our best years for faculty and student achievement with the entire full-time anthropologist having had a grant with a federal agency or major foundation in the past two years. In this time period we have all published either books or in the case of Kathy Arthur an award winning article in our discipline's top journal, the *American Anthropologist*.

## Summary Statement – Academic Program Performance in 2012-13

### **Faculty:**

2011-2012 Ella Schmidt, Fulbright Scholar Fellowship. Title: The Local as Global: Hnahnu (Ixmiquilpan, Mexico) Communal Ethos Revisited

2012- Kathryn Arthur, Cross-Field Prize. General Anthropology Division Award, American Anthropological Association.

2012 (spring and summer) Jay Sokolovsky, Landes Foundation Grant for writing the first ever multimedia ethnography book titled: *Never More Campesinos: Mexican Indigeneous Communities confront the 21st century.*

2011-2013 Kathryn Arthur and John Arthur, National Science Foundation research grant titled: An Ethnoarchaeological Study of the Gamo Caste System in Southwestern Ethiopia. This is taking 2 undergrad students to Ethiopia to participate in real anthropological research

2012 John Arthur and Kathryn Arthur were invited by the Kyoto University, Japan African Studies Department to give papers regarding their Ethiopian research.

### **Students:**

Chris Brown, Sharlene O'Donnell, Liz Southard poster presentation on shellfish use at Weedon Island was accepted at the Society of Ethnobiology conference in Denver 2012

Elizabeth Southard and Kendal Jackson were awarded the USFSP Center for Science and Policy Applications for Coastal Environment Undergraduate Research Funding Initiative Award, Fall 2012.

Elizabeth Southard received the prestigious 2012 Leland M. Hawes award in Florida history for the best undergraduate paper, “The Cultural Importance of the Prehistoric and Historic History of Weedon Island.”, Fall 2012

Sharlene O'Donnell was accepted to University of Florida Anthropology graduate program fall 2012!

Adam Deprimo one of 20 students (and the only male) accepted to North Carolina Chapel Hill Occupational Therapy/Science fall 2012!

(John) Ryan Mitchell: 2011 USF International Photo Competition Winner!

Christopher Brown: Department of Homeland Security Fellow Summer 2011 Pacific Northwest National Lab

7 students attended the Applied Anthropology meetings in Baltimore, April 2012 and one student gave an independent research paper.

## **USFSP Archaeology Research Lab and Archaeological excavations:**

Archaeological excavations under the direction of Dr. John W. Arthur at the University of South Florida St. Petersburg (USFSP) have taken place over three short field seasons (2007, 2009, and 2011) at the Weedon Island site (8PI1). This archaeological research at Weedon Island is to foster University of South Florida St. Petersburg undergraduate anthropology students in the preservation of cultural heritage, learn archaeological field techniques, promote the awareness of the Weedon Island cultural and environmental resources, and to cultivate the importance of public archaeology in conjunction with the Alliance for Weedon Island Archaeological Research and Education (AWAIRE). In 2006, in consultation with the Weedon Island Cultural Center Director, Phyllis Kolianos, an area was located to conduct archaeological investigations in part of the midden that has been extensively disturbed due to previous looting. Research questions are addressing whether we can locate residential features, determine environmental changes in the Weedon Island estuary, and investigating issues focusing on indigenous subsistence practices.



Thomas Razzouk analyzing shells at USFSP Archaeology Research Lab.

## **Experimental Research**

USFSP undergraduate students (Elizabeth Southard, Kendal Jackson, Sharlene O'Donnell, and Christopher Brown) have embarked on a project for the last 16 months that includes experimental archaeology, marine science, and statistics. The research involves collecting live shellfish species and taking the weights and measurements of the shells to develop a ratio of weight to shell length to understand the calorie content of the midden shells. This ongoing experimental archaeology project of collecting modern crown conch is giving us a new perspective concerning how various factors related to seasonality (i.e., salinity, water temperature, and tides) influenced the harvesting of the conch shells by the indigenous people living at Weedon Island a millennium ago. This has important ramifications for developing models of indigenous populations and foraging behavior.



Catalogued shell artifacts at USFSP Archaeology Research Lab.

The methodology of this experimental research underscores the dedication that the students have had to this research project. Every month, two student researchers collect *Melongena corona* specimens for one hour at each of our two oyster bar sites on the shores of Weedon Island Preserve. At LP1, our experimental site, the collected conch are weighed and measured in the USFSP Archaeology Lab. Thirty of these specimens are selected for allometric research; the remaining conch are relocated to a similar environment. At LP3, our control site, the collected conch are weighed and measured in the field, then returned to the control site.

We are just now able to compare the archaeological material of *Melongena corona* with the present-day experimental collections. It is our goal to publish this research in a peer-review journal later this year.

### **USFSP Students Promoting Weedon Island:**

#### **Awards, Grants, and Presentations:**

USFSP undergraduate students have through their dedicated work been recognized by a number of institutions for their contribution to Weedon Island.

Kendal Jackson received the 2013 Florida Anthropological Society Dorothy Moore Student Grant. This project “Harvesting the Bay: Subsistence at Weedon Island, Florida” seeks to obtain funds to determine the nutritional analysis of modern crown conch to compare to the crown conch excavated from the Weedon Island midden.

Elizabeth Southard received the prestigious 2012 Leland M. Hawes award in Florida history for the best undergraduate paper, “The Cultural Importance of the Prehistoric and Historic History of Weedon Island.” The Leland Hawes Prize is sponsored by the Tampa Bay History Center and the Florida Studies Center at USF Tampa to recognize student scholarship in Florida history.

In 2012, Elizabeth Southard and Kendal Jackson were awarded the USFSP Center for Science and Policy Applications for Coastal Environment Undergraduate Research Funding Initiative Award. With this award, the students were able to purchase research equipment to monitor the water in the Weedon Island estuary, such as temperature, salinity, and oxygen levels.

A number of students have presented their experimental research, “Harvesting the Bay: Subsistence at Weedon Island, Florida” on *Melongena corona* from the Weedon Island estuary. In 2012, Sharlene O’Donnell and Elizabeth Southard presented a poster, at the Ethnobotany Annual Conference in Denver, Colorado. Christopher Brown presented this research at the 2012 Florida Anthropological Society meetings in Tallahassee. In addition, Elizabeth Southard and Kendal Jackson presented this research at the 2012 and 2013 USFSP Undergraduate Research Symposium.

Recently, Elizabeth Southard has given talks about the Weedon Island research as part of the “Early Footprints in the Sand: Pre-Columbian Settlements along the Pinellas Peninsula and the Legacies of First Contact” presentation with Jim Schnur (USFSP Special Collections Librarian) at the Nelson Poynter Memorial Library, the St. Petersburg Main Library, and at the Heritage Village Viva 500 Event in Pinellas County.

#### **Future Research:**

Our future research goals are to begin a preliminary project with Dr. David Jones from the USF Tampa College of Marine Science analyzing the otoliths from the Weeden Island midden excavations. Dr. Jones will conduct a microchemistry analysis of trace elements found on the otoliths to begin to reconstruct the estuary environment. It is my hope then to compare modern otoliths taken from the Weeden Island estuary to the archaeological specimens to reconstruct environmental changes. This research in conjunction with the experimental research on the *Melongena corona* analysis discussed above will hopefully contribute to a better understanding of the late Holocene environmental changes in Tampa Bay and the Weeden Island estuary and to the indigenous subsistence practices.

Sharlene O'Donnell, who is working on her M.A. in anthropology at the University of Florida, will begin to analyze the faunal remains from the Weeden Island excavations undertaken by USFSP students. Her analysis will significantly contribute to reconstructing the Weeden Island indigenous subsistence patterns.

Finally, it is my hope to continue to collaborate with the Weeden Island Cultural Center and AWAIRE to continue to train USFSP students in archaeological methods by conducting small-scale excavations at Weeden Island. The on-going experimental research has led to a new understanding of the amount of shellfish required to feed a population. Further research to determine the depth and density of the shell midden will enhance our reconstruction of the midden's population, subsistence patterns, and ecological changes at Weeden Island.

The significance of the research at Weeden Island is to evaluate the cultural and environmental changes that have occurred during the Holocene Period. By excavating the midden feature at Weeden Island, we will be able to document how people manipulated the estuary surrounding the site by examining changes in shellfish collecting and technological changes through time. The project also will contain an important educational component by exposing University of South Florida St. Petersburg undergraduate students to archaeological methods and involve them in the laboratory analysis of the cultural remains.

**Mission of Academic Program (include URL):** <http://www.usfsp.edu/coas/anthropology/ProgramAssessment.htm>

It is the mission of this program to educate students in the field of Anthropology which is the global, comparative study of human biological variation and cultural systems over all periods, from the prehistoric to the present. Our undergraduate program is designed to give students a sound intellectual grounding in the discipline's four main areas of research: Biological Anthropology; Archaeology; Cultural Anthropology; and Linguistics. Our perspectives are worldwide, but we also study nearby communities in trying to understand patterns of human physical differences, language, religion, marriage customs, conflict resolution or the evolution of societies themselves. Students completing the undergraduate degree are prepared to enter graduate programs in Anthropology but also find employment in a wide variety of settings including archaeological contract companies; conducting research on urban community development; studying immigrant populations and how best to serve the health, social, and educational needs of our increasingly diverse society.

**List Program Goal(s) / Objective(s):**

**Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.**

[Please note impact of any changes that were made as a result of 2009-10 assessment]

Anthropology Program Goals/Objectives

- 1) Content/discipline knowledge and skills:
  - a) Master concepts central to the anthropological perspective i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, globalism
  - b) Identify major figures in the history of anthropology, the major schools/orientation of anthropological theory, and important trends in contemporary anthropological theory and methods

- 2) Communication skills:
  - a) create and deliver effective oral presentations
  - b) develop effective written presentations
  - c) contribute effectively to group discussions
- 3) Critical thinking skills:
  - a) demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity as well as commonality
  - b) demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology
- 4) Civic engagement:
  - a) approach the solution of human problems through anthropological methods
  - b) show ability to conduct basic anthropological research, under the supervision of faculty, involving research in the local community and/or analysis of existing scholarly resources

Students are required to take a minimum of 36 credit hours. The students are required to take 18 credit hours of Required Core Courses that are listed below.

*Required Core Courses (18 cr. hrs.)*

Lower level required courses:

ANT 2410 Cultural Anthropology (3)

ANT 2511 Biological Anthropology (3)

ANT 3101 Archaeology (3)

ANT 3610 Anthropological Linguistics (3)

ANT 4034 Theories of Culture (3)

ANT 4935 Rethinking Anthropology (3)

*Upper Level Electives:* Majors are required to complete a minimum of 15 hours of 4000-level elective coursework, including courses from at least three of the four subfields shown below. **NOTE:** students beginning the major from Fall 2006 on, must take a minimum of three (3) of these 15 credits selected from a list of designated methods courses.

ANT 4495 Methods in Cultural Research (3)

ANT 4930 Archaeological Method and Theory (3)

**Availability of Required Course at USFSP Anthropology Major**

The anthropology courses at USFSP are taught by three full time faculty, 1 faculty member split with ISS, and at least one adjunct. We offer every required course at least once every two academic years, but most required courses are offered at least once in an academic year.

Every Semester: ANT 2000 Introduction to Anthropology and ANT 2410 Cultural Anthropology is taught every spring and fall semester and occasionally during the summer.

Once a Year: ANT 2511 (Biological Anthropology), ANT 3101 (Archaeology), and ANT 3610 (Anthropological Linguistics) are taught once every academic year. Ant 3101 (archaeology) also is taught occasionally during the summer.

Once Every Two Years: ANT 4034 (Theories of Culture) and ANT 4935 (Rethinking Anthropology), ANT 4495 (Methods in Cultural Research), and ANT 4930 (Archaeological Method and Theory).

**Assessment of Student Learning Outcomes :**

To assess our Student Learning Outcomes we conduct an analysis every two years of SLO in three of our upper division required courses to assess how our majors perform in our program. We selected these courses for our assessment because all student majors must take these courses to receive a degree at USFSP anthropology and because they are upper division courses we feel more confident that students registered in these courses have decided to and will graduate with a major in anthropology. Many of our lower division courses are also open to non-majors. These courses are:

ANT 4034 Theories of Culture (3)

ANT 4935 Rethinking Anthropology (3)  
 ANT 4495 Methods in Cultural Research (3)

The matrix demonstrating how these courses fulfill 1-4 above is available at Q:\College of Arts & Sciences\Anthro CCJ  
 ISS\Anthropology\PROGRAMASSEMENT\AnthroProgramSLOMatrixMaster.xls

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; 3. Critical Thinking Skills; and 4. Civic Engagement.

<b>I. Content/Discipline Skills</b>					
<b>Learning Outcomes</b>	<b>Means of Assessment</b>	<b>Criteria for Success</b>	<b>Findings</b>	<b>Results</b>	<b>Plan for Use of Findings 2013-2014</b>
<b>1a. Master concepts central to the anthropological perspective i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, globalism</b>	<b>1a. ANT 4034 Fall 2011:</b> 1. All students must write 3 out of 9 focus question essays indicating mastering of key anthropological concepts and theories. The Instructor selects which focus question essay each student writes to ensure that each student is writing and mastering the key concepts. Students should be able to demonstrate: 1) change through time, 2) how change relates to the key theoretical models, and 3) how 1 and 2 connect to specific data and knowledge validating or negating theoretical models.	<b>1a.</b> 70% of students will attain an average of 80% or better on these essays	<b>1a.</b> Student did very well with 86% attaining an average of 80% or better on assessment essays	<b>1a.</b> Student did very well and stated they like the way these essays were restructured. With the large size of the class students said they did not have enough time to discuss things in class	<b>1a.</b> I will keep this new sequence of essays as is presented constructed, but try keep the number of students to 20
	<b>1a. ANT 4312 (North American Indians) Fall 2012</b> Not taught in 2012-2013 Plan to teach in Fall 2014		.		
<b>1b. Identify major figures in the history of anthropology, the major schools/orientation of anthropological theory, and important trends in contemporary anthropological theory and methods</b>	<b>1b. ANT 4034 Fall 2011:</b> All students must write critical essays on a variety of key anthropological concepts and theories. Students write essays on topics such as evolutionism, Marxism, cultural ecology, structuralism, feminism, ethnosemantics, and postmodernism. Essays are assessed on the basis of demonstrating understanding of critical concepts and their use	<b>1b.</b> 70% of students will attain an average of 80% or better on these essays	<b>1b. 87%</b> attained an average of 80% or better on these essays.	<b>1b.</b> This is a similar to last semester.	<b>1b.</b> I will keep these essays as currently constructed

	with actual anthropological data.				
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<b>II. Communication Skills</b>					
<b>Learning Outcomes</b>	<b>Means of Assessment</b>	<b>Criteria for Success</b>	<b>Findings</b>	<b>Results</b>	<b>Plan for Use of Findings 2013-2014</b>
<b>2a. Create and deliver effective oral presentations.</b>	<b>2a. ANT 4034 Fall 2011</b> Students lead at least two oral discussion during the semester. The assessment of student oral presentations is based on how well students can discuss theoretical ideas and relate these to the readings and actual data.	<b>2a.</b> 70% of students will attain an average of 80% or better on these presentations.	<b>2a.</b> 92% of students attained an average of 80% or better on these presentations.	<b>2a.</b> Solid results which got better toward the end of the semester	I will urge all faculty in 4000 level classes to include oral presentation by students in classes
	<b>2a. ANT 4312 (Native American Indians):</b> Not taught in 2012-2013. Plan to teach in Fall 2014				
<b>2b. Develop effective written presentations</b>	<b>2b. ANT 4495 Spring 2012.</b> In addition to the critical research projects, students will create poster presentations on their fieldwork projects. Posters are assessed on: 1. how clear information is presented; 2. theoretical context of the project, 3. proper methods used; and 4. results are described in an appropriate manner	<b>2b.</b> 70% of students will attain an average of B or better on the projects, portfolio and poster.	<b>2b.</b> 90% of students attained a B or better on projects	<b>2b.</b> Similar to last semester	<b>2b.</b> Will continue to same number of projects and sequencing.
	<b>2b. ANT 4312 North American Indians:</b> Not taught in 2012-2013 Plan to teach in Fall 2014	.			
<b>2c. Contribute effectively to group discussion</b>	<b>2c. ANT 4034 Fall 2012</b> Students must participate in weekly group discussion of readings and in presentation of group plays related to key theorists and theoretical ideas. The primary mechanism for assessing group participation is the writing of individual scripts by students for the theorist that they portray in group performances.	<b>2c.</b> 70% of the students will attain an average of 80% or more on Class Participation and the group play (20 points participation, 30 points play (meet Assessment with 42.5 points or 80%))	<b>2c. 93%</b> attained an average of 80% or more on Class Participation and the group play. This was the best ever despite the large size of the class.	<b>2c. highest level ever – due to beginning the class on the end of semester performance early – they developed a great sense of intellectual competition.</b>	<b>2c.</b> Have the groups begin organizing their performance by the 4 <sup>th</sup> week of class.

	Scripts, performances and group discussion are assessed on the ability of students to represent accurately the theoretical ideas of the scholars in question.				
	<b>2c. ANT 4312 (Native American Indians)</b> Not taught in 2012-2013 Plan to teach in Fall 2014				

### III. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings 2013-2014
<b>3a. Demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity, as well as commonality.</b>	<b>3a. 1a. ANT 4312 (Native American) Fall 2011</b> Every student writes a synthesis of the readings for 10 weeks, focused on the following 10 topics: postmodernism and culture, ethics, engaged ethnics, history of racism, engaged racism, colonialism and modernity, globalism and conflict, political ecology, gender and sexuality, and indigenous worldviews. Each synthesis is worth 10 points for a total of 100 possible points. Students should be able to demonstrate: 1) change through time, 2) how change relates to the key theoretical models, and 3) how 1 and 2 connect to specific data and knowledge validating or negating theoretical models	<b>2a.</b> 70% of the students must lead one organized class discussion and attain an average of 80% or better (40 points or 32 points for an 80%)	<b>2a.</b> 95.2% of the students (20, 1 did not attend ever) who completed the course made an 80% or better.	<b>2a.</b> Students did very well and appeared to take seriously their leadership and presentation roles in class.	
<b>3b. Demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology.</b>	<b>3b. ANT 4495 (Methods in Cultural Research) Fall 2012</b> Students will write a short critical essay on three of four case studies dealing with professional ethics. Criteria for evaluating student essays involves understanding the ethics guidelines of the American Anthropological Association and clearly understanding the ethical issues involved and the appropriate actions of researchers based on these ethical issues.	<b>3b.</b> Criteria for Success: 70% of students will attain a grade of B or better on these essays	<b>3b.</b> 90% of the class received B or better on the related essays	<b>3b.</b> Will keep these essays as it.	<b>3b.</b> Will embed the ethics essay earlier in the semester.

<p><b>3b. Demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology.</b></p>	<p><b>3b. ANT 4312 (Native American) Fall 2011</b> Students will complete an ethics exercise which asks them: what they value, core beliefs, what it means to be human, how anthropology contributes to appreciating diversity, what does working ethnically mean to you, as well as write a brief statement of their own ethnics. Criteria for evaluating student essays involves understanding the ethics guidelines of the American Anthropological Association and clearly understanding the ethical issues involved and the appropriate actions of researchers based articles they read associated with the assignment on ethical issues.</p>	<p><b>3b.</b> 70% of the students must lead one organized class discussion and attain an average of 80% or better (20 points for assignment so at least a 16 for 80 %)</p>	<p><b>3b.</b> 88% of the students who completed the course (2 incompletes and 1 never attended) made an 80% or better on the assignment.</p>	<p><b>3b.</b> Students took this assignment very seriously and provided very thoughtful statements and answers.</p>	
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<b>IV. Civic Engagement (optional)</b>					
Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings 2013-2014
<p><b>4a Approach the solution of human problems through anthropological methods.</b></p>	<p><b>4a. ANT 4495 (Methods in Cultural Research) Spring 2012</b> Students during the semester will work with a community organization to understand how they seek to solve human problems and create a poster based on their fieldwork project. Students are assessed on demonstration of the following: 1) grounding in scholarly literature, 2) demonstrate understanding of using specific methods (kin</p>	<p><b>4a.</b> Criteria for Success: 70% of students will attain a grade of 80% or better on their field portfolio and posters based on their portfolios.</p>	<p><b>4a.85% attained a grade of 80% or better on their field portfolio and posters based on their portfolios.</b></p>	<p><b>4a Because some of the projects were very challenging – working with very recent refugees, some students at first found it hard to understand how to use anthropology. But they all did by the end of the class.</b></p>	<p><b>4b. Keep as is.</b></p>

	and social mapping, interviewing, photographs, etc.), and 3) how students integrate and analyze the data they gather.				
<b>4b. Civic Engagement Skills: Show ability to conduct basic anthropological research, under the supervision of faculty, involving research in the local community and/or analysis of existing scholarly resources.</b>	<b>4b. ANT 4495 Spring 2012 (Methods in Cultural Research)</b> Students create a fieldwork portfolio on their fieldwork project Fieldwork portfolios are assessed on how well students ground their work in scholarly ideas, accurate presentation of data collected, and appropriate conclusions connecting the intellectual grounding of their work with the data they have collected.	<b>4b. Criteria for Success:</b> 70% of students will attain a grade of B or better on their field portfolio	<b>4b. 94% attained a grade of 80% or better on their field portfolio and posters based on their portfolios</b>	<b>4b. . The entire class did civic engagement related projects, some were very challenging, but most were able to do well and produce spectacular posters. The last class we had a poster conference with community partners invited. It was a great success.</b>	<b>4b. Begin students working on their presentations a week or two earlier.</b>