IMLS Sparks! Grant Final Report - *Mapping Curriculum and Community: Visualizing the Claremont Colleges (2013-14)*

Submitted 29 October 2014 by Char Booth (Director of Research, Teaching, & Learning Services), Natalie Tagge (Social Sciences Team Leader), Dani Cook (Information Literacy & Learning Technologies Coordinator), Sara Lowe (Assessment Librarian), and Sean Stone (STEM Team Leader).

Overview

The Claremont Colleges Library (CCL) received a 2013 IMLS Sparks! Ignition Grant to support its 2013-2014 efforts to visualize the interconnected learning communities of its seven institutions. The Visual Curriculum Mapping (VCM) project applied concept mapping software to produce and archive web-based interactive maps of fifty-two academic subjects and their consortial intersections in order to support information literacy (IL) across the curriculum and identify opportunities for community and capacity building at the Claremont Colleges (7Cs). This innovative approach combined visualization and knowledge management strategies to confront a range of information, change, and resource management challenges created by the rapidly shifting landscape of libraries and higher education. Charting our academic landscape created the foundation for an annual bird's-eye snapshot of how the 7Cs coincide academically, highlighting strategic points for IL and collections intervention across the curriculum and providing our diverse academic communities with a unique means of identifying shared opportunities.

Project Activities & Changes

The VCM Project consisted of four phases (subdivided into eight tasks) that were implemented between August 1st of 2013 and July 31st of 2014. The below table outlines these phases and tasks, indicating project roles and outlining deliverables. Adjustments to and expansions of project tasks are indicated in the *Status* column as well as in a bulleted list following the table.

Schedule	Roles	Task	Status
	ID/T Librarian	Export archival versions of 2011-13 VCM pilot maps from central Mindomo account to multiple formats (Freemind, PDF, HTML, JPG and Excel).	completed 8.28.13
Activity One:	ID/TUpload to corresponding projectLibrarianarchive/backup folders in Google Drive.		completed 8.28.13
Aug 1-7 2013	ID/T Librarian	Upload to corresponding project archive/backup folders the Sakai VCM project management space.	completed 8.28.13
	ID/T Librarian	Update project status spreadsheet to reflect 2011-3 and 2013-14 mapping progress by librarians.	completed 8.28.13
Activity Two:	ID/T Librarian	Review pilot VCM map template and edit to	completed 8.28.13

Phase 1 - Pilot Map Archiving & Template Map Creation

Aug 8-31 2013	& Project Lead	create 2013-14 master template. See Grant Products section.	
	ID/T Librarian & Project Lead	Version/create 2013-14 maps in Mindomo for 48 academic disciplines and share with corresponding CCL subject liaisons.	completed 9.9.13; Project expansion to 52 total maps
	ID/T Librarian	Create shortlinks for each map following convention established in pilot (bit.ly/ccl- **map2013-14) in the CCL Bit.ly account.	Workflow change: Shortlinks created as needed upon map sharing requests and/or faculty outreach
Activity Three: Sep 1-7 2013	ID/T Librarian	Update each subject liaison branch of the VCM project management map with their 'published' and 'editing' 2013-14 map template links.	completed 9.9.13

Phase 2 - Map Building & Research-Intensive Course Identification

Schedule	Roles	Task	Status		
Activity Four: Sep 8 2013 - Feb 15 2014	VCM Project Team, Subject Specialist Librarians, ID/T Librarian	Build 2013-14 curriculum maps (with the exception of the "Prior Instruction and Future Targets" Branch).	completed 4.15.14		
	VCM Project Team	Organize Library staff training opportunities and appointments to support collaborative mapping efforts. <i>See Grant Products section</i> .	completed 2.21.14		
Activity Five: Feb 16 - Mar 15 2014	VCM Project Team, Subject Specialist Librarians, ID/T Librarian	Identify and flag research-intensive required courses in each VCM map to review as potential areas of information literacy curriculum integration and assessment ("Prior Instruction and Future Targets" branches added to template for this purpose). See Grant Products section.	completed 6.15.14		
	Subject Specialist Librarians	Use degree-requirements, course, and faculty branches to identify areas of collection development need.	Preliminarily completed 6.15.14; Workflow expansion to ongoing over 2014-16 academic year in additional collections projects		

Phase 3 - Mapping Forums & Librarian Outreach

Schedule	Roles	Task	Status		
Activity Six:	VCM Project	Organize four mapping forums to facilitate	completed 4.15.14;		
Mar 16 2014 -	Team	Library/7Cs conversations and build	Workflow change to		

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May 15 2014	(Disciplinary Coordinators)	awareness of the VCM project. See Grant Products section for sample forum announcement.	eliminate faculty incentive cards in favor of additional event catering
	VCM Project Team, Subject Specialist Librarians	Support Library subject liaison outreach to 7Cs faculty and academic departments to discuss maps, disciplinary connections, collection development needs, and information literacy integration into majors and research-intensive courses in additional campus forums (meetings, teaching and learning committees, etc.). See Grant Products section.	Preliminarily completed 6.15.14; workflow expansion to ongoing throughout the 2014-15 academic year

Phase 4 - Public VCM Archive Creation & Summary Report

Schedule	Roles	Task	Status
	ID/T Librarian	Export multiple format versions of 2013-14 subject maps from Mindomo and upload to corresponding backup/archive folders in the Sakai VCM project management space.	completed 6.30.14
Activity Seven: May 16 2013 -	ID/T Librarian	Create open VCM template in multiple formats for use by other institutions. See Grant Products section.	completed 6.30.14
June 30 2014	ID/T Librarian	Upload/create metadata for 2013-14 subject and template map exports (PDF, HTML) to Scholarship@Claremont in order to establish public-facing VCM archival collection. See <i>Grant Products section.</i>	completed 6.30.14
Activity Eight:	ID/T Librarian & Project Lead	Publicize archival map collection in Scholarship@Claremont (7Cs open-access institutional repository) to 7Cs community via Library News blog and other 7Cs channels. See Grant Products section.	completed 5.15.14
July 1 2014 – July 31 2014	Project Lead and A&H Coordinator (co-grant lead)	Write summary white paper.	completed 10.28.14

As highlighted in the *Status* column above, minimal workflow adjustments and/or expansions were made to Phases 1-3 of the VCM project plan:

- In **Phase 1**, the creation of shortlinks for 2013-14 maps was adjusted from a mandatory early project task to an as-needed late-project task in order to allow maps to be published upon the point of completion and/or outreach need. Upon analysis of the proposed 48 subject areas requiring curriculum maps in consultation with Subject Specialist Librarians, this number was expanded to 52 to more accurately reflect the academic landscape of the Colleges.
- In **Phase 2**, the use of maps for collection development has been expanded through the 2014-16 based on the need for more comprehensive and managed projects relating to approval plan adjustment and shelf weeding. Similarly, IL outreach and strategic course targeting within academic subjects will be ongoing throughout the 2014-16 academic year due to local variations in implementation progress.
- In **Phase 3**, faculty forum attendance incentive cards were eliminated in favor of additional event catering based on attendee feedback indicating the desire for these events to be substantive opportunities to interact with their cross-colleges colleagues.
- No adjustments were made to Phase 4.

Project Results: Outcomes & Impact

The Claremont Colleges Library (CCL) Visual Curriculum Mapping (VCM) project enabled by our 2013 IMLS Sparks! Innovation Grant has proven to be an effective response to shared information, change, and resource management challenges created by the shifting landscape of libraries and higher education. It has achieved significant knowledge-building outcomes among participating CCL Subject Specialist Librarians, and will continue to inform their instruction, outreach, and collection development efforts in the coming years. In addition, maps have become a useful resource to subject faculty in a number of departments, providing a unique perspective on the complex academic communities of the Claremont Colleges. An unanticipated but highly constructive impact area of this project has been the creation of productive connections to several ongoing cross-Colleges initiatives that have benefited from maps and project staff, including Teagle, Mellon, and Luce Foundation grants. A discussion of outcomes and impact of the VCM project follows below.

Outcomes - An October 2014 survey analysis of 88% of the Subject Specialist Librarians (n=14¹) who participated in creating curriculum maps over the course of the project indicates clear growth in skills and knowledge related to the core outcome areas of the project, namely a) greater facility with Mindomo, the tool used to create maps, b) increased insight into CCL academic programs and the learner experience within these programs, c) the impact of Subject Specialist IL instruction across the disciplines and greater strategic awareness of strategic IL intersections across the curriculum, and d) insight into collection development need.

a) *Curriculum mapping skill and support*. A foundational aspect of the grant included staff development and support for map creation, which was ongoing in Phases 1-3 of the project in the

¹ The remaining two project librarians were unable to participate due to out-of-country travel and retirement since the project date.

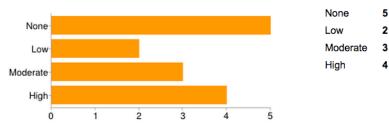
form of trainings, documentation, and 1-1 support for map creation by Lead Map Builder and Discipline Coordinators. The survey indicates that participants experienced a significant increase in skills related to building curriculum maps using Mindomo (see figures below).

36%

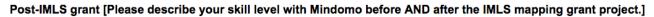
14%

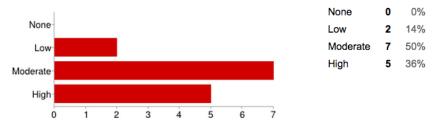
21%

29%



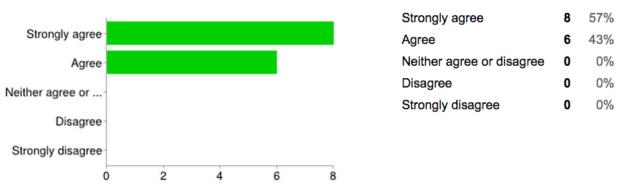
Pre-IMLS grant [Please describe your skill level with Mindomo before AND after the IMLS mapping grant project.]





Fifty percent of participants (n=7) took primary responsibility for creating their maps, 29% (n=4) sought partial support from project staff, and 21% (n=3) sought significant support. Open-ended comments from the latter two groups tended to express increasing confidence with the work as the project progressed and appreciation for the Lead Map Builder and other support resources ("Once I was shown the basics, I felt that I could do most of the work on my own; I appreciated having the template available").

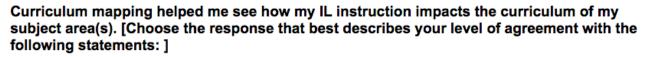
b) *Insight into academic programs and learner experience*. Knowledge-building among Subject Specialist Librarians related to their respective academic subjects was a significant goal of this project. Survey responses on a 5-point Likert scale (*strongly agree to strongly disagree*) show unequivocal positive outcomes in this area (see figure below).

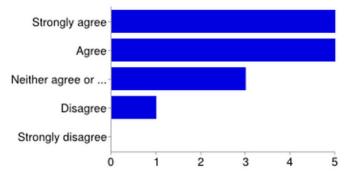


Curriculum mapping provided new knowledge about my subject specialty area(s). [Choose the response that best describes your level of agreement with the following statements:]

Seventy-two percent of mapping librarians also reported achieving better understanding of the learner experience within their subject areas (n=10 *strongly agreed or agreed*), whereas ambivalence or disagreement to this outcome was expressed by 28% (two *neither agreed or disagreed*, while two *disagreed*). The responses of these latter groups suggests that they either possessed a strong current understanding of learners within their programs, and/or required more guidance drawing connections revealed by their maps. It should be noted that three of these four respondents were among the group that sought moderate to high support, suggesting that an engaged independent process of information discovery and collocation during the mapping process could be a significant contributing factor to effective insight-building.

c) *Impact of IL instruction and strategic awareness of IL intersections.* Seventy-two percent of participating librarians agreed or strongly agreed with the statement that they achieved a greater understanding of the impact and placement of their IL instruction efforts across the curriculum, while three remained ambivalent and one disagreed. Similarly to the learner experience outcome, those librarians who sought moderate or significant support creating their maps tended to express lesser degrees of knowledge growth in this area, a trend that follows throughout responses.





Strongly agree	5	36%
Agree	5	36%
Neither agree or disagree	3	21%
Disagree	1	7%
Strongly disagree	0	0%

Significant gains were made toward the goal of facilitating more targeted and curriculumintegrated IL instruction among Subject Specialists, but it is clear that the implementation of work will be ongoing in the coming academic years. Seventy-nine percent of participating librarians agreed or strongly agreed that engaging in the VCM project has assisted them in developing strategies related to targeted IL instruction. One respondent reported that *"What [mapping] really taught me is that it seems appropriate for there to be different approaches for different subjects both due to how they are organized and their size."* The expanded timeline of IL target course and faculty outreach implementation outlined in the Project Tasks & Changes section is reflected also in participant responses in this area: one reported that they expect their maps to facilitate this outcome in the future, but "since I haven't been able to meet with faculty and talk about the maps yet, I picked "neither agree nor disagree."

d) *Insight into collection development need.* While survey responses are more mixed in this outcome area, 65% of Subject Specialists reported that they strongly agreed or agreed with the

statement that VCM has been/will be useful to their collection development work (35% responded that they neither agreed or disagree with this statement). However, the programmatic application VCM to several collection development initiatives over 2014-16 will ensure that librarians engage in a collective process of applying their maps to approval plan adjustment, demand-driven acquisitions profile changes, and physical collections weeding projects.

This project has resoundingly affirmed the knowledge-building capacity of VCM, an outcome that has proven useful to in many situations related to our collective work as librarians (including the ever-important tasks of ongoing orientation, training, and self-education in subject areas). This process is eloquently expressed by one participant, who reported that *"During this project, I was a new librarian with collection development responsibility for all STEM subjects, but with a relatively inexperienced understanding of most of these fields and incomplete knowledge of what students or faculty were studying here specifically. In that role, I often used STEM maps (those I created and those created by others) to inform my collection development recommendations and decisions. Re: outreach (again, from the POV of a new librarian here), the maps were a concrete way to start wrapping my brain around the complexity of this place, and an exercise that helped me learn faculty faces/names/research interests/classes taught so I had some prior knowledge once I did actually meet faculty in person. To be more specific, there were several times I attended a campus event and recognized faculty I hadn't met before, and felt more confident about approaching that person because I was already familiar with their work and their role within their department/college (and their name!)"*

Impact - The VCM project has provided the basis for ongoing outward-focused work to create a more collaborative, engaged, responsive, and curriculum-focused library. Direct impacts from project tasks include IL integration efforts across colleges STEM programs arising from faculty mapping forums, while another forum motivated Politics faculty to initiate their own program review process. During the 2014-2016 academic year Subject Specialist librarians will continue to utilize their curriculum maps in concert with faculty input to more strategically provide scaffolded, strategic information IL instruction in their disciplines. Numerous librarians have codified this task as a goal to be evaluated in their end-of-year performance review, indicating the ongoing importance of maps in CCL's efforts to effectively collaborate in student learning. Maps have provided a tangible, visual way for newly established discipline-focused teams (Arts & Humanities, Social Sciences, & STEM) to pursue IL outreach and collections aims. For example, the Social Sciences Team plans to develop a series of best practices for communicating maps to faculty in mediated and unmediated scenarios, with the goal of systematically understanding connections and differences between 7C Social Science subjects. As previously stated, several large-scale information resources review projects over 2014-16 will also apply maps as the basis for collections adjustments.

An unanticipated and highly positive impact of this project has been to provide CCL with a tangible basis for collaborating with 7C academic partners on cross-colleges initiatives that seek

to build connections between academic programs, and to, in the words of one Subject Specialist participant, *"help the faculty work more closely across the colleges. The library is really acting as a bridge here."* This includes several major Colleges grant projects such as a 5C Teagle Curriculum Collaborations grant, which has leveraged the 2013-14 map archive as an integral element of its environmental scanning process and formally integrated VCM staff as project partners. Similarly, an ongoing Luce Foundation planning grant for a 5C "EnviroLab Asia" initiative has been directly informed by the creation of a hybrid environmental analysis and Asian Studies map requested by lead faculty stakeholders. Library staff involved in separate Mellon grants for a center of Pedagogy and Educational Technology and Digital Humanities will also utilize maps to identify stakeholders and curricular opportunities.

Challenges - Deliverables completed within proposed parameters and clear evidence of outcomes and impact indicate that VCM did not encounter insurmountable challenges over the course of this project. That said, the grant team and Subject Specialist Librarians met several difficulties over the course of the grant that merit enumeration. These include a heavy workload among librarians with larger subject maps, a technical learning curve for those unfamiliar with the software, difficulty effectively communicating maps and pertinent insights (particularly in terms of format) to some campuses stakeholders. and software problems related to exporting large maps.

Workload Challenges: Most VCM maps represent subjects spread across multiple Claremont campuses with completely autonomous and unique majors, departments, degree requirements, and course offerings. The larger and more distributed the subject, the more time maps took to complete (on average, anywhere between 4 and 20+ hours depending on the subject and individual). Accordingly, some Subject Specialists with complex maps found it difficult to find the time to complete them in their already busy schedules (open-ended survey feedback on ways to improve the mapping experience among librarians included *"While I greatly appreciate the help [the Lead Map Builder] provided, I felt torn in a number of different directions and by competing priorities"*, and "The only negative thing was that this was a lot of work at a time we had a lot of other work to do. Even during summer, this seems unavoidable these days..." That said, the experience of the grant team indicates that larger and more complicated disciplines benefit most from a process of visual representation that allows librarians and faculty to form a clear perspective of a potentially confusing array of academic experiences and IL intersections.

Software Challenges: While VCM Project Partners found Mindomo to be the best mapping tool for the project due to its collaboration, export format, and interactive web publication features, not all librarians found it easy to master. Technical issues were mitigated through one-on-one assistance from the Discipline Coordinators and Head Map Builder. In limited instances the Head Map Builder actually completed all or parts of maps when a librarian was unable to master Mindomo or determined they did not have the time to complete a map(s). During the project archiving stage it was determined that a small percentage maps were too large to export from Mindomo. In these instances a link to the Mindomo map was placed in Scholarship@Claremont, but it was not possible to include a PDF file.

Communication Challenges: While ongoing feedback indicates that CCL faculty and other campus partners find the maps an extremely interesting and value-added way to visualize the 7C curriculum, the project team has learned through experience that the web-based Mindomo map format (particularly for large subject areas) is often initially confusing and intimidating for external stakeholders. Individual maps represent a vast amount of data in an interactive format and interface unfamiliar to most, which requires its own end-user learning curve. While the project team and Subject Specialist librarians will continue to determine best practices for sharing the maps in IL and collections outreach scenarios in response to requests from Subject Specialists, in most instances it is more effective to introduce maps in mediated interactions (such as in-person forums and meetings) as opposed to unmediated interactions such as email.

Ongoing Work

Continuing collaborative analysis and distribution of VCM maps will support CCL in more effectively meeting the IL, collections, and academic community-building needs:

- The established series of curriculum maps will be updated by CCL subject specialist librarians prior to each academic semester, and new maps will be created by librarians when new courses of study are established at the Claremont Colleges.
- Target IL course collaborations will be pursued and evaluated by Discipline Teams in an ongoing and coordinated fashion through the 2015-16 academic year as a means of achieving more strategic IL instruction throughout 7C courses of study.
- Faculty outreach discussions and collaborations continue by subject librarians in the Research, Teaching, and Learning Services Division as formal goals in the 2014-15 year; progress toward these goals will be documented by librarians and Team Leaders in performance reviews. In the Spring of 2015 four additional VCM faculty forums will be organized by Discipline Team Leaders and the Information Literacy Steering Group.
- Collaboration between the VCM grant team and the Teagle 5C Curriculum Collaboration Grant will be ongoing during the cycle of the Teagle grant in order to identify, document, and encourage an environment of curricular collaboration among 5C faculty.
- Maps will be used through the 2015-16 academic year to review and revise information resource development projects by Discipline Team Leaders, the Director of Information Resources, and subject librarians including approval plan review and adjustment (2014-15), demand driven acquisition plan review and adjustment (2014-15) as well as physical and digital collections weeding projects (2015-16).

VCM Project Partners

- Char Booth, VCM Project Lead/ Interdisciplinary Coordinator, is CCL's Director of Research, Teaching, & Learning Services.
- Sara Lowe, VCM Social Sciences Coordinator, is CCL's Assessment Librarian.
- Sean Stone, VCM Science Coordinator, is CCL's STEM Team Leader.
- Natalie Tagge, VCM Humanities Coordinator, is CCL's Social Sciences Team Leader.

- Dani (Brecher) Cook, **Head Map Builder & Project Archivist**, is CCL's Information Literacy & Learning Technologies Coordinator.
- Sixteen **CCL Subject Specialist Librarians** created on average three visual curriculum maps with varying levels of support from the core VCM team.

The Project Lead performed core organizational and project management functions. VCM Discipline Coordinators worked with teams of 3-6 Subject Specialists as they built maps for their disciplines and utilized them over the grant period to identify ways to better collaborate with faculty, customize collections, and improve student IL learning through targeted course collaborations. Each member of the VCM project staff provided technical and strategic support to librarians using interdisciplinary, social science, science and humanities maps to identify research intensive courses and support subject liaison outreach and faculty communication opportunities, and each organized and facilitated a cross-colleges faculty curriculum mapping forum for a map in their disciplinary area. The Head Mapper & Project Archivist provided project administrative, structural, map-building, and archival functions by creating and sharing map templates, building and maintaining subject maps in coordination with Subject Specialists, exporting maps for backup and archival purposes and building an archive of 2013-14 maps in our open access digital repository, Scholarship@Claremont.

Conclusion

Hamilton and Graniero argue that "maps enable citizens of academic communities to perceive their environs in multiple, adaptable and evolving ways, delineating patterns that enhance or impede knowledge construction and exchange."[1] Although intensified at the CCL by our need to serve multiple and largely autonomous academic institutions, the challenge of informing and empowering a comprehensive and strategic process of information literacy (IL) and information resource strategy-building has become a shared goal of 21st-century libraries regardless of their size or context. By charting the 7Cs landscape through concept mapping the Sparks! grant allowed CCL to broadly equip our staff with a strategic means of identifying how we can pursue the 21st century goal of "reposition[ing] libraries and information tools, resources and expertise, so that they are embedded into the teaching, learning and research enterprises" of our institutions."[2] Furthermore, we have provided our academic stakeholders with a comprehensive platform for pattern recognition and knowledge exchange, particularly in the area of cross-collegiate program and relationship development. This initiative has succeeded in helping redefine the position of the Library in the 7Cs community "by looking beyond the role of [library as] collector and extending our activities across the entire continuum of scholarly activity"[3].

[2] David W. Lewis. "A Strategy for Academic Libraries in the First Quarter of the 21st Century." *College & Research Libraries* 68, no. 5 (2007):
420, accessed January 15, 2013, http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=26749685&site=ehost-live&scope=site.
[3] Isaac Gilman and Marita Kunkel. "From Passive to Pervasive: Changing Perceptions of the Library's Role through Intra-Campus Partnerships."

Collaborative Librarianship 2, no. 1 (2010): 23, accessed January 16, 2013,

^[1] Beverley Hamilton and Phil A. Graniero. "Disruptive Cartography in Academic Development," *International Journal For Academic Development* 17, no. 3 (2012): 243, accessed January 28, 2013, http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ974310&site=ehost-live&scope=site.

http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=58034943&site=ehost-live&scope=site.

Grant Products

Public archive of 2013-14 Visual Curriculum Maps in Scholarship@Claremont:

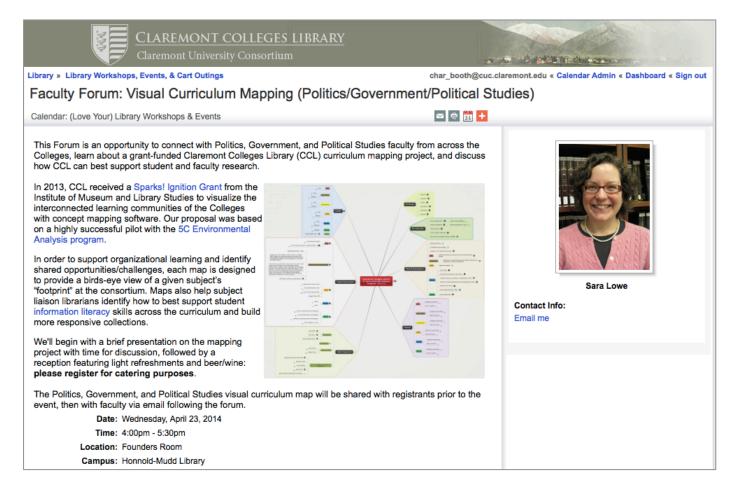
http://scholarship.claremont.edu/ccct_cmaps/

VCM Template Map in Scholarship@Claremont

http://scholarship.claremont.edu/ccct cmaps/52/

VCM Faculty Forum Events in LibCal:

http://claremont.libcal.com/libraryworkshops#!/month/2014/04




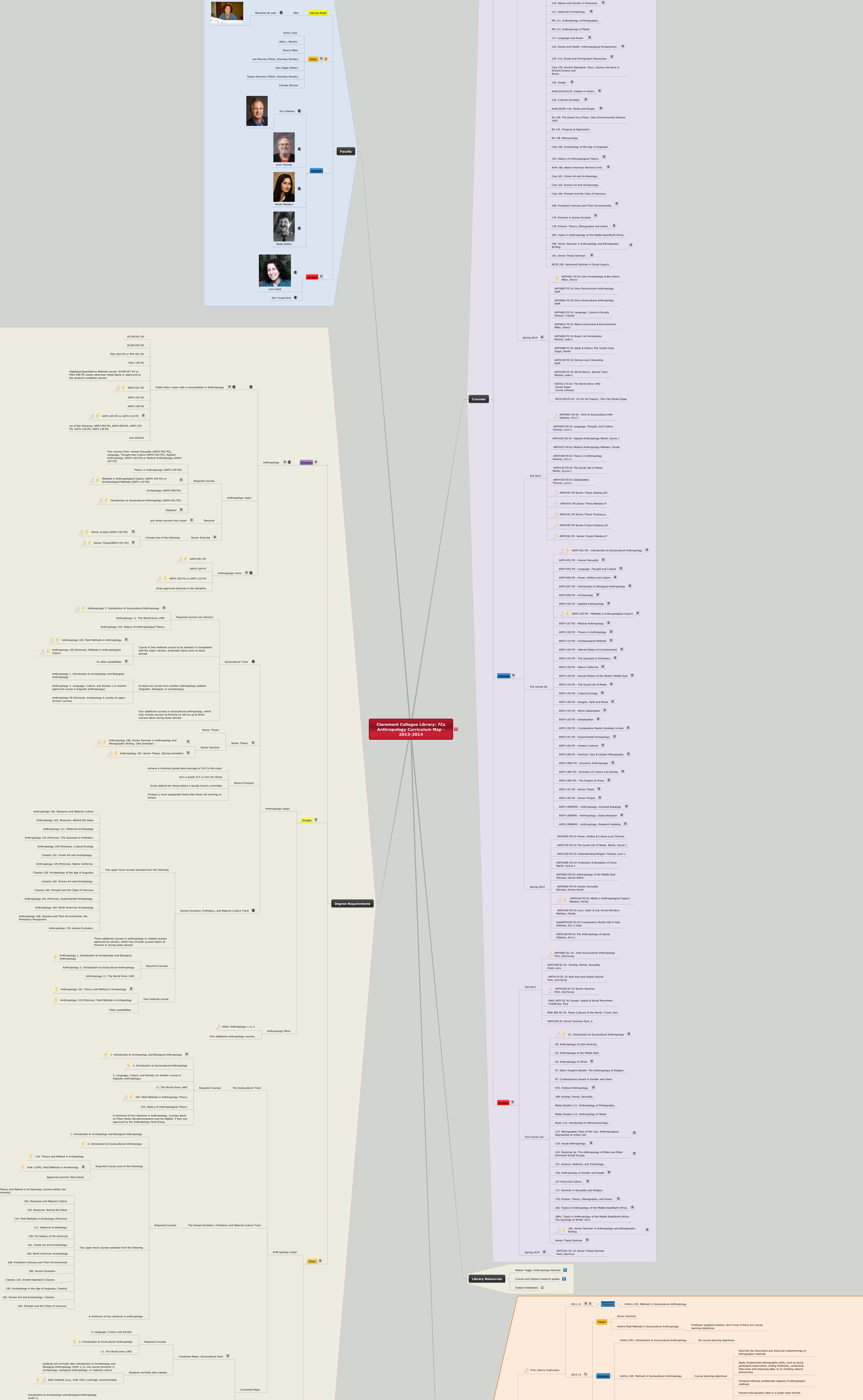
VCM Project Section in the 2014 CCL "Vital Library" Annual Report (page 8):

http://libraries.claremont.edu/site/downloads/ annual-report/cuc tccl ar 2013-14.pdf

ALA Annual 2013 VCM Poster Session:

Lowe, M. Sara; Booth, Char; Chappell, Alexandra; Stone, Sean M.; and Tagge, Natalie, "Visual Curriculum Mapping: Charting the Learner Experience" (2013). *Library Staff Publications and Research*. Paper 18. http://scholarship.claremont.edu/library_staff/18





Prior Instruction

Theory and Method in Archaeology (Anth 101 or the PO field methods course, or an approved summer field school)	Required Courses	Combined Major: Human Evolution, Prehistory and Material Culture		
students will take two courses from the advanced courses listed in the catalog for the major; normally, this will include Historical Archaeology (Anth 111)				
Finally, students will take at least three other courses in anthropology, chosen in consultation with the adviser.				
		Students who wish to graduate	e with a minor in anthropology	
		Students who wish to graduate	e with a minor in anthropology	

	Scripps	Anthro 2	Thesis and Project No course le : Introduction to Sociocultural Anthropo 90: Senior Thesis Course Obj	ology	ectives Professor did not have syllab	ous at time of collobo	pration			
			192 Senior Thesis and Project Semir	nar	This course has both practical a Practically it aims to help stude on topics involving cultural repr research questions; (b) situate relevant body of existing writin descriptions and arguments. In introduce students to some of t thought about the processes ar culture(s) and people(s). Requi majors choosing the sociocultu (with the instructor's permissio other major writing project wor examination of the issues and ethnographic writing.	ents who plan to write resentation to (a) for their work in and ag og, and (c) structure ntellectually, it aims t the ways anthropolog nd politics of writing a ired for Scripps anth ral track, the course n) to students whose uld be enhanced by a	e theses rmulate gainst a their own to gists have about ropology is open e thesis or an	Students should be able to clearly articulate an information need, define appropriate keywords, and revise them as necessary. Students should be able to show an undestanding of scholarship within the discipline of Anthropology and beyond and other nonscholarly sources related to their topic. Students should be able to use proper AAA citation style. Students in this class should be able to integrate and synthesize comprehensive and well-chosen outside evidence into their ethnography.		
		Pitzer	105 Field Methods in Anthropology	No	course objectives at this point	Students in t scholarship and other no Students in t	need. this class should show within the discipline o onscholarly sources ro this class should be a			
			2 Introduction to Sociocultural Anthro	opology	No course objectives at th	Stu nis point info Stu	idents should be able idents in this class sh prmation need. idents should be able	to use proper AAA citation style. nould be able to clearly define their to search and select one m the library's databases.		
& Future Targets			Introduction to Sociocultural Anthr	ropology	No course objectives at t	his point info	udents in this class sh ormation need. udents should be able	e to use proper AAA citation style.		
Future IL Instruction/Intervention Targets & Outcomes	ruction/Intervention Targets & Outcomes	Pomona			105 Methods in Anthropological In	quiry	IL Learning Outcomes	Students in this of information need Students in this of scholarship withi and other nonsch Students in this of synthesize some Students should Describe the ethnographi Apply funda participant of interviews a phenomena Intrepret et methods Present eth	Anthropology article from the library's databases. Students in this class should be able to clearly define their information need. Students in this class should show an understanding of scholarship within the discipline of Anthropology and beyond) and other nonscholarly sources related to their topic. Students in this class should be able to integrate and synthesize some outside evidence into their ethnography. Students should be able to use proper AAA citation style. Describe the theoretical and historical underpinnings of ethnographic methods Apply fundamental ethnographic skills, such as doing participant observation, writing fieldnotes, conducting interviews and analyzing data, to an existing cultural phenomena Intrepret ethically problematic aspects of ethnographic methods Present ethnographic data in a poster-style format Write a final report based upon ethnographic data	
			191 and 192 Senior Thesis and Pro	oject	Demonstrate an understa problems, and apply approp the study of these problems Design and carry out an a understand both qualitative methods, and identify the ur theoretical orientations and Critically evaluate human biological beings; how peopl and place; and the effects o Think holistically and corr ways of life, and recognize h archaeological, and biological understanding. Demonstrate anthropolog to present day concerns, bo Effectively communicate a through writing and oral pre diverse audiences.	priate methods and the anthropology researce and quantitative researce and quantitative researce nderlying assumption methodological appr methodological appr ns as social, cultural, le and groups vary a f such variation. af such variation. paratively in describ how ethnographic, al knowledge contrib gical skills applicable th locally and globall anthropological know	heories to ch project, earch hs in toaches. and cross time bing human ute to that to solutions ly. vledge	Students should be able to clearly articulate an information need, define appropriate keywords, and revise them as necessary. Students should be able to show an undestanding of scholarship within the discipline of Anthropology and beyond and other nonscholarly sources related to their topic. Students should be able to use proper AAA citation style. Students in this class should be able to integrate and synthesize comprehensive and well-chosen outside evidence into their ethnography.		
			Anthro 2: Introduction to Sociocult	ural Anthro	oology No course objec	ctives at this point		Id be able to use proper AAA citation style. is class should be able to clearly define their eed.		
		Scripps	Anthro 190: Senior Thesis	Practically on topics research relevant l descriptio introduce thought a culture(s) majors ch (with the other maj examinat	e has both practical and intelled r it aims to help students who pl involving cultural representation questions; (b) situate their work ody of existing writing, and (c) ns and arguments. Intellectually students to some of the ways a bout the processes and politics of and people(s). Required for Sco oosing the sociocultural track, t instructor's permission) to stude or writing project would be enha on of the issues and debates su whic writing.	an to write theses in to (a) formulate (a in and against a structure their own (), it aims to nthropologists have of writing about ripps anthropology the course is open ents whose thesis or anced by an	Anthropology Student need, d necessa Student scholar and oth Student synthes	Id be able to search and select one article from the library's databases. Its should be able to clearly articulate an information define appropriate keywords, and revise them as ary. Its should be able to show an undestanding of rship within the discipline of Anthropology and beyond her nonscholarly sources related to their topic. Its should be able to use proper AAA citation style. Its in this class should be able to integrate and size comprehensive and well-chosen outside evidence eir ethnography.		

Envirolab Asia Map, created by Sean Stone in 2014 in response to a request by 5C Luce grant partners.

