



**PennState**

**DEPARTMENT OF ANTHROPOLOGY**

**Undergraduate Handbook  
2016-2017**



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## STUDY IN ANTHROPOLOGY

Anthropology is a holistic scientific and humanistic discipline. Anthropologists document and describe the biological, cultural, and linguistic differences of past and present human societies. There are three sub-disciplines within anthropology: biological, cultural, and archaeology. Anthropologists see an individual as part of a larger social order that impinges upon and is molded by those who belong to it. Anthropologists investigate how cultures interact and relate within specific economic, political, and ecological frameworks, and how they change over time.

Anthropology provides a uniquely comprehensive approach to understanding human beings and human behavior. Majors are prepared to address and solve problems that involve people in their cultural contexts. They are able to do this with a perspective on human variation that is invaluable in a world where social and cultural differences increasingly affect all of us. Cross-cultural sensitivity and knowledge of the reasons for cultural differences are significant assets to professional workers in communications, education, business, and the health professions, among other fields.

Anthropology majors will find that their undergraduate education is excellent preparation for the advanced training required for many professions. Our majors often go on and receive specialized graduate instruction in medicine, law, journalism, public administration, and virtually all of the "human services" fields. Although many professional schools require that undergraduate applicants have some specialized training (for example, chemistry courses for pre-med students), such course requirements are easily dovetailed with the anthropology major. Most professional schools and graduate programs seek well-rounded, broadly educated applicants who can understand the implications of the advanced, specialized training they will receive in post-graduate training.

Students looking forward to careers in health fields often major in biological anthropology; students planning careers in Cultural Resource Management (public archaeology) often take majors in anthropology with a specialization in archaeology; still others opt for double majors in anthropology and one or another of the many other majors available at Penn State. All anthropology majors are assigned to the undergraduate officer. This includes students for whom anthropology is considered the secondary major. All majors are encouraged to take full advantage of their academic adviser whose duties include assisting majors with programmatic career planning needs, as well as bureaucratic complexities.

Students interested in pursuing careers in academic anthropology, museum work, or applied anthropology also find that our major program provides an excellent introduction to current anthropological theory and methodology and, therefore, a valuable preparation for graduate training in anthropology.

The anthropology faculty at Penn State includes well-known and widely published experts in their respective fields. Their fields of research and teaching, in turn, range across a wide spectrum of human culture, biology, and behavior. Undergraduates can benefit from our regional specializations in the archaeology and ethnology of Mesoamerican, North and South American Indians, the Near East, Sub-Saharan Africa, South Asia, and the Pacific. Specialized courses are also available in nearly all of the special topics covered by the three sub-disciplines. At the other end of the spectrum are practical courses that link anthropology to a variety of modern concerns, from public health and population problems to social welfare and urban planning. Undergraduates, no less than graduate students, receive direct benefit from ongoing research, getting their anthropology directly from the fresh personal experience of professors active in their fields of expertise.

# REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE IN ANTHROPOLOGY

ANTHROPOLOGY (ANTH)  
 Professor Doug Kennett, Head

ANTHROPOLOGY MINOR: Students must take a total of 18 credits\* including ANTH 002 GS, 021 GN, 045 GS; DF, and at least 6 credits from the 400–489 range. ANTH 001 GS will not count toward the minor.

Majors in anthropology must satisfy the following requirements established by the University and the College of the Liberal Arts. For the B.A. degree in Anthropology, a minimum of 121 credits is required.

GENERAL EDUCATION: 46 credits (4 of these 46 credits are included in the REQUIREMENTS OF THE MAJOR.)

ELECTIVES: 15 credits

BACHELOR OF ARTS DEGREE REQUIREMENTS: 24 credits

REQUIREMENTS FOR THE MAJOR: 40 credits\* (This includes 4 credits of General Education GQ courses.)

### Scheduling Recommendation by Semester Standing

	1-2	3-4	5-6	7-8
PRESCRIBED COURSES: 13 credits				
ANTH 002 GS(3), 021 GN(3), 045 GS; DF(3), STAT 200 GS(4)	X	X	X	
ADDITIONAL COURSES: 27 credits				
<b>Select 15 credits</b> in ANTH courses other than ANTH 001 GS (No more than 6 credits from the 190–99, 290–299, 390–99, and 490–499 ranges, other than 297** and 497**)	X	X	X	X
<b>Select 12 credits</b> from the following ranges (at least 3 credits must be in each range):				
a. Archaeology: ANTH 420–439				
b. Biological anthropology: ANTH 400–419, 460–473				
c. Cultural anthropology: ANTH 440–459, 474–479				

\*A student enrolled in this major must receive a grade of C or better, as specified in Senate Policy 82–44. \*\*Courses numbered 297 and 497 may be used to fulfill the area course requirements with the permission of the adviser.

## CHECKSHEET FOR ANTHROPOLOGY MAJORS

I. PRESCRIBED COURSES (13 credits)	Course	Credits
ANTH 002	_____	_____
ANTH 021	_____	_____
ANTH 045	_____	_____
STAT 200	_____	_____

### I. ADDITIONAL COURSES (27 credits)

- A. Select 15 credits in ANTH courses other than ANTH 001. No more than 6 credits from the 190–199, 290–299, 390–399 and 490–499 ranges, other than 297\* and 497\*.
  
- B. Select 12 credits from the following range (at least 3 credits must be in each range):
  - a. Archaeology: ANTH 420–439
  - b. Biological anthropology: ANTH 400–419, 460–473
  - c. Cultural anthropology: ANTH 440–459, 474–479

\*Courses numbered 297 and 497 may be used to fulfill the area course requirement with the permission of the adviser.

## CHECKSHEET FOR ANTHROPOLOGY MINOR

I. Prescribed Courses (9 credits)	Course	Credits	Grade
ANTH 002	_____	_____	_____
ANTH 021	_____	_____	_____
ANTH 045	_____	_____	_____

- II. Additional Courses: (9 credits)  
 Minimum 6 credits at 400 Level plus additional 3 credits (other than ANTH 001)

# ARCHAEOLOGICAL SCIENCE (ARSCI) CHECKSHEET

For the B.S. degree in Archaeological Science a minimum of 121 credits is required.

REQUIREMENTS FOR THE MAJOR: 81 credits

(This includes 14 credits of General Education courses: 4 credits of GQ courses;  
4 credits of GN courses: 3 credits of GH courses: 3 credits of GS courses.)

PRESCRIBED COURSES (55 CREDITS) (SEM 1–6) Take all of the following:

ANTH 002 GS (3) \_\_\_\_\_ ANTH 11 GS (3) \_\_\_\_\_ ANTH 021 GN (3) \_\_\_\_\_  
ANTH 045 GS;DF (3) \_\_\_\_\_ ANTH 421 (3) \_\_\_\_\_ ANTH 423 (3) \_\_\_\_\_  
ANTH 427W (3) \_\_\_\_\_ ANTH 428 (3) \_\_\_\_\_ ANTH 431 (3) \_\_\_\_\_  
ANTH 432 (3) \_\_\_\_\_ ANTH 433 (3) \_\_\_\_\_ ANTH 456 (3) \_\_\_\_\_  
ANTH 492 (3) \_\_\_\_\_ ANTH 493 (3) \_\_\_\_\_ GEOSC 001 (3) \_\_\_\_\_  
SOILS 101 (3) \_\_\_\_\_ STAT 200 GQ (4)

ADDITIONAL COURSES (26 CREDITS) (Sem: 3–8)

Select 3 credits from ANTH 146 GS; GI or ANTH 152 (3)

Select 4 credits from the following: BIOL 110 GN (3), or CHEM 101GN (3)

Select 3 credits from ANTH 380(3), 410, (4) or 411(3)

Select 3 credits from GEOSC 320 (3), 340 (3) or SOILS 401 (3)

Select 3 additional credits in consultation with your adviser from the following ranges, ANTH 494 or ANTH 495

Select 6 additional credits, in consultation with your adviser, either in ANTH electives other than ANTH 001, ANTH 492 AND ANTH 493, or carry out a senior project under ANTH 496 (6)

NOTE: Internships will be counted as elective credits.

A minimum of 9 credits will be required in Electives.

# BIOLOGICAL ANTHROPOLOGY (BANTH) CHECKSHEET

For the B.S. degree in Biological Anthropology a minimum of 121 credits is required.

## REQUIREMENTS FOR THE MAJOR: 79–82 credits

(This includes 18 credits of General Education courses: 9 credits GN courses, 6 credits GQ courses, 3 credits GH courses.)

## PRESCRIBED COURSES (43credits) (Sem: 1–6)

ANTH 002 GS (3)\_\_\_\_\_ ANTH 021 GN (3)\_\_\_\_\_ ANTH 045 GS;DS (3)\_\_\_\_\_

BIOL 110 GN (4)\_\_\_\_\_ BIOL 129 (4)\_\_\_\_\_ BIOL 240W (4)\_\_\_\_\_

BMB 251 (3)\_\_\_\_\_ MATH 140 GQ (4)\_\_\_\_\_ MATH 141 GQ (4)\_\_\_\_\_

PHYS 250 GN (4)\_\_\_\_\_ STAT 200 GQ (4)\_\_\_\_\_ STAT 460 (3)

## ADDITIONAL COURSES (36–39 credits) (Semester: 3–8)

Select 4 credits from CHEM 12/14 GN (3/1) or CHEM 13/15 GN (3/1)

Select 3-4 credits from ANTH 460 (3) or ANTH 460H (4)

Select 2-3 credits from the following: BMB 401 (2), BIOL 411 (3), or KINES 202 (3)

Select 3 credits from the following: PHIL 011 GH (3), PHIL 116 GH (3), PHIL 132 GH (3), or PHIL 221 GH (3).

Select 15 additional credits in consultation with adviser from the following ranges ANTH 401–419 (3) or ANTH 460–473 (3).

Select 6 additional credits in consultation with adviser either in ANTH electives other than ANTH 001, or carry out a senior project under ANTH 496 (6), as advised.

NOTE: Internships will be counted as elective credits.

A minimum of 15 credits will be required in Electives.

## **ANTHROPOLOGY MINOR**

Many students choose to minor in anthropology as a means of providing a cultural context for their majors. The anthropology minor is loosely structured to allow students to specialize in ways that are most appropriate to their specific interests. Planning of the minor should be done in close consultation with our faculty adviser.

(See Anthropology Minor Check Sheet on page 5 of this handbook.)

## **FORENSIC ANTHROPOLOGY MINOR**

Forensic anthropology focuses mainly on skeletal remains and employs biological, archaeological, and cultural anthropological knowledge pertinent to law enforcement cases and mass disaster recovery efforts. Anthropologists can help establish an individual's age, sex, stature, ancestry, and prior physical conditions, all of which are important in the identification process, as well as the timing and cause of death, and what happened to the remains afterwards.

The minor track introduces students to the various aspects of forensic anthropology, broadening their backgrounds in preparation for seeking jobs and furthering careers in the forensic sciences. Upon graduation students receive a certificate documenting their completion of the forensic anthropology minor track.

### **Requirements for the minor (with Forensic Anthropology emphasis).**

Students must take a total of 18 credits.

Prescribed courses (9 credits): ANTH 002, ANTH 021, ANTH 045

An additional 9 credits selected from: ANTH 410, ANTH 411, ANTH 413, ANTH 427W, ANTH 466.

All classes require a grade of C or better.

## **CURRENT AND CONCURRENT MAJOR DEGREE PROGRAMS**

The three anthropology majors are flexible programs that can be combined with many other fields of study. Either the multiple major or simultaneous degree can be an attractive option for students, especially in today's multicultural workplace. Anthropology students learn many skills such as communication and writing skills, observational skills, experimental design, interviewing experiences, statistical methods, and cross-cultural awareness. The concurrent major program is for students who want to combine two or more majors.

## **SUMMER FIELD SCHOOL IN ARCHAEOLOGY**

Training in the methods used to excavate, organize, and study archaeological materials is provided through a ten-week course of instruction taken for six credits (ANTH 492 for three credits; ANTH 493 for three credits). Undergraduate participants learn to recognize and recover artifacts and ecological data and the techniques of recording discovery contents through photography, technical illustration, and mapping. Students serve as members of a research team and conduct excavations at a prehistoric site chosen for its information potential. Recent field schools have investigated sites in Pennsylvania, Georgia, Honduras, and Sardinia. Lectures, field trips, and tours of nearby sites complement knowledge gained through daily excavation. Special emphasis is placed on broad research issues and the site's role in addressing unanswered questions. Through direct participation in research and learning by doing, students achieve a clear understanding of research design in the social sciences and the relationship between theory, methods, and data.

There are no prerequisites for the course and students of all term standings may participate. Some prior course work in anthropology is beneficial. Enrollment is limited, and interested students must apply during the fall semester preceding the summer course offering.

## **UNDERGRADUATE RESEARCH EXPERIENCE**

The Department of Anthropology encourages undergraduates to participate in research in the fields of archaeology, biological anthropology, and cultural anthropology. Students can either volunteer to work on projects or receive course credit for their participation. This work is an excellent way for students to gain hands-on experience in anthropological research and to apply concepts learned in the classroom. The department has reserved a room with a computer and other equipment for undergraduate use. Students should contact individual faculty members for opportunities to participate in ongoing research. Projects are worked out between students and faculty members. Students receiving course credit should enroll in ANTH 294 or ANTH 494. See Audrey Chambers in 414 Carpenter Building for the forms that must be completed if course credit is received.

## **THE PENN STATE ANTHROPOLOGY SOCIETY**

The Anthropology Club meets the needs of its members in three ways: as an educational vehicle, a service organization, and a social group. The goals of the club are to promote interest in the discipline, to bridge the gap between students and teachers, to be a conduit for departmental and college information and opportunities, and to provide a forum for student interaction. These goals are met through a balance of discussions with faculty and graduate students, informational meetings, and social gatherings. The Anthropology Club is a student-run organization seeking to promote interest among all students in the different aspects of anthropology, including archaeology, biological anthropology, and cultural anthropology.

## **AN INTRODUCTION TO THE SUB-DISCIPLINES OFFERED IN ANTHROPOLOGY**

### **Archaeology**

The field of archaeology focuses on the societies of ancient times up to the recent past. Many different kinds of evidence—tools, ornaments, architecture, food remains, skeletons, and the like—are used to reconstruct how people lived in the past, how people adapted to natural and social settings that varied over time, and why societies evolved into larger and more complex sociopolitical formations. Our department emphasizes the relatively complex prehistoric societies—often called chiefdoms and states—of Mesoamerica and eastern North America. Faculty members are active in both field and laboratory settings, and the results of their research are introduced to both lower- and upper-level undergraduate courses. Undergraduates can become involved in this work through field schools and laboratory-based studies. These training opportunities supplement normal class work and provide invaluable experience for students interested in pursuing careers in archaeology.

### **Biological Anthropology**

Biological anthropologists seek to describe and explain human biological variation today and in the past. Biological anthropology draws upon evolutionary theory and our modern understanding of biological mechanisms to explain variation in genetic systems, physical traits, population characteristics, and behavior across the human species as a whole. The particular topics emphasized by our program include molecular genetics, population genetics, genetic epidemiology (the study of genetic bases of common diseases), biodemography (the study of the biology of fertility

and mortality), population ecology, behavioral ecology and paleoanthropology (the study of human and primate fossil remains). Active research ranges from the excavation and analysis of fossil bones, to studies of population processes in living preindustrial societies, to studies of the health and demography of medieval skeletal samples, to worldwide studies on human genetic variation.

### **Cultural Anthropology**

Cultural (behavioral) anthropology strives to understand and explain differences and similarities among the world's many cultures. Human cultural diversity is examined against the background of biological diversity. There is an emphasis at Penn State on the study of human behavioral ecology and the study of subsistence, life history, family and household organization, warfare, demography, ecology, economic and political systems, gender, and social change. Although cultural anthropology commonly focuses on traditional societies living in remote areas, Penn State anthropologists also study less exotic cultural systems.

## **AN INTRODUCTION TO BACHELOR OF SCIENCE DEGREES**

### **Archaeological Science (ARSCI)**

The Bachelor of Science degree provides the opportunity to develop a strong foundation in research methods and laboratory science. It prepares students with the skills and competencies needed to pursue careers in cultural resource management. Students contemplating futures in nonacademic archaeology should consider this degree or some of its recommended courses.

### **Biological Anthropology (BANTH)**

The Bachelor of Science degree provides the opportunity to develop a strong foundation in research methods, quantification, and laboratory science. It prepares students with the skills and competencies needed to pursue graduate study or careers in professions associated with biological anthropology. Students contemplating futures in biomedical or forensic sciences should consult with Penn State's Premedicine Office, 814-865-7620 or the specific forensic science graduate program to make certain that additional courses in organic chemistry and physics that are required for admission are completed.

## AN INTRODUCTION TO ANTHROPOLOGY FACULTY

**Douglas Bird**, Associate Professor of Anthropology | Ph.D., University of California, Davis  
Office: 323B Carpenter Building | Phone: 863-1096 | E-mail: DWB5537@PSU.EDU

Dr. Bird is associate professor of ecological anthropology, with broad interests in how social and ecological factors interact to influence patterns of resource use and their archaeological expressions. He focuses especially on questions about livelihood decisions and habitats, exploring the dynamics of human subsistence practices, their role in ecosystem function, and their archaeological implications in Australia and Western North America. His current projects involve collaborations between indigenous communities, ethnographers, ecologists, geographers and archaeologists on interdisciplinary topics including the socio-ecological organization of foraging economies, anthropogenic habitat modification, and environmental change. Much of his field time is spent in close collaboration with Martu - the Traditional Owners of a large Native Title determination in the Great and Little Sandy Deserts, Western Australia - working on issues of hunting practices, fire ecology, and sustainability. Previously Dr. Bird spent many years conducting field work with Meriam Islanders in the Torres Strait on inter-tidal subsistence strategies and coastal archaeology. His work on subsistence ecology is widely published in international science journals.

**Rebecca Bliege Bird**, Professor of Anthropology | Ph.D., University of California, Davis  
Office: 323A Carpenter Building | Phone: 863-2391 | E-mail: RUB33@PSU.EDU

Dr. Bliege Bird is an ecological anthropologist interested in the socioecology of subsistence in small-scale societies. She pursues such topics as the gender division of labor in hunting and gathering, cooperation, costly signaling, indigenous conservation/land management, and fire ecology, drawing on theory, models, and methods from behavioral ecology and landscape ecology to answer questions about how local social contexts influence economic decision-making and how such decisions impact local ecological communities.

**José M. Capriles**, Assistant Professor of Anthropology | Ph.D., Washington University in St. Louis  
Office: 314 Carpenter Building | Phone: 863-7835 | E-mail: JUC555@PSU.EDU

Dr. Capriles' main research interests are related to three sets of questions: (1) How did humans adapt to the changing environmental conditions of the South American Andes and Amazonia during the late Pleistocene-early Holocene transition? (2) Which specific economic and ecological processes were involved in the development of early camelid pastoralism and other food production economies? and (3) How were the economic and technological organization of subsistence-scale communities impacted by the emergence and expansion of complex polities such as the Tiwanaku and Inca states? To address these problems, he has continuing research projects in Bolivia and Chile, collaborates broadly with international research consortiums, and has specialized in environmental archaeology, human ecology, and zooarchaeology. He is also engaged in the preservation of cultural heritage through public outreach and the active participation of indigenous and local communities in archaeological research.

**Kenneth G. Hirth**, Director of Graduate Studies | Ph.D., University of Wisconsin-Milwaukee  
Office: 115 Carpenter Building | Phone: 863-9647 | E-mail: KGH2@PSU.EDU

Dr. Hirth's research focuses on the origin and development of ranked and state-level societies in the New World. He is especially interested in political economy and how forms of resource control lead to the development of structural inequalities within society. Topics of special interest include: exchange systems, craft production, settlement pattern studies, and preindustrial urbanism. Methodological interests include: lithic technology, ceramics, spatial analysis, and lithic use-wear. He has conducted fieldwork in Mesoamerica, upper Central America, and Peru. His ongoing fieldwork is in Central Mexico.

**Nina Jablonski**, Professor of Anthropology | Ph.D., University of Washington  
Office 403 Carpenter Building | Phone: 867-0004 | E-mail:NGJ2@PSU.EDU

Dr. Jablonski's research focuses on primate evolution, with emphasis on the evolution of primate lineages in relation to environmental change: Concentration on the illumination of the history of adaptation, and the relationship between environmental change and the evolution of life histories and diet in Old World primate lineages, especially tarsiers, monkeys, apes, and humans. Long-term interest in the evolution and biogeography of Old World monkeys.

Evolution of human skin and skin coloration: Study of the origin and evolution of a functionally naked and pigmented integument in humans, drawing upon anatomical, physiological, paleontological, epidemiological, and environmental data

Evolution of hominid bipedalism: Concentration on the identification of the behaviors which triggered the initial transition to bipedal posture and locomotion in the human lineage, with particular reference to the role of bipedal displays and the importance of physical stature

Mammalian paleoecology in the late Tertiary and Quaternary: Examination of the history of mammalian herbivores in relation to changes in local and global environments, and the differential evolution of brains, jaws, teeth, guts, and hooves in post-Miocene environments.

**Doug Kennett**, Professor and Head, Department of Anthropology | Ph.D., University of California, Santa Barbara  
Office: 412 Carpenter Building | Phone: 865-2509 | E-mail: DJK23@PSU.EDU

Dr. Kennett is a professor of environmental archaeology and human behavioral ecology. His current interests include the study of human sociopolitical dynamics under changing environmental conditions, human impacts on ancient environments, and behavioral response to abrupt climate change in the past. He has held faculty positions at California State University Long Beach (1998-2001) and the University of Oregon (2001-2011).

**Stephen A. Matthews**, Professor of Sociology and Anthropology | Ph.D., University of Wales College of Cardiff  
Office: 507 Oswald Tower | Phone: 863-9721 | E-mail: SXM27@psu.edu

Dr. Matthews is a professor of sociology (75%) and anthropology (25%) and director of the Dual Title Degree Program in Demography at Penn State. Until recently he served as the director of the Geographic Information Analysis Core at the Population Research Institute (PRI)

**Sarah McClure**, Associate Professor of Anthropology | Ph.D., University of California, Santa Barbara  
Office: 423 Carpenter Building | Phone: 863-2694 | E-mail: SBM19@PSU.EDU

Dr. McClure is an environmental archaeologist interested in the spread of farming in the Mediterranean and Europe. Her research focuses on environmental and social impacts of early farming societies, particularly questions of human-animal interactions, changes in land use through time, the role of local and regional exchange networks, ceramic technology, food consumption, and the emergence of social inequality.

**George R. Milner**, Professor of Anthropology | Ph.D., Northwestern University  
Office: 119 Carpenter Building | Phone: 865-1268 | E-mail: OST@PSU.EDU

Dr. Milner's osteological and archaeological research focuses on the prehistory of eastern North America, especially the late prehistoric Midwest and Southeast. Topics of special interest include the development of Mississippian chiefdoms (particularly Cahokia in Illinois), sedentary Archaic hunter-gathers, pre-Columbian warfare, mortuary practices, prehistoric disease experience, and age estimation methods.

**Claire McHale Milner**, Director, Matson Museum of Anthropology | Ph.D., The University of Michigan

Office: 209 Carpenter Building | Phone: 865-2033 | E-mail: CMM8@PSU.EDU

Dr. McHale Milner is a North American archaeologist who focuses on the Late Prehistoric period of the Upper Great Lakes. Her current research combines ethno-historical and ceramic style data to investigate the adaptation of forager-farmer populations to high-risk environments. Her interests include tribal societies, ethno-history, ceramic analysis, and museum studies.

**George Perry**, Assistant Professor of Biological Anthropology | Ph.D., Arizona State University  
Office: 513 Carpenter Building | Phone: 863-7654 | E-mail: GHP3@PSU.EDU

Dr. Perry is interested in human and non-human primate evolutionary ecology-how we have adapted to our variable or changing environments. The primary research tools used by his group often include analyses of genomic-scale data, especially genome sequence data. One of Dr. Perry's current projects is focused on the evolutionary ecology of human rainforest hunter-gatherers, including the identification and characterization of convergent patterns of adaptation among genetically distinct African and Southeast Asian populations. The second project is focused on the evolutionary ecologies of lemurs in Madagascar, especially on how this diverse group of primates has been affected by, and possibly adapted to, habitat disturbances and hunting pressures associated with the relatively recent arrival of humans to the island ~2,300 years ago.

**David Puts**, Assistant Professor of Biological Anthropology | Ph.D., University of Pittsburgh  
Office: 218 Carpenter Building | Phone: 867-0453 | E-mail: DAP27@PSU.EDU

Dr. Puts studies the evolutionary and neuroendocrine bases of human behavior, with special focus on the evolution and development of behavioral sex differences.

Voice: Some of the largest human sex differences—much larger than the sex difference in height—are found in the voice and its anatomical substrates. Research topics:

- role of sexual selection on the evolution of sex differences in the human voice
- how voice is used in competition for mates
- men's and women's preferences for the voices of potential mates

Spatial cognition: The largest cognitive sex differences in humans are found in the domain of spatial cognition. Women are better than men, on average, at remembering the location of objects in a spatial array, whereas men tend to outperform women in tests of targeting, navigation, and imagining the appearance of objects when viewed from another angle. These sex differences have an effect size of around 1; that is, about 80-85% of men perform below the average woman on tests of spatial location memory, and vice versa for spatial tests showing a male advantage. Research topics:

- effects of prenatal or early postnatal androgens on spatial ability
- effects of pubertal sex hormones on spatial ability
- effects of circulating sex hormones on adult spatial ability
- domain specificity of female- and male-advantaged spatial abilities in order to elucidate their adaptive design

**Phil Reno**, Assistant Professor of Biological Anthropology | Ph.D., Kent State University  
Office: 512 Carpenter Building | Phone 863-7740 | E-mail: PLR16@PSU.EDU

Phil Reno is interested in comparative primate and vertebrate evolution, with the primary goal to discover what the genetic and developmental mechanisms are that make us human. His main project is the regulation of the Androgen Receptor gene expression and its role in the evolution of secondary sexual characteristics. The wide diversity male secondary sexual adornment suggests that multiple tissue specific enhancers tightly regulate AR expression. Dr. Reno uses a variety of comparative, bioinformatics, and transgenic mouse experiments to identify these enhancers and understand how they pattern particular suites of sexually dimorphic features in humans and

primates. Dr. Reno is also interested in skeletal development and studying the particular cellular and genetic mechanisms underlying differential growth. In particular how do certain regions of the skeleton form growth plates while others do not, and why do these regions vary between species? Finally, he also conducts more traditional fossil analyses concerning the patterns of sexual dimorphism and skeletal variation in our hominid lineage to better understand the adaptations and evolutionary processes that made us human.

**Joan Richtsmeier**, Professor of Anthropology | Ph.D., Northwestern University  
Office: 320 Carpenter Building | Phone: 863-0562 | E-mail: JTA10@PSU.EDU

Dr. Richtsmeier has worked on the problem of determining the contribution of growth pattern to morphology. Methods developed to study this problem have been applied to the difference in craniofacial growth patterns between primate species, between the sexes, and between children with craniofacial anomalies and unaffected children. Dr. Richtsmeier is currently working to characterize the relationship between the genes mutated in premature cranial suture fusion (craniosynostosis) and the craniofacial phenotypes associated with these mutations. Finally, Dr. Richtsmeier is working to understand the influence of aneuploidy in the production of the phenotype by studying a mouse model for Down syndrome.

**Tim Ryan**, Associate Professor of Anthropology and Information Sciences and Technology | Ph.D., University of Texas  
Office: 322 Carpenter Building | Phone: 865-1531 | Email: TMR21@PSU.EDU

Dr. Ryan is a paleoanthropologist and primate functional morphologist with a specific focus on evolutionary locomotor anatomy. He is particularly interested the structure, function, and development of trabecular bone, its relationship to musculoskeletal loading, and its application to behavioral reconstruction of fossil primates and past human populations. Dr. Ryan is currently working on projects to determine the interspecific scaling patterns of trabecular structure, to characterize the ontogenetic development of the human postcranial skeleton following the onset of unassisted bipedal walking, and to model strain patterns in the femur under various loading conditions.

**Mark Shriver**, Professor of Anthropology | Ph.D., University of Texas Health Science Center/Houston  
Office: 512 Carpenter Building | Phone: 863-1078 | E-mail: MDS17@PSU.EDU

Generally, Dr. Shriver's lab works on applications of population genetics to questions of human origins and human evolution with a particular focus on normal and disease phenotypes that may have been subject to recent active natural selection. These phenotypes include chronic diseases such as NIDDM, obesity, and hypertension, and normal variation in common traits, namely skin and hair pigmentation, tooth features, dermatoglyphics, and stature. One approach to these questions that his lab is using is the Mapping by Admixture Linkage Disequilibrium (MALD) method. This method may likely prove one of the most powerful means to identify genes for polygenic traits where the parental populations of the hybrid group differed in the prevalence of the trait interest. Since little is known of the proportions and dynamics of admixture in the U.S., one major effort is to construct and interpret a U.S. admixture map. His lab uses both molecular and theoretical methods and also has an active field research component.

**James W. Wood**, Professor of Anthropology and Demography | Ph.D., The University of Michigan  
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Dr. Wood's research spans several areas of human population biology, including bio demography, historical demography, population ecology, paleodemography, reproductive biology, and infectious disease dynamics. He has done extensive research on fertility and reproductive physiology, and has conducted fieldwork in Papua New Guinea on birth-spacing patterns, the contraceptive effects of breastfeeding, fecundability, and pregnancy loss. He is also involved in a long-term prospective study of the endocrinology of menopause in a large cohort of U.S. women. Dr. Wood's more recent interests include paleodemography, where he has made important statistical and

analytical contributions and has collaborated with several colleagues working on a large collection of medieval Danish skeletons. He also has a long-standing interest in the demographic effects of infectious diseases, and is currently directing a large multidisciplinary study of the fourteenth-century Black Death. His other current research interests focus on the historical demography and landscape ecology of the northern Orkney Islands in Scotland.

## **COURSE TRACKS**

Anthropology is a diverse discipline and the three anthropology majors at Penn State offer the flexibility to pursue interests in a variety of anthropological subject areas. Students, therefore, frequently have the opportunity to design their own course tracks depending on their interests. Below are some suggested course clusters/tracks by subject area. These lists are intended as a guide to help students plan their coursework.

### **Forensic Anthropology**

ANTH 410 Osteology  
ANTH 411 Skeletal Forensic Anthropology  
ANTH 427W Forensic Archaeology  
ANTH 413 Molecular Forensic Anthropology  
ANTH 466 The Skull

### **Anthropological Genetics**

ANTH 218 Genes, Evolution, and Behavior  
ANTH 271H Parasites and Human Evolution  
ANTH 413 Molecular Forensic Anthropology  
ANTH 460 Human Genetics  
ANTH 461 Molecular Anthropology  
ANTH 468 Evolution and Development of Human Origins

### **Humans and the Environment**

ANTH 120 First Farmers  
ANTH 152 Hunters and Gatherers  
ANTH 408 Anthropological Demography  
ANTH 429 Paleoethnobotany  
ANTH 432 Environmental Archaeology  
ANTH 222 Archaeology of Domesticated Animals  
ANTH 472 The Ecology of Traditional Farming  
ANTH 456 Cultural Ecology

### **Human Evolution**

ANTH 022 Humans as Primates  
ANTH 215 Skin: Evolution, Biology and Culture  
ANTH 216 Sex and Evolution  
ANTH 260H Building the Human Animal  
ANTH 271H Parasites and Human Evolution  
ANTH 401 Human Evolution  
ANTH 403 Evolution of Human Walking  
ANTH 405 Primatology  
ANTH 416 Evolution of Human Mating  
ANTH 460 Human Genetics

### **Archaeological Methods**

ANTH 428 Archaeological Methods and Theory  
ANTH 432 Introduction to Environmental Archaeology  
ANTH 426W Archaeological Laboratory Analysis  
ANTH 427W Forensic Archaeology

### **Skeletal Biology and Osteology**

ANTH 260H Building the Human Animal  
ANTH 410 Osteology  
ANTH 425 Zooarchaeology  
ANTH 411 Skeletal Forensic Anthropology  
ANTH 466 The Skull

### **North American Archaeology**

ANTH 011 Introductory North American Archaeology  
ANTH 146 North American Indians  
ANTH 423 The Evolution of American Indian Culture

## **COURSES IN ANTHROPOLOGY**

ANTH 001 (GS; GI; IL) Introductory Anthropology (3)

Prehistoric and traditional peoples and cultures; traditional customs and institutions compared with those of modern society.

ANTH 002 (GS) Introduction to Archaeology (3)

Survey of basic approaches used by archaeologists to interpret basic prehistoric human cultural patterns.

ANTH 008 (GS; IL) Aztecs, Mayas, and Incas (3)

Comparative survey of the development of the pre-Columbian Latin American civilizations.

ANTH 009 (GS) Rise of Civilization in the Old World (3)

Evolution of Old World complex societies, especially the first great civilizations of Mesopotamia, Egypt, China, and the Indus Valley.

ANTH 011 (GS;IL) Introduction to North American Archaeology (3)

Introduction to archaeology of the North American Indians; sites, methods, and results of research interpreted in cultural history.

ANTH 021 (GN) Introductory Biological Anthropology (3)

The role of human biology and evolution in culture, society, and behavior.

ANTH 022-(GN) Humans as Primates (3)

The biological basis of human behavior within the context of primate biology, and evolution.

ANTH 040 Biocultural Evolution (3)

Examination of evolutionary models of the development of the human capacity for culture, and of culture as an adaptive mechanism.

ANTH 040H Biocultural Evolution (3)

Examination of evolutionary models of the development of the human capacity for culture, and of culture as an adaptive mechanism.

ANTH 045 (GS;US;IL) Cultural Anthropology (3)

Beginnings of human culture; economic life, society, government, religion, and art among traditional peoples.

ANTH 45U (GS;US;IL) Cultural Anthropology (3)

Beginnings of human culture; economic life, society, government, religion, and art among traditional peoples.

ANTH 060 (GS;IL) (J ST 060, PL SC 060, SOC 060) Society and Cultures in Modern Israel (3)

An introduction to the society and cultures of the State of Israel from 1948 to the present.

ANTH 083S (GS) First-Year Seminar in Anthropology (3)

This seminar introduces students to anthropology as a scientific discipline with ties to other social and natural sciences.

ANTH 120 (GS;IL) First Farmers (3)

Cross-cultural comparison of the origins of plant and animal domestication and the earliest farming societies.

ANTH 146 (GS;US;IL) North American Indians (3)

An introduction to the cultures of the indigenous peoples of North America, north of Mexico, and the effect of contact.

ANTH 152 Hunters and Gatherers (3)

A comparative study of hunter/gatherer societies using both archaeological and ethnographic evidence.

ANTH 197 Special Topics (1–9) Formal courses given infrequently to explore, in depth, a comparatively narrow subject that may be topical or of special interest.

ANTH 199 (IL) Foreign Studies (1–12) Courses offered in foreign countries by individual or group instruction.

ANTH 215 (GN) Skin: Evolution, Biology and Culture (3) This course will explore the evolution and roles of skin and human life, including health, communication, and social wellbeing.

Effective: Summer 2015

Prerequisite: ANTH 021 or ANTH 045

ANTH 216 (GN;GS) Sex and Evolution (3)

Introduction to evolutionary theory and its application to understanding human sexuality and sex differences.

ANTH 218 (GN) Genes, Evolution and Behavior (4)

This course explores how genes influence our traits and how our traits evolve, with special emphasis on behavior.

ANTH 220 (GA;GH;IL) Anthropology and Artifacts (s)

This course examines anthropological approaches to the study of art works, their production, and function in diverse human societies, both past and present.

ANTH 221 (GS;IL) The Ancient Maya (3)

The Maya and their neighbors: Origin and Evolution of Classic Maya civilization.

Prerequisite: any anthropology course on 100 level or below

ANTH 222 (GS;IL) Archaeology of Domesticated Animals (3)

Biological, ecological and cultural history of animal domestication.

ANTH 223 (GS;IL) European Prehistory 3

The prehistory of European societies from the Upper Palaeolithic to the Iron Age.

Prerequisite: 3 credits in 100 level or below ANTH course

ANTH 260H (GN) Building the Human Animal (3)

An exploration of how the same genetic and developmental properties that shape animal evolution produced the unique human form.

ANTH 271H (GN) Parasites and Human Evolution (3)

Advance our understanding of human evolution by studying the ecologies and evolutionary histories of our parasites.

Prerequisite: one introductory course that covers some aspects of evolutionary biology or parasitology for example: ANTH 021 BIOL 110 ENT 202 MICRB 106 or MICRB 201.

ANTH 294 Research Projects (1–12) Supervised student activities on research projects identified on an individual or small-group basis.

ANTH 296 Independent Studies (1–18) Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

ANTH 297 Special Topics (1-9) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

ANTH 298 Special Topics (1–9) Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

ANTH 299 (GI) Foreign Studies (1–12) Courses offered in foreign countries by individual or group instruction.

ANTH 321W Intellectual Background of Archaeology (3)

Introduction to primary sources on the development of archaeology as a scientific discipline.

Prerequisite: ANTH 002, ANTH 045

ANTH 380 Anthropology Museum Studies (3)

Introduction to the history, significance, and operation of anthropology museums.

ANTH 395 Internship (1–18)

Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required.

ANTH 399 (IL) Foreign Studies (1–12)

ANTH 401 Human Evolution: The Material Evidence (3)

Human origins as seen in the fossil record and comparative biology of humans and their primate relatives. Prerequisite: ANTH 021

ANTH 403 Evolution of Human Walking (3)

An in depth analysis of the biology, biomechanics, evolutionary history of human walking and running. Prerequisite: ANTH 021

ANTH 403H Evolution of Human Walking (3)

An in depth analysis of the biology, biomechanics, evolutionary history of human walking and running. Prerequisite: ANTH 021

ANTH 405 Primatology (3)

Nonhuman primate origins, evolution, comparative physical and behavioral characteristics, ecological context, phylogeny and taxonomy; and their importance in anthropology. Prerequisite: ANTH 021

ANTH 408. Anthropology Demography (3)

Analysis of demographic studies in traditional and very small populations. Prerequisites: 3 credits in anthropology. Prerequisite: 3 credits in anthropology

ANTH 410 Human Osteology (3)

Introduction to the systematic study of the human skeleton from an evolutionary developmental biological perspective. Prerequisites: 3 credits in anthropology, 3 credits in biological sciences; or concurrent enrollment in ANTH 401 or 501.

ANTH 411 Forensic Anthropology (4)

An introduction to the field of forensic science, osteology, DNA analysis. Prerequisite: ANTH 002 or ANTH 021 or Forensic Science major

ANTH 412 Settlement Demography (3)

Examination of the demography and ecology of human settlement systems in the preindustrial past. Prerequisite: ANTH 408

ANTH 413 Molecular Forensic Anthropology (3)

An introduction to the field of the application of DNA methods to estimating forensically useful phenotypes. Prerequisite: ANTH 21 or Forensic Science major

ANTH 416 The Evolution of Human Mating (3)

The Evolution of Human Mating is a science course designed to familiarize students with the primary literature on the evolution and development of human mating behavior and sex differences. Prerequisite: C in ANTH 216 or permission of program

ANTH 420 (J ST) Archaeology of the Near East (3)

Culture of the Near East and India from Paleolithic times through the Bronze Age.

Prerequisites: ANTH 008, ANTH 009, ANTH 011 or ANTH 012.

ANTH 421 Intro to Geospatial Science in Anthropology and Archaeology (3)

This course is a practical, data driven, introduction to applications of Geospatial tools in anthropological and archaeological research.

Prerequisites: ANTH 001 or ANTH 002

ANTH 422 Meso-American Archaeology and Ethnography (3)

Survey of ethnohistorical and ethnographic patterns of Meso-American society; origin and development of ancient civilization in Mexico, Guatemala, and Honduras.

Prerequisite: ANTH 008, ANTH 009, ANTH 011, or ANTH 012.

ANTH 423 The Evolution of American Indian Culture (3)

Historic and archaeological sources used to trace American Indian lifestyles from the first immigrants to the period of Euro-American contact.

Prerequisite: 3 credits in anthropology.

ANTH 424 Andean Ethnology and Archaeology (3)

Cultures of the Andes from earliest settlements to Inka Empire; includes discussion of life in modern Andean communities.

Prerequisite: ANTH 002, ANTH 045

ANTH 425 Zooarchaeology (3)

Introduction to the systematic study of animal skeletal remains from archaeological sites.

Prerequisite: ANTH 002 or ANTH 021

ANTH 426W Archaeological Laboratory Analysis (3)

Scientific laboratory methods used in the analysis of ceramic and lithic artifacts.

Prerequisite: ANTH 007, ANTH 008, ANTH 009 or ANTH 011

ANTH 427W Forensic Archaeology (3)

Application of archaeological techniques to crime scene investigations, with experience in field and laboratory contexts.

Prerequisite ANTH 002

ANTH 428 Archaeological Methods and Theory (3)

Scientific methods as applied to archaeological data: evolution, ecology, diffusion, and cyclicism theory. Prerequisite: ANTH 007, ANTH 008, ANTH 009, ANTH 011 OR ANTH 012

ANTH 429 Paleoethnobotany (3)

Introductory course in paleoethnobotany, the study of the interrelationships between people of the past, natural environment, and plant resources.

Prerequisite ANTH 002

ANTH 430 The Aztecs (3) This course examines the development and organization of the great Aztec culture of highland Mexico.

Prerequisite: ANTH 002, ANTH 008, ANTH 009 or permission of the program

ANTH 431 Advanced Geospatial Science for Anthropologists and Archaeologists (3)

This course is an intensive, data driven, treatment of the use of geographic information systems in anthropological and archaeological research.

Prerequisite ANTH 421

ANTH 432 Environmental Archaeology (3)

Introductory course in Environmental Archaeology, with emphasis on method and theory in the subfields archaeobotany, pediaarchaeology, and zooarchaeology.

Prerequisite ANTH 002

ANTH 433 Environmental Archaeology (3)

Introductory course that examines prominent ethical and legal issues in archaeology integral to modern applied research and practice.

Prerequisite ANTH 002

ANTH 435 (IL) Ancient Economy (3)

The course examines the comparative organization and development of ancient economies in both the Old and New Worlds.

ANTH 440 South American Tribal Societies (3)

Ethnographic survey of tribal societies in South America. Special emphasis on non-Andean area.

ANTH 441 (IL) From Stone Ax to Uzi: Tradition and Change in the New Guinea Highlands (3)

This course explores cultural change and innovation among tribal peoples of Highland New Guinea from stone tool technology to globalization.

Prerequisite ANTH 45

ANTH 444 Primitive Warfare (3)

Critical overview of the ethnography and theory of primitive warfare.

Prerequisite: ANTH 0002, ANTH 021 or ANTH 045

ANTH 445W Ethnographic Film (3)

Comparisons of written and visual ethnography; critical assessment of ethnographic film; cross-cultural variation.

Prerequisite: ANTH 001 or ANTH 045

ANTH 446 Mating and Marriage (3)

An examination of human mating mainly from the viewpoint of behavioral ecology, centering on the species-typical institution of marriage.

Prerequisite: ANTH 045, ANTH 021

ANTH 448 (AM ST 448) Ethnography of the United States (3)

Ethnographic descriptions of various dimensions of life in the United States.

Prerequisite: ANTH 045

ANTH 451 Economic Anthropology (3)

Different approaches to the study of the economics of non-Western societies, emphasizing the interrelationships between noneconomic factors and economic behavior.

Prerequisite: ANTH 045.

ANTH 453 Anthropology of Religion (3)

Traditional and modern religions and historical and contemporary religious movements from an anthropological perspective.

Prerequisite: ANTH 001 or ANTH 045

ANTH 454 (IL) Peoples of South Asia (3) This course will cover nation states of Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka and Maldives.

Effective: Summer 2015

Prerequisite: ANTH 001 or ANTH 045

ANTH 455 Global Processes and Local Systems (3)

Ethnographic, comparative, historic, evolutionary treatment of global economic, political, and cultural processes and their consequences for local systems.

Prerequisite: ANTH 045

ANTH 456 Cultural Ecology (3)

Survey of the methods and concepts of cultural ecology, focusing on the interaction between cultural and geographical systems.

Prerequisite: 3 credits in anthropology.

ANTH 457 (US;IL) (J ST 457, SOC 457) Jewish Communities: Identity, Survival, and Transformation in Unexpected Places (3)

Examines the global array of smaller Jewish communities that have flourished outside the main urban centers of Jewish settlement.

Prerequisite ANTH 001 or ANTH 045, HEBR 010, J ST 010, SOC 001, SOC 005, SOC 007, SOC 15

ANTH 458 Ethnographic Field Methods (3)

Analysis of ethnographic methods used in studying different cultures.

Prerequisite: ANTH 045

ANTH 460 (BIOL 460) Human Genetics (3)

The human genome, its variation, origins, and relation to disease and other traits.

Prerequisite: 3 credits in genetics or ANTH 021 or BIOL 222 or BIOL 230W; and 3 credits in statistics

ANTH 460H (BIOL 460H) Human Genetics (4)

Gene mapping in humans; molecular basis of genetic disease; genomic structure; immunogenetics; and genetic evidence for human evolutionary history.

Prerequisite: 3 credits in genetics or ANTH 021 or BIOL 222 or BIOL 230W; and 3 credits in statistics

ANTH 461 Molecular Anthropology (3)

Provides framework to understand current issues in biology, genetics, and anthropology as they relate to the evolution of our species.

Prerequisite: 3 credits in biological anthropology or 3 credits in biology.

ANTH 465H Fifteen Great Biology Papers (3)

Reading and discussion of the most influential papers in the history of biology that illustrate exceptional insight and elegant reasoning.

Prerequisite: ANTH 021 or 3 credits in evolutionary biology or genetics, and 3 credits in statistics.

ANTH 466 The Skull (3)

Survey of the mammalian skull from many perspectives including evolution, development, anatomy, function, and variability of the skull.

Prerequisite: ANTH 021

ANTH 468 Evolution and Development of Human Origins (3)

In depth analysis of the genetic and developmental basis for phenotypic variation and evolution of humans and primates.

Prerequisite: ANTH 021

ANTH 470H Our Place in Nature (3)

An evolutionary and genetic consideration of our understanding of human beings as a part of the natural world.

Prerequisite: 3 credits each in genetics, evolutionary biology and statistics.

ANTH 471H Biology, Evolution, and Society (3)

Exploration of the genetic theory of evolution and development, its history and application within Biology and beyond.

Prerequisite: ANTH 021, BIOL 222, BIOL 230, BIOL 322 or BIOL 460; 3 credits in statistics

ANTH 472 The Ecology of Traditional Farming (3)

This course will examine the ecology of traditional farming, focusing on the farming household, its farm, and its subsistence needs.

Prerequisite: ANTH 045 or equivalent

ANTH 476W (WMNST) Anthropology of Gender (3)

Cross-cultural construction of gender and sex roles; theories of gender construction; case studies and practical effects.  
Prerequisite: 3 credits in women studies or anthropology.

ANTH 478 (IL) Cannibalism (3)

Explores the cultural institution of cannibalism, uses of the "cannibal" label, and cannibalism's meaning among those who practiced it.

Prerequisite: ANTH 045

ANTH 492 Intermediate Field Methods (3-6)

On-site experience in collecting archaeological, behavioral, or biological data.

Prerequisite: ANTH 002

ANTH 493 Field Techniques (3-6)

Training in techniques involving analyses of archaeological, behavioral, or biological data.

Prerequisite: ANTH 002

ANTH 494 Research Projects (1-12) (1-12) Supervised student activities on research projects identified on an individual or small-group basis.

ANTH 494H Research Project (1-12) Supervised student activities on research projects identified on an individual or small-group basis.

ANTH 495 Internship (1-18)

Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required.

Prerequisite: prior approval of proposed assignment by instructor.

ANTH 496 Independent Studies (1-18)

ANTH 496H Independent Studies (3)

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

ANTH 497 Special Topics (1-9)

ANTH 498 Special Topics (1-9)

ANTH 499 (IL) Foreign Studies (1-12)

## QUOTES FROM ANTHROPOLOGY PENN STATE ALUMS

I have to say that my anthropology degree was more useful to the practice of medicine than any of my science degree courses (Daniel C. Postellon, M.D., Assoc. Prof., Wayne State University Medical School, Penn State Class of 1970).

My specialty is travel writing, and my great love is for foreign cultures. I think my degree in anthropology gives me a richer appreciation for foreign cultures in general, and of course, a greater understanding of those I studied (Katy Koontz, freelance writer, photographer and editorial consultant in Knoxville, Tennessee, Penn State Class of 1981).

The intensive writing and research that I was required to do, especially as a University Scholar writing an honors thesis in anthropology, helped prepare me for this position [as an editorial assistant at the *Intelligencer-Record*]. My training as an anthropology major was critical in preparing me for this [second] position [as a researcher in the non-profit Community Service Foundation] (Ben Wachtel, Penn State Class of 1995).

In spite of the fact that I was an abysmal undergraduate I received a good education. I went on to get an M.S. (1980) and Ph.D. (1984) in plant physiology/horticulture and in 1984 accepted an extension specialist position specializing in subtropical tree fruit crops with the Department of Pomology at University of California at Davis. My undergraduate anthropology training gave me grounding and an outlook that have greatly enhanced my current profession (Louise Ferguson, Penn State Class of 1969).

What I brought from Penn State was the ability to multi-process, research a variety of topics and write long detailed analyses which not only brought me A's at Penn State, but brought me good research, study and writing skills [at] the Duquesne University School of Law (David S. Pollock, Partner with Reed Smith Shaw & McClay, Pittsburgh Penn State Class of 1970).

My functional responsibilities have included sales, marketing, field operations, global product management, corporate business development, and strategic alliance formation. My professional career [as the owner and manager of several companies] has enabled me to work with people from all over the globe and to conduct business in eighteen different countries. The foundation for interaction provided by my education has been crucial for my comfort and success in dealing with this caldron of perspectives. The anthropological emphasis on cultural imperatives, social structure biases and linguistic influences has served me well (Michael George, Penn State Class of 1973).

It was always my intention to attend law school. I thought that the study of anthropology, and specifically archaeology, would assist me. I encourage anyone who is interested in obtaining a well-grounded liberal arts education which will enable him or her to go on to graduate school, professional school, or to enter the private sector to look into the Anthropology Department at Penn State (Peter Rossi, Cozen O'Connor Law Offices, Penn State Class of 1976).

If I were approaching my undergraduate education in anthropology, knowing what I do now, there are a couple of areas I would hit a little harder: (1) take courses in administration, particularly ones focused on small business and not-for-profits; (2) pay close attention to developing communication skills, both speaking and writing; (3) seek out courses with writing requirements and force yourself to take them; (4) find practical courses in grant writing if you can; (5) be as computer literate as you can; (6) take internships if at all possible; and (7) learn how to do research, whether it be through writing papers, building exhibits in the museum, or working in a lab or a field project. These are the things that come to mind when I look back fifteen years (Ted Holland, Penn State Class of 1979).

I do have some advice for both the anthropology student and the Department of Anthropology at Penn State: (1) map out your career; actually list on paper what you want to do with your life and research what it will take to accomplish that; (2) list your priorities; (3) take responsibility; (4) take a dual major, or minor in a field that lends itself easily to the anthropology student; and (5) in whatever field you decide to concentrate on after graduating, avoid the office politics and petty bickering; it occurs everywhere (Ed Doyle, Penn State Class of 1975).

I have often told people that I thought Anthropology was one of the best majors you could have if you were planning a career in marketing; to be a good marketer you need to get into the other persons thought process and out of your own. I went on to Citicorp and spent twenty years there, fifteen as a vice president. Most of my best fellow managers majored in non-business fields as undergrads (Nancy Goodman, Penn State Class of 1972).

My advice to students is to search for opportunities to do volunteer work in the department. Students will find that most faculty members are more than willing to train them in a variety of specialized tasks in exchange for volunteer labor. The important thing to remember about students finding volunteer work is that they cannot expect it to fall into their laps. They should approach their teachers and ask if they need any help or know someone who does (Patricia J. Major, mental health clinic receptionist, Penn State Class of 1995).

During my job search, it seemed many employers searched for well-rounded college graduates. I feel that the flexible undergraduate requirements [at Penn State] allowed me the freedom to accomplish this. However, I also believe that one must be focused on their goals. One might opt to take on a second major such as biology in order to increase their attractiveness to potential employers. I think that the department could stress more computer skills as well since most jobs require computer knowledge (Jonathan Wallinger, research associate, Human Genome Sciences, Penn State Class of 1995).

After graduating with a B.A. degree in anthropology I worked as a route salesman for a wholesale food distributor for two years. [I] returned to college (Indiana Univ. of Pa.) for approximately one year to obtain a B.S. degree in secondary social studies, to be certified to teach public school in Pennsylvania. A former administrator of Altoona School District noticed in my school records that I also had a degree in anthropology at a time when the district was looking to expand the number of electives offered. He suggested that I transfer to the high school to start an elective course in anthropology. I have been teaching a world studies course and an introductory anthropology course at Altoona High School [since then] (Paul Carison, Penn State Class of 1977).

Upon graduating, I immediately accepted an archaeological field technician position with Archaeological and Historic Consultants, Inc. in Centre Hall, PA. Despite the doubts of family and friends (not to mention over 100 resumes I had sent out), I had managed to find a job in my field! I then sought employment at the Penn State Scanticon Hotel and Conference Center and was given a position as an assistant in the accounting department. Even though I had no previous accounting or business experience, I did very well and was quickly promoted to Accounts Payable Manager. I thoroughly enjoyed this position and working at the Scanticon, but in March of 1995, I resigned. After spending my entire life in central Pennsylvania, my curiosity to see and explore the rest of the country had finally gotten the best of me. I found another accounting job in southern Utah and settled here in April. Shortly after I moved here, a group of local archaeologists and enthusiasts invited me to help organize and participate in an extensive Anasazi excavation in Kanab, Utah. I am realizing that I have the best of both worlds. I have an undergraduate degree in something I absolutely love, which has turned into a fantastic pastime, and I have also developed an interest in a career that not only do I enjoy but will also prove to be profitable for me (Elizabeth Hoffman, Penn State Class of 1994).

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