

## MEMORANDUM

TO: CAP

FROM: Steering Committee

RE: Proposed Anthropology Major

DATE: February 2020

Background: Faculty members in the School of Humanities and Social Sciences have developed the linked [proposal](#) for a new major in Anthropology, in accordance with the [degree program approval process](#). The next step is a review by CAP.

Charge: Steering asks the Committee on Academic Programs (CAP) to review the proposal and deliver a final recommendation that indicates concurrence or non-concurrence with the proposal.

Testimony Tier: Tier I

The issue requires minimal testimony from the campus community. The assigned council or committee should consult with relevant stakeholders before preparing the final recommendation, but there is no need for surveys or open fora.

Timeline: CAP should review this proposal by May 2020.

### **TCNJ Governance Processes**

#### *Step 1–Steering issues a charge*

#### *Step 2-Governance prepares a Preliminary Recommendation*

Once the appropriate standing committee or council has received the charge, it should start by collecting data needed to make a preliminary recommendation. It should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or

solicitation from targeted constituent groups. When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community.

*Step 3–The Relevant Stakeholders provide Testimony*

Once a preliminary recommendation has been completed, the standing committee or council should seek testimony from the campus community. The testimony should be gathered in accordance with the Testimony Tier (see below) assigned to the issue by Steering.

For issues that require public testimony from the campus community, the chair of the standing committee or council should approach the president of the appropriate representative bodies to schedule the next available time slot at a meeting of that body.

Testimony should be gathered in a way that allows stakeholders to weigh in fully on the issue. Members of the standing committee or council that wrote the preliminary recommendation should be present to hear and record the testimony.

*Step 4–Governance prepares a Final Recommendation*

Once the standing committee or council has received appropriate testimony, it should revise the preliminary recommendation into a final recommendation. Once the final recommendation is complete, the standing committee or council should use sound judgment to determine whether or not more public testimony is required. If, in its feedback to the original preliminary recommendation, a stakeholder representative body requests to review an issue again, the committee or council is bound to bring it back to that body. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must re-submit a preliminary recommendation to the campus community. When the committee or council has completed the final recommendation, it should forward it to the Steering Committee. The final recommendation should be accompanied by a cover memo that summarizes the initial charge, how testimony was gathered and the nature of that testimony, and how the committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

*Step 5–Steering considers the Final Recommendation*

*Step 6–The Provost and/or President and Board consider the Final Recommendation*

*Step 7–Steering notifies the Campus Community Testimony*

*For a complete description of all steps and of the testimony tiers, see Governance Structures and Processes, 2017 Revision, pages 21–24.*



School of Humanities and Social Sciences  
Jane L. Wong, Dean

February 3, 2020

TO: William Keep, Steering Committee Co-chair  
Shaun Wiley, Steering Committee Co-chair

FROM: Jane Wong, Dean, School of Humanities and Social Sciences

RE: Proposal for a new Anthropology major

A handwritten signature in cursive script, reading "Jane L. Wong", positioned to the right of the "FROM:" line.

I am pleased to present this proposal for a new Anthropology major for consideration by the Committee on Academic Programs (CAP). The proposal has been reviewed by the Associate Provost for Curriculum and Liberal Learning, the Dean of the Library, the Chair of Mathematics, and the Dean of the School of Science. The Deans' and Associate Provost's signatures appear on separate sheets, attached. I am also attaching an email from the Chair of the Mathematics and Statistics Department that attests to the department's capacity to meet the needs of the new Anthropology majors, should the proposal be approved.

Thank you in advance for your consideration. Please let me know if you should need additional information.



Wong, Jane &lt;wongj@tcnj.edu&gt;

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**Re: Proposal for an Anthropology major**

1 message

**Thomas Hagedorn** <hagedorn@tcnj.edu>

Tue, Jan 28, 2020 at 9:19 AM

To: "Wong, Jane" &lt;wongj@tcnj.edu&gt;

Cc: Jeffrey Osborn &lt;josborn@tcnj.edu&gt;

Dear Jane,

Math/Stat will be able to handle those additional STA 115/215 students. I'm assuming that the numbers for the new Anthropology major will be modest initially, and growth will be gradual.

Sincerely,  
Tom

On Jan 28, 2020, at 9:15 AM, Wong, Jane <wongj@tcnj.edu> wrote:

Dear Tom and Jeff,

I hope this message finds you well and the new semester off to a good start.

Please find attached the "New Degree Program Approval Process Cover Page" and our proposal for a new Anthropology major. We are at Step 5 of the Degree Program Approval Process and the HSS Curriculum Committee has signed off on the proposal. The next step is College Governance.

The instructions on the cover page ask that if the proposal will have an impact on Departments and Schools outside the proposing unit then the potentially impacted Departments and School will have the opportunity to review and offer feedback on the proposal. In the proposed curriculum (please refer to pages 22 to 24) students must select one of the following: PHL102 or STA 115. STA 215 could also count. Would you please review the proposal and let me know if you should have any questions or concerns? If you do not have questions or concerns, please and sign on page 2 of the cover page and return to me.

Thank you in advance,

Jane

---  
Jane Wong, Ph.D.  
Dean, School of Humanities and Social Sciences  
PO Box 7718 Ewing, NJ 08628-0718  
609-771-3434

**The College of New Jersey**  
**New Degree Program Approval Process Cover Page**

Directions: Complete this cover page at Step 5 in the Degree Program Approval Process policy (<https://policies.tcnj.edu/?p=215>) before sending the proposal to the Steering Committee. Submit as a packet the following documents to the co-chairs of the Steering Committee via email: a cover memo from the dean; this cover page; the degree program proposal; and any additional attachments. The Steering Committee will then forward these materials to the Committee on Academic Programs (CAP) for review. Note: the materials for proposed graduate programs should include documentation of review and recommendation by the Graduate Studies Council, and the materials for proposed teacher education programs should include documentation of review and recommendation by the Teacher Education Council.

Degree Program Title and Designation: **Anthropology, Bachelor of Arts**

Home School: Humanities and Social Sciences

Home Department: **Sociology and Anthropology**

Contact Person for Information about this Proposal: **Dr. Miriam Shakow, Chair, Department of Sociology and Anthropology**

Proposed Semester/Year for Program to Begin: **Fall 2021**

Briefly describe the proposed program. If applicable, list other departments and schools with courses included in the program.

The proposed Anthropology BA degree program is designed to provide students with a scientific and holistic understanding of the human condition. By offering courses in all four traditional subfields of anthropology—cultural, biological, linguistic, and archaeological—the Anthropology major offers students a range of approaches to the study of human diversity in a single degree program. Anthropology majors will acquire a deep understanding of concepts including cultural complexity, biological diversity, historical context, global connectivity, and differential access to power and economic resources. Such themes are increasingly important in a complex and global society and, moreover, are part of a broad skillset currently valued in a variety of professional fields and academic settings. The program itself is an eleven-course sequence that includes statistics, core anthropology theory and methods courses, anthropology options, and a senior internship or thesis capstone. The Anthropology BA program will further TCNJ's core mission of providing a rigorous liberal arts education and will enhance and promote student participation in TCNJ signature experiences such as undergraduate research, mentored internships, field experiences, global education, and community-engaged learning. Because it draws upon existing course offerings, core faculty, and facilities, the proposed program will be resource neutral.

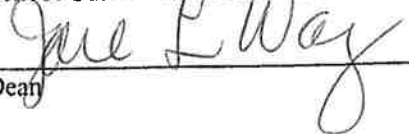
Attach the most current version of the complete proposal. The signatures below indicate approval of the attached proposal.

  
\_\_\_\_\_  
Department Chair

1/17/2020  
Date

  
\_\_\_\_\_  
School Curriculum Committee Chair

1/24/2020  
Date

  
\_\_\_\_\_  
Dean

1/24/2020  
Date

**Consultation with Affected Units:**

For undergraduate degree proposals, include a signature from the associate provost of liberal learning indicating that the proposed curriculum meets the Liberal Learning requirements as of the date signed.

*Chris B*

1-30-2020

\_\_\_\_\_  
Associate Provost for Curriculum and Liberal Learning

\_\_\_\_\_  
Date

For graduate degree proposals, include a signature indicating consultation with the vice provost/dean of graduate studies.

*n/a*

\_\_\_\_\_  
Vice Provost and Dean of Graduate Studies

\_\_\_\_\_  
Date

For all degree proposals, include a signature indicating consultation with the Dean of the Library about existing and necessary library resources:

\_\_\_\_\_  
Dean of the Library

\_\_\_\_\_  
Date

Complete this section if the proposal includes elements that will have an impact on schools outside the proposing unit, such as, but not limited to, increases or decreases in enrollment. The signatures below indicate that the department chairs of affected units and deans of affected schools have had the opportunity to offer feedback on the proposal and that the proposing unit has responded to this feedback. If any affected units have remaining concerns after this process, they should attach a description of their concerns, to which the proposing unit may attach a response.

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Final Steps in the Approval Process**

After review through college governance, the Steering Committee will forward CAP's recommendation to the provost and president, who will submit the proposal to the Board of Trustees for review and approval. Before a new degree program may be implemented, it must be reviewed by the Academic Issues Committee of the New Jersey Presidents' Council and approved by the New Jersey Presidents' Council.

**Consultation with Affected Units:**

For undergraduate degree proposals, include a signature from the associate provost of liberal learning indicating that the proposed curriculum meets the Liberal Learning requirements as of the date signed.

\_\_\_\_\_  
Associate Provost for Curriculum and Liberal Learning

\_\_\_\_\_  
Date

For graduate degree proposals, include a signature indicating consultation with the vice provost/dean of graduate studies.

n/a

\_\_\_\_\_  
Vice Provost and Dean of Graduate Studies

\_\_\_\_\_  
Date

For all degree proposals, include a signature indicating consultation with the Dean of the Library about existing and necessary library resources:

  
\_\_\_\_\_  
Dean of the Library

2-3-20  
\_\_\_\_\_  
Date

Complete this section if the proposal includes elements that will have an impact on schools outside the proposing unit, such as, but not limited to, increases or decreases in enrollment. The signatures below indicate that the department chairs of affected units and deans of affected schools have had the opportunity to offer feedback on the proposal and that the proposing unit has responded to this feedback. If any affected units have remaining concerns after this process, they should attach a description of their concerns, to which the proposing unit may attach a response.

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
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\_\_\_\_\_  
Associate Provost for Curriculum and Liberal Learning

\_\_\_\_\_  
Date

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*n/a*

\_\_\_\_\_  
Vice Provost and Dean of Graduate Studies

\_\_\_\_\_  
Date

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\_\_\_\_\_  
Dean of the Library

\_\_\_\_\_  
Date

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\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*[Handwritten Signature]*  
\_\_\_\_\_  
Dean

*1-30-2020*

Final Steps in the Approval Process

After review through college governance, the Steering Committee will forward CAP's recommendation to the provost and president, who will submit the proposal to the Board of Trustees for review and approval. Before a new degree program may be implemented, it must be reviewed by the Academic Issues Committee of the New Jersey Presidents' Council and approved by the New Jersey Presidents' Council.



**Proposal to establish a  
Bachelor of Arts Degree in Anthropology**

**School of Humanities and Social Sciences  
The College of New Jersey**

**Sponsoring Faculty: Miriam Shakow (Chair, Sociology and Anthropology),  
Rachel Adler, Rebecca Li, Jared Beatrice, Holly HK Didi-Ogren, George  
Leader**

**Sponsoring Department: Sociology and Anthropology**

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## **The College of New Jersey Bachelor of Arts in Anthropology**

### **Program Objectives**

#### *Introduction*

The proposed Anthropology BA degree program at The College of New Jersey (TCNJ) is designed to further TCNJ's core mission of providing a rigorous liberal arts education, as well as to promote employment opportunities for students upon graduation. Many of the objectives of TCNJ's liberal learning program (the general education core) are rooted in humanistic elements that are addressed through student engagement with a broad range of academic fields—from history to social sciences, from linguistics to biology—all of which fall within the uniquely multifaceted and holistic discipline of Anthropology. The addition of an Anthropology major to TCNJ's degree program offerings will support the college's goal of supporting students to become well-rounded and capable of a profound understanding of the human condition. An Anthropology major would contribute to the core learning outcomes promoted by the College. For example, regarding students' worldview, the TCNJ liberal learning program states:

“Students should think critically about what it means to be human, and to explore and interpret the human place in the universe.” (<https://liberallearning.tcnj.edu/learning-outcomes-broad-areas-of-human-inquiry/>).

This is a fundamental principle in Anthropology: to understand ourselves and our relationship to one another and our surrounding environment. In addition, Anthropology pertains to other goals of the liberal learning program:

“Students should understand the social context within which they live, and understand how the social dynamics of human behavior and the structures of social institutions influence beliefs and actions.” (ibid).

Simply put, Anthropology, as a scientifically grounded method of understanding cultural behavior and biological variation through the study of modern and past human groups, embodies the liberal arts mission of The College of New Jersey. Anthropology prepares graduates for a wide array of careers, from law to medicine to nursing, from business to public service. Anthropology majors are in demand by major corporations, non-profit organizations, and government agencies for their global engagement, attention to the concerns and viewpoints of other people, their skills in research, and theoretical sophistication. Anthropology also prepares students to be active citizens in our democracy.

#### *Anthropology Major*

The Anthropology major would engage students in the comparative study of human societies and conditions. Anthropology majors will learn about practices and beliefs in a wide range of human societies around the world, both past and present. Through study in the four main subfields of Anthropology—cultural, biological, linguistic, and archaeological—Anthropology students will

approach the human condition from a framework that is inherently multidisciplinary. In the process, students will develop an understanding of cultural complexity, biological diversity, historical context, global connectivity, and differential access to power and economic resources. Anthropology's unique contributions to undergraduate education allow students to look at their own social worlds with a critical lens while questioning ethnocentric assumptions about other societies and social groups. Anthropology is unique as a discipline in that it seeks to understand people from their own point of view. Anthropology privileges learning by doing (research), global experience (study abroad), and public engagement (internships for the public good).

A particular strength of Anthropology as an undergraduate major is its holistic approach, which draws upon several sub-disciplines. By analyzing evidence gained from cultural Anthropology, biological Anthropology, archaeology, and linguistic Anthropology, students learn first-hand how different methods can address similar questions and complement each other.

TCNJ promotes and supports specific *Signature Experiences* that all students should have during their enrollment. These experiences, which include opportunities for undergraduate research, global education, guided internships, and community engaged learning, are all well served by the Anthropology major. For example, Anthropology majors at TCNJ would be required to learn research methods in at least one of the four subfields—cultural Anthropology, biological Anthropology, archeology, and linguistic Anthropology—offered by TCNJ's full-time faculty. Research skills in cultural or linguistic Anthropology might involve, for instance, mastering qualitative interviewing methods and carrying out interviews as part of a faculty research project before initiating the student's own project. Research skills in biological Anthropology might involve analysis of the human skeleton (human osteology). Students who excel in research methods would have the opportunity to work with faculty on faculty-led research, given that TCNJ faculty and adjuncts have long been and continue to carry out research in all four major subfields of Anthropology on or near the campus.

Also relevant to TCNJ's five signature experiences (above), Anthropology majors would be strongly encouraged to study abroad for a minimum of one summer term. Study abroad and experiential learning form an integral part of the course of study for the proposed Anthropology major. Department faculty have already determined which of TCNJ's affiliated study abroad programs work best for Anthropology students, identifying specific TCNJ-led and TCNJ-exchange programs with excellent Anthropology course options, research opportunities, and internships. The TCNJ Italy Study Center in Bologna, for example, offers invaluable opportunities for research and internships for those students interested in migration, racism, and social justice. While abroad, Anthropology students will be encouraged to carry out independent research or internships that will serve as the basis for the senior capstone, or gain in-depth, specialized research and data-collection skills (such as participating in archaeological digs).

Finally, as articulated in TCNJ's signature experiences, Anthropology majors will have the opportunity to carry out community based internships as part of the Senior Capstone for the Anthropology major, and to participate in designated "Advanced Community Engaged Learning" courses. These are classes that have a major component based upon experiential learning in the community. The core cultural Anthropology research course, ANT 401 Urban Ethnography, is designated as such a course.

## Evaluation and Learning Outcomes/Assessment Plan

The Anthropology major is designed to be in alignment with the learning outcomes of the Middle States Commission on Higher Education and of the TCNJ School of Humanities and Social Sciences (HSS) and will be assessed in comparison to those outcomes. The TCNJ HSS Mission Statement reads:

*“Grounded in the liberal arts, and focused on undergraduate programs and targeted graduate programs, the School of Humanities and Social Sciences provides a personalized, collaborative, and rigorous education in the humanities and social sciences that engages students at the highest level both within and beyond the classroom, as well as within and beyond a single discipline. We in HSS believe in the transformative power of a liberal arts education to develop analytical, critical, and creative thinkers, conscientious and active global citizens, and lifelong learners and leaders. In addition to providing a liberal arts grounding for all TCNJ students, our school empowers our diverse students, staff, and faculty to succeed in the careers that they undertake and to sustain and enhance their communities both locally and globally.”*  
(<https://hss.tcnj.edu/school-resources/mission-vision-statements/>)

In keeping with the HSS mission statement, evaluating the Learning Outcomes of the Anthropology Major will follow the protocol already used by the Sociology and Anthropology department to evaluate the Sociology Major program and the Self Designed Anthropology Major program. All TCNJ academic departments and degree programs (“majors”) are required to complete an annual assessment in a seven year cycle for the College’s Learning Outcomes and Assessment Committee (LOAC) and every Sociology & Anthropology department faculty member (including the anthropology faculty) has participated fully in this process. Given the long-time experience with this evaluation process, adding an annual LOAC assessment for the Anthropology Major will be relatively straightforward.

### *Learning Outcomes*

The Learning Outcomes (LO) of Anthropology majors were developed in response to the mission of the School of Humanities and Social Sciences to “develop analytical, critical, and creative thinkers, conscientious and active global citizens” The Department of Sociology and Anthropology will, as it does for the Sociology major, regularly assesses its learning outcomes in regulation with HSS and Middle States policy according to the following categories:

**Critical Thinking:** Students will be able to abstract general propositions from textual, observational, and qualitative evidence; identify logical relations among general propositions, and test the applicability of these propositions against new evidence.

**Concepts and Paradigms:** Students will be able to explain anthropological understanding of culture, social structure, and social processes grounded in anthropological theory.

**Application:** Students will be able to connect Anthropology to their public and private lives-as members of families and organizations and as citizens of local, national, and global communities.

**Research Methods:** Students will be able to posit interesting and important anthropological research questions, analyze quantitative and/or qualitative data, interpret their findings and effectively communicate their results to appropriate audiences.

Communication: Students will be able to demonstrate an ability to write and speak logically and cogently, to convey ideas and research findings to large audiences and small groups, to listen to others and respond constructively, and to demonstrate leadership skills and collaboration skills.

Information Literacy: Students will be able to distinguish between scientifically-grounded observation, logical proposition, anecdote, and opinion.

#### *Assessment*

The assessment of students will follow previous methods of the Department of Sociology and Anthropology as required by the Learning Outcomes and Assessment Committee and Middle States.

The steps of the Learning Outcomes and Assessment Committee's seven year cycle are:

1. Self Study and External Review
2. Revision of Strategic Plan
3. Revise Learning Outcomes and Assessment Plan
4. Learning Outcomes and Assessment-Introductory courses
5. Learning Outcomes and Assessment-Method and Theory core courses
6. Learning Outcomes and Assessment-Anthropology options (electives)
7. Learning Outcomes and Assessment-Capstone Courses

Following the model already in use for the Sociology Major, students' learning outcomes and program efficacy will be evaluated by faculty at a group retreat at the end of each Spring term.

A recent sociology assessment retreat that examined student feedback response rates of the Sociocultural Theory course (SOC 301), a course similar to the core theory course that Anthropology majors will be required to complete, serves to illustrate the department's LOAC assessment process for the new Anthropology major:

#### ***Sociology Major Assessment Report***

***Submitted to HSS LOAC on October 1, 2014 (Approved)***

#### *Learning Objectives Assessed:*

*This report covers the learning goals that were assessed in SOC 301: Socio-Cultural Theory. SOC 301 is a required course in the sociology major, which is usually taken in the sophomore or junior year. Students are expected to demonstrate an intermediate level of competency on three learning goals associated with this course:*

*Concepts and Paradigms: Students will be able to explain sociological understanding of culture, social structure, and social processes using the functionalist, conflict and interactionist perspectives in the context of the United States and other societies.*

*Application: Students will be able to connect sociology to their public and private lives-as members of families and organizations and as citizens of local, national, and global communities.*

*Communication: Students will be able to demonstrate an ability to write and speak logically and cogently, to convey ideas and research findings to large audiences and small groups, to listen to others and respond constructively, and to demonstrate leadership skills and collaboration skills*

*Assessment Methods:*

*There were four sections of SOC 301 offered in AY 2013-14. For each section, the instructor was asked a priori to designate an assignment that would be used for assessment. The population of students submissions for these assignments were collected (48 total), and identifying information was removed (name, instructor name, semester, section, etc.) and each was assigned a random number. Two copies of each blinded paper were made and distributed evenly (and somewhat randomly) to all members of the department faculty, excluding the instructors for SOC 301 (six faculty members participated).*

*Assignment instructions were distributed to all participating faculty. Faculty then determined a rubric for classifying students on all three learning goals as either “Exceeding Expectations” (Coded 3), “Meeting Expectations” (Coded 2) or having only “Emergent Understanding” (Coded 1). For “Concepts and Paradigms”, students would need to identify a generalized principle that corresponds to one of the three principle paradigms in sociology. For “Application”, students would need to apply this to a real world context. For “Communication”, students would need to write a logical and cogent paper, that conveys both ideas and findings.*

*Each faculty member then scored each paper independently, so each student paper was read and coded on all three criteria by two faculty members. Intercoder reliability was high: in only 10 of 48 cases did one faculty member code a paper as “Emergent”, while the second faculty member coded the paper as meeting or exceeding expectations on at least one of the three objectives. In each of these cases, a discussion of coding was held. In the eight cases where the two initial coders could not resolve the differences, a third faculty member read and coded the paper, and a discussion of the coding took place. In each of these eight cases, the third reviewer’s codes corresponded with at least one of the initial reviewers.*

*Findings:*

*We found at least one faculty member had coded 7 of 48 (14.6%) submissions on “Concepts and Paradigms” as “Emergent”; 5 (10.4%) submissions on “Application”; and for only 3 (6.3%) submissions on “Communication”. However, when multiple faculty members’ coding were*

*considered, only three submissions (6.3%) failed to at least meet expectations on any one of the three learning goals and none failed to meet expectations on all three.*

Reflection:

*Given the range in student performance overall, we are confident that SOC 301 is meeting our learning objectives for this course. We affirm that SOC 301 does not need to have identical projects for assessment, but that faculty teaching this course should continue to designate one major assignment for assessment purposes.*

At the end of the first year following the launch of the Anthropology major, a similar evaluation will be conducted. The results will allow the department to develop an adaptive strategic plan that can be revised according to evidence about the efficacy of our program.

The assessment cycle will take place as follows:

**Anthropology Major Learning Outcomes Assessment**

<b>Learning Objectives</b>	<b>Assessed in</b>	<b>Assessment Strategy</b>	<b>Cycle</b>
<p><u>Critical Thinking:</u>            Students will be able to abstract general propositions from textual, observational, and qualitative evidence; identify logical relations among general propositions, and test the applicability of these propositions against new evidence.            For example, this would include such things as: engaging in current issues and debates in human evolution; comparing and contrasting journalistic and other media accounts with scholarly texts; incorporating new biological, linguistic,</p>	<p>Introduction to Cultural Anthropology - ANT 110</p> <p>Introduction to Physical Anthropology - ANT 111</p> <p>Introduction to Archaeology - ANT 112</p> <p>Language and Culture – ANT 213</p>	<p>Portfolio analysis of students in introductory-level courses.</p> <p>Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.</p>	<p>LO Assessment 1 (Step 4- Introductory Courses)</p>



<p>social, cultural, and archeological evidence into students' current knowledge frameworks.</p>			
<p><u>Concepts and Paradigms:</u>  Students will be able to explain anthropological understanding of culture, social structure, and social processes grounded in anthropological theory.  For example, this would include such things as: processualism and post-processualism in archeology; intersectionality, thick description, racial formation, cultural relativism, practice theory in cultural Anthropology; evolutionary theory, adaptation, and selective pressures in biological Anthropology; sociolinguistics, prescriptive and descriptive language, speech communities, intertextuality and linguistic variation in linguistic Anthropology.</p>	<p>Introduction to Cultural Anthropology- ANT 110</p> <p>Introduction to Physical Anthropology - ANT 111</p> <p>Introduction to Archaeology - ANT 112</p> <p>Language and Culture - ANT 213</p>	<p>Portfolio analysis of students in introductory level courses.</p> <p>Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.</p>	<p>LO Assessment 1 (Step 4- Introductory Courses and Step 6 Anthropology Electives)</p>

<p><u>Application:</u>  Students will be able to connect Anthropology to their public and private lives- as members of families and organizations and as citizens of local, national, and global communities.  For example, this would include teaching such frameworks and thematic courses as: applied cultural Anthropology; forensic Anthropology; public policy development; partnering with community service organizations to provide anthropological solutions to local, regional, national and international problems; cultural resource management.</p>	<p>Senior Thesis - ANT 393 &amp; ANT 493</p> <p>Senior Capstone Guided Internship - ANT 488</p>	<p>Portfolio analysis of students in capstone courses.</p> <p>Ongoing discussion with regard to rubric development and revision for capstone courses.</p>	<p>LO Assessment 4 (Step 7- Capstone Courses)</p>
<p><u>Research Methods:</u>  Students will be able to posit interesting and important anthropological research questions, analyze quantitative and/or qualitative data, interpret their findings and effectively communicate their results to a variety of audiences.</p>	<p>Development of Sociocultural Theory - SOC 301</p> <p>and</p> <p>Human Osteology – ANT 361</p> <p>or</p> <p>Archaeological Field Methods - ANT 370</p> <p>or</p> <p>Urban Ethnography- ANT 401</p> <p>or</p> <p>Quantitative</p>	<p>Portfolio analysis of research papers.</p> <p>To assess research methods an evaluation of the research output of students will be conducted on a quantitative scale by professors.</p> <p>Ongoing discussion with regard to rubric development and revision.</p>	<p>LO Assessment 2 (Step 5 - Method and Theory Core Courses)</p>

	Methods - SOC 302		
<p><u>Communication:</u> Students will be able to demonstrate an ability to write and speak logically and cogently, convey ideas and research findings to large audiences and small groups, listen to others and respond constructively, to demonstrate leadership skills and collaboration skills, and communicate anthropological concepts to both anthropological and non-anthropological audiences.</p>	<p>Development of Sociocultural Theory - SOC 301 and Human Osteology – ANT 361 or Archaeological Field Methods - ANT 370 or Urban Ethnography- ANT 401 or Quantitative Methods - SOC 302</p>	<p>Oral communication skills will be assessed by (1) collecting baseline data in intro-level courses; (2) observation of ANT student research presentations; and (3) observation of student presentations in ANT 499 capstone.</p> <p>Writing skills will be assessed by (1) collecting baseline data by analyzing written assignment from a random sample of introductory-level students; (2) analysis of the papers.</p> <p>Ongoing discussion with regard to rubric development and revision for each level during planned year of assessment.</p>	<p>LO Assessment 2 (Step 5 - Method and Theory Core Courses)</p>

<p><u>Information Literacy:</u> Students will be able to distinguish between scientifically-grounded peer reviewed anthropological research findings, on the one hand, and, on the other hand, personal observation, illogical proposition, anecdote, and opinion within popular or other non-scholarly representations of social life.</p>	<p>Introduction to Cultural Anthropology - ANT 110</p> <p>Introduction to Physical Anthropology - ANT 111</p> <p>Introduction to Archaeology - ANT 112</p> <p>Language and Culture – ANT 213</p>	<p>Common assignment to be developed across upper level electives to assess information literacy</p> <p>Ongoing discussion with regard to rubric development and revision.</p>	<p>LO Assessment 4 (Step 4- Introductory Courses)</p>
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**Relation to TCNJ Strategic Plan and Other Programs**

The College of New Jersey’s Mission emphasizes developing “critical thinkers, responsible citizens, lifelong learners...both locally and globally...” The field of Anthropology encourages students to think about the world in a holistic way, providing an opportunity to understand human behavior, culture and biology with nuance and empathy. Anthropology seeks to learn from humanity’s past and use it to understand the present and anticipate the future. The proposed major promotes the development of these skills embodied in the College’s mission.

As mentioned previously, the major in Anthropology would further many of the *Signature Experiences* proposed in TCNJ’s strategic plan, as follows:

**a) Mentored Research and Field Experiences**

Anthropology faculty will continue to mentor Anthropology majors in diverse research projects whose methods range from osteological analysis of human skeletons (e.g., the Arch Street Project) to the dating of archaeological artifacts (e.g., the William Green House site excavation) to qualitative interviews to linguistic analysis (e.g. the Trenton homeless life history study). Because of the experiential, hands-on nature of all four sub-fields, Anthropology offers unique opportunities for students to work collaboratively on faculty research projects and on independent, mentored research projects both on and off campus.

**b) Global Education**

As a discipline based upon global comparisons of communities and other populations, Anthropology majors will be strongly encouraged to study abroad for at least one summer term; we expect that a majority of students would choose to study abroad for longer. In addition, a foreign language course at the advanced level may replace the quantitative methods course for those students with a strong interest in international work.

### c) Community Engaged Learning

Many Anthropology courses are already taught as designated *Advanced Community Engaged Learning* courses, as Anthropology's focus on communities' daily, lived experiences is central to the learning experiences of students. An Anthropology major will foster the goal of making community engaged learning experiences available to students.

The Anthropology major also encourages the value of *engagement* as stated in the TCNJ Mission. The Anthropology major encourages “collaboration across disciplinary and operational boundaries” because it lends itself well to articulation with other majors, whether students join the major or not. Nursing students, for instance, may not be able to add an Anthropology major because of the rigid nature of their course of study, but will still be well served by taking courses in Anthropology. Anthropology enhances nursing coursework and helps student nurses become better, more culturally aware practitioners. In other fields, dual majoring in Anthropology is expected. Students majoring in psychology, biology, history and business are likely to see how Anthropology can add to those other fields. These interdisciplinary connections are not just good for the students; they benefit the College, as well, by furthering its mission.

### Need

The need for an Anthropology major at TCNJ is demonstrated by a considerable increase in students completing a self-designed Anthropology major (see Tables 1 and 2 and Figures 1, 2 and 3). The rising enrollment in Anthropology courses suggests additional interest will grow. Student-engaged research projects such as the widely publicized “Arch Street Project” (<https://www.nytimes.com/2019/03/25/science/colonial-cemetery-philadelphia-archaeology.html>) exemplify the potential for attracting students to the major who are interested in conducting meaningful academic research.

An Anthropology major at TCNJ will serve students interested in the Anthropology of health and wellness, the Anthropology of race and ethnicity, the Anthropology of Latin America, medical Anthropology, and environmental Anthropology in particular. These topics often foster a greater desire to pursue cultural aspects of health research. The new major will shift the burden away from programs for which there are large numbers of applicants to TCNJ, but not enough capacity to accommodate them, such as Biology and Nursing. We are enthusiastic about offering anthropology as a complement to pre-med students who might be interested in investigating the humanistic elements of medicine and health sciences or who might otherwise be discouraged from applying to TCNJ because of the competitive nature of admission to other traditional pre-med majors. Also, the Anthropology program can facilitate students' entrance into TCNJ's new Master's in Public Health (MPH) program by offering our Anthropology BA graduates an opportunity to pursue health research and careers in graduate school at TCNJ.

The creation of the Anthropology major will also ease the current burden on faculty who currently work closely with students to go through the cumbersome and frustrating self-designed major process. Not only is this process time consuming for students, it is for faculty as well. We have estimated that faculty in the department spend an average of eight hours of advising per student before his or her self-designed major is approved. Furthermore, there is a poor fit

between the state-mandated requirements of the self-designed major program, which requires an honors-level GPA and very specific advance plans for Senior Thesis at the time of application during the students' freshman and sophomore years, and the needs of TCNJ students who wish to become Anthropology majors. Students often find that the proposal they write for the self-designed major committee is not useful, in part because their interests change over their four years in college and because of the unpredictability of the course schedules beyond the time frame of the next semester. Creating a new Anthropology major allows for a more efficient and productive use of faculty and student time.

Additionally, Anthropology faculty regularly hear from students who would like to major in Anthropology, but are dissuaded by the self-designed major process or the need to graduate with a recognized degree listed on their diploma and transcript (self-designed majors are listed as "Interdisciplinary Studies" on students' diplomas). Thus, while we currently have robust numbers of self-designed majors in Anthropology, we anticipate that more students would pursue Anthropology if it were offered as a major, as having a major would alleviate both the burdensome self-designed major process and give students a transparent, official record of having completed a degree in Anthropology.

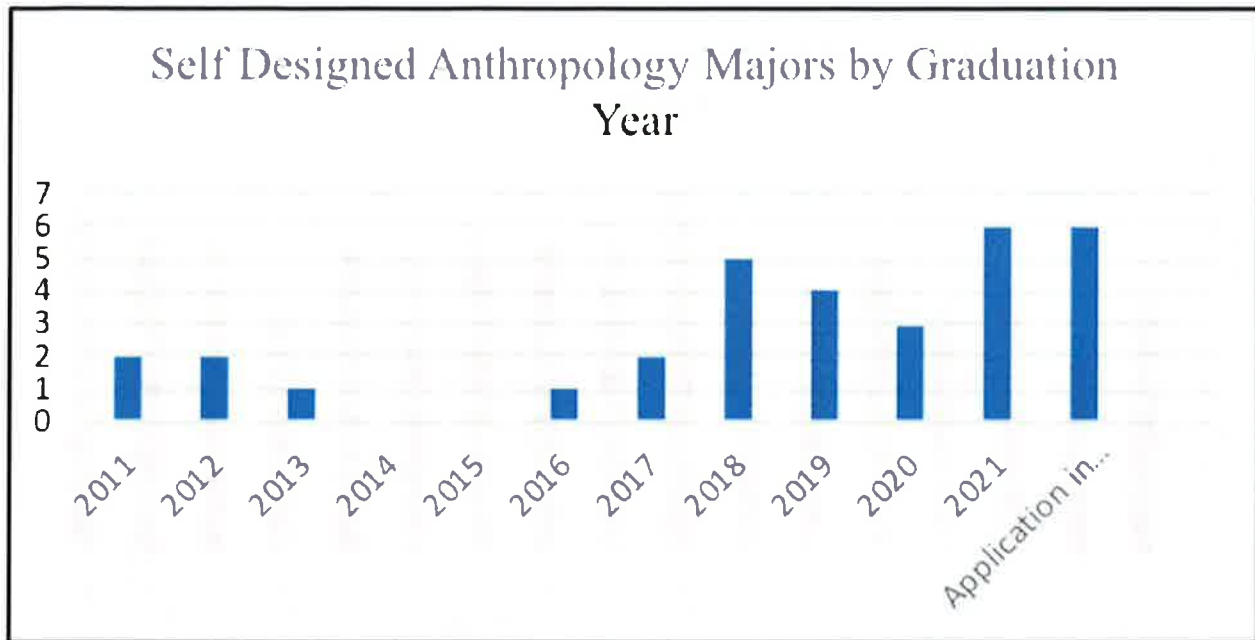
Furthermore, faculty regularly hear from prospective students at TCNJ's recruitment events (Lion's Days) who are interested in pursuing a major in Anthropology, and who are disappointed to learn that we do not offer a major. It is logical to assume that having an Anthropology major would attract students to TCNJ who would not otherwise apply.

**Table 1.**  
**Students who have graduated with Self-Designed Major in Anthropology since 2011**

2011	2012	2013	2014	2015	2016	2017	2018	2019	Total
2	2	1	0	0	1	2	5	5	18

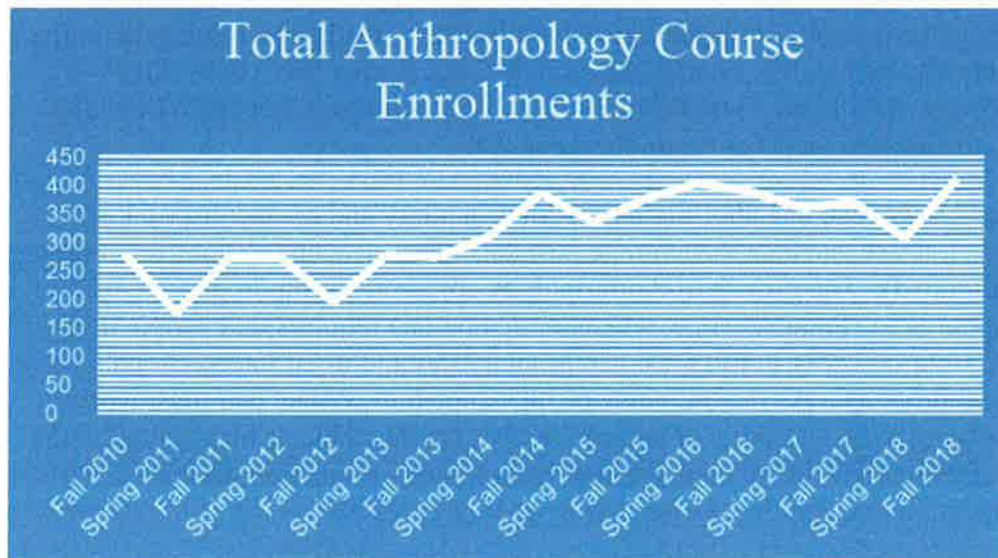
**Table 2. Current Self-Designed Majors**

Enrolled in coursework and drafting SDM application	Sophomore	Junior	Senior	Total
3	0	2	8	13



**Figure 1. Self-Designed Anthropology Majors by Year**

Total graduated and current self-designed Anthropology majors: 32



**Figure 2. Total Anthropology Course Enrollments.**

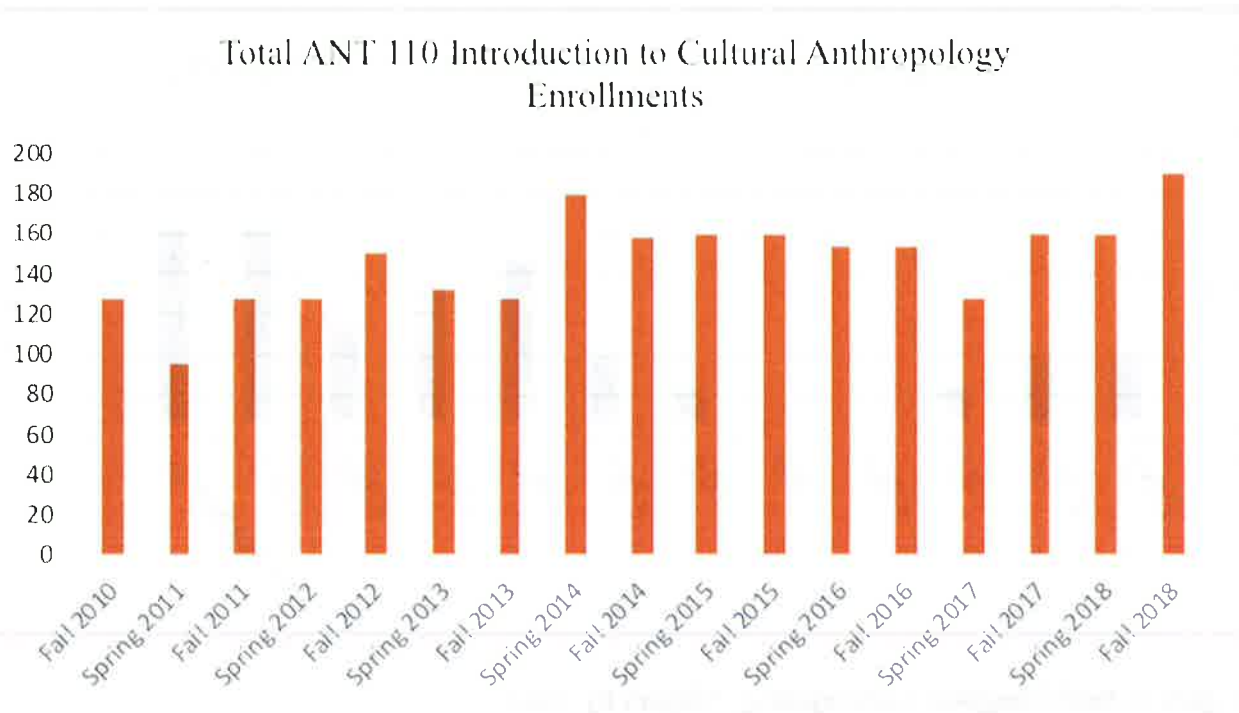


Figure 3. Total Introduction to Cultural Anthropology Course Enrollments

### The U.S. Labor Market and the Need for Anthropologists

The high student and TCNJ faculty demand for an Anthropology Major reflects trends in the U.S. labor market, where the need for anthropologists has also been steadily increasing as both a career path and as a set of valued skills. The *US News and World Report* “Best Jobs 2019” ranking lists Anthropology as #5 in its “Best Science Jobs” list, an increase from its #7 ranking in 2017; archaeology, meanwhile, ranks as #6 on the same list.

Also, according to the U.S. Bureau of Labor Statistics, Anthropology and archaeology careers are projected to grow at a faster rate than the average post-secondary academic major for at least the next three years (Figure 4). The growth of Anthropology comes at an important time of challenges from xenophobia to climate change, when our democracy requires that people in the U.S. attain global, cross-cultural perspectives, as well as an understanding of intersectional structural inequality and privilege. As more diverse people come into contact and must work together in problem-solving roles, the skills of anthropologists are desirable as highlighted in the *Huffington Post*’s Oct 2016 article, “Universities need Anthropology now, more than ever” ([https://www.huffpost.com/entry/universities-need-anthrop\\_b\\_12576982](https://www.huffpost.com/entry/universities-need-anthrop_b_12576982)).



#### Percent change in employment 2012-2022

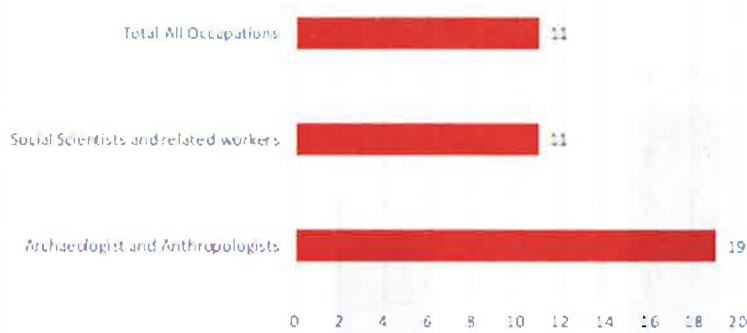


Figure 4. U.S. Bureau of Labor Statistics, Anthropologists and Archaeologists. <http://www.bls.gov/ooh/life-physical-and-social-science/print/anthropologist-and-archaeologists.htm>, from 2014.

Anthropologists also earn competitive salaries within the labor market. Anthropologists' median salary is \$62,280, while the best-paid 25% of anthropologists earn between \$81,170 and \$102,000 annually. In addition, the U.S. Bureau of Labor data show that anthropologists and social scientists maintain a higher than median wage when compared to the average of all occupations (Figure 5). When working in a managerial role, workers with at least a BA in Anthropology earn competitive wages (Figure 6).

Furthermore, because Anthropology is inherently interdisciplinary and provides students with a broad array of skills, graduated majors are well-positioned to find careers in a variety of professional fields in addition to academic research. Anthropology BA graduates work in the corporate sector, the non-profit sector, in government, as well as in academia. In 2012, according to the US Bureau of Labor Statistics, 25% of anthropologists were employed in research functions, 21% by the federal government, and 16% in the private sector as management, scientific, and technical consultants.

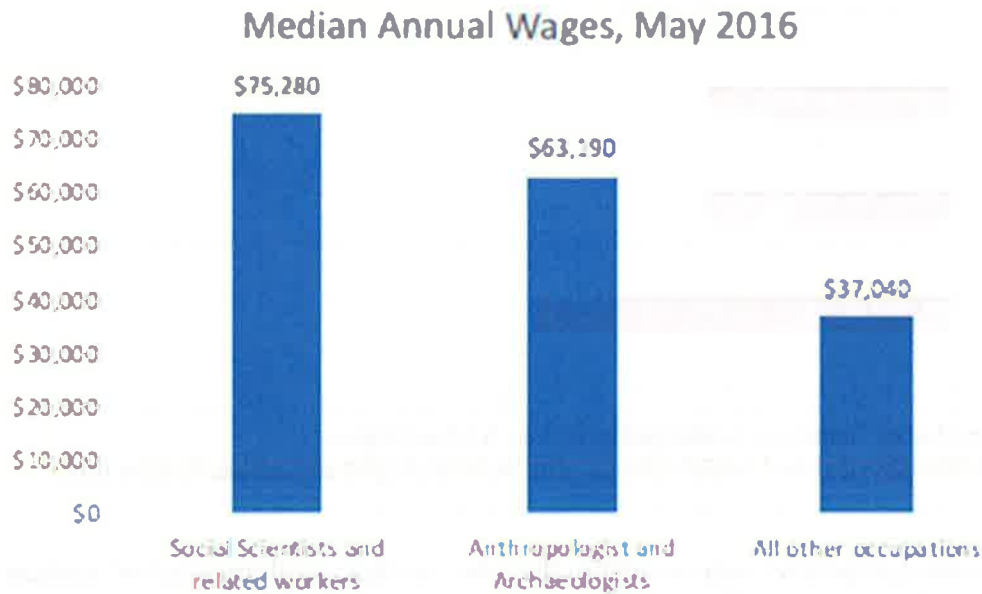


Figure 5. May 2016 Median Annual Wage from U.S. Bureau of Labor Statistics, Occupational Employment Statistics. <http://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archaeologists.htm>. From 2014.



Figure 6. Top industries for anthropologists and median wages. From 2017. [http://www.payscale.com/research/US/Degree=Bachelor\\_of\\_Arts\\_\(BA\)%2C\\_Anthropology/Salary#by\\_Job](http://www.payscale.com/research/US/Degree=Bachelor_of_Arts_(BA)%2C_Anthropology/Salary#by_Job)

#### **Anthropology at New Jersey State Colleges and Universities**

TCNJ is not alone in recognizing the need for anthropologists as well as the skills provided in Anthropology courses. Several other New Jersey colleges and universities are already granting

Anthropology degrees (Table 3). The absence of an Anthropology major at TCNJ makes this institution less appealing to prospective students, some of whom choose to attend other institutions where they can major in Anthropology. It also means that without an Anthropology major, TCNJ is missing out on providing its students with meaningful job opportunities in a growing field. As demonstrated by the above and following data from TCNJ, the state of New Jersey, and the U.S. labor market, Anthropology is seen as a valuable major by both students and employers. Students with anthropological skills are able to tackle a wide range of issues and careers, making them desirable in the workplace.

Table 3. New Jersey schools granting Anthropology degrees

School	Degree	Description	Degrees Conferred
Rutgers, New Brunswick	BA and BS	Four Field, Evolutionary	73
Montclair State	BA	Four Field	11
Monmouth	BA and MA	Three Field	26
Seton Hall	BA	Two Field	2
Drew	BA	Four Field	21
Princeton	BA	Four Field	30
William Paterson	BA	Four Field	13

From New Jersey Institutions' Anthropology Degrees conferred (2016, for which data is available at U.S. Department of Education's 2015-2016 IPEDS, <https://nces.ed.gov/ipeds/> Compiled by Newell, J. Rowan University, Program announcement. \*

*\*(Rowan University is the most recent New Jersey state institution to add a Bachelor of Arts in Anthropology in 2018, bringing the total number to eight.)*

## Anthropology Programs at TCNJ's Peer and Aspirant Institutions

Table 4. Summary of the characteristics of peer institution Anthropology programs

Institution	Combined SOC/ANT major	Combined Department	ANT major	Subfield(s) offered	Number of ANT faculty
University of Mary Washington (VA)	No	Yes	Yes	Cultural	4
SUNY Geneseo	No	No	Yes	4-field	6
William and Mary College (VA)	No	No	Yes	Cultural, Bio, Arch; Ling is optional	19
Knox College (IL)	Yes	Yes	combined with SOC	Cultural	5
Bucknell University (PA)	No	Yes	Yes	Cultural	5
Franklin and Marshall (PA)	No	No	Yes	Cultural, Arch, Ling.	5
Evergreen State College (W)	N/A	N/A	N/A	Combine Anthropology with history, psychology, sociology, literature, religion, & biology	3
New College of Florida	No	No	Yes	cultural and arch, then must take bio and/or ling	4
St. Mary's College (MD)	No	No	Yes	4-field	4
Truman State University (MO)	Yes	Yes	Combined with SOC	4-field	5

## **Anticipated student enrollments until optimal enrollment is reached**

As demonstrated above, self-designed Anthropology majors are already prevalent within the department and numbers are continuing to rise. Interest among prospective students has also been demonstrated in the previous section. Given the factors outlined in the previous section, we predict steady growth to continue. We currently have 13 self-designed majors across all four years. Because students view the self-designed major process as onerous, we anticipate more students will join the major after it is created. Given current TCNJ enrollment trends, we expect 5 first-year students to enroll in the Anthropology major during its first year of existence, and 5 students to transfer from other colleges. We expect this trend to continue, so that by year five, we expect to have 40 students majoring in Anthropology at any given time, across freshman, sophomore, junior, and senior years.

## **Program Resources**

### **Core Faculty**

The Department of Sociology and Anthropology currently includes four tenure-line anthropologists (Cultural Anthropologists Rachel Adler and Miriam Shakow, Biological Anthropologist Jared Beatrice and Linguistic Anthropologist Holly Didi-Ogren, whose line is shared with World Languages and Cultures), and one full time one-year renewable position (Archaeologist George Leader). Our curriculum supports a holistic approach that recognizes all four major areas of the field: cultural Anthropology, biological Anthropology, linguistic Anthropology, and archaeology.

### **Courses**

The Anthropology major draws upon the existing courses offered in the Department of Sociology and Anthropology and requires no extra resources.

### **Library**

The Anthropology faculty have determined that the library holdings and resources are fully sufficient for the addition of an Anthropology major. The R. Barbara Gitenstein Library at The College of New Jersey has over 600,000 books and 400+ active journal subscriptions. There are approximately 2,600 books in the collection in Library of Congress Classification section GN (Anthropology) and many more Anthropology-related titles throughout the rest of the library collection. The Library maintains active subscriptions to many Anthropology-related electronic resources, including AnthroSource—the full text journal collection of the American Anthropological Association, Anthropology Plus—an abstracting and indexing/search discovery tool, and ArtStor, which contains photographic images of cultural artifacts. The librarians are provided with annual discretionary funds for new book and journal acquisition, allowing Anthropology faculty to request to purchase of any market-rate books. In light of these plentiful library resources, the Anthropology Major requires no additional library resources.

### **Equipment and Computer Support**

The Anthropology Major is well served by the College's current equipment policies and requires no additional resources.

**Facilities**

The major will be housed in the Social Sciences Building, where the majority of the core faculty of the Department of Sociology and Anthropology is already housed. Priority classrooms for the Sociology & Anthropology department in the Social Sciences Building and Bliss Hall are sufficient for the department and the new major will require no extra resources.

The Anthropology Laboratory in the Department of Sociology and Anthropology currently supports the analysis of a large collection of human skeletal remains from historic Philadelphia (the Arch Street Project) as well as the storage of artifacts from on-campus excavations at the William Green House.

**Administration/Organization**

In regard to administrative costs, once again, this major would be resource neutral. It would require no new faculty or administrative personnel, and there would be a limited need for new course development. The Program Assistant and student workers in the Department of Sociology and Anthropology already support the current programs in the department. The Anthropology major would simply represent a logical extension of the support they already provide.

The Anthropology major would require little new course development. The department's Anthropology courses, all listed in the template below, are already taught regularly. Most notably, the new major would require no additional teaching personnel. We have the faculty to offer students a rigorous, well-rounded, and engaging course of study.

**Degree Requirements**

The following are courses the department currently offers, and are sufficient to support an Anthropology major:

Anthropology Major Course Template

	<b>Requirements:</b>	<b>Description:</b>	<b>Courses:</b>
1	Logic or Statistics	Choose One	PHL 102 Introduction to Logic OR STA 115 Introduction to Statistics
2	Introductory Course	Required	ANT 110 Introduction to Cultural Anthropology
3	General Methods Course OR Advanced Language Study	Choose One	SOC 302 Quantitative Methods OR Advanced Language Study (200, 300, or 400 level) OR Study Abroad

4	Specialized Methods Course	Required Choose one	ANT 390 Research Course in Anthropology; ANT 401 Urban Ethnography; ANT 361 Osteology & Forensic Anthropology; ANT 370 Archaeology Field Methods
5	Social Theory	Required	SOC 301 Sociocultural Theory
6	Additional subfield introductory course	Required Choose one	ANT 111 Introduction to Physical Anthropology; ANT 112 Introduction to Archaeology; ANT 213 Language and Culture
7 - 10	Anthropology Options	Choose 4	ANT 171 Contemporary Japan ANT 205 Human Evolution ANT 213 Language and Culture: Introduction to Linguistic Anthropology ANT 240 Epidemiology ANT 245 Modern Arabic Society and the Media ANT 246 Climate Change and Society ANT 270 Special Topics in Anthropology ANT 271 Gender and Language ANT 311 Women and migration ANT 313 Vampires, Werewolves and Witches ANT 315 Ethnicity, Race and Nation ANT 335 Global Urbanization ANT 337 Food, Biology and Culture ANT 340 Social Change in Latin America ANT 341 Environmental Anthropology

			ANT 361 Human Osteology and Forensic Anthropology ANT 370 Topics in Anthropology ANT 371 Culture, Health and Illness ANT 372 Global Public Health ANT 373 Public Health and Social Policy ANT 390 Research Course in Anthropology ANT 401 Urban Ethnography
11	Capstone	Required	ANT 488 Senior Seminar: Guided Internship OR ANT 393/493 Senior Thesis

Anthropology Major Courses offered:

Core options offered outside the department and which count toward liberal learning

Statistics – STA 115 Math requirement

Statistical Inference - STA 215 Math requirement

Anthropology Core Requirements

Introduction to Cultural Anthropology - ANT 110

Introduction to Physical Anthropology - ANT 111

Introduction to Archaeology - ANT 112

Language and Culture: Introduction to Linguistic Anthropology – ANT 213

Methods Courses

Human Osteology and Forensic Anthropology – ANT 361

Archaeological Field Methods - ANT 370

Research Course in Anthropology - ANT 390

Urban Ethnography - ANT 401

Qualitative Interviewing and Analysis – SOC 404 (potential cross-listing)

Electives

Contemporary Japan - ANT 171

Human Evolution – ANT 205

Epidemiology - ANT 240

Climate Change and Society – ANT 246

Modern Arabic Society and the Media - ANT 245

Special Topics in Anthropology - ANT 270

Gender and Language – ANT 271

Women in Migration – ANT 311



Vampires, Werewolves and Witches – ANT 313  
Ethnicity, Race and Nation – ANT 315  
Global Urbanization – ANT 335  
Food, Biology and Culture – ANT 337  
Social Change in Latin America – ANT 340  
Environmental Anthropology – ANT 341  
Topics in Anthropology – ANT 370  
Culture, Health and Illness – ANT 371  
Global Public Health – ANT 372  
US Public Health – ANT 373

Capstone Senior Project

Two options: Capstone by Senior Thesis (two semesters) ANT 393 & ANT 493, Capstone by group seminar-based internship: Senior Seminar: Guided Internship (one semester) ANT 488.

**Conclusion**

The proposed Anthropology Major at TCNJ supports the mission of the College. It fulfills an important student demand for current TCNJ students, and will attract new students who otherwise might not consider TCNJ. Anthropology is a well-paid and growing field for post-graduate employment, and our students will be well-served by the skill set that they obtain in the major. The institution of a major in Anthropology, a long standing discipline with a long and distinguished intellectual history, will be resource neutral for the college, making it a sensible and logical addition to the liberal arts major offerings at TCNJ.

## **Appendix A**

### **Sponsor Faculty Profiles:**

**Miriam Shakow** is a sociocultural anthropologist who teaches Introduction to Cultural Anthropology as well as courses on race, political ecology, climate change, and the history and Anthropology of Latin America. Her primary research has centered on how new middle classes in Bolivia interpret and respond to dramatic economic and political transformations. She looks at how conflicts over gender, class, and racial inequalities play out in everyday family life and in community and regional politics. Her book, *Along the Bolivian Highway: Social Mobility and Political Culture in a New Middle Class*, was published by the University of Pennsylvania Press in 2014. Her new research project focuses on the ways in which teenagers and young adults in Latin America and the U.S. are coping with widespread unemployment and public fears of young people as criminals. She is particularly interested in exploring how ideas about youth and their roles in society have changed since the late nineteenth century in both countries. Dr. Shakow earned her Ph.D. from Harvard and holds a BA from Swarthmore College.

**Rachel Adler** is a cultural anthropologist with research interests in Latino Immigration to the US, Mexican Ethnography, Urban Anthropology, Medical Anthropology, Minority Men's Health, Public Health Nursing, Cultural Competency in Nursing Practice, and Psychiatric Nursing. Dr. Adler holds an M.A. and Ph.D in Anthropology from Arizona State University, a B.S.N. in nursing from Drexel University, an M.S.N in nursing from TCNJ, a B.S in Social Science Secondary Education from SUNY Oneonta and is a board certified nurse practitioner in primary care adult health.

**Jared Beatrice** is a biological anthropologist specializing in the assessment of stress and disease from the human skeleton. His research interests focus on reconstructing health status and living conditions in both ancient and modern populations. Dr. Beatrice has conducted bioarchaeological fieldwork in Albania, Greece, Italy and, most recently, the United States. He is the principal biological anthropologist for the Arch Street Project, responsible for the analysis of human skeletal remains from 18th and 19th century Philadelphia. He also serves as a primary researcher on the Undocumented Border Crosser (UBC) Health Project, which investigates the biological consequences of structural violence in undocumented migrants who die while attempting to cross the U.S.-Mexico border. Jared holds MA and PhD degrees in Anthropology from Michigan State University and a BA in Anthropology from Ohio University.

**Holly HK Didi-Ogren** is a linguistic anthropologist who holds positions in the departments of World Languages and Cultures (where she is the Japanese Program Coordinator), and Sociology/Anthropology. In the Sociology/Anthropology Department, she teaches courses on contemporary Japan, gender and language, and linguistic Anthropology. She earned her BA in Japanese Studies at Earlham College, her MA in East Asian Languages and Cultures from the University of Illinois, and her MA and PhD in (Linguistic) Anthropology from the University of Texas. Didi-Ogren researches and publishes in the areas of dialect use in Japan, gender and language, and pragmatic aspects of second-language acquisition.

**Rebecca Li** is a sociologist interested in articulating a theory of the developmental-ness of the state using the case of China. She traces the changing quality of epidemic and economic news

reporting. Recently she has been examining the varying degrees of territorial disintegration in the aftermath of the 2011 uprisings in Syria, Egypt and Tunisia using state breakdown theories. Dr. Li also researches the processes that brought about the separatist movement in Hong Kong. Dr. Li received her BA from The Chinese University of Hong Kong, and holds a MA and Ph.D. from University of California, Riverside.

**George Leader (Visiting Assistant Professor)** is an archaeologist with a wide range of research projects. His research interests include hominid behavior and cognitive abilities as found in the stone tool record of South Africa. He excavates sites in central South Africa which yield thousands of stone tools that display higher levels of complexity in their manufacturing process than previously suggested. Looking at the sequence through time gives us insight as to how the social traditions and cognitive abilities of these hominids advanced during this time period. Additionally, Dr. Leader is the principal archaeologist working on the material culture from the Arch St Project. The project is focused on the study of 500 skeletal remains and the associated artifacts from 18<sup>th</sup> and 19<sup>th</sup> century Philadelphia. George received his BA in Anthropology from Gettysburg College and holds a MSc and Ph.D in archaeology from University of the Witwatersrand, Johannesburg, South Africa.

## **Appendix B: Course Descriptions**

ANT 110/Introduction to Cultural Anthropology 1 course unit (every semester)

A survey of the major concepts of social-cultural anthropology. Cross-cultural comparison will be a central concern of the course, as will the process of cultural change.

ANT 111/Introduction to Physical Anthropology 1 course unit (every year)

What makes us human? Is it the use of language, the ability to manipulate material culture or the fact that we are bipedal? This course will focus on evolutionary theory and the theory of natural selection, the behavior and anatomy of non-human primates, and the evolution of modern humans. Students will also learn how anthropology is directly related to other disciplines including sociology, biology, ecology and geology.

ANT 112/Introduction to Archaeology 1 course unit (every year)

How do anthropologists learn about people and the worlds in which they live when they can't talk with those people or observe their day-to-day activities? Archaeology is the sub-discipline of anthropology that explores what it means to be human by examining the material things that people made, modified, and left behind. Students in this course will learn to explain how archaeologists use the material remains of human activities to understand past human relationships, behaviors, and beliefs. Simultaneously, they will grow to appreciate how interpretations and presentations of the past affect people living today.

ANT170/Topics in Anthropology 1 course unit (occasionally)

Current or specialized topics proposed by faculty or students and approved by the department. Open to and appropriate for first-year students. May be taken for credit several times if content differs each time.

ANT 171/Contemporary Japan 1 course unit (occasionally)

This course is an interdisciplinary survey course that does not require any knowledge of Japanese. Students will learn about Japanese culture, establish connections with other disciplines such as history, sociology, film studies, and literature, and gain a nuanced understanding of the social practices and expectations of native speakers of different varieties of Japanese within their own speech communities. Students will develop and practice critical thinking skills in analyzing stereotypical ideas of Japan and Japanese culture. Students with Japanese-language expertise can opt to take the course for LAC (Language Across the Curriculum) credit with readings and papers in Japanese.

ANT 205/Human Evolution 1 course unit (every year) Prerequisite: SOC 101 or ANT 110

The study of human evolutionary past, using various methods, including archaeology and skeletal interpretation. Evolutionary principles and process of change will be used as a theoretical background to understand human variation and evolution. It is recommended, but not required, that students complete ANT 111 prior to enrolling in this course.

ANT 213/Language and Culture: Introduction to Linguistic Anthropology 1 course unit (every 1-2 years)

An introduction to the Anthropological subfield of Linguistic Anthropology, which investigates the relationship between language and culture. Language permeates our lives, and yet most of us take it for granted. This course is intended to clarify your ideas about language as it is used by speakers in various social contexts across a wide range of cultures. By the end of the course you should be familiar with some of the terminology and techniques of linguistic anthropological analysis and be able to apply this knowledge to the description of different languages.

ANT 240/Introduction to Epidemiology 1 course unit (every year)

Epidemiology covers the basic principles of epidemiology e.g., study design, measures of association, biases and confounding variables, disease detection, and risk analysis. It emphasizes critical thinking, the limitations of current conceptual and methodological approaches in epidemiology, ethical and social justice considerations and socio-cultural aspects of public health, using examples from epidemiological studies carried out in the United States and internationally.

ANT 245/Modern Arabic Society and the Media 1 course unit (every 2-3 years) (same as ARA 245 and COM 245)

This course will be taught in English. It will explore social issues that have been central to the transformation of modern Arab societies in the modern period. Readings and recordings will address major topics such as democracy and development, nationalism, Islam, feminism and the status of women, and socialism.

ANT 246/Climate Change and Society 1 course unit (occasionally)

Climate change is the most critical issue of our time, but has been bypassed by our political system. This course aims to help students move toward action on climate change by critically reflecting on the diverse ways in which climate change is framed and debated in the media, in social movements, in scientific discourse, in government, amongst political leaders, and in everyday life. In fulfillment of the Advanced Community Engaged Learning experience, students will design and carry out a hands-on environmental sustainability project or a qualitative social science field research project on climate change they develop during the semester.

ANT 270/Topics in Anthropology 1 course unit (occasionally)

Current or specialized topics proposed by faculty or students and approved by the department. Offered primarily for sophomores, juniors, and seniors. It may not be appropriate for freshmen. The class may be taken for credit several times if content differs each time

ANT 271/Gender and Language 1 course unit (occasionally)

Since its inception in the 1970's, the field of gender and language has grown to encompass a broad range of disciplines (sociolinguistics, anthropology, psychology, communication studies, literature, women's studies, etc.) and theoretical interests. This course will provide an overview of key themes in gender and language research. From this overview we will see that there is ongoing discussion about both the most effective approach to the study of gender and language, and about the theoretical underpinnings which are evoked by, for example, various definitions of key concepts such as "gender." Particular attention will be given in the course to approaches to

language and gender that have developed within sociolinguistics and linguistic anthropology and which focus on the way in which both language and gender are embedded in structures of power, authority, and social inequality, and with conflicts over these social structures.

ANT 311/Gender and Migration 1 course unit (every 2-3 years) (same as WGS 311)

Examines the role of gender in migration both past and present. The course takes a comparative approach, exploring the divergent ways in which migration is gendered for men and women. It also considers the experiences of migrants in various societies and with different national, ethnic, racial and class backgrounds.

ANT 313/Vampires, Werewolves, and Witches 1 course unit (every 2-3 years)

Not a how-to course, but a survey of the careers of the more notable monsters in Western societies. This course, which focuses on the social construction of the "Other," includes the history and development of monsters, the circumstances in which they arise, and the audience(s) they continue to attract and intrigue.

ANT 315/ Ethnicity, Race, and Nation 1 course unit (every 1-2 years)

This course explores the reasons why people categorize themselves and others into ethnic and racial groups and investigates the effects of these categorizations. The relationship between ethnicity and the creation and perpetuation of nation-states, the roles of indigenous peoples within nation-states, and the implications of migration upon processes of ethnicity and constructions of race are all important themes.

ANT 335/Global Urbanization 1 course unit (every 1-2 years)

This course will focus on how cities are changing along with the development and global penetration of industrial capitalism. Special emphasis will be placed on the social problems created by mass urbanization, the movement of peoples within and between nation-states, and on the dynamic interchange between local cultures and the forces of globalization.

ANT 337/Food, Biology, and Culture 1 course unit (every 1-2 years)

This course focuses broadly on the relationship between humans and food beginning with early hominins and continuing to present day. Topics examined include the role of food in the development of human biology, anatomy, and behavior; cross-cultural variation in attitudes toward food and patterns of food consumption in contemporary human societies; and dietary patterns in industrialized nations, with emphasis on the implications of the disconnect between current habits and human evolutionary biology.

ANT 340/Social Change in Latin America 1 course unit (every 1-2 years)

Latin America has been the subject of much debate about development in social theory. This course examines the theoretical debates about development and provides empirical case studies to highlight how social change occurs in Latin America. These themes include: economic globalization, gender, migration, resistance to social change, urbanization, environmental degradation, corruption, social movements, structural adjustment, and race relations.

ANT 341/Environmental Anthropology 1 course unit (every 2-3 years)

This course reviews classic perspectives in cultural ecology, but focuses on the more recent scholarship, especially scholarship that addresses human ecology, political ecology and urban ethnography to give the student perspective on how the environment is experienced in multiple cultural contexts, and how the environment affects different cultures in various ways.

ANT 361/Human Osteology and Forensic Anthropology 1 course unit (every year)

This course introduces students to the recovery, analysis, and identification of human remains in a medicolegal context. Students are introduced to the macro- and micro-anatomy of bone, techniques for identifying and siding bones, and methods used to develop a biological profile from human skeletal remains. The course also examines the role of forensic anthropologists in aspects of medicolegal death investigation that include personal identification, analysis of skeletal trauma, mass disasters, and human rights violations.

ANT 370/Topics in Anthropology 1 course unit (occasionally)

Current or specialized topics proposed by faculty or students and approved by the department. Offered primarily for juniors and seniors. It may not be appropriate for freshmen and sophomores. The class may be taken for credit several times if content differs each time.

ANT 371/Culture, Health and Illness 1 course unit (same as SOC 371) (every 1-2 years)

Provides a critical perspective in understanding how values, beliefs, conflict, economic and social condition influence how illness is defined, how healthcare is viewed and delivered. Social epidemiology, the sick role, bio-ethics, unequal access to health care, women's health issues and cross-cultural approaches to medicine are discussed.

ANT 372/Global Public Health 1 course unit (same as SOC 372) (every 1-2 years)

This course focuses on the underlying factors shaping global patterns of health. Relying on a combination of social scientific analyses, policy documents, and case studies, this course introduces students to a broad range of issues, resources, and perspectives on public health. In Anthropology Courses-3 specific, the course addresses the questions: Who is healthy and where in the world do they live? What are the causes of global health inequalities? What factors support successful health interventions, and where can interventions go wrong?

ANT 373/US Public Health & Social Policy 1 course unit (same as SOC 373) (every 1-2 years)

This course focuses on the structure and practice of U.S. public health. Students will assess public health policy within a historical and institutional framework, and deal with major areas of contemporary debate, including health inequalities, the organization of medical insurance, and the social organization of healthcare.

ANT 390/Research Course in Anthropology 1 course unit (1-2 times per year) Prerequisites: SOC 301, 302 or permission of instructor and department

A small group of students work closely with a faculty member on his/her ongoing research. Students will learn to use the data collection and analysis methods used for the project and be offered opportunities to present the findings on campus or at a regional professional meeting.

ANT 391/Independent Study in Anthropology variable course units (every semester)

Prerequisite: Departmental Permission

For advanced students. In-depth study of specific topic in anthropology. Formal proposal must be submitted to department and approved before the student can register for independent study.

ANT 393/Independent Research in Anthropology variable course units (every semester)

Prerequisite: Departmental Permission

For advanced students undertaking an independent research project in anthropology with the guidance of department faculty. Formal proposal must be submitted to the sponsoring faculty for department approval. The project should culminate in a paper to be presented on campus or a regional conference.

ANT 399/Internship in Anthropology variable course units (every semester) Prerequisite:

Departmental Permission

Applied experience in major field of study. Consult department for details.

ANT 401/Tutorial: Urban Ethnography 1 course unit (every year) Prerequisites: SOC 301, 302 or by permission of instructor

Survey of anthropology methods, including traditional and reflexive ethnography, life-history interviewing, and structuralist and post-structuralist analysis of textual and visual materials.

Team or individual research project required.

ANT 488/Senior Seminar in Anthropology 1 course unit (every year)

Culminating experience for anthropology majors. Course draws on skills and knowledge of anthropology coursework as well as knowledge gained from the liberal arts broadly construed. Senior internship is a major required element of this seminar.

ANT 393/493 Senior Thesis in Anthropology, 2 course units (every semester) Prerequisite:

Departmental Permission

An opportunity for exceptional students to pursue individual or collaborative research projects, with the guidance of the department faculty. Students must complete two semesters of research and writing to satisfy capstone requirement.