

Annual Report 2005-2006
Department of Sociology and Anthropology

Section I: Strategic Plan 2006-2011

Mission of the Department

The Department of Sociology and Anthropology seeks to provide greater understanding of human behavior with a focus on its social and cultural contexts, both locally and globally. We strive to accomplish this through our commitment to excellence in undergraduate and graduate education and scholarly research; through the development of practical and applied skills in which our students and faculty draw upon their knowledge to critically analyze and enhance the diverse communities in which they live and work; through the focused use of available resources; and through a process of continual self-reflection and improvement.

Goals

Goal 1. The Department will promote academic excellence through providing the highest quality instruction and learning opportunities for students

Action 1.1. The Department will review and revise program curricula where appropriate.

Outcome 1.1.1. Regular discussions of curriculum structure and content by the faculty.

Outcome 1.1.2. Analysis of data from graduating students.

Outcome 1.1.3. Assessment of student learning outcomes from programs.

Action 1.2. The Department will expand the range and number of opportunities for student transformational learning opportunities, particularly through study abroad, internship/practicum experiences, and faculty-directed research projects.

Outcome 1.2.1. Successfully plan and implement study-abroad opportunities.

Outcome 1.2.2. Involve social welfare minors and sociology graduate students in internship/practicum opportunities.

Outcome 1.2.3. Involve selected undergraduate and graduate students in the Department's programs in faculty-directed research projects.

Outcome 1.2.4. Undergraduates and graduate students will present papers at regional or national conferences and/or write and publish research results with a faculty mentor.

Action 1.3. The Department will encourage and support participation in faculty development programs designed to enhance instructional effectiveness.

Outcome 1.3.1. Regular formative evaluation of untenured faculty members' teaching by tenured faculty.

Outcome 1.3.2. Development of mentoring program for untenured faculty.

Action 1.4. The Department will continue to provide high quality courses for the General Education program by monitoring and improving the Department's lower division courses, and by participating in the assessment of the General Education curriculum

Outcome 1.4.1. Each program's curriculum committees will monitor and improve all General Education courses offered by each program.

Outcome 1.4.2. Agreement on the outcomes met by each General Education course taught within the Department and identification of assignments which help students achieve the desired outcomes.

Action 1.5. The Department will develop and implement strategies to recruit high quality students and faculty

Outcome 1.5.1. Academic performance of students majoring in the Department's programs will improve.

Outcome 1.5.2. GPAs and GRE scores of incoming Applied Sociology graduate students will improve.

Outcome 1.5.3. Newly hired faculty will have significant teaching experience, substantial scholarly activity and agendas, and will hold degrees from top Ph.D. granting institutions.

Action 1.6. The Department will support the growth of the Anthropology program and enhancement of its curriculum

Outcome 1.6.1. The number of minors and majors in Anthropology will increase

Outcome 1.6.2. Anthropology majors will be provided with a greater variety of anthropological electives

Outcome 1.6.3. Subsequent Anthropology hires will help support the teaching obligations to the College and University.

Action 1.7. The Department will develop and support the Social Welfare program

Outcome 1.7.1. A needs assessment will be conducted to ascertain the possibility of developing major programs in social welfare or social work.

Outcome 1.7.2. The social welfare curriculum will be analyzed and revised.

Outcome 1.7.3. Social welfare students will have meaningful internship experiences and job opportunities.

Goal 2: The Department will promote academic excellence by enhancing faculty research and scholarship which is intimately tied to instruction.

Action 2.1. The Department will create additional research time for faculty through the use of creative scheduling and course releases.

Outcome 2.1.1. Faculty will continue to engage in meaningful and thoughtful scholar

Outcome 2.1.2. Faculty will publish their research in refereed journals and with reputable publishers.

Action 2.2. The Department will promote the procurement of external funding by faculty for their research projects.

Outcome 2.2.1. The number of funding applications will increase.

Outcome 2.2.2. The number and amount of funded research projects received will increase.

Outcome 2.2.3. The number of undergraduate and graduate students in paid research positions will increase.

Outcome 2.2.4. We will use all resources to ensure that faculty will be more aware of grant opportunities.

Action 2.3. The Department will seek to expand the intellectual stimulation of faculty by providing resources to engage faculty and students in the intellectual life of the university.

Outcome 2.3.1. The Department will increase the number of external speakers brought to campus

Outcome 2.3.2. The Department will feature a colloquium series highlighting faculty members' research.

Outcome 2.3.3. Faculty will be more engaged in extra-curricular activities that contribute to the intellectual life of the campus.

Action 2.4. The Department will foster cross-disciplinary initiatives across between sociology and anthropology, and across the social sciences

Outcome 2.4.1. Increase the number of cross-listed courses in the department and between S&A and other departments.

Outcome 2.4.2. Successful continuation of existing interdisciplinary initiatives (i.e., Social Science and Health Network) and the initiation of new initiatives.

Goal 3. The Department will provide educational and research opportunities as well as professional service that are relevant to the communities the department serves

Action 3.1. The Department will implement and develop the practicum in Applied Sociology.

Outcome 3.1.1. Graduate students will enroll and complete the Practicum.

Outcome 3.1.2. Local organizations/businesses will send their employees into the MS Program in Applied Sociology.

Action 3.2. The Department will enhance participation in a variety of community-based research projects, both funded and unfunded.

Outcome 3.2.1. The number of community-based research projects will increase.

Action 3.3. The Department will work with its community partners to assist in providing better opportunities for employment of our graduates.

Outcome 3.3.1. Local employers will provide internship and practicum opportunities for undergraduate and graduate students.

Outcome 3.3.2. Students will be employed by in positions directly relevant to their studies in the Department.

Action 3.4. The Department will develop a competitive UNF Flagship Program proposal emphasizing the core areas of strength in the department.

Outcome 3.4.1. The Flagship proposal will be submitted and revised as needed.

Goal 4. The Department will focus its resources to accomplish the essential mission of the Department

Action 4.1. The Department will allocate new and replacement faculty lines to fulfill the Department's mission.

Outcome 4.1.1. The Department will examine data on enrolment and degrees in order to identify the needs of its various student constituencies.

Outcome 4.1.2. Establishment of hiring priorities for the next five years.

Action 4.2. The Department will develop a plan to allocate course releases in a manner which emphasizes the Department's research, teaching, and service mission.

Outcome 4.2.1. Successfully plan and implement a course release system.

Action 4.3. Develop a professional development funding strategy that rewards faculty for excellence in teaching and research.

Outcome 4.3.1. Successfully develop a funding strategy for professional development moneys.

Action 4.4. The Department shall work with COAS to advocate for appropriate funds necessary to meet the objectives of Department's strategic plan.

Outcome 4.4.1. New faculty will have competitive start-up funding.

Outcome 4.4.2. The Department will have sufficient tenure-line faculty so that part-time faculty constitute no more than 15% of departmental classes.

Outcome 4.4.3. Continue to seek funding for a variety of curriculum initiatives.

Action 4.5. Seek appropriate resources for the MS Program in Applied Sociology.

Outcome 4.5.1. Provide funding for graduate students who are giving papers at conferences.

Outcome 4.5.2. Provide greater funding for graduate assistantships and scholarships.

Action 4.6. The Department will develop a workable course banking policy for faculty who offer independent study courses.

Outcome 4.6.1. Successfully develop a course banking system.

Action 4.7. The Department will develop relationships with community stakeholders and alumni in hopes of raising resources for faculty and student development.

Outcome 4.7.1. The Department will have at least one named scholarship for students.

Outcome 4.7.2. The Department will raise alumni contributions.

Action 4.8. The Department will endeavor to recruit faculty and hire staff who add diversity to the Department.

Outcome 4.8.1. Increase the representation of under-represented groups and minorities among faculty and staff in the Department.

Goal 5. The Department will engage in appropriate forms of self-reflection to ensure that we carry out our responsibilities in the most effective and efficient manner possible

Action 5.1. The Department will develop and implement program assessment mechanisms for all departmental programs.

Outcome 5.1.1. An assessment system that considers each year's results, makes recommendations regarding the curriculum and the assessment system, and makes adjustments on the basis of those results.

Action 5.2. The Department will develop a plan to formally and informally survey its majors in order to seek their perspective on the efficacy of the department's mission.

Outcome 5.2.1. A survey or focus group of students which collects demographic data on majors and asks them about their opinion of courses, scheduling, and effectiveness of the curriculum.

Action 5.3. The Department will participate in the assessment of the General Education program.

Outcome 5.3.1. Identification of student learning outcomes for all GE courses taught in the Department, with designation of assignments that help achieve those outcomes.

Section II: Student Learning Outcomes

I. Undergraduate Programs

A. B.A. Sociology

1. Academic Learning Compact

UNF Sociology graduates should possess the following knowledge and skills:

Content/Disciplinary Knowledge

- Understand discipline of sociology and its role in contributing to our understanding of social reality;
- Understand the role of theory in sociology;
- Understand the role of evidence and qualitative and quantitative methods in sociology;
- Understand how culture and social structure operate;
- Understand the internal diversity of American society and its place in the international context.

Critical Thinking

- Identify underlying assumptions in particular theoretical orientations or arguments and methodological approaches;
- Understand how patterns of thought and knowledge are directly influenced by political-economic social structures; and
- Be able to present opposing viewpoints and alternative hypothesis on various issues.

Communication

- Student writes in a clear, logical style
- Student supports written argument with evidence;
- Student demonstrates knowledge of major forms of bibliographic citation and reference.

- Student should be able to speak in an informed and professional manner on social issues and sociological research

2. Summary of Assessment Activities

The sociology program developed a pilot assessment during the Fall 2005 semester as a first step aimed at gauging students' understanding of five key concepts critical to the field of sociology. A 20-item multiple choice question instrument was developed (see Appendix 1). Two courses (SYA 4010 Sociological Theory) were selected that were required for and were mainly populated by sociology majors. The instructor asked sociology majors to self-identify and they were then asked to take a few moments to complete the assessment. In total, 24 completed assessments were returned. This represents roughly 15% of all sociology majors.

A scoring rubric was developed that classified students' content knowledge as "exceptional," "satisfactory," or "unsatisfactory." The results of the assessment are presented in the table below.

Concept	Exceptional	Satisfactory	Unsatisfactory
Sociological Imagination	9 (38%)	4 (17%)	11 (46%)
Stratification	5 (21%)	6 (25%)	13 (54%)
Research Methods	0 (0%)	6 (25%)	18 (75%)
Theory	2 (8%)	8 (33%)	14 (58%)
Socialization	2 (8%)	7 (29%)	15 (63%)

The results suggest that students' understanding of core disciplinary concepts was poor overall. Students demonstrated the best understanding of the concept of "sociological imagination" in which more than a third of students rated as "exceptional". However, more than half of students scored in the "unsatisfactory" range for most concepts.

3. The assessment information has been used in several ways. First, we have reassigned some of the faculty members (primarily visitors and adjuncts) who were previously teaching core courses in theory and methods and replaced them with tenure-track faculty. This will hopefully give us some consistency in the way in which these courses are taught, which may account for low student performance. Second, we believe that the poor scores may be largely attributable to the design of the assessment and not the nature of the program itself. As such, we are committed to refining the assessment strategy of the sociology program beginning in the Fall of 2006. Our objective is to have assessment data in both the Fall and Spring semesters of 06-07. Moreover, we are considering implementing a senior seminar capstone in order to facilitate collection of assessment data.

B. B.A. Anthropology

1. **Academic Learning Compact**

UNF Anthropology graduates should possess the following knowledge and skills:

Content/Disciplinary Knowledge

- **Four Sub-fields of Anthropology:** Express a general knowledge of the four sub-fields of anthropology and the Anthropological perspective (i.e., it is cross-cultural, holistic, etc.)
- **Nature of Culture:** Describe the nature of culture and the role of socio-cultural phenomena in affecting human behavior and change
- **Human Prehistory:** Discuss the basic methods, theories, role, and value of studying human prehistory in the modern world
- **Nature of Language:** Use the basic vocabulary of modern linguistics to discuss the nature of human language
- **Interaction of Human Biology and Culture:** Explain how and why humans vary biologically, and the interaction of human biology and culture
- **Anthropology's Uses:** Provide examples of Anthropology's uses in addressing humanity's problems

Critical Thinking

- **Anthropological Perspective**

- **Holism:** Locate the analysis of anthropological issues within their larger socio-cultural contexts
- **Cross-cultural Comparison:** Use ethnographic examples from a variety of cultures to promote greater understanding of humanity's differences and to foster communication across cultures
- **Data Analysis:** Ability to incisively examine qualitative and/or quantitative data to arrive at reasonable and well-founded conclusions.
- **Anthropological Theories:** Knowledge of major schools of anthropological thought and ability to apply theories to analyze phenomena of anthropological interest

Communication

- Student writes in a clear, logical style
- Student supports intellectual positions with evidence and clear written argumentation
- Student demonstrates knowledge of major forms of bibliographic citation and reference.
- Student demonstrates knowledge of the anthropological perspective and its methods of data collection and analysis

2. Summary of Assessment Activities

The Anthropology Program faculty members created a pilot assessment program as part of the Fall 2005 Pilot Assessment Plan promoted by COAS. We proceeded by first selecting six fundamental concepts that should be mastered by all anthropology majors by the completion of their undergraduate program of studies in anthropology at the University of North Florida. We then designed a survey (see Appendix 2) to test students' knowledge in these six areas. To this end we designed a survey consisting of twenty-five multiple choice questions and one short (500 word suggested) essay question. The multiple-choice questions evenly tested students' knowledge of the unifying aspects of anthropology as well as of anthropology's major subfields that is archaeology, physical anthropology, linguistics, and socio-cultural anthropology. The essay question was open-ended and asked students to provide an example of the application(s) or use(s) of anthropology in addressing humanity's problems.

The program faculty decided that the most efficient method for administering our pilot student assessment was to place it on a Blackboard group site as a survey and ask students to complete it within a set time-frame. There were several positive reasons for selecting this method. The Program could target the greatest number of seniors and recently graduated students. Students were free to complete the assessment on their own time schedule and at their leisure. By using the survey option of Blackboard, student responses would be kept anonymous and confidential providing students with peace-of-mind in completing the assessment. However, Blackboard also maintains a dynamic list of those students who complete such surveys, thus allowing the faculty to identify and encourage or remind students who had not completed the assessment. The results of the assessment were automatically collected and tabulated by Blackboard with additional quantitative summaries supplied by the faculty.

The program asked the Sociology and Anthropology Department's staff to compile a list of current Anthropology majors and their e-mail addresses. This list included twenty-six seniors, twenty-four juniors, one sophomore, and eight post-bachelors students. Announcement of the Program's Pilot Student Assessment survey were sent to the thirty-four seniors and recent graduates. This announcement describes the assessment intent and explained the procedure for completing the instrument.¹ In the end, thirty-one students were enrolled in the Blackboard site and twelve (or 38.7%) assessment surveys were completed and submitted. A list of all students enrolled in the Blackboard site (and thus eligible to complete the survey) is provided below.

The assessment period was initiated by an e-mail sent at approximately 10:30am on November 30th and ended when results were assembled on December 12th at noon. The initial e-mail invitation to participate is attached below. Students were asked to complete the survey prior to December 7th. A reminder e-mail was sent on December 6th. However, due to the confluence of the assessment survey period and the final exam period for the Fall 2005 semester, the requests of several students, and the faculty's desire to maximize the student response rate, the deadline was extended till December 12th.

Results

Questions	Sub-Field	Average Correct Response Rate
1-5	Physical	81.68%
6-10	Archaeology	61.66%
11-15	Linguistics	73.34%
16-20	General	96.68%
21-25	Socio-Cultural	81.68%
1-25	All	79.01%

Evaluation of Students' Narratives

¹ Not unexpectedly, the message "bounced" from a few students' e-mail addresses and in a few cases it was not possible to enroll students in the Blackboard group (and at least one student was unable to log-on to Blackboard). One student was removed from the Blackboard enrollment and one student was added due to a change in major declared by students that were not reflected in the student list from the Department.

--EXCELLENT: Answers by students A, B, E, G, H, J, and K were rated in the excellent range. Students brought in relevant anthropological knowledge to address a number of social issues (e.g. education, ethnic disparity in access to medical care, among many others). Some of the students also reflexively used anthropology to interpret some of their own life-experiences (e.g. the answer on dating), thus showing how anthropology is productively incorporated into their everyday life.

--SATISFACTORY: Answers by students C and I were rated in the satisfactory range. Students could mention some possible applications of anthropology but with limited or just satisfactory argumentative depth.

--UNSATISFACTORY: Answers by students D and F (F for technical reasons) were rated in the unsatisfactory range. There was no evidence of their ability to apply anthropology to the solution of concrete human problems.

3. These assessment data confirm the success of the current course offerings in Anthropology. We are also using these data to drive refinements to the core requirements for the anthropology major, particularly with respect to the methods offerings. In Fall 2006, we will develop a revised assessment strategy and we anticipate collecting assessment data for fall and spring terms in the 06-07 academic year.

II. Graduate Programs

The MS Program in Applied Sociology is currently in the process of developing an assessment plan. It will be completed during the Fall 2006 semester.

APPENDIX 1

Fall 2005 Sociology Senior Pilot Assessment

Thank you for participating in this assessment. We are conducting a pilot assessment of our senior sociology majors. We will use the information from this assessment to refine our curriculum to better meet the needs of our students. Your honest responses to the questions below are truly appreciated.

Please note that this assessment will not affect your grade in this course in any way. In addition, your responses are confidential so please do not write your name or other identifying information anywhere. Please mark the letter of the correct answer on the answer sheet provided.

1. In describing the sociological imagination, C. Wright Mills stresses that we must see connections between an individual's biography, or life story, and his or her:
 - a. historical and social context.
 - b. genetic makeup.
 - c. personality.
 - d. personal relationships.

2. Which of the following statements best reflects a sociological imagination?
 - a. Individuals should get all the credit for their accomplishments, and all the blame for their failures.
 - b. To understand individuals' behavior, we should look at the social context surrounding them.
 - c. Individuals cannot escape the social context that they are born into.
 - d. If an individual does something wrong, like rob a convenience store, society is to blame.

3. According to C. Wright Mills, events in individuals' lives, such as the loss of a job, may reflect private troubles or public issues. In which of the following instances would the loss of a job be a private trouble?
 - a. An individual routinely oversleeps and is often late for work; the boss then fires her for tardiness.
 - b. A manufacturing plant in South Carolina closes when the company moves production to Malaysia; 450 people then lose their jobs.
 - c. A young man growing up in an impoverished inner city neighborhood attends underfunded schools; he, like others from his neighborhood, lacks the job skills necessary to keep a well-paying position.
 - d. A woman takes time off of work to have a child; when she attempts to return, her boss says that because the firm has no maternity leave policy she will not be re-hired.

4. If an individual possesses a sociological imagination, what question might he or she ask when confronted with a homeless individual?
 - a. Why doesn't this lazy person get a job?
 - b. What type of character flaw has led this person to live on the street?

- c. What obstacles might this society pose to finding adequate housing?
 - d. What construction techniques might be used to create affordable housing?
5. What do sociologists mean when they use the term “stratification”?
- a. They are referring to differences between individuals based on their talents and abilities.
 - b. They are referring to durable inequalities that exist between groups of people within a society.
 - c. They are describing the tendency of all societies to have great gaps between the rich and the poor.
 - d. They are describing the hierarchical arrangement of individuals within bureaucratic organizations.
6. In determining an individual’s social class, what factors would a sociologist want to measure?
- a. The individual’s income, or earnings, and wealth
 - b. The caste that an individual was born into
 - c. The individual’s familiarity with “high culture,” including fine art and classical music
 - d. The individual’s income, wealth, education, and occupational status
7. Which statement most accurately describes poverty in the U.S. relative to the rest of the world?
- a. Many people in the U.S. live in poverty, but their standards of living are still higher than those living in poverty in developing nations.
 - b. High poverty neighborhoods in the U.S. are as detrimental to individuals’ lives and health as any poor neighborhood in the world.
 - c. Because the U.S. is a high-income country, we do not need to worry about poverty.
 - d. Unlike other countries, where an individual can work very hard and still earn poverty-level wages, workers in the U.S. are guaranteed wages that keep them out of poverty.
8. In the United States, sociologists have observed social inequalities based upon categories such as gender, race and class. How do they understand which of these categories is most important in terms of individuals’ life chances?
- a. Social class is definitely most important, because, as Marx said, class struggle is the engine of history.
 - b. Because most individuals cannot change their gender and race, inequalities based upon these categories are particularly troubling.
 - c. While each might pose obstacles to an individual’s success, a motivated person can overcome any disadvantages they might face.
 - d. Gender, race and class are all important factors for individuals’ life chances, and may combine to create obstacles and opportunities for any given individual.
9. Which of the following assumptions applies to the scientific method?
- a. Knowledge is always subjective
 - b. Research findings can be manipulated to advance a good cause
 - c. Truth is confirmed through faith

d. Knowledge is acquired through direct observation

10. Which of the following is NOT a variable?

- a) ethnicity
- b) conflict level
- c) men
- d) income
- e) city size

11. Which of the following best reflects the distinction between qualitative and quantitative methods?

- a. quantitative methods seek to enumerate data; qualitative methods seeks to find meaning in non-numerical patterns of data
- b. quantitative methodologists typically use an inductive approach; qualitative methodologists typically use a deductive approach
- c. quantitative methodologists typically use in-depth interviews; qualitative methodologists typically use surveys
- d. quantitative methodologies are not generally concerned with obtaining large samples; qualitative methodologies are concerned with large representative samples

12. High school seniors in a small town are asked a series of questions to measure the frequency of their drinking and driving. The students give consistent answers to the series of questions, but police records indicate that drinking and driving is much more common than indicated by the students' answers. This suggests that the measure of frequency of drinking and driving is _____.

- a. reliable but not valid
- b. valid but not reliable
- c. neither reliable nor valid
- d. reliable and valid

13. Which theoretical orientation views society as a conglomerate of groups competing for scarce resources?

- a. conflict theory
- b. functional analysis
- c. integration theory
- d. symbolic interactionism

14. Which theory views society as a more or less unified entity working toward common goals?

- a. conflict theory
- b. functional analysis
- c. integration theory
- d. symbolic interactionism

15. According to Max Weber, the development of Capitalism as an economic system in the Western world is closely linked to:

- a. the rise of modern agriculture
- b. the Protestant ethic
- c. the decline of traditional family values
- d. the ratification of the US constitution

16. Sociologists believe that emotions are
- a. not simply the result of biology
 - b. expressed differently from one culture to the other
 - c. influenced as much by social situation as mood
 - d. all of the above

17. Socialization refers to _____.
- a. negotiating our self-concept as adults
 - b. learning to have a good time at parties and social events
 - c. the unchanging features of the self-concept learned in childhood
 - d. a lifelong process of learning new roles and negotiating our self-concept

18. African-American children who accept and internalize the consistent message from Whites that they are inferior and are not trustworthy is an example of _____.
- a. the looking-glass self
 - b. a significant other
 - c. the generalized others
 - d. taking the role of the other

19. The process of mastering the basic skills required to function in a society during childhood is called _____.
- a. socialization
 - b. primary socialization
 - c. secondary socialization
 - d. anticipatory socialization
 - e. resocialization

20. Freud believed that the human personality is set by the age of five. This proposition has been criticized by some sociologists because _____.
- a. socialization is based on experience of the mass media
 - b. socialization is much more biological than Freud discovered
 - c. socialization continues throughout the life course
 - d. all of the above

APPENDIX 2
Fall 2005 Anthropology Learning Outcomes Assessment

Question	Sub-Field	General Concept						Specific Concept	Excellent	Satisfactory	Unsatisfactory
		Four sub-fields of anthropology	Nature of culture	Human prehistory	Language	Interaction of human biology and culture	Anthropology's uses				
1	Physical					X		Health & nutrition	12 100.00%	0 0.00%	0 0.00%
2	Physical		X	X		X		Primate evolution	12 100.00%	0 0.00%	0 0.00%
3	Physical		X	X		X		Hominid evolution	8 66.70%	0 0.00%	4 33.30%
4	Physical					X		Race	12 100.00%	0 0.00%	0 0.00%
5	Physical		X	X		X		General evolution	5 41.70%	0 0.00%	7 58.30%
6	Archaeology			X			X	Archaeological funding	7 58.30%	0 0.00%	5 41.70%
7	Archaeology		X	X				Middle-range theory	8 66.70%	0 0.00%	4 33.30%
8	Archaeology			X			X	Dating techniques	7 58.30%	0 0.00%	5 41.70%
9	Archaeology			X				Provenience	9 75.00%	0 0.00%	3 25.00%
10	Archaeology		X	X				Archaeological theory	6 50.00%	0 0.00%	6 50.00%
11	Linguistics			X	X	X		Language acquisition	9 75.00%	0 0.00%	3 25.00%
12	Linguistics		X		X	X		Dialects	9 75.00%	0 0.00%	3 25.00%
13	Linguistics		X		X			Language Morphology	11 91.70%	0 0.00%	1 8.30%
14	Linguistics				X	X		Linguistic universals	10 83.30%	0 0.00%	2 16.67%
15	Linguistics		X		X	X		Linguistic relativism	5 41.70%	0 0.00%	7 58.30%
16	General	X						Disciplinary focus	11 91.70%	0 0.00%	1 8.30%

17	General	X						Subject matter	12 100.00%	0 0.00%	0 0.00%
18	General	X						Diachronic nature	11 91.70%	0 0.00%	1 8.30%
19	General	X						Participant observation	12 100.00%	0 0.00%	0 0.00%
20	General	X						Application	12 100.00%	0 0.00%	0 0.00%
21	Socio-Cultural		X			X		Culture concept	3 25.00%	0 0.00%	9 75.00%
22	Socio-Cultural		X			X		Culture acquisition	12 100.00%	0 0.00%	0 0.00%
23	Socio-Cultural		X		X	X		Foundations of culture	11 91.70%	0 0.00%	1 8.30%
24	Socio-Cultural		X				X	Cultural relativism vs. ethnocentrism	12 100.00%	0 0.00%	0 0.00%
25	Socio-Cultural		X				X	Emic vs. etic understanding	11 91.70%	0 0.00%	1 8.30%
26	Applied	X	X	X	X	X	X	Application of knowledge to real-world example	7 63.63%	2 18.18%	2 18.18%