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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 Athanassopoulos 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 Ethnic 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 (Athanasopoulos, 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 feed-back 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-Swetland, 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). Ethnic 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-Swetland 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 made a strong commitment to the professional development of undergraduate level in a number of ways. 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 I-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 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 out 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
- 2003 Damita Hiemstra (Nebraska State Historical Society); Pull of the Hills? An Evaluation of Settlement and Land Use in and around the Black Hills. Current position: Legislative Assistant.
- 2002 Nancy Carlson (Nebraska State Historical Society); Modeling Disappearing Treasures: A Cultural Remains Probability Model for Sarpy County Nebraska. Current position: archaeological consultant.
- 2001 Trisha Nelson (Nebraska State Historical Society); Is that a Farmer in the Dell? A GIS Analysis of the Central Plains Tradition Maize Landscape. Current position: archaeologist, Nebraska State Historical Society.
- 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
- 2000 William Volf (NPS Midwest Archaeological Center); The Szalay Site: Hopewellian Occupation in Northeastern Ohio. Current position: archeologist, NPS Midwest Archeological Center.

- 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

- 1999 Clea Koff "The Relationship between Hair Form and Racial Identity". Current position: independent author (*The Bone Woman : A Forensic Anthropologist's Search for Truth in the Mass Graves of Rwanda, Bosnia, Croatia, and Kosovo*. Atlantic: New York.(2003)) and documentarian.
- 1999 Erin Kimmerele "Asymmetry and Disease in a Historical Anatomical Collection. Current position: doctoral candidate University of Tennessee.
- 2002 Kurt Mantonya "Meat Packing and Immigrants to Norfolk, Nebraska. Current position: City of Lincoln Social Services grant writer.
- 2003 Richard Owens "Vietnamese Home Gardens in Lincoln, Nebraska: A Measure of Cultural Continuity. Current Position: barista and graduate school applicant.

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 Larned National Historic Site, Kansas.
- 2000 Karri L. Springer, "Seeds of change : an archeobotanical analysis of the Eagle Ridge site." Current Position: Archeologist, Natural Resources Conservation Service, North Dakota
- 2002 John Swigart "The Nebraska cultural resource GIS : Making life easier for Nebraska Archaeologists." Current Position: Research Archeologist NSHS
- 2001 Linda Ann Palmer, Determining the cultural affiliation of protohistoric site 39PO44, Potter County. Current position: South Dakota research archaeologist Augustana College, SD.
- 2002 Jay T. Sturdevant, "Stratigraphy, chronology, and architecture at a historic fur trade post : a Harris Matrix application at Fort Union Trading Post National Historic Site, North Dakota.

Robert Hitchcock

- 1999 Tara Twedt (MA, Aug 1999) "The Use of National Law to Resolve Conflicts Between States and Indigenous Peoples: An Analysis of the Application of the 1993 Indigenous Law in Chile." Current Position: high school teacher Oakland, California.
- 2000 Tina Brown. "Research-Based Teen Pregnancy Prevention Curriculum Using Applied Anthropological Methods." Current position: Child and Youth Development Coordinator, YWCA Lincoln, Nebraska.
- 2001 Mona Mohamed. "A Sudanese Woman's Perceptions of Female Genital Mutilation". Current position: World Bank consultant.

- 2001 Todd Schneeberger. "Vietnamese Refugee Loss of Identity and Trust". Current Position: unknown

Mary Willis

- 2002 Hefley, Genevieve Irene "The Cultural Implications of Preeclampsia". Current Position: Owner & Director, Plains Anthropological Research.

Martha McCollough

- 1999 Nancy Rolls "Mythic Imagination: Still Photographs of the Omaha: 1865-1910. Current position: unknown
- 2000 Trevor Neal. "The Cowboy as Archetype: A Journey into Home, History, and Identity". Current position: Transfiguration, Inc. (data base manager for a private health and social services provider).
- 2000 Jennifer Heichel. "A Comparison of Hupa and Yurok Hats." Museum Technician, California Department of Parks and Recreation, Sacramento, CA.

Non-Thesis Option Graduates

- 2000 Stephanie Spars. Current Position: Doctoral Program University of Glasgow.
- 2001 Katrina Ondracek-Sayers. Current position: Analyst Bureau of Sociological Research, University of Nebraska-Lincoln.
- 2002 Elliott, Gabrielle Ann Scott. Current position: Staff Archaeologist, National Park Service, Denver, Colorado.
- 2002 Gage, Andrea Jo. Current position: Doctoral program, Human Resources, UN-L.
- 2002 Mathew Jones. Current position: temporary lecturer University Foundations Program, UN-L.
- 2003 Campbell, Jason Mathew. Current position: social sciences consultant, Indiana public schools.
- 2003 Jurgena, Jason Alan. Current position: CRM employee in Arizona.

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

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

* 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

Draper, P. (1998) Why Should Fathers Father? Pp. 111-121, In Men in Families. A. Booth and N. C. Crouter (Eds.). Lawrence Erlbaum, Publishers.

- Hames, Raymond, Wildlife Conservation in Tribal Societies. In M. Michael, ed. *Preserving Wildlife*, pp. 210-239. Humanity Books: Amherst, New York. **Reprint** of previously published chapter in *Biodiversity: Traditional Management and the Development of Biological Resources*, M. Oldfield & J. Alcorn, eds. (October 1999)
- Hitchcock, Robert K. (1999) Indigenous Populations, Genocide of. In *Encyclopedia of Genocide, Volume II*, Israel W. Charny, ed. Pp. 175-184. Santa Barbara, California and London: ABC-Clío.
- Hitchcock, Robert K. (1999) Africa. In *The Cambridge Encyclopedia of Hunters and Gatherers*, Richard B. Lee and Richard Daly, eds. Pp. 175-184. Cambridge: Cambridge University Press.
- Hitchcock, Robert K. (1999) The Tyua of Northeastern Botswana and Northwestern Zimbabwe. In *The Cambridge Encyclopedia of Hunters and Gatherers*, Richard B. Lee and Richard Daly, eds. Pp. 225-229. Cambridge: Cambridge University Press.
- Hitchcock, Robert K. (1999) Indigenous Peoples' Rights and the Struggle for Survival. In *The Cambridge Encyclopedia of Hunters and Gatherers*, Richard B. Lee and Richard Daly, eds. Pp. 480-486. Cambridge: Cambridge University Press.
- Hitchcock, Robert K. (1999) Indigenous Peoples' Consultation on Empowerment, Culture, and Spirituality in Community Development. In *Indigenous Peoples' Consultation: Report on an Indigenous Peoples' Consultation on Empowerment, Culture, and Spirituality in Community Development Held in Shakawe, Botswana from 6 to 9 September, 1998*, Ruud van Trijp and Otto Oussoren, eds. Pp. 13-15. Ghanzi, Botswana: Kuru Development Trust and Working Group of Indigenous Minorities in Southern Africa.
- Hitchcock, Robert K. (1999) Socioeconomic Status, Quality of Life, and Development among San Populations in Botswana. In *Indigenous Peoples' Consultation: Report on an Indigenous Peoples' Consultation on Empowerment, Culture, and Spirituality in Community Development Held in Shakawe, Botswana from 6 to 9 September, 1998*, Ruud van Trijp and Otto Oussoren, eds. Pp. 17-27. Ghanzi, Botswana: Kuru Development Trust and Working Group of Indigenous Minorities in Southern Africa.
- Hitchcock, Robert K. (1999) Case Studies of Successful Development Projects. In *Indigenous Peoples' Consultation: Report on an Indigenous Peoples' Consultation on Empowerment, Culture, and Spirituality in Community Development Held in Shakawe, Botswana from 6 to 9 September, 1998*, Ruud van Trijp and Otto Oussoren, eds. Pp. 69-72. Ghanzi, Botswana: Kuru Development Trust and Working Group of Indigenous Minorities in Southern Africa.
- Hitchcock, Robert K. (1999) Organizations Devoted to Assisting Southern African San. In *Indigenous Peoples' Consultation: Report on an Indigenous Peoples' Consultation on Empowerment, Culture, and Spirituality in Community Development Held in Shakawe, Botswana from 6 to 9 September, 1998*, Ruud van Trijp and Otto Oussoren, eds. Pp. 121-129. Ghanzi, Botswana: Kuru Development Trust and Working Group of Indigenous Minorities in Southern Africa.

Book Chapters – non-refereed

Brooks, A. and **Draper, P.** (1998) Anthropological Perspectives on Aging. Pp. 286-297. In Anthropology explored: the best of Smithsonian *AnthroNotes*. Selig, R. O. and London, M. R., (Eds.) Washington, D. C.: Smithsonian Institution Press

Journal Publications – refereed

Yu, L. C., Winn, D. M., Horm, J. W., **Draper, P. C.** 1998. Correlates of Health Status Among Black and White Elderly. *American Journal of Health Studies* 14(4): 199-211.

Bieseke, Megan and **Hitchcock, Robert K.** (1999) "Two Kinds of Bioscope": *Practical Community Concerns and Ethnographic Film*. 12:137-151.

Hitchcock, Robert K. (1999) Water Resource Use and Management in the Okavango System of Southern Africa: The Political Economy of State, Community, and Private Resource Control. *Botswana Notes and Records* 31:83-92.

Hitchcock, Robert K. (1999) References on the Okavango Delta. *Botswana Notes and Records* 31:163-165.

Hitchcock, Robert K. (1999) The Nata Sanctuary as a Community-Based Natural Resource Management Project. *Botswana Notes and Records* 31:101-104.

Hitchcock, Robert K. (1999) A Chronology of Major Events Relating to the Central Kalahari Game Reserve. *Botswana Notes and Records* 31:105-117.

Wandsnider, LuAnn, (1999) Prehistoric High Plains Foragers: Starving Nomads, Affluent Foragers? *Great Plains Research* 9(1):9-39

Journal Publications – non-refereed

Hitchcock, Robert K. (1999) Resources, Rights, and Resettlement among the San of Botswana. *Cultural Survival Quarterly* 22(4):51-55.

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

Athanassopoulos, Effie Review of "The Von Post Collection of Cypriote Late Byzantine Glazed Pottery" by E. Piltz, SIMA Vol. CXIX, Jonsered 1996, for the *American Journal of Archaeology* 102 (1):219. 1998.

Athanassopoulos, Effie (1999) Review of "Images of the Recent Past: Readings in Historical Archaeology" by Charles Orser. *Historical Archaeology* 33(2):156-159. 1999.

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.

- Awakuni-Swetland, Mark J. (1999) Review of D. Smith, "Folklore of the Winnebago Tribe." *Nebraska History* 80(1):37-8.
- 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.
- Hitchcock, Robert K., Leonard Abrams, Aaron Wolf, Jenny Day, Mapula Makara, Rashid Hassan, and Development Alternatives, Inc, eds. (1999) *Management of Transboundary Water Resources*. Bethesda, Maryland: Development Alternatives, Inc. and Science Applications International Corporation. Gaborone, Botswana: Regional Center for Southern Africa (RCSA), United States Agency for International Development (USAID) and Maseru, Lesotho: Water Sector Coordination Unit (WSCU), Southern African Development Community (SADC).
- Hitchcock, Robert Panel of Environmental Experts (1999a) Lesotho Highlands Water Project. Report No. 19 to the Lesotho Highlands Development Authority, Maseru, Lesotho. (R. Hitchcock, J. Ledger, M. Mentis, T. Scudder, October 1999). (October 18-31, 1999)
- Hitchcock, Robert Panel of Environmental Experts (1999b) Report of the Panel of Environmental Experts. Report No. 17 to the Lesotho Highlands Development Authority, Maseru, Lesotho. (R. Hitchcock, J. Ledger, L. Lerer, M. Mentis, T. Scudder, March, 1999). (March 6-22, 1999)

Grants (amount, duration, title, and source)

- Athanassopoulos, E., "Amphora Production, agriculture and trade: the Alonissos Archaeological Project". Principal Investigator. Proposal submitted to the "1984 Foundation". September 1998, \$14,490.
- 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.
- Athanassopoulos, E., "*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.
- 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).

Hitchcock, Robert K. U.S. Agency for International Development grant entitled "Community-Based Natural Resources Management and Private Voluntary Organization/Non-government Organization Training and Institutional Development (Botswana)" Private Agencies Cooperating Together (PACT), Washington D.C. (With Marilyn Richards, Louis L. Mitchell, Bob Richards, et al) \$750,000, January, 1996 - January, 1999.

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

Wandsnider, LuAnn, "1999 Annual Meeting", Society for American Archaeology (\$3,000) (1998-1999)

Wandsnider, LuAnn, "Preparation of a National Register Nomination for Agate Fossil Beds NM." Scottsbluff National Monument (\$2,500) (1998-2000).

Paper Presentations

Athanassopoulos, E., A. Intzessiloglou, E. Skafida "Amphora Production, Agriculture and Trade: The Alonissos Archaeological Project, Greece". Presented in the 101st Annual Meeting of the Archaeological Institute of America, Dallas, Texas, December 27-30, 1999.

Athanassopoulos, Effie "An Ancient Landscape: European ideals, Archaeology and Nation Building in Early Modern Greece". Paper presented in the 30th Anniversary Modern Greek Studies Association Symposium, Princeton University 4-7 November 1999.

Athanassopoulos, Effie "Archaeology and Text in the Medieval Mediterranean: the view from the countryside". Paper presented in the fifth annual ACMRS (Arizona Center for Medieval and Renaissance Studies) conference "Material culture and cultural materialisms in the Middle Ages and the Renaissance". Tempe, Arizona, February 18-20, 1999.

Draper, P. and Howell, N. 1998 Some demographic correlates of sedentary status: Ju/'hoansi in the 1960s. Paper presented at the Annual Meetings of the American Anthropological Association, November 1998, Philadelphia, PA.

Draper, P. 1999 Ju/'hoan (!Kung) life stories: the influence of gender of thematic content. Paper presented at Feminists Doing Psychology Anthropology Year 2000. Invited Workshop, May 11-13, 1999. Center for Research on Women, Stockholm University.

Draper, P. and Hames, R. 1999 Birth order, sibling investment, and fertility among !Kung San. Paper presented at the annual meeting of the Human Behavior and Evolution Society, June, 1999, Salt Lake City, Utah.

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. 1999 The relevance of studies of small scale society to studies of infancy in modern society. Invited participant, Ecology of Infancy: Cross cultural methods workshop. Organizer: Michael Lamb, Section Head, National Institute of Child Health and Human Development, organizer. October, 1999. Bochum, Germany.

Draper, P. and Kranichfeld, M. 1999 The effects of family structure on the survivorship of girls and boys among the Ju/'hoansi (!Kung). Paper presented at the Annual Meeting of the American Anthropological Association, November, 1999, Chicago, Illinois.

Hames, Raymond. 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)

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. and Megan Biesele (1999) Establishing Rights to Land, Language, and Political Representation: The Ju/'hoansi San of Namibia and Botswana at the Millennium. Paper presented at the 98th annual meetings of the American Anthropological Association, November 17-21, 1999.

Hitchcock, Robert K. (1999) Human Rights and Indigenous Peoples in Asia, with Special Reference to the Former Foragers of the Philippines and Malaysia (Agta, Batak, and Penan) Paper presented at Nebraska Wesleyan University, Lincoln, Nebraska, 13 October, 1999

Hitchcock, Robert K. (1999) Panel Member, "Southern Africa," at the 'Conference on Fresh Water Conflict: Identifying Flashpoints and Mitigation Strategies,' sponsored by the Bureau of Oceans and International Environmental and Scientific Affairs, Department of State, National Foreign Affairs Training Center, Arlington, Virginia, September 29-30, 1999.

Hitchcock, Robert K. (1999) Facilitator, Chair, and Presenter at the Short Course on "Management 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. (1999) Repatriation, Indigenous Peoples, and Development: Lessons from North America, Africa, and Australia. Paper presented at the 58th annual meetings of the Society for Applied Anthropology (SfAA), Tucson, Arizona, April 21-25, 1999.

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

“Endangered Peoples” Project” at the 58th annual meetings of the Society for Applied Anthropology, Tucson, Arizona, April 21, 1999.

Hitchcock, Robert K. (1999) Panel member on “Human Rights and Development.” Meeting sponsored by the Society for International Development (SID), University of Nebraska-Lincoln, March 24, 1999.

Hitchcock, Robert K. (1999) Presenter on “Human Rights and the Environment,” for a workshop on Human Rights Education for Lincoln Public Schools Teachers, Nebraskans for Peace and United Nations Association, co-sponsors, Lincoln High School, Lincoln, Nebraska, February 8, 1999.

Wandsnider, LuAnn, (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.

2000

Books (Monographs)

Bleed, Peter (2000) *National Treasure*. RKLOG Press. Littleton, CO (Finalist, 2001 Independent Book Publishers Awards, Multicultural Fiction)

Edited Volumes

Schweitzer, Peter P., Megan Bieseles and **Robert K. Hitchcock**, eds. (2000) *Hunters and Gatherers in the Modern World: Conflict, Resistance, and Self-Determination*. Oxford, England and New York, New York: Berghahn Books.

Book Chapters – refereed

Hames, Raymond, (2000) Yanomamö: Varying Adaptations of Foraging Horticulturalists. *Faces of Anthropology: A Reader for the 21st Century*. Second Edition, Kevin Rafferty and Dorothy Chinwe Ukaegbu, eds., Simon and Schuster: New York. Pp. 105-120.

Hitchcock, Robert K. (2000) Traditional African Wildlife Utilization: Subsistence Hunting, Poaching, and Sustainable Use. In *Wildlife Conservation by Sustainable Use*, Herbert H.T. Prins, Jan Geu Grootenhuys, and Thomas T. Dolan, eds. Pp. 389-415. Boston, Dordrecht and London: Kluwer Academic Publishers.

Hitchcock, Robert K. and Megan Bieseles (2000) Introduction. In *Hunters and Gatherers in the Modern World: Conflict, Resistance, and Self-Determination*, Peter Schweitzer, Megan Bieseles, and Robert K. Hitchcock, eds. Pp. 1-27. Oxford, England and New York, New York: Berghahn Books.

Bieseles, Megan and **Robert K. Hitchcock** (2000) The Ju/'hoansi San Under Two States: Impacts of the South West African Administration and the Government of the Republic of Namibia. In *Hunters and Gatherers in the Modern World: Conflict, Resistance, and Self-*

Determination, Peter P. Schweitzer, Megan Bieseles, and Robert Hitchcock, eds. Pp. 305-326. Oxford, England and New York, New York: Berghahn Books.

Hitchcock, Robert K. (2000) The United States, Development, and Indigenous Peoples. In The United States and Human Rights: Looking Outward and Inward, David P. Forsythe, ed. Pp. 300-325. Lincoln: University of Nebraska Press.

Bieseles, Megan and **Robert K. Hitchcock** (2000) Ju/'hoan Language Education in Namibia and Its Relevance for Minority Language Education in Botswana. In Botswana: The Future of the Minority Languages, Herman Batibo and Birjit Smieja, eds. Pp. 237-265. Frankfurt and Bern: Peter Lang.

Wandsnider, LuAnn, (2000) Pirates in the Bay of Pamphylia: An Archaeological Inquiry (with Rauh, N., R. W. Townsend, and M. Hoff senior authors). In *The Sea in Antiquity*, edited by Graham J. Oliver, pp. 1-27. British Archaeological Reports, Oxford.

Willis, M.S. and Pratt, M. (2000) Psychosocial data and cross-cultural analyses: Challenges to Anthropology and contraceptive research. In A. Russell and E. Sobo and M. Thompson (eds) *Contraception Across Cultures: Technologies, Choices, and Constraints*, London: Berg Publishers, 27-47.

Book Chapters – non-refereed

none

Journal Publications – refereed

Bleed, Peter (2000) "Purveying the Past: Structure and Strategy in the American Antiques Trade" *Plains Anthropologist*. 45-172:179-188

Draper, Patricia and Raymond Hames (2000) Birth order, sibling investment, and fertility among !Kung San. *Human Nature* 11 (2): 117-156.

Hames, Raymond, (2000) Reciprocal Altruism in Yanomamö Food Exchange. Chagnon, N., L. Cronk, and W. Irons, eds. *Human Behavior and Adaptation: An Anthropological Perspective*, Aldine de Gruyter, Hawthorne, NY. Pp. 297-316.

Hames, Raymond, (2000) Birth Order, Sibling Investment, and Fertility among Ju/'hoansi (!Kung). *Human Nature* 11(2):117-156. (Patricia Draper, senior author).

Hitchcock, Robert K. (2000) People of the Two-Way River: Socioeconomic Change and Natural Resource Management in the Nata River Region of Southern Africa. Botswana Notes and Records 32:1-21.

Journal Publications – non-refereed

none

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

- Athanassopoulos, Effie Review of "Historical Archaeology of the Ottoman Empire: Breaking New Ground", edited by Uzi Baram and Lynda Carroll, 2000, Kluwer Academic/Plenum Publishers, New York, NY. *American Antiquity* 67(1):182-3. 2002.
- Athanassopoulos, Effie "Amphora production, agriculture and trade, 2000" Results of the second field season at Tsoukalia, Alonissos. 15 pages. 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 2000. The Report is published in the "Archaeological Reports for 2000-2001", British School of Archaeology, Athens.
- Awakuni-Swetland, Mark J. (2000) Review of J. Boughter, "Betraying the Omaha Nation, 1790-1916." *Great Plains Quarterly* 20 (2): 160.
- Hitchcock, Robert K., Diana Vinding, and Karen Bungaard Andersen (2000) Recognition of the Bushmen's Land Rights, Human Rights, and Cultural Rights in Botswana. Copenhagen, Denmark: International Work Group for Indigenous Affairs.
- Hitchcock, Robert K. and Alan J. Osborn (2000) Peoples of the Nile River Basin. London: Water Policy International, London and Washington, D.C. The World Bank.
- Hitchcock, Robert K. (2000) Decentralization, Development, and Natural Resource Management in the Northwestern Kalahari Desert, Botswana. Washington, D.C.: Biodiversity Support Program (BSP).
- Hitchcock, Robert K. and Alan J. Osborn (2000) Transboundary Resource Management Issues in Southern Africa: The Limpopo Basin. Burlington, Vermont: Associates for Rural Development.
- Hitchcock, Robert K. and Alan J. Osborn (2000) Transboundary Resource Management Issues in Southern Africa: The Okavango and Nata River Basins. Burlington, Vermont: Associates for Rural Development.
- Michael Bolling, **Robert K. Hitchcock**, Cordelia Nduku, and Jan M. Reynders (2000) At the Crossroads: The Future of a Development Initiative. An Evaluation of Kuru Development Trust, Ghanzi and Ngamiland Districts, Botswana. The Hague, The Netherlands and Harare, Zimbabwe: Hivos Foundation.
- Hitchcock, Robert K. Panel of Environmental Experts (2000) Lesotho Highlands Water Project. Report No. 21 to the Lesotho Highlands Development Authority, Maseru, Lesotho. (R. Hitchcock, J. Ledger, M. Mentis, T. Scudder, December 2000) (Nov 15-Dec 3, 2000).
- McCollough, M. (2000) Red Jacket, Seneca Chief. A.C. Parker. *Journal of the Royal Anthropological Institute*.

McCollough, M. (2000) The Indian Southwest, 1580-1830: Ethnogenesis and Reinvention. Gary Clayton Anderson. The Journal of American History. Volume 22: 1004.

Wandsnider, L. (2000) "Crossroads in Mediterranean Landscape Archaeology" (with E. Athanassopoulos) at the 66th Annual Meeting of the Society for American Archaeology, New Orleans. Note: Electronic Symposium, <http://www.unl.edu/anthro/saa2001>

Wandsnider, L. (2000) Invited Lecturer for short course on Landscape Archaeology, U. Buenos Aires, November 2000

Willis, M.S. (2000) Genital mutilation – practices, politics, and perceptions. Reviewer for G.C. Denniston and M.F. Milos (eds) Sexual Mutilations: A Human Tragedy, New York: Plenum Press, 1997. JOURNAL OF SEX RESEARCH 37:291-293.

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.

Willis, M.S., O'Hanley, K. and Capps, J.M. (2000) A Midterm Evaluation of the LINKAGES Project: Breastfeeding, Complementary Feeding, Maternal Health and Lactational Amenorrhea. Unpublished Report, Virginia: POPTECH.

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*".

Awakuni-Swetland, Mark J. Diversity Enhancement Grant, University of Nebraska, in support of Omaha Language curriculum development, \$3,985 (2000-2001), \$3,900 (2001-2002). Awakuni-Swetland, Mark J., Principal Investigator.

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

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 and Ian Whitbread "Pottery Production, Agriculture and Trade: The Amphora Workshop at Tsoukalia, Greece, 4th century BCE". Presented in the Symposium "Ceramic Ecology XIV: Current Research on Ceramics 2000". American Anthropological Association Annual Meeting, San Francisco, CA, 15-19 November 2000.
- A. Sarris, E. Athanassopoulos, A. Intzessiloglou, E. Skafida, J. Weymouth "Geophysical Mapping of an Ancient Amphorae Workshop at Tsoukalia, Alonissos (Greece)". Presented in the 32nd International Symposium on Archaeometry, Mexico City, Mexico, May 15-20, 2000.
- 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.
- Draper P. (2000) Kin as wealth in a simple society: siblings and reproductive success among the !Kung. Invited talk to the Anthropology Lecture Series, Spring 2000, February 11, 2000, Department of Anthropology, University of Arizona, Tucson, Arizona.
- Hitchcock, Robert K. (2000) Education, Language, and Cultural Rights in Southern Africa. Paper presented at the James E. Smith Midwest Conference on World Affairs, University of Nebraska at Kearney, Kearney, Nebraska, March 5, 2000.
- Hitchcock, Robert K. (2000) Competition, Collaboration, or Coercion? Indigenous Peoples, Environmental Organizations, and Natural Resource Management in Southern Africa. Paper presented at the 99th annual meetings of the American Anthropological Association, San Francisco, California, November 15-19, 2000.
- Hitchcock, Robert K. (2000) Lecturer on "The San and Human Rights" at a Colloquium entitled "What Place for Hunter-Gatherers in Millennium Three?" The International Museum of Cultures, Summer Institute of Linguistics, and the Department of Anthropology, Southern Methodist University, Dallas, Texas, September 25, 2000.
- Hitchcock, Robert K. (2000) Kalahari Cattle Posts and Water Points: A Socioeconomic Analysis of Changing Tenure Systems in Western and Northwestern Botswana in Light of the Work of Isaac Schapera. Paper presented on the Workshop on Recovering the Legacy of Schapera, University of Botswana, Gaborone, Botswana, May 24-26, 2000.
- Hitchcock, Robert K. (2000) Human Rights and Diversity: Indigenous peoples' and Ethnic Minorities' Quest for Land and Political Rights in the Central and Northwestern Kalahari Desert, Botswana. Paper presented at the Conference on "Challenging Minorities, Difference, and Tribal Citizenship," University of Botswana, Gaborone, Botswana, May 19-23, 2000.
- Wandsnider, LuAnn, (2000) "Cilician-Roman Interaction in Western Rough Cilicia;" Department of Anthropology, University of Auckland, Auckland, New Zealand
- Wandsnider, LuAnn, (2000) "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

Wandsnider, LuAnn, (2000) Poster: "Pit Hearths of the Ogallala Badlands" (with E. Richards, H. LaGarry, and L. LaGarry, senior authors). Presented at the 65th Annual Meeting of the Society for American Archaeology, Philadelphia.

Wandsnider, LuAnn, (2000) Poster: "Prospects for Lichenometric Dating in Eastern Mediterranean Contexts" (with M. Boeka, senior author). Presented at the 65th Annual Meeting of the Society for American Archaeology, Philadelphia.

Wandsnider, LuAnn, (2000) "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.

Wandsnider, LuAnn, (2000) "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.

Willis, Mary S. (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.

2001

Books (Monographs)

Awakuni-Swetland, Mark J. (2001) *Dance Lodges of the Omaha People: Building from Memory, Native Americans: Interdisciplinary Perspectives*, John Wunder and Cynthia Willis-Esqueda, Monograph Series eds., New York: Routledge. 194 page monograph.

Edited Volumes

none

Book Chapters – refereed

Bleed, Peter (2001) "Artifice Constrained - What Determines Technological Choice?" Chapter 10 in *Anthropological Perspectives on Technology*, M.B. Schiffer pp. 151-162. University of New Mexico Press.

Hitchcock, Robert K. (2001) African Dams: Did Large Dams Contribute to the Development of African Nations? In *History in Dispute, Volume 7. Water and the Environment Since 1945: Global Perspectives*, Char Miller, Mark Cioc, and Kate Showers, eds. Pp. 1-9. Columbia, South Carolina: Manly, Inc.

Hitchcock, Robert K. (2001) Glossary. In *History in Dispute, Volume 7. Water and the Environment Since 1945: Global Perspectives*, Char Miller, Mark Cioc, and Kate Showers, eds. Pp. 337-340. Columbia, South Carolina: Manly, Inc.

Hitchcock, Robert K. (2001) Botswana. In *The Indigenous World 2000-2001*, Marianne Jensen, ed. Pp. 277-284. Copenhagen, Denmark: International Work Group for Indigenous Affairs.

Hitchcock, Robert K. (2001) 'Hunting Is Our Heritage': The Struggle for Hunting and Gathering Rights among the San of Southern Africa. In *Parks, Property, and Power: Managing Hunting Practice and Identity within State Policy Regimes*, David G. Anderson and Kazunobu Ikeya, eds. Pp. 139-156. *Senri Ethnological Studies* 59. Osaka, Japan: National Museum of Ethnology.

Lee Richard B. and **Robert K. Hitchcock** (2001) African Hunter-Gatherers: Survival, History, and the Politics of Ethnicity. In *African Hunter-Gatherers: Persisting Cultures and Contemporary Problems*, Jiro Tanaka, Mitsuo Ichikawa, and Daiji Kimura, eds. *African Study Monographs, Supplement* 26:257-280. Kyoto, Japan: Center for African Area Studies, Kyoto University.

Hitchcock, Robert K. And Megan Biesele (2001) Establishing Rights to Land, Language, and Political Representation: The Ju/'hoansi San at the Millennium. In *Spuren des Regenbogens/Tracing the Rainbow: Art and Life in Southern Africa*, Stevan Eisenhofer, ed. Pp. 202-207. Linz, Austria: Arnoldsche Publishers.

Foster, Morris and **M. McCollough** [authors alphabetically listed] (2001). Plains Apaches. In, *Handbook of North American Indians*. Edited by William C. Sturtevant. Volume 13. Part Two of Two. Pp: 926-940. Smithsonian Institution. Washington, D.C. Peer Reviewed Chapter.

McCollough, M. (2001) The United States of America. In, *The Indigenous World: 2000-2001*. Edited by Anette Molbech. Pp: 63-69. International Work Group for Indigenous Affairs. Copenhagen, Denmark.

Book Chapters – non-refereed

McCollough (2001) The United States of America. In, *The Indigenous World: 2000-2001*. Edited by Katina Wessendorf. pp: 63-69. International Work Group for Indigenous Affairs. Copenhagen, Denmark.

Journal Publications – refereed

Bleed, Peter (2001) "Trees or Chains, Links or Branches: Conceptual Alternatives for Consideration of Sequential Activities." *Journal of Archaeological Method and Theory*. 8 (1):101-127, March 2001.

Hames, Raymond, (2001) Parental investment and child health in a Yanomamö village suffering short-term food stress. Edward H. Hagen Raymond B. Hames, Nathan M. Craig, Matthew T. Lauer, Michael E. Price. *Journal of Biosocial Science* 33:503-528.

Hitchcock, Robert K. and Diana Vinding (2001) A Chronology of Major Events Relating to the Central Kalahari Game Reserve, Part II. *Botswana Notes and Records* 33:1-12.

Hitchcock, Robert K., James I. Ebert, and Melinda Kelly (2001) Women, Water, and Natural Resources Management in Southern Africa. Botswana Notes and Records 33:149.

Lee, Richard B. and **Robert K. Hitchcock** (2001) African Hunter-Gatherers: Survival, History, and the Politics of Ethnicity. *African Study Monographs, Supplement* 26:257-280. Kyoto, Japan: Center for African Area Studies, Kyoto University.

Hitchcock, Robert K. (2001) Decentralization, Natural Resource Management, and Community-Based Conservation Institutions in Southern Africa. *Indigenous Affairs* 4/01:38-49.

McCollough, M. (2001) Political Decentralization as a Strategy to Maintain Sovereignty: An Example from the Hasinais During the 1700s. *Plains Anthropologist* 46(177): 305-322.

Journal Publications – non-refereed

none

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

Bleed, Peter (2001) “Outhouse Archeology” featured on July 17, 2001 NPR Morning Edition, with Bob Edwards
<http://discover.npr.org/features/feature.html?wflid=1125985> “Outhouse Archeology” a conversation on the Todd Mundt Show, August 13, 2001

Hames, Raymond, (2001) Book review of *Darkness in El Dorado*. *Current Anthropology* “CA Forum: Perspectives on Tierney’s Darkness in El Dorado”: 42(2): 271-273.

Hames, Raymond, (2001) Comment on Hawkes et al. “Hunting and Nuclear Families” *Current Anthropology* 42 (5): 697-698 (invited commentary).

Hitchcock, Robert K. (2001) Anthropological Study on the Potential Impact of Refugees in M,Kata, Namibia. Windhoek, Namibia; United Nations High Commissioner for Refugees (UNHCR) and Washington, D.C.: Bureau of Population, Refugees, and Migration, United States Department of State.

McCollough, M. (2001) Kiowa, Apache, and Comanche: Military Societies. William C. Meadows. *The Journal of Military History* 65(1): 207-208.

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,

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.*"

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.

Hitchcock, Robert K. U.S. Department of State, Bureau of Population, Refugees, and Migration grant to 'Anthropological Study on the Potential Impact of Refugees in M'Kata, Namibia' the Department of Anthropology of Geography, University of Nebraska-Lincoln, (\$29,000), 2001.

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.

Sarris, A., E. Athanassopoulos, A. Intzessiloglou, E. Skafida, J. Weymouth "*Tsoukalia, Alonnisos: Prospecting an ancient amphorae workshop*". International Conference on Archaeological Prospection, Vienna, 19-23 September, 2001.

Athanassopoulos, Effie "*Regional surveys and texts: What's the next step?*" Paper presented in the 2001 Society for American Archaeology Meetings, Electronic Symposium *Crossroads in Mediterranean Landscape Archaeology*" organized by Athanassopoulos and Wandsnider, April 2001, New Orleans.

Karin Roberts and Athanassopoulos, Effie "*The Alonissos Archaeological Survey: Amphorae, Agriculture and Land Use*". Paper presented in the 2001 Society for American Archaeology Meetings, April 2001, New Orleans.

- Draper, P. and Wandsnider, LuAnn 2001 Kinship, Residence and Survivorship in the Kalahari. Paper presented at the Annual Meeting of the Canadian Anthropology Association, Montreal, May 3-6, 2001
- Hames, Raymond, and Draper, Patricia, June 15, 2001 Women's work, child care and helpers at the nest in a hunter-gatherer society. Paper presented at the Annual Meeting of the Human Behavior and Evolution Society, London, England, June 13-17, 2001.
- Hitchcock, Robert K. (2001) Decentralization, Natural Resource Management, and Community-Based Conservation Institutions in Southern Africa: Towards Self-Sufficiency or Dependency? Paper presented at the 100th annual meetings of the American Anthropological Association, Washington, D.C., November 28-December 2, 2001.
- Hitchcock, Robert K. (2001) Rapporteur and Discussant, 'Peace with Justice: Policy for the 21st Century, Joan B. Kroc Institute for Peace and Justice, University of San Diego, San Diego, California, December 6-7, 2001.
- Wandsnider, LuAnn, (2001) Poster: "Rough Cilicia: Report of the 2000 Season" (with M. Hoff, R. Townsend, M. Dillon, and S. Tracy). Presented at the 101st Annual Meeting of the Archaeological Institute of America, San Diego.
- Wandsnider, LuAnn, (2001) "Desert Swapping vs. Desert Hopping: Long-term Place Use Histories from Interior Desertic Australian and North America" (with S. J. Holdaway, senior author). Presented in the symposium "Diversity" at the 66th Annual Meeting of the Society for American Archaeology, New Orleans.
- Wandsnider, LuAnn, (2001) "Artifact and Temporality: Tracking the Human-Landscape System in Roman Era Western Rough Cilicia" (with N. K. Rauh, M. Hoff, R. Townsend, M. Dillon, junior authors). Presented in the Electronic Symposium "Crossroads in Mediterranean Landscape Archaeology" at the 66th Annual Meeting of the Society for American Archaeology, New Orleans.
- Wandsnider, LuAnn, (2001) "Modeling a Management Framework in a Compliance World" (with C. Dore, senior author). GIS in Archaeology, Argonne National Laboratory, Chicago.
- Wandsnider, LuAnn, (2001) "Kinship and residence among Ju/'hoansi in the Kalahari: the effects of settled life on the bi-local residence rule of former foragers" (with Patricia Draper, senior author). Presented in a symposium in honor of Richard Lee. Annual Meeting of the Canadian Anthropological Association, Montreal.
- Wandsnider, LuAnn, (2001) Rough Cilicia Regional Survey Project: Report of the 2000 Season (with Nicholas Rauh, junior author). Presented at T.C. Kültür Bakanlığı Antikalar ve Müzeler Genel Müdürlüğü, Ankara, May 25-June 1.
- Willis, Mary S. (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.

2002

Books (Monographs)

none

Edited Volumes

Hitchcock, Robert K. And Alan J. Osborn, eds. (2002) *Endangered Peoples of Africa and the Middle East: Struggles to Survive and Thrive*. Westport, Connecticut: Greenwood Press.

Hitchcock, Robert K., Richard B. Lee, and Megan Bieselee, eds. (2002) *The Kalahari San: Self-Determination in the Desert*. *Cultural Survival Quarterly* 25(1):8-61.

Book Chapters – refereed

Bleed, Peter (2002) Custer and the Grand Duke in Nebraska in 1872: Some Insights from New Photographic. *Custer and His Times V*. pp 94-109. John P. Hart, ed. Little Big Horn Associates, Inc. (with D. Scott).

Hitchcock, Robert K. and Alan J. Osborn (2002) Introduction. In *Endangered Peoples of Africa and the Middle East: Struggles to Survive and Thrive*, in Robert K. Hitchcock and Alan J. Osborn, eds. Pp. 1-29. Westport, Connecticut: Greenwood Press.

Totten, Sam, William S. Parsons, Jr. and **Robert K. Hitchcock** (2002) Confronting Genocide and Ethnocide of Indigenous Peoples: An Interdisciplinary Approach to Definition, Intervention, Prevention, and Adequacy. In *Annihilating Difference: The Anthropology of Genocide*, Alexander Labhan Hinton, ed. Pp. 54-91. Berkeley and London: University of California Press.

Hitchcock, Robert K. (2002) Coping with Uncertainty: Adaptive Responses to Drought and Livestock Disease in the Northern Kalahari. In *Sustainable Livelihoods in Kalahari Environments*, Deborah Sporton and David S.G. Thomas, eds. Pp. 169-192. Oxford: Oxford University Press.

Hitchcock, Robert K. and Megan Bieselee (2002) Namibia. In *The Indigenous World 2001-2002*, Diana Vinding, ed. Pp. 404-411. Copenhagen, Denmark: International Work Group for Indigenous Affairs.

Hitchcock, Robert K. (2002) Botswana. In *The Indigenous World 2001-2002*, Diana Vinding, ed. Pp. 411-419. Copenhagen, Denmark: International Work Group for Indigenous Affairs.

McCullough, M. (2002) The United States of America. In, *The Indigenous World: 2001-2002*. Edited by Kartina Wessendorf. Pp: 52-60. International Work Group for Indigenous Affairs. Copenhagen, Denmark.

Book Chapters – non-refereed

none

Journal Publications – refereed

- Athanassopoulos, Effie “An Ancient Landscape: European ideals, Archaeology and Nation Building in Early Modern Greece”. *Journal of Modern Greek Studies* 20:273-305. 2002.
- Sarris, A., **E. Athanassopoulos**, A. Intzessiloglou, E. Skafida, J. Weymouth “Geophysical Prospection Survey of an Ancient Amphorae workshop at Tsoukalia, Alonissos (Greece)”. *Archaeological Prospection* 9:183-195. 2002.
- Bleed, Peter (2002) Obviously Sequential, but Continuous or Staged? Cognitive Basis of Lithic Technology in three late paleolithic assemblages from Japan. *Journal of Anthropological Archaeology*.21:329-343
- Hitchcock, Robert K. (2002) ‘We Are the First People’: Land, Natural Resources, and Identity in the Central Kalahari, Botswana. *Journal of Southern African Studies* 28(4):797-824.
- Hitchcock, Robert K. (2002) Repatriation, Indigenous Peoples, and Development: Lessons from Africa, North America, and Australia. *Pula: Botswana Journal of African Studies* 16(1): 57-67.
- McCollough, M. (2002) Reasons for the Marginal Incorporation of the Comanches by the Spanish. *Great Plains Research* 12(2): 369-83.

Journal Publications – non-refereed

- Hitchcock, Robert K., Richard B. Lee, and Megan Biesele (2002) From Foragers to First Peoples: The Kalahari San Today. *Cultural Survival Quarterly* 25(1):8-12
- Hitchcock, Robert K. and Megan Biesele (2002) Controlling Their Destiny: Ju/’hoansi of Nyae Nyae. *Cultural Survival Quarterly* 26(1):13-15.
- Hitchcock, Robert K. (2002) Removals, Politics, and Human Rights. *Cultural Survival Quarterly* 26(1):25-26.
- Hitchcock, Robert K. and Megan Biesele (2002) Caught in the Crossfire: The Caprivi Strip. *Cultural Survival Quarterly* 26(1):30.
- Hitchcock, Robert K. (2002) The Osire/M’Kata Refugee Crisis. *Cultural Survival Quarterly* 26(1):31.
- Hitchcock, Robert K. (2002) A Road to Self-Sufficiency: Natural Resource Management. *Cultural Survival Quarterly* 26(1):37-39.
- Hitchcock, Robert K., Megan Biesele, and James I. Ebert (2002) The Kalahari Peoples Fund. *Cultural Survival Quarterly* 26(1):55-56.
- Hitchcock, Robert K. (2002) Breaking News: World Bank Meets with San Representatives. *Cultural Survival Quarterly* 26(1):56.

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

Awakuni-Swetland, Mark J. (2002) Omaha, *In* Encyclopedia of World Cultures Supplement, Carol Ember and Melvin Ember, eds., New York: Macmillan Reference USA. Pp. 257-63.

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

Hames, Raymond, (2002) (i) Human Behavioral Ecology. *In* N. J. Smelser and Paul B. Baltes (editors) 2001 International Encyclopedia of the Social & Behavioral Sciences. Pergamon, Oxford. Pp. 6946-6951

Hitchcock, Robert K. Panel of Environmental Experts (2002) Lesotho Highlands Water Project. Report No. 30 to the Lesotho Highlands Development Authority, Maseru, Lesotho. (R. Hitchcock, J. Ledger, M. Mentis, September 2002).

Willis, M.S., Fernald, C., and the Sudanese Refugee Working Group (2002 & 2003) Sudanese Refugee Resource Guide. Community Health Endowment of Lincoln, Lincoln, Nebraska.

Willis, M.S. and Nkwocha, O. (2002) Sudanese Refugee Focus Groups: Preliminary Results and Resulting Research. Report to Nebraska Department of Health and Human Services.

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.

Athanassopoulos, Effie. "*Archaeology and the Byzantine countryside*". Proposal submitted to the University of Cincinnati, Ohio, Blegen Library, Summer Residency Program (2002).

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

Awakuni-Swetland, Mark J. Teaching Council Grant, University of Nebraska, in support of Omaha Language Curriculum Development Project, Language Laboratory Tape Production, \$4,908 (2002-2003). Awakuni-Swetland, Mark J., Principal Investigator.

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

- Athanassopoulos, Effie and Ian Whitbread *"The 4th century BCE amphora workshop at Tsoukalia, Alonissos: A report on recent investigations"*. Poster presentation, International Colloquium "Transport Amphorae and Trade in the Eastern Mediterranean", held at the Danish Institute at Athens, Greece, 26-29 September, 2002.
- Athanassopoulos, Effie *"Counting sherds by the thousands: systematic survey of an amphora production site"*. Poster presentation, 103rd Annual Meeting, Archaeological Institute of America. Philadelphia, January 3-6, 2002.
- Draper, Patricia and Nancy Howell 2002 The nutritional status of !Kung children. Ninth meeting of the Congress on Hunting and Gathering Societies, Edinburgh, Scotland, September 9-13, 2002
- Draper, Patricia 2002 The effect of !Kung grandmothers on the survival of grandchildren: !Kung Ju/'hoansi at two time periods. Conference on Grandmothers: Hanse Institute, Delmenhorst, Germany, September 19-22, 2002
- Draper, Patricia and Nancy Howell 2002 The nutritional status of !Kung children. Paper presented at the Annual Meeting of the American Anthropological Association, New Orleans, La. November 2002.
- Willis, Mary S. and **Robert K. Hitchcock** (2002) Policy Encounters in Refugee-Related Research, Development and Advocacy. Paper presented at the 101st annual meetings of the American Anthropological Association, New Orleans, Louisiana, November 20-24, 2002.
- Wandsnider, LuAnn, (2002) "Solving the Puzzle of the Archaeological Labyrinth: Time Perspectivism in Mediterranean Surface Archaeology." Presented at an Invited Workshop Side-by-Side: Archaeological Survey in the Mediterranean, Department of Classics, University of Michigan, Ann Arbor, April.
- Wandsnider, LuAnn, (2002) "Indiana Jones and the Temporal Mosaic: Time Perspectivism in the Green River Basin (Wyoming USA)." Department of Anthropology, University of Utah, Salt Lake City, Utah. October.
- Willis, Mary S. (2002) Policy Encounters in Refugee-related Research, Development and Advocacy. Coauthored oral presentation with Robert Hitchcock, American Anthropological Association, New Orleans, Louisiana, November 2002.
- Willis, Mary S. (2002) Refugees on the Great Plains: Policies, Practices and Potentials. Panel presentation, University of Nebraska Lincoln, Lincoln, Nebraska, November 2002.
- Willis, Mary S. (2002) The Nuer and the Dinka Take Refuge in Nebraska: Cattle are Lowing But It's Not the Sudan. Oral presentation, Society for Applied Anthropology. Atlanta, Georgia, March 2002.

2003

Books (Monographs)

Bleed, Peter (2003) "The Kaufman Dormitory Historical Archaeology Project, A technical Report on the Archaeological Recovery of 14 Features Prior to the Constriction of the Kaufman Residential Center, UNL." Submitted to the Office of the Chancellor, UNL. (with Michael Chidley).

McCollough, M. (2003) *Three Nations, One Place: A Comparative Ethnohistory of Social Change Among the Comanches and Hasinai During Spain's Colonial Era, 1689-1821*. Native Americans Interdisciplinary Perspective Series. New York: Routledge Press.

Edited Volumes

none

Book Chapters – refereed

Bleed, Peter (2003) "Cheap, Regular and Reliable: Implications of Design Variation in of Late Pleistocene Japanese Microblade Technology." *Thinking Small*, R. Elston and S. Kuhn editors, Archeological Papers of the American Anthropological Association Number 12, pp 95-102.

Hames, Raymond, (2003) The Nexus of Yanomamö Growth, Health, and Demography. (J. Kuzara, junior author). In Francisco Salzano and Magdalena Hurtado, eds., *Lost Paradises and the Ethics of Research and Publication*, pp. 110-145. Oxford University Press.

Hitchcock, Robert K. (2003) Human Rights and Indigenous Peoples in Africa and Asia. In Human Rights and Diversity: Area Studies Revisited, David P. Forsythe and Patrice McMahon, eds. Pp. 205-228. Lincoln: University of Nebraska Press.

Hitchcock, Robert K. (2003) The Okavango River Basin in Southern Africa: A Case Study of Transboundary Resource Management Issues. In Allocating and Managing Water For a Sustainable Future: Lessons from Around the World, Douglas S. Kenney and Aaron Wolf, eds. Boulder, Colorado: Natural Resources Law Center, University of Colorado School of Law.

Hitchcock, Robert K. and Megan Bieseke (2003) Namibia. In The Indigenous World 2002-2003, Diana Vinding, ed. Pp. 398-403. Copenhagen, Denmark: International Word Group for Indigenous Affairs.

Hitchcock, Robert K. (2003) Botswana. In The Indigenous World 2002-2003, Diana Vinding, ed. Pp. 403-408. Copenhagen, Denmark: International Word Group for Indigenous Affairs.

Hitchcock, Robert K. (2003) Riparian Resource Utilization, Management, and Conservation in Southern Africa, with Special Reference to Botswana. In Aquatic Conservation and Management in Africa, Thomas L. Crisman, Lauren J. Chapman, Colin A. Chapman, and Lee S. Kaufman, eds. Pp. 345-373. Gainesville, Florida: University of Florida Press.

McCollough, M. (2003) The United States of America. In, *The Indigenous World: 2002-2003*. Edited by Kartina Wessendorf. Pp: 64-68. International Work Group for Indigenous Affairs. Copenhagen, Denmark.

Wandsnider, LuAnn, (2003) Islands of Geophytes: Sego Lily Patch Density in a High Plains Habitat (with Y-S Chung, junior author). In *Islands on the Plains: Ecological, Social, and Ritual Use of Landscapes*, edited by M. Kornfeld and A. Osborn, pp. 220-242. University of Utah Press, Salt Lake City.

Wandsnider, LuAnn, (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. Kornfeld and A. Osborn, pp. 89-107. University of Utah Press, Salt Lake City.

Book Chapters – non-refereed

Awakuni-Swetland, Mark J. (2003) Omaha Buffalo Hunters in Wichita County Kansas, 1876-1999, *In History of Wichita County Kansas, Volume 2*, Leoti, Kansas: Wichita County History Association, pp. 132-138.

Journal Publications – refereed

Hitchcock, Robert K. (2003) Land, Livestock, and Leadership among the Ju/'hoansi San of Northwestern Botswana. *Anthropologica* 45(1):83-88.

Willis, Mary S. and **Robert K. Hitchcock** (2003) Anthropologists and Sudanese Refugees: Cultural Exchange in the Heartland. *Practicing Anthropology* 25(4):3-8.

Journal Publications – non-refereed

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

Bleed, Peter (2003) Review, Kenniwick Man American Antiquity

Bleed, Peter (2003) Review of “Death by Theory: a Tale of Mystery and Archaeological Theory” by A. Praetzelis, *Plains Anthropology* 48 (186):163.

Kuzara, Jennifer and **Raymond Hames**, (2003) Yanomamö Health. *In Encyclopedia of Medical Anthropology: Health and Illness in the World's Cultures*, Vol 2., pp. 288-319. C. Ember and M. Ember, eds. Kluwer: New York. (J. Kuzara, senior author).

Wandsnider, LuAnn (2003) “Time in Archaeology” (with S. Holdaway) at the 68th Annual Meeting of the Society for American Archaeology, Milwaukee. Note: Electronic

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

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

Draper, P. and Howell, N. (2003) Secular change in the persistence of intergenerational kin links: Ju/'hoansi (!Kung) speculation on the implications of increased longevity for settled life. Paper presented at the annual meeting of the American Anthropological Association, November, Chicago, Illinois.

Hitchcock, Robert K. (2003) Social, Economic, and Political Impacts of HIV/AIDS in southern Africa. Lecture delivered at a Golden Key and Save SubSaharan Orphans Organization meeting, University of Nebraska-Lincoln, Lincoln, Nebraska, December 5, 2003

Hitchcock, Robert K. (2003) Discussant in the Symposium on 'The Ethics and Praxis of Doing Fieldwork in High Conflict Situations', 102nd annual meetings of the American Anthropological Association, Chicago, Illinois, November 20, 2003

Hitchcock, Robert K. (2003) 'We Are the Owners of the Land': The Struggle of the San for the Kalahari and Its Resources. Paper presented at the 102nd annual meetings of the American Anthropological Association, Chicago, Illinois, November 19, 2003

Hitchcock, Robert K. (2003) Introduction. Symposium on Updating the San: Image and Reality of an African Peoples. Paper presented at the 102nd annual meetings of the American Anthropological Association, Chicago, Illinois, November 19, 2003

- Hitchcock, Robert K. (2003) San Land Rights in Botswana. Paper presented at the Tirelo Rotary Club, Gaborone, Botswana, September 21, 2003.
- Hitchcock, Robert K. (2003) The Interplay Between Research and Development in Efforts to Enhance Community and Individual Well-being, with Special Reference to Khoe and San Peoples in Southern Africa. Keynote Address, International Khoe and San Conference, University of Botswana, Gaborone, Botswana, 9-12 September, 2003.
- Hitchcock, Robert K. (2003) Keynote Address presenter, 'Orphans of the Storm', AIDS orphans fund-raiser, Amnesty International-UNL Chapter, University of Nebraska Lincoln, Nebraska, April 19, 2003.
- Willis, Mary S., Marion Pratt, and **Robert K. Hitchcock** (2003) Refugee 'Resettlement' and U.S. Policies: Unsettling Experiences from Nebraska's Sudanese Community. Paper presented at the annual meetings of the Society for Applied Anthropology, Portland, Oregon, March 19-22, 2003.
- Hitchcock, Robert K. (2003) Panel Member and Organizer on the Sudan and Sudanese Refugees in Nebraska. Winter Lecture Series, Unitarian Church, Lincoln, Nebraska, Sunday, March 23, 2003.
- Hitchcock, Robert K. (2003) Workshop Presenter, 'The War on Terrorism and the Axis of Evil,' Peace and Justice Workshop, 2003 Nebraskans for Peace Annual Peace Conference, Nebraska Wesleyan University, Lincoln, Nebraska, Saturday, February 15, 2003.
- Hitchcock, Robert K. (2003) Keynote Address, 'Social Impacts of HIV/AIDS, with Special Reference to Africa', Save-Sub-Saharan Orphans Organization (SSSO) fund raising gala, Lincoln, Nebraska, Sunday, February 9, 2003.
- Hitchcock, Robert K. (2003) African Refugees and Immigrants on the Great Plains: Culture, Identity, and Politics in Nebraska. Paper presented at the Symposium on 'African and Latina/Latino Experiences: Cultural Histories, Identities, and Relationships in the Americas' University of Nebraska Lincoln, Lincoln, Nebraska, February 8, 2003.
- Hitchcock, Robert K. (2003) A Look at Conflicts in Africa. SAGE Program Course Lecture for a SAGE program entitled 'Current Conflict Areas of the World,' Lincoln Nebraska, Friday, January 31, 2003.
- Hitchcock, Robert K. (2003) Ties That Bind: Culture, Revenge, Land Rights, and Terror. Sixth Annual WorldLink Youth Town Meeting, entitled, Creating a More Just and Secure World: Terrorism, International Humanitarian Law,' Joan B. Kroc Institute of Peace and Justice, University of San Diego, San Diego, California, Wednesday, January 8, 2003.
- Wandsnider, LuAnn, (2003) Time-averaged Deposits and Multi-Temporal Processes in the Wyoming Basin, (North Intercontinental USA). Presented at the 68th Annual Meeting of the Society for American Archaeology, Milwaukee, April.

Wandsnider, LuAnn, (2003) "Indiana Jones and the Temporal Mosaic: Time Perspectivism in the Green River Basin (Wyoming USA)." NPS Midwest Archaeological Center, Lincoln, NE, January.

Willis, Mary S. (2003) Refugee "Resettlement" and US Policies: Unsettling Experiences from Nebraska's Sudanese Community. Oral presentation, Society for Applied Anthropology, with Marion Pratt and Robert K. Hitchcock. Portland, Oregon, March 2003.

In Press – 2004

Books (Monographs)

Hitchcock, Robert K. (2004) *Organizing to Survive: Indigenous Peoples' Political and Human Rights Movements*. New York, New York: Routledge Press.

Edited Volumes

Athanassopoulos, Effie and LuAnn Wandsnider (editors) "Mediterranean Archaeological Landscapes: Current Issues". Edited Volume. Accepted, University of Pennsylvania Museum Publications. 2004.

Hitchcock, Robert K. and Diana Vinding, eds. (2004) *Indigenous Peoples' Rights in Southern Africa*. Copenhagen, Denmark: International Work Group for Indigenous Affairs.

Hitchcock, Robert K., Richard B. Lee, and Kazunobu Ikeya, eds. (2004) "Updating the San: Image and Reality of an African People in the Twenty-first Century". *Senri Ethnological Studies*. Osaka, Japan: National Museum of Ethnology.

Hitchcock, Robert K., Kathy Borg, Derek Jones, and Q.N. Parsons (2004) *The Botswana Society Index to Publications 1990-2001*. Gaborone, Botswana: The Botswana Society.

Book Chapters – refereed

Athanassopoulos, Effie "Historical Archaeology of Medieval Mediterranean Landscapes". In *Mediterranean Archaeological Landscapes: Current Issues*, edited by E. F. Athanassopoulos and L. Wandsnider. Accepted, University of Pennsylvania Museum Publications. 2004.

Athanassopoulos, Effie and LuAnn Wandsnider "Mediterranean Landscape Archaeology Past and Present". In *Mediterranean Archaeological Landscapes: Current Issues*, edited by E. F. Athanassopoulos and L. Wandsnider. Accepted, University of Pennsylvania Museum Publications. 2004.

Bleed, Peter, (2004) "Refitting as Mass Analysis." In *Aggregate Analysis in Chipped Stone Studies*. edited by Christopher T. Hall and Mary Lou Larson. University of Utah Press.

Draper, Patricia and Nancy Howell, In Press The growth and kinship resources of !Kung children. *Hunter Gatherer Children*, Barry Hewlett and Michael Lamb, eds. New Brunswick, NJ: Rutgers University Press

- Draper, Patricia and Nancy Howell, (2004) In Press The growth and kinship resources of !Kung children. *Hunter Gatherer Children*, Barry Hewlett and Michael Lamb, eds. New Brunswick, NJ: Rutgers University Press
- Pedersen, Cort A., Ahnert, L., Anzenberger, G., Belsky, J., Draper, P. et al. (2004) In press Later life social attachment and bonding: causes and potential consequences. In *Attachment and bonding: a new synthesis*. S. Carter and L. Ahnert, eds. Cambridge, MA: MIT Press.
- Pedersen, Cort A., Ahnert, L., Anzenberger, G., Belsky, J., **Draper, P.** et al. In press Later life social attachment and bonding: causes and potential consequences. In *Attachment and bonding: a new synthesis*. S. Carter and L. Ahnert, eds. Cambridge, MA: MIT Press.
- Hames, Raymond, 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") (In press)
- Hames, Raymond, The Political Uses of Ethnography. In Robert Borofsky, ed., *Ethical Issues in Darkness in El Dorado*. University of California Press: Berkeley (Fall 2004).
- Hames, Raymond, Informed Consent In Robert Borofsky, ed., *Ethical Issues in Darkness in El Dorado*. University of California Press: Berkeley (Fall 2004).
- Hames, Raymond, Some Final Thoughts on What Separates and Unites Us. In Robert Borofsky, ed., *Ethical Issues in Darkness in El Dorado*. University of California Press: Berkeley (Fall 2004).
- Hames, Raymond, A Comparison of the Hunting Efficiencies of the Shotgun and Bow in Neotropical Forest Hunting. Spanish translation and **Reprint** of 1979 *Human Ecology* article for an edited volume entitled *Cambio y Ecología en Amazonia*, ed. Fernando Santos Graneó. FLASCO, Quito. (In press)
- Hames, Raymond, The Forest and the Highway (with John Saffirio). Spanish translation and **Reprint** of 1983 of *Cultural Survival* and *WPSAI* for an edited volume entitled *Cambio y Ecología en Amazonia*, ed. Fernando Santos Graneó. FLASCO, Quito. (In press)
- Hitchcock, Robert K. and Megan Biesele (2004) Namibia. In *The Indigenous World 2003-2004*, Diana Vinding, ed. Copenhagen, Denmark: International Word Group for Indigenous Affairs. (in press)
- Hitchcock, Robert K. (2004) Botswana. In *The Indigenous World 2003-2004*, Diana Vinding, ed. Copenhagen, Denmark: International Word Group for Indigenous Affairs. (in press)
- Hitchcock, Robert K. (2004) Mobility, Sedentism, and Intensification: Organizational Responses to Environmental and Social Change among the San of Southern Africa. In *Processual Archaeology: Exploring Analytical Strategies, Frames of Reference, and Culture Process*, Amber Johnson, ed. Westport, Connecticut: Greenwood Press (in press).
- Hitchcock, Robert K. (2004) Human Rights and Anthropological Activism among the San. In *Human Rights, Power, and Difference: The Scholar as Activist*, Carole Nagengast and Carlos Velez Ibanez, eds. Pp. 169-191. Norman, Oklahoma: Society for Applied Anthropology.

- Hitchcock, Robert K. and Diana Vinding (2004) Introduction. In *Indigenous Peoples' Rights in Southern Africa*, Robert K. Hitchcock and Diana Vinding, eds. Copenhagen, Denmark: International Work Group for Indigenous Affairs.
- McCollough, M. (2004) Introduction to *Native Peoples of North America*. Edited by Sonya Coeler. Harding House. New York.
- Athanassopoulos, E. and **L. Wandsnider** (In Press) Mediterranean Landscape Archaeology Past and Present (E. Athanassopoulos, senior author). In *Current Issues in Mediterranean Landscape Archaeology*, edited by E. Athanassopoulos and L. Wandsnider. University of Pennsylvania Museum Press, Philadelphia.
- Wandsnider, L. (In Press) Artifact, Landscape, and Temporality in Mediterranean Landscape Studies. In *Current Issues in Mediterranean Landscape Archaeology*, edited by E. Athanassopoulos and L. Wandsnider. University of Pennsylvania Museum Press, Philadelphia.
- Wandsnider, L. (In Press) Solving the Puzzle of the Archaeological Labyrinth: Time Perspectivism in Mediterranean Surface Archaeology. In *Side-by Side*, edited by Susan Alcock and John Cherry, Oxbow Press, Oxford.
- Wandsnider, L. (In Press) Archaeological Landscapes, Nomadism, and Tungabhadra Ethnoarchaeology. In *Ethnoarchaeology and Formation Process Research in India*, edited by K. Paddayya. Deccan College, Poona.
- Holdaway, S. and **L. Wandsnider** (In Press) Temporal Scales and Archaeological Landscapes from the Eastern Desert of Australia and Intermontane North America. (S. Holdaway, senior author). In *Confronting Scale in Archaeology: Issues of Theory and Practice* edited by Gary Lock and Brian Molyneaux, Kluwer.
- Dore, C. and **L. Wandsnider** (In Press) Modeling for Management in a Compliance World (C. Dore, senior author). In *GIS in Archaeological Application*, edited by Mark Mehrer, Taylor and Francis.

Book Chapters – non-refereed

- Bleed, Peter (2004) "A Descriptive Catalog of Refitted Lithic Materials from Three Late Paleolithic Sites in Japan: Isoyama, Iwato, and Mosanru" *Tohoku University Museum of Natural History Bulletin*.
- McCollough (2004 in press) The United States of America. In, *The Indigenous World: 2003-2004*. Edited by Katina Wessendorf. Pp: 67-72. International Work Group for Indigenous Affairs. Copenhagen, Denmark.

Journal Publications – refereed

- Patricia Draper and Nancy Howell. The effect of !Kung grandmothers on the survival of grandchildren: Ju/'hoansi (!Kung) at two time periods. *Grandmotherhood: the evolutionary significance of the second half of female life*. Edited by: Eckart Voland, Athanasios Chasiotis and Wulf Schiefenhoevel. New Brunswick, NJ. Rutgers University Press.

- Hames, Raymond and **Patricia Draper**, (2004) In Press. Women's work, child care and helpers at the nest in a hunter-gatherer society. *Human Nature*, 2004, Fall issue.
- Hitchcock, Robert K. and Mary S. Willis (2004) Refugees, Resettlement, and Land and Resource Rights among the San of Northeastern Namibia. *African Study Monographs*
- Willis, M.S. and Fernald, C.J. (2004) The Resettlement of Refugees from Sudan: Nebraska's Print Media and Public Education. In press, *Great Plains Research*, October 2003.
- Willis, M.S. and Swindler, D.R. (2004) Molar Size and Shape Variations among Asian Colobines. In press, *American Journal of Physical Anthropology*, December 2002.

Journal Publications – non-refereed

none

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

- Awakuni-Swetland, Mark J. (In Press) The Omaha Tribe, *In Encyclopedia of the Great Plains*, David Wishart, ed., Center for Great Plains Studies, Lincoln: University of Nebraska Press. 5 ms pages.
- Awakuni-Swetland, Mark J. (In Press) Native Languages - Native Voices, *In Encyclopedia of the Great Plains*, David Wishart, ed., Center for Great Plains Studies, Lincoln: University of Nebraska Press. 5 ms pages.
- Hames, Raymond, 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).
- McCollough, M. (forthcoming Spring 2004) Plains Ojibway. In, *Encyclopedia of the Great Plains*. Edited by David Wishart. Center for Great Plains Studies. University of Nebraska-Lincoln.
- McCollough, M. (forthcoming Spring 2004) Western Peoples of the Great Plains. *Encyclopedia of the Midwest*. Ohio State University Humanities Institute. University of Ohio Press.
- McCollough, M. (2004) The United States of America. In, *The Indigenous World: 2003-2004*. Edited by Kartina Wesendorf. Pp: 67-72. International Work Group for Indigenous Affairs.
- McCollough, M. (2004) Introduction to Native Peoples of North America. Edited by Sonya Coeler.
- McCollough, M. (2004) Native Americans, Archaeologists, and the Mounds. Barbara A. Mann. *American Indian Culture and Research Journal*.
- Willis, Mary and **Robert K. Hitchcock** (2004) Sudanese Refugees in Nebraska: An Assessment of Health and Well-being. Report to the Community Health Endowment of

Lincoln. Lincoln: University of Nebraska Lincoln and Nebraska Department of Health and Human Services.

Paper Presentations

Athanassopoulos, Effie "Archaeology and the Excluded Past: Classical vs. Byzantine Monuments of 19th century Athens". Paper presented in the 105th Annual Meeting of the Archaeological Institute of America, January 2-5, 2004, San Francisco, CA.

Hitchcock, Robert K. (2004) Discussant at the 7th Annual Bi-National Youth Town Meeting entitled 'Preventing Deadly Conflict: The Inclusion Factor', Joan B. Kroc Institute for Peace and Justice, University of San Diego, San Diego, California, January 14, 2004.

Willis, Mary S. (2004) Teeth, Food, and Identity: Social Change Among the Dinka and Nuer of Sudan. Abstract accepted for an Oral Presentation, Society for Applied Anthropology, Coauthored with Ryan N. Schacht. Dallas, Texas, March 2004.

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.

Anthropology Program External Awards from 1999-2003					
Investigator	Project Title	Start	End	Funding Source	Amount
Athanassopoulos	Amphora Product, Agriculture & Trade: Alonissos Archaeological Project	11/1/98		Charles K. Williams II Trust	\$14,490
Athanassopoulos	Fort William Archaeological Project (CESU)	6/1/02	9/30/04	Dept of Interior-NPS	\$5,000
Bleed	Cultural Resource Assess/Antelope Creek Devel Area	2/1/01	2/22/02	Parsons, Brinckerhoff, Quade, etc	\$18,000
Athanassopoulos:	"Archaeology and Text in Medieval Greece:the view from the countryside.	1/2000	12/2001	American Council of Learned Societies	\$25,000
Bleed	Cultural Resource Assess/Antelope Creek Devel Area	8/1/00	1/31/01	Parsons, Brinckerhoff, Quade,etc	\$10,000
Bleed	Cultural Resource Assess/Antelope Creek Devel Area	12/12/97	1/31/00	Parsons, Brinckerhoff, Quade, etc.	\$75,000
Bleed	Cultural Resource Assess/Antelope Creek Devel Area	3/4/02	8/31/03	Parsons/Brinckerhoff/Quade, etc.	\$31,548
Bleed	In the Shadow of Down Town: Archaeological Investigation	8/10/98	3/31/99	Lincoln/Lancaster Co Planning	\$6,648
Draper	Dist via Web Manuscripts/Early American Archaeol(CESU)	7/1/01	9/30/01	Dept of Interior-NPS	\$4,000
Hames	Trekking Variation among the Yanomamö	1/98	6/2002	LSB Leakey Foundation	\$8,658
Hitchcock	Potential Impact of Refugees in M'Kata, Namibia	6/18/01	8/5/01	Dept of State-BPRM	\$29,721
Hitchcock (co-principle with Dave Forsythe (Political Science and Dane Kennedy (History)	"Crossing Borders"	1999-	2004	Ford Foundation, Human Rights Program	\$150,000
Parks	Anthropology Surveys	7/1/98	1/31/99	Miscellaneous Donors	\$2,089

Parks	Archaeological Resource Assessment :Buck & Duck Crk Water	1/1/02	5/1/02	Nemaha NRD	\$14,579
Parks	Archaeological Resource Assess:Buck & Duck Crk Water	7/9/02	9/30/02	Nemaha NRD	\$12,695
Parks	Archaeological Survey:Upper North Loup Drainage	9/30/01	9/1/02	Ne State Historical Society	\$11,356
Parks	Archaeological Test/Weeping Water Creek Watershed	8/1/99	12/31/0 0	Lower Platte South NRD	\$17,000
Parks	Columbus, Nebraska Archaeological Survey	6/24/99	8/1/99	HDR Engineering	\$6,002
Parks	Cultural Resources Inventory of South Corridor	10/7/97	7/31/01	Olsson Environmental Sciences	\$27,000
Parks	Envir Restorat Proj:Sand Creek Watershed/Waho o,Ne	5/27/99	1/31/00	Olsson Environmental Sciences	\$25,000
Parks	Envir Restorat Proj:Sand Creek Watershed/Waho o,Ne	5/27/99	6/30/00	Olsson Environmental Sciences	\$21,261
Wandsnider	Archaeolog Pedestrian Surv/Oglala Natl Grasslands	7/6/99	9/30/00	Nebraska National Forest	\$4,995
Wandsnider	Luwian-Roman Interact in W Rough Cilicia (Turkey)	7/1/00	6/30/03	NSF	\$95,189
Wandsnider	Reassess of Challis Bison Kill & Quill Cave Fauna	4/17/00	9/30/02	Dept of Interior-BLM	\$7,200
Wandsnider	REU: Luwian- Roman Interaction in W Rough Cilicia	5/24/01	6/30/03	NSF	\$4,000
Wandsnider	REU: Luwian- Roman Interaction in W Rough Cilicia	7/1/00	6/30/03	NSF	\$4,000
Willis	Health Assessment of Sudanese	9/1/01	6/30/02	Community Health Endow/Lincoln	\$5,100

	Refugees in Nebraska				
Willis	Health Assessment of Sudanese Refugees in Nebraska	11/1/01	3/31/02	Nebraska Dept Health & Human Services	\$3,000
Willis	Training of Key Staff by UNL	1/1/03	6/30/03	Lincoln Literacy Council	\$500
Total External Funding 1999-2003					\$639,031

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
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Draper

1999 to present	Member, Assessment committee
1999 to present	Member, Personnel committee
1999 to present	Member, Departmental Institutional Review Board Committee

1999 to 2002 Chair, Department of Anthropology (later Anthropology and Geography)

Hames

2003 to present Department Space Committee

1999 to present Department Personnel Committee

1998 to present Graduate Program Chair

2003 to 2003 Acting Chair of the Anthropology and Geography Department

2003 to present Vice Chair of Anthropology and Geography

Hitchcock

1999 to present Environmental Studies Emphasis Advisor (Anthropology), UNL

1999 to 2002 Undergraduate Advisor, Department of Anthropology and Geography, UNL

McCollough

1997 to present Graduate Committee

1997 to 2003 Appeals Committee

1997 to 2000 Curriculum Committee (Chair Fall 2000)

Wandsnider

1999 to 2003 Member, Graduate Personnel Committee

2001, 2003 Undergraduate Advisor

2003 Instructional Equipment Committee

1999 to 2002 Organize UNL Archaeological Committee

2002 Chair, Anthropology Temporary Field School

Willis

2000 to 2003 Contributed to annual departmental equipment request proposal

2003 Member, Department Space Committee (in preparation for move to Oldfather Hall)

2003 Graduate Committee, Anthropology Program, Department of Anthropology and Geography

2000 to 2002 Curriculum Committee, Department of Anthropology, UNL

2000 to 2002 Physical Anthropology Cast Collection Inventory (Identification of species represented, create & apply accession numbering system, create Excel inventory listing), Department of Anthropology, UNL

2002 Designed "Literacy & Culture" internship with Lincoln Literacy Council for UNL students.

2000 to 2001 Undergraduate Assessment Committee, Department of Anthropology, UNL

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) Review Committee, UNL Graduate Studies, Spring.

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

McCullough

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 Member of the Center for Great Plains Center Board of Governors
 2000 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*
 2002 Faculty Participant in the UNL Summer Read Program featuring, Pipher, M. (2002) *The Middle of Everywhere*, Harcourt, Inc.: New York
 2000 to 2001 Assessment Committee, College of Arts and Sciences, UNL

2000 Faculty Participant in the UNL *Summer Read* Program featuring, Suskind, R. (1998) *A Hope in the Unseen*, Broadway Books: New York

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.

Blead

2001 to present Member, Board of Trustees, Nebraska State Historical Society 1999 o
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 'Letter to the Editor' with Robert K. Hitchcock, *Christian Science Monitor*, "Accepting Africa's refugees in the US."
- 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 "Sudanese Refugees in Nebraska: History, Ethnicity, and Health Needs," UNMC College of Dentistry, 'Lunch and Learn'
- 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

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 <i>Daily Nebraskan</i>
2001	Interview with <i>Lincoln Journal Star</i>
2001	"Sudanese Refugees: An Overview of Historical Factors, Ethnic Groups, and Current Needs", Staff Training, Fall Semester, Lincoln Action Program, Lincoln, Nebraska
2000	Reviewer, Native American Journalism Association Media Awards (through <i>Lincoln Journal Star</i>)
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 59 th Plains Conference, Lincoln, Nebraska

Draper

1999 to present	Reviewer for National Science Foundation, outside reviewer for occasional NSF grant applications
1999 to present	Reviewer for American Anthropologist, Current Anthropology, Evolution and Human Nature, Journal of Cross Cultural Gerontology

- 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 Manuscript reviewer for *Human Nature*, *Evolution and Human Behavior*, *American Anthropologist*, *Tipiti*, *Current Anthropology*, *Research in Economic Anthropology*, *Journal of Great Plains Studies*, *Annual Review of Anthropology*, *Population and Environment*, *Behavior and Brain Sciences*, University of Florida Press Cambridge University Press, Thompson Publishers, McGraw-Hill, Prentice Hall, and Harvard University Press.
- 1999 to 2003 Grant Reviewer: National Science Foundation and LSB Leakey Foundation.
- 2000 to 2003 Consulting Editor: *Population and Environment*.
- 2003 Co-Host of 15th Annual Meeting of the Human Behavior and Evolution Society (420 registrants from 28 countries and 140 papers presented).
- 2002 Post Doctoral Award Committee for 14th Annual Meeting of the Human Behavior and Evolution Society (London, England)
- 2001 New Young Investigator Award Committee for the 12th Annual Meeting of the Behavior and Evolution Society (Salt Lake City, UT)
- 2000 to 2001 Member El Dorado Task Force, American Anthropological Association

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

	-2002 to 2005 Chair
	-2000 to 2002 Member
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	Reviewer of manuscripts for <i>American Antiquity</i> , <i>Asian Perspectives</i> , <i>Geoarchaeology</i> , <i>Great Plains Research</i> , <i>Journal of Archaeological Science</i> , <i>Journal of Field Archaeology</i> , <i>North American Archaeology</i> , <i>British Archaeological Report</i> , Oxford
2000 to 2001	Member, Plains Anthropological Society 2001 Annual Meeting
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 2003
2002	Manuscript review for <i>Great Plains Research</i>
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 <i>Medical Anthropology</i>
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 "GIS for Archaeologists", Society for American Archaeology, New Orleans, April 2001.

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 "*Sudanese Refugees in Nebraska: History, Ethnicity, and Health Needs*," **UNMC College of Dentistry**, 'Lunch and Learn'
- 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

2001	Interview with Nebraska Public Radio
2001	Invited Presentation to the Nebraska State Minority Health Conference , Nebraska HHS, Omaha, Nebraska
2001	Interview with <u>Lincoln Journal Star</u>
2001	Staff Training, Fall Semester, Lincoln Action Program, Lincoln, Nebraska
2001	Respite Care Foster Care Program for Native American Children, Nebraska Health and Human Services
2000	Reviewer, Native American Journalism Association Media Awards (through <i>Lincoln Journal Star</i>)
2000	Group Facilitator, Native American Summit, Nebraska Department of Education

The contains the curriculum vitae of all faculty in the Anthropology Program contain information detailing the various service and community outreach activities for their entire careers.

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-Swetland (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

Name	Rank	Degree	Graduate Faculty
Effie Athanassopoulos	Assistant Professor	Ph.D.	
Peter Bleed	Professor	Ph.D.	Fellow
Mark Awakuni-Swetland	Assistant Professor	Ph.D.	
Patricia Draper	Professor	Ph. D.	Fellow
Raymond Hames	Professor	Ph.D.	Fellow
Robert Hitchcock	Professor	Ph.D.	Fellow
Martha McCollough	Assistant Professor	Ph.D.	Member
LuAnn Wandsnider	Associate Professor	Ph.D.	Fellow
Mary Willis	Assistant Professor	Ph.D.	Member

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-Swetland, 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

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

Dawn Bringleton (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 been a consequence of the university's dual career program and opportunity hire programs (respectively) one (Awakuni-Swetland) for equity, and another (McCollough) as a replacement for Elizabeth Grobsmith (Vice Provost, NAU). As noted earlier, Athanassopoulos, Awakuni-Swetland, 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-Swetland). 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

Census Period	Number of Majors
Spring 2004	78
Fall 2003	80
Spring 2003	79
Fall 2002	81
Spring 2002	87

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).

Anthropology Graduate Students

Census Period	Number of Masters Students
Spring 2004	16
Fall 2003	18
Spring 2003	17
Fall 2002	21
Spring 2002	23

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 its Honors Program we offered four honors courses (2 sections of Anthropology 110, Anthropology 212H, and Anthropology 232H) during the 1997-1998 terms. Two additional GT A 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 that 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)*

Position	State or Federal Archaeology	Private Archaeology	Doctoral Program or Professional Programs	Employed by entity requiring or emphasizing anthropology background	Other or unknown
Number	7	4	6	13	6

* 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

Item	Number responding	Percent
QA	6/15	40
QB	10/15	67
QC	Data not comparable	X
QD	13/15	87
QE	9/15	60
QF	2	13
QG	8/15	53

Question 9, Year 2003

Item	Number responding	Percent
QA	17/19	89
QB	12/19	63
QC	8/19	44
QD	17/19	89
QE	7/19	37
QF	6/19	32
QG	14/19	73

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

Question	Number responding	Percentage
QA	9/15	60
QB	Data not complete	X
QC	Data not complete	X
QD	2/15	13
QE	5/15	33
QF	2/15	13
QG	1/15	7

Question #10, Year 2003

Question	Number responding	Percentage
QA	1/19	5
QB	2/19	11
QC	(data not complete)	X
QD	1/19	5
QE	2/19	11
QF	3/19	16
QG	0/19	0

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 to 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 advice 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 from 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 enables 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-Swetland) 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 (PfR), the Committee for Human Rights (CfHR) 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 severe 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 our 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 (232) 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 and 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 archaeology 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 archaeological methods. Finally, we also lost space for on campus storage of archaeological 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-Swetland 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.

1980-1982, graduate student, Classical Archaeology Program, Classical Studies 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.

1981-1985 and 1987-1990, **Lecturer**, Classical Studies Department, University of Pennsylvania.

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.

1991-1992 University of Pennsylvania 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, Amphora production, agriculture and trade: the Alonissos Archaeological Project, Greece. Multi-year project, first field season June-July 1999, second field season May-July 2000.

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

Little Bighorn Battlefield survey, Montana, National Park Service, directed by Dr. D. Scott, April-May, 1994.

Nemea 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

"Historical Archaeology of Medieval Mediterranean Landscapes". In *Mediterranean Archaeological Landscapes: Current Issues* edited by E. F. Athanassopoulos and L. Wandsnider. Accepted, University of Pennsylvania Museum Publications. 2004.

Athanassopoulos, Effie and LuAnn Wandsnider

"Mediterranean Landscape Archaeology Past and Present". In *Mediterranean Archaeological Landscapes: Current Issues* edited by E. F. Athanassopoulos and L. Wandsnider. Accepted, University of Pennsylvania Museum Publications. 2004.

Athanassopoulos, Effie

"An Ancient Landscape: European ideals, Archaeology and Nation Building in Early Modern Greece". *Journal of Modern Greek Studies* 20:273-305. 2002.

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

"Geophysical Prospection Survey of an Ancient Amphorae workshop at Tsoukalia, Alonissos (Greece)". *Archaeological Prospection* 9:183-195. 2002.

Athanassopoulos, Effie

Peer Reviewed "Landscape archaeology of medieval and pre-modern Greece: the case of Nemea". In *Aegean Strategies: Studies of Culture and Environment on the European Fringe*, edited by Nick Kardoulias and Mark Shutes. Rowman and Littlefield Publishers, Inc, Boulder, New York. Pp. 79-105. 1997.

Athanassopoulos, Effie

"Intensive survey and medieval rural settlement: The case of Nemea". Ph.D. Dissertation, University of Pennsylvania, Philadelphia. University Microfilms, Ann Arbor, 1993.

Edited Volume:

Athanassopoulos, Effie and LuAnn Wandsnider (editors)

"Mediterranean Archaeological Landscapes: Current Issues". Edited Volume. Accepted, University of Pennsylvania Museum Publications. 2004.

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

"Amphora production, agriculture and trade, 2000" Results of the second field season at Tsoukalia, Alonissos. 15 pages. 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 2000. The Report is published in the "Archaeological Reports for 2000-2001", British School of Archaeology, Athens.

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

"Archaeology and the Excluded Past: Classical vs. Byzantine Monuments of 19th century Athens". Paper presented in the 105th Annual Meeting of the Archaeological Institute of America, January 2-5, 2004, San Francisco, CA.

Athanassopoulos, Effie and Ian Whitbread

"The 4th century BCE amphora workshop at Tsoukalia, Alonissos: A report on recent investigations". Poster presentation, International Colloquium "Transport Amphorae and Trade in the Eastern Mediterranean", held at the Danish Institute at Athens, Greece, 26-29 September, 2002.

Athanassopoulos, Effie

"Counting sherds by the thousands: systematic survey of an amphora production site". Poster presentation, 103rd Annual Meeting, Archaeological Institute of America. Philadelphia, January 3-6, 2002.

Sarris, A., E. Athanassopoulos, A. Intzessiloglou, E. Skafida, J. Weymouth
"Tsoukalia, Alonissos: Prospecting an ancient amphorae workshop". International Conference on Archaeological Prospection, Vienna, 19-23 September, 2001.

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
"Regional surveys and texts: What's the next step?" Paper presented in the 2001 Society for American Archaeology Meetings, Electronic Symposium *Crossroads in Mediterranean Landscape Archaeology* organized by Athanassopoulos and Wandsnider, April 2001, New Orleans.

Roberts, Karin and Effie Athanassopoulos
"The Alonissos Archaeological Survey: Amphorae, Agriculture and Land Use". Paper presented in the 2001 Society for American Archaeology Meetings, April 2001, New Orleans.

Athanassopoulos, Effie and Ian Whitbread
"Pottery Production, Agriculture and Trade: The Amphora Workshop at Tsoukalia, Greece, 4th century BCE". Presented in the Symposium "Ceramic Ecology XIV: Current Research on Ceramics 2000". American Anthropological Association Annual Meeting, San Francisco, CA, 15-19 November 2000.

Sarris, A., E. Athanassopoulos, A. Intzessiloglou, E. Skafida, J. Weymouth
"Geophysical Mapping of an Ancient Amphorae Workshop at Tsoukalia, Alonissos (Greece)". Presented in the 32nd International Symposium on Archaeometry, Mexico City, Mexico, May 15-20, 2000.

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.

Athanassopoulos, E., A. Intzessiloglou, E. Skafida
"Amphora Production, Agriculture and Trade: The Alonissos Archaeological Project, Greece". Presented in the 101st Annual Meeting of the Archaeological Institute of America, Dallas, Texas, December 27-30, 1999.

Athanassopoulos, Effie
"An Ancient Landscape: European ideals, Archaeology and Nation Building in Early Modern Greece". Paper presented in the 30th Anniversary Modern Greek Studies Association Symposium, Princeton University 4-7 November 1999.

Athanassopoulos, Effie
"Method and Theory in Medieval Archaeology". Invited seminar. Medieval and Renaissance Studies, UNL, April 21, 1999.

Athanassopoulos, Effie
"Archaeology and Text in the Medieval Mediterranean: the view from the countryside". Paper presented in the fifth annual ACMRS (Arizona Center for Medieval and Renaissance Studies) conference "Material culture and cultural materialisms in the Middle Ages and the Renaissance". Tempe, Arizona, February 18-20, 1999.

Athanassopoulos, Effie

"*The Construction of an Archaeological Landscape: European ideals and archaeological practice in the classical lands*". Paper presented in Symposium: Dynamic Landscapes as Socio-political process: The Topography of Anthropogenic Environments in Global Perspective. 63rd Annual Meeting, Society for American Archaeology, Seattle, Washington, March 25-29 1998.

Athanassopoulos, Effie

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

Athanassopoulos, Effie

"*Landscape Archaeology in the medieval Mediterranean: intensive agriculture and rural settlement*". Paper presented at the 60th Annual Meeting of the Society for American Archaeology, Minneapolis, May 1995.

Athanassopoulos, Effie

"*Toward a rural archaeology of medieval and pre-modern Greece: the role of regional surveys*". Paper presented at the 92nd Annual Meeting of the American Anthropological Association, Washington, DC, November 17-21, 1993.

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

"*Rural settlement in medieval Nemea: results of a survey*". Paper presented at the 18th Annual Byzantine Studies Conference, University of Illinois at Urbana-Champaign, October 9-11, 1992.

Athanassopoulos, Effie

"*Intensive survey and medieval settlement: the case of Nemea*". Paper presented at the 93rd Annual Meeting of the American Institute of Archaeology, Chicago, December 27-30, 1991.

BOOK REVIEWS:

Athanassopoulos, Effie

Review of "The Von Post Collection of Cypriote Late Byzantine Glazed Pottery" by E. Piltz, SIMA vol CXIX, Jonsered 1996, for the American Journal of Archaeology. *American Journal of Archaeology* 102 (1):219. 1998.

Athanassopoulos, Effie

Review of "Images of the Recent Past: Readings in Historical Archaeology" by Charles Orser. *Historical Archaeology* 33(2):156-159. 1999.

Athanassopoulos, Effie

Review of "Historical Archaeology of the Ottoman Empire: Breaking New Ground", edited by Uzi Baram and Lynda Carroll, 2000, Kluwer Academic/Plenum Publishers, New York, NY. *American Antiquity* 67(1):182-3. 2002.

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.

"Amphora Production, agriculture and trade: the Alonissos Archaeological Project". Principal Investigator. Proposal submitted to the "1984 Foundation". September 1998, \$14,490.

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.

Proposal submitted to the University of Nebraska-Lincoln Teaching Council, "*Creating Modules for Introductory Anthropology*". With J. Stimpfl, R. Hames, P. Bleed and L. Wandsnider. Funded. Involved weekly meetings of participating faculty throughout the Spring Semester, 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

"*Historical Archaeology and the Byzantine countryside*". Proposal submitted to Dumbarton Oaks, Washington D.C., for a residential Fellowship, 2002-03.

"*Archaeology and text in medieval Greece: the view from the countryside*". Proposal submitted to the National Endowment for the Humanities, Fellowships for College Teachers Program, May 1999. Requested amount \$30,000.

"*Archaeology and Text in Medieval Greece: The View from the Countryside*". Proposal submitted to the American Association of University Women, Educational Foundation, 2000-2001 American Fellowships Program, November 15, 1999. Requested Amount \$27,000.

Amphora Production, Agriculture and Trade: The Alonissos Archaeological project. Proposal submitted to the 1984 Foundation, March 16, 2000. Requested Amount: \$20,760.

Amphora Production, Agriculture and Trade: The Alonissos Archaeological project. Proposal submitted to the Wenner-Gren Foundation for Anthropological Research, November 1st, 1999. Requested Amount: \$19,920.

Amphora Production, Agriculture and Trade: The Alonissos Archaeological project. Proposal submitted to the Institute for Aegean Prehistory, December 1st, 1999. Requested Amount: \$43,450.

The Archaeology of Wine: Pottery production, Agriculture and Trade. Proposal submitted to the Research Council, UNL for a Faculty Fellowship, January 14, 2000. Requested Amount: \$10,000.

"*Amphora Production, agriculture and trade: the Alonissos Archaeological Project*". Principal Investigator. Proposal submitted to the Collaborative Research, National Endowment for the Humanities, Sept 1, 1998. Amount requested: \$75,863. A similar proposal was submitted to NSF, Archaeology Program, Dec. 1, 1998. Amount requested \$85,201.

Pre-proposal submitted to the Wenner-Gren Foundation for an International Collaborative Research Grant. November 1st, 1998.

Proposal submitted to the Teaching Council "*Technologically-based active learning in Archaeology*". With Peter Bleed and LuAnn Wandsnider. Fall 1998.

Proposal to UNL Research Council for A Summer Fellowship. Title of proposed project: "*The Alonissos Archaeological project, Greece*". Submitted Fall 1997.

"*The Alonissos Archaeological project, Greece*". Submitted to NATO, Scientific Affairs Division, Collaborative Research Grants, Nov. 1995.

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>

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

The Medieval World: Byzantium (Classics/History 315), 25 students, Spring 1999, Spring 2002, Spring 2004, 30-35 students. <http://www.unl.edu/efa/courses/315/index.htm>

Seminar on Old World Prehistory: Europe (Anthropology/Classics 438/838), Fall 2001, Fall 2003, 6-22 students. <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

The Classical world: Archaeology and texts. New course, Fall 2001.

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

Arwen Feather, Fall 1996; Summer 1997. Topic: DeSoto Townsite historic material culture.

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

Alicia Coles, Chair of Graduate Committee. Thesis topic: "The Fort William Archaeology Project", 2002-04.

Scott Lockhom, Chair of Graduate Committee, Fall 2003.

Senior Honors Thesis Supervisor: Jennifer Farrell: "Agricultural estates in ancient Greece", 2001-02.

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)".

Faculty Sponsor of Jennifer Farrell, a UCARE student. Undergraduate Research Conference, March 30-31, 2001, UNL. Topic of presentation: "Agricultural Estates in Ancient Greece".

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:

Arwen Feather, "DeSoto townsite bottles: bottles, bottlemakers, theory and advertisements", 55th Annual Plains Anthropological Conference, Boulder, Colorado, Nov. 19-22, 1997

Terry Bauer, "Settlement patterns for the town of DeSoto, Nebraska", 55th Annual Plains Anthropological Conference, Boulder, Colorado, Nov. 19-22, 1997

Arwen Feather, Karin Roberts and Laurel Erickson: "DeSoto townsite bottles: soothing syrup, stomach bitters, pepper-sauce and whiskey", 54th Annual Plains Anthropological Conference, Iowa City, Iowa, Oct 30-Nov 2, 1996

Jeri Campbell-Myers and Janelle Strandberg, "Hopeful men: a history of DeSoto", 54th Annual Plains Anthropological Conference, Iowa City, Iowa, Oct 30-Nov 2, 1996

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.

Lynn Newton for archaeological field technician position, April 1997. Also for graduate assistant position, December 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.

Reviewed a Master thesis for the Distinguished Master's Thesis Award (Midwestern competition). Review requested by Graduate Studies, Spring 1999. Title of reviewed thesis: "The butcher of Noviomagus: Roman period urban faunal exploitation at Nijmegen, The Netherlands".

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 "GIS for Archaeologists", Society for American Archaeology, New Orleans, April 2001.

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.

Attended workshop on "Web-based multimedia archives", UNL, December 1st, 1998.

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 "3-D Modeling Workshop", UNL Multimedia Center, February 18, 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.

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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.
B.A. University of Nebraska, May 1994, With Highest Distinction: Great Plains Studies, History, and Anthropology. Minor: American Indian Studies.

Publications: Organized by Type

Book, peer reviewed

2001 Awakuni-Swetland, Mark J. Dance Lodges of the Omaha People: Building from Memory, Native Americans: Interdisciplinary Perspectives, John Wunder and Cynthia Willis-Esqueda, Monograph Series eds., New York: Routledge. 194 page monograph.

Article, peer reviewed

2003 Awakuni-Swetland, Mark J. Omaha Buffalo Hunters in Wichita County Kansas, 1876-1999, *In History of Wichita County Kansas*, Volume 2, Leoti, Kansas: Wichita County History Association, pp. 132-138.
1994 Swetland, Mark J. Make-Believe White-Men' and Omaha Land Allotments, 1870-1900. *Great Plains Research* 4(2):201-236.
1994 Swetland, Mark J. Omaha Bow and Arrow Makers, Revisited. *The Nebraska Anthropologist* 10(1):11-17.

Chapter, peer reviewed

2002 Awakuni-Swetland, Mark J. Omaha, *In Encyclopedia of World Cultures Supplement*, Carol Ember and Melvin Ember, eds., New York: Macmillan Reference USA. Pp. 257-63.
In Press Awakuni-Swetland, Mark J. The Omaha Tribe, *In Encyclopedia of the Great Plains*, David Wishart, ed., Center for Great Plains Studies, Lincoln: University of Nebraska Press. 5 ms pages.
In Press Awakuni-Swetland, Mark J. Native Languages - Native Voices, *In Encyclopedia of the Great Plains*, David Wishart, ed., Center for Great Plains Studies, Lincoln: University of Nebraska Press. 5 ms pages.

Book Review

- 2000 Awakuni-Swetland, Mark J. Review of J. Boughter, "Betraying the Omaha Nation, 1790-1916." *Great Plains Quarterly* 20 (2): 160.
- 1999 Awakuni-Swetland, Mark J. Review of D. Smith, "Folklore of the Winnebago Tribe." *Nebraska History* 80(1):37-8.
- 1994 Swetland, Mark J. Review of M. Tate, "The Upstream People: An Annotated Research Bibliography of the Omaha Tribe." *Great Plains Quarterly* 14(4): 300.
- 1994 Swetland, Mark J. Review of A. Callahan, "The Osage Ceremonial Dance l'n-Lon-Schka." *Great Plains Quarterly* 14(1): 58.
- 1992 Swetland, Mark J. Review of R. and G. Laubin, "American Indian Archery." *Great Plains Quarterly* 12(3): 200.

Newspaper

- 1999 Awakuni-Swetland, Mark J. "Following An Omaha Trail," 4-part serial. *Umo^oho^o Youth News* 1(26, 27, 29, 30, 35).

Other Publications

- 2002 Awakuni-Swetland, Mark, editor. *Umo^oho^o Níkashí^oga Ukéthi^o Uhó^o*, Common Omaha Cooking. Department of Anthropology: UNL Native Language Program. Omaha language student-produced volume.
- 1991 Swetland, Mark J. *Umo^oho^o iye of Elizabeth Stabler, With an Omaha to English Lexicon*. Macy, NE: John Mangani Printing.
- 1977 Swetland, Mark J. *Umo^oho^o iye of Elizabeth Stabler*. Winnebago: Nebraska Indian Press.

Papers Presented

- 2002 Awakuni-Swetland, Mark J. "Umo^oho^o iye Thethudi: We Talk Omaha Here" paper presented at the 60th Annual Plains Anthropological Society Conference, Oklahoma City, OK, October 24.
- 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.
- 1997 Awakuni-Swetland, Mark J. "Omaha Language in the 1990s: Fact and Fancy from the Children's Perspective," paper presented at the annual meeting of the American Society for Ethnohistory, Mexico City, Mexico, November 13.
- 1995 Swetland, Mark J. "A Handful of Bright Colors: A Review of the Omaha Finger Weaving Tradition," paper presented at the annual meeting of the Nebraska Academy of Sciences, Lincoln, NE, April.
- 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.
- 1993 Swetland, Mark J. "Dance Lodges of the Omaha People: Building from Memory," paper presented at the Center for Great Plains Studies Symposium on Architecture on the Great Plains, Lincoln, NE, April.
- 1991 Swetland, Mark J. "A Handful of Bright Colors: The Omaha Finger Weaving Tradition," paper presented at the Nebraska State Historical Society Brown Bag Lecture Series, Lincoln, NE, July.

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 Teaching Council Grant, University of Nebraska, in support of Omaha Language Curriculum Development Project, Language Laboratory Tape Production, \$4,908 (2002-2003). Awakuni-Swetland, Mark J., Principal Investigator.
- 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 Diversity Enhancement Grant, University of Nebraska, in support of Omaha Language curriculum development, \$3,985 (2000-2001), \$3,900 (2001-2002). 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.
- 1992 Nebraska Humanities Council Scholar Stipend #92-14ss, "Dance Lodges of the Omaha People," \$2,500. Swetland, Mark J., Principal Investigator.
- 1992 Minority Undergraduate Research Opportunity Program, University of Nebraska, "History of the Omaha Tia-Piah Society, a Southern Plains Veterans Organization in Nebraska," \$375. 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 Laude
- 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 "Umó'ho'ŋ ltháé t'he -- Umó'ho'ŋ Bthi'ŋ, 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.
- 1988 Swetland, Mark J., Microfilm Finding Aid "The Dhegiha Language Papers of James Owen Dorsey in the Smithsonian Institution, c. 1870-1890," National Anthropological Archives, Smithsonian Institution, Washington, DC.

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

2001—2003	Instructor, <i>Anthropology of the Great Plains</i> , emphasizing Native and non-Native immigrant adaptations to the Great Plains, Department of Anthropology, University of Nebraska.
2002, 2004	Developing, <i>Native Language IV</i> , Omaha language and culture class, fourth semester, Anthropology/Native American Studies, University of Nebraska.
2001, 2003	Developing, <i>Native Language III, A: Omaha</i> , 3 credit Omaha language and culture class, third in a four semester sequence, Anthropology/Native American Studies, University of Nebraska.
2001	Instructor, <i>Peoples and Cultures of Native North America</i> , a survey course of Native America from an anthropological perspective, Department of Anthropology, University of Nebraska.
2001, 2003	Developing, <i>Native Language II, A: Omaha</i> , 5 credit Omaha language and culture class, second in a four semester sequence, Anthropology/Native American Studies, University of Nebraska.
2000, 2002	Developing, <i>Native Language I, A: Omaha</i> , 5 credit Omaha language and culture class, first in a four semester sequence, Anthropology/Native American Studies, University of Nebraska.
2000	Developed, <i>Advanced Current Topics: Cultural Linguistics/Translation</i> , 3 credit methods and theories of translation class with a project focused on Lak ^h ota Sioux, Department of Anthropology, University of Nebraska.
2000—2001	Instructor, <i>Introduction to Anthropology</i> , emphasizing the four fields approach, Department of Anthropology, University of Nebraska.
1999	Instructor, <i>Indians of Contemporary North America</i> , exploring contemporary issues, Department of Anthropology, University of Nebraska.
1999	Developed, <i>Topics in Cultural Anthropology: Cultural Linguistics</i> , 3 credit class emphasizing the interaction of language and culture, Department of Anthropology, University of Nebraska.
1998—1999	Instructor, <i>Introduction to General Anthropology</i> , emphasizing the four field approach, Department of Anthropology, University of Oklahoma.
1996—1998	Instructor, <i>Native Peoples of North America</i> , survey course of Native North America, 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, <i>Umo^oho^o</i> Nation Public School Oral History Project, Macy, NE.
2000	Participant, <i>Mo^ozh^ozhide (Red Earth) Dhegiha Working Group</i> , linguistic conference, June 1, Anadarko, OK.
2000	Participant, <i>Siouan and Caddoan Language Conference</i> , June 2-3, Anadarko, OK.
2000	Invited Participant, <i>Linguistics in the Class Room</i> , 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 <i>Niskithe (Salt Place) Dhegiha Working Group</i> , linguistic conference, April 8-9, Lincoln, NE.
1999	Cultural/Historical Consultant, <i>Umo^oho^o</i> Nation Public School Expeditionary Learning Outward Bound Retracing the 1876 Buffalo Hunt Trail, Macy, NE to Wichita County, KS.
1994-	Article Reviewer, <i>Great Plains Research</i> , 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, <i>The Nebraska Anthropologist</i> , Department of Anthropology, University of Nebraska.
1994—1995	Editorial Assistant, <i>Great Plains Research</i> , 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.
1988—1990	Museum Technician, specializing in ethnographic and natural history collections, Yosemite National Park, CA.
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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University of Nebraska-Lincoln 68588-0312
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pbleed@unl.edu

1315 North 37th Street
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

Graduate Research Student, 1969-1970.

Guest Researcher, 1974-1975, 1991.

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**

1981-84 Kellogg National Fellowship, W.K. Kellogg Foundation, Battle Creek, Michigan.

1981 Summer Fellowship, UN-L Research Council

1975-76 Japan Foundation Fellowship, Tohoku University, Sendai, Japan

1968 National Defense Foreign Language Fellowship to CIC Summer Language Institute (Intensive Japanese).

RESEARCH EXPERIENCE:

June-September 1962/1963 - Archeological laborer, Smithsonian Institution Missouri Basin Project.

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 1976 - August 1977, Content Specialist, Japanese Studies Television Course, University of Mid-America
 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:

- 1969 The Archeology of Petaga Point: The Preceramic Component Minnesota State Historical Society, St. Paul. (Reprinted 1973, 1978).
 1970 "Notes on Aztalan Shell-tempered Pottery", Wisconsin Archeologist, Vol. 51(1):1-20.
 1971 "Recording and Illustrating Ceramic Surfaces with Takuhon Rubbings", Plains Anthropologist, Vol. 16(53):219-22 (with Tatsuo Kobayashi).
 1972 "The Sand Burr Site: A Late Archaic Lithic Assemblage from Jackson County, Wisconsin", Wisconsin Archeologist, Vol. 53(2):45-61.
 1972 "The Japanese Sword in Prehistory", in The Book of the Sword, R.B. Caldwell, ed., pp. 1-12, Dallas, Texas, (reprinted 1978).
 1972 "The Yayoi Cultures of Japan", Arctic Anthropology, Vol. IX(2): 1-22.
 1973 "Senshi Jidai no Nipponto:", Token Bijutsu, Vol. 195 (405) (in Japanese).
 1973 "Nihon no Yayoi Bunka", Gakushuin Shigaku, No. 10: 101-121 (in Japanese).
 1975 "Ground Stone Tools from Late Pleistocene and Early Holocene Japan", Archeology and Physical Anthropology in Oceania, Vol. IX(2):120-133, with V.M. Blundell.
 1977 Comment on William Meacham "Culture and Local Evolution in the Neolithic of South China: A Non-Nuclear Approach". Current Anthropology, Vol. 18(3):431-432.
 1977 "Early Flakes from Sozudai, Japan: Are They Man-Made?" Science, Vol. 197(4311):1357-59.
 1978 "Roots of the Jomon Technical Tradition", Asian Perspectives Vol. XIX, No. 1, pp. 107-115.
 1979 A New Approach to the Analysis of Sozudai Flakes", Kokogaku Janaru No. 167:64-70 (in Japanese and English).
 1980 An Objective Test of the Effects of Heat Treatment of Flakeable Stone: American Antiquity, Vol. 45(3): 502-507 (senior author with M. Meier).
 1980 "Why Aren't There More Sites on the Pacific Coast of the Oshima Peninsula Japan?" International Geographical Union, Commission on Coastal Environment Field Symposium Proceedings, pp. 1-12, M.L. Schwartz, ed. Billingham State University (senior author with W. Hurley).
 1982 "A Performance Comparison of Japanese and American Hand Saws" Proceedings of the Human Factors Society 26th Annual Meeting pp. 403-407 (with A. Bleed, D. Cochrane, and M. Riley).
 1983 "Archaeology" (1:75-76), "Prehistory" (3:158-160) "Early and Middle Kofun Period (3:160-161) Paleolithic, Neolithic, (5:361) Bronze Age (1:173-174), Iron Age (3:332-333), The Encyclopedia of Japan, Kodansha, (re-issued 1990).

- 1983 "Management Techniques and Archeological Field Work", Journal of Field Archeology, Vol. 10:494-498.
- 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).
- 1986 "The Optimal Design of Hunting Weapons: Maintainability or Reliability." American Antiquity Vol. 51(4):737-747.
- 1986 "Almost Archaeology: Early Archaeological Interest in Japan" pp. 57-70 in Windows on the Japanese Past, R. Pearson ed. U. Michigan, Center For Japanese Studies, Ann Arbor.
- 1987 A Performance Comparison of Push and Pull Stroke Saws", The Journal of Anthropological Archaeology. Vol. 6: 189-197 (senior author with A. Bleed).
- 1987 "Indians and Japanese Swords on the North Plains Frontier", Nebraska History Magazine. Vol.68(3):112-115.
- 1987 "Metallurgical Analysis of a 16th Century Japanese Sword" Microstructural Science 15:393-404 (with D. Gee and W. Weins).
- 1989 "Optimal Care of Archeological Collections", Curator Vol. 34:26-33 (senior author with R. Nickel).
- 1989 Foreign Archaeologists in Japan: Patterns of Exploitations. Archaeological Review From Cambridge 8(1):19-26.
- 1989 Objectivity, Reflection and Single Case Studies: Comments on Hassler's "The Effects of CRM..." Plains Anthropologist Vol. 34(124):129-135.
- 1989 Between the Mountains and the Sea: Optimal Hunting Patterns and Faunal Remains at Yagi, An Early Jomon Community in Southwestern Hokkaido. Arctic Anthropology Vol 26(2):107-126, (senior author with C. Falk, A. Bleed and A. Matsui).
- 1990 "The Lincoln Pottery Works: Historical Perspectives" Nebraska History Vol.71(1):34-47, (senior author with C. Schoen)
- 1990 "Corrosion Fundamentals: A Discussion for Curators" Society for Historical Archaeology Newsletter Vol. 23(3):14-5, (senior author w/ W. Weins, and D. Johnson).
- 1991 "Operations Research and Archaeology" American Antiquity. Vol.56(1):19-35.
- 1991 "Why is the Japanese Sword Curved?" Materials Research, Vol. (with W. Weins).
- 1991 "Historic Archaeology In Japan" The Japan Foundation Newsletter, Vol. 19(1):13-17.
- 1991 "Frontier Flintlocks: A Fault-tree Analysis of Firearm Use At Contact Period Sites on the Great Plains." Great Plains Research. Vol. 1(2):233-48 (senior author with D. Watson).
- 1991 "Themes and Approaches in the Investigation of Ancient Contacts Between Japan and the Asian Mainland." Transaction of the International Conference of Orientalists in Japan, No.XXVI:200-206.
- 1992 "Ready for Anything: Technological Adaptations to Ecological Diversity at Yagi, An Early Jomon Community in Southwestern Hokkaido, Japan. Pacific Northeast Asia in Prehistory, C.M. Aikens and Song Nai Rhee, eds. Washington State University Press.
- 1993 "Why do Artifacts look the Way They Do?" Reviews in Anthropology, Vol. 22(1):41-46.
- 1993 "The Archeology of the Lincoln Pottery Works", Central Plains Archeology,3(1):1-240 (with C. Schoen).
- 1993 "Wedge-Shaped Cores From Fukui Cave and the Organization of Japanese Terminal Paleolithic Technology." in Shizengaku to Kanrengaku, pp. 25-36 E. Chiba ed. Sapporo.
- 1993 "Product History at Archeology." Archaeomaterials. 7-1: 177-80.
- 1996, "Tools" Encyclopedia Americana Online <http://ea.grolier.com/cgi-bin/buildpage?artbaseid=0388930-0>
- 1996 "Risk and Cost in Japanese microblade production." Lithic Technology 21:95-107
- 1996 "Japanese Archaeology" (17:425-7) and "E.S. Morse" (22:148-9) The Dictionary of Art MacMillan/Grove.
- 1997 *A Good Walk Around the Boundary: Archeological Inventory of the Dyck and Other Properties Adjacent to the Little Bighorn Battlefield national Monument*. Special Publication of Central Plains Archaeology. (with D. Scott) (reprinted 1998).
- 1997 "Each According to Need and Fashion: Spear and Arrow Use Among San hunters of the Kalahari" in Projectile Technology. Pp. 345-368, H. Knecht ed. Plenum Press (with R. Hitchcock)
- 1997 Content as Variability, Result as Selection: A Behavioral Model for the Study of Technology." In *Rediscovering Darwin: Evolutionary theory and archaeological explanation*. edited by C. M Barton and G. Clark, pp. 95-106, Archaeology Papers of the American Anthropological Association No. 7. Washington. American Anthropological Association.
- 1997 Technology, flaked stone technology and risk. In *Rediscovering Darwin: Evolutionary theory and archaeological explanation*. edited by C. M Barton and G. Clark, pp109-140. Archaeological Papers of the American Anthropological Association No. 7, American Anthropological Association, Washington. (with D. Bamforth).
- 1997 "An Inscribed Native American Battle Image from the Little Bighorn Battlefield" Plains Anthropologist 42-161:287-302 (with D. Scott, A. Masich, and J. Pitsch) reprinted 1999 in: *The Great Plains*:

- A Cross-Disciplinary Reader*. Department of English, Oklahoma State University, pp 300-318. Harcourt Brace Custom Publishers, Orlando, FL
- 1998 "Scheduling and Sedentism in the Prehistory of Northern Japan." In *Identifying Seasonality and Sedentism in Archaeological Sites: Old and New World Perspectives*. pp. 109-128. O. Bar-Yosef and T. R. Rocek ed. Peabody Museum, Harvard University (with G. Crawford).
- 2000 "Purveying the Past: Structure and Strategy in the American Antiques Trade" *Plains Anthropologist*. 45-172:179-188
- 2001 "Artifice Constrained - What Determines Technological Choice?" Chapter 10 in *Anthropological Perspectives on Technology*, M.B. Schiffer pp. 151-162. University of New Mexico Press.
- 2001 "Trees or Chains, Links or Branches: Conceptual Alternatives for Consideration of Sequential Activities." *Journal of Archaeological Method and Theory*. 8 (1):101-127, March 2001.
- 2001, "A Nice Place to Live and Work: Site Structure at Yagi" *Bulletin of the Indo-Pacific Prehistory Association*, 21(5):3-8 (senior author with J. Weymouth and C. Bennett).
- 2001, Site distribution in the Zerkal'naya River valley, Russian Far East. *Current Research in the Pleistocene*. 18:2002, pp:60-62 (with A. Tabarev, A. Kryp'anko, and C. Hall)
- 2002, Custer and the Grand Duke in Nebraska in 1872: Some Insights from New Photographs. *Custer and His Times V*. pp 94-109. John P. Hart, ed. Little Big Horn Associates, Inc. (with D. Scott).
2002. Obviously Sequential, but Continuous or Staged? Cognitive Basis of Lithic Technology in three late paleolithic assemblages from Japan. *Journal of Anthropological Archaeology*. 21:329-343
- 2003 "Cheap, Regular and Reliable: Implications of Design Variation in of Late Pleistocene Japanese Microblade Technology." *Thinking Small*, R. Elston and S. Kuhn editors, Archeological Papers of the American Anthropological Association Number 12, pp 95-102.
- 2004 "A Descriptive Catalog of Refitted Lithic Materials from Three Late Paleolithic Sites in Japan: Isoyama, Iwato, and Mosanru" *Tohoku University Museum of Natural History Bulletin*.
- In Print "Refitting as Mass Analysis." In *Aggregate Analysis in Chipped Stone Studies*. edited by Christopher T. Hall and Mary Lou Larson. University of Utah Press.
- In Process. "The Archeology of Plattford-24LC45" (senior author with J. Swiggart, S. Richter et al).
- In Process, "Skill Matters" for inclusion in a volume to be edited by D. Bamforth and N. Finlay
- In Process, Working the Red Stone: A Sequential Analysis of Catlinite Pipe Making at Eagle Ridge - 25SY116.

FICTION

2000. *National Treasure*. RKLOG Press. Littleton, CO (Finalist, 2001 Independent Book Publishers Awards, Multicultural Fiction)

REVIEWS

- 1973 Review of "The Kingson Oneota Site", by D. Straffin in *Plains Anthropologist*.
- 1975 Review of "Lindenmeier: A Pleistocene Hunting Society" by E. Wilmsen, *The Newsletter of Lithic Technology*, Vol. IV(1-2):25-27.
- 1978 Review of "Human Activity System", by H. Watanabe. *Science* Vol. 198, May 12
- 1984 Review of, "Prehistory of Japan" by C. Aikens and T. Higuchi, in *Man*, Vol. 18(2):408-409.
- 1988 Review of, "Prehistoric Hunters in Japan." C. Aikens and T. Akazawa, in *American Antiquity* Vol 53:426-427
- 1991 Review of "Nu Sun-Asian-American Voyages 500B.C." by G. Thompson *American Antiquity*, Vol. 56:752.
- 1994 Review of "The Portable Radio in American Life." *American Antiquity*.
- 1994 Review of "The Fincastle Pottery (44BO304)." *Historical Archaeology*.
- 1995 Review of "Spirit in the Art" *Nebraska History*.
- 1997 Review of "Subsistence and Stone Tool Technology: an Old World Perspective" by B. Vierra. *Journal of Anthropological Research*.
- 1997 Review of "Prehistoric Japan: New Perspectives of Insular East Asia" by K. Imamura. *American Antiquity*
- 1999 Review of "Early Industrialized Pottery Production in Illinois" by F. Mansberger, *Historical Archaeology* 33:100-1
- 2003 Review, Kenniwick Man American Antiquity
- 2003 Review of "Death by Theory: a Tale of Mystery and Archaeological Theory" by A. Praetzelis, *Plains Anthropology* 48(186):163.

STUDY GUIDES, MUSEUM EXHIBITS, AND MEDIA

- 1973 "Japan: Relations in 1970's" with E.O. Reischauer, Nebraska Educational Television.
- 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.
- 1988 "Reburial Issue Has a Third Side", Lincoln Journal October 25, 1988.
- 1989 "Dateline Nebraska" January 5, 1989, Nebraska Educational Television.
- 1989 "Nebraska's Imperial Army: Nebraska in the Spanish-American War" Museum Exhibit 1989-1992 Nebraska State Historical Society Museum, Lincoln (with D. Scott and T. Thiessen).
- 1999 "Speaking of the Past" a series of 7 conversations with Nebraska archaeologists distributed to cable tv.
- 2001 "Outhouse Archeology" featured on July 17, 2001 NPR Morning Edition, with Bob Edwards
<http://discover.npr.org/features/feature.jhtml?wflid=1125985>
- "Outhouse Archeology" a conversation on the Todd Mundt Show, August 13, 2001
- 2002 "Arts of a Northern People: Ainu Objects" April –June, Lentz Center for Asian Culture, UNL.

TECHINCAL REPORTS, ETC.

- 1967 An Archeological Survey of Maplewood State Park, Minnesota, MS., 20 pp. (filed, Laboratory of Archeology, University of Minnesota).
- 1968-1971 The Jomon Ceramic Sequence of Eastern Honshu, ms. 72 pp. Jomon Cultural Succession in Eastern Honshu, ms. 138 pp. The Kofun Period: A Data Paper, MS. 56 pp. (research reports prepared for Japanese Prehistory Project, University of Wisconsin).
- 1973 "Environmental Impact: Prehistoric and Early Historic Resources, Gentleman Power Station Site and Railway Spur", submitted to Nebraska Public Power District.
- 1974 "A Report on 1973 Archeological Investigations in the Wood River Valley, Buffalo Co., Nebraska", pp. 122, University of Nebraska-Lincoln, Division of Archeological Research 74-01
- 1978 "Supplemental Data: Subsurface Testing Program, Midstate Irrigation Program", submitted to Heritage Conservation and Recreation Service.
- 1979 A Preliminary Report on the 1978 Excavation at the Yagi Site. UNL Division of Archeological Research Technical Report No. 80-14, pp. 65 (with M. Yoshizaki, W. Hurley and J. Weymouth).
- 1981 "Animal Resources of the Yagi Community: A Theoretical Reconstruction of Early Jomon Hunting Patterns", Division of Archeological Research Technical Report No. 81-06, pp. 35, Department of Anthropology, University of Nebraska-Lincoln, (with A. Bleed).
- 1986 "An Archeological Survey of the Homestead National Monument of America" with C.M. Schoen. Technical Report 86-1, Division of Archeological Research UNL.
- 1986 "A Preliminary Report on Archeological Excavations at the Lincoln Pottery Works (25LC42)" with C. M. Schoen. Technical Report 86-2, pp. 75. Division of Archeological Research UNL.
- 1987 "Archeology Uncovers Century-Old Factory." *Cornerstone: Historic Preservation in Nebraska*, Vol. VIII(2):1-3, (senior author with C. Schoen).
- 1988 "The Archeology of the Lincoln Pottery Works" submitted to the Nebraska State Historical Society pp. 395. Accepted June 1988, Final Draft December 1988 (with C. Schoen).
- 1989 "A Manual For the Long-term Curation of Archeological Collections", pp. 36, with contributions by W. Wien, D. Johnson and J. Bozell. Submitted to the NPS Midwest Archeological Center.
- 1989 "Metal Artifacts and other European Trade Material", Chapter 14, pp. 523-552 in *Archeology of the Medicine Crow Site Complex (39BF2), Buffalo County, South Dakota* S. Ahler and D. Toom eds. (Senior author with D. Toom, C.H. Johnson, C. Smith and R. Roberts).
- 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.
- 1999 "*In the Shadow of Downtown: A Technical Report of Archeological assessment of the 19th Century African-American Community in the Vicinity of 6th and J Streets in Lincoln, Nebraska.*" Submitted to the City of Lincoln Planning Department, Senior author with Erin Richardson.
- 2003, "*The Kaufman Dormitory Historical Archaeology Project, A technical Report on the Archaeological Recovery of 14 Features Prior to the Constriction of the Kaufman Residential Center, UNL.*" Submitted to the Office of the Chancellor, UNL. (with Michael Chidely).

PAPERS PRESENTED:

Plains Conference, 1967, 1972, 1973, 1977, 1983, 1993, 1997, 2001,

Society for American Archeology, 1976, 1978, 1980, 1986, 1988(2), 1989, 1990, 1992, 1993, 1994, 1998, 1999, 2001, 2002, 2003
 American Anthropological Association, 1977
 Nebraska Academy of Sciences, 1972, 1976, 1977, 1980, 1982, 1983,
 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, Contract Archeology in Grand Teton National Park, \$69,063.
 1985 National Park Service, Freeman School, Homestead National Monument, \$13,885.
 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

University Foundations, 1987, 1989

UNL Honors Seminars 1996, 1998, 1999, 2001

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
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Citizenship: American
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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:

- 1986-89 National Institutes of Health. PHS Grant #2 PO1AGO311O-O4A1. Aging and the Process of Sedentism among !Kung of Kalahari Desert, Botswana, \$204,164.
- 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:

- Rada Dyson-Hudson 1992-94 Recipient National Science Foundation Visiting Faculty Women Fellowship, Senior Research Associate. Title of project: Biobehavioral processes in an East African Pastoral Population: Turkana Nomads of Northwestern Kenya.
- Sheryl McCurdy 1997-99 Recipient Mellon Postdoctoral Fellowship in Anthropological Demography. Title of project: Nuptiality, Mixed Unions and Fertility in sub-Saharan Africa.

FIELD EXPERIENCE

1967-69 Member of Harvard Kalahari Bushman Expedition. Research on child behavior, band organization, subsistence work effort, effect of sedentarism on egalitarian institutions, National Institute of Mental Health Grant. PIs: Irven DeVore and Richard Lee.

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

1978 Anthropological consultant and interpreter to Documentary Educational Resources, Inc., for filming of !Kung Bushmen at Chum!kwe Government Settlement Project in Chum!Kwe Reserve, Namibia. Resulted in the film, "N!ai: A Bushman Woman," film in the Odyssey Series on Public Television.

1987-88 National Institute of Aging. Ethnographic research among !Kung of Botswana on perceptions of the life course.

RESEARCH INTERESTS:

Bio-cultural anthropology, Bio-Cultural Variation in Human Mating Systems, Hominid Evolution and Parent- Offspring Relationships, Human Family Organization, Cross Cultural Study of Adulthood and Aging; Quantitative and Qualitative Techniques in Ethnological Field Methods. Human Development in Cross-Cultural Contexts, Cross-Cultural Study of Child Development, Cross Cultural Student of Gender Relations, Hunter-Gatherer Adaptations and Consequences of Sedentism for Social Institutions of Hunter Gatherers.

PROFESSIONAL ACTIVITIES, DISTINCTIONS:

- Consulting Editor, Population and Environment: A Journal of Interdisciplinary Studies (1988-Present)
- Member, Socio-cultural Anthropology Review Panel, National Science Foundation, 1986-88.
- Associate Editor, Human Nature: An Interdisciplinary Biosocial Perspective (1989-1994)
- Member, Board of Directors, Society for Psychological Anthropology (1990-1992)
- Anthropology Representative, Society for Cross Cultural Anthropology, 1992-94.
- Associate Editor, Cross-Cultural Anthropology, 1995-Occasional Reviewer for Ethology and Socio-Biology, Human Biology, American Anthropologist, American Ethnologist, American Journal of Physical Anthropology, Behavior and Brain Sciences.
- 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
- Recipient, Certificate of Recognition for Contributions to Students, awarded by the University of Nebraska, Lincoln, Teaching Council and the Parents Association. January 23, 2004.

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:

Draper, P. (1973). Crowding among hunter gatherers: The !Kung Bushmen. *Science*, 182(9109), 301-303.

Draper, P. (1974). Comparative studies of socialization. In B. Siegel (Ed.), *Annual Review of Anthropology* (pp. 263-277). Stanford, CA: Stanford University Press.

Draper, P. (1975). Cultural pressure on sex differences. *American Ethnologist*, 2, 602-616.

Draper, P. (1975). !Kung women: contrasts in sexual egalitarianism in foraging and sedentary contexts. Pp. 77-109. In *Toward an Anthropology of women*. Rayna Reiter, (Ed.) New York: Monthly Review Press.

Draper, P. (1975). Sex differences in cognitive styles: Cultural and constitutional antecedents. *Anthropology and Education Quarterly*, 6(3),3-6.

Draper, P., & Harpending, H. (1982). Father absence and reproductive strategy: An evolutionary perspective. *Journal of Anthropological Research*, 38(3), 255-273.

Reprinted in B. Miller & D. H. Olson, (Eds.), *Family studies review yearbook* (Vol. III, pp. 556-574). Beverly Hills, CA: Sage Publications, 1985.

Draper, Patricia (1985). Two views of sex differences in socialization. Pp. 5-25. In *Male-Female Differences: A bio-cultural Perspective*. R. L. Hall (Ed.) New York: Praeger.

Harpending, H. and Draper, P. (1986). Antisocial behavior and the other side of cultural evolution. Pp. 293-307. In *Biological contributions to crime causation*. Moffit, T. E. and Mednick, S. A. (Eds.). Dordrecht: Martinus Nijhoff

Harpending, H., & Draper, P. (1986). Selection against human family organization. In B. J. Williams (Ed.), *On evolutionary anthropology: Essays in honor of Harry Hoijer*, 1983 (pp. 37-75). Malibu, CA: Udena Press.

Belsky, J., & Draper, P. (1987). Adolescent parenthood, reproductive strategy, and prevention. *Transition/SOCIETY*, March/April, 20-24.

Hood, K. E., Draper, P., Crockett, L. J., Petersen, A. C. (1987). The ontogeny and phylogeny of sex differences in development: a biopsychosocial synthesis. Pp.49-77. In *Current conceptions of sex roles and sex typing: Theory and research*, Carter, D. B. (Ed.). New York: Praeger.

Draper, P. (1987, March). Testing sociobiological hypotheses ethnographically. *The Behavioral and Brain Sciences*, 10(1), 74-75.

Draper, P., & Harpending, H. (1987). Parent investment and the child's environment. In J. B. Lancaster, A. S. Rossi, J. Altmann, & L. R. Sherrod (Eds.), *Parenting across the lifespan: Biosocial dimensions*. Chicago, IL: Aldine.

Harpending, H., Rogers, A., & Draper, P. (1987). Human sociobiology. *Yearbook of Physical Anthropology*, 30, 127-150.

Draper, P., & Cashdan, E. (1988). Technological change and child behavior among the !Kung. *Ethnology*, 27(4), 339-365.

Burgess, R., & Draper, P. (1989). Explanations of family violence. In M. Tonry & L. Ohlin (Eds.), *Crime and justice: An annual review of research* (Pp. 59-116). Chicago, IL: University of Chicago Press.

Draper, P. (1989). African marriage systems: Perspectives from evolutionary ecology. *Ethology and Sociobiology*, 10(1), 145-169.

Draper, P., & Belsky, J. (1990). Personality development in evolutionary perspective. *Journal of Personality*, 58(1), 141-161.

Draper, P., & Kranichfeld, M. (1990). Coming in from the bush: The significance of household and village organization in economic change. In E. Fratkin & P. L. Johnson (Eds.), *Human Ecology*, 18(4), 363-385.

Harpending, H., & Draper, P. (1990). Estimating parity of parents: Application to the history of infertility among the !Kung of Southern Africa. *Human Biology*, 62(2), 195-203.

Harpending, H., & Draper, P. (1990). Invited commentary: Foragers, genuine or spurious? Situating the Kalahari San in history. *Current Anthropology*, 31(2), 127-129.

Harpending, H., Draper, P. & Pennington, R. (1990) Cultural evolution, parental care, and mortality. Pp.251-265. In *Disease in populations in transition: Anthropological and epidemiological perspectives*. Swedlund, A. C. and Armelagos, G. J. (Eds.) New York: Bergin and Garvey

Belsky, J., Steinberg, L., & Draper, P. (1991). Childhood experience, interpersonal development, and reproductive strategy: An evolutionary theory of socialization. *Child Development*, 62, 647-670.

Belsky, J., Steinberg, L., & Draper, P. (1991). Further reflections on an evolutionary theory of socialization. *Child Development*, 62, 682-685.

Draper, P. (1992) Remembering the past: !Kung life history narratives. Pp. 7-41. In *Balancing acts: women and the process of social change*. P. L. Johnson (Ed.), Boulder, CO: Westview Press.

Draper, P. (1992) Room to maneuver: !Kung women cope with men. Pp. 43-61. In *Sanctions and sanctuary: Cultural perspectives on the beating of wives*. Counts, D. A., Brown, J. K. and Campbell, J. C. (Eds.), Boulder, CO: Westview Press.

Draper, P. and Buchanan, Anne (1992) If you have a child you have a life: Demographic and cultural perspectives on fathering in old age in !Kung society. Pp. 131-152. B. Hewlett (ed.), *Father-child relations: Cultural and biosocial contexts*. New York: Aldine de Gruyter.

Draper, P., & Keith, J. (1992). Cultural contexts of care: Family caregiving for elderly in America and Africa. *Journal of Aging Studies*, 6(2): 113-133.

Ikels, C., Keith, J., Dickerson-Putman, J., Draper, P., Fry, C., Glascock, A., & Harpending, H. (1992). Perceptions of the adult life course: A cross-cultural analysis. *Aging and Society*, 12(1): 49-84.

Draper, P. (1993). Two views of sex differences in socialization. Pp. 304-320
In *Worlds of Childhood*, Robert H. Wozniak (Ed.) New York: HarperCollins. Reprint

Keith, J., C. L. Fry, A. P. Glascock, C. Ikels, J. Dickerson-Putman, H. C. Harpending, P. Draper (1994) *The Aging Experience: Diversity and Commonality Across Cultures*. Thousand Oaks, CA: Sage Publications.

Blurton Jones, N., Hawkes, K., & Draper, P. (1994). Differences between Hadza and !Kung children's work: Original affluence or practical reason? Pp. 189-215. In T. Birch (Ed.), *Key Issues in Hunter-Gatherer Research* Berg Publishers.

Blurton Jones, N., Hawkes, K., & Draper, P. (1994). Foraging Returns of !Kung Adults and Children: Why Didn't !Kung Children Forage? *Journal of Anthropological Research* 50:217-248.

Draper, P. (1997). Institutional, demographic, and evolutionary contexts of gender roles: a case study of !Kung Bushmen. Pp. 220- 232. In *The Evolving Female: A Life-History Perspective*. Morbeck, M. E., Galloway, A. and Zihlman, A. L. (Eds.). Princeton, NJ: Princeton University Press.

Yu, L. D., Zhang, A. Y., Draper, P., Kassab, C., Miles, T., (1997) Cultural Correlates of Self-Perceived Health Status among Chinese Elderly. *Journal of Cross-Cultural Gerontology* 12:73-89

Draper, P. (1998) Why Should Fathers Father? Pp. 111-121, In *Men in Families*. A. Booth and N. C. Crouter (Eds.). Lawrence Erlbaum, Publishers.

Brooks, A. and Draper, P. (1998) Anthropological Perspectives on Aging. Pp. 286-297. In *Anthropology explored: the best of Smithsonian AnthroNotes*. Selig, R. O. and London, M. R., (Eds.) Washington, D. C.: Smithsonian Institution Press.

Yu, L. C., Winn, D. M., Horm, J. W., Draper, P. C. 1998. Correlates of Health Status Among Black and White Elderly. *American Journal of Health Studies* 14(4): 199-211.

Patricia Draper and Raymond Hames 2000 Birth order, sibling investment, and fertility among !Kung San. *Human Nature* 11 (2): 117-156.

Hames, Raymond, and Patricia Draper In Press Women's work, child care and helpers at the nest in a hunter-gatherer society. *Human Nature*, 2004, Fall issue.

Patricia Draper and Nancy Howell, In Press The growth and kinship resources of !Kung children. *Hunter Gatherer Children*, Barry Hewlett and Michael Lamb, eds. New Brunswick, NJ: Rutgers University Press

Pedersen, Cort A., et al. In press Later life social attachment and bonding: causes and potential consequences. *In Attachment and bonding: a new synthesis*. S. Carter and L. Ahnert, eds.

MANUSCRIPTS:

Patricia Draper and Nancy Howell, In progress. The effect of !Kung grandmothers on the survival of grandchildren: Ju/'hoansi (!Kung) at two time periods. Grandmotherhood: the evolutionary significance of the second half of female life. To appear in: Eckart Voland, Athanasios Chasiotis and Wulf Schiefenhoevel, Eds. New Brunswick, NJ. Rutgers University Press.

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.

Yu, L., Draper, P., Foreman, S. Yuan, J., Curley, K. and Durania, R. 1995 Cultural determinants of perceived health status among Chinese Elderly. 123rd Annual Meeting of the American Public Health Association. October 29-November 2, 1995, San Diego, CA.

Draper, P. 1995 Fathering, mating, pair bonding and child outcomes in different cultural contexts. Invited Session: Interchange: Evolution, Psychology and Life History. American Anthropological Association. November 15-29, 1995, Washington, D. C.

Draper, P. Why should fathers father? 1996 Invited Participant. Conference on Fathers: What do they do? Why should it matter?

November 1996, Pennsylvania State University. Organizers: Alan Booth and Anne C. Crouter.

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 Howell, N. 1998 Some demographic correlates of sedentary status: Ju/'hoansi in the 1960s. Paper presented at the Annual Meetings of the American Anthropological Association, November 1998, Philadelphia, PA.

Draper, P. 1999 Ju/'hoan (!Kung) life stories: the influence of gender of thematic content. Paper presented at Feminists Doing Psychology Anthropology Year 2000. Invited Workshop, May 11-13, 1999. Center for Research on Women, Stockholm University.

Draper, P. and Hames, R. 1999 Birth order, sibling investment, and fertility among !Kung San. Paper presented at the annual meeting of the Human Behavior and Evolution Society, June, 1999, Salt Lake City, Utah.

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. 1999 The relevance of studies of small scale society to studies of infancy in modern society. Invited participant, Ecology of Infancy: Cross cultural methods workshop. Organizer: Michael Lamb, Section Head, National Institute of Child Health and Human Development, organizer. October, 1999. Bochum, Germany.

Draper, P. and Kranichfeld, M. 1999 The effects of family structure on the survivorship of girls and boys among the Ju/'hoansi (!Kung). Paper presented at the Annual Meeting of the American Anthropological Association, November, 1999, Chicago, Illinois.

Draper P. 2000 Kin as wealth in a simple society: siblings and reproductive success among the !Kung. Invited talk to the Anthropology Lecture Series, Spring 2000, February 11, 2000, Department of Anthropology, University of Arizona, Tucson, Arizona.

Draper, P. (1988, November 18-22). Consequences of mobility for well being among the elderly: !Kung Bushmen. Paper presented at the 41st Annual Scientific Meeting of the Gerontological Society of America, San Francisco, CA.

Draper, P., & Glascock, A. (1989, February 22-25). Can you ask it? Getting answers to the same questions in different cultures. Paper presented at the annual meeting of the Society for Cross-Cultural Research, New Haven, CT.

Draper, P. (1989, April 6). The ecology of African mating systems. Presented at the Luce Family Studies Program, Speaker Series, Wheaton College, Norton, MA.

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.

Draper, P., & Kranichfeld, M. (1989, August 25). Changes in !Kung demography. Paper presented at the First Annual Meeting of the Human Behavior and Evolution Society, Northwestern University, August 25-27, 1989.

Draper, P. (1989, September 1). !Kung Bushmen: What the study of hunter gatherers can tell us. Friday Evening Lecture Series. Marine Biological Laboratory, Woods Hole, MA.

Draper, P. (1989, November 15-19). If you have a child you have a life: Demographic and cultural insights into fathering in !Kung society. Paper presented at the American Anthropological Association, Washington, DC.

Harpending, H., & Draper, P. (1989, November 15-19). Bushman and Herero fertility in the past: A new indirect estimation procedure. Paper presented at the American Anthropological Association, Washington, DC.

Draper, P. (1989, November 17-20). Aging differently: Cultural factors in coping with frailty. Annual Meeting of the Gerontological Association of America, Minneapolis, MN.

Draper, P. (1990, February 22-25). Father presence/father absence: Changes in !Kung family organization with sedentism. Paper presented at the Society for Cross Cultural Research. Claremont, CA.

Belsky, J., Steinberg, L., & Draper, P. (1990, March 25). Toward a biosocial theory of pubertal timing. Paper presented at the Third Biennial Meeting of the Society for Research on Adolescence. Atlanta, GA.

Blurton Jones, N., Hawkes, K., & Draper, P. (1990, May 30-June 4). Differences between Hadza and !Kung children's work: Original affluence or practical reason? Paper presented at the 6th International Conference on Hunting and Gathering Societies, University of Alaska, Fairbanks, AK.

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.

Draper, P., & Harpending, H. (1990, November 19). Old age in western 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.

Draper, P. (1991, January 28). Economic change and women's roles among 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.

Draper, P. (1991, May). Consequences of sedentism for population structure and family organization. Department of Anthropology Lecture Series, University of Utah, Salt Lake City, Utah.

Draper, P. (1991, September 19). Sedentism and family formation. Human Behavior and Evolution Program Lecture Series, University of Michigan, Ann Arbor, Michigan.

Draper, P. (1992, March 1). Cultural interference in the collection of data through the use of standardized interview protocols. Paper presented at the annual meeting of the Society for Cross-Cultural Research, Santa Fe, New Mexico.

Draper, P. (1992, April 20). Cultural evolutionary forces in changing family organization. Multidisciplinary Family Studies Program Lecture Series, University of California, Riverside.

Draper, P. (1992, July 27) The Evolution of Socialization. Key Note address at 11th International Congress of Human Ethology. Amsterdam, The Netherlands.

Draper, P. (1992, October 23) Aging and the Loss of Mobility: The Significance of Cultural Context in Western Botswana, Africa. Invited lecture presented at Conference, Home Health Care and Elders: International Perspectives. Cleveland, Ohio. University Center on Aging and Health, Case Western Reserve University.

Draper, P. 1993 Modernization and Family Change. Paper presented at the Conference on Women and the Family in Vietnam, December 28, 1992 - January 18, 1993. Ho Chi Minh City and Hanoi, Vietnam.

Draper, P. 1993 The regional variability among hunter gatherers of sub-Saharan Africa. Paper presented at the annual meeting of the American Anthropological Association.

Draper, P. 1994 A test of the Barry, Child and Bacon hypothesis about the relation between child training and subsistence economy. Paper presented at the Annual Meeting of the Society for Cross-Cultural Research, Santa Fe, New Mexico.

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.

Yu, L., Draper, P., Foreman, S. Yuan, J., Curley, K. and Durania, R. Cultural determinants of perceived health status among Chinese Elderly. 123rd Annual Meeting of the American Public Health Association. October 29-November 2, 1995, San Diego, CA.

Draper, P. 1995 Fathering, mating, pair bonding and child outcomes in different cultural contexts. Invited Session: Interchange: Evolution, Psychology and Life History. American Anthropological Association. November 15-29, 1995, Washington, D. C.

Draper, P. 1996 Why should fathers father? Invited Participant. Conference on Fathers: What do they do? Why should it matter? November 1996, Pennsylvania State University. Organizers: Alan Booth and Anne C. Crouter.

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 Howell, N. 1998 Some demographic correlates of sedentary status: Ju/'hoansi in the 1960s. Paper presented at the Annual Meetings of the American Anthropological Association, November 1998, Philadelphia, PA.

Draper, P. 1999 Ju/'hoan (!Kung) life stories: the influence of gender of thematic content. Paper presented at Feminists Doing Psychology Anthropology Year 2000. Invited Workshop, May 11-13, 1999. Center for Research on Women, Stockholm University.

Draper, P. and Hames, R. 1999 Birth order, sibling investment, and fertility among !Kung San. Paper presented at the annual meeting of the Human Behavior and Evolution Society, June, 1999, Salt Lake City, Utah.

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. 1999 (Invited participant) Ecology of Infancy: Cross cultural methods workshop Michael Lamb, Section Head, National Institute of Child Health and Human Development, organizer. October, 1999. Bochum, Germany.

Draper, P. and Kranichfeld, M. 1999 The effects of family structure on the survivorship of girls and boys among the Ju/'hoansi (!Kung). Paper presented at the Annual Meeting of the American Anthropological Association, November, 1999, Chicago, Illinois.

Draper P. 2000 Kin as wealth in a simple society: siblings and reproductive success among the !Kung. Invited talk to the Anthropology lecture Series, Spring 2000, February 11, 2000, Department of Anthropology, University of Arizona, Tucson, Arizona.

Draper, P. and Wandsnider, LuAnn 2001 Kinship, Residence and Survivorship in the Kalahari. Paper presented at the Annual Meeting of the Canadian Anthropology Association, Montreal, May 3-6, 2001

Hames, Raymond, and Patricia Draper, 2001 Women's work, child care and helpers at the nest in a hunter-gatherer society. Human Behavior and Evolution Society, London, England, June 13-17, 2001.

Draper, Patricia and Nancy Howell 2002 The nutritional status of !Kung children. Ninth meeting of the Congress on Hunting and Gathering Societies, Edinburgh, Scotland, September 9-13, 2002

Draper Patricia 2002 The effect of !Kung grandmothers on the survival of grandchildren: !Kung Ju/'hoansi at two time periods. Conference on Grandmothers: Hanse Institute, Delmenhorst, Germany, September 19-22, 2002

Draper, Patricia and Nancy Howell 2002 The nutritional status of !Kung children. Paper presented at the Annual Meeting of the American Anthropological Association, New Orleans, La. November 2002.

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

Draper, P. and Howell, N. 2003 Secular change in the persistence of intergenerational kin links: Ju/'hoansi (!Kung) speculation on the implications of increased longevity for settled life. Paper presented at the annual meeting of the American Anthropological Association, November, Chicago, Illinois.

Student matters:

Rada Dyson-Hudson 1992-94, Recipient, National Science Foundation Visiting Faculty Women Fellowship, Senior Research Associate. Title of project: Biobehavioral processes in an East African Pastoral Population: Turkana Nomads of Northwestern Kenya.

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 Elliot 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.

Kranichfeld, Marion 1991 Cultural Transition and Reproduction among the Dobe Area !Kung San. Unpublished Ph. D. Dissertation, Pennsylvania State University, December 1991)

Elizabeth Dressel, Aging in Albuquerque, NM. National Science Foundation Dissertation Grant. 1985.

Pita Kelekna, Sex Role Asymmetry and Cross-Sex Antagonism among the Jivaroan Achuara. 1981 Ph. D. Dissertation, University of New Mexico. Recipient, Fulbright Foundation Dissertation Grant.

Currently data analyst, programmer, Chase Manhattan Bank, 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

Julie Sprott, Precursors of neonatal irritability in firstborns: prenatal maternal stress and timing of marriage. Ph. D. Dissertation, Department of Anthropology, University of New Mexico.

1986

Recipient of National Science Foundation grant (1993-98) "Inupiat Eskimo Childrearing" Study of Intergenerational Relations among the Inupiaq Eskimo of Alaska and the relationship of family variables to child health and disease

Sprott currently research social scientist in cross cultural parenting, child health and development.

Ph. D. students at Pennsylvania State University

Peter Collings (1994-1997) M. A. in Anthropology 1994 University of Arkansas. National Science Foundation Dissertation Grant, September 1996.

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

Sherman Robertson (1994-present) B. A. in Anthropology, University of Nebraska 1994. M. A., Pennsylvania State University, 1997; Recipient of NSF dissertation grant, January, 1999

Sherman Robertson, Summer 2001, Ph. D. Defense. Department of Anthropology,
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.
1998-present: advisory board of *Population and Environment*. An interdisciplinary journal of the American Psychological Association.
1992-1993 NSF Cultural Anthropology Program Director
1991 Editorial board for "Food and Nutrition in the Tropical Forest" UNESCO, Paris.
1991 NSF Summer Institute in Comparative Research. UCLA, Department of Anthropology.
1988-1990 National Science Foundation Cultural Anthropology Advisory Panel Member.
1989 Consultant and subject on the film *Salt*, in *Nature of Things* series, Canadian Broadcasting Corporation.
1978-1979 National Institute of Education, Ethnographic Investigator.
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

Jun. 1998-July 1999, Amazonas, Venezuela
Dec. 1986 - April 1987: Amazonas, Venezuela
Dec. 1985 - March 1986: Amazonas, Venezuela
Dec. 1984 - March 1985: Amazonas, Venezuela
May 1980 - July 1980: Paraguay
Jan. 1979 - March 1979: Bridgeport, CT
Mar. 1975 - June 1976: Amazonas, Venezuela

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.I., \$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).
5/80 - 6/80 Ethnographic Survey of Southern Paraguay. Harry Frank Guggenheim Foundation (R. Hames, P.I. \$1,800).
7/79 - 6-80: Harry Frank Guggenheim post-doctoral fellowship: "Biosocial Determinants of Interaction among the Ye'kwana and Yanomamö Indians of Amazonas: (R. Hames, P.I., \$23,000).
1/79 - 5-79: NIE Ethnographic Researcher. Principal Investigator: Abdin Noboa) "Hispanic Segregation Trends in Major School Districts with Large Hispanic Enrollments".
1/78 - 6/78: NIMH doctoral fellowship continuation (N. Chagnon, P.I.). 11/74 - 6/77: NIMH pre-doctoral fellowship (N. Chagnon, P.I.) entitled "Yanomamö Warfare, Expansion and Political Evolution".

FIELDS OF SPECIAL INTEREST

Human and Evolutionary Ecology	South American Indians
Biosocial Anthropology	Exchange
Economic Anthropology	Hunters and Gatherers
Time Allocation	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

- (r) Ye'kwana Basketry: Its Cultural Context. *Antropologica* 44, 3-58, (I. Hames, second author). Note: published in 1978.

1979

- (r) Protein Deficiency and Tribal Warfare in Amazonia: New Data. *Science* 203(4383): 910-913, (N.A. Chagnon, first author).
- (r) Interaction and Relatedness among the Ye'kwana. In Chagnon, N.A. and W. Irons (eds.) *Evolutionary Biology and Human Social Behavior: An Anthropological Perspective*. Duxbury: North Scituate, pp. 238-250.
- (r) A Comparison of the Hunting Efficiencies of the Shotgun and Bow in Neotropical Forest Hunting. *Human Ecology*, 7(3):219-245.
- (nr) Paraguay. *McGraw-Hill Encyclopedia of Developing Nations*. McGraw-Hill: New York. (Elman Service, second author).

1980

- (r) Game Depletion and Hunting Zone Rotation among the Ye'kwana and Yanomamö. In R. Hames (ed.), *Studies of Hunting and Fishing in the Neotropics: Working Papers on South American Indians* 2:31-62. Bennington College, Bennington, VT.
- (r) Introduction. *Studies of Hunting and Fishing in the Neotropics*. In R. Hames, ed. *Working Papers on South American Indians*, 2:1-6. Bennington College, Bennington, VT.
- (r) Eastville: A Case Study. In A. Noboa, ed., *Segregation of Hispanic Students*. New York: Aspira of America. Pp. 170-198.

1981

- (r) A Critique of some Current Theories of Cultural Ecology in Amazonia. *Interciencia* 5(6):346-358. (With N. Chagnon).

1982

- (r) Optimal Foraging Theory as a Model to Explain Variability in Amazonian Hunting. *American Ethnologist* (Special Human Ecology Issue), 9(2):258-278 (W. Vickers, second author).
- (i) Comment on Johnson's "Reductionism in Cultural Ecology: the Amazonian Case." *Current Anthropology* (Invited Commentary), 23(4):420-422.

1983

- (r) *Adaptive Responses of Native Amazonians*. R. Hames and W. Vickers, eds. Academic Press: New York. III + 502 pp.
- (r) Introduction. In R. Hames and W. Vickers, eds. *Adaptive Responses of Native Amazonians*, pp.1-26.
- (r) The Settlement Pattern of a Yanomamö Population Bloc. In R. Hames and Vickers, (eds.) *Adaptive Responses of Native Amazonians*, pp.393-427.
- (r) Monoculture, Polyculture, and Polyvariety in Tropical Forest Swidden Cultivation. *Human Ecology*, 11:13-34.
- (r) The Forest and the Highway. In *The Impact of Contact. Working Papers on South American Indians*, Vol. 6 and *Cultural Survival Occasional Papers* #11:1-52 (John Saffirio, first author).

1984

- (r) On the Definition and Measure of Inclusive Fitness and the Evolution of Menopause. *Human Ecology*, Vol. 12(1):87-91.

1985

- (r) Sex Differences in the Recognition of Infant Facial Expressions: The Primary Caretaker Hypothesis. *Ethology and Sociobiology* 6:89-101. (W. Babchuck, first author).
- (r) Kinship, Demography, Parental Investment Patterns and the Social Use of Architectural Space among the Shamataari Yanomamö. *Boletín Indigenista Venezolano* 18: 1-39. (with N. Chagnon & L. Margolies).

1986

- (r) Opportunistic Hunting or Game Conservation. *Cultural Attitudes To Animals Including Birds, Fish and Invertebrates*. Vol. 1. The World Archaeological Congress. Allen & Unwin: London.

1987

- (r) Game Conservation or Efficient Hunting? In *Capturing the Commons: Anthropological Contributions to Resource Management*. J. Acheson & B. McCay, eds. University of Arizona Press.
- (r) Relatedness and Garden Labor Exchange among the Ye'kwana. *Ethology and Sociobiology*, 8(4):354-392.
- (rp) Teorías sobre las respuestas adaptativas de los nativos de la Amazonia. *Hombre Y Ambiente*, 3:45-90. (W. Vickers, second author). Reprint. Spanish translation of Introduction. In R. Hames and W. Vickers, eds. *Adaptive Responses of Native Amazonians*, pp.1-26. {1983}

1988

- (r) The Allocation of Parental Care among the Ye'kwana. In *Human Reproductive Effort*. L. Betzig, P. Turke, & M. Borgerhoff-Mulder, eds. Cambridge University Press. pp. 237-251.

1989

- (r) Time, Efficiency, and Fitness in the Amazonian Protein Quest. *Research in Economic Anthropology*, Vol. 11: 43-85.
- (r) Sharing among the Yanomamö: Part 1, The Effects of Risk. In *Risk and Uncertainty in Ecology in Tribal and Peasant Economies*. E. Cashdan, ed., pp. 89-105. Westview Press: Denver.

1991

- (r) Wildlife Conservation in Tribal Societies. In *Biodeversity: Traditional Management and the Development of Biological Resources* M. Oldfield & J. Alcorn, eds. Westview Press: Denver. Pp. 172-192.

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- (r) Variation in Paternal Care among the Yanomamö. In *The Father's Role: Cultural and Evolutionary Perspectives*. Barry Hewlett, ed. Aldine de Gruyter: Chicago. Pp. 85-111.
- (r) The Allocation of Time. In *Ecology, Evolution, and Human Behavior*. B. Winterhalder & E. Smith, eds.. Aldine de Gruyter: Chicago. Pp. 203-236.

1993

- (i) Yanomamö. In *Encyclopedia of World Cultures*., Volume 7. South America. Johannes Wilbert, ed. G.K. Hall/Macmillian: New York.
- (i) Yanomamö, Varying Adaptations of Foraging Horticulturalists. In *Ethnographic Profiles: Original Readings*. M. Ember, Ember C. and B. Levinson, eds. HRAF Press: New Haven.
- (i) Foraging Horticulturalists in Amazonia: Why do Horticulturalists Forage? Proceedings of the 4th World Academic Conference on Human Ecology. Centro de Investigación y Estudios Avanzados del IPN CINVESTAV. Dickinson, Federico, ed. Mérida, Mexico.

1994

- (r) *Ye'kwana Time Allocation Data Base*. Cross-Cultural Time Allocation Series. HRAF Press, Inc.: New Haven.

1995

- (i) Comment on Alvard. "Intraspecific Prey Choice by Amazonian Hunters". *Current Anthropology* 36(5):446-447

1996

- (r) Costs and Benefits of Monogamy and Polygyny for Yanomamö Women. *Ethology and Sociobiology* 17:1-19.

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- (i) Comment on Bird and Bird "Delayed Reciprocity and Tolerated Theft. *Current Anthropology* 37 (5):71-72.
- (i) Comment on Headland "Revisionism in Ecological Anthropology". *Current Anthropology*, 38:614-615.
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- (i) Comments on "Reproductive Interests and Forager Mobility" Douglas MacDonald and Barry Hewlett. *Current Anthropology* 40:515-517.

1999

- (rp) Wildlife Conservation in Tribal Societies. In M. Michael, ed. *Preserving Wildlife*, pp. 210-239. Humanity Books: Amherst, New York. **Reprint** of *Biodeversity: Traditional Management and the Development of Biological Resources* M. Oldfield & J. Alcorn, eds. (October 1999)

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- (rp) Yanomamö: Varying Adaptations of Foraging Horticulturalists. *Faces of Anthropology: A Reader for the 21st Century*. Second Edition, Kevin Rafferty and Dorothy Chinwe Ukaegbu, eds., Simon and Schuster: New York. Pp. 105-120.
- (r) Reciprocal Altruism in Yanomamö Food Exchange. Chagnon, N., L. Cronk, and W. Irons, eds. *Human Behavior and Adaptation: An Anthropological Perspective*, Aldine de Gruyter, Hawthorne, NY. Pp. 297-316.
- (r) Birth Order, Sibling Investment, and Fertility among Jul'hoansi (!Kung). *Human Nature* 11(2):117-156. (Patricia Draper, senior author).

2001

- (i) Book review of *Darkness in El Dorado*. *Current Anthropology* "CA Forum: Perspectives on Tierney's *Darkness in El Dorado*": 42(2): 271-273.
- (r) Parental investment and child health in a Yanomamö village suffering short-term food stress. Edward H. Hagen Raymond B. Hames, Nathan M. Craig, Matthew T. Lauer, Michael E. Price. *Journal of Biosocial Science* 33:503-528.
- (i) Comment on Hawkes et al. "Hunting and Nuclear Families" *Current Anthropology* 42 (5): 697-698.

2002

- (i) Human Behavioral Ecology. In N. J. Smelser and Paul B. Baltes (editors) 2001 International Encyclopedia of the Social & Behavioral Sciences. Pergamon, Oxford. Pp. 6946-6951

2003

- (i, r) The Nexus of Yanomamö Growth, Health, and Demography. (J. Kuzara, junior author). In Francisco Salzano and Magdalena Hurtado, eds., *Lost Paradises and the Ethics of Research and Publication*, pp. 110-145. Oxford University Press.

IN PRESS

- (rp) A Comparison of the Hunting Efficiencies of the Shotgun and Bow in Neotropical Forest Hunting. Spanish translation and **Reprint** of 1979 *Human Ecology* article for an edited volume entitled *Cambio y Ecología en Amazonia*, ed. Fernando Santos Graneo. FLASCO, Quito.
- (rp) The Forest and the Highway (with John Saffirio). Spanish translation and **Reprint** of 1983 of *Cultural Survival* and *WPSAI* for an edited volume entitled *Cambio y Ecología en Amazonia*, ed. Fernando Santos Graneo. FLASCO, Quito.
- (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")
- (r) The Political Uses of Ethnography. In Robert Borofsky, ed., *Ethical Issues in Darkness in El Dorado*. University of California Press: Berkeley (Fall 2004).
- (r) Informed Consent In Robert Borofsky, ed., *Ethical Issues in Darkness in El Dorado*. University of California Press: Berkeley (Fall 2004).
- (r) Some Final Thoughts on What Separates and Unites Us. In Robert Borofsky, ed., *Ethical Issues in Darkness in El Dorado*. University of California Press: Berkeley (Fall 2004).
- (i, r) Yanomamö Health. In *Encyclopedia of Medical Anthropology: Health and Illness in the World's Cultures*. C. Ember and M. Ember, eds. Kluwer: New York. (J. Kuzara, senior author).
- (r) Women's work, child care and helpers at the nest in a hunter-gatherer society. (With Patricia Draper, second author). *Human Nature* (Spring 2004).
- (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.
Ye'kwana Behavioral and Locational Database. <http://www-class.unl.edu/yekmap/html/index.html> . Note this site is under construction. Comments welcome. Developed with Carl McCabe. Submission to *World Cultures* under negotiation.

MINOR PUBLICATIONS

- Amazon Warfare. *Science*, 207:591-592. (Letters Column). (With N. Chagnon). (1980).
- (br) Review of Parmana: Prehistoric Maize and Manioc Cultivation along the Amazon and Orinoco. (A. Roosevelt, Academic Press: New York) *Human Ecology*, 11 (1):105-106. (1983)
- (br) Review of South American Indians: A Case Study in Evolution by F. Salzano & S. Callegari-Jacques. *Trends in Ecology and Evolution*, 4(2): 59-60. (1989)
- (br) Review of Anxious Pleasures by T. Gregor. *Ethology and Sociobiology*, 9(1): 122-124. (1988)
- (br) Review of Swidden Cultivation in Indonesia by M. Dove, *American Anthropologist*, 89: 172-173. (1987).
- (br) Anthropologist at Work: Fieldwork among the Yanomamö. Contribution (highlighted box) for D. Gross' text *Practicing Anthropology*. Mayfield Press: Cupertino, CA (1993). Pp. 426-427. (1993).
- (br) Review of *Through Amazonian Eyes* by Emilio Moran. *American Ethnologist* 26(2):152 (1996).
- (br) Review of *Amazonian Indians* by Anna Roosevelt (ed.). *American Scientist*. November-December 1996: 608).
- (br) Review of *Sanumá Memories: Yanomami Ethnography in a Time of Crisis* by Alcida Ramos *Human Ecology* 25(2):361-364 (1997).
- (br) Review of *Sanumá Memories: Yanomami Ethnography in a Time of Crisis* by Alcida Ramos *Journal of Political Ecology* 4:8-10 (1997). (<http://dizzy.library.arizona.edu:8000/ipe/vol4~1.htm>)
- (br) Exposure of an Exposé. CA Forum on Anthropology in the Public: Perspectives on Tierney's *Darkness in El Dorado*. *Current Anthropology* 42(2) (2001).

PAPERS PRESENTED

- August 1979 "Game Depletion and Hunting Zone rotation among the Ye'kwana and Yanomamö of Amazonas, Venezuela" XLIII International Congress of Americanists. University of British Columbia, Vancouver (abstract published).
- November 1980 "Monoculture, Polyculture, and Polyvariety in Tropical Swidden Horticulture." 80th Annual Meeting of the American Anthropological Association, Washington DC (abstract published).
- March 1981 "Contraction and Expansion of Hunting Diet Breadth among the Siona-Secoya, Ye'kwana and Yanomamö Indians". Annual Meeting of the Nebraska Academy of Science. Union College, Lincoln (abstract published).
- November 1981 "Garden Labor Exchange and Kin Selection Theory." H. F. Guggenheim and Northwestern University Graduate School sponsored symposium entitled "Human Sociobiology: New Directions in Research and Theory". Northwestern University, Evanston IL.
- March 1982 "Some Measures of Direct Investment in Offspring: A Comparison of Mothers and Fathers among the Ye'kwana and Yanomamö". Midwest Meeting of the Animal Behavior Society: University of Illinois (abstract published).
- November 1983 "Game Conservation or Efficient Hunting?" 82nd Annual Meeting of the American Anthropological Association, Chicago, Illinois (abstract published).
- November 1983 "Method and Theory in Behavioral Ecology". 82nd Annual Meeting of the American Anthropological Association, Chicago, Illinois.
- 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.
- August 1985 "Identifying infant facial expressions: influence of gender and caregiving experience." 93rd Annual Meeting of the American Psychological Association, Los Angeles. (with W. Babchuck & R. Thompson).
- October 1985 "Problems in Coding Behavioral Data." NSF Workshop on Cross-Cultural Time Allocation Databases. Department of Anthropology, UCLA.
- November 1985 "Exchange among the Shamajari Yanomamö". 83rd Annual Meeting of the American Anthropological Association. Washington DC. (abstract published).
- November 1985 "Risk and Exchange among the Yanomamö". Wenner-Gren sponsored symposium entitled "Risk and Uncertainty", Department of Anthropology, University of Washington, Seattle.
- April 1986 "Female Choice and Divorce". Invited lecture at the University of Missouri-Columbia, Department of Anthropology.
- April 1987 "The Use of Remote Sensing in the Study of Yanomamö Settlement Pattern". Invited lecture for an NSF conference on remote sensing in anthropology. Department of Anthropology, University of Colorado, Boulder, CO.
- November 1987 "A Life History Approach to Yanomamö Violence". Paper read at the 86th Annual Meeting of the American Anthropological Association. Chicago, IL. (abstract published).
- February 1988 "Risk, Relatedness, and the Patterning of Exchange among the Yanomamö". Invited lecture, Evolution of Human Behavior Program, University of Michigan.
- March 1988 "Conservation by Tribal Populations: Design or Side-Effect?". SWARM-AAAS 33rd Annual Meeting. Wichita, KA (abstract published).
- November 1988 "Comments" Symposium "Anthropological Perspectives on New World Primates". 87th Annual Meeting of the American Anthropological Association. Washington DC.
- May 1989 "Time Allocation in Four Yanomamö Villages". 65th Annual Meeting of the American Ethnological Society. Santa Fe, New Mexico.
- November 1989 "Paternal Investment among the Yanomamö". In invited symposium entitled "Cross-Cultural Variation in Paternal Care". 88th Annual Meeting of the American Anthropological Association. Washington DC.
- November 1990 "Prudent Predators or Instantaneous Maximizers" In invited symposium entitled "Biological Diversity and the Development Process. 89th Annual Meeting of the American Anthropological Association. New Orleans.
- September 1991 "The ecological implication of food exchange among the Yanomamö. Invited paper for "Food and Nutrition in the Tropical Forest" symposium sponsored by UNESCO, Paris.
- July 1993 "Foraging Horticulturalists in Amazonia: Why do Horticulturalists Forage?" 4th World Academic Conference on Human Ecology. Centro de Investigación y Estudios Avanzados del IPN CINVESTAV. Mérida, Mexico.
- November 1993 "Some Problems in the Definition and Evaluation of Resource Conservation". Paper presented at the invited entitled "The Myth of the Ecologically Nobel Savage". 99nd Annual Meeting of the American Anthropological Association. Washington DC.
- August 1994 "Costs and Benefits of Monogamy and Polygyny for Yanomamö Women" Human Behavior and Evolution Conference, University of Michigan, Ann Arbor 15-19 June.
- November 1996 "Patterns of Exchange among the Yanomamö" Annual Meeting of the American Anthropological Association. San Francisco, November 16-21.

- 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
Women's work, child care and helpers at the nest in a hunter-gatherer society.
Paper presented at the Annual Meeting of the Human Behavior and Evolution
Society, London, England, June 13-17, 2001.

References

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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, Project Management and Evaluation Program, International Management Development Institute (IMDI), University of Pittsburgh, Pittsburgh, Pennsylvania, February-March 1989.

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

Traditional Sector Specialist, Home Economics Section and Community Development Section, Ministry of Agriculture and Cooperatives, Government of Swaziland, June, 1985-August, 1987.

Planning Advisor/Research Manager, National Refugee Commission, Government of Somalia, Mogadishu, Somalia, August, 1983 - August, 1984.

Senior Rural Sociologist, Division of Planning and Statistics, Ministry of Agriculture, Government of Botswana, Gaborone, Botswana, June, 1980 - July, 1982.

Consultant, Ministry of Local Government and Lands, Gaborone, Botswana, June, 1977 - April, 1979.

Museum Aid, Remote Sensing Division, Chaco Center, National Park Service, September, 1971 - August, 1974.

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.

Recognition Award for Contributions to Students, UNL Parent's Association and The Teaching Council of the University of Nebraska-Lincoln, January, 26, 1990, January 25, 1991, January 30, 1998, January 29, 1999, January 28, 2000, January, 2002, January, 2003.

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.

Dean's List, University of California, Santa Barbara, 1968, 1969, 1970, and 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).

U.S. Department of State, Bureau of Population, Refugees, and Migration grant to 'Anthropological Study on the Potential Impact of Refugees in M'Kata, Namibia' to Robert Hitchcock of the Department of Anthropology of Geography, University of Nebraska-Lincoln, (\$29,000), 2001.

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.

U.S. Agency for International Development grant entitled "Community-Based Natural Resources Management and Private Voluntary Organization/Non-government Organization Training and Institutional Development (Botswana)" Private Agencies Cooperating Together (PACT), Washington D.C. (With Marilyn Richards, Louis L. Mitchell, Bob Richards, et al) \$750,000, January, 1996 - January, 1999.

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

Investigators). African Studies Program, Boston University and National Museum and Art Gallery, Gaborone, Botswana (\$170,000), 1984-1986.

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

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. September 15-21, 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

Bank, Lesotho. November 19-December 3, 2000.

Consultant, Assessment of transboundary natural resource management issues in southern Africa, with special reference to the Limpopo and Okavango River Basins. Associates in Rural Development, Burlington, Vermont and Regional Center for Southern Africa (RCSA), U.S. Agency for International Development, Gaborone, Botswana. Desk Study. July-August, 2000.

Consultant. Follow-up of assessment of the First Peoples of the Kalahari, a San advocacy organization in Ghanzi District, Botswana. International Work Group for Indigenous Affairs, Copenhagen, Denmark. May 16 - June 18, 2000.

Consultant. Assessment of "The Peoples of the Nile" for the Nile Basin Initiative (a 10-country institution), the World Bank, Washington, D.C. and Water Policy International, London. Desk Study. March-April, 2000.

Consultant. Assessment of First Peoples of the Kalahari (FPK), a San advocacy organization along with an examination of the socioeconomic status of the residents of the Central Kalahari Game Reserve, Ghanzi and Kweneng Districts, Botswana. International Work Group for Indigenous Affairs (IWGIA), Copenhagen, Denmark, and First Peoples of the Kalahari, Ghanzi, Botswana. January 8-January 22, 2000.

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.

Consultant, Design of a Compensation and Resettlement System for Maguga Dam (Komatt River), Swaziland. AfriDev Consultants, Darling, South Africa, JTK Associates, and the Komati Basin Water Authority (KOBWA), Nelspruit, South Africa and Mbabane, Swaziland. September-October, 1999.

Consultant, Evaluation of the Kuru Development Trust, a San community development organization in western Botswana. The Hague, The Netherlands and Harare, Zimbabwe: Hivos Foundation. July 31-August 23, 1999.

Coordinator and Instructor, Transboundary Water Management in Southern Africa: A Short Course. Course done for the Water Sector Coordination Unit (WSCU), Southern African Development Community (SADC) and the Regional Center for Southern Africa (RCSA), U.S. Agency for International Development, Development Alternatives, Inc. (DAI), and Science Applications International Corporation. Harare, Zimbabwe, July 26-30, 1999.

Consultant. Transboundary Water Management in Southern Africa: A Short Course. Course materials prepared for a short course for the Southern African Development Community. Water

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.

Consultant, Design of a Compensation and Resettlement System for Maguga Dam (Komatt River), Swaziland. AfriDev Consultants, Darling, South Africa, JTK Associates, and the Komati Basin Water Authority (KOBWA), Nelspruit, South Africa and Mbabane, Swaziland. January-April, 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, Design of a Compensation and Resettlement System for Maguga Dam (Komatt River), Swaziland. AfriDev Consultants, Darling, South Africa, JTK Associates, and the Komati Basin Water Authority (KOBWA), Nelspruit, South Africa and Mbabane, Swaziland. October, 1998 – December, 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.

Consultant, Assessment of potential for San non-government organizations and community-based organizations to engage in decentralized natural resource management, First Peoples Worldwide (FPW) and the Working Group of Indigenous Minorities in Southern Africa (WIMSA), Ghanzi and Gaborone, Botswana, May - June, 1998. Fredericksburg, Virginia: First Nations Development Institute.

1997

Consultant, Study of Decentralization and Natural Resources Management in Botswana, /Xai/Xai and Gaborone, Botswana, for the Biodiversity Support Program (BSP), Washington, D.C., June, July-August, 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, Re-Design of the Living in a Finite Environment (LIFE) Project of the Government of the Republic of Namibia and the U.S. Agency for International Development, Windhoek, Namibia, June, October, 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.

Consultant, Mid-Term Assessment of the Living in a Finite Environment (LIFE) Project of the Government of Namibia and the U.S. Agency for International Development, May-June, 1995.

1994

Consultant, Evaluation of Wild Lands and Human Needs Project of the World Wildlife Fund (WWF), U.S. Agency for International Development (USAID) and Automation Research Systems, Inc. (included work in Washington, D.C., Guatemala, Uganda, Namibia, and Zimbabwe), June-July, 1994.

Member, Panel of Environmental Experts, Lesotho Highlands Water Project, Government of Lesotho and the World Bank, Maseru, Lesotho, July - August, 1994.

Consultant, ATLAS Project, African American Institute, African Academy of Sciences, and U.S. Agency for International Development (USAID) as part of an upgrading of AFRGRAD students in natural resource, biodiversity and heritage management issues, Libreville, Gabon, October, 1993.

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

Development Foundation, Eastern Bushmanland, Namibia. New York: Ford Foundation. June-August, 1992.

Consultant, USAID/Namibia, Social Soundness and Institutional Analysis of the Living in a Finite Environment (LIFE) Project, Namibia Natural Resources Management Project (690-0251), United States Agency for International Development, Windhoek, Namibia, July-August, 1992.

Consultant, USAID/Zimbabwe, Assessment of the Community-Based Resource Utilization Component of the Zimbabwe Natural Resources Management Project (690-0251), United States Agency for International Development, Bulalima-Mangwe, Tsholotsho, and Binga Districts, Matabeleland Province, Zimbabwe, June-July, 1992.

Consultant, Field assessment of decentralization and natural resources management activities in Namibia, Kaokoland, and Eastern Bushmanland, Namibia. Associates in Rural Development (ARD), Burlington, Vermont, and the U.S. Agency for International Development, Washington, D.C. May-June, 1992.

1991

Consultant, Associates in Rural Development (ARD), Review and Assessment of Literature on "Decentralization: Achieving Sustainable Improvement in Natural Resource Management" for the Africa Bureau of the U.S. Agency for International Development, June-December, 1991.

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

Consultant, Botswana Natural Resources Management Project, United States Agency for International Development (USAID) and Department of Wildlife and National Parks, Government of Botswana, April, 1991, July-August, 1991.

1990

Consultant, Assessment of the Accelerated Remote Area Development Program (ARADP) (LG 32/Bot 022), Norwegian Agency for International Development (NORAD) and Ministry of Local Government and Lands, Government of Botswana, May-June, 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

Development Program (ARADP) (LG 32/Bot 022), Norwegian Agency for International Development (NORAD) and Ministry of Local Government and Lands, Government of Botswana, November-December, 1989.

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.

Consultant and Lecturer in the Project Management and Evaluation Program, International Management Development Institute (IMDI), University of Pittsburgh, Pittsburgh, Pennsylvania, February-March, 1989.

1988

Consultant, Designing of a Monitoring and Research Strategy for the Accelerated Remote Area Development Program (ARADP), Ministry of Local Government and Lands, Government of Botswana, Gaborone, Botswana and the Norwegian Agency for International Development (NORAD), Ministry of Development Cooperation, Oslo, Norway, May-July, 1988.

1987

Consultant, Livestock and General Rural Development Activities for Ju/'hoansi San populations, Ju/Wa Bushman Development Foundation, Eastern Bushmanland, Namibia, May-June, 1987.

1970s

Consultant, Remote Area Development Program, Ministry of Local Government and Lands, Government of Botswana. Conducted socio-economic research among Basarwa and other remote area populations in the eastern Kalahari Desert region of Central District. Designed development and land use plans for rural populations affected by the implementation of a land reform program, July, 1977 - April, 1979.

Consultant, Remote Sensing Division, National Park Service, Albuquerque, New Mexico. Worked on compilation of remote sensor data and evaluation of remote sensing materials, March-June, 1977.

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.

Consultant, Human Systems Research, Inc. (HSR), Albuquerque, New Mexico. Advised on research, sampling, and survey strategies for archaeological and ecological projects in south-central New Mexico, January, 1973 - July, 1975.

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.

Eastern Bushmanland and Kaokoland, Namibia. Carried out research on decentralization and natural resource management among Ju/'hoansi and Himba populations, May-June, 1992.

Eastern Bushmanland, Namibia. Carried out an institutional analysis of the Nyae Nyae Farmers Cooperative and the Nyae Nyae Development Foundation for the Ford Foundation, May - June, August 1992.

Bulalima-Mangwe and Binga Districts, western Zimbabwe. Carried out research on the impacts of natural resource management and income generating projects among Tyua, Ndebele, and Tonga populations. June-July, 1992.

Okavango Delta, North West District and Nata Region, Central District, Botswana. Conducted research on natural resource management and community institutions for the Botswana Natural Resources Management Project, July-August, 1991.

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.

Botswana. Conducted research on the impacts of the Accelerated Remote Area Development Program (ARADP) in rural Botswana for the Ministry of Local Government and Lands and the Norwegian Agency for International Development (NORAD), Ministry of Development Cooperation, May-July, 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.

Kalahari Desert, Botswana. Carried out socioeconomic studies as part of a program involved in designing a monitoring and research strategy for the Remote Area Development Program of the Government of Botswana and the Norwegian Agency for International Development (NORAD), May-July, 1988.

Eastern Bushmanland, Namibia. Conducted socioeconomic, development-related, and environmental research on issues relating to resettlement and economic development for Ju/Wasi San, May-June, 1987.

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

Lower Shabelle, Gedo, Hiran, and North West Regions, Somalia. Oversaw socioeconomic research among refugee populations (mainly Somali pastoralists and Oromo agropastoralists from Ethiopia), August, 1983 - August, 1984.

Botswana. Conducted monitoring and evaluation work in commercial ranching and communal land areas in rural Botswana, with particular emphasis on examining the impacts of land reform, livestock projects, and general remote area development projects, June, 1980 - August, 1982, August, 1985 - August, 1987 (intermittent).

Gabane, Kweneng District, Botswana. Archaeological excavation crew member, National Museum and Art Gallery, Botswana, January-October, 1981.

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.

Hawaii Island, Hawaii. Conducted remote sensing and archaeological survey work in traditional land units of Hawaii, June, 1977.

East-central Kalahari Desert, Botswana. Carried out anthropological and ethnoarchaeological investigations among Basarwa populations, August, 1975 - November, 1976.

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.

Santa Barbara Museum of Natural History, Santa Barbara, California. Conducted research on archaeological and ethnographic collections in the museum, October, 1970 - 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.

Rieglesville, Pennsylvania. Participated in archaeological excavations along the Delaware River with the Rieglesville Archaeological Society, July-August, 1966.

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.

Al-Hasa Province, eastern Saudi Arabia. Carried out archaeological and ethnographic surveys in conjunction with personnel of the Arabian American Oil Company (ARAMCO), January, 1960 - July, 1964.

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 (AAA), 1999-2000.

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 Bieseke), 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, January, 1991- August, 1996, 2002 - present.

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.

Member, Commission for Human Rights (CHR) of the American Anthropological Association (AAA), 1992- 1997.

Member, Society for Applied Anthropology (SFAA) Commission on Human Rights and the Environment, December, 1991- 1998.

Advisor, World Resources Institute (WRI) Program on Deforestation in Namibia, 1990-1998.

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.

Co-Organizer (with C. Patrick Morris and Victor Montejo), Task Force on Human Rights, American Anthropological Association (AAA), Washington, C.C., 1990.

PUBLICATIONS: ROBERT K. HITCHCOCK

BOOKS

Hitchcock, Robert K. (In process) Organizing to Survive: Indigenous Peoples' Political and Human Rights Movements. New York, New York: Routledge Press.

Hitchcock, Robert K. And C. Patrick Morris, eds. (In process) International Human Rights, Indigenous Peoples, and the Environment, Robert K. Hitchcock and C. Patrick Morris, eds. Lincoln, Nebraska: University of Nebraska Press.

Thiessen, Tom, Beth R. Ritter, Robert K. Hitchcock, et al (In press) Cultural Anthropological Overview and Assessment of the Niobrara/Missouri National Scenic Riverways Project. Washington, D.C.: National Park Service.

Hitchcock, Robert K. And Q.N. Parsons (2003) The Botswana Society Index to Publications 1990-2001. Gaborone, Botswana: The Botswana Society.

Hitchcock, Robert K. and Diana Vinding, eds. (2003) Indigenous Peoples, Development, and Human Rights in Southern Africa. Copenhagen, Denmark: International Work Group for Indigenous Affairs.

Hitchcock, Robert K. And Alan J. Osborn, eds. (2002) Endangered Peoples of Africa and the Middle East: Struggles to Survive and Thrive. Westport, Connecticut: Greenwood Press.

Lee, Richard B., Robert K. Hitchcock, and Megan Bieselee, eds. (2002) The Kalahari San: Self-Determination in the Desert. Cultural Survival Quarterly 25(1):8-61.

Hitchcock, Robert K. (2001) Anthropological Study on the Potential Impact of Refugees in M,Kata, Namibia. Windhoek, Namibia; United Nations High Commissioner for Refugees (UNHCR) and Washington, D.C.: Bureau of Population, Refugees, and Migration, United States Department of State.

Schweitzer, Peter P., Megan Bieselee, and Robert K. Hitchcock, eds. (2000) Hunters and Gatherers in the Modern World: Conflict, Resistance, and Self-Determination. Oxford, England and New York, New York: Berghahn Books.

Hitchcock, Robert K., Diana Vinding, and Karen Bungaard, Andersen (2000) Recognition of the Bushmen=s Land Rights, Human Rights, and Cultural Rights in Botswana. Copenhagen, Denmark: International Work Group for Indigenous Affairs.

Hitchcock, Robert K. And Alan J. Osborn (2000) Peoples of the Nile River Basin. London: Water Policy International, London and Washington, D.C. The World Bank.

Hitchcock, Robert K. (2000) Decentralization, Development, and Natural Resource Management in the Northwestern Kalahari Desert, Botswana. Washington, D.C.: Biodiversity Support Program (BSP).

Hitchcock, Robert K. And Alan J. Osborn (2000) Transboundary Resource Management Issues in Southern Africa: The Limpopo Basin. Burlington, Vermont: Associates for Rural Development.

Hitchcock, Robert K. And Alan J. Osborn (2000) Transboundary Resource Management Issues in Southern Africa: The Okavango and Nata River Basins. Burlington, Vermont: Associates for Rural Development.

Michael Bolling, Robert K. Hitchcock, Cordelia Nduku, and Jan M. Reynders (2000) At the Crossroads: The Future of a Development Initiative. An Evaluation of Kuru Development Trust, Ghanzi and Ngamiland Districts, Botswana. The Hague, The Netherlands and Harare, Zimbabwe: Hivos Foundation.

Hitchcock, Robert K., Leonard Abrams, Aaron Wolf, Jenny Day, Mapula Makara, Rashid Hassan, and Development Alternatives, Inc, eds. (1999) Management of Transboundary Water Resources. Bethesda, Maryland: Development Alternatives, Inc. And Science Applications International Corporation. Gaborone, Botswana: Regional Center for Southern Africa (RCSA), United States Agency for International Development (USAID) and Maseru, Lesotho: Water Sector Coordination Unit (WSCU), Southern African Development Community (SADC).

Hitchcock, Robert K. (1996) Kalahari Communities: Bushmen and the Politics of the Environment in Southern Africa. Copenhagen, Denmark: International Work Group for Indigenous Affairs (IWGIA).

Hitchcock, Robert K., John Ledger, Len Lerer, Michael Mentis, and Thayer Scudder (1996) Panel of Environmental Experts: Compensation and Rural Development, Natural Environment and Heritage, and Public Health. Report to the Lesotho Highlands Development Authority and the World Bank. Maseru, Lesotho, and Washington, D.C.

Hitchcock, Robert K., Rosinah Rose B. Masilo, and Poppy Monyatse (1995) Subsistence Hunting and Resource Rights in Botswana: An Assessment of Special Game Licenses and Their Impacts on Remote Area Dwellers and Wildlife Populations. Gaborone, Botswana: Natural Resources Management Project and Department of Wildlife and National Parks.

Cordy, Ross H., Joseph Tainter, Robert K. Hitchcock and Robert C. Renger (1991) An Ahupua'a Study: The 1971 Archaeological Work at Kaloko Ahupua'a, North Kona, Hawaii. Archaeology at Kaloko-Honokohau National Historical Park. Western Archaeological and Conservation Center Publications in Anthropology, No. 58. Washington, D.C.: National Park Service.

Parsons, Q.N. and Robert K. Hitchcock (1991) The Botswana Society Index to Publications 1969-89. Gaborone, Botswana: The Botswana Society.

Hitchcock, Robert K. (1988) Monitoring, Research, and Development in the Remote Areas of Botswana. Oslo, Norway: Ministry of Development Cooperation and Gaborone, Botswana: Ministry of Local Government and Lands.

Huss-Ashmore, Rebecca, ed. with John J. Curry and Robert K. Hitchcock (1988) Coping with Seasonal Constraints. Philadelphia: Museum Applied Science Center for Archaeology. University of Pennsylvania.

Hitchcock, Robert K. Neil Parsons, and John Taylor, eds. (1987) Research for Development in Botswana. Gaborone: Botswana Society.

Hitchcock, Robert K. with the United Nations Technical Team for ICARA II (1983) Somalia: The Infrastructural Burden on Dealing with Large Numbers of Refugees. International Conference on Assistance to Refugees in Africa. New York: United Nations.

Jeffers, William A. and Robert K. Hitchcock (1982) Communal First Development Areas As a Strategy for Rural Development. Gaborone, Botswana: Rural Development Unit, Ministry of Finance and Development Planning.

Hitchcock, Robert K., ed. (1982) Botswana's First Livestock Development Project and Its Future Implications. Gaborone, Botswana: National Institute of Research.

Hitchcock, Robert K., Roy Behnke, Carol Kerven, and Malcolm J. Odell, Jr. (1981) Local Institutions and Development in Botswana. Rural Sociology Report Series, No. 18. Gaborone, Botswana: Rural Sociology Unit, Ministry of Agriculture.

Hitchcock, Robert K., Thomas R. Lyons, and Wirt H. Wills (1980) Aerial Anthropological Perspectives: A Bibliography of Remote Sensing in Cultural Resource Studies. Washington, D.C.: U.S. Government Printing Office.

Hitchcock, Robert K. (1978) Kalahari Cattle Posts: A Regional Study of Hunter-Gatherers, Pastoralists and Agriculturalists in the Western Sandveld Region, Central District, Botswana. Gaborone, Botswana: Government Printer. Two volumes. Pp. 728.

Lyons, Thomas R. And Robert K. Hitchcock, eds. (1977) Aerial Remote Sensing Techniques in Archaeology. Reports of the Chaco Center, No. 2. Albuquerque: National Park Service and University of New Mexico. Pp. 201.

JOURNAL ARTICLES

Hitchcock, Robert K. (2002) 'We Are the First People': Land, Natural Resources, and Identity in the Central Kalahari, Botswana. Journal of Southern African Studies 28(4):797-824.

Lee, Richard B., Robert K. Hitchcock, and Megan Bieselee (2002) From Foragers to First Peoples: The Kalahari San Today. Cultural Survival Quarterly 25(1):8-12

Robert K. Hitchcock and Megan Bieselee (2002) Controlling Their Destiny: Ju/=hoansi of Nyae Nyae. Cultural Survival Quarterly 26(1):13-15.

Hitchcock, Robert K. (2002) Removals, Politics, and Human Rights. Cultural Survival Quarterly 26(1):25-26.

Hitchcock, Robert K. And Megan Bieselee (2002) Caught in the Crossfire: The Caprivi Strip. Cultural Survival Quarterly 26(1):30.

Hitchcock, Robert K. (2002) The Osire/M=Kata Refugee Crisis. Cultural Survival Quarterly 26(1):31.

Hitchcock, Robert K. (2002) A Road to Self-Sufficiency: Natural Resource Management.

Cultural Survival Quarterly 26(1):37-39.

Bieseles, Megan, Robert K. Hitchcock, and James I. Ebert (2002) The Kalahari Peoples Fund. Cultural Survival Quarterly 26(1):55-56.

Hitchcock, Robert K. (2002) Breaking News: World Bank Meets with San Representatives. Cultural Survival Quarterly 26(1):56.

Hitchcock, Robert K. and Diana Vinding (2001) A Chronology of Major Events Relating to the Central Kalahari Game Reserve, Part II. Botswana Notes and Records 33: 1-12.

Lee, Richard B. and Robert K. Hitchcock (2001) African Hunter-Gatherers: Survival, History, and the Politics of Ethnicity. African Study Monographs, Supplement 26:257-280. Kyoto, Japan: Center for African Area Studies, Kyoto University.

Hitchcock, Robert K. (2000) People of the Two-Way River: Socioeconomic Change and Natural Resource Management in the Nata River Region of Southern Africa. Botswana Notes and Records 32:1-21.

Hitchcock, Robert K. (1999) Resources, Rights, and Resettlement among the San of Botswana. Cultural Survival Quarterly 22(4):51-55.

Megan Bieseles and Robert K. Hitchcock (1999) "Two Kinds of Bioscope": Practical Community Concerns and Ethnographic Film. Visual Anthropology 12:137-151.

Hitchcock, Robert K. (1999) Water Resource Use and Management in the Okavango System of Southern Africa: The Political Economy of State, Community, and Private Resource Control. Botswana Notes and Records 31:83-92.

Hitchcock, Robert K. (1999) References on the Okavango Delta. Botswana Notes and Records 31:163-165.

Hitchcock, Robert K. (1999) The Nata Sanctuary as a Community-Based Natural Resource Management Project. Botswana Notes and Records 31:101-104.

Hitchcock, Robert K. (1999) A Chronology of Major Events Relating to the Central Kalahari Game Reserve. Botswana Notes and Records 31:105-117.

Hitchcock, Robert K. and Marshall W. Murphree (1998) The Kxoe of West Caprivi, Namibia: Conflicts Over Land, Resource Rights, and Development. Indigenous Affairs 1998/4:46-51.

Hitchcock, Robert K. (1997) Indigenous Peoples, Multinational Corporations, and Human Rights. Indigenous Affairs No. 2/1997:6-11.

Hitchcock, Robert K. (1997) Indigenous Peoples, Multinational Corporations, and Human Rights. Indigenous Affairs No. 2/1997:6-11.

Hitchcock, Robert K., John E. Yellen, Diane J. Gelburd, Alan J. Osborn, and Aron L. Crowell (1996) Subsistence Hunting and Natural Resource Management among the Ju/'hoansi of Northwestern Botswana. African Study Monographs 17(4):115-208.

Bieseke, Megan, Robert K. Hitchcock et al (1996) Visual Ethics and John Marshall's "A Kalahari Family." Anthropology Newsletter 37(5):15-16.

Hitchcock, Robert K. (1996) Botswana's Decision to Relocate People of the Central Kalahari Game Reserve: Consensus or Genocide? Indigenous Affairs 3/96:44-47.

Hitchcock, Robert K. (1996) Coercive Conservation? Biodiversity Preservation and Indigenous Peoples in Africa. Indigenous Affairs 1/96:50-53.

Hitchcock, Robert K. (1996) Subsistence Hunting and Special Game Licenses in Botswana. Botswana Notes and Records 28:55-64.

Lee, Richard B., Megan Bieseke, and Robert K. Hitchcock (1996) Thirty Years of Ethnographic Research among the Ju/'hoansi of Botswana, 1963-1996. Botswana Notes and Records 28:107-120.

Hitchcock, Robert K. (1995) Centralization, Resource Depletion, and Coercive Conservation among the Tyua of the Northeastern Kalahari. Human Ecology 23(2):169-198.

Hitchcock, Robert K. and John D. Holm (1995) Grassroots Political Organizing among Kalahari Bushmen. Indigenous Affairs 95/3:4-10.

Hitchcock, Robert K. (1994) American University Education Relating to Indigenous Peoples and Genocide Issues. Internet on the Holocaust and Genocide 51-53:22, 24

Hitchcock, Robert K. (1994) International Human Rights, The Environment, and Indigenous Peoples. Colorado Journal of International Environmental Law and Policy 5(1):1-22.

Hitchcock, Robert K. (1993) Sub-Saharan Africa: Environment, Politics, and Development. Cultural Survival Quarterly 17(3):41-43.

Hitchcock, Robert K. (1993) Himba of Angola and Namibia. Cultural Survival Quarterly 17(3):44.

Hitchcock, Robert K. (1993) Somali of Somalia, Ethiopia, Kenya, and Djibouti. Cultural Survival Quarterly 17(3):47.

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PROFESSIONAL PAPER PRESENTATIONS: ROBERT K. HITCHCOCK

Mary Willis and Robert K. Hitchcock (2002) Policy Encounters in Refugee-Related Research, Development and Advocacy. Paper presented at the 101st annual meetings of the American Anthropological Association, New Orleans, Louisiana, November 20-24, 2002.

Hitchcock, Robert K. (2001) Decentralization, Natural Resource Management, and Community-Based Conservation Institutions in Southern Africa: Towards Self-Sufficiency or Dependency? Paper presented at the 100th annual meetings of the American Anthropological Association, Washington, D..C., November 28-December 2, 2001.

Hitchcock, Robert K. (2000) Education, Language, and Cultural Rights in Southern Africa. Paper presented at the James E. Smith Midwest Conference on World Affairs, University of Nebraska at Kearney, Kearney, Nebraska, March 5, 2000.

Hitchcock, Robert K. (2000) Competition, Collaboration, or Coercion? Indigenous Peoples, Environmental Organizations, and Natural Resource Management in Southern Africa. Paper presented at the 99th annual meetings of the American Anthropological Association, San Francisco, California, November 15-19, 2000.

Hitchcock, Robert K. (2000) Lecturer on AThe San and Human Rights@ at a Colloquium entitled AWhat Place for Hunter-Gatherers in Millennium Three?@ The International Museum of Cultures, Summer Institute of Linguistics, and the Department of Anthropology, Southern Methodist University, Dallas, Texas, September 25, 2000.

Hitchcock, Robert K. (2000) Kalahari Cattle Posts and Water Points: A Socioeconomic Analysis of Changing Tenure Systems in Western and Northwestern Botswana in Light of the Work of Isaac Schapera. Paper presented on the Workshop on Recovering the Legacy of Schapera, University of Botswana, Gaborone, Botswana, May 24-26, 2000.

Hitchcock, Robert K. (2000) Human Rights and Diversity: Indigenous peoples= and Ethnic Minorities= Quest for Land and Political Rights in the Central and Northwestern Kalahari Desert, Botswana. Paper presented at the Conference on AChallenging Minorities, Difference, and Tribal Citizenship,@ University of Botswana, Gaborone, Botswana, May 19-23, 2000.

Hitchcock, Robert K. (1999) Human Rights and Indigenous Peoples in Asia, with Special Reference to the Former Foragers of the Philippines and Malaysia (Agta, Batak, and Penan) Paper presented at Nebraska Wesleyan University, Lincoln, Nebraska, 13 October, 1999.

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

Water Conflict: Identifying Flashpoints and Mitigation Strategies,@ sponsored by the Bureau of Oceans and International Environmental and Scientific Affairs, Department of State, National Foreign Affairs Training Center, Arlington, Virginia, September 29-30, 1999.

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. (1999) Repatriation, Indigenous Peoples, and Development: Lessons from North America, Africa, and Australia. Paper presented at the 58th annual meetings of the Society for Applied Anthropology (SfAA), Tucson, Arizona, April 21-25, 1999.

Hitchcock, Robert K. (1999) Speaker on Africa and the Middle East in a symposium entitled AHuman and Environmental Imperatives: Lessons Learned from the AEndangered Peoples@ Project@ at the 58th annual meetings of the Society for Applied Anthropology, Tucson, Arizona, April 21, 1999.

Hitchcock, Robert K. (1999) Panel member on AHuman Rights and Development. Meeting sponsored by the Society for International Development (SID), University of Nebraska-Lincoln, March 24, 1999.

Hitchcock, Robert K. (1999) Presenter on AHuman Rights and the Environment,@ for a workshop on Human Rights Education for Lincoln Public Schools Teachers, Nebraskans for Peace and United Nations Association, co-sponsors, Lincoln High School, Lincoln, Nebraska, February 8, 1999.

Hitchcock, Robert K. And Ralph J. Hartley (1998) Genocide and Indigenous Peoples in Africa: A Comparative Perspective. Paper presented in a symposium entitled AThe Anthropology of Genocide,@ 97th annual meetings of the American Anthropological Association (AAA), Philadelphia, Pennsylvania, December 2-6, 1998.

Hitchcock, Robert K. (1998) AHunting Is Our Heritage@: The Struggle for Hunting and Gathering Rights among the San of Southern Africa. Paper presented at the 8th International Conference on Hunting and Gathering Societies (CHAGS VIII), National Museum of Ethnology, Osaka, Japan, October 26-30, 1998.

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Hitchcock, Robert K. (1998) Human Rights and Human Diversity: Perspectives on Indigenous, Minority, and Collective Rights. Paper presented at the Workshop on Human Rights and Human Diversity, University of Nebraska-Lincoln, Lincoln, Nebraska, March 25-27, 1998.

Hitchcock, Robert K. (1998) Keynote Address on AHuman Rights/National Tensions@, Youth Town Council meeting of the Symposium on ANation Building, Nation Breaking: Nationalism, Citizenship, and Immigration in an Age of Global Migration,@ San Diego, California, January 14, 1998

Hitchcock, Robert K. And Michael Cooper (1998) Strategies for Social Justice: Human Rights of the Displaced. Youth Town Council meeting of the Symposium on ANation Building, Nation Breaking: Nationalism, Citizenship, and Immigration in an Age of Global Migration,@ University of San Diego, San Diego, California, January 14, 1998.

Hitchcock, Robert K. And Ralph J. Hartley (1997) Post-Conflict Approaches to Social Justice in Eastern and Southern Africa: Strategies for Cooperation or Competition? Paper presented at the 96th annual meetings of the American Anthropological Association (AAA), Washington, D.C., November 19-23, 1997.

Hitchcock, Robert K. (1997) The Politics and Economics of Bureaucratic and Ethnic Identity among Remote Area Populations in Botswana. Paper presented at the Conference on AKhoisan Identities and Cultural Heritage,@ Institute for Historical Research and the South African Museum, Cape Town, South Africa, July 12-16, 1997.

Hitchcock, Robert K. (1997) Pointers for Sustainable Livelihoods in a Kalahari Context. Paper presented at the Conference on ASustainable Livelihoods in Marginal African Environments,@ University of Sheffield, Sheffield, United Kingdom, April 10-11, 1997.

Hitchcock, Robert K. (1997) Indigenous Peoples, Multinational Corporations, and Human Rights. Paper presented at the Conference AIndigenous Peoples: An International Symposium,@ University of Nebraska, Lincoln, Nebraska, April 8-9, 1997.

Biese, Megan and Robert K. Hitchcock (1996) Two Kinds of Bioscope: Practical Community Concerns and Ethnographic Film. Paper presented at the 95th annual meetings of the American Anthropological Association, San Francisco, California, November 20-24, 1996.

Hitchcock, Robert K. (1995) Development and Human Rights among Indigenous Peoples in Africa. Paper presented at the 95th annual meetings of the American Anthropological Association, San Francisco, California, November 20-24, 1996.

Hitchcock, Robert K. (1996) Environment and Human Rights: Conflict and Reconciliation. Paper presented at the Third World Congress on Bioethics, San Francisco, California, November

24, 1996.

Hitchcock, Robert K. (1996) The United States, Development, and Indigenous Peoples. Paper presented at the Hendricks Symposium on@ The United States and Beyond: Human Rights, University of Nebraska-Lincoln, Lincoln, Nebraska, September 19-21, 1996.

Hitchcock, Robert K. (1996) Economic Development, Environmental Conservation, and Genocide among Contemporary Indigenous Peoples. Paper presented at the International Symposium on AContemporary Forms of Genocide,@ University of Nebraska-Lincoln, Lincoln, Nebraska, April 15-16, 1996.

Hitchcock, Robert K. (1995) Communities, Competition, and Consensus: Socioeconomic Impacts of Development among African Farmer-Foragers. Paper presented in a Symposium entitled ASocial Reproduction, Identity Politics, and Community Viability.@ 94th annual meetings of the American Anthropological Association, Washington, D.C., November, 1995.

Hitchcock, Robert K. (1995) Settlements and Survival: What Future for the Remote Area Dwellers of Botswana? Paper presented at a National Institute of Research Seminar, Gaborone, Botswana, October 13, 1995.

Hitchcock, Robert K. And John D. Holm (1995) Grassroots Political Organizing among the Kalahari San. Paper presented at the Basarwa Research Conference, Gaborone, Botswana, August 24-25, 2000.

Lee, Richard B. And Robert K. Hitchcock (1995) African Hunter-Gatherers: History and the Politics of Ethnicity. Paper presented at a Symposium on AAfrica: Pre-Colonial Achievements,@ Humanities Research Center, Australian National University, Canberra, Australia, June 10-12, 1995.

Hitchcock, Robert K. (1995) Indigenous Peoples and Conservation in Africa. Paper presented at the Conference on AIndigenous Peoples and Conservation,@ World Wildlife fund, Catholic University, Washington, D.C. May 21-23, 1995.

Hitchcock, Robert K. and Laurence E. Bartram, Jr. (1995) Social Boundaries, Technical Systems, and the Use of Space in the Kalahari. Paper presented at the 60th annual meetings of the Society for American Archaeology, Minneapolis, Minnesota, May 3-7, 1995.

Hitchcock, Robert K. (1995) Governance, Equity, and the Political Economy of Natural Resource Management among the Ju/'hoansi of Namibia. Paper presented at the 54th annual meetings of the Society for Applied Anthropology (SFAA), Albuquerque, New Mexico, March 29 - April 2, 1995.

Hitchcock, Robert K. (1995) Balancing Economic Development, Social Justice, and

Environmental Conservation in Southern Africa. Paper presented at the Center for African Area Studies, Kyoto University, Kyoto, Japan, March 14, 1995.

Hitchcock, Robert K. (1995) Wildlife Conservation and the Politics of Natural Resource Management in Africa. Paper presented at the Museum of nature and Human Activities, Hyogo, Sanda City Japan, March 16, 1995.

Hitchcock, Robert K. (1995) Human Rights and Economic Development of Botswana and Namibia Post-Foraging Societies (with Megan Bieselee). Paper presented at the Institute for the Study of Languages and Cultures of Asia and Africa (ILCAA), Tokyo University of Foreign Studies, Tokyo, Japan, March 20, 1995.

Hitchcock, Robert K. (1995) Introduction: The Plains and Africa, Part II: A Panel Discussion. Paper presented at the Symposium on African Americans and the Great Plains. 19th Annual Interdisciplinary Symposium, Center for Great Plains Studies, Robert Hitchcock, organizer and chair, Lincoln, Nebraska, February 23-25, 1995.

Hitchcock, Robert K. (1994) The AAA and Human Rights: Interorganization and Coordination. Panel Member. 93rd annual meetings of the American Anthropological Association, Atlanta, Georgia, November 30, 1995.

Hitchcock, Robert K. (1994) Workshop Organizer and Presenter, "Teaching Human Rights," AAA Commission for Human Rights. 93rd Annual Meetings of the Anthropological Association, Atlanta, Georgia. December 1, 1994

Hitchcock, Robert K. (1994) Panel Member. AAA president's Panel and the AAA Commission for Human Rights, Open Forum on Human Rights. 93rd annual meetings of the American Anthropological Association, Atlanta, Georgia, December 2, 1994.

Hitchcock, Robert K. (1994) Panel Member, "Human Rights and Anthropology," AAA Commission on Human Rights. 93rd Annual Meetings of the American Anthropological Association, Atlanta, Georgia, December 3, 1994.

Hitchcock, Robert K. (1994) Seeking Sustainable Strategies: The Politics of Resource Rights among Kalahari Bushmen. Paper presented at the 93rd annual meetings of the American Anthropological Association, Atlanta, Georgia, November 30 - December 4, 1994.

Hitchcock, Robert K. (1994) Biodiversity Conservation and Development in Africa. Paper presented at the Workshop on ABiodiversity in Africa's Landscape,@ Social Sciences Research council (SSRC) and African Academy of Sciences (AAS), Nairobi, Kenya, July 21-23, 1994.

Hitchcock, Robert K. And Peter Bleed (1994) Each According to Need and Fashion: Spear and Arrow Use among !Kung Hunters of the Kalahari. Paper presented at the 59th annual meetings of the Society for American Archaeology, Anaheim, California, April 20-24, 1994.

Hitchcock, Robert K. (1994) Kalahari Land Use Systems: An Ethnoarchaeological Perspective. Paper presented at a Symposium entitled "Resolving Africa's Environmental and Socioeconomic Problems: An Archaeological Perspective", American Association for the Advancement of Science (AAAS) 160th annual meetings, San Francisco, California, February 18-23, 1994.

Hitchcock, Robert K. (1993) Indigenous Peoples, Resource Management and Traditional Tenure Systems in Sustainable Development in Dryland Environments. Paper presented at the International Workshop on "Listening to the People: Social Aspects of Dryland Management", United Nations Environment Program (UNEP), Nairobi, Kenya, December 14-17, 1993.

Hitchcock, Robert K. (1993) Biodiversity, Resource Conservation, and Indigenous Rights in Southern Africa. Paper presented at the 92nd annual meetings of the American Anthropological Association, Washington, D.C., November 17-21, 1993.

Hitchcock, Robert K. And Fanuel M. Nangati (1993) Former Foraging Populations of Rural Zimbabwe: A Status Report). Paper distributed at the Second Regional Conference on Development Programs for Africa's San Populations, Gaborone, Botswana, October 11-13, 1993.

Hitchcock, Robert K., James I. Ebert, and Megan Bieseke (1993) The Kalahari Peoples Fund: An Organization Aimed at Assisting the San and Other Peoples of Southern Africa. Paper presented at the Second Regional Conference on Development Programs for Africa's San Populations, Gaborone, Botswana, October 11-13, 1993.

Hitchcock, Robert K. (1993) Ecotourism and Sustainable Development in Africa. Paper presented at the ATLAS Conference on "Natural Resource Management in Africa: Issues in Conservation and Socio-economic Development". African American Institute, African Academy of Sciences, and U.S. Agency for International Development. Libreville, Gabon, October 11-13, 1993.

Hitchcock, Robert K. (1993) Environmental Change, Political Development, and Resource Rights among the San of Botswana. Paper presented at the Seventh International Conference on Hunter-Gatherer Studies (CHAGS 7), Moscow, Russia, August 17-23, 1993.

Hitchcock, Robert K. (1993) Indigenous Peoples, the State, and Resource Rights in Southern Africa. Paper presented at a symposium on "The Question of Indigenous Peoples in Africa", Tune Landboskole, Greve, Denmark, Sponsored by the International Work Group for Indigenous Affairs and Center for Development Research (CDR), June 1-3, 1993.

Hitchcock, Robert K. (1993) Sustainable Development: A Southern Africa Perspective. Paper presented at the 1993 Prairie Festival ("Becoming Native"), The Land Institute, Salina, Kansas, May 29-30, 1993.

Hitchcock, Robert K. (1993) Decentralization, Natural Resource Management, and Social

Justice among the San of Southern Africa. Paper presented at the 52nd annual meetings of the Society for Applied Anthropology, San Antonio, Texas, March 10-14, 1993.

Hitchcock, Robert K. And William L. Derman (1992) Co-organizer and Co Chair, Symposium on "Peoples, Parks, Crops and Animals in Southern Africa: Environment and Development in a Contested Terrain," 91st annual meetings of the American Anthropological Association, San Francisco, California, December, 2-6, 1992.

Hitchcock, Robert K. (1992) The Ecology of Sustainable and Non-Sustainable Development in Southern Africa. Paper presented at the 91st annual meetings of the American Anthropological Association, San Francisco, California, December 2-6, 1992.

Hitchcock, Robert K. (1992) Decentralization for Natural Resources Management in Africa. Paper presented at the U.S. Agency for International Development, Department of State, Washington, D.C. October 9, 1992.

Hitchcock, Robert K. (1992) An Evaluation of the Nyae Nyae Development Foundation and Nyae Nyae Farmers Cooperative Activities in Eastern Bushmanland, Namibia. Report to the Nyae Nyae Development Foundation Board, August 13, 1992.

Hitchcock, Robert K. And Fanuel M. Nangati (1992) Zimbabwe Natural Resources Management Project Community-Based Resource Utilization Component: Interim Assessment. Presentation to USAID/Zimbabwe, Harare, Zimbabwe and the Department of National Parks and Wildlife Management, Harare, Zimbabwe, July 28, 1992.

Hitchcock, Robert K. (1992) Rapporteur and Participant, "Regional Conference on Development Programs for Africa's San Populations," Windhoek, Namibia, June 16-18, 1992

Hitchcock, Robert K. (1992) The Rural Population Living Outside of Recognized Villages. Paper presented at a symposium on "Sustainable Rural Development," sponsored by the Botswana Society, Gaborone, Botswana, 13-15 April, 1992.

Hitchcock, Robert K. (1992) Socioeconomic Impacts of International Agricultural Trade Agreements among First World and Third World Farmers. Paper presented at the 51st annual meetings of the Society for Applied Anthropology (SfAA), Memphis, Tennessee, March 25-29, 1992.

Hitchcock, Robert K. (1991) Bureaucratic Domination of Hunter-Gatherer Societies: A Study of the San in Botswana. Paper presented at the 34th annual meetings of the African Studies Association, St. Louis, Missouri, November 23-25, 1991.

Hitchcock, Robert K. (1991) Human Rights, Local Institutions, and Sustainable Development among Kalahari San. Paper presented at the 90th Annual Meetings of the American Anthropological Association, Chicago, Illinois, November 20-24, 1991.

Hitchcock, Robert K., John Ledger, and Thayer Scudder (1991) Environmental and Social Impact Assessment of the Lesotho Highlands Water Project. Lesotho Highlands Development Authority, Maseru, Lesotho, August 15, 1991.

Hitchcock, Robert K. And Stuart A. Marks (1991) Traditional and Modern Systems of Land Use and Management and User Rights to Natural Resources in Rural Botswana. Part I: Field Data and Analysis. Paper presented to the Department of Wildlife and National Parks, Gaborone, Botswana and the U.S. Agency for International Development, Gaborone, Botswana, August , 1991.

Hitchcock, Robert K. And Dori S. Bixler (1991) Politics, Ecology, and Survival Tactics among Kalahari San. Paper presented at a Conference on Indigenous Peoples in Remote Regions: A Global Perspective, University of Victoria, Victoria, British Columbia, Canada, July 3-5, 1991.

Hitchcock, Robert K. (1991) Subsistence Stress and Social Strategies among Kalahari San. Paper presented at the 101st Annual meetings of the Nebraska Academy of Sciences, Lincoln, Nebraska, April 26-27, 1991.

Hitchcock, Robert K. (1991) Discussant, Panel on "Regional Trade Problems and Opportunities," Twelfth Hendricks Symposium on American Trade Policy in a Changed World Political Economy, University of Nebraska-Lincoln, April 5-6, 1991.

Hitchcock, Robert K. (1991) Cultural and Economic Impacts of Tourism among Kalahari San. Paper presented at the 50th Annual meetings of the Society for Applied Anthropology, Charleston, South Carolina, March 13-17, 1991.

Hitchcock, Robert K. (1991) Development and Anthropology in the Third World: The Botswana Case. Lecture given at Wesleyan University, Lincoln, Nebraska, February 5, 1991.

Hitchcock, Robert K. (1990) Organizer and Chair: Human Rights, Participatory Development, and Cultural Change among Indigenous Peoples and Third World Societies. 13th International Third World Studies Conference, October 4-6, 1990.

Hitchcock, Robert K. (1990) Human Rights and Grassroots Socioeconomic Development among Indigenous Peoples in Africa. Paper presented at the 13th International Third World Studies Conference, October 4-6, 1990.

Hitchcock, Robert K. (1990) Tourism and Sustainable Development among Remote Area Populations in Botswana. Paper presented at the Symposium on "Tourism in Botswana," Botswana Society, Gaborone, Botswana, October 13-15, 1990.

Hitchcock, Robert K. And Alan J. Osborn (1990) Nutritional and Physiological Impacts of Subsistence Strategy Shifts among Kalahari San. Paper presented at the Sixth International

Conference on Hunter-Gatherer Studies, Fairbanks, Alaska, May-June, 1990.

Hitchcock, Robert K. (1990) Wildlife Utilization and Sustainable Development among Kalahari San. Paper presented at the 100th annual meetings of the Nebraska Academy of Sciences, Lincoln, Nebraska, April 20-21, 1990.

1990 Women and Wildlife in Southern Africa. Paper presented to the Gender Network, University of Botswana, Gaborone, Botswana, June 18, 1990.

Kann, Ulla, Robert K. Hitchcock and Nomtuse Mbere (1990) Let Them Talk: A Report on Issues Stemming from a Review of the Norwegian Support to the Accelerated Remote Area Development Programme (LG 32). Paper presented to the Government of Botswana, Gaborone, Botswana, June 15, 1990

Hitchcock, Robert K. And Richard B. Lee, Organizers and Chairs (1989) Symposium on AThe Kalahari Forager-Pastoralist Debate: Archaeological, Ethnohistorical, and Ethnographic Perspectives.@ 88th annual meetings of the American Anthropological Association, Washington, D.C., November 15-19, 1989.

Hitchcock, Robert K. And Rodney L. Brandenburgh (1989) Harmless Hunters, Fierce Fighters, or Persistent Pastoralists? The Policy Implications of Academic Stereotypes. Paper presented at the 88th annual meetings of the American Anthropological Association, Washington, D.C., November 15-19, 1989.

Hitchcock, Robert K. (1989) Human Rights and Development in South African Tribal Areas. Paper presented at the 11th Annual Meetings of the Association for the Advancement of Policy, Research, and Development in the Third World, Carolina, Puerto Rico, November 15-19, 1989.

Hitchcock, Robert K. (1989) Ethnoarchaeology as Applied Anthropology: Development Policy, Implications of Organizational Variation in Land Use Systems of Kalahari Foragers and Food Producers. Paper presented at a Symposium in Honor of Lewis R. Binford, University of New Mexico, Albuquerque, New Mexico. November 3-5, 1989.

Hitchcock, Robert K. (1989) Wildlife Conservation and Development among Rural Populations in Southern Africa. Paper presented at the 12th International Third World Studies Conference, October 5-7, 1989.

Hitchcock, Robert K. (1989) Advocacy and Ethical Dilemmas in Research among Indigenous Peoples in Africa. Paper presented at the Conference on ACurrent Ethical Issues in the Protection of Vulnerable Human Subjects in Clinical, Behavioral, and Sociological Research. National Institutes of Health, Food and Drug Administration, and the University of Nebraska Medical Center, Omaha, Nebraska, May 4-5, 1989.

Hitchcock, Robert K. (1989) Conservation, Development, and Social Change among Kalahari

San.@ Paper presented for the African Studies Center, Michigan State University, East Lansing, Michigan, April 24, 1989.

Hitchcock, Robert K. And C. Patrick Morris, Organizers and Chairs (1988) Symposium on AInternational Human Rights and Indigenous Peoples: A Professional Responsibility. 87th annual meetings of the American Anthropological Association, Phoenix, Arizona, November, 1988.

Hitchcock, Robert K. And Sam Totten (1988) Socioeconomic Rights and Development among Southern African San. Paper presented at the 87th annual meetings of the American Anthropological Association, Phoenix, Arizona, November 16-20, 1988.

Hitchcock, Robert K. (1988) Monitoring, Research, and Development in the Remote Areas of Botswana. Paper presented to the Ministry of Local Government and Lands, Gaborone, Botswana, August 1, 1988.

Hitchcock, Robert K. And Susan Kent (1988) Paper presented at the Conference on "Between Bands and States: Sedentism, Subsistence, and Interaction in Small-Scale Societies," Fifth Annual Visiting Scholar's Conference, Southern Illinois University, Carbondale, Illinois, April 15-16, 1988.

Hitchcock, Robert K. (1987) Settlement, Seasonality, and Subsistence Stress among the Tyua of Northern Botswana. Paper presented at the 86th annual meetings of the American Anthropological Association, Chicago, Illinois, November 18-22, 1987.

Hitchcock, Robert K. (1987) Community Committee Formation and Participatory Development in Swaziland (with Z.Z. Mkhonta). Paper prepared by the Community Development Section, Government of Swaziland for the "Seminar on Community Participation", Tokoza Church Center, Mbabane, Swaziland, May 11, 1987.

Hitchcock, Robert K., Matsedisho Kgasi, and Gideon Gwebu (1987) Funding Sources for Income Generating Projects for Self-Reliance. Paper presented at the National Short Course on Project Planning and Management, Mbabane, Swaziland, March 20, 1987.

Hitchcock, Robert K. And Robert K. Malinga (1985) Organizing Small Farmer Production in Botswana and Swaziland: A Policy Perspective. Paper presented at the annual meetings of the African Studies Association, New Orleans, Louisiana, 23-26 November, 1985.

Hitchcock, Robert K. (1985) The Food Crisis in Africa. Paper presented at a Political Science Department Conference in AHunger and Famine in Africa@. University of Nebraska, Lincoln, Nebraska, April, 1985.

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.

Hitchcock, Robert K. (1983) Development Planning, Government Policy, and the Future of the Basarwa in Botswana. Paper presented at the 82nd annual meetings of the American Anthropological Association, Chicago, Illinois, November 17-23, 1983.

Hitchcock, Robert K. (1982) Discussant and Panel Member, "African Seminar on Human Rights and Development," International Labour Organization and National Institute of Research, Gaborone, Botswana, May, 1982.

Hitchcock, Robert K. (1981) Discussant, "Seminar on Botswana's Economy Since Independence," National Institute of Research, Gaborone, Botswana, September, 1981.

Hitchcock, Robert K. (1981) The Role of the Districts in Communal Areas Research and Development. Paper presented at the Ad Hoc Research Coordinating Committee Special Meeting on Communal Areas Research, Gaborone, Botswana, February 25, 1981.

Hitchcock, Robert K. (1980) Modeling Hunter-Gatherer Settlement and Subsistence Systems: Implications for Development Policy and Land Use Planning in Botswana. Paper presented at the National Institute of Research Workshop on On-going Modeling Work in Botswana, Gaborone, Botswana, November 17, 1980.

Hitchcock, Robert K. (1980) Prehistoric Hunter-Gatherer Adaptations. Paper presented at the Botswana Society Symposium on A Settlement in Botswana: The Historical Development of a Human Landscape, Gaborone, Botswana, August 4-8, 1980.

Campbell, Alec and Robert K. Hitchcock (1980) Settlement Patterns of the Bakgalari. Paper presented at the Botswana Society Symposium on A Settlement in Botswana: The Historical Development of a Human Landscape, Gaborone, Botswana, August 4-8, 1980.

Hitchcock, Robert K. (1979) Socioeconomic Change among the Basarwa in Botswana: An Ethnohistoric Perspective. Paper presented at the Seminar in the History of Botswana, University of Botswana, March 20, 1979.

Hitchcock, Robert K. (1978) Landsat Imagery and Other Remote Sensing Systems in Natural Resource Research in Botswana. Paper presented at the "Workshop on Natural Resources", sponsored by the United Nations Conference on Science and Technology Development, Ministry of Home Affairs, Gaborone, Botswana, July 27, 1978.

Hitchcock, Robert K. (1978) Research on Environmental Problems in Remote Areas of Botswana. Paper presented at the "Workshop on Natural Resources", sponsored by the United Nations Conference on Science and Technology Development, Ministry of Home Affairs, Gaborone, Botswana, July 27, 1978.

Hitchcock, Robert K. (1978) The Traditional Response to Drought in Botswana. Paper presented at the Botswana Society Symposium on Drought in Botswana, Gaborone, Botswana, June 5-8, 1978.

Hitchcock, Robert K. (1978) Patterns of Sedentism among the Basarwa of Eastern Botswana. Paper presented at the Conference on Hunting and Gathering Societies (CHAGS), Paris, France, June, 1978.

Hitchcock, Robert K. (1978) The Central District Sandveld Consultancy Survey. Paper presented at the Remote Area Development Workshop, Gaborone, Botswana, May, 1978.

Hitchcock, Robert K. (1977) The Ethnoarchaeology of Sedentism: A Kalahari Case. Paper presented at the 8th PanAfrican Congress of Prehistory and Quaternary Studies, Nairobi, September, 1977.

Ebert, James I. and Robert K. Hitchcock (1977) Some Special Archaeological Data Handling Problems for Arid Zones of Africa. Paper presented at the 8th PanAfrican Congress of Prehistory and Quaternary Studies, Nairobi, September, 1977.

Ebert, James I. And Robert K. Hitchcock (1976) Reassessing the Meaning of Variability in Stone tool Assemblages of the Middle and Late Stone Age of Southern Africa. Paper presented at the 41st annual meetings of the Society for American Archaeology, St. Louis, Missouri. April, 1976.

Hitchcock, Robert K., James I. Ebert, and Bryan Marozas (1975) Analogy and the Archaeology of Hunters and Gatherers. Paper presented at the 40th Annual Meetings of the Society for American Archaeology, Dallas, Texas, May 8-10, 1975.

Ebert, James I. And Robert K. Hitchcock (1975) Claude Levy Strauss and the Archaeology of Prehistoric Structures. Paper presented at the 40th Annual Meetings of the Society for American Archaeology, Dallas, Texas, May 8-10, 1975.

Ebert, James I., Robert K. Hitchcock, and Richard L. Taylor (1974) Middle Range Theory in Archaeology. Paper presented at the 39th Annual Meetings of the Society for American Archaeology, Washington, D.C., May 3, 1974.

Ebert, James I and Robert K. Hitchcock (1973) Spatial Inference on the Archaeology of Complex Societies. Paper presented at the Mathematics in Social Sciences Board Conference on A Formal Methods for the Analysis of Regional Social Structure. @ Santa Fe, New Mexico. October, 1973.

Judge, W. James, James I. Ebert, and Robert K. Hitchcock (1973) Formal Sampling in Regional Archaeological Survey. Paper presented at the Annual Meetings of the Society for American Archaeology, San Francisco, California, April, 1973.

Lyons, Thomas R., Robert K. Hitchcock, and Basin G. Pouls (1972) The Kin Bineola Irrigation Study: An Experiment in the Use of Aerial Remote Sensing Techniques in Archaeology. Paper presented at the Third Annual Conference on Remote Sensing in Arid Lands, Office of Arid Lands Studies, University of Arizona, Tucson, Arizona, November, 1972.

Lyons, Thomas R., Michael Inglis and Robert K. Hitchcock (1972) The Application of Space Imagery to Anthropology. Paper presented at the Third Annual Conference on Remote Sensing in Arid Lands, Office of Arid Lands Studies, University of Arizona, Tucson, Arizona, November, 1972.

Lyons, Thomas R. And Robert K. Hitchcock (1972) Remote Sensing Interpretation of an Anasazi Land Route System. Paper presented at the 37th annual meetings of the Society for American Archaeology, Bal Harbour, Florida, May 4, 1972.

Hitchcock, Robert K. (1971) The Third Dynasty of Ur: A Study in Continuity. Senior Honor=s Thesis, Department of History, University of California, Santa Barbara. March, 1971.

Hitchcock, Robert K. (1971) The Tecolote Site: An Examination of Chumash Burial Practices as Recorded by David Banks Rogers. Senior Honor=s Thesis, Department of Anthropology, University of California, Santa Barbara, June, 1971.

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:

National Science Foundation EPSCOR Social Behavioral Sciences. September 8-9, 1999.
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 Descendents 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

Oral Histories: Contributions from Residents of Sioux and Kiowa Counties, Nebraska. Hudson-Meng Site. Nebraska.

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

Peer Review Workshop. Directed by Daniel Bernstein. 1999-2000

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
Project: Mythic Imagination: Still Photographs of the Omaha: 1865-1910.
- * Trevor Neil, Anthropology Master's Thesis Defended 1999
Project: The Cowboy as Archetype: A Journey into Home, History, and Identity.
- Kathryn Coldwell, Community and Regional Planning Defended 1999
Project: Identifying Cultural Resources: A Case Study of African American Historic
Landmarks in Lincoln, Nebraska.
- 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
Project: A Critical Analysis of Ethnographic Research on Pawnee Women.
- 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.
- Carolyn Wallingford-Museum Studies Thesis Defended 1997
Project: Native American Doll Collection at the University of Nebraska, Lincoln.

* Committee's I have chaired

Publications:

BOOK

McCollough, M. (2003) *Three Nations, One Place: A Comparative Ethnohistory of Social Change Among the Comanches and Hasinai During Spain's Colonial Era, 1689-1821*. Native Americans Interdisciplinary Perspective Series. New York: Routledge Press.

Bailey, B., Greenwald, E., McCollough, M., Miller, S., and Beth Ritter [authors listed alphabetically] (1998) *Native Peoples of the Great Plains*. Kendall-Hunt Publishing.

PEER-REVIEWED ARTICLES and CHAPTERS

McCollough, M. (2002) Reasons for the Marginal Incorporation of the Comanches by the Spanish. *Great Plains Research* 12(2): 369-83.

McCollough, M. (2001) Political Decentralization as a Strategy to Maintain Sovereignty: An Example from the Hasinai During the 1700s. *Plains Anthropologist* 46(177): 305-322.

Foster, Morris and M. McCollough [authors alphabetically listed] (2001). Plains Apaches. In, *Handbook of North American Indians*. Edited by William C. Sturtevant. Volume 13. Part Two of Two. Pp: 926-940. Smithsonian Institution. Washington, D.C. **Peer Reviewed Chapter**.

BOOK CHAPTERS

McCollough, M. (2003) The United States of America. In, *The Indigenous World: 2002-2003*. Edited by Kartina Wessendorf. Pp: 64-68. International Work Group for Indigenous Affairs. Copenhagen, Denmark.

McCollough, M. (2002) The United States of America. In, *The Indigenous World: 2001-2002*. Edited by Kartina Wessendorf. Pp: 52-60. International Work Group for Indigenous Affairs. Copenhagen, Denmark.

McCollough, M. (2001) The United States of America. In, *The Indigenous World: 2000-2001*. Edited by Anette Molbech. Pp: 63-69. International Work Group for Indigenous Affairs. Copenhagen, Denmark.

IN PRESS

McCollough, M. (2004) The United States of America. In, *The Indigenous World: 2003-2004*. Edited by Kartina Wessendorf. Pp: 67-72. International Work Group for Indigenous Affairs.

McCollough, M. (2004) Introduction to Native Peoples of North America. Edited by Sonya Coeler.

ENCYCLOPEDIA CONTRIBUTIONS

McCollough, M. (forthcoming Spring 2004) Plains Ojibway. In, *Encyclopedia of the Great Plains*. Edited by David Wishart. Center for Great Plains Studies. University of Nebraska-Lincoln.

McCollough, M. (forthcoming Spring 2004) Western Peoples of the Great Plains. Encyclopedia of the Midwest. Ohio State University Humanities Institute. University of Ohio Press.

McCollough, M. (1994) Native American Weapons. In, Encyclopedia of Multiculturalism. Edited by S. Ferguson. Pp. 44-46. Marshall Cavendish Publishers.

McCollough, M. (1994) Native American Traders. In, Encyclopedia of Multiculturalism. Edited by S. Ferguson. Pp. 47-50. Marshall Cavendish Publishers.

BOOK REVIEWS

McCollough, M. (2004) Native Americans, Archaeologists, and the Mounds. Barbara A. Mann. American Indian Culture and Research Journal.

McCollough, M. (2001) Kiowa, Apache, and Comanche: Military Societies. William C. Meadows. The Journal of Military History 65(1): 207-208.

McCollough, M. (2000) Red Jacket, Seneca Chief. A.C. Parker. Journal of the Royal Anthropological Institute.

McCollough, M. (2000) The Indian Southwest, 1580-1830: Ethnogenesis and Reinvention. Gary Clayton Anderson. The Journal of American History. Volume 22: 1004.

McCollough, M. (1997) Comanche Political History: An Ethnohistorical Perspective, 1706-1875. Thomas Kavanagh. American Indian Culture and Research Journal 270-273.

TECHNICAL DOCUMENT

Bailey, B., Lee, A., McCollough, M. Vehik, R. and S. Vehik [Vehik and Vehik senior authors] (1994) Historic Data Recovery of 34BR225, Bryan County, Oklahoma. Freise and Nichols, Dallas, Texas.

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:

McCollough, M. (2001, October 12-13). Native Americans of the Great Plains. Presented at the Nebraska Multicultural Exchange Conference. University of Nebraska-Lincoln.

McCollough, M. and B. Ritter (1999, October 20-24) Co-organizers of session: Great Plains Ethnohistory. 57th Plains Anthropological Conference. Sioux Falls, South Dakota.

McCollough, M. (1999, October 20-24). Adaptive Advantages of Political Decentralization: Examples from the Comanches and Caddoans. Presented at the 57th Plains Anthropological Conference.

McCollough, M. (1999, April 21-24). Organizer of Session: Academic Freedom or Colonial Prerogatives: Issues Concerning the Native American Graves Protection and Repatriation Act. Organized for the Society for Applied Anthropology Conference. Tucson, Arizona.

McCollough, M. (1999, April 21-24). Ethical Research and Academic Freedom. Presented at the Society for Applied Anthropology Conference. Tucson, Arizona.

McCollough, M. (1998, April 2-4). Chair of the Session: Native Americans, Health & Lifestyle, Sport & Recreation on the Great Plains. Center for Great Plains Studies 22nd Annual Interdisciplinary Symposium. Lincoln, Nebraska.

McCollough, M. (1998, April 21-26). Can This Marriage be Saved: Collaborative Research between Anthropologists and Native Americans. Presented at the Society for Applied Anthropology. San Juan Puerto Rico.

McCollough, M. (1998, April 25-26). Organizer of the Anthropological Session of the Nebraska Academy of Sciences. Lincoln, Nebraska.

McCollough, M. (1997, February) Organizer of Session: Historical Resistance among Native Peoples of the Great Plains. Indigenous Conference. University of Nebraska-Lincoln.

McCollough, M. (1997, February) Resistance through Political Change: Examples from the Hasinai. Presented at the Indigenous Conference. University of Nebraska-Lincoln.

McCollough, M. (1997, April 23-24). Organizer of the Anthropological Session of the Nebraska Academy of Sciences. Lincoln, Nebraska.

McCollough, M. (1997, November 12-16) Organizer of Session: Resistance Strategies among Native Americans in the Great Plains. 19th Annual American Society for Ethnohistory Conference. Mexico City, Mexico.

McCollough, M. (1997, November 12-16) Strategies of Political Resistance: Case Study of the Comanches during Spain's Colonial Era. Presented at the 19th Annual American Society for Ethnohistory Conference. Mexico City, Mexico.

McCollough, M. (1991, November 6-8) Horse Trade versus Bison Trade. Presented at the 13th Annual American Society for Ethnohistory Conference. Tulsa, Oklahoma.

McCollough, M. (1990, October 22-24) The Horse Trade among Comanches and Caddoans. Presented at the 48th Plains Anthropological Conference.

Invited Papers:

McCollough, M. (2000, October 12) NAGPRA and Intellectual Property Rights. Presented at Concordia College for Undergraduate Anthropology/Sociology Students.

McCollough, M. (1999, November 7) Wounded Knee One and Two. Presented at the Native American Spiritual and Cultural Prisoner Association. Lincoln, Nebraska.

McCollough, M. (1998, March 22) Mormon and Ponca Encounters in the 1840s. Presented to the SAGE Organization. Lincoln, Nebraska.

McCollough, M. (1998, October 7) NAGPRA: Issues and Conflicts. Presented at the Native American Spiritual and Cultural Prisoner Association. Lincoln, Nebraska.

McCollough, M. (1997, February 14) Intellectual Property Rights, Repatriation and the Genome Project. Presented at the Native American Spiritual and Cultural Prisoner Association. Lincoln, Nebraska.

McCollough, M. (1995, June 7) Ethnographic Encounters with the Yup'ik Eskimo. Presented at the Oklahoma Archaeological Society. Oklahoma City, Oklahoma.

McCollough, M. (1995, August 3) The Displacement of Bison by Spanish Livestock. Presented at the Oklahoma Archaeological Society. Oklahoma City, Oklahoma.

McCollough, M. (1994, April 8) The Impact of Recent Federal Policies on Native Americans in Oklahoma. Presented at the Oklahoma Dental College. Oklahoma Health and Sciences College. Oklahoma City, Oklahoma.

McCollough, M. (1994, April 3-5) Economic Consequences of Domestic Livestock on Native American Political Structures in the Southern Plains. Presented at the Center for Great Plains Studies Conference on Great Plains Grasslands. Lincoln, Nebraska.

McCollough, M. (1994, March 8) Yup'ik Ethnography. Presented at the Elder Learning Center. University of Oklahoma. Norman, Oklahoma.

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 Washington (2003)
Manuscript Review for University of Texas (2003)
Manuscript Review for the Great Plains Quarterly (2001)
Manuscript Review for Great Plains Research (2000)
Manuscript Review for McGraw-Hill. (2001)
Manuscript Review for the University of Oklahoma Press (1999, 2000)
Manuscript Review for Prentice Hall (1999)
Manuscript Review for University of Nebraska Press (1998, 1999, 2000)
Manuscript Review for the American Indian Quarterly (1999, 2000)
Manuscript Review for Ethnohistory (1994, 1998, 1999)
Manuscript Review for Texas A&M Press (1998)
Manuscript Review for Texas Tech University Press (1996)

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)

Emceed Paul Olsen Seminar Series for the Center for Great Plains Studies (2000-2001)

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 a 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)
Volunteered for Native American Recruitment Day (1998-2000)

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
Volunteer for the Lincoln Christmas Parade (2003)
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 Kiowa Blackfeet Society (1999)
Hosted members of 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
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Lincoln, NE USA 68510
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Department of Anthropology and Geography
126 Bessey Hall
University of Nebraska
Lincoln, NE USA 68588-0368
Tele: (402) 472-8873
FAX: (402) 472-9642
lwandsnider1@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	Archaeological Method and Theory
GIS Applications to Archaeology	Mediterranean Archaeology
Quantitative Methods	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)
1998-1999 "Annual Meeting 1999," Society for American Archaeology (\$3,000)
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)
Research Council Visiting Scholar Award (with P. Bleed for Timothy A. Kohler, \$650)
1993 Research Council Grant-in-Aid (\$2,500)
Teaching Council General Grant (\$1,500)
Research Council Visiting Scholar Award (with K. Reinhard for William J. Rathje, \$1,000)
1992 International Affairs Faculty Affiliate Grant (\$1,000)
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)
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).
- 1984-1989 Dissertation Research in southwestern Wyoming and Albuquerque West Mesa (J. Sabloff, dissertation committee chair).
- 1987 Programmer/Analyst for Development of an Instrument-Assisted Method. Distributional Survey. Ebert and Associates, Albuquerque, NM (J. Ebert, principal investigator).
- 1981-1987 Computer Programmer for Chaco National Monument Cultural Resources. National Park Service, Southwest Region (W. J. Judge and L. Nordby, chiefs).
- 1986-1987 Remote Sensing Specialist for the Middle Missouri Site Erosion Study and other projects. Ebert and Associates, Albuquerque, NM (J. I. Ebert, principal investigator).
- 1986 Research Assistant for the Varney River Project, Dunklin County, MO (R. C. Dunnell, principal investigator).
- 1985-1986 Programmer/Analyst for the Navajo-Hopi Land Exchange Archaeological Project. Bureau of Land Management (E. L. Camilli, supervisor).
- 1983-1986 Field Assistant, Cartographer and Computer Programmer for the Sayil Archaeological Project, Yucatan, Mexico. University of New Mexico (J. Sabloff and G. Tourtellot, principal investigators).
- 1984-1986 Computer Programmer/Analyst for the Division of Government Research, Institute for Applied Research Services. University of New Mexico (R. U. Anderson, director).
- 1985 Computer Programmer for the Navajo Mother-Infant Interactions Study. University of New Mexico (J. Chisolm, contractor).
- 1983 Co-field Director for the Seedskaadee Cultural Resource Assessment Project, southwestern Wyoming. Chambers Consultants and Planners, Albuquerque, NM (W. Reynolds, principal investigator).
- 1983-1982 Excavation Supervisor, Programmer, and Fauna Analyst for the Ladder Ranch Project, University of New Mexico Archaeological Field School (M. Nelson, director).
- 1981 Cartographer, Excavator, and Programmer for the Abri Dufaure Project, southwestern France. University of New Mexico (L. G. Straus, director).
- 1980 Excavator and Crew Supervisor for the Nagada-Khattara Expedition to Upper Egypt. Washington State University (F. Hassan, principal investigator).
- 1979-1981 Archeologist for Division of Remote Sensing. National Park Service, Southwest Region (T. R. Lyons, chief).
- 1978 Research Assistant for Pollen Coring Expedition to Devil's Lake, Wisconsin. University of Wisconsin (L. J. Maher, Jr., director).

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 Field Methods (13-16 students) Summer 1993, 1994, 1996, 1999, 2001
 Archaeology of the Great Plains (9-20 students) Spring 1992, 1993, 1995, 1997, 1999, 2002, 2004
 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 Prehistory (55-120 students) Fall 1991, 1993, 1995, Spring/Fall 2001, Spring 2002
 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
 J. Myers and M. Telpner; Red Ochre Archaeological and Ethnographic Distribution
 D. Paxton; 25CD1 Artifact Preparation and Catalogue (D. Bringelson, immediate supervisor)
 J. Herman; Cataloging of UNL Archaeological Collections
- 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. Kovar; 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); Modeling Disappearing Treasures: A Cultural Remains Probability Model for Sarpy County Nebraska
 2001 Trisha Nelson (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 Archeological 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- Society for American Archaeology Committee on Meetings Development
 2000-2002 Member
 2002-2005 Chair
 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

- 1997-1999 Treasurer
- 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.
- 2001 "Crossroads in Mediterranean Landscape Archaeology" (with E. Athanassopoulos) at the 66th Annual Meeting of the Society for American Archaeology, New Orleans. Note: Electronic Symposium, <http://www.unl.edu/anthro/saa2001>
- 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)

- 2003 Time-averaged Deposits and Multi-Temporal Processes in the Wyoming Basin, (North Intercontinental USA). Presented at the 68th Annual Meeting of the Society for American Archaeology, Milwaukee, April.

"Indiana Jones and the Temporal Mosaic: Time Perspectivism in the Green River Basin (Wyoming USA)." NPS Midwest Archaeological Center, Lincoln, NE, January.
- 2002 "Solving the Puzzle of the Archaeological Labyrinth: Time Perspectivism in Mediterranean Surface Archaeology." Presented at an Invited Workshop Side-by-Side: Archaeological Survey in the Mediterranean, Department of Classics, University of Michigan, Ann Arbor, April 2002.

"Indiana Jones and the Temporal Mosaic: Time Perspectivism in the Green River Basin (Wyoming

- USA).” Department of Anthropology, University of Utah, Salt Lake City, Utah. October.
- 2001 Poster: “Rough Cilicia: Report of the 2000 Season” (with M. Hoff, R. Townsend, M. Dillon, and S. Tracy). Presented at the 101st Annual Meeting of the Archaeological Institute of America, San Diego.
- “Desert Swapping vs. Desert Hopping: Long-term Place Use Histories from Interior Desertic Australian and North America” (with S. J. Holdaway, senior author). Presented in the symposium “Diversity” at the 66th Annual Meeting of the Society for American Archaeology, New Orleans.
- “Artifact and Temporality: Tracking the Human-Landscape System in Roman Era Western Rough Cilicia” (with N. K. Rauh, M. Hoff, R. Townsend, M. Dillon, junior authors). Presented in the Electronic Symposium “Crossroads in Mediterranean Landscape Archaeology” at the 66th Annual Meeting of the Society for American Archaeology, New Orleans.
- “Modeling a Management Framework in a Compliance World” (with C. Dore, senior author). GIS in Archaeology, Argonne National Laboratory, Chicago.
- “Kinship and residence among Ju/’hoansi in the Kalahari: the effects of settled life on the bi-local residence rule of former foragers” (with Patricia Draper, senior author). Presented in a symposium in honor of Richard Lee. Annual Meeting of the Canadian Anthropological Association, Montreal.
- Rough Cilicia Regional Survey Project: Report of the 2000 Season (with Nicholas Rauh, junior author). Presented at T.C. Kültür Bakanlığı Antiklar ve Müzeler Genel Müdürlüğü, Ankara, May 25-June 1.
- 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.
- Poster: Pit Hearths of the Oglala Badlands (with E. Richards, H. LaGarry, and L. LaGarry, senior authors). Presented at the 65th Annual Meeting of the Society for American Archaeology, Philadelphia.
- Poster: Prospects for Lichenometric Dating in Eastern Mediterranean Contexts (with M. Boeka, senior author). Presented at the 65th Annual Meeting of the Society for American Archaeology, Philadelphia.
- “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 Birobā: 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.
- "Interpreting Pit Hearth Features: Insights from Food Chemistry and Social Ecology." Headwaters Experimental Group Workshop 1. Dripping Springs, TX.
- "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.
- "Cultural Resource Management and GIS." US Bureau of Reclamation Fall Meeting. Grand Island, 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)

- In Press* Archaeology, Anthropology, and Cultural Resources Management (with J. I. Ebert, J-M. Dubois, M. Pinsonneault, J. Grady, D. Riley, B. A. Marozas, J. Walker, E. L. Camilli, J. T. Parry, and A. Lind, senior authors). In *Manual of Aerial Photointerpretation*, 2nd ed., edited by Warren Philipson.
- 1995 The Results of Education: Natural Formation Research and Scalar Analysis of Archaeological Deposits. In *Quaternary Environments and Geoarchaeology of India: Essays in Honour of Professor S. N. Rajaguru*, edited by S. Wadia, R. Korisettar, and V. S. Kale, pp. 435-445. Geological Society of India Memoir 32.
- 1992 Spatial Patterning in Ceramic Vessel Distributions (with B. J. Mills and E. L. Camilli, senior authors). In *Piecing Together the Past: Applications of Refitting Studies in Archaeology*, edited by Jack J. Hoffman and James G. Enloe, pp. 217-237. BAR International Series 578.
- 1989 *Long-term Land Use, Formation Processes, and the Structure of the Archaeological Landscape: A Case Study from Southwestern Wyoming*. Ph.D. Dissertation, University of New Mexico. University Microfilms, Ann Arbor.
- 1988 Cultural Resources "Catch-22" and Empirical Justification for Discovering and Documenting Low-Density Archeological Surfaces. In *Tools to Manage the Past Research Priorities for Cultural Resources Management in the Southwest*, edited by Joseph A. Tainter and R. H. Hamre, pp. 90-97.

USDA Forest Service General Technical Report RM-164.

Issues in Archeological Survey: Meshing Method and Theory (J. I. Ebert, junior editor). *American Archeology* Vol. 7, No. 1.

The Impact of Geomorphological Processes on the Integrity of Archaeological Remains in Dune Fields. In *Archaeological Surface Survey: Meshing Theory and Method*, edited by L. Wandsnider and J. I. Ebert. *American Archeology* 7(1):18-29.

Distributional Survey and Excavation of Archaeological Landscapes in the Vicinity of El Paso, Texas (with E. L. Camilli [senior author] and J. I. Ebert [junior author]). Bureau of Land Management, Las Cruces.

- 1987 The Interaction between Surface Stability and Archaeological Surface Assemblages: An Example from Southwestern Wyoming, United States. *Photo Interpretation* 1987-6(4):49-55.
- Experimental Investigations of Artifact Behavior in Albuquerque West Mesa Dune Fields. In *Secrets of a City: Papers on Albuquerque Area Archaeology in Honor of Richard A. Bice*, edited by Anne V. Poore and John Montgomery, pp. 174-191. *Albuquerque Archaeological Society of New Mexico* 13.
- Distributional Archaeology: Survey, Mapping, and Analysis of Surface Archaeological Materials in the Green River Basin, Wyoming (with J. I. Ebert and S. L. Larralde, senior authors). In *Perspectives on Archaeological Resources Management in the Great Plains*, edited by Alan J. Osborn and Robert C. Hassler, pp. 159-179. I and O Publishing Company, Omaha, Nebraska.
- Natural Formation Process Experimentation and Archaeological Analysis. In *Natural Formation Processes and the Archaeological Record*, edited by D. T. Nash and M. D. Petraglia, pp. 150-185. *BAR International Series* 352.
- Measurement and Prediction of Bank Erosion at Archaeological Sites on Corps of Engineers Reservoirs using Sequential Aerial Photographs (with J. I. Ebert, E. L. Camilli, [senior authors] and J. J. Hester [junior author]). In *Proceedings of the US Army Corps of Engineers Sixth Remote Sensing Symposium: Practical Applications of Remote Sensing Data to Project Management*, pp. 12-35. Galveston, TX.
- 1986 Modeling Climatic and Landform Factors Affecting the Character of the Archaeological Record in Arid Lands: A Remote Sensing Approach in Southwestern Wyoming (with J. I. Ebert, junior author). In *The Seedskadee Project: Remote Sensing in Non-site Archeology*, edited by Dwight L. Drager and Arthur K. Ireland, pp. 23-48. US Department of the Interior, Albuquerque, NM.
- Seedskadee Cultural Resources Assessment Project: Report to the Branch of Remote Sensing, National Park Service (with S. L. Larralde). In *The Seedskadee Project: Remote Sensing in Non-site Archeology*. US Department of the Interior, Albuquerque, NM.
- Distributional Archeology: Survey, Mapping, and Analysis of Surface Archeological Materials in the Green River Basin, Wyoming (with J. I. Ebert and S. L. Larralde, senior authors). In *The Seedskadee Project: Remote Sensing in Non-site Archeology*, edited by D. L. Drager and A. K. Ireland, pp. 23-48. US Department of the Interior, Albuquerque, NM.
- 1985 Predictive Modeling: Current Abuse of the Archaeological Record and Prospect for Explanation (with J. I. Ebert and S. L. Larralde, senior authors). *Haliksa'i* 4:153-171.
- 1984 Accuracy in Archeological Surface Survey in the Seedskadee Project Area, Southwestern Wyoming (with J. I. Ebert, junior author). *Haliksa'i* 3:9-21.

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

Reconnaissance (1983) (with J. A. Sabloff, P. A. McAnany, B. Fahmel Beyer, T. Gallareta, and S. L. Larralde, senior authors). *Latin American Institute Research Paper Series* 14.

Bone and Bone Fragments from the Anderson Site. In *Ladder Ranch Research Project: A Report of the First Season*, edited by M. Nelson, pp. 83-96. *Maxwell Museum of Anthropology Technical Series* 1, Albuquerque, NM.

Marginality in the Mogollon. In *Ladder Ranch Research Project: A Report of the First Season*, edited by M. Nelson, pp. 25-31. *Maxwell Museum of Anthropology Technical Series* 1, Albuquerque, NM.

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.

Introduction (S. Holdaway, junior author). In *Time in Archaeology*, edited by S. Holdaway and L. Wandsnider. Under review by Cambridge University Press.

Time-averaged Deposits and Multi-Temporal Processes in the Wyoming Basin, (North Intercontinental USA). In *Time in Archaeology*, edited by S. Holdaway and L. Wandsnider. Under review by Cambridge University Press.

Solving Meno's Puzzle, Defeating Merlin's Subterfuge: Bodies of Reference Knowledge and Archaeological Inference. In *Processual Archaeology: A Tribute to Lewis R. Binford*, edited by A. Johnson. Greenwood Press.

In Press Mediterranean Landscape Archaeology Past and Present (E. Athanassopoulos, senior author). In *Current Issues in Mediterranean Landscape Archaeology*, edited by E. Athanassopoulos and L. Wandsnider. University of Pennsylvania Museum Press, Philadelphia.

Artifact, Landscape, and Temporality in Mediterranean Landscape Studies . In *Current Issues in Mediterranean Landscape Archaeology*, edited by E. Athanassopoulos and L. Wandsnider. . University of Pennsylvania Museum Press, Philadelphia.

Solving the Puzzle of the Archaeological Labyrinth: Time Perspectivism in Mediterranean Surface Archaeology." In *Side-by Side*, edited by Susan Alcock and John Cherry, Oxbow Press, Oxford.

Archaeological Landscapes, Nomadism, and Tungabhadra Ethnoarchaeology. In *Ethnoarchaeology and Formation Process Research in India*, edited by K. Paddayya. Deccan College, Poona.

Temporal Scales and Archaeological Landscapes from the Eastern Desert of Australia and Intermontane North America. (S. Holdaway, senior author). In *Confronting Scale in Archaeology: Issues of Theory and Practice* edited by Gary Lock and Brian Molyneaux, Kluwer.

Modeling for Management in a Compliance World (C. Dore, senior author). In *GIS in Archaeological Application*, edited by Mark Mehrer, Taylor and Francis.

2003 Islands of Geophytes: Sego Lily Patch Density in a High Plains Habitat (with Y-S Chung, junior author). In *Islands on the Plains: Ecological, Social, and Ritual Use of Landscapes*, edited by M. Kornfeld and A. Osborn, pp. 220-242. University of Utah Press, Salt Lake City.

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.

- Kornfeld and A. Osborn, pp. 89-107. University of Utah Press, Salt Lake City.
- 2000 Pirates in the Bay of Pamphylia: An Archaeological Inquiry (with Rauh, N., R. W. Townsend, and M. Hoff senior authors). In *The Sea in Antiquity*, edited by Graham J. Oliver, pp. 1-27. British Archaeological Reports, Oxford.
- 1999 Late Prehistoric High Plains Foragers: Starving Nomads, Affluent Foragers? *Great Plains Research* 9(1):9-39
- 1998 Past Regional Processes, Modern Archaeological Landscapes. In *Measuring Time, Space, and Material: Unit Issues in Archaeology*, edited by A. F. Ramenofsky and A. Steffen, pp. 87-102. University of Utah Press, Salt Lake City.
- Landscape Element Configuration, Lifespace, and Occupation History: Ethnoarchaeological Observations and Archaeological Applications. In *Surface Archaeology*, edited by A. P. Sullivan, III, pp. 21-38. University of New Mexico Press, Albuquerque.
- Agate Fossil Beds Prehistoric Archaeological Landscapes, 1994-1995* (G. H. MacDonell, junior editor). NPS Midwest Archeological Center, Lincoln, NE.
- 1997 The Roasted and the Boiled: Food Composition and Preparation with Special Attention to Pit Hearth Cooking. *Journal of Anthropological Archaeology* 17:1-48.
- 1996 Land Use Histories from the Mesilla Bolson (South-Central New Mexico): Evidence from Spatial Patterning in Surface Artifact Distributions (with E. L. Camilli, junior author). In *Interpreting Southwestern Diversity: Underlying Principles and Overarching Patterns*, edited by Paul R. Fish and J. Jefferson Reid, pp. 211-240. *Arizona State University Anthropological Research Papers* No. 48.
- Describing and Comparing Archaeological Spatial Structures. *Journal of Archaeological Method and Theory* 3(4):319-384.
- 1992 *Space, Time, and Archaeological Landscapes* (J. Rossignol, senior editor). Plenum Press, New York.
- The Spatial Dimension of Time. In *Space, Time, and Archaeological Landscapes*, edited by J. Rossignol and L. Wandsnider, pp. 257-282. Plenum Press, New York.
- The Character of the Archaeological Record and its Influence on Archaeological Survey (with E. L. Camilli, junior author). *Journal of Field Archaeology* 19(2):169-188.
- Quandaries and Quests: Visions of Archaeology's Future* (editor). Southern Illinois University at Carbondale, Center for Archaeological Investigations Occasional Paper 20, Carbondale.
- Computer Technology, Paradigms, and Quantified Archaeological Analysis (with T. A. Kohler, junior author). In *Quandaries and Quests: Visions of Archaeology's Future*, edited by L. Wandsnider, pp. 170-185. Southern Illinois University at Carbondale, Center for Archaeological Investigations Occasional Paper 20, Carbondale.
- Quandaries and Quests. In *Quandaries and Quests: Visions of Archaeology's Future*, edited by L. Wandsnider, pp. 1-6. Southern Illinois University at Carbondale, Center for Archaeological Investigations Occasional Paper 20, Carbondale.
- Reflections on Critical Archaeological Resources. In *Quandaries and Quests: Visions of Archaeology's Future*, edited by L. Wandsnider, pp. 72-76. Southern Illinois University at Carbondale, Center for Archaeological Investigations Occasional Paper 20, Carbondale.
- 1985 Transportation Applications of Computer-Mapping in New Mexico (with L. M. Spear, S. Flint, and R.

U. Anderson, junior authors). In *Data Collection Methods and Information Systems for State and Local Transportation Planning*. Transportation Research Board 1050:24-31.

- 1982 Population Structures of Ghanzi and Ngamiland !Kung (with H. C. Harpending, senior author). In *Current Developments in Anthropological Genetics*, Vol. 2, edited by M. H. Crawford and J. H. Mielke, pp. 29-50. Plenum Press, New York; also in 1983 *Introduction to Anthropology*, edited by Warren T. Morrill, pp. 213-231. Kendall/Hunt Publishing Co., Dubuque, Iowa.

Reports, Newsletter Articles, and Book Reviews

- 1997 Book Review of *Fields of Victory: Vijayanagara and the Course of Intensification* by Kathleen D. Morrison. *Asian Perspectives* 36(1):144-146.
- 1996 Book Review of *Archaeology and Geographical Information Systems: A European Perspective*, edited by Gary Lock and Zoran Stančić. *American Antiquity* 61(4):801-802.
- 1996 Archaeological Survey on the Oglala National Grasslands (with C. Cashmere, Douglas Stephens, and Douglas Guess). Report submitted to the Nebraska National Forest.
- 1995 Book Review of *Skeletal Biology in the Great Plains*, edited by D. W. Owsley and R. L. Jantz. *Great Plains Research* 5(2):366-367.
- Creating Cultural Resource Data Layers: The Nebraska GIS Project. Part I: Creating the Data Layers (with C. Dore). *Society for American Archaeology Bulletin* 13(4):25-26.
- Creating Cultural Resource Data Layers: The Nebraska GIS Project. Part II: Combining GPS and GIS Data (with C. Dore). *Society for American Archaeology Bulletin* 13(5):16-18.
- 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.
- Book Review of *The Cellars of Time: Paleontology and Archaeology in Nebraska*, by Michael R. Voorhies, John R. Bozell, and John Ludwickson. *Great Plains Quarterly* 15(1):67-68.
- Book Review of *Kalinga Ethnoarchaeology*, edited by William A. Longacre and James Skibo. *American Antiquity* 60(3):578-579.
- Book Review of *Effects of Scale on Archaeological and Geoscientific Perspectives*, edited by Julie K. Stein and Angela R. Linse. *Geoarchaeology* 9(5):423-426.
- 1994 Report on Survey and Excavations on the Oglala National Grasslands, NW Nebraska (with Jennifer L. Galindo and John Green, junior authors). Prepared for the Nebraska National Forest.
- 1993 Book Review of *The Origins of Agriculture in the Southwest* by R. G. Matson. *Journal of Historical Geography* 19(2):224-225.
- 1992 Researching Nomadic Sheep-Goat Pastoralists in North Interior Karnataka. Report to the Government of India.
- 1991 Book Review of *The Archaeology of Regions* by Suzanne K. Fish and Stephen A. Kowalewski. *American Anthropologist* 93(3):733-734.
- The Relationship between Spatial Structure and Temporal Aspects of Site Occupation: An Ethnoarchaeological Study of Kuruba Shepherd Monsoon Season Encampments. Report to the Government of India.

- 1987 Report on the Feasibility of a System for Instrument-Assisted Distributional Archaeological Survey (with E. L. Camilli and J. I. Ebert, senior authors). Submitted to the National Science Foundation Small Business Innovation Research Program under Award Number ISI-8660765.
- 1983 Book Review of Demographic Structure and Evolution of a Peasant System: Guatemala by John D. Early. *Journal of Anthropological Research* 39(1):119-120.

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, Domestic)

- 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

& Livingstone; (4) **Uganda** – Kabale, Kisoro, & Rukungiri; (5) **India** – Allahabad & Sitapur; & (6) **Nepal** – Kathmandu, Kailali, & Mahotari.

- 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** Socioecology & behavior of Edward's diademed sifaka (*Propithecus diadema*), Ranomafana National Park, **Madagascar.**
- 1986-87** Playback experiments of song & neighbor recognition in the song sparrow (*Melospiza melodius*) 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** Honorary Member, Golden Key International Honour Society, Induction Ceremony, November 2002, for work with undergraduate and graduate student members in 2001-2002.
- 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.
- 1987** Field Research Grant, Anonymous donation solicited through Jersey Wildlife Preservation Trust International, Ranomafana National Park, Madagascar.
- 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

- 2003** McGraw Hill Higher Education Publishers (A. Fuentes' *Core Concepts in Biological Anthropology*)
- 2003** Nebraska Health and Human Services' Office of Minority Health 2003 *Health Status of Racial and Ethnic Minorities in Nebraska Report*.
- 2002** *Great Plains Research*
- 2002** McGraw Hill Higher Education Publishers (Kottak's *Anthropology* Ninth Edition)
- 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

- Willis, M.S., Toothaker, R., Bukjiok, D., Machar, D., Ayouk, N, Green, J, and Bernthal, J. (2003) On the Physical and Cultural Implications of Dental Extraction and Reconstruction Among Sudanese Refugees. Submitted to *Current Anthropology*, July 24, 2003: Not reviewed & returned 9/03. In prep for *Human Organization*.
- Willis, M.S. and Swindler, D.R. (2004) Molar Size and Shape Variations among Asian Colobines. **In press**, *American Journal of Physical Anthropology*.
- Willis, M.S. and Fernald, C.J. (2003) The Resettlement of Refugees from Sudan: Nebraska's Print Media and Public Education. **In press**, *Great Plains Research*, October 2003.
- Willis, M.S. and Hitchcock, R.K. (2003) Anthropologists & Sudanese Refugees: Cultural Exchanges in the Heartland. *Practicing Anthropology* 25: 3-8.
- Willis, M.S. and Pratt, M. (2000) Psychosocial data and cross-cultural analyses: Challenges to Anthropology and contraceptive research. In A. Russell and E. Sobo and M. Thompson (eds) *Contraception Across Cultures: Technologies, Choices, and Constraints*, London: Berg Publishers, 27-47.
- Willis, M.S. and Swindler, D.R. (1998) The Lower Third Molar and the hypoconulid in Asian Colobines. *American Journal of Physical Anthropology*, Supplement 26:233.
- Willis, M.S. (1995) Dental Variation in Asian Colobines. Ph.D. dissertation, Washington University in St. Louis.
- Willis, M.S. (1995) Incisor Dimension and Diet in 24 Species of Asian Colobines. *American Journal of Physical Anthropology*, Supplement 20:223.

- Willis, M.S. (1991) The Colobinae: A Review of Primate Dental Literature. *American Journal of Physical Anthropology*, Supplement 12:185.
- Stoddard, P.K., Beecher, M.D., Horning, C.L. and Willis, M.S. (1991) Strong neighbor-stranger discrimination in songs sparrows. *The Condor* 92:1051-1056.
- Stoddard, P.K., Beecher, M.D., and Willis, M.S. (1988) Response of territorial male song sparrows to song types and variations. *Behavioral Ecology and Sociobiology* 22:125-130.
- Brockman, D.K., Willis, M.S., and Karesh, W.B. (1988) Management and husbandry of ruffed lemurs, *Varecia variegata*, at the San Diego Zoo. III. Medical considerations and genetic management. *Zoo Biology* 7:253-262.
- Brockman, D.K., Willis, M.S., and Karesh, W.B. (1987) Management and husbandry of ruffed lemurs, *Varecia variegata*, at the San Diego Zoo. II. Reproduction, pregnancy, parturition, litter size, infant care, and reintroduction of hand-raised infants. *Zoo Biology* 6:349-363.
- Brockman, D.K., Willis, M.S., and Karesh, W.B. (1987) Management and husbandry of ruffed lemurs, *Varecia variegata*, at the San Diego Zoo. I. Captive population, San Diego Zoo housing and diet. *Zoo Biology* 6:341-347.
- Karesh, W.B., Willis, M.S., Czekala, N. and Lasley, B. (1985) Induction of a fertile mating in a red ruffed lemur (*Lemur variegata rubra*). *Zoo Biology* 4:147-152.
- Meier, J.E. and Willis, M.S. (1984) Techniques for hand-raising neonatal ruffed lemurs (*Varecia variegata*) and a comparison of hand-raised and maternally-raised animals. *Journal of Zoo Animal Medicine* 15:24-31.

In Preparation

- Willis, M.S. and Keim, J. (2003) An Educational Exchange with Public Health Nurses Regarding Sudanese Refugees and Culture. *In preparation for Journal of Transcultural Nursing*.
- Willis, M.S. and Swindler, D.R. (2003) Lingual cingula and the Incisors of *Nasalis larvatus*. (*In preparation for submission to International Journal of Primatology*).
- Willis, M.S., Pratt, M., and Hitchcock, R.K. (2003) *Domestic Refugee Policy: The Case of Refugees from Sudan*. *In preparation for Journal of Refugee Studies*.
- Willis, M.S. (2003) Perceptions of Health among Oglala and Rosebud Sioux. *In preparation for American Indian Culture and Research Journal*.

Book Reviews

- Willis, M.S. (2000) Genital mutilation – practices, politics, and perceptions. Reviewer for G.C. Denniston and M.F. Milos (eds) *Sexual Mutilations: A Human Tragedy*, New York: Plenum Press, 1997. JOURNAL OF SEX RESEARCH 37:291-293.
- Willis, M.S. (1997) Cultural variation: A barrier to the study of sexual risk and AIDS. Reviewer for H. ten Brummelhuis, H. and G. Herdt (eds) *Culture and Sexual Risk: Anthropological Perspectives on AIDS*, Amsterdam: Gordon and Breach Publishers, 1995. JOURNAL OF SEX RESEARCH 34, 105-107.

Government Reports & Community-Service Publications

- Willis, M.S., Fernald, C., and the Sudanese Refugee Working Group (2002 & 2003) *Sudanese Refugee Resource Guide*. Community Health Endowment of Lincoln, Lincoln, Nebraska.
- Willis, M.S. and Nkwocha, O. (2002) Sudanese Refugee Focus Groups: Preliminary Results and Resulting Research. Unpublished report, Lincoln: Nebraska Department of Health and Human Services.
- Willis, M.S. (2000) Results of Health Focus Group Discussions Among Native Americans in Western Nebraska. Unpublished report, Lincoln: Nebraska Department of Health and Human Services.
- Willis, M.S., O'Hanley, K. and Capps, J.M. (2000) A Midterm Evaluation of the LINKAGES Project: Breastfeeding, Complementary Feeding, Maternal Health and Lactational Amenorrhea. Unpublished Report, Virginia: POPTECH.

PROFESSIONAL PRESENTATIONS

- 2004** Teeth, Food, and Identity: Social Change Among the Dinka and Nuer of Sudan. Abstract accepted for an Oral Presentation, Society for Applied Anthropology, Coauthored with Ryan N. Schacht. Dallas, Texas, March 2004.
- 2003** Refugee "Resettlement" and US Policies: Unsettling Experiences from Nebraska's Sudanese Community. Oral presentation, Society for Applied Anthropology, with Marion Pratt and Robert K. Hitchcock. Portland, Oregon, March 2003.

- 2002** Policy Encounters in Refugee-related Research, Development and Advocacy. Coauthored oral presentation with Robert Hitchcock, American Anthropological Association, New Orleans, Louisiana, November 2002.
- 2002** Refugees on the Great Plains: Policies, Practices and Potentials. Panel presentation, University of Nebraska Lincoln, Lincoln, Nebraska, November 2002.
- 2002** The Nuer and the Dinka Take Refuge in Nebraska: Cattle are Lowing But It's Not the Sudan. Oral presentation, Society for Applied Anthropology, Atlanta, Georgia, March 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** Reconnecting Environment: A Systems Approach to Sustainable Development. Oral presentation, Society for Applied Anthropology, Tucson, Arizona, April 1999, Second author to Carlos A. Perez.
- 1998** Anthropological Contributions to Family Planning: A Government-PVO Partnership. Oral presentation, International Union of Anthropological and Ethnological Sciences, The College of William and Mary, Williamsburg, VA., Coauthored by P. Delaney.
- 1998** The Lower Third Molar and the hypoconulid in Asian Colobines. Oral Presentation, Sixty-Seventh Annual Meeting of the American Association of Physical Anthropologists. Abstract, *American Journal of Physical Anthropology*, Supplement 26:233, Coauthored by D. Swindler.
- 1997** A Rose by Many Other Names: Addressing Methodological Complexity in Cross-Cultural Health Research. Oral Presentation, Society for Applied Anthropology, Seattle, WA, Second author to Marion Pratt.
- 1996** Psychosocial Data and Cross-Cultural Analyses: Challenges to Anthropology and Contraceptive Research. Oral Presentation, Department of Anthropology, University of Durham, Stockton College, England. Conference entitled "Changing Contraceptives: Technologies, Choices, and Constraints".
- 1995** Incisor Dimension and Diet in 24 Species of Asian Colobines. Oral Presentation, Sixty-Fourth Annual Meeting of the American Association of

Physical Anthropologists. Abstract, *American Journal of Physical Anthropology*, Supplement 20:223.

- 1991** The Colobinae: A Review of Primate Dental Literature. Poster Presentation, Sixtieth Annual Meeting of the American Association of Physical Anthropologists. Abstract, *American Journal of Physical Anthropology*, Supplement 12:185.

INVITED PRESENTATIONS

- 2003** *From Extraction to Restoration: Dentistry Among the Nuer and the Dinka of Sudan*. Oral Presentation, Lincoln Dental Assistants Society, Lincoln, Nebraska, November 2003.
- 2003** *Refugee Resettlement Policy and Sudanese Health: Experiences from Nebraska*. Oral Presentation, Bryan LGH Hospital Diversity Council, Lincoln, Nebraska, October 2003.
- 2003** *Sudanese Refugees in Nebraska: Conflict, History & Resettlement*. The Executive Club of Lincoln, Lincoln, Nebraska, March 2003.
- 2003** *Sudanese Refugees: The Result of Past and Current Conflicts in the Sudan*. SAGE, Nebraska Alumni Association, Lincoln, Nebraska, February 2003.
- 2002** "Sudanese Refugees in Nebraska: History, Ethnicity, and Health Needs," UNMC College of Dentistry, 'Lunch and Learn', November 2002.
- 2002** "Sudanese Refugees In Nebraska: Historical Factors, Ethnic Groups, and Current Needs", Continuing Medical Education Training, St. Francis Medical Center, Grand Island, Nebraska, October 2002.
- 2002** "The Health Status of Sudanese Refugees: An Update from Lancaster County, Nebraska," Invited Presentation to the Nebraska State Minority Health Conference, October 2002, Lincoln, Nebraska.
- 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.
- 2002** "Mentoring Sudanese Refugees," Invited Presentation to the Members of the Holy Trinity Episcopal Church, March 2002, Lincoln, Nebraska.
- 2001** "*Sudanese Refugees in Nebraska: History, Ethnicity, and Health Needs*," Invited Presentation to the Nebraska State Minority Health Conference, October 2001, Omaha, Nebraska.
- 2001** "*Sudanese Refugees: An Overview of Historical Factors, Ethnic Groups, and Current Needs*", Staff Training, Fall Semester, Lincoln Action Program, Lincoln, Nebraska.
- 1998** "*Anthropology in Action: At Work in Africa*", Guest lecture, Spring Quarter, Africa: Peoples and Institutions. University of Georgia, Athens, GA. (Carla Roncoli, Ph.D.)
- 1997** "*Anthropology and Development: CARE in Action*", Guest lecture, Fall Semester, Development Anthropology. George Washington University, Wash, D.C. (Patricia Delaney, Ph.D., Marion Pratt, Ph.D. and Pamela Stanbury, Ph.D.).
- 1997** Panel Participant for the United States Information Service, United Arab Emirates – Dubai & Abu Dhabi.
- 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

- 2003** 'Letter to the Editor' with Robert K. Hitchcock, *Christian Science Monitor*, August 8, 2003, "Accepting Africa's refugees in the US."
- 2003** Provided review for annual Nebraska Health and Human Services' Office of Minority Health *Health Status of Racial and Ethnic Minorities in Nebraska Report 2003*.
- 2003** Approval of Institutional Review Board proposal entitled, *Refugees and the legal system: Culture clash*, (2003-XX-XXXX).
- 2003** *Making a Difference*, photograph & text regarding Sudanese refugee work under the 'Blueprint Project', Community Health Endowment of Lincoln, *Lincoln Journal Star*, February 1, 2003.
- 2002** Interview with 'Nebraska Public Radio', Carolyn Johnson, regarding Sudanese Refugee Dental Project, December 2002.
- 2002** Sudanese refugee 'Dance and Dine', with Sudanese Refugee Working Group and UNL Culture Center, November 2002.
- 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 Interview with Television Station KOLN/KGIN 10 11 News, Lincoln, Nebraska, regarding Sudanese Refugee 'Lost Boys', October 30, 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 Interview regarding Sudanese dental project with Wall Street Journal, October 2-3, 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 Luncheon and Discussion with Lost Boys and Kids-to-Kids International, April 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 Approval & Renewal of Institutional Review Board proposal entitled, *Health Assessment of Sudanese Refugees in Nebraska*, (2001-05-283EP).

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** Faculty Participant in the UNL *Summer Read* Program featuring, Pipher, M. (2002) *The Middle of Everywhere*, Harcourt, Inc.: New York.
- 2000** Faculty Participant in the UNL *Summer Read* Program featuring, Suskind, R. (1998) *A Hope in the Unseen*, Broadway Books: New York.

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
1999-2000 and 2003-2004

Rank	1999-2000															
	Geography				Anthropology				Overall UNL - Includes Library				Overall UNL - Excludes Library			
	9 Month		12 Month		9 Month		12 Month		9 Month		12 Month		9 Month		12 Month	
	Ave.		Ave.		Ave.		Ave.		Ave.		Ave.		Ave.		Ave.	
	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary
Prof.	2	\$60,784	--	--	3	\$71,078	--	--	272	\$79,218	203	\$92,748	272	\$79,218	196	\$93,787
Assoc.	2	54,664	--	--	1	48,328	--	--	259	56,628	99	65,510	257	56,782	85	68,415
Assist.	--	--	--	--	2	39,384	--	--	161	48,933	55	52,645	161	48,933	43	57,617

Rank	2003-2004											
	Anthropology & Geography				Overall UNL - Includes Library			Overall UNL - Excludes Library				
	9 Month		12 Month		9 Month		12 Month		9 Month		12 Month	
	Ave.		Ave.		Ave.		Ave.		Ave.		Ave.	
	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary
Prof.	5	\$75,888	--	--	280	\$92,740	180	\$105,696	280	\$92,740	172	\$107,372
Assoc.	2	57,924	--	--	246	66,057	75	70,868	245	66,179	60	75,944
Assist.	2	44,837	--	--	135	57,257	50	60,577	135	57,257	42	64,327

Source: UNL Faculty Salary Study Committee file for 1999-2000 and SAP HR for 2003-04.

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

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University of Nebraska-Lincoln
Detail of Table 1 for Program Review
Department of Anthropology and Geography

<i>Rank</i>	<i>9 or 12</i>	<i>Primary Job name</i>	<i>Last Name, First Name</i>	<i>Budgeted Salary</i>	<i>No.</i>	<i>Ave. Salary</i>
1-Professor						
	<i>9-Month</i>					
		Professor	Amedeo, Douglas M	\$66,167		
		Professor	Archer, John Clark	\$65,678		
		Professor	Draper, Patricia C	\$97,037		
		Professor	Hames, Raymond	\$77,007		
		Chairperson	Wishart, David J	\$73,552		
		<i>Number and Average Salary</i>			5	\$75,888
2-Assoc Professor						
	<i>9-Month</i>					
		Assoc Professor	Lavin, Stephen J	\$62,985		
		Assoc Professor	Wandsnider, LuAnn	\$52,862		
		<i>Number and Average Salary</i>			2	\$57,924
3-Asst Professor						
	<i>9-Month</i>					
		Asst Professor	McCollough, Martha L	\$42,794		
		Asst Professor	Willis, Mary S	\$46,879		
		<i>Number and Average Salary</i>			2	\$44,837
5-Lecturer						
	<i>9-Month</i>					
		Lecturer	Awakuni-Swetland, Mark J	\$41,312		
		Lecturer	Kaldahl, Eric J	\$41,000		
		<i>Number and Average Salary</i>			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

	Professor	Associate	Assistant	Instructor
Percent Above (+) or Below (-) the Peer Average	-15.3	-1.7	-6.8	--

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.

Source: AAU Data Exchange, 2002-2003, and UNL September, 2002 Personnel Data Tape.

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

Major and Gender	Full-Time											Part-Time											Total Full & Part		
	Age of Students																								
	<18	18-19	20-21	22-24	25-29	30-34	35-39	40-64	65 &>	Unkn	Total FT	<18	18-19	20-21	22-24	25-29	30-34	35-39	40-64	65 &>	Unkn	Total PT			
Anthropology																									
Undergrad (BA)																									
Men		6	8	5			1			20				2				1				3	23		
Women		12	19	5				1		37							1					1	38		
Total		18	27	10			1	1		57				2			1		1			4	61		
Anthropology																									
Undergrad (BS)																									
Men			1	2						3												0	3		
Women		1	1							2												0	2		
Total		1	2	2						5												0	5		
Total Undergrad.	0	19	29	12	0	0	1	1	0	0	62	0	0	0	2	0	1	0	1	0	0	4	66		
Anthropology																									
Graduate (MA)																									
Men				1	3			1		5					3				1			4	9		
Women				1	1					2				1	3	1						5	7		
Total				2	4			1		7				1	6	1		1				9	16		
Total Graduate	0	0	0	2	4	0	0	1	0	0	7	0	0	0	1	6	1	0	1	0	0	9	16		
Grand Total	0	19	29	14	4	0	1	2	0	0	69	0	0	0	3	6	2	0	2	0	0	13	82		
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

IRP, 1/13/2004

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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

Semester	Total			Lower Level			Upper Level			Graduate & Professional		
	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours
Fall 1999	913	2,744	2,730	706	2,118	2,118	145	436	424	62	190	188
Fall 2000	899	2,714	2,709	716	2,148	2,148	132	412	409	51	154	152
Fall 2001	961	2,779	2,825	715	2,145	2,145	195	477	516	51	157	164
Fall 2002	913	2,684	2,723	705	2,035	2,061	148	455	463	60	194	199
Fall 2003	872	2,548	2,562	702	2,003	2,031	118	380	369	52	165	162
% Change from 1999 to 2003	(4.5)	(7.1)	(6.2)	(0.6)	(5.4)	(4.1)	(18.6)	(12.8)	(12.9)	(16.1)	(13.2)	(14.1)
% Change from 2002 to 2003	(4.5)	(5.1)	(5.9)	(0.4)	(1.6)	(1.5)	(20.3)	(16.5)	(20.3)	(13.3)	(14.9)	(18.8)

Source: Office of Institutional Research and Planning.

IRP, 1/15/2004

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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

Course Number	Fall 1999				Fall 2003			
	No. of Sections	Registrations	Avg. Class Size	Student Credit Hrs.	No. of Sections	Registrations	Avg. Class Size	Student Credit Hrs.
110	3	498	166	1,494	3	433	144	1,296
110C	1	39	39	117	--	--	--	--
130	--	--	--	--	1	35	35	105
130C	1	19	19	57	--	--	--	--
170	1	6	6	18	1	13	13	39
204A	--	--	--	--	1	6	6	18
232	1	87	87	261	1	110	110	330
232H	1	9	9	27	1	5	5	15
242	1	48	48	144	1	50	50	150
Subtotal	9	706	78	2,118	9	652	72	1,953
351	1	34	34	102	1	33	33	99
412/812	1	28	28	84	1	29	29	87
416	1	4	4	12	--	--	--	--
416/816	--	--	--	--	1	10	10	30
420/820	1	29	29	87	--	--	--	--
438	--	--	--	--	1	8	8	24
451/851	1	12	12	36	--	--	--	--
476/876	1	42	42	126	--	--	--	--
482/882	--	--	--	--	1	9	9	27
485/885	1	10	10	30	--	--	--	--
487D/887D	--	--	--	--	1	17	17	68
488/888	--	--	--	--	1	12	12	36
498/898	1	12	12	36	1	9	9	27
Subtotal	8	171	21	513	8	127	16	398
819	1	5	5	15	1	2	2	6
935	1	9	9	27	1	5	5	15
Subtotal	2	14	7	42	2	7	4	21
Ind Study								
396	1	1	1	1	1	2	2	9
399H	1	1	1	3	--	--	--	--
481	1	1	1	3	--	--	--	--
495	--	--	--	--	1	7	7	23
496	1	3	3	12	1	7	7	27
895	--	--	--	--	1	1	1	6
896	1	5	5	13	1	4	4	12
899	1	7	7	22	1	9	9	31
996	1	4	4	17	1	6	6	18
Subtotal	7	22	3	71	7	36	5	126

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

Course Number	Fall 1999				Fall 2003			
	No. of Sections	Registrations	Avg. Class Size	Student Credit Hrs.	No. of Sections	Registrations	Avg. Class Size	Student Credit Hrs.
Labs								
242L	--	--	--	--	3	50	17	50
Subtotal	--	--	--	--	3	50	17	50
Total	26	913	35	2,744	29	872	30	2,548

IRP, 1/12/2004

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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

Fall Semester	Course Level									
	100	200	300	400	500	600	700	800	900	Total
2000-2001	4,195	384	603	247				110	107	5,646
2001-2002	4,135	876	435	396				149	76	6,067
2002-2003	3,774	1,084	475	390				131	136	5,990
2003-2004	3,992	812	525	356				146	126	5,957
Percent Change from 2000 to 2003	(4.84)	111.46	(12.94)	44.13				32.73	17.76	5.51
Percent Change from 2002 to 2003	5.78	(25.09)	10.53	(8.72)				11.45	(7.35)	(0.55)

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"

Table 7
Academic Program Review
Department of Anthropology and Geography
Degrees in Anthropology
Number of Degrees Awarded By Level
1998-99 Through 2002-2003

<u>Year</u>	<u>Bachelor's Degree</u>	<u>Master's Degree</u>	<u>Doctor's Degree</u>	<u>Total</u>
1998-99	27	11	--	38
1999-2000	24	6	--	30
2000-2001	24	10	--	34
2001-2002	25	8	--	33
2002-2003	18	4	--	22
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.

IRP, 7/22/2003

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Table 8
University of Nebraska-Lincoln
Department of Anthropology
Student Registrations in the Department by College
Fall Semesters 1999 to 2003

College	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Agricultural Sciences & Nat. Resources	23	25	29	30	12
Architecture	17	19	13	12	17
Arts & Sciences	388	344	422	355	356
Business Administration	85	97	117	114	79
Education and Human Sciences	--	--	--	--	70
Engineering & Technology	35	46	38	37	36
Fine & Performing Arts	22	18	19	19	23
Graduate	68	63	61	68	55
Human Resources & Family Sciences	2	4	7	2	--
Journalism & Mass Communications	36	34	27	31	37
Law	--	--	--	--	1
Teachers	46	46	47	85	--
General Studies	174	184	172	154	181
Continuing Studies	--	5	--	--	--
Criminal Justice	10	11	7	4	3
Nursing	--	1	--	--	--
Other & Undeclared	--	--	--	--	--
Visiting	7	2	2	2	2
TOTAL	913	899	961	913	872

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

Student Level	Black		American Indian		Asian		Hispanic		White**		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
1999													
Total UG	1	1		3		1	2		26	42	29	47	76
Grad--MA		1	1		2	(2)			8	11	11	(2) 12	23 (2)
2003													
Total UG	1		1	1	1	(1) 1	1		22	38 (1)	26	(1) 40 (1)	66 (2)
Grad--MA	1						1		8	6	9	7	16
													% 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

IRP, 1/13/2004

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Table 10
University of Nebraska-Lincoln
Program Review
Department of Anthropology and Geography

<i>Last Name, First name</i>	<i>Personnel Number</i>	<i>Tenure Status/Tenure Date or Notify Date</i>	<i>Grad Fac</i>	<i>Grad Fell Date</i>	<i>Primary Occupation Activity</i>	<i>Primary Sub- group</i>	<i>Ethnicity Desc</i>	<i>Birth Date</i>	<i>LOA?</i>	<i>Total Budgeted Salary</i>	<i>Employ- ment Status</i>	<i>Full Time/</i>
<i>PJob Name</i>	<i>Contract length</i>	<i>Prim. Job Name</i>		<i>Grad Mem Date</i>		<i>Hire Date</i>	<i>Gender</i>	<i>Highest Degree</i>	<i>Chair</i>	<i>FTE %</i>	<i>Regular or Temp?</i>	<i>Part Time</i>
Wishart, David J Professor	22622 9 mo.	T 09/01/1978 Chairperson	F	02/01/1976	Admin.	Reg Acad Admin Sal 08/19/1974	White-Non Hispanic Male	08/15/1946 10-Doctorate	N Y	\$73,552 100	Active Regular	F
Lavin, Stephen J Assoc Professor	19625 9 mo.	T 09/01/1987 Assoc Professor	F	10/01/1988	Faculty	Reg Ten Fac/S 08/17/1981	White-Non Hispanic Male	02/01/1943 10-Doctorate	N N	\$62,985 100	Active Regular	F
Wandsnider, LuAnn Assoc Professor	20316 9 mo.	T 09/01/1997 Assoc Professor	F	11/01/1995	Faculty	Reg Ten Fac/S 08/19/1991	White-Non Hispanic Female	06/21/1956 10-Doctorate	N N	\$52,862 100	Active Regular	F
Athanassopoulos, Effie F Asst Professor	19791 9 mo.	E 05/01/2006 Asst Professor			Faculty	Reg Sp Term Fac/S 08/14/1995	White-Non Hispanic Female	07/04/1956 10-Doctorate	Y N	\$43,441 100	Active Regular	F
McCollough, Martha L Asst Professor	20501 9 mo.	E 05/01/2005 Asst Professor	M	12/01/1997	Faculty	Reg Sp Term Fac/S 08/28/1995	White-Non Hispanic Female	10/14/1956 10-Doctorate	N N	\$42,794 100	Active Regular	F
Willis, Mary S Asst Professor	43617 9 mo.	E 05/01/2007 Asst Professor	M	10/30/2001	Faculty	Reg Sp Term Fac/S 01/03/2000	Native American/Ala Female	09/22/1958 10-Doctorate	N N	\$46,879 100	Active Regular	F
Awakuni-Swetland, Mark Lecturer	22184 9 mo.	Lecturer			Faculty	Reg Special Fac/S 08/16/1999	White-Non Hispanic Male	04/07/1956 08-All but Dissertation	N N	\$41,312 100	Active Regular	F
Bozell, John R Lecturer	40601 Other	Lecturer			Faculty	Tem Acad Sal 08/18/2003	White-Non Hispanic Male	10/07/1956	N N	\$4,400 25	Active Temp	P
Demers, Paul A Lecturer	63164 Other	Lecturer			Faculty	Reg Special Fac/S 08/19/2002	White-Non Hispanic Male	10/08/1963 10-Doctorate	N N	\$16,800 100	Active Regular	F

Tuesday, January 13, 2004

Primary Department: Anthropology and Geography

UNL

Point in Time Date: 10/04/2003

<i>Last Name, First name</i>	<i>Personnel Number</i>	<i>Tenure Status/Tenure Date or Notify Date</i>	<i>Grad Fac</i>	<i>Grad Fell Date</i>	<i>Primary Occupation Activity</i>	<i>Primary Sub- group Hire Date</i>	<i>Ethnicity Desc</i>	<i>Birth Date</i>	<i>LOA?</i>	<i>Total Budgeted Salary</i>	<i>Employ- ment Status</i>	<i>Full Time/ Part Time</i>
<i>PJob Name</i>	<i>Contract length</i>	<i>Prim. Job Name</i>		<i>Grad Mem Date</i>			<i>Gender</i>	<i>Highest Degree</i>	<i>Chair</i>	<i>FTE %</i>	<i>Regular or Temp?</i>	
Engel, Matthew R Lecturer	20850 Other	Lecturer			Faculty	Reg Special Fac/S 08/18/2003	White-Non Hispanic Male	06/21/1972 07-Masters	N N	\$4,500 25	Active Regular	P
Kaldahl, Eric J Lecturer	64888 9 mo.	Lecturer			Faculty	Reg Special Fac/S 08/19/2002	White-Non Hispanic Male	02/06/1971 10-Doctorate	N N	\$41,000 100	Active Regular	F
Kopplin, Bruce E Lecturer	20275 AY pd 9/9 mo.	Lecturer			Faculty	Reg Special Fac/S 08/14/2000	White-Non Hispanic Male	12/30/1941 08-All but Dissertation	N N	\$30,800 87	Active Regular	P
Amedeo, Douglas M Professor	19671 9 mo.	T 09/01/1973 Professor	F	05/01/1972	Faculty	Reg Ten Fac/S 09/01/1972	White-Non Hispanic Male	09/21/1932 10-Doctorate	N N	\$66,167 100	Active Regular	F
Archer, John Clark Professor	19818 9 mo.	T 09/01/1990 Professor	F	12/01/1985	Faculty	Reg Ten Fac/S 08/19/1985	White-Non Hispanic Male	04/30/1942 10-Doctorate	N N	\$65,678 100	Active Regular	F
Draper, Patricia C Professor	20451 9 mo.	T 03/01/1998 Professor	F	09/01/1998	Faculty	Reg Ten Fac/S 03/01/1998	White-Non Hispanic Female	04/16/1942 10-Doctorate	N N	\$97,037 100	Active Regular	F
Hames, Raymond Professor	23126 9 mo.	T 09/01/1987 Professor	F	09/01/1984	Faculty	Reg Ten Fac/S 08/18/1980	White-Non Hispanic Male	04/15/1948 10-Doctorate	N N	\$77,007 100	Active Regular	F
Hitchcock, Robert K Professor	23039 9 mo.	T 09/01/1994 Professor	F	03/01/1991	Faculty	Reg Ten Fac/S 01/03/1983	White-Non Hispanic Male	04/10/1949 10-Doctorate	Y N	\$64,319 100	Active Regular	F

Page 2 of 2

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 ethnological 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 to 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 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..

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. Their 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 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 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)

Date: _____

Evidence of Demand and Efficiency

		1997-98	1998-99	1999-00	2000-01	2001-02	5 Year
Student Credit Hours		13,534	12,297	11,900	11,959	12,632	12,464.5
Faculty FTE		20.1	16.0	15.2	15.2	14.6	16.2
SCH per Faculty FTE		673	770	785	788	867	776.6
Number of Degrees and Awards							
Anthropology	BA	29	26	24	24	24	25.4
Anthropology	BS	1	1	0	0	1	0.6
Geography	BA	7	8	8	7	5	7.0
Geography	BS	3	5	6	2	4	4.0
Anthropology	MA	11	11	6	10	8	9.2
Geography	MA	5	8	7	13	5	7.6
Geography	PhD	3	2	5	2	4	3.2

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:

Number of Degrees/Awards in this Program		Student Credit Hour Production by Department	
(the mean of the prior 5 years)		Per Full-Time Equivalent Faculty	
		(the mean of the prior 5 years)	
Less Than Two Years and Associate	10	All credit hours produced at the baccalaureate	
Baccalaureate and First Professional	7	levels and all credit hours at the associate	
Masters Degree	5	level or below except those described below.	300
Specialist	4		
Doctoral Degree	3	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.)	275

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.

Chair of Advisory Committee

Date

- II. This proposal has been reviewed and approved by the Graduate Committee(s) of the sponsoring department(s).

Chair(s), Departmental Graduate Committee(s)

Date

- 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

Chair(s) of Sponsoring Department(s)

Date

- IV. Assurance that resources are available for the proposed Area of Specialization.

Dean(s) of Sponsoring College(s)

Date

- V. This proposal has been reviewed and approved by the UNL Graduate Council.

Dean of Graduate Studies

Date

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)
 - Historical Archaeology
 - Landscape Archaeology
- 884 Quantitative Methods in Anthropology (3 cr)
- 887 Archaeological Materials (4 cr)
 - Archaeofaunas
 - Ceramics
 - Historic Materials
 - Lithics
- 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

- | | |
|-----|--|
| 817 | History of Anthropological Theory (3 cr) |
| 820 | Ethnic Identity and Ethnic Conflict (3 cr) |
| 822 | Medical Anthropology (3 cr) |
| 851 | Indians of Contemporary North America (3 cr) |
| 873 | Ecological Anthropology (3 cr) |

- 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

Cantarero, 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

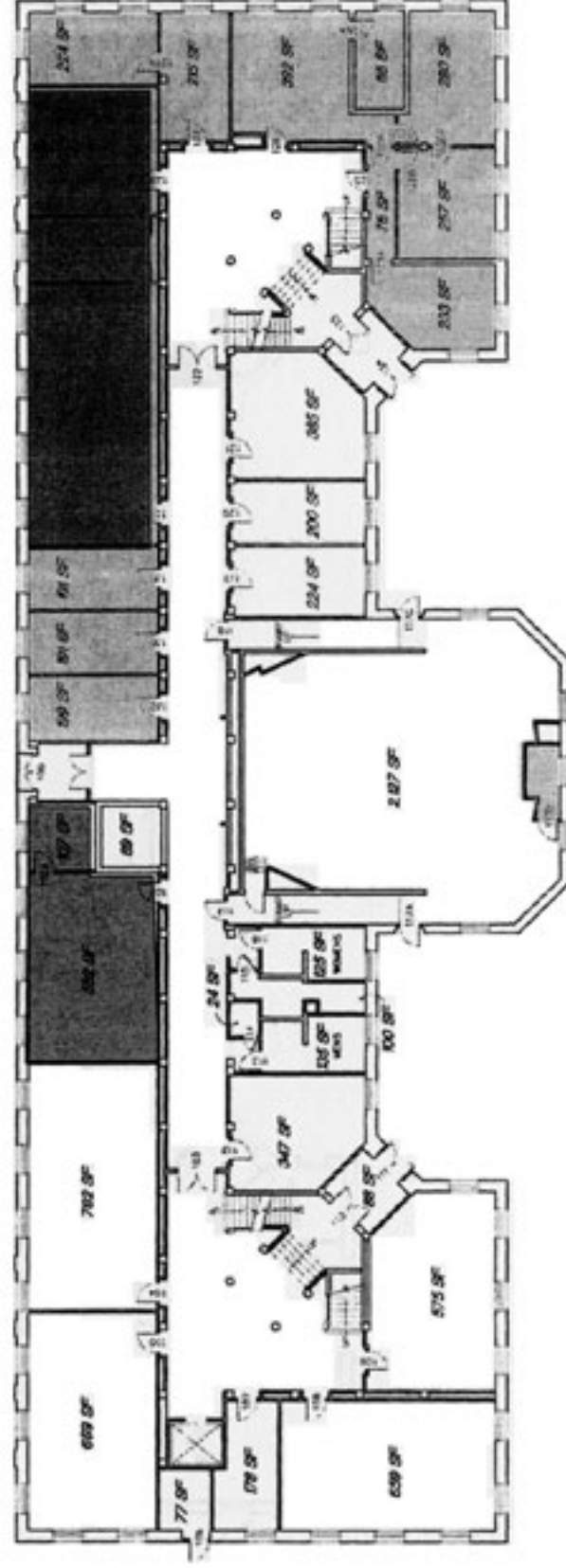
Willis, Mary – Assistant Professor, Anthropology

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.

First Floor -Bessey Hall

Existing 5,583 NSF

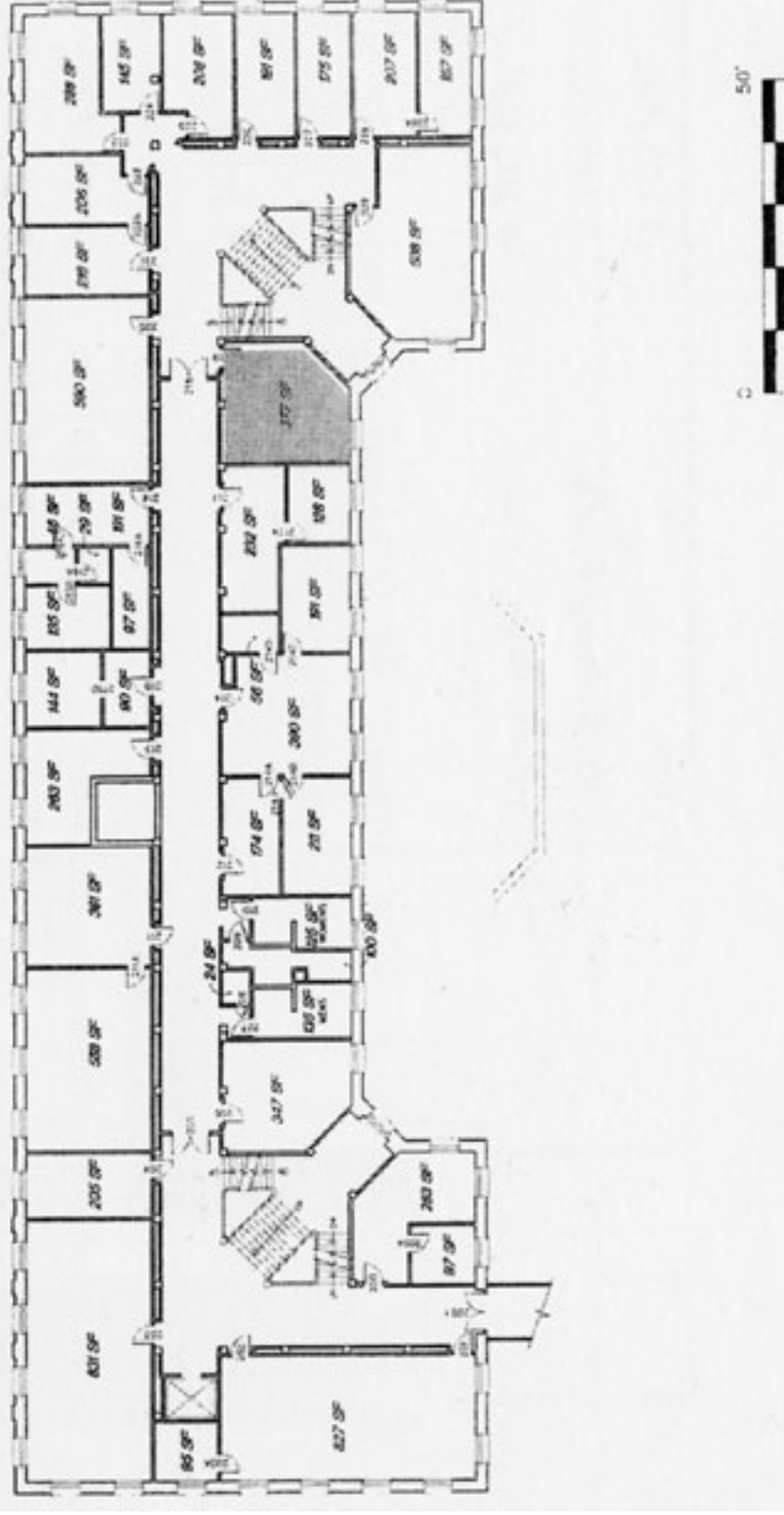
**Proposed By Dept.
2,079 NSF**



Second Floor -Bessey Hall

Existing 3,308 NSF

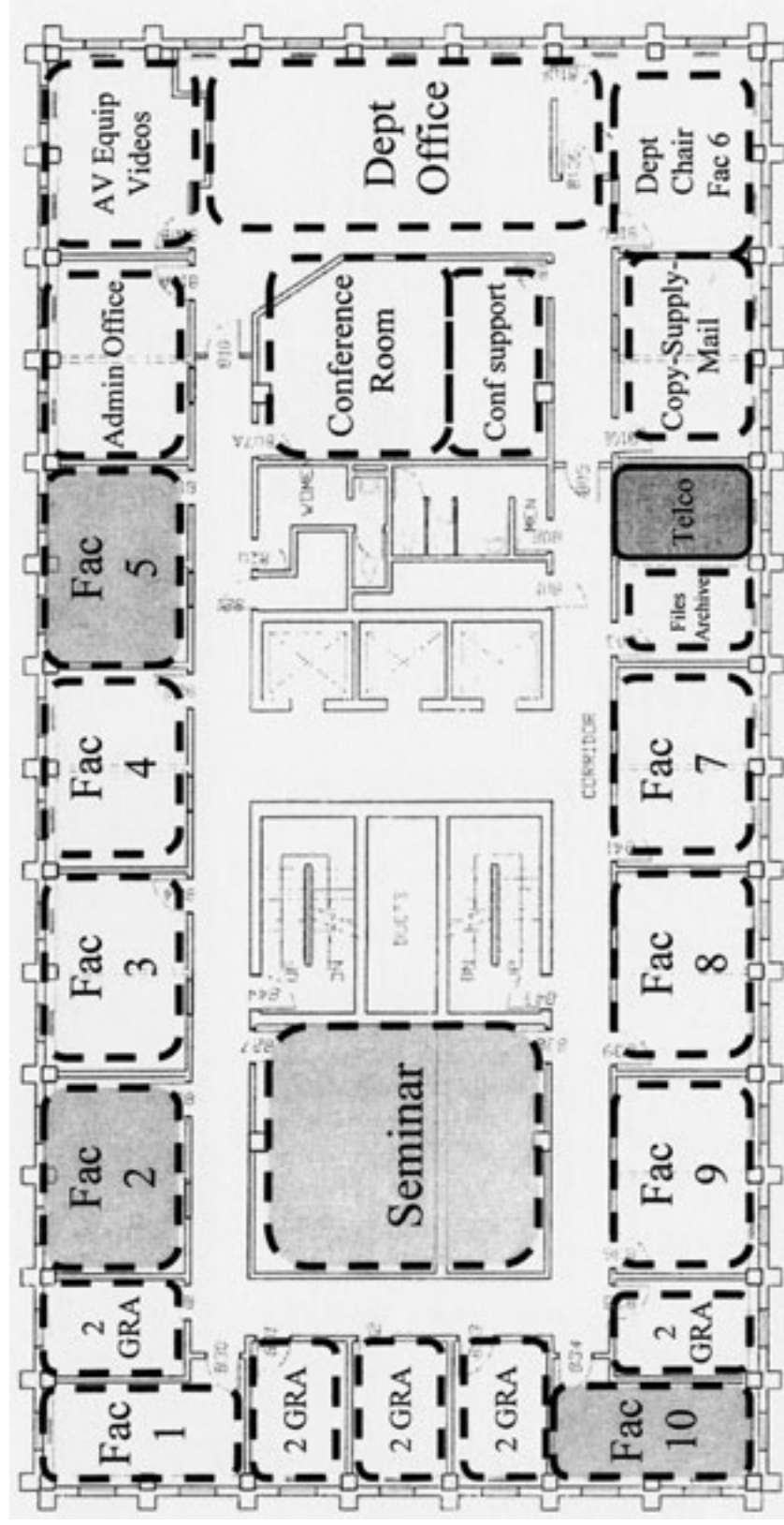
Proposed By Dept 0 NSF



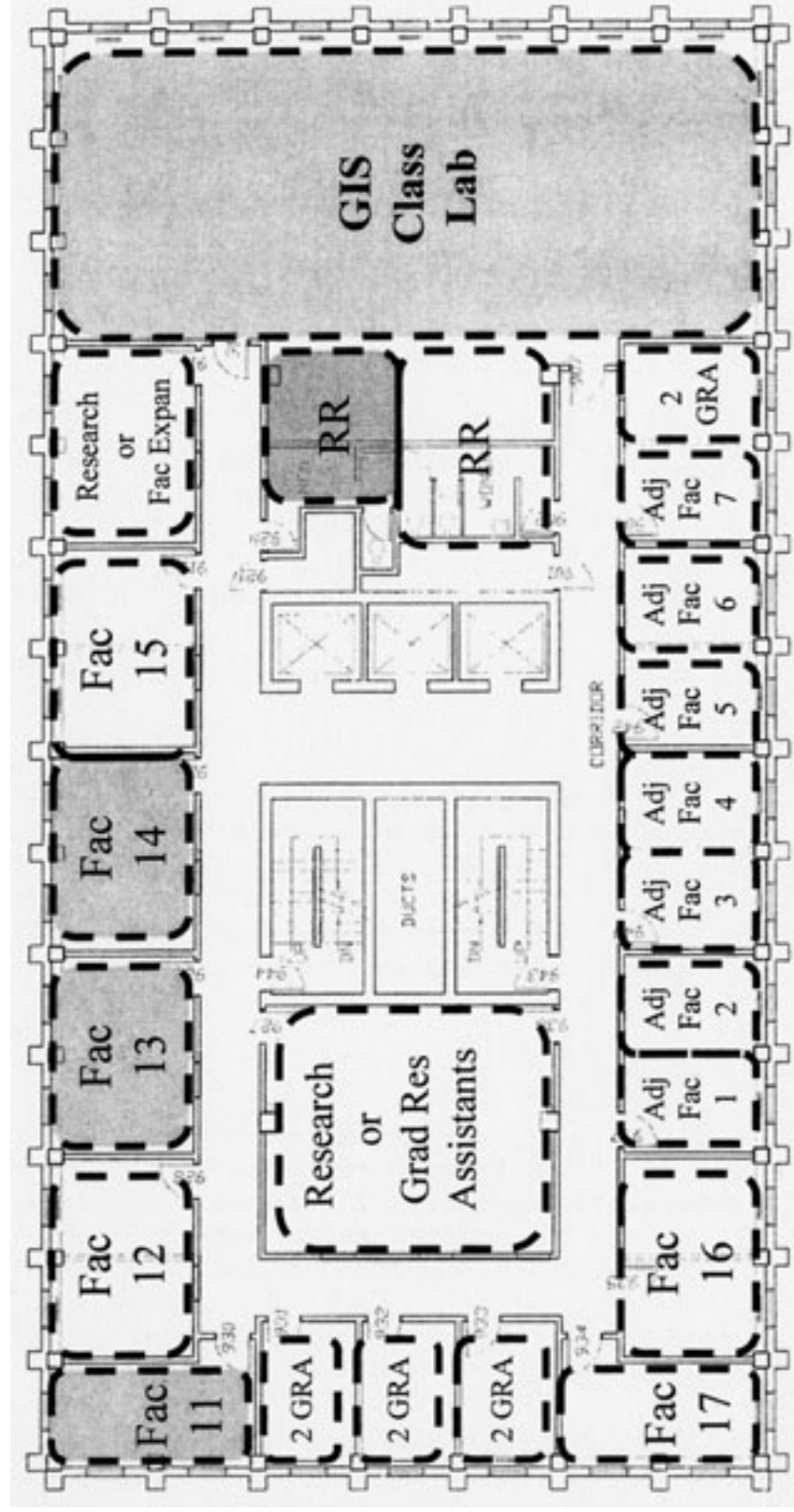
Jan. 7, 2004

Doug Beals UNL
Facilities Planning

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

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
-----------	----------------------------------

Variably Required

-ANTH 353	Anthropology of War
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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
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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
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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
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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

A handwritten signature in cursive script, reading "R. A. Benfer, Jr.", written over a horizontal line.

Robert A. Benfer, Jr., for the Review Team

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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Appendix 2

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Appendix 4

Number of Course Sections, Registrations, Average Class Size, and
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Appendix 5

Student Credit Hours by Course Level, Department of Anthropology
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Appendix 6

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Appendix 8

Faculty Salaries, Department of Anthropology and Geography,
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Appendix 9

Faculty Information, Department of Anthropology and Geography

Appendix 10

Coordinating Commission for Postsecondary Education Review

Appendix 11

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Appendix 12

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Appendix 13

Majors in Geography by Full and Part-time, Gender and Age, Fall 2003

Appendix 14

Geography PhD student Exit Interview Data (with comparisons) for 2000

I. Introduction, Program Goals, and Rationale

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-Swetland, 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.*
- Robert K. Hitchcock, Ph.D. (anthropology), New Mexico, 1982, Professor—Cultural anthropology, human ecology, socioeconomic development, indigenous peoples, human rights, Africa.*
- 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 Wandsnider, 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 Bieseke, Ph.D. (anthropology), Harvard 1975, Adjunct Assistant Professor—Cultural anthropology, folklore, rock art, hunter-gatherers, Africa, Southern U.S.

Dawn Bringelson, M.A. (anthropology), University of Washington, 1995, Research Associate—Archeology, Plains.

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, evolutionary 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:

Requirements for Geography Major	Semester Hours
Geography 120 Economic Geography or Geography 140 Human Geography	3
Geography 155 Elements of Physical Geography	4
Geography 181 Quality of the Environment	3
Geography 272 World Regions	3
Geographic Techniques (e.g. cartography, GIS, remote sensing or spatial analysis)	6
Geography 402 Undergraduate Seminar	2
SUBTOTAL Basic Geography courses	21
Elective Geography courses	9
TOTAL Geography Major courses	30

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 Aerial 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

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| 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. |
| 2002 | Choice Award for Outstanding Academic Title, for <i>Atlas of American Politics: 1960-2000</i> . Archer, J. C., Lavin, S., Martis, K. and Shelley, F. M. Conferred by the American Library Association, January 2002. |
| 1999 | National Council for Geographic Education, Best Content Article Award, for "Emptying Areas of the United States, 1990-1995," Archer, J. C. and Lonsdale, R., <i>Journal of Geography</i> , Vol. 97, No. 3, pp. 108-122. |

REFEREED ARTICLES

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| 2003 | "Activity-Enhancing Arenas of Designs: A Case Study of the Classroom Setting," Amedeo, D., <i>Journal of Architectural and Planning Research</i> , 20: 4 (Winter), pp. 323-343. |
| 2003 | "Progress (?) in Geography," Wishart, D., <i>The North American Geographer</i> (accepted for publication). |
| 2003 | "Period and Region," Wishart, D., <i>Progress in Human Geography</i> (accepted for publication). |
| 2002 | "The geography of an interminable election: Bush vs. Gore, 2000," Archer, J. C., <i>Political Geography</i> , Vol. 21, No. 1, pp. 71-77. [Note: one of 6 related articles collected within a special "Forum on the 2000 Presidential election and the Florida debacle in geographical context," pp. 67-104]. |
| 2001 | "Belated Justice? The Indian Claims Commission and the Waitangi Tribunal," Wishart, D., <i>American Indian Culture and Research Journal</i> , 25, pp. 81-112. |
| 2000 | "Where are the Great Plains?: A Cartographic Analysis," Rossum S. and Lavin, S., <i>The Professional Geographer</i> , August, 2000, pp. 543-552. |

- 2000 "In Memoriam: Leslie Hewes, 1906-1999," Wishart, D., *Annals of the Association of American Geographers*, 90, pp. 573-8.
- 1999 "External and Internal Information in Versions of Scenic-Quality Perceptions," Amedeo, D., *Journal of Architectural and Planning Research*, Vol. 16, #4, Winter, pp. 328-352.
- 1999 "The Death of Edward McMurty," Wishart, D., *Great Plains Quarterly*, 19, pp. 5-22.

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 "Geography of Population Change and Redistribution within the Post-Frontier Great Plains," Archer, J. C. and Lonsdale, R., *Great Plains Research*, Vol. 13, No. 3, pp. 43-61
- 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.
- 2002 "Indians and Anthropologists," Wishart, D., *Great Plains Quarterly*, 22 (Summer), pp. 217-20.
- 2001 "The Redemption of James Whitewater," Wishart, D., *Nebraska History*, 82 (Winter), pp. 180-9.
- 2000 "Party Poopers," Archer, J. C., A. Y. Cheng and Shelley, F. M., one map in *Harper's Magazine*, Vol. 301, No. 1806, November, p. 92

BOOKS

- 2006 *Atlas of the Great Plains*, Lavin, S., Archer, J. C. and Fred M. Shelley, forthcoming, University of Nebraska Press.
- 2004 *The Encyclopedia of the Great Plains*, Wishart, D. (editor), forthcoming August 2004, University of Nebraska Press.

- 2002 *Atlas of American Politics, 1960-2000*, Archer, J. C., Stephen J. Lavin, Kenneth C. Martis, and Fred M. Shelley, (Congressional Quarterly Press; Washington, D.C.; 2002), 242 pages, (Hardcover ISBN 1-56802-665-X).

BOOK CHAPTERS

- 2004 "Environmental Perception and Behavioral Geography," Amedeo, D. and Golledge, R., Invited chapter in *Geography in America at the Dawn of the 21st Century*; Oxford University Press. forthcoming.
- 2004 "Contemporary Agriculture and Rural Land Use," Archer, J. C., L. A. Duram, in G. Gaile and C. Willmott, eds., *Geography in America at the Dawn of the 21st Century*, New York: Oxford University Press, pp. 914-945, forthcoming.
- 2002 *Congressional Quarterly's Guide to U.S. Elections*, 4th edition, John L. Moore, Jon P. Preimesberger, and David R. Tarr, editors, 57 maps by Archer, J. C. and Lavin, S., 4th ed., 2 vols., (Congressional Quarterly Press; Washington, D.C.), 1700 pages.
- 2002 "Patterns of Population Sustainability in the US Midlands," Archer, J. C. and Lonsdale, R., in H. Jussila, R. Majoral, and B. Cullen, eds., *Sustainable Development and Geographical Space: Issues of Population, Environment, Globalization and Education in Marginal Regions*, Ashgate: Aldershot, UK, pp. 25-36
- 2001 "Great Plains Settlement: Globalization and Deregulation," Archer, J. C. and Lonsdale, R., in H. Jussila, R. Majoral, and F. Delgado-Craividao, eds., *Globalization and Marginality in Geographical Space: Political, Economic and Social Issues of Development at the Dawn of the New Millennium*, Ashgate: Aldershot, UK, pp. 37-52.
- 2001 "Land Values and Population Trends as Indicators of Changing Marginality in the Rural U.S.A.," Richard E. Lonsdale and Archer, J. C., in S. Pelc, ed., *Developmental Problems in Marginal Areas: Local Initiative versus National and International Regulation; Proceedings of the Marginal Areas Research Initiative Meeting*, University of Ljubljana, Faculty of Education: Ljubljana, Slovenia, pp. 59-68.
- 1999 "Demographic Factors in Characterizing and Delimiting Marginal Lands," Archer, J. C. and Lonsdale, R., in H. Jussila, R. Majoral and C. Mutambirwa, eds., *Marginality in Space: Past, Present and Future; Theoretical and Methodological Aspects of Cultural, Social, and Economic Parameters of Marginal and Critical Regions*, Ashgate: Aldershot, UK, pp. 135-149.

PRESENTATIONS AT SCHOLARLY MEETINGS

- 2004 “Sectionalism in American Political Geography,” Archer, J. C., 100th Annual Meeting of the Association of American Geographers, Philadelphia, Pennsylvania.
- 2004 “A Functional Classification of American Metropolitan Areas, 2000,” Archer, J. C. and Lonsdale, R., 100th Annual Meeting of the Association of American Geographers, Philadelphia, Pennsylvania
- 2003 “Self, Place Attachment, and Place Identity in Responses to Planned Environmental Changes,” Amedeo, D. and Gannis, M., EDRA 34, University of Minnesota.
- 2003 “The Use of Relatively More Open-ended Interview Instruments in Environment and Behavior Research,” Amedeo, D. and Gannis, M., EDRA 34, University of Minnesota.
- 2003 “Past, Present and Future Geodemographics of the Great Plains,” Archer, J. C., R. Lonsdale, 99th Annual Meetings of the Association of American Geographers, New Orleans, Louisiana.
- 2003 “The Atlas of the Great Plains”, Lavin, S., Archer, J. C., Regionalism and the Humanities Conference, Plains Humanities Alliance, Lincoln, NE.
- 2002 “A Place Attachment Framework for Examining Responses to Environmental Change,” Amedeo, D. and Gannis, M., EDRA 33, Philadelphia, PA.
- 2002 “Atlas of American Politics: Presidential Elections,” Archer, J. C., Lavin, S., 98th Annual Meetings of the Association of American Geographers, Los Angeles, California.
- 2002 “Geography of Population Change and Redistribution within the Post-Frontier Great Plains,” Archer, J. C. and Lonsdale, R., Center for Great Plains Studies 2002 Annual Symposium, Lincoln, Nebraska.
- 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.

- 2001 "Perceptions of Wildlife in the Sandhills of Nebraska," Amedeo, D. and Richert, A. EDRA 32, University of Edinburgh.
- 2001 "Cartographic Design of the Congressional Quarterly Atlas of U.S. Politics", Lavin, S., NACIS Annual Meeting, North American Cartographic Information Society, Portland, OR.
- 2001 "Continuity Versus Contrast in the 2000 Presidential Election," Archer, J. C., 97th Annual Meeting of the Association of American Geographers, New York, New York.
- 2000 "Perspectives on Conservation: A Q-Sort, Factor-Array Design With Some Empirical Results." Amedeo, D. and Richert, A., EDRA 31, 2000 Conference in San Francisco, CA.
- 2000 "Professor Reginald Golledge's Contribution in the Development of General Theory on Person-Environment-Behavior relations," Amedeo, D., AAG Meeting in Pittsburg, PA.
- 2000 "Visualizations of End-of-Century Electoral Volatility," Archer, J. C., Lavin, S., 20th Annual Meeting of the North American Cartographic Information Society, Knoxville, Tennessee.
- 2000 "Teaching Political Geography: Technology and Political Communication," Archer, J. C., G. Webster, 85th Annual Meeting of the National Council for Geographic Education, Chicago, Illinois.
- 2000 "Land Values and Population Trends as Indicators of Changing Marginality in the Rural U.S.A.," Archer, J. C. and Lonsdale, R., Conference on Development Problems in Marginal Rural Areas, Sponsored by the University of Ljubljana and ECOVAST Slovenia, Preddvor, Slovenia.
- 2000 "End of the Century Electoral Volatility," Archer, J. C., 96th Annual Meeting of the Association of American Geographers, Pittsburgh, Pennsylvania.
- 2000 "Political Cartography," Archer, J. C., World 2000 Conference on Teaching World History and World Geography, Austin, Texas.
- 1999 "Information Acquisition About the Human Dimension for Environmental Policy," Amedeo, D. and Richert, A., EDRA 30, 1999 Conference, Orlando, Florida.
- 1999 "Analyzing Open-Ended Responses About Person-Environment Issues," Amedeo, D. and Richert, A., EDRA 30, 1999 Conference, Orlando, Florida.
- 1999 "The Consequences of RGB, HLS, and CMYK in Multivariate Animated Mapping," Lavin, S., Mid-America GIS Conference, Overland Park, KS.

- 1999 "Book Session Panelist: Peter Trubowitz, *Defining the National Interest*," Archer, J. C., Annual Meeting of the Social Science History Association, Fort Worth, Texas.
- 1999 "Recent Population Trends in the Midcontinent Region," Archer, J. C., Annual Meeting of the Nebraska Academy of Sciences, Lincoln, Nebraska.
- 1999 "Uncle Sam and the Midcontinent," Archer, J. C., 30th Annual South Dakota State Geography Convention, Brookings, South Dakota.
- 1999 "The '96 Electoral Mosaics," Archer, J. C., Martis, K. and Shelley, F. M., 95th Annual Meeting of the Association of American Geographers, Honolulu, Hawaii.
- 1999 "Contemporary Agriculture and Rural Land Use," Archer, J. C., L. Duram, 95th Annual.

HONORARY LECTURES

- 2001 "A Comparison of the Indian Claims Commission and the Waitangi Tribunal," Wishart, D., Howard F. Hibdon Honorary Lecture in Geography, Central Missouri State University.
- 2001 "The Great Plains Region: Scenes from the *Encyclopedia of the Great Plains*, Wishart, D., George O. Carney Honorary Lecture, Oklahoma State University.

FUNDED GRANTS

- 2003 "Atlas of the Great Plains," U. of Nebraska Research Council, Lavin, S. and Archer, J. C., \$10,000.
- 2003 "Graduate Student Recruitment Grant," U. of Nebraska Research Council, Hames, R. and Lavin S., \$2,900
- 2003 "Atlas of the Great Plains," U. of Nebraska Foundation, Lavin, S. and Archer, J. C., \$2,000.
- 2002 "Atlas of the Great Plains," Center for Great Plains Studies, Lavin, S. and Archer, J. C., \$10,000.
- 2002 "Encyclopedia of the Great Plains," Nebraska Humanities Council, 2002, Wishart, D., \$3,091.

- 2002 "Encyclopedia of the Great Plains," National Endowment for the Humanities, Wishart, D., \$8,100.
- 2002 "Encyclopedia of the Great Plains," Canadian Embassy Grant, Wishart, D., \$2,300.
- 2002 "Encyclopedia of the Great Plains," Nebraska Humanities Council, Wishart, D., \$5,000.
- 1999-2001 "Encyclopedia of the Great Plains," National Endowment for the Humanities, Wishart, D. and Wunder, J. R., 1999-2001, \$138,000
- 2000 "Internet-Based Computer Instruction in Geography," Lavin, S., College of Arts and Sciences, \$12,000.
- 1999 "Center for Great Plains Studies Annual Conference: Migration," Nebraska Humanities Council, Wishart, D., \$11,000.

UNFUNDED GRANT PROPOSALS

- 2003 *The Atlas of U.S. Presidential Elections, 1789-1996*, Archer, J. C., Lavin, S., Martis, K., Shelley, F. M., submitted to the Congressional Quarterly, pending.
- 1999 *Atlas of American Politics*, Archer, J. C., Stephen J. Lavin, Kenneth C. Martis, and Fred M. Shelley, National Endowment for the Humanities, \$764,000.

New areas of research by Geography faculty include: a comparison of Maori and Native American dispossession; book projects: *Atlas of Politics*, *Presidential Atlas*, *Atlas of the Great Plains*, *Encyclopedia of the Great Plains*; Sandhills environmental/conservation ethic; and geographical and historical epistemology.

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 Manuscript reviewer, 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, Environment and Planning C: Government and Policy, Field Methods, Geographical Analysis, Great Plains Research, Growth and Change, Historical Geography, Journal of Geography, National Endowment for the Humanities, National Science Foundation, Political Geography, Professional Geographer, Social Science Journal.

Amedeo

1999 to present

Member, Editorial Review Board, Environment and Behavior.

1999 to present

Manuscript reviewer, Environmental Design Research Association, Environment and Behavior, Professional Geographer, and Annals of Association of American Geographers, Regional Science Perspectives.

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

IRB Committee

Instructional Equipment Committee

Graduate Committees

Anthropology

Geography

Graduate Advisors

Anthropology

Geography

Undergraduate Advisors

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).

Name	Rank	Highest Degree	FTE	Graduate Faculty Status
Douglas M. Amedeo	Professor	PhD	1	Fellow
John Clark Archer	Professor	PhD	1	Fellow
Stephen J. Lavin	Associate Professor	PhD	1	Fellow
David J. Wishart	Professor	PhD	1	Fellow

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:

Where Recent Geography Graduates are Employed			
State	City	Company	Position Held
Arizona	Chandler	Windswept Organix, Inc.	Operations Manager
Arizona	Lakeland	Northland Pioneer College	Student Advisor/Librarian
Arizona	Phoenix	AZ Dept of Environmental Quality	National Pollutant Discharge Elimination System Program Coordinator
California	Santa Barbara	University of California - Santa Barbara	Graduate Student
Colorado	Englewood	Leica Geosystems	Instructor-Geographic Imaging
Colorado	Englewood	City of Englewood	Long Range City Planner
Colorado	Morrison		Land Surveyor
Colorado	Silverthorne	City of Silverthorne	GIS/MIS Coordinator
Florida	Inverness	Citrus County Government	Environmental Planner
Idaho	Boise		9 th Grade Earth & Science Teacher
Kansas		University of Kansas Medical Center	Senior Coordinator, Community Relations
Kansas	Lawrence	University of Kansas - Lawrence	Graduate Student in City Planning

Where Recent Geography Graduates are Employed			
State	City	Company	Position Held
Kansas	Wichita	Weather Data	Forecast Assistant
Maryland	Washington DC	American Council on Education	Program Associate (research/policy/advocacy work)
Maryland	Washington DC	The National Ocean Service	Cartographer
Michigan	Prudenville	Space Imaging	GISAnalyst
Missouri	Kansas City	Civil Engineering Firm	Computer Drafting - Design utility & sewer layout for new developments
Missouri	Kansas City	M.J. Harden Assoc. (GIS, Mapping, Aerial Photography Co.)	Project Manager
Missouri	St. Louis	Science Application International Corporation	Planning & Feasibility
Nebraska	Fremont	Platte Chemical Company	Chemical Laboratory Technician
Nebraska	Lincoln	Health & Human Services	GIS Technician
Nebraska	Lincoln	GIS Workshop	GIS Technician
Nebraska	Lincoln	University of Nebraska - CALMIT	GIS/Remote Sensing Research Assistant
Nebraska	Lincoln		Director of Technical Sales
Nebraska	Lincoln		Military Pilot
Nebraska	Lincoln	University of Nebraska - Great Plains Humanities Alliance	Web Design Specialist
Nebraska	Lincoln	Nebraska Dept. of Roads	Cartographer in GIS Support
Nebraska	Lincoln	unnamed rubber & plastic molding facility	Assistant Manager
Ohio	Dublin	Ohio State University, College of Arts	Systems Administrator
Pennsylvania		Penn State University, Department of Geography	Graduate Student
South Carolina	Lexington	Carolinas Region Tele Atlas North America	Field Data Collection Manager

Where Recent Geography Graduates are Employed			
State	City	Company	Position Held
South Carolina	North Myrtle Beach	City of North Myrtle Beach, Planning and Development	City Planner
Tennessee	Memphis	Federal Express Flight Dept.	Meteorologist
Virginia	Alexandria	ERDAS Imagine (Remote Sensing Software)	Software Instructor
Virginia	Arlington	Police Dept.	GIS
Virginia	Colonial Heights	Engineered Process & Equipment Sales	Account Manager - Sales Representative
Virginia	Herdon	ISTAR Americans	Aerial Systems Operator/GIS Technician
Wisconsin	Green Bay	National Football League	Pro Football Player

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 yielded 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 these 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.

PLACEMENT FOR UNL GEOGRAPHY PH.D. GRADUATES, 1991-2004			
1991	University of Arkansas	Fiona Davidson	human geography
1994	University of Alabama	Luoheng Han	GIS
1994	University of Georgia	Thomas Mote	climatology
1994	University of Western Missouri	Kenneth Dagel	human geography
1995	Wayne State University	James Knotwell	human geography
1996	Bucknell University	Karin Morin	human geography
1996	Oklahoma State University	Brad Bays	human geography
1996	Western Michigan University	Rolland Fraser	remote sensing
1996	Western Michigan University	Theron Josephson	human geography
1997	Mary Washington College	Erin Hogan Fouberg	human geography
1997	NASA, George Mason University	Wenli Yang	GIS
1997	Sacramento Community College (Dean)	Kari Boyte-Forbes	human geography
1998	Gallup	Sangeeta Badal	human geography
1998	University of New Orleans	Mahtab Lodhi	remote sensing
1999	Mankato State University	Amy Richert	human/environment
1999	National University, Mexico	Franz Mora-Flores	remote sensing

PLACEMENT FOR UNL GEOGRAPHY PH.D. GRADUATES, 1991-2004			
1999	University of Massachusetts-Boston	Yingchun Zhou	GIS
1999	University of Nebraska-Omaha	Beth Ritter	human geography
2000	Arkansas State University	H. Jason Combs	human geography
2000	California State-Fresno	Stuart McFeeters	GIS
2000	NASA	Asad Ullah	GIS
2000	University of Zimbabwe	Ignatius Mberengwa	human geography
2001	Post-Doc IANR	Steven Payton	remote sensing
2001	South Dakota State University	Robert Watrel	human
2001	University of Ankara	Murat Karabulut	GIS
2002	National Research Agricultural Institute - Chile	Juan Ramirez	GIS, human geography
2002	Nebraska Conservation Service	Darla Juhl	environmental
2003	EROS Data Center	Lei Ji	remote sensing
2004	University of Nebraska Medical Center	Michael Shambaugh-Miller	cartography

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

Departmental Expenses

Category	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Academic/Faculty <i>benefits not included</i>	\$649,579.09	\$554,012.76	\$617,321.06	\$679,161.98	\$786,410.23
Admin/Managerial/Prof. <i>benefits not included</i>	\$60,567.14	\$134,159.76	\$156,375.33	\$160,409.31	\$73,240.59

Office & Service	\$50,746.89	\$54,880.71	\$59,280.17	\$58,348.29	\$60,488.46
<i>benefits not included</i>					
Grad Assist & Other Acad	\$140,227.60	\$120,942.87	\$108,617.24	\$144,057.48	\$126,304.61
Hourly Help	\$605.13	\$1,581.39	\$2,125.20	\$2,903.29	\$4,133.96
Operating Expenses	\$102,265.95	\$55,821.81	\$48,225.34	\$52,611.90	\$47,058.40
Totals	\$1,003,991.80	\$921,399.30	\$991,944.34	\$1,097,492.25	\$1,097,636.25

Department Revenues

<u>Category</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>
Lab Fees	\$10,013.00	\$11,766.00	\$7,588.00	\$8,301.00	\$11,156.00
Student Tech Fees	\$2,050.00	\$0.00	\$19,400.00	\$5,120.00	\$11,386.00
Equipment Fund	\$15,385.00	\$11,191.00	\$11,204.00	\$18,813.00	\$0.00
Totals	\$27,448.00	\$22,957.00	\$38,192.00	\$32,234.00	\$22,542.00

<u>Anthropology Foundation Accts</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>
<i>donations, dividends & interest</i>					
Waters & Champe #2664	\$5,246.10	\$5,857.02	\$6,571.11	\$6,997.32	\$7,075.80
Anthropology Development #2755	\$530.00	\$1,010.00	\$655.00	\$325.00	\$620.00
McGinnis #6694.1 & #6694.2	<i>Interest from this fund provides approx. a \$200 under grad & \$300 grad award for Anthro major</i>				
Ward Weakly (not Found. Acct.)	\$3,136.36	\$3,409.59	\$4,969.45	\$4,756.52	\$4,053.26
 <u>Geography Foundation Accts</u>					
<i>donations, dividends & interest</i>					
Wm. & Edith Rockie #952	<i>Interest earned income from this endowment fund-- for Geography undergraduate scholarships</i>				
Nels Bengston Memorial #1146	<i>Interest earned income from this endowment fund-- not sure on yearly amounts</i>				
Leslie Hewes Prize #1809	<i>Fund earned interest provides book & plaque for academic accomplishments of Geog grad student</i>				
Ed Hirsch #3949	<i>Interest earned income from this endowment fund-- for Geography undergraduate scholarships</i>				
Geog Scholarship Fnd #2934	1st Year	\$124.00	\$24.00	\$76.00	\$24.00
Geog Founders Fnd #2471	<i>Interest earned income (capital is available for use also) -- for "special needs" of the Geography program</i>				

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 800mhz, 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 micro-computers 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**

Bessey Hall	Function	Square Footage
125B	Chair-Wishart office, Hughes Library Collection	257
127	Lavin office, Faculty research Computers	215
127A	Emeriti offices (Lonsdale, McIntosh, Stoddard)	224
220	Amedeo, Archer, Temporary Teacher Offices	<u>590</u>

Subtotal 1,286 sq. ft.

Morrill Hall

420-21	3 TA=s	232
422	1 TA	70
423	2 TA=s	81
424	2 TA=s	81
425	2 TA=s	81
426	2 TA=s	81
428	Computer Mapping Lab/Classroom - computer storage	1,083
428A	Physical Geography Lab - wet lab	<u>537</u>

Subtotal 2,246 sq. ft.

Andrews Hall

15	Internet Computer Lab for high enrollment 100 level courses	<u>574</u>
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Subtotal 574 sq. ft.

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 conducive 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 CALMIT. 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

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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.

Consulting Editor, Warner Modular Publications, Andover, Massachusetts, 1972-1973.

Co-director (along with Professors James Griffin and Jim Potter) of the International Annual

Environmental Design Research Association Conference for 1983.

Editor, EDRA 1983 Proceedings of the Fourteenth International Conference of the Environmental Design Research Association.

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)

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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 .

Amedeo, Douglas and Ray Green. 2003. "Conceptualizing the Construct Neighborhood: an experience-based model." In progress.

Amedeo, Douglas: Writing a book with Professors Reginald Golledge, and Robert Stimson on Understanding Activities and Experiences in Spaces and Environments. March, 2002. Signed a contract with Guilford Publications to publish it. Thirty-page proposal available for inspection on the nature of this book, written by Amedeo.

Examples of Book Reviews for Professional Journals:

Review of Explanation in Geography, by David Harvey, published by St. Martins Press, 1970. In Geographical Review, Vol. 61, No. 1, 1971, pp. 147-149.

Review of Introduction to Scientific Geographic Research by L. Lloyd Haring and John F. Lounsbury, published by Wm. C. Brown Co., 1971. In Geographical Analysis, Vol. IV, No. 1, January, 1971, pp. 110-112.

Review of Ecologic-Economic Analysis for Regional Development by Walter Isard, et al., published by the Free Press, 1972. In Annals: Association of American Geographers, Vol. 63, No.4, (December, 1973), pp. 558-560.

Review of Measurement of Subjective Phenomena, edited by Denis F. Johnston, Published by U.S. Dept. of Commerce, Bureau of Census, 1981, In Environment and Behavior, November, 1983, pp.741-746.

Review of Environmental Aesthetics, edited by Jack Naser, Cambridge University Press, 1988. Review published in Environment and Behavior, Vol. 21, #6. Nov. 1989. pp. 781-786.

Review of History and Precedent in Environmental Design, by Amos Rapoport, Published by Plenum, 1990. In Journal of Historical Geography

Review of Environmental Aesthetics: Ideas, Politics, and Planning, by J. Douglas Porteous. Published by Routledge, 1996. In Journal of Cultural 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 and workshop on "Environment and You" presented at Nebraska Public Health Association: 28th Annual Meeting, May, 1978 in Columbus, Nebraska. (Invited)

Paper on "The Process of Experiencing Feelings in Environments: Exploratory Modeling," at EDRA 10th Annual Conference in Buffalo, University of New York, May, 1979. (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").

"Environmental Schemata and Emotions". At the Thirty-Third North American Meetings of the Regional Science Association. Nov. 14-16, 1986, Columbus, Ohio. (Invited)

"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.

Amedeo, Douglas M., "Grouping in Affective Responses to Environments: Indications of Emotional Norm Influence in Person-Environment Relations," Invited Paper: University of California, Santa Barbara Geography Department, May 11, 1988.

Amedeo, Douglas M., "Using Verbal Data To Explore Thinking About Environmental Attributes," Invited Paper: University of California, Santa Barbara Geography Department, May 12, 1988.

Amedeo, Douglas M., "Modeling Multiple Perceptions of Landscape Scenic Values," Invited Paper: University of California, Santa Barbara Geography Department, May 13, 1988.

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: "Self and the Environment." Paper presented in symposium at Environmental

Design Research Association, EDRA, 25th Annual Conference, March 16-20, 1994, St Anthony Hotel, San Antonio, Texas.

D. Amedeo: "Activity Adaptation in Uncommon Environments." Paper presented in symposium at Environmental Design Research Association, EDRA, 26th Annual Conference, March 1-5, 1995, Omni Parker House Hotel, Boston, Massachusetts.

D. Amedeo: "Interactions of External with Internal Information in Versions of Scenic-Quality Perceptions." Paper presented at The Association of American Geographers 92nd Annual Meeting, April 9-13, 1996, Charlotte, North Carolina

D. Amedeo and James Dyck: "Educational Perspective and Activity-Facilitating Classroom Design." Paper presented in symposium at Environmental Design Research Association, EDRA, 28th Annual Conference, at the Architectural and Design School, University of Quebec at Montreal, May, 1997.

D. Amedeo: Discussant on panel discussing "Epistemological Stances in Environmental Design Research." Panel presented at Environmental Design Research Association, EDRA, 28th Annual Conference, at the Architectural and Design School, University of Quebec at Montreal, May, 1997.

D. Amedeo: "Exploring the Role of Attachment Between Self and Environment." Paper presented and Session Chaired at The Association of American Geographers 93rd Annual Meeting, April 1-5, 1997, Fort Worth, Texas.

D. Amedeo and James Dyck. "Teacher Perceptions of Classroom Design Effectiveness." Presented as part of the Intensive, If Hot Groups Need Cool Spaces, at EDRA 29 - Work Environments Network Intensive. St. Louis EDRA Meetings, March 4th, 1998.

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 Richert, Amy. July, 2001. "Relationships Between Group Conservation Perspectives and Preferences for Agencies as Advocates of Environmental Policy." Presented at EDRA 32, University of Edinburgh, Scotland, July 3rd to the 6th.

Amedeo, Douglas and Gannis, Mary. July, 2001. "Influences of Different Facets of the Self in Responses to Environmental Change; the Case of Buderim, Australia." Presented at EDRA 32, University of Edinburgh, Scotland, July 3rd to the 6th.

Amedeo, Douglas and Richert, Amy. July, 2001. "Perceptions of Wildlife in the Sandhills of Nebraska." Presented at EDRA 32, University of Edinburgh, Scotland, July 3rd to the 6th.

Amedeo, Douglas and Gannis, Mary. May, 2002. "A Place Attachment Framework for Examining Responses to Environmental Change." Presented at EDRA 33, Philadelphia, PA.

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.

Amedeo, Douglas and Gannis, Mary. May, 2003. "The Use of Relatively More Open-ended Interview Instruments in Environment and Behavior Research." 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.)

Professional Conduct Committee, September 1981 to September 1982.

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 May 1990 to 1993).

Appointed Member of the "Faculty In Support of Cultural Diversity at UNL", 1990 to 1991.

Professional Conduct Committee, September 1991 to September 1992. Academic Senate Representative.

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.

3. Many referee assignments completed for such Professional Journals as Environmental Design Research Association Papers, Environment and Behavior, Professional Geographer, and Annals of Association of American Geographers, Regional Science Perspectives.

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.

2. Proposal (\$62,500) submitted to NSF (March 1981) requesting funds to research, "Constancies in Affective Responses to Environments: Reflections of Norms in Beliefs About Expected Emotional Experiences in Physical Settings." 35 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.

6. Proposal With Amy Richert to Sandhills Task Force and Nebraska Game and Parks: Diverse User-Viewpoints for Environmental Policy Formulation: Perceptions, Preferences, Beliefs and Aspirations in Nebraska's Sandhills for \$44,000. Granted 1997.

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. FettermanGeography (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

Advanced Quantitative Methods #996
Seminar in Human Geography #940

VITA

JOHN CLARK ARCHER

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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

2001-present	Professor Department of Anthropology and Geography University of Nebraska--Lincoln Lincoln, Nebraska
1989-2001	Associate Professor Department of Geography University of Nebraska--Lincoln Lincoln, Nebraska
1985-1989	Assistant Professor Department of Geography University of Nebraska--Lincoln Lincoln, Nebraska
1982-1985	Visiting Assistant Professor Department of Geography University of Oklahoma Norman, Oklahoma
1975-1982	Assistant Professor Department of Geography Dartmouth College Hanover, New Hampshire
Fall 1980	Visiting Assistant Professor Department of Geography University of Iowa Iowa City, Iowa
January 1980	Visiting Fellow Department of Geography University of Newcastle Newcastle upon Tyne, United Kingdom
1974-1975	Assistant Professor Department of Economics and Geography University of Missouri--St. Louis St. Louis, Missouri
1972-1974	Graduate Teaching Assistant Department of Geography University of Iowa Iowa City, Iowa

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 Consultant in Population Geography
 Fall 1983 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

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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
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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.

- 2002 **Atlas of American Politics, 1960-2000,** with S. Lavin, K. Martis and F. Shelley,
Congressional Quarterly Press, Washington, D.C., 242 pp. (Hardcover ISBN 1-56802-665-X). [Note: named an "Outstanding Academic Title, 2002" by Choice magazine]
- 1996 **Political Geography of the United States,** with F. Shelley, F. Davidson,
and S. Brunn, Guilford, New York, 364 pp. (Paperback ISBN 1-57230-048-5;
Hardcover ISBN 1-57230-047-7).
- 1986 **American Electoral Mosaics. Resource Publications in Geography,**
No. 1985/3, with F. Shelley, Association of American Geographers,
Washington, D. C., x+97 pp. (Paperback ISBN 0-89291-195-6).
- 1981 **Section and Party: A Political Geography of American Presidential**
Elections, from Andrew Jackson to Ronald Reagan. Geographical
Research Studies Series, Studies in Political Geography, Vol. 4,
with P. Taylor, John Wiley (Research Studies Press), Chichester, United
Kingdom and New York, xiv+271 pp. (Hardcover ISBN 0-471-10014-5).
[Later reprint edition, paper, ISBN 0-8357-3529-X, Books on Demand].

C. Book Chapters.

- 2004 "Contemporary Agriculture and Rural Land Use," with L. A. Duram, in G. Gaile and C. Willmott, eds., **Geography in America at the Dawn of the 21st Century**, New York: Oxford University Press, pp. 914-945, forthcoming.
- 2002 "Patterns of Population Sustainability in the US Midlands," with R. Lonsdale, in H. Jussila, R. Majoral, and B. Cullen, eds., **Sustainable Development and Geographical Space: Issues of Population, Environment, Globalization and Education in Marginal Regions**, Ashgate: Aldershot, UK, pp. 25-36

C. Book Chapters, cont.

- 2001 "Great Plains Settlement: Globalization and Deregulation," with R. Lonsdale, in H. Jussila, R. Majoral, and F. Delgado-Cravidao, eds., **Globalization and Marginality in Geographical Space: Political, Economic and Social Issues of Development at the Dawn of the New Millennium**, Ashgate: Aldershot, UK, pp.37-52.
- 2001 Richard E. Lonsdale and J. Clark Archer (2001) "Land Values and Population Trends as Indicators of Changing Marginality in the Rural U.S.A.," in S. Pelc, ed., **Developmental Problems in Marginal Areas: Local Initiative versus National and International Regulation; Proceedings of the Marginal Areas Research Initiative Meeting**, University of Ljubljana, Faculty of Education: Ljubljana, Slovenia, pp. 59-68.
- 1999 "Demographic Factors in Characterizing and Delimiting Marginal Lands," with R. Lonsdale, in H. Jussila, R. Majoral and C. Mutambirwa, eds., **Marginality in Space: Past, Present and Future; Theoretical and Methodological Aspects of Cultural, Social, and Economic Parameters of Marginal and Critical Regions**, Ashgate: Aldershot, UK, pp. 135-149.
- 1997 "Political Sociology and Political Geography: A Quarter Century of Progress in Electoral Geography," with F. Shelley, in R. D. Dikshit, ed., **Developments in Political Geography: A Century of Progress** (Sage Publications India; New Delhi, India, pp. 205-225.
- 1994 "The United States: We, the People ...", with F. Shelley, in P. Taylor, ed., **World Government: The Illustrated Encyclopedia of World Geography**, rev. ed., Oxford University Press, New York, pp. 52-69. (Reprint of 1990 ed.)
- 1992 "A Medium-Term Perspective on Demographic Change in the American Midlands, 1803-1990," in I. Bowler, C. Bryant, and D. Nellis, eds., **Contemporary Rural Systems in Transition; Volume 2, Economy and Society** (Wallingford, United Kingdom: C.A.B. International), pp. 62-84.
- 1990 "The United States: We, the People ...", with F. Shelley, in P. Taylor, ed., **World Government: The Illustrated Encyclopedia of World Geography**, Oxford University Press, New York, pp. 52-69
- 1985 "Theory and Methodology in Political Geography," with F. Shelley, in M. Pacione, ed., **Progress in Political Geography**, Croom Helm, London, United Kingdom, pp. 11-40.
- 1984 "The Spatial Allocation of Federal Outlays and Presidential Politics: A Vote-Buying Linkage?" in A. Kirby, P. Knox, and S. Pinch, eds., **Public Provision and Urban Development**, Croom Helm, London, United Kingdom, pp. 44-74.
- 1981 "Public Choice Paradigms in Political Geography," in A. Burnett and P. Taylor, eds., **Political Studies from Spatial Perspectives: Anglo-American Essays on Political Geography**, John Wiley, Chichester, United Kingdom, pp. 73-90.

C. Book Chapters, cont.

- 1980 "Instructional Applications of Interactive Choropleth Mapping," in P. Moore, ed., **Urban, Regional and State Government Applications of Computer Mapping, Plus Computer Mapping in Education. The Harvard Library of Computer Graphics; 1980 Mapping Collection, Vol. 11**, Laboratory for Computer Graphics and Spatial Analysis, Harvard University, Cambridge, Massachusetts, pp. 5-14.

D. Articles

- 2003 "Geography of Population Change and Redistribution within the Post-Frontier Great Plains," with R. E. Lonsdale, **Great Plains Research**, Vol. 13, No. 3, pp. 43-61
- 2002 "The geography of an interminable election: Bush vrs. Gore, 2000," **Political Geography**, Vol. 21, No. 1, pp. 71-77. [Note: one of 6 related articles collected within a special "Forum on the 2000 Presidential election and the Florida debacle in geographical context," pp. 67-104].
- 1998 "Emptying Areas of the United States, 1990-1995," with R. Lonsdale, **Journal of Geography**, Vol. 97, No. 3, pp. 108-122. [Note: National Council for Geographic Education **Journal of Geography Award** for "Best Content Article" of 1998].
- 1997 "Geographical Aspects of U.S. Farmland Values and Changes During the 1978-1992 Period," with R. Lonsdale, **Journal of Rural Studies**, Vol. 13, No. 4, pp. 399-414.
- 1997 "The Perceived Geopolitical Importance of the Countries of the World: An Analytical and Pedagogical Investigation," with F. Shelley and J. Leib, **Journal of Geography**, Vol. 96, No. 2, pp. 76-83
- 1995 "Changing Employment Patterns on the Northern and Central Great Plains," with R. Lonsdale, **Great Plains Research**, Vol. 5, No. 1, pp. 47-70.
- 1995 "The Historical Geography of Presidential Elections in the South, 1872-1992," with F. Shelley, **Southeastern Geographer**, Vol. 35, No. 1, pp. 22-36.
- 1994 "Changing the Way Albanian Geographers Look at their Land," with D. Rugg, R. Lonsdale and J. Peake, **Journal of Geography**, Vol. 93, No. 5, pp. 244-250..
- 1994 "Some Geographical Aspects of the American Presidential Election of 1992," with F. Shelley, **Political Geography**, Vol. 13, No. 2, pp. 137-159.
- 1993 "Spatial and Temporal Variability in the Geography of American Defense Outlays," with J. Crump, **Political Geography**, Vol. 12, No. 1, pp. 38-63.
- 1989 "Sectionalism and Presidential Politics in America: A Twentieth Century Reinvestigation of Voting Patterns in Illinois, Indiana and Ohio," with F. Shelley, **Journal of Interdisciplinary History**, Vol. 20, No. 2, pp. 227-255.

D. Articles, cont.

- 1988 "The Geography of U.S. Presidential Elections," with F. Shelley, P. Taylor, and E. White, **Scientific American**, Vol. 259, No. 1, July, pp. 18-25.
- 1988 "Metropolitan, Nonmetropolitan, and Sectional Variations in Voting Behavior in Recent Presidential Elections," with T. Murauskas and F. Shelley, **Western Political Quarterly**, Vol. 41, No. 1, pp. 63-84.
- 1988 "Macrogeographical versus Microgeographical Cleavages in American Presidential Elections, 1940-1984," **Political Geography Quarterly**, Vol. 7, No. 2, pp. 111-125.
- 1987 "City Size Distributions and the World Urban System in the Twentieth Century," with N. Ettliger, **Environment and Planning A: Urban and Regional Research**, Vol. 19, pp. 1161-1174.
- 1986 "The Geography of Recent Presidential Elections in the Southwest," with F. Shelley and T. Murauskas, **Arkansas Journal of Geography**, Vol. 2, pp. 1-11.
- 1985 "Some Geographical Aspects of the American Presidential Election of 1984," **Political Geography Quarterly**, Vol. 4, No. 2, pp. 163-176.
- 1985 "Counties, States, Sections, and Parties in the 1984 Presidential Election," with T. Murauskas, F. Shelley, P. Taylor, and E. White, **Professional Geographer**, Vol. 37, No. 3, pp. 279-287. [Note: summarized in **The Chronicle of Higher Education**, Sept. 11, 1985, pp. 8-9].
- 1985 "A Service Classification of American Metropolitan Areas," with E. White, **Urban Geography**, Vol. 6, No. 2, pp. 122-151.
- 1984 "Computer-Produced Unclassed Bivariate Choropleth Maps," with S. Lavin, **The American Cartographer**, Vol. 11, pp. 49-57. [Note: American Cartographic Association **Andrew McNally Award** for "Finest article on Cartography in 1984"].
- 1984 "Political Habit, Political Culture, and the Electoral Mosaic of a Border Region," with F. Shelley, **Geographical Perspectives**, Vol. 54, pp. 7-20.
- 1984 "Rednecks and Quiche Eaters: A Cartographic Analysis of Recent Third Party Electoral Campaigns," with F. Shelley and E. White, **Journal of Geography**, Vol. 83, No. 1, pp. 7-12. [Note: National Council for Geographic Education **Journal of Geography Award** for "Best Content Article" of 1983-4].
- 1983 "The Geography of Federal Fiscal Politics in the United States of America: An Exploration," **Environment and Planning C: Government and Policy**, Vol. 1, pp. 377-400.
- 1982 "Some Geographical Aspects of the American Presidential Election of 1980," **Political Geography Quarterly**, Vol. 1, No. 2, pp. 123-135.

D. Articles, cont.

- 1982 "Progress Report: Political Geography," **Progress in Human Geography**, Vol. 6, No. 2, pp. 231-241.
- 1981 "Computer Assisted Instruction in Geography," with S. Lavin, **Geographical Perspectives**, Vol. 47, pp. 16-29.
- 1980 "Congressional Incumbent Reelection Success and Federal Outlays Distribution: A Test of the Electoral Connection Hypothesis," **Environment and Planning A: Urban and Regional Research**, Vol. 12, pp. 263-277.
- 1980 "Progress Report: Political Geography," **Progress in Human Geography**, Vol. 4, No. 2, pp. 255-264.
- 1979 "Incrementalism and Federal Outlays Among States," **Geographical Perspectives**, Vol. 44, pp. 5-14.
- 1978 "Federal Spending in New England: 1952-1977," in T. Rickard, ed., **Proceedings: New England--St. Lawrence Valley Geographical Society**, Vol. 8, pp. 1-10.
- 1976 "Occupational Rank and Residential Association: Testing an Hypothesis," **Proceedings of the Association of American Geographers**, Vol. 7, pp. 29-32.
- 1976 "Locational Logrolling and Citizen Support of Municipal Bond Proposals: The Example of St. Louis," with D. Reynolds, **Public Choice**, Vol. 27, pp. 21-39.
- 1969 "Dimensions of Urban Structural Change in Ghana, 1948-1960," with M. McNulty, **Proceedings of the Association of American Geographers**, Vol. 1, pp. 99-103.

E. Book and Software Reviews.

- 1998 "Commentary II: Classics in Human Geography Revisited: K. Cox, 'The voting decision in a spatial context'," **Progress in Human Geography**, Vol. 22, No. 3, pp. 409-411.
- 1994 "Review of K. C. Martis and G. A. Elmes, **The Historical Atlas of State Power in Congress, 1790-1990**," **Journal of Historical Geography**, Vol. 20, No. 3, pp. 350-351.
- 1992 "Review of Strategic Locations Mapping, Inc., **ATLAS*GIS**," **Cartography and Geographic Information Systems**, Vol. 19, No. 2, pp. 111-116.
- 1990 "Review of P. Kleppner, R. Dahlberg, R. Tobias, K. Himmelberger, and R. Vaupel, **Political Atlas of Illinois**," **Cartography and Geographic Information Systems**, Vol. 17, No. 2, pp. 172-173.

E. Book and Software Reviews, cont.

- 1990 "Review of K. C. Martis, **The Historical Atlas of Political Parties in the United States Congress, 1789-1989**," **Journal of Historical Geography**, Vol. 6, No. 3, p. 356.
- 1990 "Review of SYSTAT Inc., **SYSTAT/SYGRAPH**," **Cartography and Geographic Information Systems**, Vol. 17, No. 4, pp. 306-310.
- 1990 "Review of H. Mounsey and R. F. Tomlinson, **Building Databases for Global Science**," **Professional Geographer**, Vol. 42, No. 2, pp. 264-265.
- 1989 "Review of Strategic Locations Planning, **ATLAS*GRAPHICS**," **American Cartographer**, Vol. 16, No. 2, pp. 134-138.
- 1989 "Review of R. Zagarri, **The Politics of Size: Representation in the United States, 1776-1850**," **Journal of Historical Geography**, Vol. 15, No. 3, pp. 328-329.
- 1989 "Review of Strategic Locations Planning, **ATLAS*DRAW**," **American Cartographer**, Vol. 16, No. 3, pp. 210-215.
- 1988 "Review of M. Conzen, ed., **World Patterns of Modern Urban Change**," **Regional Studies**, Vol. 22, p. 561.
- 1987 "Review of E. Tufte, **Visual Display of Quantitative Information**," **Environment and Planning B: Planning and Design**, Vol. 14, pp. 115-116.
- 1986 "Review of M. Monmonier, **Technological Transition in Cartography**," **Regional Studies**, Vol. 20, pp. 198-199.
- 1986 "Review of B. Checkoway and C. V. Patton, eds., **The Metropolitan Midwest: Policy Problems and Prospects for Change**," **Regional Studies**, Vol. 20, pp. 385-386.
- 1984 "Review of K. Martis, **The Historical Atlas of United States Congressional Districts, 1789-1982**," **The American Cartographer**, Vol. 11, pp. 84-85.
- 1984 "Review of H. Alexander, **Financing the 1980 Election**," **Environment and Planning C: Government and Policy**, Vol. 2, pp. 368-369.
- 1982 "Review of G. Gudgin and P. Taylor, **Seats, Votes, and the Spatial Organization of Elections**," **Economic Geography**, Vol. 58, pp. 294-296.
- 1980 "Review of K. Cox, **Location and Public Problems**," with P. Taylor, **Economic Geography**, Vol. 56, pp. 78-80.

F. Abstracts, Maps and Miscellaneous.

- 2003 "Map poster: Peopling the Louisiana Purchase" with S. Lavin, J. Gara and F. Shelley, Map poster distributed to all registrants at Annual Meeting of the Association of American Geographers, New Orleans, Louisiana, March 2003.
- 2002 "Abstract: Atlas of American Politics: Presidential Elections," with S. Lavin, **2002 Abstract Volume: Association of American Geographers 98th Annual Meeting**, Association of American Geographers, Washington, D.C., p. 19.
- 2001 "Three maps of 'Presidential Primaries, 1968, 1980 and 2000' and fifty-four maps of 'Electoral College Votes for President, 1789-2000'," with S. Lavin, in J. L. Moore, J. P. Preimesburger, & D. R. Tarr, eds, **Congressional Quarterly's Guide to US Elections, 4th ed.**, Congressional Quarterly Press, Washington, D.C., pp. 316-317 & 718-771.
- 2001 "Abstract: Continuity versus Contrast in the 2000 Presidential Election," **2001 Abstract Volume: Association of American Geographers 97th Annual Meeting**, Association of American Geographers, Washington, D.C., p. 29.
- 2000 "Maps: Party Poopers," with A. Y. Cheng and F. Shelley, **Harper's Magazine**, Vol. 301, No. 1806, November, p. 92
- 2000 "Abstract: End of Century Electoral Volatility," **2000 Abstract Volume: Association of American Geographers 96th Annual Meeting**, Association of American Geographers, Washington, D.C., pp. 22-23.
- 1999 "Abstract: Recent Population Trends in the Midcontinent Region," **Program and Proceedings: The Nebraska Academy of Sciences**, Nebraska Academy of Sciences, Lincoln, Nebraska, p. 105
- 1999 "Abstract: Contemporary Agriculture and Rural Land Use (CARLU): Globalization, Scale, and Conservation," with L. Duram, **1999 Abstract Volume: Association of American Geographers 95th Annual Meeting**, Association of American Geographers, Washington, D.C., p. 19
- 1999 "Abstract: The '96 Electoral Mosaics," with K. Martis and F. Shelley, **1999 Abstract Volume: Association of American Geographers 95th Annual Meeting**, Association of American Geographers, Washington, D.C., p. 544
- 1998 "Abstract: Mapping America's Demographically Marginal Areas," with R. Lonsdale, **1998 Abstract Volume: Association of American Geographers 94th Annual Meeting**, Association of American Geographers, Washington, D.C., p. 28
- 1997 "Abstract: The Political Geography of the U.S. Presidential Election," with F. Shelley, **Abstracts: Association of American Geographers 93rd Annual Meeting**, Association of American Geographers, Washington, D.C., p. 8.

F. Abstracts, Maps and Miscellaneous, cont.

- 1996 "Abstract: The Perceived Geopolitical Importance of the Countries of the World," with F. Shelley and J. Leib, **Book of Abstracts: Transformations in the Political Geography of Contemporary Europe**, Department of Geography, University of South Carolina, Columbia, South Carolina, p. 2.
- 1996 "Abstract: Sectional and Subsectional American Electoral Mosaics," with F. Shelley, **Abstracts: Association of American Geographers 92nd Annual Meeting**, Association of American Geographers, Washington, D.C., p. 9.
- 1995 "Maps: "Omaha Lands," "Omaha Reservation," and "Omaha Reservation and Macy," with M. Swetland, **Great Plains Research**, Vol. 4, No. 2, pp. 204, 205, 276.
- 1995 "Abstract: Regions, Reapportionment, Redistricting and Roll-Call Votes: 102nd-103rd Congresses," with E. Edens, E. Hogan, and R. Watrel, **Abstracts: Association of American Geographers 91st Annual Meeting**, Association of American Geographers, Washington, D.C., p. 11.
- 1994 "Software: "Exercises and Projections, IBM Software Disk Number G57," **AAG Microcomputer Specialty Group SOFTWARE**, AAG-MSG Software, c/o R. Sechrist, Indiana University of Pennsylvania, Indiana, PA 15705
- 1994 "Abstract: Changing Employment Patterns on the Great Plains," with R. Lonsdale, **Abstracts: Association of American Geographers 90th Annual Meeting**, Association of American Geographers, Washington, D.C., p. 10.
- 1994 "Abstract: Sections within Sections: Towards a County-level Historical Geography of American Presidential Elections," with F. Shelley, **Abstracts: Association of American Geographers 90th Annual Meeting**, Association of American Geographers, Washington, D.C., p. 345.
- 1993 "Abstract: The Geography of the 1992 Presidential Election," with F. Shelley, **Abstracts AAG93**, Association of American Geographers, Washington, D.C., pp. 7-8.
- 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 "Abstract: Congress, Section, Party and U.S. Foreign Policy," in D. B. Knight, ed., **Future Constructions of the World Political Map: Underlying Factors; Abstracts**, Commission on The World Political Map, International Geographical Union; Department of Geography, Carlton University, Ottawa, Canada, pp. 7-8.
- 1992 "Abstract: Rural Renaissance Reversal in the American Midlands," **Association of American Geographers 88th Annual Meeting Abstracts**, Association of American Geographers, Washington, D.C., p. 8.

F. Abstracts, Maps and Miscellaneous, cont.

- 1991 "Abstract: Digital Cartographic Variations for the U.S. Midlands," with S. Lavin, et. al., **Abstracts: Great Plains/Rocky Mountain Division Association of American Geographers Annual Meeting**, Department of Geography, University of Wyoming, Laramie, Wyoming, p. 12.
- 1991 "Abstract: Electoral Districting in Nebraska," **1991 Annual Meeting Abstracts**, Association of American Geographers, Washington, D.C., p. 6.
- 1990 "Abstract: Time, Scale and the Spatial Variability of Federal Outlays," with P. Kramer, in T. Chorlton, et. al., eds., **AAG Annual Meeting Program and Abstracts**, Association of American Geographers, Washington, D.C., p. 6.
- 1988 "Map: Electoral Volatility," with F. Shelley, P. Taylor, and E. White, **VISIONS: Research and Creative Activity at the University of Nebraska--Lincoln**, Vol. 1, No. 1, Fall, p. 22. [Reprinted from **Scientific American**, July 1988, p. 51].
- 1988 "Map: The Geography of Political Volatility," with F. Shelley, P. Taylor, and E. White, **Harper's Magazine**, Vol. 277, No. 1661, October, p. 21 [Reprinted from **Scientific American**, July 1988, p. 51].
- 1988 "Abstract: Population Trends in the Midlands," in R. Roberts and K. Rainman, eds., **1988 AAG Annual Meeting Program and Abstracts**, Association of American Geographers, Washington, D. C., p. 4.
- 1987 "Abstract: American Electoral Mosaics," with F. Shelley, in **Abstracts: 83rd Annual Meeting, American Political Science Association**, American Political Science Association, Washington, D. C.
- 1987 "Abstract: Has Sectionalism in the Old Northwest Died Away?" with F. Shelley, in **Abstracts: Annual Meeting of the Eastern Historical Geographers' Association**, Eastern Historical Geographers' Association, University Park/State College, Pennsylvania, p. 3.
- 1987 "Abstract: Interpreting Global City Size Distributions in the Twentieth Century," with N. Ettlinger, in R. F. Roberts, ed., **1987 AAG Annual Meeting Program and Abstracts**, Association of American Geographers, Washington, D. C., p. 26.
- 1986 "Abstract: Metropolitan, Nonmetropolitan, and Sectional Variations in Voting Behavior in Recent Presidential Elections," with T. Murauskas, in R. Roberts and D. Lindahl, eds., **AAG'86 Twin Cities Abstracts**, Association of American Geographers, Washington, D. C., p. 292.
- 1985 "Abstract: Demographic Structure and the Prison Population Dilemma in Oklahoma," with G. Thompson, in J. W. Frazier, B. W. Epstein, and F. A. Schoolmaster, eds., **Papers and Proceedings of Applied Geography Conferences**, Vol. 8, Department of Geography, State University of New York--Binghamton, Binghamton, New York, p. 375.

F. Abstracts, Maps and Miscellaneous, cont.

- 1985 "Note: Political Geographers Cited by U. S. Supreme Court," with F. Shelley, **Political Geography Specialty Group Newsletter**, Vol. 5, No. 2, p. 10.
- 1985 "Abstract: A Demonstration of the Use of Apple II Microcomputers in Cartographic Education," with E. White, in **North American Cartographic Information Society Fifth Annual Meeting Conference Program and Abstracts**, North American Cartographic Information Society, Chicago, Illinois, pp. 10-11.
- 1985 "Abstract: A Service Classification of American Metropolitan Areas," with E. White, in D. G. Cartwright and C. F. J. Whebell, eds., **AAG Program Abstracts, 1985**, Association of American Geographers, Washington, D. C., p. 175.
- 1984 "Abstract: Congress and the Disappearing Pork-Barrel: Reflections on the Geography of Federal Outlays," in R. J. Earickson, ed., **AAG Program Abstracts; Washington, 1984**, Association of American Geographers, Washington, D. C., p. 92.
- 1983 "Abstract: Unclassed Bivariate Maps: Analytical Applications," with S. Lavin, in M. Swann, P. Swann, and R. Lonsdale, eds., **AAG Program Abstracts; Denver, 1983**, Association of American Geographers, Washington, D. C., p. 204.
- 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).
- 1981 "College Courses: Techniques and Applications of Geographic Research," **Geographical Perspectives**, Vol. 48, p. 54.
- 1981 "Abstract: The Significance of Sections in American Presidential Elections: A Reexamination," with P. Taylor, in P. Kane and D. Hornbeck, eds., **Program Abstracts of the Association of American Geographers; Los Angeles, 1981**, Association of American Geographers, Washington, D. C., p. 83.
- 1980 **Computer Mapping with DGDMS: the Dartmouth Geography Department Mapping System**, with D. Caldwell, Department of Geography, Dartmouth College, Hanover, New Hampshire, 148 pp.
- 1979 "Abstract: Partisan and Regional Realignments in American Presidential Elections," with P. Taylor, in B. Ryan, ed., **Association of American Geographers Program Abstracts; Louisville, 1980**, Association of American Geographers, Washington, D. C., p. 29.

F. Abstracts, Maps and Miscellaneous, cont.

- 1979 "Response to D. Meyer, 'Image and the Physical Environment'," in S. Stave, ed., **Hartford: The City and Region**, University of Hartford, West Hartford, Connecticut, p. 21.
- 1978 "Abstract: Incrementalism and Federal Outlays Among States," in R. West and C. Kimber, eds., **Association of American Geographers Program Abstracts; New Orleans, 1978**, Association of American Geographers, Washington, D. C., pp. 232-233.
- 1977 "Vermont Yankee Fish Farming Simulation," with R. Huke, Department of Geography, Dartmouth College, Hanover, New Hampshire, 19 pp. (Research supported by U. S. Energy Research and Development Administration Research Contract EY-C-02-2869, administered by Vermont Yankee Nuclear Power Corporation, Vernon, Vermont).
- 1972 "The Residential Associations of Occupational Classes in Two American Cities: Indianapolis and Pittsburgh," **Discussion Paper**, with R. Schmitt, Institute of Urban and Regional Research, University of Iowa, Iowa City, Iowa, 29 pp.
- 1969 "An Inquiry into the Spatial Basis of Electoral Geography," **Discussion Paper Series No. 11**, with D. Reynolds, Department of Geography, University of Iowa, Iowa City, Iowa, 41 pp. (Available from University Microfilms, Ann Arbor, Michigan).

Papers and Workshops Presented

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| March 2004 | "Sectionalism in American Political Geography," 100 th Annual Meeting of the Association of American Geographers, Philadelphia, Pennsylvania. |
| March 2004 | "A Functional Classification of American Metropolitan Areas, 2000," with R. E. Lonsdale, 100 th Annual Meeting of the Association of American Geographers, Philadelphia, Pennsylvania |
| March 2003 | "Past, Present and Future Geodemographics of the Great Plains," with R. Lonsdale, 99 th Annual Meetings of the Association of American Geographers, New Orleans, Louisiana. |
| March 2002 | "Atlas of American Politics: Presidential Elections," with S. Lavin, 98 th Annual Meetings of the Association of American Geographers, Los Angeles, California. |
| 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. |
| February 2001 | "Continuity Versus Contrast in the 2000 Presidential Election," 97 th Annual Meeting of the Association of American Geographers, New York, New York. |
| October 2000 | "Visualizations of End-of-Century Electoral Volatility," with S. Lavin, 20 th Annual Meeting of the North American Cartographic Information Society, Knoxville, Tennessee. |
| August 2000 | "Teaching Political Geography: Technology and Political Communication," with G. Webster, 85 th Annual Meeting of the National Council for Geographic Education, Chicago, Illinois. |
| June 2000 | "Land Values and Population Trends as Indicators of Changing Marginality in the Rural U.S.A.," with R. Lonsdale, Conference on Development Problems In Marginal Rural Areas, Sponsored by the University of Ljubljana and ECOVAST Slovenia, Preddvor, Slovenia. |
| April 2000 | "End of the Century Electoral Volatility," 96 th Annual Meeting of the Association of American Geographers, Pittsburgh, Pennsylvania |
| February 2000 | "Political Cartography," World 2000 Conference on Teaching World History and World Geography, Austin, Texas |
| November 1999 | "Book Session Panelist: Peter Trubowitz, <i>Defining the National Interest</i> ," Annual Meeting of the Social Science History Association, Fort Worth, Texas |
| April 1999 | "Recent Population Trends in the Midcontinent Region," Annual Meeting of the Nebraska Academy of Sciences, Lincoln, Nebraska. |

Papers and Workshops Presented, cont.

April 1999	"Uncle Sam and the Midcontinent," 30 th Annual South Dakota State Geography Convention, Brookings, South Dakota.
March 1999	"The '96 Electoral Mosaics," with K. Martis and F. Shelley, 95 th Annual Meeting of the Association of American Geographers, Honolulu, Hawaii.
March 1999	"Contemporary Agriculture and Rural Land Use," with L. Duram, 95 th Annual Meeting of the Association of American Geographers, Honolulu, Hawaii.
August 1998	"Great Plains Settlement: Regulation, Deregulation, and Globalization," with R. Lonsdale, Meeting of the International Geographical Union Commission on Dynamics of Marginal and Critical Regions, Coimbra, Portugal.
June 1998	"Human Geography: Population Geography and Urban Geography," Geographic Educators of Nebraska (GEON) Nebraska Summer Geography Teachers' Institute, Blair, Nebraska
March 1998	"Mapping America's Demographically Marginal Areas," with R. Lonsdale, 94 th Annual Meeting of the Association of American Geographers, Boston, Massachusetts.
October 1997	"Emptying Regions of the United States, 1990-1995," with R. Lonsdale, Annual Meeting of the National Council for Geographic Education, Orlando, Florida.
April 1997	"The Political Geography of U.S. Presidential Elections," with F. Shelley, 93 rd Annual Meeting of the Association of American Geographers, Fort Worth, Texas.
November 1996	"The Changing Geography of U.S. Farmland Values, 1978-1992," with R. Lonsdale, Annual Meeting of the Southwest Division of the Association of American Geographers, Norman, Oklahoma.
August 1996	"Geography of U.S. Farmland Values, 1978-1992," with R. Lonsdale, 28 th International Geographical Congress, The Hague, Netherlands.
April 1996	"The Perceived Geopolitical Importance of the Countries of the world," with J. Leib and F. Shelley, Conference on Transformations in the Political Economy of Contemporary Europe, Sponsored by the European Specialty Group and the Political Geography Specialty Group of the Association of American Geographers, Columbia, South Carolina.
April 1996	"Sectional and Subsectional American Electoral Mosaics," with F. Shelley, 92 nd Annual Meeting of the Association of American Geographers, Charlotte, North Carolina.
February 1996	"Researching Historical Electoral Geography Using GIS Technology," Nebraska GIS Symposium, Lincoln, Nebraska.

Papers and Workshops Presented, cont.

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| November 1995 | "Sectional and Subsectional Variations in American Presidential Elections, 1872-1992," with F. Shelley, 20 th Anniversary Meeting of the Social Science History Association, Chicago, Illinois. |
| October 1995 | "Mapping Politics," Annual Meeting of the National Council for Geographic Education," San Antonio, Texas. |
| 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. |
| March 1995 | "Regions, Reapportionment, Redistricting and Roll-Call Votes: 102nd-103rd Congresses," with E. Edens, E. Hogan and R. Watrel, Annual Meeting of the Association of American Geographers, Chicago, Illinois. |
| October 1994 | "Regionalizing the American Electorate," with F. Shelley, Fall Meeting of the Southwest Association of American Geographers, Hot Springs, Arkansas. |
| May 1994 | "Azimuthal Map Projections," 4 minute segment on Nebraska ETV Network, Channel 21, May 16, 1994. |
| April 1994 | "Changing Employment Patterns on the Great Plains," with R. Lonsdale, Annual Meeting of the Association of American Geographers, San Francisco, California. |
| April 1994 | "Sections within Sections: Towards a County-Level Historical Geography of American Presidential Elections," with F. Shelley, Annual Meeting of the Association of American Geographers, San Francisco, California. |
| April 1994 | "Anything But a Lecture: Active Learning Strategies for Undergraduates," with S. Hanson, P. Gersmehl, P. Gilmartin, C. Komoto, S. Cutter, and J. Monk, Commision on College Geography Special Session, Annual Meeting of the Association of American Geographers, San Francisco, California. |
| February 1994 | "American Electoral Regions," Pi Gamma Mu Sponsored Seminar on Political Geography: Inquiry at Various Scales," Wayne State College, Wayne, 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). |
| April 1993 | "The Geography of the 1992 Presidential Election," with F. Shelley, Annual Meeting of the Association of American Geographers, Atlanta, Georgia. |
| October 1992 | "Party and Section in the 101st Congress," Annual Meeting of the Great Plains--Rocky Mountain Division of the Association of American Geographers, Manhattan, Kansas. |

Papers and Workshops Presented, cont.

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| August 1992 | "Congress, Section, Party and U.S. Foreign Policy," Conference on Future Constructions of the World Political Map: Underlying Factors, Sponsored by the International Geographical Union Commission on the World Political Map, Washington, D.C. |
| April 1992 | "Rural Renaissance Reversal in the American Midlands," Annual Meeting of the Association of American Geographers, San Diego, California. |
| September 1991 | "Digital Cartographic Variations for the U.S. Midlands," with S. Lavin, et. al. , Annual Meeting of the Great Plains--Rocky Mountain Division of the Association of American Geographers, Laramie, Wyoming. |
| August 1991 | "Geographical Aspects of American Domestic Defense Dependency," Conference on East Europe--Central Europe, Sponsored by the International Geographical Union Commission on the World Political Map, Institute of Geography, Prague, Czechoslovakia. |
| August 1991 | "Geodemographic Restructuring of the American Midlands, 1803-1990," Joint Conference on The Contemporary Social and Economic Restructuring of Rural Areas, Sponsored by the Rural Geography Study Group of the Institute of British Geographers, the Contemporary Agriculture and Rural Land Use Specialty Group of the Association of American Geographers, and the Rural and Urban Fringe Study Group of the Canadian Association of Geographers, London/Leicester/Birmingham, England. |
| April 1991 | "Electoral Districting in Nebraska," Political Geography Specialty Group Special Session on The Geography of Electoral Districting, Annual Meeting of the Association of American Geographers, Miami, Florida. |
| April 1991 | "Where's the Defense Perimeter? A Comparative Analysis of the Geographic Concentrations of Federal Defense and Non-Defense Expenditures," with J. Crump, Conference on Global Political Change sponsored by the International Geographical Union Study Group on the World Political Map and the Political Geography Specialty Group of the Association of American Geographers, Tallahassee, Florida. |
| October 1990 | "Microcomputer Cartography: A Display and Demonstration," with P. Kramer and S. Lavin, Annual Meeting of the Great Plains-Rocky Mountain Division of the Association of American Geographers, Kearney, Nebraska. |
| October 1990 | "Geography of Public Finance," with R. Honey, J. Crump, C. Thompson, and G. Webster, Annual Meeting of the West Lakes Division of the Association of American Geographers, DeKalb, Illinois. |

Papers and Workshops Presented, cont.

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| April 1990 | "Time, Scale, and the Spatial Variability of Federal Outlays," with P. Kramer, Political Geography Specialty Group Special Session on the Geography of Public Finance, Annual Meeting of the Association of American Geographers, Toronto, Ontario, Canada. |
| March 1989 | "Why Bush Won: The 1988 Election and the Future of American Electoral Politics," with K. Brace, P. Jones and F. Shelley, Political Geography Specialty Group Special Session, Annual Meeting of the Association of American Geographers, Baltimore, Maryland. |
| April 1988 | "Volatility in Recent American Presidential Elections," with F. Shelley and P. Taylor, invited presentation at Los Angeles Electoral Geography Conference, sponsored by the University of Southern California under the auspices of the International Geographical Union Commission on the World Political Map, Los Angeles, California. |
| April 1988 | "Population Trends in the Midlands," Special Session on Agrarian Social Movements in North America, Annual Meeting of the Association of American Geographers, Phoenix, Arizona. |
| 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. |
| September 1987 | "American Electoral Mosaics," with F. Shelley, invited presentation at session on "Divergent Approaches to Political Science: The Contribution of Political Geography," Annual Meeting of the American Political Science Association, Chicago, Illinois. |
| April 1987 | "Interpreting Global City Size Distributions in the Twentieth Century," with N. Ettlinger, Annual Meetings of the Association of American Geographers, Portland, Oregon. |
| April 1987 | "Sectionalism in American Politics," with J. Agnew, K. Martis, F. Shelley, and N. Smith, Political Geography Specialty Group Special Session, Annual Meeting of the Association of American Geographers, Portland, Oregon. |
| March 1987 | "The Reagan Years: A Fundamental Realignment in American Politics?" with F. Shelley, Eighteenth Annual South Dakota State University Geography Convention, Brookings, South Dakota. |
| October 1986 | "Nebraska's Population: Patterns and Prospects," Annual Meeting of the Great Plains--Rocky Mountains Division of the Association of American Geographers, Omaha, Nebraska. |

Papers and Workshops Presented, cont.

- April 1986 "Metropolitan, Nonmetropolitan, and Sectional Variations in Voting Behavior in Recent Presidential Elections," with T. Murauskas, Annual Meeting of the Association of American Geographers, Minneapolis, Minnesota. [Note: summarized in the **Minneapolis Star and Tribune**, May 8, 1986, p. 16D, and **The Chronicle of Higher Education**, May 14, 1986, p. 7].
- November 1985 "Post-War Presidential Elections in the Sunbelt," with F. Shelley, invited presentation at "The Sunbelt: A Region and Regionalism in the Making?" sponsored by the National Science Foundation and the National Endowment for the Humanities, Miami, Florida.
- November 1985 "A Demonstration of the Use of Apple II Microcomputers in Cartographic Education," with E. White, Annual Meeting of the North American Cartographic Information Society, Chicago, Illinois.
- April 1985 "A Service Classification of American Metropolitan Areas," with E. White, Annual Meeting of the Association of American Geographers, Detroit, Michigan.
- April 1985 "Micro-Projections Mapper: A Demonstration and Tutorial," with E. White, "Workshop 4: Microcomputers in Cartographic Education," Annual Meetings of the Association of American Geographers, Detroit, Michigan.
- March 1985 "Recent Trends in the Presidential Electoral Geography of the Southwest," with F. Shelley and T. Murauskas, Spring Meeting of the Southwest Social Science Association, Houston, Texas.
- November 1984 "Uncle Sam and the Midcontinent," Annual Meeting of the West Lakes and Great Plains--Rocky Mountains Divisions of the Association of American Geographers, Lawrence, Kansas.
- November 1984 "A Contemporary Service Classification of American Metropolitan Areas," with E. White, Annual Meeting of the Oklahoma Academy of Sciences, Ada, Oklahoma.
- April 1984 "Electoral Realignment and Presidential Politics," invited presentation at the "Research Seminar," Department of Geography, University of Minnesota, Minneapolis, Minnesota.
- April 1984 "Congress and the Disappearing Pork-barrel: Reflections on the Geography of Federal Outlays," Annual Meetings of the Association of American Geographers, Washington, D. C.
- November 1983 "Theory and Methodology in Political Geography," with F. Shelley, Annual Meeting of the West Lakes Division of the Association of American Geographers, Iowa City, Iowa.

Papers and Workshops Presented, cont.

- November 1983 "Age Structure as a Primary Cause of Oklahoma's Rising Prison Population," with G. Thompson, Annual Meeting of Oklahoma Academy of Science, Tulsa, Oklahoma.
- 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.
- October 1983 "The Electoral Mosaic of a Border Region," with F. Shelley, 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.
- April 1983 "Unclassed Choropleth Maps: Analytical Applications," with S. Lavin, Annual Meetings of the Association of American Geographers, Denver, Colorado.
- March 1983 "Rednecks and Quiche Eaters: A Cartographic Analysis of Recent Third Party Voting," with F. Shelley and E. White, Spring Meeting of the Southwest Social Science Association, Houston, Texas.
- October 1982 "Presidential Elections and the Geography of Federal Spending," Fall Meeting of the Southwest Division of the Association of American Geographers, Hot Springs, Arkansas.
- July 1982 "Unclassed Bivariate Choropleth Mapping and Analytical Cartography," with S. Lavin, Harvard Computer Graphics Week 1982, Cambridge, Massachusetts.
- June 1982 "The Spatial Allocation of Federal Outlays and Presidential Politics: A Vote-Buying Linkage?" invited presentation at the "Symposium on Public Provision and Urban Development," Sponsored by the United Kingdom Social Science Research Council, Falls Church, Virginia.
- May 1982 "Computer Mapping: Problem Creation or Problem Solution?" Spring Meeting of the New Hampshire Planners Association, Hanover, New Hampshire.
- April 1981 "The Significance of Sections in American Presidential Elections: A Reexamination," with P. Taylor, Annual Meetings of the Association of American Geographers, Los Angeles, California.
- October 1980 "Computer Assisted Instruction in Geography at Dartmouth College," with S. Lavin, Annual Meetings of the National Council for Geographic Education, Des Moines, Iowa.

Papers and Workshops Presented, cont.

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|--------------|---|
| April 1980 | "Partisan and Regional Realignment in American Presidential Elections: 1836-1976," with P. Taylor, Annual Meetings of the Association of American Geographers, Louisville, Kentucky. |
| January 1980 | "Congressional Elections and Federal Outlays Distribution," invited presentation to the "Geography and Planning Research Seminar," London School of Economics, London, United Kingdom. |
| January 1980 | "A Public Choice Paradigm in American Political Geography," special session On "Anglo-American Research in Political Geography," Annual Meeting of the Institute of British Geographers, Lancaster, United Kingdom. |
| July 1979 | "Instructional Applications of Interactive Choropleth Mapping," Computer Graphics Week '79, Cambridge, Massachusetts. |
| June 1979 | "Comment on D. Meyer, 'Image and the Physical Environment'," Hartford: the City and Region, Sponsored by the National Endowment for the Humanities, Hartford, Connecticut. |
| April 1979 | "Congressional Incumbent Reelection Success and Federal Outlays Distribution," Annual Meetings of the Association of American Geographers, Philadelphia, Pennsylvania. |
| October 1978 | "Federal Spending in New England: 1952-1977," Annual Meeting of the New England--St. Lawrence Valley Geographical Society, Hanover, New Hampshire. |
| July 1978 | "The Instructional Capability of the Dartmouth Geography Department Mapping System," with S. Lavin, International Users Conference on Computer Mapping Software and Data Bases, Cambridge, Massachusetts. |
| April 1978 | "Incrementalism and Federal Outlays Among States," Annual Meetings of the Association of American Geographers, New Orleans, Louisiana. |
| April 1976 | "Locational Logrolling and Citizen Support of Municipal Bond Proposals: the Example of St. Louis," with D. Reynolds, Public Choice Society Annual Meeting, Roanoke, Virginia. |
| April 1975 | "Occupational Rank and Residential Association: Testing an Hypothesis," Annual Meetings of the Association of American Geographers, Milwaukee, Wisconsin. |
| April 1972 | "Residential Segregation of Occupational Classes: Indianapolis and Pittsburgh," with R. Schmitt, Spring Meetings of the Southwest Division of the Association of American Geographers, San Antonio, Texas. |
| August 1968 | "Dimensions of Urban Structural Change in Ghana, 1948-1960," with M. McNulty, Annual Meetings of the Association of American Geographers, Ann Arbor, Michigan. |

Stephen Lavin
CV, 2003

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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

Ph.D. Geography, U. of Kansas, 1979.
M.S. Earth Sciences, Montana State U., 1971
B.S. Geography, S.U.N.Y. at Buffalo, 1969.

AWARDS

- 2002 Choice Award for Outstanding Academic Title. For **Atlas of American Politics: 1960-2000**. J. Clark Archer, Stephen Lavin, Kenneth Martis and Fred Shelley. Conferred by the American Library Association, January 2002.
- 1988 British Cartographic Society Award, Best Article Published in *THE CARTOGRAPHIC JOURNAL* during 1987, with Randall Cervený. For **Unit-Vector Density Mapping**. Awarded medal of the Society and stipend.
- 1984 Andrew McNally award for Finest Article In Cartography in 1984, Rand-McNally Corporation and American Congress on Surveying and Mapping, Washington, D.C. For **Computer-Produced Unclassed Bivariate Choropleth Maps**, with J. Clark Archer. Awarded certificate and stipend.

REFEREED PUBLICATIONS

- 2000 Rossum, S. Lavin, **Where are the Great Plains?: A Cartographic Analysis**, *THE PROFESSIONAL GEOGRAPHER*, August, 2000, pp. 543-552.
- 1998 Lavin, S., Rossum, S. and Slade, S. **Animation-Based Map Design: The Visual Effects of Interpolation on the Appearance of Three-Dimensional Surfaces**, *CARTOGRAPHIC PERSPECTIVES*, number 29, Winter, pp 26-35.
- 1996 Lavin, S. and Thompson, W. **Automatic Generation of Animated Migration Maps**, *CARTOGRAPHICA*, pp 17-29.

- 1989 **Legend Designs For Unclassed, Bivariate Choropleth Maps**, with Helen R. Aspaas, *THE AMERICAN CARTOGRAPHER*, Vol. 16, No.4, pp 257-268.
- 1989 **Wind-Field Analysis Using Unit-Vector Density Mapping**, with Randall S. Cervený, *THEORETICAL AND APPLIED CLIMATOLOGY*, Vol 39, pp 218-230.
- 1987 **Unit-Vector Density Mapping**, with Randall S.Cervený, *THE CARTOGRAPHIC JOURNAL*, British Cartographic Society, Vol. 24, pp. 131-141. Winner of the British Cartographic Society's Survey and General Instrument Award for the best article published in *THE CARTOGRAPHIC JOURNAL* in 1987.
- 1986 **Mapping Continuous Geographical Distributions Using Dot-Density Shading**, *THE AMERICAN CARTOGRAPHER*, American Cartographic Association, Vol. 13, No. 2, pp. 140-150.
- 1986 **Dot-Density Shading: A New Method of Mapping Continuous Climatic Data**, with Jay Hobgood, *JOURNAL OF CLIMATE AND APPLIED METEOROLOGY*, American Meteorological Society, Vol. 25, pp. 679-690.
- 1986 **Identification and Analysis of Climatological Trends and Anomalies Through Dot-Density Shading**, with Randall Cervený, *JOURNAL ATMOSPHERIC AND OCEANIC TECHNOLOGY*, American Meteorological Society, Vol. 3, pp. 552-558.
- 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 J. Clark Archer, Stephen J. Lavin, Kenneth C. Martis, and Fred M.Shelley, **Atlas of American Politics, 1960-2000**, (Congressional Quarterly Press; Washington, D.C.; 2002), 242 pages, (Hardcover ISBN 1-56802-665-X).
- 2002 John L. Moore, Jon P. Preimesberger, and David R.Tarr, editors, 57 maps by J. Clark Archer and Stephen Lavin. **Congressional Quarterly's Guide to U.S. Elections**, 4th ed., 2 vols., (Congressional Quarterly Press; Washington, D.C.), 1700 pages, (Hardcover ISBN 1-56802-603-X).

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".
- 2002 J. Clark Archer and Stephen J. Lavin, Abstract: **Atlas of American Politics: Presidential Elections**, Association of American Geographers 98th Annual Meeting, Association of American Geographers, Washington, D.C., p. 19.
- 1997 Lavin, S. and Thompson, W. **Run-Time Migration Animations**, Microcomputer Specialty Group Software Publication, Association of American Geographers.
- 1990 **Electronic Atlas of The U.S.**, The Software Toolworks, Novato, CA. Major Contributor and Designer of this published software package. With Richard M. Smith, U. of Arkansas.
- 1989-02 Numerous book and software reviews, encyclopedia entries.

CONFERENCE PRESENTATIONS

- 2003 **The Atlas of the Great Plains**, with J. Clark Archer, Regionalism and the Humanities Conference, Plains Humanities Alliance, Lincoln, NE.
- 2002 **Atlas of American Politics: Presidential Elections**, with J. Clark Archer, Annual Meeting of the Association of American Geographers, Los Angeles, CA
- 2001 **Cartographic Design of the Congressional Quarterly Atlas of U.S. Politics**, NACIS Annual Meeting, North American Cartographic Information Society, Portland, OR
- 2000 **Visualizations of End-of-Century Electoral Volatility**, with Clark Archer, Annual Meeting, North American Cartographic Information Society, Knoxville, TN
- 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 **Electronic Atlas of U.S. Environments**, Annual Meeting, Great Plains Rocky Mt. Division of the AAG. Hot Springs, AR.
- 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.
- 1991 **Digital Images of The Plains**, with J. Clark Archer, ANNUAL MEETING, Great Plains-Rocky Mts. Division, AAG, Laramie, WY
- 1990 **Microcomputer Cartography**, with J. Clark Archer, Paul, H. Kramer. ANNUAL MEETING, Great Plains Rocky Mts. Division of the Association of American Geographers. Kearney, NE.
- 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.
- 1989 **Design and Construction of Electronic Atlases**, ANNUAL MEETING, Association of American Geographers, Baltimore MD.
- 1987 **Unit-Vector Density Mapping**, with Randall S. Cervený, ANNUAL MEETING, Association of American Geographers, Portland, OR.
- 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.
- 1983 **Unclassed Bivariate Maps: Analytical Applications**, with J. Clark Archer, ANNUAL MEETING, Association of American Geographers, Denver CO.
- 1982 **Unclassed Bivariate Choropleth Maps and Analytical Cartography**, with J. Clark Archer, INTERNATIONAL SYMPOSIUM ON COMPUTER GRAPHICS, Harvard Computer Graphic Week, Harvard U., Cambridge MA.
- 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.
- 1979 **The Consensual Region**, ANNUAL MEETING, Association of American Geographers, Philadelphia, PA.
- 1978 **The Instructional Capability of the Dartmouth Geography Department Mapping System**, INTERNATIONAL USER CONFERENCE ON COMPUTER MAPPING, Harvard Computer Graphics Week, Harvard U., Cambridge, MA.

- 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 **Atlas of the Great Plains**, U. of Nebraska Research Council, with J. Clark Archer, \$10,000.
- 2003 **Graduate Student Recruitment Grant**, U. of Nebraska Research Council, with Raymond Hames, \$2,900
- 2003 **Atlas of the Great Plains**, U. of Nebraska Foundation, with J. Clark Archer, \$2,000.
- 2002 **Atlas of the Great Plains**, Center for Great Plains Studies, with J. Clark Archer \$10,000.
- 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.
- 1988 **A Computer Atlas of Nebraska**, Layman Research Grant, U. of Nebraska Foundation, \$8,216.
- 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, for. \$2,430.
- 1984 **Computing Laboratory for Undergraduate Education in Geography**, College of Arts and Sciences, U. of Nebraska, for Geography Dept.. \$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, for. \$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

- 2004 **Atlas of the Great Plains**, with Archer, C., National Endowment for the Humanities, \$80,000. To be submitted.
- 1997 **The Historical Atlas of U.S. Presidential Elections, 1789-1996**, with Archer, C., Martis, K., Shelley, F., submitted to the National Endowment for the Humanities., \$605,695.
- 1994 **The UNL Global Change Research Program**, with Narumalani, S., et. al. Pre-proposal submitted to UN-L Research Council, for The NSF Academic Research Infrastructure Instrumentation Program. \$257,000.
- 1991 **Establishment of A center For Geographic Information Systems Education**. Submitted to the University of Nebraska Foundation. \$48,750.
- 1990 **A Computer Political Atlas of Nebraska**, with J. Clark Archer. Submitted to the U. of Nebraska Foundation. \$17,745.
- 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.

Wishart, D. **An Unspeakable Sadness**, U. of Nebraska Press.

1. 1996, Association of American Geographers, J.B. Jackson Award for the best book on historical geography (juried award).
2. 1997, nominee for the Pulitzer Prize in history.

- Moulton, G. **Atlas of the Lewis and Clark Expedition**, U. of Nebraska Press
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).
 3. 1984, Organization of American Historians, Ray Allen Billington Prize.
- White, R. **The Roots of Dependency: Subsistence, Environment, and Social Change Among the Choctaws, Pawnees, and Navajos**, U. of Nebraska Press.
1. 1984, American Society of Ethno-History, Wheeler Vogelin Prize for best book.
 2. 1983, American Library Association, CHOICE prize for outstanding academic book.
- Edmunds, D. **The Shawnee Prophet**, U. of Nebraska Press.
1. 1984, Ohio Library Association, Ohioana Book Award.

B. OTHER MAPS DESIGNED FOR PUBLISHED BOOKS

- 57 maps- John L. Moore, Jon P. Preimesberger, and David R. Tarr, editors, 57 maps by J. Clark Archer and Stephen Lavin. **Congressional Quarterly's Guide to U.S. Elections**, 4th ed., 2 vols., (Congressional Quarterly Press; Washington, D.C.), 1700 pages.
- 5 maps - Moulton, G. **Lewis and Clark Atlas**, Vol 4, U. of Nebraska Press, 1996.
- 3 maps - Gauhari, F. **Searching For Saleem: An Afghan Woman's Odyssey**, U. of Nebraska Press, 1996.
- 2 maps - Kennedy, D. **India**, U. California Press, 1995.
- 5 maps - Luebcke, F. **Nebraska: An Illustrated History**, U. of Nebraska Press, 1995.
- 7 maps - Neihart, H. **Black Elk and Flaming Rainbow**, U. of Nebraska Press, 1995.
- 4 maps - Rugg, D. **Albania**, Geographical Review, 1995.
- 5 maps - Price, D. **The Oglala People**, U. of Nebraska Press, 1995.
- 1 maps - Grumbauer, E. **Escape Through the Balkans**, U. of Nebraska Press, 1995.
- 6 maps - Stevenson, R. **Life in Black and White**, Oxford University Press, 1995.
- 5 maps - Patterson, H. **Grand Expectations**, Oxford University Press, 1995.
- 4 maps - Stiglmayer, A. **Mass Rape**, U. of Nebraska Press, 1994.
- 5 maps - Rugg, D. **Eastern Europe**, Longman Press, 1994.
- 25 maps - Wishart, D. **An Unspeakable Sadness**, U. of Nebraska Press, 1994.

- 3 maps - Posey, T. **The Letters of Fus Fixico**, U. of Nebraska Press, 1993.
- 5 maps - Opie, R. **Ogallala: Water For a Dry Land**, U. of Nebraska Press, 1993.
- 21 maps - Wishart, D. **The Fur Trade of the American West**, Bison Books, 1992.
- 2 maps - Andrew. **The Underground Reservation**, U. of Nebraska Press, 1985.
- 1 maps - Horowitz. **The Strif**, U. of Nebraska Press, 1985.
- 4 maps - Matteson. **Danes in Nebraska**, U. of Nebraska Press, 1985.
- 5 maps - Aucoin. **Water in Nebraska**, U. of Nebraska Press, 1984.
- 5 maps - Rugg. **Land Use in East Germany**, Book Chapter in International Handbook on Land-Use Planning, 1984.
- 2 maps - Prucha. **The Great Father**, Volume 2, U. of Nebraska Press, 1984.
- 3 maps - DeMallie. **The Sixth Grandfather**, U. of Nebraska Press, 1984.
- 1 maps - Nicholas. **Domestic Life of a Medieval City**, U. of Nebraska Press, 1984.
- 45 maps - Rugg, D. **Making of the East European Landscape**, Longmann Press, 1983
- 5 maps - Moulton, G. **Atlas of the Lewis and Clark Expeditions**, U. of Nebraska Press, 1983.
- 1 maps - Ager, T. **Sons of the Old Country**, Ager, U. of Nebraska Press, 1983.
- 10 maps - Abbott. **Portland: Planning, Politics and Growth in the Twentieth Century**,. U. of Nebraska Press, 1983.
- 3 maps - Dunbar. **Forging New Rights in Western Waters**,. U. of Nebraska Press, 1983.
- 3 maps - Dunbar. **The Roots of Dependency**, U. of Nebraska Press, 1983.
- 2 maps - Richmond. **Carranza's Nationalist Struggle**, U. of Nebraska Press, 1983.
- 3 maps - Johnsgard. **The Platte: Channels in Time**, U. of Nebraska Press, 1983.
- 16 maps - Lonsdale and Enyedi. **Rural Public Service: International Comparisons**, Westview Press, 1983.
- 1 map - Majoral. **Special Problems in High Altitude and High Latitude Lands**, U. of Barcelona Press, 1983.
- 8 maps - Strong. **Tahoe: An Environmental History**, U. of Nebraska Press, 1983
- 11 maps - Prucha. **The Great Father**, Volume 1, U. of Nebraska Press, 1983.

C. MAPS DESIGNED FOR PUBLIC SERVICE

2 maps - Lincoln Bus Routes, Lincoln Transportation System, 1984.

2 maps - Lincoln Bicycle Map, Lincoln Transportation System, Lincoln Dept. of Roads, The Mayor's Bicycle Council, 1984.

COURSES REGULARLY TAUGHT

Geog. 317	Cartography I - Introductory Cartography.
Geog. 417/817	Cartography II - Electronic Atlas Design and Production.
Geog. 415/825	Introduction to Computer Mapping - Cartographic Programming.
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.
- 2003 Michael Shambaugh-Miller "Rural Health Delivery Systems: A GIS Analysis", Ph.D.
- 2002 Matthew Dooley "Assessing the Role of Visibility in Prehistoric Place Use in Central North Dakota", M.A.
- 2000 John Kostelnik, "Visualizing Geographic Time: Mapping the Diffusion of the Catholic and Methodist Churches Across the Iowa Frontier, 1833-1890", M.A.
- 1998 Sonja Rossum "Visualizing Uncertainty on the Great Plains Boundary", M.A.
- 1997 Patrick Guiberson, "Cartographic Visualization For Exploratory Research in Historical Geography", M.A.

- 1996 William Thompson, "Autoanimated Migration Maps", M.A.
- 1991 Michael Ward, "An Animation Based GIS for Choropleth 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

- 1988-93 Software Review Editor for *CARTOGRAPHY AND GEOGRAPHIC INFORMATION SYSTEMS*. American Congress on Surveying and Mapping, American Cartographic Association.
- 1987-91 Computer Mapping Consultant, Electromap, Inc., Fayetteville, AR., and The Software Toolworks, Novato, CA.
- 1987 Research Associate, Center For Advanced Land Management Information Technology, U. of Nebraska, Lincoln.
- 1986-88 Consultant, Citizens For Environmental Improvement, Lincoln, NE
- 1986-87 Program organizer, Cartography Specialty Group, Association of American Geographers Annual Meeting, Portland, April, 1987.
- 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.

1973 Land Inventory Surveyor, Dept. of State Lands, Helena, MT.

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
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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
1979-1986 **Senior Remote Sensing Specialist**, Kansas Applied Remote Sensing (KARS) Program, University of Kansas Space Technology Center, Lawrence, KS

RELEVANT AWARDS AND SELECTED RECENT PROFESSIONAL ACTIVITIES:

- **Editor of Photogrammetric Engineering and Remote Sensing**, American Society for Photogrammetry and Remote Sensing (2002-present; **Associate Editor** 2001-2002; 1987-1998)
- **Outstanding Contributions Award**, Nebraska GIS/LIS Association (1999)
- **Outstanding Contributions Award**, Association of American Geographers Remote Sensing Specialty Group (1998)
- **John Wesley Powell Award**, U.S. Geological Survey. (1997)
- **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)
2003 **Causes of Seasonal Variation in Greenness Observed Via Satellite Remote Sensing**, U.S. Geological Survey, \$55,000, September 2003 - September 2004.

- 2003 **Satellite-Derived Retrieval of Vegetation Properties for Use in Land Surface Models**, National Oceanic and Atmospheric Administration, \$46,144, September 2003 - August 2004.
- 2003 **Geospatial Data Analysis Support for the Nebraska Emergency Management Agency** (with J. Arnold), Nebraska Emergency Management Agency, \$64,299, February 2003 - February 2004.
- 2003 **Geospatial Data Analysis Support for the Nebraska Department of Health and Human Services** (with J. Arnold), Nebraska Department of Health and Human Services, \$86,300, April 2003 - June 2004.
- 2002 **Aquatic Gap Analysis** (with G. Henebry), U.S. Geological Survey, \$204,999; September 2002 – July 2003
- 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 **GIS Database Development for Norton and Lovewell Reservoirs, KS** (with P. Dappen), U.S. Bureau of Reclamation, \$26, 235; May 2001 – September 2003
- 2001 **IKONOS Imagery for Kansas and Nebraska Reservoirs** (with P. Dappen), U.S. Bureau of Reclamation, \$40, 541; May 2001 – September 2001
- 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 **Development and Implementation of a Comprehensive Lake and Reservoir Strategy for Nebraska as a Model for Agriculturally-Dominated Ecosystems** (with six collaborators), U.S. Environmental Protection Agency, \$1,224,706; January 2001 - December 2003.
- 2000 **Land Cover Inventory of the Niobrara River Watershed** (with P. Dappen), Nebraska Game and Parks Commission, \$49,335; November 2000 - October 2001.
- 1999 **GIS Database Development for the Rainwater Basin** (with P. Dappen), U.S. Bureau of Reclamation, \$250,000; September 1999 - September 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 **Using Satellite-Derived Land Use and Land Cover Data to Improve Numerical Weather Prediction Models**, National Science Foundation; \$311,708; July 1998 - June 2001
- 1998 **Nebraska Gap Analysis Program** (Phases 1-4), USGS/Biological Resources Division, \$755,900; October 1995-September 2002

SELECTED PUBLICATIONS:

- 2003 accepted with revisions, Loveland, T.R. and J. W. Merchant, Ecoregions and Ecoregionalization: Roots, Principles and Perspectives, **Environmental Management**.
- 2003 accepted with revisions, Merchant, J.W., Developing Remote Sensing Capability Suited to the Organization, Chapter 14 in **A Remote Sensing Primer for GIS Managers** (S. Aronoff, editor). Redlands, CA: ESRI Press.
- 2002 Holland, A., G. Henebry, B. Putz, M. Vaitkus and J. Merchant. Modeling Avian Habitat from Species Occurrences and Environmental Variables: Assessing the Effects of Land Cover and Landscape Pattern, **GAP Bulletin** (11), 25-27.
- 2002 Henebry, G. and J.W. Merchant. Geospatial Data in Time: Limits and Prospects for Predicting Species Occurrences, Chapter 23 in **Predicting Species Occurrences** (J. Scott and P. Heglund, eds.), Covelo, CA: Island Press, 291-302.
- 2001 Vogelmann, D. Helder, R. Morfitt, M. Choate, J. Merchant and H. Bulley. *Effects of Landsat-5 TM and Landsat-7 ETM+ Radiometric and Geometric Calibrations on Landscape Characterization, Remote Sensing of Environment*, 78 (1-2), 55-70.
- 2001 Crawford, T. M., D. J. Stensrud, F. Mora, J. W. Merchant, and P. J. Wetzel. *The Insertion of a High-resolution Land Cover Dataset into MM5/PLACE*. **Journal of Hydrometeorology**, 2 (5), 453-468.

- 2000 Loveland, T., B. Reed, J. Brown, D. Ohlen, Z. Zhu, L. Yang and J. Merchant. *Development of a Global Land Cover Characteristics Database and IGBP DISCover from 1-km AVHRR Data*. **International Journal of Remote Sensing**, 21,1303-1330.
- 1997 Yang, W and J.W. Merchant. *Impacts of Upscaling Techniques on Land Cover Representation in Nebraska, USA*. **GeoCarto International**, 12 (1), 27-39.
- 1997 Yang, W, L. Yang and J.W. Merchant. *An Assessment of AVHRR/NDVI-Ecoclimatological Relationships in Nebraska, USA*. **International Journal of Remote Sensing**, 18 (10), 2161-2180.
- 1995 Loveland, T.R., J.W. Merchant, J.F. Brown, D.O. Ohlen, B. Reed and P. Olsen, *Seasonal Land Cover Regions of the United States*, **Annals of the Association of American Geographers**, 85 (2), 339-355.
- 1994 Merchant, J.W. *GIS-Based Groundwater Pollution Hazard Assessment: A Critical Review of the DRASTIC Model*, **Photogrammetric Engineering and Remote Sensing**, 60 (9), 1117-1127.

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

- Mishra D., S. Narumalani, M. Lawson, and D. Rundquist, (IN REVIEW). "Deriving a Bathymetric Map from IKONOS Multispectral Data," Submitted to *International Journal of Remote Sensing*.
- Narumalani, S., D. Mishra, and R. Rothwell, (IN REVIEW). "Change Detection using Image Analysis and Landscape Metrics," Submitted to *Remote Sensing of Environment*.
- Narumalani, S., M Karabulut, and M. Paleck, (IN REVIEW). "An Assessment of Vegetation Response to Different Moisture Conditions using SPOT-XS Data," Submitted to *Asian Journal of Geoinformatics*.
- Zhou, Y., S. Narumalani, W. Waltman, S. Waltman, and M. Palecki, 2003. "A GIS-Based Spatial Pattern Analysis Model for Ecoregion Mapping and Characterization," *International Journal of Geographical Information Science*, 17(5): 445-462.
- Maeder, J., S. Narumalani, D. Rundquist, R. Perk, J. Schalles, K. Hutchins, and J. Keck, 2002. "Classifying and Mapping Coral-Reef Structure Using IKONOS Data," *Photogrammetric Engineering and Remote Sensing*, 68(12): 1297-1305.
- Maeder, J., S Narumalani, J. Schalles, D. Rundquist, and K. Hutchins, 2001. "Remote Sensing of Coral Reefs Using High-Resolution Satellite Data," In M.K. Kasim Moosa, S.Soemodihardjo, A.Nontji, A.Soegiarto, K. Romimohtarto, Sukarno and Suharsono (Editors) *International Coral Reef Symposium, Refereed Proceedings*, 1011-1016.
- J. Schalles, J. Maeder, D. Rundquist, J. Keck, and S. Narumalani, 2001. "Spectral Reflectance Measurements of Corals and Other Reef Substrates at Close Range and Near the Surface," In M.K. Kasim Moosa, S.Soemodihardjo, A.Nontji, A.Soegiarto, K. Romimohtarto, Sukarno and Suharsono (Editors) *International Coral Reef Symposium, Refereed Proceedings*, 1017-1024.
- Narumalani, S., Zhou, Y., and D. E. Jelinski, 1998. "Utilizing Geometric Attributes of Spatial Information to Improve Digital Image Classification," *Remote Sensing Reviews*, 16: 233-253.
- Narumalani, S., Zhou, Y. and J. R. Jensen, 1997. "Development and Analysis of Riparian Buffer Zones Using Remote Sensing and GIS," *Aquatic Botany* 58: 393-409.

- Narumalani, S., J. R. Jensen, J. Althausen, S. Burkhalter and H. E. Mackey, 1997. "Aquatic Macrophyte Modeling Using GIS and Logistic Multiple Regression," *Photogrammetric Engineering and Remote Sensing*, 63(1): 41-49.
- Arnavut, Z., and S. Narumalani, 1996. "Applications of Permutations to Lossless Compression of Multispectral-TM Images," *SPIE Optical Engineering*, 35(12): 3442-3448.
- Jensen, J. R., He, K., S. Narumalani, J. D. Althausen, and M. Hayes., 1996. "Multisensor Analysis of Oil-Impacted Habitat Near Al Jubail, Saudi Arabia," *Sistema Terra*, 5(1): 39-42.
- Carbone, G. C., S. Narumalani and M. King, 1996. "Integrating Remote Sensing and GIS Technologies for Physiological Crop Modeling," *Photogrammetric Engineering and Remote Sensing*, 62(2): 171-179.

SELECTED GRANTS

- **Narumalani**, *Geographic Information System Support for the Nebraska Army National Guard*, Nebraska Military Department, \$58,410, Oct. 2003 - Sept. 2004.
- **Narumalani**, Addendum: *Flora and Fauna Inventory and Survey at three Nebraska Army National Guard Sites*, Nebraska Military Department, \$17,903, Aug 2003-March 2004.
- **Narumalani**, Addendum: *Noxious Weeds Inventory and Mapping at Capulin Volcano National Monument, Fort Union National Monument, and Lake Meredith National Recreation Area*, National Park Service, \$28,493/6 mo. (approved: August 2003).
- **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., *Noxious Weeds Inventory and Mapping at Capulin Volcano National Monument, Fort Union National Monument, and Lake Meredith National Recreation Area*, National Park Service, \$53,472/2 years (approved: January 2002).
- 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).
- Reichenbach, S. E., J. W. Merchant, R. Narayanan, S. Narumalani, J. S. Peake, P. Z. Revesz, D. C. Rundquist, A. Samal, S. Seth, *Geospatial Data Integration for Decision Support*, Nebraska Research Initiative, \$1,346,100/6 years (APPROVED: July 1998).
- Rundquist, D. C., J. W. Merchant, S. Narumalani, B. L. Blad, F. R. Echavarria, M. D. Eve, J. P. Lacy, R. M. Narayanan, S. E. Reichenbach, E. A. Walter-Shea, *An Initiative to Create an Environmental Monitoring Laboratory at the University of Nebraska-Lincoln*, NASA, \$542,063/1.5 years (APPROVED: October 1997).
- Narumalani, S., J. Savidge, and A. Richert, *Development of a Platte River GIS for Quantifying and Evaluating Landscape and Biodiversity Patterns, Changes, and Trends*, U.S. Fish and Wildlife, \$52,250/2years (APPROVED: August 1997).
- 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)
Ornprappa 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. RUNDQUIST, 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 cropland 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

John I. Davidson Practical Paper Awards (1989,1990), *Am. Society for Photogrammetry and Remote Sensing President, Remote Sensing Specialty Group*, Association of American Geographers (1987-88)

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.

Invited presentations to University of Nebraska Board of Regents (1989, 1995, 1998, 2000)

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 498/898 Field Techniques in Remote Sensing (S98-2003)

Geog 996 Non-Thesis Research (S98-2002)

Masters and Doctoral Students Advised

Mahtab Lodhi (Phd Geography 1998) Close-Range Hyperspectral Remote Sensing of the Water Column

Asad Ullah (Phd Geography 2000) Remote Sensing of Aquatic Macrophytes

Stuart McFeeters (Phd Geography 2000) Remote Sensing of Vegetation-Water Interfaces

Steve Payton (Phd Geography 2001) Remote Sensing of Biomass of Selected Emergent Aquatics

Ann Hodgson (Phd Agronomy 2001) Characterizing Wetland Plant Communities

Deborah DeMarey (Phd Geography 2002) Discrimination of Wetland Vegetation Using Remote Sensing

Eric Wilson (MA Geography 1999) Close-Range and Satellite Remote Sensing of Algal Biomass

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)

Animal Health GIS (D. Rundquist, P.I.), NE Dept. of Agriculture, \$25,000, 2003.

AmericaView (J. Merchant, P.I.), U.S. Geological Survey, \$150,000, 2003.
Airborne Remote Sensing (R. Narayanan and D. Rundquist (P.I.'s.), NASA-EPSCoR, \$492,000, 2002-2004.
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.
Purchase of Aircraft for Remote Sensing (R. Narayanan, P.I.), NSF-EPSCoR, \$450,000, 2000.
Remote Sensing of Soil Crusting (D. Rundquist, P.I. on subcontract), U.S./Israeli BSF, \$19,000, 2000.
America's Farm (D. Rundquist, P.I.), NASA, \$700,000, 1999-2001.
Affiliated Research Center (D. Rundquist, P.I.), NASA, \$625,000, 1998-2002.
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)

- 1) Vina, A., A. Gitelson, D. Rundquist, G. Keydan, B. Leavitt, and J. Schepers, In press. Monitoring maize (Zea mays L.) phenology with remote sensing. *Agronomy Journal*.
- 2) Rundquist, D., R. Perk, B. Leavitt, G. Keydan, and A. Gitelson, In Press. Collecting spectral data over cropland vegetation: using machine positioning versus hand-held positioning of the sensor. *Computers and Electronics in Agriculture*.
- 3) Dall'Omo, G., A. Gitelson, and D. Rundquist, 2003. From terrestrial vegetation to turbid productive waters: toward a unified approach for remote estimation of chlorophyll-a. *Geophysical Research Letters*, 30:18, 1938-1941
- 4) Streck, N., D. Rundquist, and J. Connot, 2003. Spectral signatures of selected soils. *Brazilian Journal of Agrometeorology*, 11:1, 181-184.
- 5) Gitelson, A., A. Vina, T. Arkebauer, D. Rundquist, G. Keydan, B. Leavitt, and S. Verma, 2003. Remote estimation of leaf area index and green leaf biomass in maize canopies. *Geophysical Research Letters*, 30:5, 1248-1251.
- 6) Gitelson, A., S. Verma, A. Vina, D. Rundquist, G. Keydan, and T. Arkebauer, 2003. Technique for remote estimation of canopy CO₂ fluxes. *Geophysical Research Letters*, 30:9, 1486-1489.
- 7) Vina, A., F. Echavarria, and D. Rundquist, In Press. Tropical lowland forest conversion along the Columbia-Ecuador border using Landsat data (1973-1996). *Journal of Conservation Biology*.
- 8) Han, L. and D. Rundquist, 2003. The spectral responses of *Ceratophyllum demersum* at varying depths in an experimental tank. *International Journal of Remote Sensing*, 24:4, 859-864.
- 9) Maeder, J., S. Narumalani, J. Schalles, D. Rundquist, R. Perk, K. Hutchins, and J. Keck, 2002. Classification and mapping of general coral-reef distribution using IKONOS data. *Photogrammetric Engineering and Remote Sensing*, 68:12, 1297-1305.
- 10) Gitelson, A., R. Stark, U. Grits, D. Rundquist, Y. Kaufman, and D. Derry, 2002. Vegetation and soil lines in visible spectral space: a concept and technique for remote estimation of vegetation fraction. *International Journal of Remote Sensing*, 23:13, 2537-2562.
- 11) Streck, N., D. Rundquist, and J. Connot, 2002. Estimating residual wheat dry matter from remote sensing measurements. *Photogrammetric Engineering and Remote Sensing*, 68:11, 1193-1201.
- 12) Gitelson, A., Y. Kaufman, R. Stark, and D. Rundquist, 2002. Novel algorithms for remote estimation of vegetation fraction. *Remote Sensing of Environment*, 80:76-87.
- 13) Schalles, J., D. Rundquist, and F. Schiebe, 2001. The influence of suspended clays on phytoplankton reflectance signatures and the remote estimation of chlorophyll. *Verh. Internat. Verein. Limnol.*, 27:3619-3625.
- 14) Rundquist, D., S. Narumalani, and R. Narayanan, 2001. A review of wetlands remote sensing and defining new considerations. *Remote Sensing Reviews*, 20:3, 207-226
- 15) Lodhi, M. and D. Rundquist, 2001. A spectral analysis of bottom-induced variation in the colour of Sand Hills lakes, USA. *International Journal of Remote Sensing*, 22:9, 1665-1682.
- 16) Rundquist, D., 2001. Field techniques in remote sensing: learning by doing. *GeoCarto International*, 16:1, 83-88

V·I·T·A

2003

David John Wishart

Department of Anthropology-Geography
University of Nebraska-Lincoln
Lincoln, Nebraska 68588-0135
402/472-3576

Present Position:

Professor and Chair, Department of Anthropology-Geography
University of Nebraska-Lincoln

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

Thesis: *The Changing Position and Nature of the Frontier of Settlement on the Eastern Margins of the Northern Great Plains, 1854-1920*

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:

Woodrow Wilson Dissertation Fellowship, 1970-71, \$5,000.
 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.
 National Endowment for the Humanities, 1999-2001, \$138,000 (with John R. Wunder).
 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:

"The Changing Position of the Frontier of Settlement on the Eastern Margins of the Central and Northern Great Plains, 1854-1920," *Professional Geographer* 21 (1969), pp. 153-57.

With R. H. Stoddard and A. Warren, "An Attempted Definition of the Frontier Using a Wave Analogy," *Rocky Mountain Social Science Journal* 6 (1973), pp. 73-81.

"Agriculture at the Trading Posts on the Upper Missouri Prior to 1843," *Agricultural History* 37 (1973), pp. 57-62.

"The Age and Sex Composition of the Population on the Frontier in Nebraska, 1860-1880," *Nebraska History* 54 (1973), pp. 107-19.

"The Forbidden Crop: The Geography of the Opium Poppy," *Journal of Geography* 73 (1974), pp. 14-25.

"Images of the Northern Great Plains from the Fur Trade, 1807-1843," in B. W. Blouet and M. P. Lawson (eds.) *Image of the Plains* (Lincoln: University of Nebraska Press, 1974), pp. 45-55.

"Cultures in Co-operation and Conflict: Indians in the Fur Trade on the Northern Great Plains, 1807-1840," *Journal of Historical Geography*, 2 (1976), pp. 311-28.

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Books:

The Fur Trade of the American West, 1807-1840. (Lincoln and London: University of Nebraska Press, (1979), 237 pp. Reprinted as Bison Book (University of Nebraska Press, 1992).

Human Geography: People, Places, and Cultures. Co-authored with Brian W. Blouet and Robert H. Stoddard, (Englewood Cliffs, N.J.: Prentice Hall, 1986), 400 pp. Second Edition (Prentice Hall, 1989).

An Unspeakable Sadness: The Dispossession of the Nebraska Indians (Lincoln and London: University of Nebraska Press, 1994).

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:

Book Review Editor, *Journal of Historical Geography*, 1988-1994

Consultant, *The Platte River Road* (Nebraska Educational T.V., 1991)

Consultant, *The Oregon Trail* (Nebraska Educational T.V., 1991-2)

Expert Witness, *Devils Lake Sioux v. North Dakota Public Service Commission, et al.*, U.S. District Court, North Dakota, 1992.

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

GENERAL INFORMATION

Approved by the Board of Regents: May 10, 1991

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

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

	Year Semester	1998 to Fall	1999 Spring	Summer	1999 to Fall	2000 Spring	Summer	2000 to Fall	2001 Spring	Summer
120	Int. Economic Geog.	111	108	x	115	155	x	115	150	x
140	Int. Human Geog.	285	288	40	311	262	50	307	258	44
181	Quality of Environment	86	x	x	89	x	x	109	x	x
283	Space, Envt..& You	18	29	x	36	38	x	40	30	x
334	Hist. Geog. Great Plains	x	39	x	x	x	x	31	x	x
361	Urban Geog.	x	34	x	x	35	x	x	51	x
406	Spatial & Envt. Infl. Soc. Sys.	4	X	x	0	x	x	x	x	x
447	Political Geography	19	x	x	21	x	x	15	x	x
448	Pro-Seminar in Internat. Relations	1	x	x	0	x	x	2	x	x
	Subtotal 100 level	482	396	40	515	417	50	531	408	44
	Subtotal 200-300 level	18	102	0	36	73	0	71	81	0
	Subtotal 400 level	24	0	0	21	0	0	17	0	0
	TOTAL	524	498	40	572	490	50	619	489	44

Human-Economic Geography, cont.

	Year Semester	2001 to Fall	2002 Spring	Summer	2002 to Fall	2003 Spring	Summer	2003 to Fall	2004 Spring
120	Int. Economic Geog.	118	26	x	114	24	x	119	38
140	Int. Human Geog.	335	380	48	298	128	38	370	302
181	Quality of Environment	85	42	x	71	69	x	76	x
283	Space, Eenvt..& You	39	33	x	41	35	x	40	35
334	Hist. Geog. Great Plains	35	x	x	34	x	x	35	x
361	Urban Geog.	x	50	x	x	53	x	x	x
406	Spatial & Eenvt. Infl. Soc. Sys.	1	x	x	x	2	x	x	6
447	Political Geography	x	x	x	26	x	x	26	x
448	Pro-Seminar in Internat. Relations	5	x	x	x	x	x	x	3
	Subtotal 100 level	538	448	48	483	221	38	565	340
	Subtotal 200-300 level	74	83	0	75	88	0	75	35
	Subtotal 400 level	6	0	0	26	2	0	26	9
	TOTAL	618	531	48	584	311	38	666	384

Physical Geography

	Year Semester	1998 to Fall	1999 Spring	Summer	1999 to Fall	2000 Spring	Summer	2000 to Fall	2001 Spring	Summer
155	Elem. Phys. Geography	219	231	39	245	220	52	222	223	49
252	Meteorology	13	0	x	0	x	x	x	x	x
255	Int. Atmospheric Science	2	x	x	0	x	x	x	x	x
281	Hydrogeography/Int. Water Science	x	2	x	x	5	x	x	0	x
350	Climatology	x	0	x	x	x	x	x	x	x
408	Microclimate	17	x	x	1	x	x	0	x	x
450	Climate & Society	x	3	x	x	x	x	x	x	x
452	Synoptic Meteorology	2	x	x	0	x	x	0	x	x
453	Physical Climatology	x	0	x	x	0	0	x	x	x
456	Dynamic Meteorology	2	x	x	x	x	x	0	x	x
457	Adv. Synoptic Meteor./Climatology	x	1	x	x	x	x	x	x	x
458	Dynamic Meteorology	x	0	x	x	0	x	x	x	x
466	Physical Meteorology	x	x	x	0	x	x	x	x	x
467	Great Plains Pedology	x	0	x	x	0	x	x	0	x
469	Bio-Atmospheric Instrumentation	x	x	x	0	x	x	x	x	x
481	Water Resources Seminar	x	3	x	x	0	x	x	2	x
	Subtotal 100 level	219	231	39	245	220	52	222	223	49
	Subtotal 200-300 level	15	2	0	0	5	0	0	0	0
	Subtotal 400 level	21	7	0	1	0	0	0	2	0
	TOTAL	255	240	39	246	225	52	222	225	49

Physical Geography, cont.

	Year Semester	2001 to Fall	2002 Spring	Summer	2002 to Fall	2003 Spring	Summer	2003 to Fall	2004 Spring
155	Elem. Phys. Geography	224	220	47	202	198	32	187	178
252	Meteorology	x	x	x	x	x	x	x	x
253	Int. Atmospheric Science	x	x	x	x	x	x	x	x
281	Hydrogeography/Int. Water Science	x	3	x	x	5	x	3	3
350	Climatology	0	x	x	0	x	x	0	x
408	Microclimate	x	x	x	x	x	x	x	x
450	Climate & Society	x	1	x	x	x	x	x	4
452	Synoptic Meteorology	0	x	x	0	x	x	x	x
453	Physical Climatology	x	x	x	x	x	x	x	x
456	Dynamic Meteorology	x	x	x	x	x	x	x	x
457	Adv. Synoptic Meteor./Climatology	x	x	x	x	x	x	x	x
458	Dynamic Meteorology	x	x	x	x	x	x	x	x
466	Physical Meteorology	0	x	x	x	x	x	0	x
467	Great Plains Pedology	x	x	x	x	0	x	x	0
469	Bio-Atmospheric Instrumentation	0	x	x	x	x	x	0	x
481	Water Resources Seminar	x	0	x	x	0	x	x	2
	Subtotal 100 level	224	220	47	202	198	32	187	178
	Subtotal 200-300 level	0	3	0	0	5	0	3	3
	Subtotal 400 level	0	1	0	0	0	0	0	6
	TOTAL	224	224	47	202	203	32	190	187

Regional Geography

	Year Semester	1998 to Fall	1999 Spring	Summer	1999 to Fall	2000 Spring	Summer	2000 to Fall	2001 Spring	Summer
170	Int. Great Plains Studies	5	x	x	6	x	x	5	x	x
271	Geog. of the United States	x	29	x	29	29	x	34	35	x
272	Geog. of World Regions	x	91	x	x	96	x	x	80	x
370	Geog. of Nebraska	x	12	x	x	26	x	x	29	x
372	European Landscapes & Cultures	35	x	x	35	x	x	x	x	x
375	Geog. of Asia	x	143	x	x	139	x	x	137	x
378	Geog. of Latin America	120	x	x	102	x	x	95	x	x
400	Seminar Great Plains Studies	x	x	x	x	x	x	x	0	x
478	Pro-Sem. Latin American Studies	x	3	x	x	3	x	x	4	x
	Subtotal 100 level	5	0	0	6	0	0	5	0	0
	Subtotal 200-300 level	155	275	0	166	290	0	129	281	0
	Subtotal 400 level	0	3	0	0	3	0	0	4	0
	TOTAL	160	278	0	172	293	0	134	285	0

Regional Geography, cont.

	Year Semester	2001 to Fall	2002 Spring	Summer	2002 to Fall	2003 Spring	Summer	2003 to Fall	2004 Spring
170	Int. Great Plains Studies	3	x	x	9	x	x	3	x
271	Geog. of the United States	32	39	x	34	39	x	24	33
272	Geog. of World Regions	28	96	x	94	130	x	115	98
370	Geog. of Nebraska	21	32	x	x	33	x	x	37
372	European Landscapes & Cultures	x	37	x	x	x	x	x	38
375	Geog. of Asia	x	130	x	x	40	x	x	42
378	Geog. of Latin America	x	x	x	75	x	x	79	x
400	Seminar Great Plains Studies	x	0	x	x	0	x	x	3
478	Pro-Sem. Latin American Studies	x	2	x	x	x	x	x	1
	Subtotal 100 level	3	0	0	9	0	0	3	0
	Subtotal 200-300 level	81	334	0	203	242	0	218	248
	Subtotal 400 level	0	2	0	0	0	0	0	4
	TOTAL	84	336	0	212	242	0	221	252

Techniques

	Year Semester	1998 to Fall	1999 Spring	Summer	1999 to Fall	2000 Spring	Summer	2000 to Fall	2001 Spring	Summer
217	Map & Air Photo Interpretation	x	28	x	x	15	x	x	16	x
317	Cartography I	14	x	x	x	x	x	18	x	x
412	Int. Geog. Information Systems	x	x	x	15	x	x	17	x	x
414	Quantitative Methods in Geography	x	x	x	x	x	x	x	x	x
415	Int. Computer Mapping	7	x	x	11	x	x	x	x	x
417	Cartography II	x	12	x	x	x	x	x	7	x
418	Remote Sensing I	5	x	x	12	x	x	8	x	x
419	Remote Sensing II	10	x	x	2	x	x	2	x	x
420	Remote Sensing III	x	4	x	x	2	x	x	2	x
422	Adv. Tech. Geog. Information Syst.	x	3	x	x	4	x	x	6	x
425	Scientific Visualization Cartography	x	x	x	x	x	x	x	6	x
	Subtotal 100 level	0	0	0	0	0	0	0	0	0
	Subtotal 200-300 level	14	28	0	0	15	0	18	16	0
	Subtotal 400 level	22	19	0	40	6	0	27	21	0
	TOTAL	36	47	0	40	21	0	45	37	0

Techniques

	Year Semester	2001 to Fall	2002 Spring	Summer	2002 to Fall	2003 Spring	Summer	2003 to Fall	2004 Spring
217	Map & Air Photo Interpretation	x	x	x	19	22	x	17	21
317	Cartography I	21	x	x	x	x	x	27	x
412	Int. Geog. Information Systems	7	x	x	10	x	x	16	x
414	Quantitative Methods in Geography	x	x	x	x	x	x	x	3
415	Int. Computer Mapping	x	x	x	x	x	x	x	x
417	Cartography II	x	x	x	x	3	x	x	9
418	Remote Sensing I	11	x	x	12	x	x	8	x
419	Remote Sensing II	0	x	x	0	x	x	1	x
420	Remote Sensing III	x	0	x	x	1	x	x	3
422	Adv. Tech. Geog. Information Syst.	x	5	x	x	5	x	x	5
425	Scientific Visualization Cartography	x	5	x	x	x	x	x	1
	Subtotal 100 level	0	0	0	0	0	0	0	0
	Subtotal 200-300 level	21	0	0	19	22	0	44	21
	Subtotal 400 level	18	10	0	22	9	0	25	18
	TOTAL	39	10	0	41	31	0	69	39

Other

	Year Semester	1998 to Fall	1999 Spring	Summer	1999 to Fall	2000 Spring	Summer	2000 to Fall	2001 Spring	Summer
198	Freshman Seminar	3	0	x	3	0	x	0	0	x
398	Special Topics in Geography	x	0	x	0	x	x	5	x	x
399	Independent Study	3	6	8	8	10	5	3	4	4
495	Internship Meteor./Climatology	x	0	0	x	0	0	0	x	0
497	Internship in Geography	1	3	1	0	2	4	0	0	0
498	Advanced Special Problems	0	1	0	2	4	0	1	0	0
	Subtotal 100 level	3	0	0	3	0	0	0	0	0
	Subtotal 200-300 level	3	6	8	8	10	5	8	4	4
	Subtotal 400 level	1	4	1	2	6	4	1	0	0
	TOTAL	7	10	9	13	16	9	9	4	4

Undergraduate Summary

	Year Semester	1998 to Fall	1999 Spring	Summer	1999 to Fall	2000 Spring	Summer	2000 to Fall	2001 Spring	Summer
	Subtotal 100 level	709	627	79	769	637	102	758	631	93
	Subtotal 200-300 level	205	413	8	210	393	5	226	382	4
	Subtotal 400 level	68	33	1	64	15	4	45	27	0
	TOTAL	982	1073	88	1043	1045	111	1029	1040	97

Other, cont.

	Year Semester	2001 to Fall	2002 Spring	Summer	2002 to Fall	2003 Spring	Summer	2003 to Fall	2004 Spring
198	Freshman Seminar	0	0	x	x	0	x	x	0
398	Special Topics in Geography	0	x	x	x	x	x	x	x
399	Independent Study	5	7	2	5	4	4	10	5
495	Internship Meteor./Climatology	0	x	0	0	x	0	0	x
497	Internship in Geography	1	3	5	2	3	1	1	0
498	Advanced Special Problems	0	5	0	0	0	0	0	0
	Subtotal 100 level	0	0	0	0	0	0	0	0
	Subtotal 200-300 level	5	7	2	0	4	4	10	5
	Subtotal 400 level	1	8	5	2	3	1	1	0
	TOTAL	6	15	7	2	7	5	11	5

Undergraduate Summary, cont.

	Year Semester	2001 to Fall	2002 Spring	Summer	2002 to Fall	2003 Spring	Summer	2003 to Fall	2004 Spring
	Subtotal 100 level	765	668	95	694	419	70	755	518
	Subtotal 200-300 level	181	427	2	297	361	4	350	312
	Subtotal 400 level	25	21	5	50	12	1	52	37
	TOTAL	971	1116	102	1041	792	75	1157	867

Graduate Course Registrations

800 Level

[illegible]

852	Synoptic Meteorology	0	x	x	0	x	x	0	x	x
853	Physical Meteorology	x	x	x	x	0	x	x	x	x
856	Dynamic Meteorology	0	x	x	0	x	x	0	x	x
857	Adv. Synoptic Meteorology	x	x	x	x	0	x	x	x	x
858	Dynamic Meteorology II	x	x	x	x	0	x	x	x	x
866	Physical Meteorology	0	x	x	0	x	x	0	x	x
867	Great Plains Field Pedology	x	x	x	x	x	x	x	0	x
869	Bio-Atmosphere Instrumentation	x	x	x	1	x	x	x	x	x
878	Pro-Sem. Latin American Studies	x	0	x	x	0	x	x	1	x
881	Water Resources Seminar	x	1	x	x	1	x	x	0	x
895	Internship Meteor./Climatology	x	0	0	0	0	0	0	x	0
897	Internship in Geography	1	1	3	1	1	0	0	0	0
898	Advanced Special Problems	18	16	0	10	9	1	1	2	0
899	Master's Thesis	10	9	17	8	4	7	4	4	4
	TOTAL 800 Level	80	32	20	66	36	8	28	25	4

800 Level, cont.

	Year Semester	2001 to Fall	2002 Spring	Summer	2002 to Fall	2003 Spring	Summer	2003 to Fall	2004 Spring
800	Seminar in Great Plains Studies	x	1	x	x	1	x	x	0
806	Spatial & Env't. Infl. Soc. Sys.	5	X	x	x	2	x	x	2
808	Microclimate	0	x	x	0	x	x	3	x
812	Int. Geog. Information Systems	19	x	x	13	x	x	15	x
814	Quantitative Methods in Geography	x	x	x	x	x	x	x	6
815	Int. Computer Mapping	x	x	x	x	x	x	x	x
817	Cartography II	x	x	x	x	12	x	x	2
818	Remote Sensing I	9	x	x	29	x	x	10	x
819	Remote Sensing II	x	x	x	9	x	x	6	x
820	Remote Sensing III	x	7	x	x	5	x	x	8
822	Adv. Tech. Geog. Information Syst.	x	10	x	x	10	x	x	10
825	Scientific Visualization Cartography	x	4	x	x	x	x	x	6
847	Political Geography	x	x	x	3	x	x	5	x
848	Pro-Seminar in Internat. Relations	4	x	x	x	x	x	x	4
850	Climate & Society	x	0	x	x	x	x	x	1
851	Severe Storms	x	x	x	x	x	x	x	0
852	Synoptic Meteorology	0	x	x	0	x	x	x	x

853	Physical Meteorology	x	x	x	x	x	x	x	x
856	Dynamic Meteorology	0	x	x	0	x	x	0	x
857	Adv. Synoptic Meteorology	x	x	x	x	x	x	x	x
858	Dynamic Meteorology II	x	x	x	x	x	x	x	x
866	Physical Meteorology	0	x	x	x	x	x	x	x
867	Great Plains Field Pedology	x	1	x	x	1	x	x	1
869	Bio-Atmosphere Instrumentation	0	x	x	x	x	x	0	x
878	Pro-Sem. Latin American Studies	x	1	x	x	1	x	x	0
881	Water Resources Seminar	x	1	x	x	2	x	x	0
895	Internship Meteor./Climatology	0	x	0	0	x	0	0	x
897	Internship in Geography	0	0	0	0	2	2	1	1
898	Advanced Special Problems	1	4	2	6	7	0	3	7
899	Master's Thesis	5	3	6	1	2	2	5	4
	Total 800 Level	43	32	8	61	45	4	48	52

900 Level

	Year Semester	1998 to Fall	1999 Spring	Summer	1999 to Fall	2000 Spring	Summer	2000 to Fall	2001 Spring	Summer
902	General Seminar	4	2	x	4	2	x	4	1	x
903	History & Philosophy of Geography	x	x	x	x	x	x	x	13	x
915	Cartography Seminar	x	x	x	x	4	x	x	x	x
931	Indigenous Peoples	x	x	x	x	x	x	x	x	x
933	Anthro. & Geography Seminar	x	x	x	x	7	x	x	x	x
940	Human Geography Seminar	x	6	x	x	x	x	3	x	x
983	Sem. Beh. Proc. in Person/Env't Rel	x	8	x	x	0	x	x	0	x
996	Non-Thesis Research	7	7	4	9	5	10	5	6	8
999	Doctoral Dissertation	22	24	16	21	20	20	19	21	27
	Total 900 Level	33	47	20	34	38	30	31	41	35
	Graduate Student TOTAL	113	79	40	100	74	38	59	66	39

900 Level, cont.

	Year Semester	2001 to Fall	2002 Spring	Summer	2002 to Fall	2003 Spring	Summer	2003 to Fall	2004 Spring
902	General Seminar	2	3	x	3	5	x	4	3
903	History & Philosophy of Geography	x	x	x	14	x	x	x	x
915	Cartography Seminar	x	5	x	x	9	x	x	x
931	Indigenous Peoples	x	x	x	x	x	x	13	x
933	Anthro. & Geography Seminar	x	x	x	x	x	x	x	x
940	Human Geography Seminar	x	4	x	x	x	x	8	x
983	Sem. Beh. Proc. in Person/Env't Rel	x	x	x	5	x	x	x	x
996	Non-Thesis Research	5	6	9	3	7	7	11	7
999	Doctoral Dissertation	18	17	20	17	20	9	19	19
	Total 900 Level	25	35	29	42	41	16	55	29
	Graduate Student TOTAL	68	67	37	103	86	20	103	81

Overall Summary

	Year Semester	1998 to Fall	1999 Spring	Summer	1999 to Fall	2000 Spring	Summer	2000 to Fall	2001 Spring	Summer
	Subtotal 100 level	709	627	79	769	637	102	758	631	93
	Subtotal 200-300 level	205	413	8	210	393	5	226	382	4
	Subtotal 400 level	68	33	1	64	15	4	45	27	0
	Undergraduate Subtotal	982	1073	88	1043	1045	111	1029	1040	97
	Subtotal 800 level	80	32	20	66	36	8	28	25	4
	Subtotal 900 level	33	47	20	34	38	30	31	41	35
	Graduate Subtotal	113	79	40	100	74	38	59	66	39
	Overall TOTAL	1095	1152	128	1143	1119	149	1088	1106	136

Overall Summary, cont.

	Year Semester	2001 to Fall	2002 Spring	Summer	2002 to Fall	2003 Spring	Summer	2003 to Fall	2004 Spring
	Subtotal 100 level	765	668	95	694	419	70	755	518
	Subtotal 200-300 level	181	427	2	297	361	4	350	312
	Subtotal 400 level	25	21	5	50	12	1	52	37
	Undergraduate Subtotal	971	1116	102	1041	792	75	1157	867
	Subtotal 800 level	43	32	8	61	45	4	48	52
	Subtotal 900 level	25	35	29	42	41	16	55	29
	Graduate Subtotal	68	67	37	103	86	20	103	81
	Overall TOTAL	1039	1183	139	1144	878	95	1260	948

Appendix 3

Class Registrations, Student Credit Hours, and
Student Contact Hours by Level,
Fall 1999 to Fall 2003

Table 4
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

Semester	Total			Lower Level			Upper Level			Graduate & Professional		
	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours
Fall 1999	1,156	3,758	4,178	837	2,723	3,034	207	646	691	112	389	453
Fall 2000	1,086	3,570	3,867	836	2,731	2,952	193	623	666	57	216	249
Fall 2001	1,043	3,459	3,763	864	2,815	3,038	110	369	398	69	275	327
Fall 2002	1,161	3,705	3,961	924	2,969	3,168	161	500	532	76	236	261
Fall 2003	1,256	4,006	4,262	951	3,038	3,221	203	652	693	102	316	348
% 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

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Appendix 4

Number of Course Sections, Registrations, Average
Class Size, and Student Credit Hours,
Fall 1999 to Fall 2003

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

Course Number	Fall 1999				Fall 2003			
	No. of Sections	Registrations	Avg. Class Size	Student Credit Hrs.	No. of Sections	Registrations	Avg. Class Size	Student Credit Hrs.
120	1	88	88	264	1	118	118	354
120C	1	26	26	78	--	--	--	--
140	2	267	134	801	2	323	162	969
140C	1	38	38	114	1	48	48	144
140H	1	9	9	27	--	--	--	--
155C	1	22	22	88	--	--	--	--
155H	1	12	12	48	--	--	--	--
155	1	202	202	808	1	185	185	740
170	1	7	7	21	1	3	3	9
181	1	89	89	267	1	75	75	225
198	1	2	2	2	--	--	--	--
217	--	--	--	--	1	17	17	51
271	1	30	30	90	--	--	--	--
271C	--	--	--	--	1	24	24	72
272	--	--	--	--	1	76	76	228
272C	--	--	--	--	1	39	39	117
281	--	--	--	--	1	3	3	9
283	1	35	35	105	1	40	40	120
Subtotal	14	827	59	2,713	13	951	73	3,038
317	--	--	--	--	1	27	27	108
334	--	--	--	--	1	35	35	105
372	1	35	35	105	--	--	--	--
378	1	99	99	297	1	78	78	234
408/808	1	4	4	12	1	3	3	9
412/812	1	34	34	136	1	31	31	124
415/815	1	20	20	60	--	--	--	--
418/818	1	23	23	92	1	18	18	72
419/819	1	14	14	56	1	8	8	32
447/847	1	25	25	75	1	32	32	96
498	1	2	2	4	--	--	--	--
Subtotal	9	256	28	837	8	232	29	780
806	1	2	2	6	--	--	--	--
869	1	1	1	3	--	--	--	--
898 (Sec. 1)	1	3	3	8	1	3	3	9
898 (Sec. 2)	1	8	8	16	--	--	--	--
902	1	4	4	4	1	4	4	4
931	--	--	--	--	1	13	13	39
940	--	--	--	--	1	8	8	24
Subtotal	5	18	4	37	4	28	7	76

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

Course Number	Fall 1999				Fall 2003			
	No. of Sections	Registrations	Avg. Class Size	Student Credit Hrs.	No. of Sections	Registrations	Avg. Class Size	Student Credit Hrs.
Ind Study								
399	1	7	7	18	2	10	5	21
497	--	--	--	--	1	1	1	3
897	1	1	1	3	1	1	1	1
899	1	8	8	31	1	5	5	14
996	1	9	9	18	1	9	9	23
999	1	20	20	91	1	19	19	50
Subtotal	5	45	9	161	7	45	6	112
Labs								
152	1	4	4	4	--	--	--	--
251	1	6	6	6				
Subtotal	2	10	5	10	--	--	--	--
Total	35	1,156	33	3,758	32	1,256	39	4,006

IRP, 12/11/2003

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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

Fall Semester	Course Level									
	100	200	300	400	500	600	700	800	900	Total
2000-2001	4,195	384	603	247				110	107	5,646
2001-2002	4,135	876	435	396				149	76	6,067
2002-2003	3,774	1,084	475	390				131	136	5,990
2003-2004	3,992	812	525	356				146	126	5,957
Percent Change from 2000 to 2003	(4.84)	111.46	(12.94)	44.13				32.73	17.76	5.51
Percent Change from 2002 to 2003	5.78	(25.09)	10.53	(8.72)				11.45	(7.35)	(0.55)

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"

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Appendix 6

Student Registrations by College,
Fall 1999 to Fall 2003

Table 8
University of Nebraska-Lincoln
~~Department~~ Department of Geography
Student Registrations in the Department by College
Fall Semesters 1999 to 2003

College	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Agricultural Sciences & Nat. Resources	88	77	54	103	92
Architecture	49	29	40	34	33
Arts & Sciences	316	256	227	261	350
Business Administration	149	207	180	214	155
Education and Human Sciences	--	--	--	--	181
Engineering & Technology	39	36	32	48	52
Fine & Performing Arts	20	20	26	14	25
Graduate	116	70	79	77	108
Human Resources & Family Sciences	11	6	8	3	--
Journalism & Mass Communications	62	47	57	45	53
Law	--	--	--	--	--
Teachers	155	159	176	197	--
General Studies	133	159	147	146	186
Continuing Studies	--	1	--	--	--
Criminal Justice	14	17	13	16	18
Nursing	--	--	--	1	--
Other & Undeclared	--	--	--	--	--
Visiting	4	2	4	2	3
TOTAL	1,156	1,086	1,043	1,161	1,256

Source: Registration extract as of the sixth day of enrollment for above years.

Appendix 7

Apportionment, Department of Anthropology
and Geography,
Fall 2003

Name	Title	FTE	Teaching	Research	Service	Extension	Admin.	Total
<u>Douglas M Amedeo</u>	Professor	1	45	45	10	0	0	100
<u>John Clark Archer</u>	Professor	1	45	45	10	0	0	100
<u>Effie F Athanassopoulos</u>	Asst Professor	0.6	50	40	10	0	0	100
<u>Mark J Awakuni-Swetland</u>	Lecturer	0.6	50	40	10	0	0	100
<u>Peter A Bleed</u>	Professor	0.25	0	0	0	0	0	0
<u>Paul A Demers</u>	Lecturer	0.5	0	0	0	0	0	0
<u>Patricia C Draper</u>	Professor	1	50	40	10	0	0	100
<u>Matthew R Engel</u>	Lecturer	0.25	0	0	0	0	0	0
<u>Raymond Hames</u>	Professor	1	50	40	10	0	0	100
<u>Robert K Hitchcock</u>	Professor	1	50	40	10	0	0	100
<u>Eric J Kaldahl</u>	Lecturer	1	60	30	10	0	0	100
<u>Cody Lane Knutson</u>	Lecturer	0.25	0	0	0	0	0	0
<u>Bruce E Kopplin</u>	Lecturer	0.87	0	0	0	0	0	0

<u>Stephen J Lavin</u>	Assoc Professor	1	45	45	10	0	0	100
<u>Martha L McCollough</u>	Asst Professor	0.6	50	40	10	0	0	100
<u>LuAnn Wandsni der</u>	Assoc Professor	1	50	40	10	0	0	100
<u>Mary S Willis</u>	Asst Professor	1	50	40	10	0	0	100
<u>David J Wishart</u>	Professor	0.4	50	50	0	0	0	100
<u>David J Wishart</u>	Chairpers on	0.6	0	0	0	0	0	0
	Totals/Ave rages	13.92	39.87	32.83	7.76	0	0	80

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
1999-2000 and 2003-2004

Rank	1999-2000															
	Geography				Anthropology				Overall UNL - Includes Library		Overall UNL - Excludes Library					
	9 Month		12 Month		9 Month		12 Month		9 Month		12 Month					
	Ave.		Ave.		Ave.		Ave.		Ave.		Ave.					
	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary				
Prof.	2	\$60,784	--	--	3	\$71,078	--	--	272	\$79,218	203	\$92,748	272	\$79,218	196	\$93,787
Assoc.	2	54,664	--	--	1	48,328	--	--	259	56,628	99	65,510	257	56,782	85	68,415
Assist.	--	--	--	--	2	39,384	--	--	161	48,933	55	52,645	161	48,933	43	57,617

Rank	2003-2004											
	Anthropology & Geography				Overall UNL - Includes Library			Overall UNL - Excludes Library				
	9 Month		12 Month		9 Month		12 Month		9 Month		12 Month	
	Ave.		Ave.		Ave.		Ave.		Ave.		Ave.	
	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary
Prof.	5	\$75,888	--	--	280	\$92,740	180	\$105,696	280	\$92,740	172	\$107,372
Assoc.	2	57,924	--	--	246	66,057	75	70,868	245	66,179	60	75,944
Assist.	2	44,837	--	--	135	57,257	50	60,577	135	57,257	42	64,327

Source: UNL Faculty Salary Study Committee file for 1999-2000 and SAP HR for 2003-04.

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

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University of Nebraska-Lincoln
Detail of Table 1 for Program Review
Department of Anthropology and Geography

<i>Rank</i>	<i>9 or 12</i>	<i>Primary Job name</i>	<i>Last Name, First Name</i>	<i>Budgeted Salary</i>	<i>No.</i>	<i>Ave. Salary</i>
1-Professor						
	9-Month					
		Professor	Amedeo, Douglas M	\$66,167		
		Professor	Archer, John Clark	\$65,678		
		Professor	Draper, Patricia C	\$97,037		
		Professor	Hames, Raymond	\$77,007		
		Chairperson	Wishart, David J	\$73,552		
		Number and Average Salary			5	\$75,888
2-Assoc Professor						
	9-Month					
		Assoc Professor	Lavin, Stephen J	\$62,985		
		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		
		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		
		Lecturer	Kaldahl, Eric J	\$41,000		
		Number and Average Salary			2	\$41,156

Appendix 9

Faculty Information, Department of Anthropology
and Geography

Table 10
University of Nebraska-Lincoln
Program Review
Department of Anthropology and Geography

<i>Last Name, First name</i>	<i>Personnel Number</i>	<i>Tenure Status/Tenure Date or Notify Date</i>	<i>Grad Fac</i>	<i>Grad Fell Date</i>	<i>Primary Occupation Activity</i>	<i>Primary Sub- group</i>	<i>Ethnicity Desc</i>	<i>Birth Date</i>	<i>LOA?</i>	<i>Total Budgeted Salary</i>	<i>Employ- ment Status</i>	<i>Full Time/ Part Time</i>
<i>PJob Name</i>	<i>Contract length</i>	<i>Prim. Job Name</i>		<i>Grad Mem Date</i>		<i>Hire Date</i>	<i>Gender</i>	<i>Highest Degree</i>	<i>Chair</i>	<i>FTE %</i>		
Wishart, David J Professor	22622 9 mo.	T 09/01/1978 Chairperson	F	02/01/1976	Admin.	Reg Acad Admin Sal 08/19/1974	White-Non Hispanic Male	08/15/1946 10-Doctorate	N Y	\$73,552 100	Active Regular	F
Lavin, Stephen J Assoc Professor	19625 9 mo.	T 09/01/1987 Assoc Professor	F	10/01/1988	Faculty	Reg Ten Fac/S 08/17/1981	White-Non Hispanic Male	02/01/1943 10-Doctorate	N N	\$62,985 100	Active Regular	F
Wandsnider, LuAnn Assoc Professor	20316 9 mo.	T 09/01/1997 Assoc Professor	F	11/01/1995	Faculty	Reg Ten Fac/S 08/19/1991	White-Non Hispanic Female	06/21/1956 10-Doctorate	N N	\$52,862 100	Active Regular	F
Athanassopoulos, Effie F Asst Professor	19791 9 mo.	E 05/01/2006 Asst Professor			Faculty	Reg Sp Term Fac/S 08/14/1995	White-Non Hispanic Female	07/04/1956 10-Doctorate	Y N	\$43,441 100	Active Regular	F
McCollough, Martha L Asst Professor	20501 9 mo.	E 05/01/2005 Asst Professor	M	12/01/1997	Faculty	Reg Sp Term Fac/S 08/28/1995	White-Non Hispanic Female	10/14/1956 10-Doctorate	N N	\$42,794 100	Active Regular	F
Willis, Mary S Asst Professor	43617 9 mo.	E 05/01/2007 Asst Professor	M	10/30/2001	Faculty	Reg Sp Term Fac/S 01/03/2000	Native American/Ala Female	09/22/1958 10-Doctorate	N N	\$46,879 100	Active Regular	F
Awakuni-Swetland, Mark Lecturer	22184 9 mo.	Lecturer			Faculty	Reg Special Fac/S 08/16/1999	White-Non Hispanic Male	04/07/1956 08-All but Dissertation	N N	\$41,312 100	Active Regular	F
Bozell, John R Lecturer	40601 Other	Lecturer			Faculty	Tem Acad Sal 08/18/2003	White-Non Hispanic Male	10/07/1956	N N	\$4,400 25	Active Temp	P
Demers, Paul A Lecturer	63164 Other	Lecturer			Faculty	Reg Special Fac/S 08/19/2002	White-Non Hispanic Male	10/08/1963 10-Doctorate	N N	\$16,800 100	Active Regular	F

<i>Last Name, First name</i>	<i>Personnel Number</i>	<i>Tenure Status/Tenure Date or Notify Date</i>	<i>Grad Fac</i>	<i>Grad Fell Date</i>	<i>Primary Occupation</i>	<i>Primary Sub- group</i>	<i>Ethnicity Desc</i>	<i>Birth Date</i>	<i>LOA?</i>	<i>Total Budgeted Salary</i>	<i>Employ- ment Status</i>	<i>Full Time/ Part Time</i>
<i>PJob Name</i>	<i>Contract length</i>	<i>Prim. Job Name</i>		<i>Grad Mem Date</i>	<i>Activity</i>	<i>Hire Date</i>	<i>Gender</i>	<i>Highest Degree</i>	<i>Chair</i>	<i>FTE %</i>	<i>Regular or Temp?</i>	
Engel, Matthew R Lecturer	20850 Other	Lecturer			Faculty	Reg Special Fac/S 08/18/2003	White-Non Hispanic Male	06/21/1972 07-Masters	N N	\$4,500 25	Active Regular	P
Kaldahl, Eric J Lecturer	64888 9 mo.	Lecturer			Faculty	Reg Special Fac/S 08/19/2002	White-Non Hispanic Male	02/06/1971 10-Doctorate	N N	\$41,000 100	Active Regular	F
Kopplin, Bruce E Lecturer	20275 AY pd 9/9 mo.	Lecturer			Faculty	Reg Special Fac/S 08/14/2000	White-Non Hispanic Male	12/30/1941 08-All but Dissertation	N N	\$30,800 87	Active Regular	P
Amedeo, Douglas M Professor	19671 9 mo.	T 09/01/1973 Professor	F	05/01/1972	Faculty	Reg Ten Fac/S 09/01/1972	White-Non Hispanic Male	09/21/1932 10-Doctorate	N N	\$66,167 100	Active Regular	F
Archer, John Clark Professor	19818 9 mo.	T 09/01/1990 Professor	F	12/01/1985	Faculty	Reg Ten Fac/S 08/19/1985	White-Non Hispanic Male	04/30/1942 10-Doctorate	N N	\$65,678 100	Active Regular	F
Draper, Patricia C Professor	20451 9 mo.	T 03/01/1998 Professor	F	09/01/1998	Faculty	Reg Ten Fac/S 03/01/1998	White-Non Hispanic Female	04/16/1942 10-Doctorate	N N	\$97,037 100	Active Regular	F
Hames, Raymond Professor	23126 9 mo.	T 09/01/1987 Professor	F	09/01/1984	Faculty	Reg Ten Fac/S 08/18/1980	White-Non Hispanic Male	04/15/1948 10-Doctorate	N N	\$77,007 100	Active Regular	F
Hitchcock, Robert K Professor	23039 9 mo.	T 09/01/1994 Professor	F	03/01/1991	Faculty	Reg Ten Fac/S 01/03/1983	White-Non Hispanic Male	04/10/1949 10-Doctorate	Y N	\$64,319 100	Active Regular	F

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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: _____
(Chief Academic Officer or designated representative)

Date: _____

Evidence of Demand and Efficiency

		1997-98	1998-99	1999-00	2000-01	2001-02	5 Year
Student Credit Hours		13,534	12,297	11,900	11,959	12,632	12,464.5
Faculty FTE		20.1	16.0	15.2	15.2	14.6	16.2
SCH per Faculty FTE		673	770	785	788	867	776.6
Number of Degrees and Awards							
Anthropology	BA	29	26	24	24	24	25.4
Anthropology	BS	1	1	0	0	1	0.6
Geography	BA	7	8	8	7	5	7.0
Geography	BS	3	5	6	2	4	4.0
Anthropology	MA	11	11	6	10	8	9.2
Geography	MA	5	8	7	13	5	7.6
Geography	PhD	3	2	5	2	4	3.2

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:

Number of Degrees/Awards in this Program		Student Credit Hour Production by Department	
(the mean of the prior 5 years)		Per Full-Time Equivalent Faculty	
		(the mean of the prior 5 years)	
Less Than Two Years and Associate	10	All credit hours produced at the baccalaureate	300
Baccalaureate and First Professional	7	levels and all credit hours at the associate	
Masters Degree	5	level or below except those described below.	
Specialist	4		
Doctoral Degree	3	All credit hours produced at the associate level	275
		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.)	

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
1998-99 Through 2002-2003

<u>Year</u>	<u>Bachelor's Degree</u>	<u>Master's Degree</u>	<u>Doctor's Degree</u>	<u>Total</u>
1998-99	13	8	2	23
1999-2000	14	7	5	26
2000-2001	9	13	2	24
2001-2002	9	5	4	18
2002-2003	7	8	2	17
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

Student Level	Black		American Indian		Asian		Hispanic		White**		Total		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
1999													
Total UG					1	(1)			20	(1) 5	21	(2) 5	26 (2)
Grad--MA	1						2	(2)	13	(3) 7 (1)	16	(5) 7 (1)	23 (6)
Grad--PhD	2	(2)			3	(3) 2 (2)			14	(1) 8	19	(6) 10 (2)	29 (8)
2003													
Total UG									30	(1) 6 (2)	30	(1) 6 (2)	36 (3)
Grad--MA					1	(1)			13	(1) 3	14	(2) 3	17 (2)
Grad--PhD	1	(1)			2	(1) 3 (2)	3	(1)	12	8	18	(3) 11 (2)	29 (5)
													% Change in Total from 1999-2000 to 2003-2004
													38%
													-26%
													0%

Summary

% of undergraduates that are minorities in **1999-2000**: 4%
 % of undergraduates that are non-resident aliens in **1999-2000**: 8%
 % of graduates that are minorities in **1999-2000**: 19%
 % of graduates that are non-resident aliens in **1999-2000**: 27%

% of undergraduates that are minorities in **2003-2004**: 0%
 % of undergraduates that are non-resident aliens in **2003-2004**: 8%
 % of graduates that are minorities in **2003-2004**: 22%
 % of graduates that are non-resident aliens in **2003-2004**: 15%

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

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

Major and Gender	Full-Time											Part-Time											Total Full & Part
	Age of Students																						
	<18	18-19	20-21	22-24	25-29	30-34	35-39	40-64	65 &>	Unkn	Total FT	<18	18-19	20-21	22-24	25-29	30-34	35-39	40-64	65 &>	Unkn	Total PT	
Geography																							
Undergrad (BA)																							
Men		3	1	10	3		1				18				1	1			1			3	21
Women		1	2	2							5											0	5
Total		4	3	12	3		1				23				1	1			1			3	26
Geography																							
Undergrad (BS)																							
Men		1	1	7							9											0	9
Women			1								1											0	1
Total		1	2	7							10											0	10
Total Undergrad.	0	5	5	19	3	0	1	0	0	0	33	0	0	0	1	1	0	0	1	0	0	3	36
Geography																							
Graduate (MA)																							
Men				6	2	3		2			13								1			1	14
Women				2							2					1						1	3
Total				8	2	3		2			15					1			1			2	17
Geography																							
Graduate (PhD)																							
Men					1	2	2	2			7						3	5	3			11	18
Women					1	1	2	2			6						1		3	1		5	11
Total					2	3	4	4			13						4	5	6	1		16	29
Total Graduate	0	0	0	8	4	6	4	6	0	0	28	0	0	0	0	1	4	5	7	1	0	18	46
Grand Total	0	5	5	27	7	6	5	6	0	0	61	0	0	0	1	2	4	5	8	1	0	21	82

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

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Appendix 14

Geography PhD student Exit Interview Data
(with comparisons)
2000

STUDENT SURVEY ITEM**GEOGRAPHY FREQUENCIES****ARTS AND SCIENCES FREQUENCIES**

		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	DON'T KNOW	NOT APPLICABLE	MEAN AGREEMENT		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	DON'T KNOW	NOT APPLICABLE	MEAN AGREEMENT
1. The degree requirements and deadlines for this program are clear.	% N	25.0 6	66.7 16	4.2 1	4.2 1	0	0	1.88 24		19.5 86	62.4 275	15.4 68	2.7 12	1	1	2.01 441
2. This program encourages timely completion.	% N	18.2 4	45.5 10	18.2 4	18.2 4	2	0	2.36 22		14.7 62	59.4 250	21.1 89	4.8 20	21	0	2.16 421
3. The course offerings in this program deal with subject matter with an appropriate degree of depth.	% N	4.3 1	56.5 13	26.1 6	13.0 3	1	0	2.48 23		19.2 84	58.6 256	17.6 77	4.6 20	4	1	2.08 437
4. This program prepares students to produce research of publishable quality.	% N	4.8 1	76.2 16	19.0 4	0	2	1	2.14 21		24.8 103	58.8 244	13.3 55	3.1 13	25	2	1.95 415
5. This program prepares students to incorporate data and research into a coherent paper or presentation.	% N	14.3 3	71.4 15	14.3 3	0	3	0	2.00 21		26.3 108	62.0 255	9.5 39	2.2 9	24	9	1.88 411
6. This program does a good job of preparing me to grade student work in my teaching.	% N	0	47.1 8	47.1 8	5.9 1	1	6	2.59 17		14.1 48	48.2 164	28.2 96	9.4 32	28	76	2.33 340
7. The department actively helps graduates of this program find appropriate employment.	% N	12.5 2	31.3 5	25.0 4	31.3 5	7	1	2.75 16		17.7 48	38.7 105	29.2 79	14.4 39	152	21	2.40 271
8. This program is preparing me for the work I will eventually be doing.	% N	4.2 1	87.5 21	4.2 1	4.2 1	0	0	2.08 24		23.8 96	57.3 231	14.4 58	4.5 18	32	9	2.00 403
9. This program is assisting me in formulating long-term career plans and goals.	% N	8.7 2	47.8 11	34.8 8	8.7 2	0	1	2.43 23		15.7 63	46.6 187	28.7 115	9.0 36	29	13	2.31 401
10. This program has sufficient faculty expertise to offer the range of graduate areas (tracks/emphases) covered by the program.	% N	16.7 4	41.7 10	33.3 8	8.3 2	0	0	2.33 24		18.1 78	45.4 196	27.5 119	9.0 39	10	2	2.28 432

STUDENT SURVEY ITEM**GEOGRAPHY FREQUENCIES****ARTS AND SCIENCES FREQUENCIES**

		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	DON'T KNOW	NOT APPLICABLE	MEAN AGREEMENT		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	DON'T KNOW	NOT APPLICABLE	MEAN AGREEMENT
11. The department has a well-conceived and well-executed recruitment strategy.	% N	6.7 1	26.7 4	53.3 8	13.3 2	9	0	2.73 15		15.8 45	35.9 102	32.0 91	16.2 46	150	9	2.49 284
12. The space and facilities for graduate classes and program administration are adequate.	% N	18.2 4	36.4 8	45.5 10	0	2	0	2.27 22		14.6 63	56.3 243	22.0 95	7.2 31	8	4	2.22 432
13. The faculty members are accessible to graduate students to discuss intellectual issues in their field.	% N	20.8 5	54.2 13	25.0 6	0	0	0	2.04 24		31.7 138	55.9 243	8.7 38	3.7 16	8	0	1.84 435
14. The faculty demonstrates a high degree of awareness of new developments in their field.	% N	25.0 6	58.3 14	12.5 3	4.2 1	0	0	1.96 24		30.7 128	59.5 248	8.2 34	1.7 7	26	0	1.81 417
15. Most faculty and staff members are genuinely interested in the welfare and professional development of the graduate students.	% N	27.3 6	36.4 8	22.7 5	13.6 3	2	0	2.23 22		30.9 128	49.8 206	13.5 56	5.8 24	26	4	1.94 414
16. The courses offered are varied and meet the interests of graduate students.	% N	0	40.9 9	45.5 10	13.6 3	2	0	2.73 22		10.2 44	47.2 204	32.2 139	10.4 45	9	3	2.43 432
17. The faculty members are accessible for academic advising.	% N	16.7 4	66.7 16	16.7 4	0	0	0	2.00 24		23.4 101	63.8 275	9.3 40	3.5 15	12	1	1.93 431
18. The type of laboratory and/or research experience students receive is appropriate for their field of study.	% N	17.4 4	60.9 14	21.7 5	0	0	1	2.04 23		25.5 97	59.8 228	11.8 45	2.9 11	17	45	1.92 381
19. The assignment of teaching responsibilities to graduate teaching assistants is equitable.	% N	20.0 3	53.3 8	26.7 4	0	4	5	2.07 15		13.9 44	59.2 187	18.0 57	8.9 28	73	53	2.22 316
20. The program offers adequate internship opportunities.	% N	0	28.6 4	42.9 6	28.6 4	9	1	3.00 14		14.0 33	32.3 76	34.0 80	19.6 46	141	68	2.59 235

STUDENT SURVEY ITEM**GEOGRAPHY FREQUENCIES****ARTS AND SCIENCES FREQUENCIES**

		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	DON'T KNOW	NOT APPLICABLE	MEAN AGREEMENT		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY	DON'T KNOW	NOT APPLICABLE	MEAN AGREEMENT
21. Students receive helpful and supportive mentoring of their thesis and/or dissertation.	% N	27.8 5	38.9 7	16.7 3	16.7 3	2	4	2.22 18		27.9 85	47.2 144	16.4 50	8.5 26	25	113	2.06 305
22. The qualifying exams appropriately reflect the objectives of this program.	% N	10.0 1	80.0 8	10.0 1	0	6	8	2.00 10		15.9 38	59.8 143	19.2 46	5.0 12	72	131	2.13 239
23. The qualifying exams are graded fairly.	% N	20.0 2	80.0 8	0	0	5	9	1.80 10		22.8 45	67.0 132	5.1 10	5.1 10	78	167	1.92 197
24. This program does a good job of making students competitive in the job market, whether it be in academia, government, or industry.	% N	10.5 2	68.4 13	10.5 2	10.5 2	5	0	2.21 19		18.4 58	53.0 167	21.0 66	7.6 24	122	4	2.18 315
25. Overall, the graduate program is organized in a way that prepares students for their field of study.	% N	9.1 2	68.2 15	22.7 5	0	2	0	2.14 22		16.7 70	65.4 274	14.8 62	3.1 13	21	4	2.04 419
26. This program teaches and promotes an understanding of diverse cultures.	% N	28.6 6	57.1 12	14.3 3	0	2	1	1.86 21		23.1 85	48.4 178	21.7 80	6.8 25	36	37	2.12 368
27. The department specifically recruits women, minorities, and under-represented groups into this program.	% N	16.7 2	50.0 6	33.3 4	0	11	1	2.17 12		29.8 89	52.5 157	13.0 39	4.7 14	129	15	1.93 299
28. The faculty members are diverse with respect to ethnicity, gender, and/or race.	% N	0	36.8 7	36.8 7	26.3 5	3	1	2.89 19		17.4 71	48.7 199	26.4 108	7.6 31	22	11	2.24 409

STUDENT SURVEY ITEM**GEOGRAPHY FREQUENCIES****ARTS AND SCIENCES FREQUENCIES**

		MALE	FEMALE	MALE	FEMALE
29. What is your sex?	% N	66.7 16	33.3 8	48.5 212	51.5 225

		WHITE	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC/ LATINO	NATIVE HAWAIIAN	OTHER	WHITE	AMERICAN INDIAN	ASIAN	BLACK	HISPANIC/ LATINO	NATIVE HAWAIIAN	OTHER
31. What is your race? (Fill in all that apply)	% N	70.8 17	4.2 1	0	8.3 2	8.3 2	0	10.0 2	71.9 310	1.8 8	17.5 76	2.3 10	4.1 18	0	5.6 21

		ONE YEAR OR LESS	TWO YEARS	THREE YEARS	FOUR YEARS	FIVE YEARS	SIX OR MORE YEARS	ONE YEAR OR LESS	TWO YEARS	THREE YEARS	FOUR YEARS	FIVE YEARS	SIX OR MORE YEARS
32. How long have you been enrolled in this graduate degree program?	% N	26.1 6	34.8 8	8.7 2	8.7 2	4.3 1	17.4 4	27.9 121	28.8 125	14.5 63	11.1 48	10.4 45	7.4 32

