

<b>TO:</b>	<b>CURRICULUM COMMITTEE</b>
<b>FROM:</b>	<b>J. CHRISTOPHER KOVATS-BERNAT ACTING CHAIR OF THE SOCIOLOGY &amp; ANTHROPOLOGY DEPARTMENT (AY 2012-2013)</b>
<b>RE:</b>	<b>PROPOSED CURRICULUM REVISION FOR ANTHROPOLOGY MAJOR AND MINOR</b>
<b>DATE:</b>	<b>23 JANUARY 2013</b>

**The Department of Sociology & Anthropology is proposing a revision of the requirements for the major and the minor in Anthropology. The revision includes the following changes:**

1. A reduction in the number of courses required for the major from 10 to 9, a reduction in the number of prescribed courses required for the major from 6 to 4, and a complimentary increase in the number of elective courses required for the major from 4 to 5.
2. The removal of ATH 111: *Human Evolution* as a required introductory course for the major, and a change in its number to ATH 211 to reflect its reassignment to an intermediate-level elective.
3. The elimination of ATH 311: *Research Design in Anthropology* and ATH 314: *Archaeology Methods and Theory* from the curriculum.
4. The ability of students to fulfill the methods requirement for the major by taking any one of the following courses: ATH 313: *Anthropological Ethnography*, ATH 316: *The Archaeology of Objects*, or ATH 317: *Field Archaeology*.
5. The addition of 6 new elective courses: 3 in medical anthropology (a sub-specialization within cultural anthropology), and 3 in archaeology.
6. A new requirement that all majors must take a minimum of one elective in archaeology and one elective in cultural anthropology.
7. The addition of a required Culminating Undergraduate Experience (CUE) component to the major.
8. The reduction of prescribed courses for the minor in Anthropology from 4 to 3 courses, as *Human Evolution* is changed to a 200-level intermediate-level elective. The number of courses required for the minor will remain the same (6 courses), with the addition of a third elective requirement. A new stipulation will require all minors to take a minimum of one elective in archaeology and one elective in cultural anthropology.
9. Minor changes to particular course numbers, course names and prerequisites.
10. Minor changes to the catalog description of the Honors Program in Anthropology.

**This proposal includes:**

- A comparative outline of the current major against the proposed major
- A comparative outline of the current minor against the proposed minor
- A rationale for the proposed changes
- A description of the proposed new courses
- A four-year schedule of anthropology courses
- Recommendations from the 2012 Visiting Board of Observers' Report

**Please do not hesitate to contact me if you have any questions or require more information.**

## COMPARATIVE OUTLINE OF THE CURRENT MAJOR AGAINST THE PROPOSED MAJOR

### CURRENT REQUIREMENTS FOR THE MAJOR

#### 6 Required Courses

ATH 111. *Human Evolution*  
ATH 112. *Cultural Anthropology*  
ATH 155. *Prehistory & Archaeology*  
ATH 205. *Anthropological Theory*  
ATH 311. *Research Design in Anthropology*  
ATH 313. *Anthropological Ethnography*  
**OR**  
ATH 314. *Archaeology Method & Theory*

#### 4 Elective Courses

(at least 2 of which must be at the 300-level or above)

ATH 240. *Witchcraft, Magic & Sorcery*  
ATH 260. *Vodou in Haiti & the Diaspora*  
ATH 270-279. *Topics in Anthropology*  
ATH 315. *Archaeology of Food*  
ATH 317. *Field Archaeology*  
ATH 320. *Anthropology of the Child*  
ATH 450. *CUE - Senior Seminar in Anthropology*

### PROPOSED REQUIREMENTS FOR THE MAJOR

#### 4 Required Courses

ATH 112. *Cultural Anthropology*  
ATH 155. *Archaeology & Prehistory*  
(name change)  
ATH 205. *Anthropological Theory*  
ATH 313. *Anthropological Ethnography*  
**OR**  
ATH 316. *Archaeology of Objects*  
**OR**  
ATH 317. *Field Archaeology*

#### 5 Elective Courses

(at least 2 of which must be at the 300-level or above;  
at least 1 must be in archaeology and at least 1 must  
be in cultural anthropology)

ATH 211. *Human Evolution*  
(course number change)  
ATH 230. *Inca, Aztec and Maya*  
ATH 240. *Witchcraft, Magic & Sorcery*  
ATH 260. *Vodou in Haiti & the Diaspora*  
ATH 262. *Historical Ecology*  
ATH 270-279. *Topics in Anthropology*  
ATH 288. *Medicine and Culture*  
ATH 313. *Anthropological Ethnography*  
ATH 315. *Archaeology of Food*  
ATH 316. *The Archaeology of Objects*  
ATH 317. *Field Archaeology*  
ATH 320. *Anthropology of the Child*  
ATH 340. *Health and Healing in Latin America*  
ATH 345. *Culture, Mental Health, and Psychiatry*  
ATH 450. *Advanced Seminar in Anthropology*

## COMPARATIVE OUTLINE OF THE CURRENT MINOR AGAINST THE PROPOSED MINOR

### CURRENT REQUIREMENTS FOR THE MINOR

#### 4 Required Courses

ATH 111. *Human Evolution*  
ATH 112. *Cultural Anthropology*  
ATH 155. *Prehistory & Archaeology*  
ATH 205. *Anthropological Theory*

#### 2 Elective Courses

(at least 1 of which must be at the 300-level or above)

ATH 240. *Witchcraft, Magic & Sorcery*  
ATH 260. *Vodou in Haiti & the Diaspora*  
ATH 270-279. *Topics in Anthropology*  
ATH 315. *Archaeology of Food*  
ATH 317. *Field Archaeology*  
ATH 320. *Anthropology of the Child*  
ATH 450. *CUE - Senior Seminar in Anthropology*

### PROPOSED REQUIREMENTS FOR THE MINOR

#### 3 Required Courses

ATH 112. *Cultural Anthropology*  
ATH 155. *Archaeology & Prehistory*  
(name change)  
ATH 205. *Anthropological Theory*

#### 3 Elective Courses

(at least 1 of which must be at the 300-level or above;  
at least 1 must be in archaeology and at least 1 must  
be in cultural anthropology)

ATH 211. *Human Evolution*  
(course number change)  
ATH 230. *Inca, Aztec and Maya*  
ATH 240. *Witchcraft, Magic & Sorcery*  
ATH 260. *Vodou in Haiti & the Diaspora*  
ATH 262. *Historical Ecology*  
ATH 270-279. *Topics in Anthropology*  
ATH 288. *Medicine and Culture*  
ATH 313. *Anthropological Ethnography*  
ATH 315. *Archaeology of Food*  
ATH 316. *The Archaeology of Objects*  
ATH 317. *Field Archaeology*  
ATH 320. *Anthropology of the Child*  
ATH 340. *Health and Healing in Latin America*  
ATH 345. *Culture, Mental Health, and Psychiatry*  
ATH 450. *Advanced Seminar in Anthropology*

## **RATIONALE FOR THE PROPOSED CHANGES TO THE ANTHROPOLOGY MAJOR AND MINOR**

**Issue 1:** *A reduction in the number of courses required for the major from 10 to 9, a reduction in the number of prescribed courses required for the major from 6 to 4, and a complimentary increase in the number of elective courses required for the major from 4 to 5.*

The revised major in anthropology reduces the total number of courses in the major, which allows for greater flexibility and choice for students in general, especially for those who choose to double major, major/minor, or major/double-minor or study abroad. The revised major also seeks to expand student choice in the major by decreasing the number of core, prescribed courses and increasing the number and range of elective courses.

These proposed changes respond to recommendations by the Visiting Board of Observers and by Chris Hooker-Haring from the Admissions Office, who noted a significant trend among students to double major, study abroad, undertake community service, and generally do more during their college careers. In addition, the revised major seeks to reflect student interest by increasing the number and range of elective courses available to students and avoiding overly prescriptive major requirements. Over the past 11 semesters, 58% of anthropology courses have been prescribed introductory courses, while only 22% were electives (*Report on the Recommendations of the Visiting Board of Observers to the Department of Sociology & Anthropology, 2012*<sup>1</sup>). Our plan to change the number of core, prescribed courses from 6 to 4 will reduce the large number of introductory courses currently offered, which responds to concerns expressed by the Board of Observers in 2012 (namely, that “the department should consider the number, proportion, and reasons for offering multiple sections of introductory courses,”) and simultaneously frees faculty to develop and offer a wider range of elective offerings. If implemented, these changes to the number of required courses and ratio of prescribed to elective courses would mirror the existing major requirements of our other departmental program, sociology.

**Issue 2:** *The removal of ATH 111: Human Evolution as a required introductory course for the major, and a change in its number to ATH 211 to reflect its reassignment to an intermediate-level elective.*

This proposal recommends the reassignment of ATH 111: *Human Evolution* from a 100-level prescribed requirement for the major and the minor to a 200-level elective (reassigned as ATH 211: *Human Evolution*), that would not require a prerequisite for enrollment. The course would still be taught as an introduction to the study of the genetic, primatological, paleoanthropological, and archaeological evidence for the evolutionary emergence of modern humans from ancestral hominids over the past 5 million years.

There are a number of compelling reasons for the reassignment of *Human Evolution* to an elective course option.

1. First among these is the department’s intention to reduce the number of required courses for the major from 10 to 9, particularly those courses that are prescribed requirements.
2. Another reason for this change is the opportunity it presents to reorient the course away from the pedagogical goal of teaching the breadth of the subfield, in favor of a more rigorous course that would focus on special topics related to the complex anatomical and behavioral adaptations of the hominid lineage over time, while developing in our students the analytical skills that are essential to understanding the genetic, primatological, and paleontological evidence describing the evolutionary history of our species.
3. In addition, unlike the two other introductory core courses to anthropology (ATH 112 and ATH 155) that are succeeded by graduated sequences of intermediate- and upper-division courses in cultural anthropology and archaeology, the *Human Evolution* course has long stood as something of an introductory dead-end. Our

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<sup>1</sup> A copy of this report is available on request.

curriculum does not include a subsequent elective in biological anthropology that would afford a student the opportunity to advance in that subfield. The Anthropology curriculum is staffed by three full-time faculty members whose areas of expertise are far afield of biological anthropology, obviating our ability to develop intermediate- and upper-level courses that would follow logically from such a course.

4. Anthropology curricula at peer institutions vary greatly in their inclusion, or not, of the topic of human evolution. Very few require a course exclusively focused upon Human Evolution, as in our current curriculum. Some require a course that includes, but is not exclusive to, human evolution. Others do not require the topic be covered. Many offer a course similar to ours as an elective. While there are valid pedagogical arguments for all of these options, the decision appears to reflect the available faculty. The three current anthropology faculty members have decided that we prefer to include it in our curriculum as an elective rather than a requirement.

In sum, we offer the following reasons for the removal of ATH 111: *Human Evolution* as a required introductory course for the major, and a change in its number to ATH 211 to reflect its reassignment to an intermediate-level elective:

- Such a change is essential to achieving our goals of reducing the number of courses required for the major from 10 to 9, reducing the number of prescribed courses required in fulfillment of the major from 6 to 4, and carries the added advantage of contributing a 200-level course in human evolution to our pool of elective courses.
- Moving ATH 111 to a 200-level elective, rather than eliminating the course altogether, will permit the reorientation of its focus away from the teaching of breadth and toward the teaching of more substantive content, thus preserving the well-roundedness of our elective offerings.
- Unlike the two other introductory courses that we currently require for the major (ATH 112 and ATH 155), for which we offer a number of intermediate- and advanced-level electives upon which to build, our curriculum lacks a single elective course in biological anthropology that a student could take as a follow-up to ATH 111; in other words, the course is presently an introductory dead-end.
- This change would liberate the anthropologists to teach their electives with greater frequency and regularity.

**Issue 3: *The elimination of ATH 311: Research Design in Anthropology and ATH 314: Archaeology Methods and Theory from the curriculum.***

While both of these classes are being eliminated, their content will largely remain in the curriculum, specifically in ATH 205: *Anthropological Theory*, ATH 316: *Archaeology of Objects*, and ATH 317: *Field Archaeology*.

**Concerning the elimination of ATH 311: Research Design**

With recent changes in the anthropology faculty, we believe it is better to incorporate research design into the methods courses rather than a separate course prior to them. The old curriculum required students to complete an entirely separate course, ATH 311: *Research Design*, prior to a methods class (ATH 313: *Anthropological Ethnography* or ATH 314: *Archaeology Method and Theory*). However, ATH 311: *Research Design* carried a prerequisite of ATH 205: *Anthropological Theory*, which in turn carries a prerequisite of ATH 112: *Cultural Anthropology*. This means that students entering the major at the end of their sophomore year would have a difficult time completing the major, especially if they planned to study abroad. Because anthropology is a discipline with which few students are familiar before they arrive at college, many do not even discover the field until they are several semesters into their college career.

The skills that had been covered in ATH 311: *Research Design* (essentially, those that allow students to craft a theoretically-grounded and methodologically-sound archaeological or ethnographic research proposal) will be integrated into each of the three methods courses we are proposing, two of which are extant to our current course offerings (ATH 313: *Anthropological Ethnography* and ATH 317: *Field Archaeology*) and a proposed new course in archaeological methods, ATH 316: *The Archaeology of Objects*.

This proposed change to the methods requirement toward the anthropology major will provide greater flexibility for student schedule planning, and allow them greater freedom of choice in fulfilling that particular requirement without

sacrificing the pedagogical value of teaching the fundamentals of research design. It should be noted that none of our peer institutions carry a course similar to ATH 311: *Research Design* that must be taken as a requirement toward the completion of the anthropology major.

Concerning the elimination of ATH 314: *Archaeological Methods and Theory*

This course will be eliminated, with much of its theoretical content covered by changes made to the pedagogical goal and substance of ATH 205: *Anthropological Theory*. The methodological components and specialized theoretical concepts that had been unique to ATH 314 and are not covered in ATH 205 have been incorporated into each of two other archaeological methods courses, ATH 316: *The Archaeology of Objects* and ATH 317: *Field Archaeology*, which are, respectively,

a laboratory course where students analyze archaeological collections that have already been excavated and a course that centers upon the design and execution of an archaeological excavation. As such, these two courses represent two fundamental methodological approaches to archaeology.

Our decision to propose the elimination of ATH 314: *Archaeological Methods and Theory* from the anthropology curriculum was in large part in the interest of reducing the redundancy of material that is engaged in a more technically-skilled manner in ATH 316 and ATH 317. Unlike ATH 314 – a classroom-based course centered upon the discussion of archaeological methods and theory in the abstract– Both ATH 316 and ATH 317 propel students into active engagement in real archaeological projects that allow ample opportunities to learn about archaeological methods and theory while actually deploying them in a field- or lab-based context.

**Issue 4: *The ability of students to fulfill the methods requirement for the major by taking any one of the following courses: ATH 313: Anthropological Ethnography, ATH 316: The Archaeology of Objects, or ATH 317: Field Archaeology.***

Flexibility in course scheduling and freedom of choice are primary motivations for the proposed elimination of two prescribed core requirements for the major in anthropology. Allowing our majors to fulfill their methods requirement by successfully completing any one of three such courses (ATH 313, ATH 316, or ATH 317) achieves several benefits for students all at once:

1. It relieves our majors of the burden of a two-course sequence in methods (see Issue 3);
2. It makes available a new course option that can be taken in fulfillment of the methods requirement (ATH 316: *The Archaeology of Objects*);
3. It empowers anthropology majors with the freedom to choose which of these three alternative courses they would prefer to take in fulfillment of their methods requirement;
4. It makes available the two remaining methods courses that the anthropology major does not elect to take in fulfillment of the methods requirement as additional elective options that can be counted toward the major.

**Issue 5: *The addition of 6 new elective courses: 3 in medical anthropology (a sub-specialization within cultural anthropology), and 3 in archaeology.***

Following the retirement of Dr. William Abruzzi in 2012, the Department hired Dr. Amy Cooper, a medical and cultural anthropologist whose research and teaching specializations in medicine, the body, mental health, psychiatry, homelessness, aging, illness, healing, medicine, and mental health in Latin America promises to attract the interest of students from a very broad spectrum who may otherwise have not even known the extent to which medical anthropology can augment and undergird studies in Psychology, Pre-Med, Public Health, and Latin American & Caribbean Studies. Moreover, her long-term ethnographic research in urban Venezuela, Cuba, and the United States offers a pedagogically-valuable repository of her documented accounts of the real-life impact that anthropology can have in the lives of individuals, families, and communities at large, and how much we may learn from them. The Department joins Dr. Cooper in her enthusiasm to make connections with students whose career paths in psychology, medicine, and public health intersect with just the sort of nuanced knowledge and experience an anthropologist like Dr. Cooper can bring to their undergraduate education.

Dr. Cooper is proposing the addition of the following three courses to the Anthropology curriculum:

- *ATH 288: Medicine and Culture*
- *ATH 340. Health and Healing in Latin America*
- *ATH 345: Culture, Mental Health, and Psychiatry*  
(course descriptions and sample syllabi for these courses can be found in the New Course Proposal Forms included in this application)

Dr. Benjamin Carter has been an indispensable “pinch-hitter” for the Anthropology curriculum for years. Since 2007, Dr. Carter has repeatedly answered our calls to serve our curriculum as an adjunct professor of archaeology, and then as a Visiting Assistant Professor of Anthropology for the Spring 2008 Semester as the replacement for Dr. Kovats-Bernat who was on sabbatical that month, and currently as a full-time Visiting Professor of Anthropology who has borne exclusive responsibility for the rejuvenation, expansion, professionalization, and pedagogical development of our archaeology offerings. Dr. Carter is currently in the final year of his extended contractual term as Visiting Assistant Professor of Anthropology which he originally accepted in 2010. Since then, his enthusiasm, passion, intellectual rigor, and patient mentorship of his students have attracted dozens of new majors to our department, several of whom intend to go on to pursue a Ph.D. in archaeology because of the passion Dr. Carter sparked within them.

Dr. Carter brings to the Department a reputable record of scholarship and an overwhelmingly positive record of excellence in teaching at Muhlenberg. An exemplar of the teaching-scholar, Dr. Carter has set up field archaeology schools at Muhlenberg that have permitted them unprecedented and invaluable opportunities to learn the theoretical underpinnings and methodological strategies involved in the practice of field archaeology. These have included field-based courses in archaeology centered upon two sites: an 18th century Moravian mission frequented by Native Americans in Gnadenuetten, Pennsylvania and a late-18<sup>th</sup> Century Euroamerican settlement near Surry, Maine. Dr. Carter has worked alongside his students as he has taught them the technical skills required to survey sites; systematically excavate past human settlements; properly map, catalog, and collect the artifacts excavated; and then synthesize this data as a project that could only be accomplished with the support and resources provided by our dedicated Archaeology Laboratory designed specifically for this purpose when planning for the move of our Department was still in its planning stages.

Dr. Carter is proposing the addition of the following three courses to the Anthropology curriculum:

- ATH 230: *Inca, Aztec, and Maya*
- ATH 262: *Historical Ecology*
- ATH 316. *The Archaeology of Objects*  
(course descriptions and sample syllabi for these courses can be found in the New Course Proposal Forms included in this application)

We propose the addition of these six new electives designed and offered by Drs. Cooper and Carter to the anthropology curriculum for several reasons. First and most obviously is the need to replace the courses that were dropped from our curriculum with the retirement of Dr. Abruzzi last year, specifically ATH 230: *Native American Ecology*, ATH 311: *Research Design*, ATH 360: *The Origin and Evolution of Religious Movements*, as well as occasional Special Topics courses that he offered, including ATH 389: *Anthropology of Religion: The Rise of Christianity*. Another salient reason for the addition of these classes has to do with the respective archaeological and medical anthropological specializations of Drs. Carter and Cooper. The proposed courses address central anthropological concepts, theories, and methods within each faculty member's areas of expertise, while undergirding the overall mission of the major in anthropology to develop fluency in the discipline, to teach critical reasoning and rigorous writing skills, to understand and contribute to the body of knowledge in the discipline as it develops over time, to contribute to a vibrant intellectual community on campus, and to encourage faculty-student collaborations in researching, teaching and learning.

The addition of these courses also responds to student interest by expanding opportunities to train in hands-on archaeological research and the social and cultural aspects of medicine and disease. These courses will be offered yearly and bi-yearly as shown in the attached three-year schedule. Please see attached new course proposals for more detailed information on specific courses. Note that Dr. Carter's ATH 230: *Inca, Aztec and Maya* course and Dr. Cooper's ATH 340: *Health and Healing in Latin America* would both be included as elective offerings in the newly established minor program in Latin American and Caribbean Studies; and all three of Dr. Cooper's proposed courses serve as elective offerings in the Public Health minor program as well. Dr. Carter's ATH 317: *Field Archaeology* is currently included as an offering in Sustainability Studies and we hope that the new course, ATH 262: *Historical Ecology* would be as well.

Adding these 6 proposed elective courses will, along with other proposed changes proposed in this application, result in a dramatic increase in the number of elective offerings available to anthropology majors and minors on a regular and predictable rotation. Anthropology majors under the proposed curriculum will have 14 electives to choose from, rather than the 7 presently available to them.

**Issue 6: A new requirement that all majors must take a minimum of one elective in archaeology and one elective in cultural anthropology.**

We want students to recognize the relevance of the two subdisciplines of cultural anthropology and archaeology within broader anthropology. This is especially important for students considering graduate degrees, for which applicants with experience in a single subdiscipline are at a distinct disadvantage. Because we have only three anthropology faculty members, students who focus upon one of the subfields would be able to "major" with a single faculty member. This is clearly undesirable. Lastly, we believe that most students will complete this requirement, even if it was not in place. This proposed requirement is largely an expression of our commitment to the two subfields and does not limit students completing the major or the minor.

**Issue 7: *The addition of a required Culminating Undergraduate Experience (CUE) component to the major.***

In accordance with the learning goals set forth in the CUE component of the new College curriculum that was approved by the faculty in December 2011, the department will offer a number of options to our majors in anthropology that will provide them the opportunity to:

- a.) demonstrate a competence in anthropological knowledge that reflects the cumulative learning goals of the major;
- b.) integrate concepts of anthropological theory with methodological and ethical considerations;  
and,
- c.) make connections between their education in anthropology to real-world problems and questions that they will engage after graduating.

The anthropology curriculum has always offered ATH 450, a senior seminar in anthropology, as an elective course which in fact culminates in the presentation of student research in the form of an honors thesis, oral presentation, or poster presentation. In keeping with the examples of student work that might meet the learning objectives for the CUE as outlined in the proposal the faculty approved, we expect that majors in anthropology may fulfill the requirement by enrolling in ATH 450 (and completing the practicum work that that seminar entails) as an elective, but may also do so with an oral presentation, poster presentation, a work product associated with an internship, independent research unit, fieldwork, or other appropriate learning experience or assignment.

**Issue 8: *The reduction of prescribed courses for the minor in Anthropology from 4 to 3 courses, as Human Evolution is changed to a 200-level intermediate-level elective. The number of courses required for the minor will remain the same (6 courses), with the addition of a third elective requirement. A new stipulation will require all minors to take a minimum of one elective in archaeology and one elective in cultural anthropology.***

Following the logic of changes proposed for the major, we have made parallel changes to the minor. The rationale is the same, namely, increasing flexibility and choice for students while responding to concerns noted by the BoO, departmental faculty, and current majors about the overly prescriptive and inflexible nature of the major/minor program because of a relatively high proportion of required introductory courses. See rationales above for more details.

**Issue 9: *Minor changes to particular course numbers, course names and prerequisites.***

A number of very minor changes to our existing catalog listing of our anthropology courses are being proposed. These changes, and the rationales for making them, are as follows:

**NOTE:** *The anthropology faculty has decided to eliminate from any course description language that is suggestive of the expected rotation of that course over time (e.g., "Taught every year"). The overall changes to our curriculum since such phraseology was included in those course descriptions (in some cases as long as twelve years ago) has rendered those expected rotations obsolete. Such predictive language is also unnecessary in course descriptions, and has been removed also for the sake of simplicity.*

- Change of the course name for ATH 155 from *Prehistory & Archaeology* to *Archaeology & Prehistory*.  
Rationale: The reversal of the terms in the title reflects the archaeological approach to the course material covering prehistory.

- Change to the course description for ATH 205: *Anthropological Theory*, and the elimination of the ATH 155 prerequisite.

Rationale: The current course description was drafted almost two decades ago when Dr. Abruzzi designed and taught the course exclusively. Since 2000, Dr. Kovats-Bernat has taught this course with the use of new content and a different pedagogical approach, such that the description merits changing in order to better reflect the actual content of the course. It was decided that since much archaeological theory is derived from cultural anthropological theory, and given that the content currently taught in ATH 205 directly addresses materialist theories especially critical to the study of archaeological methods, ATH 155 was an unjustifiable prerequisite, whereas the ATH 112 prerequisite was retained insofar as much of content and terminology deployed in anthropological theory is derivative of the kinds of ethnographic material to which students are introduced in that introductory course.
- Change of the course number for *Human Evolution* from ATH 111 to 211

Rationale: (See the full rationale for **Issue 2** concerning the reassignment of this course from a 100-level introductory class to a 200-level elective)
- Change of the prerequisite for ATH 240: *Witchcraft, Magic & Sorcery* – Addition of “permission of instructor”

Rationale: Because this course is cross-listed as an elective offering in the Performance Studies concentration within the Theatre major, Dr. Kovats-Bernat, the exclusive instructor of this course, is amenable to admitting such students into the course provided they have sufficient introductory grounding in Performance Studies.
- Change of the prerequisite for ATH 260: *Vodou in Haiti & the Diaspora* – Addition of “permission of instructor”

Rationale: Since this course was originally introduced as an elective expressly directed to students of anthropology, the course has been added as an elective option in the fulfillment of the Africana Studies minor, the minor in Latin American and Caribbean Studies, and the Performance Studies concentration within the Theatre major. As such, Dr. Kovats-Bernat, the exclusive instructor for this course, routinely reserves a portion of the seats in this class for students from these fields of study outside of anthropology, and is amenable to admitting them to the course provided they have sufficient introductory grounding in these other fields of study.
- Elimination of ATH 311: *Research Design in Anthropology*

Rationale: (See the full rationale for **Issue 3** concerning the elimination of this course from the curriculum)
- Change of the prerequisite for ATH 313: *Anthropological Ethnography*

Rationale: ATH 311: *Research Design* has been dropped from the proposed anthropology curriculum under consideration. The anthropological faculty agrees that a student who has taken ATH 112 will be adequately prepared to meet the challenges that this course offers.
- Elimination of ATH 314: *Archaeology Methods and Theory*

Rationale: (See the full rationale for Issue 3 concerning the elimination of this course from the curriculum)
- Change of the prerequisite for ATH 315: *Archaeology of Food*

Rationale: With the reassignment of *Human Evolution* to a 200-level elective rather than a 100-level introductory requirement, that course no longer serves its prior purpose as an introduction to anthropology and is therefore no longer a useful prerequisite. ATH 155: *Archaeology & Prehistory* (after its name change from *Prehistory & Archaeology* as has been proposed) will remain as the sole prerequisite.
- Change of the prerequisite for ATH 317: *Field Archaeology*

Rationale: Until the arrival of Dr. Carter, the department lacked a full-time archaeologist actively working at nearby archaeological sites, and so student interest in archaeology was low. Over the past several years that Dr. Carter has been a member of our faculty, the department has seen an uptick in students declaring anthropology majors who are now trained by Dr. Carter in ATH 155 in the essential prerequisite knowledge for participation in *Field Archaeology*. As such, ATH 155 is now the sole prerequisite; students may no longer be able to receive instructor permission to take ATH 317 without having first taken ATH 155.

- Change of the course name and the prerequisite for ATH 450 from *CUE: Senior Seminar in Anthropology* to *Advanced Seminar in Anthropology*

Rationale: Over time, the anthropology faculty discovered that many of our students were under the impression that because of the term “Senior” in its title, this seminar was required for all senior anthropology majors, which has never been the case. Also, with the implementation of a CUE requirement for all anthropology majors – that can be fulfilled in ways other than by taking this seminar (see the full rationale for **Issue 7**) – we decided to replace the term “CUE: Senior” from the title of the seminar with “Advanced”, so that students will not be misled into believing that this is the mandatory and exclusive means in which a student can fulfill the CUE requirement in anthropology. The anthropology faculty also envisions the purpose and subject matter of this seminar to be variable and responsive to student needs or the desires of the instructor. As such, enrollment in this seminar should dependent on the permission of the instructor only, who will also want to manage the number of students registered so as to keep it at a manageable size for an advanced seminar.

#### **Issue 10: Minor changes to the Catalog Description of the Honors Program in Anthropology**

Due to the changes suggested in this proposal, the catalog description for our Honors Program in Anthropology will need to be changed accordingly. We propose to replace the current description of the requirements for that Program as such:

##### **Current Catalog Description:**

###### ***Honors Program***

We offer an honors program that includes conducting advanced original research through a close working relationship with a faculty member. Requirements for admission to the honors program include: 1) 3.60 GPA in anthropology courses and an overall 3.00 at the time of application; 2) the successful completion of at least two 300 level electives in the department; 3) the successful completion of ATH 311 *Research Design in Anthropology*; and 4) an application that includes a statement of purpose and a proposal for the research project. The application must be given to the faculty advisor and the department chair by April 15 of the junior year. For more details see the department website.

##### **Proposed Catalog Description:**

###### ***Honors Program***

We offer an honors program that includes conducting advanced original research through a close working relationship with a faculty member. Requirements for admission to the honors program include: 1) a 3.60 GPA in anthropology courses and an overall 3.00 at the time of application; 2) the successful completion of at least two 300 level electives in the department; 3) the successful completion of one of the methods course requirements; and 4) an application that includes a statement of purpose and a proposal for the research project. The application must be given to the faculty advisor and the department chair by April 15 of the junior year. For more details see the department website.

## COMPLETE CATALOG OF PROPOSED COURSE OFFERINGS IN ANTHROPOLOGY

Existing language is in **black**, language proposed for deletion is in ~~red strikethrough~~ and language proposed for addition is in **green**.

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### **112. Cultural Anthropology**

This course introduces students to the concepts, principles, and methods used by cultural anthropologists to understand and explain the diversity of human societies throughout the world. It combines a cross-cultural analysis of different social institutions with the systematic examination of the behavior of individual societies in order to promote a rational understanding of human social and cultural diversity.

*Meets general academic requirement D.*

### **155. ~~Prehistory & Archaeology~~ Archaeology & Prehistory**

This course is an introduction to human prehistory and the archaeological techniques used to decipher it. We will examine the origins of human culture, the success of the 3-million-year-old hunting and gathering way of life, the effect of the development of farming and urban life on human health, and the rise of complex society in Africa, Asia, and the Pre-Columbian Americas. Emphasis is placed on archaeology's unique methods of understanding the human past and how this rich heritage contributes to modern society. *Meets general academic requirement B.*

### **205. Anthropological Theory**

This course reviews the major theoretical approaches that make anthropology unique among the social sciences. These approaches include evolution, materialism and cultural ecology, functionalism, structuralism, interpretive and symbolic anthropology, and postmodernism. The course is organized historically and chronologically in order to analyze the emergence and development of theories in their broader social, historical, and theoretical contexts. The course focuses on major figures in the field and specific schools of thought, allowing students to better understand both the scientific and humanistic aspects of anthropology.

~~This course examines the development of anthropological theory from the nineteenth century to the present. It critically evaluates major figures in the field and the principal schools of thought, including Evolutionism, Dialectical and Historical Materialism, Historical Particularism, Functionalism, Structuralism, and modern Materialist theories. The central theme of the course is to evaluate the scientific validity and utility of the different anthropological research strategies. The course also explores contemporary anthropological approaches which question the application of traditional scientific research methods in anthropological research. Taught every spring semester.~~

*Prerequisite: ATH 112 Cultural Anthropology or ATH 155 Prehistory & Archaeology*

*Meets general academic requirement W.*

### **~~111, 211. Human Evolution~~**

This course introduces students to the scientific concepts, principles, methods, and research pertaining to human biological evolution. The course begins with a discussion of evolutionary theory and then applies evolutionary theory to examine: (1) contemporary human biological diversity, (2) the biological and behavioral similarities and differences among humans and nonhuman primates, and (3) the fossil evidence for human evolution.

*Meets general academic requirement S.*

### **230. Inca, Aztec and Maya**

Latin America contains two geographic regions where civilization developed independently, Mesoamerica and South America. This course focuses upon the origin, development and expression of the Inca, Aztec, Maya and their predecessors through time. Themes of power, trade, consumption, ritual, identity and symbolism will be explored through the lens of archaeology. This course employs the long term perspective of archaeology and anthropology to understand controversial issues such as elite dominance, commoner resistance, warfare, autosacrifice, and human sacrifice.

*Meets perspective designation D.*

### **ATH 240: Witchcraft, Magic, & Sorcery**

This course will examine beliefs and practices of witchcraft, magic, and sorcery in both Euro-American and non-Western societies. Emphasis will be placed on comparative analysis of the dynamics and functions of magical practice in cross-cultural context. Special attention will be paid to answering the following questions: What sorts of cultural information are transmitted through acts of conjuring and witchcraft? What are the social functions of magical ritual? Why do cultures embrace notions of malevolent supernatural power? How is sorcery used to control social behavior? Topics to be addressed throughout the course include the functions of ritual, shamanism, magic, sorcery, vampirism, divination, possession, sacrifice, and the use of oracles. *Prerequisite: ATH 112 Cultural Anthropology or permission of instructor*  
*Meets general academic requirement R.*

### **ATH 260: Vodou in Haiti & the Diaspora**

This course employs an anthropological approach in examining the symbols and rituals of Haitian Vodou as well as their relationship to larger economic, political, and cultural issues of peasant life. Students will draw on ethnographic sources in order to gain an understanding of the construction of the Vodou cosmology and humanity's unique place within it amid the spirits and specters of the invisible world. Attention will be paid in particular to rites of zombification and other acts of sorcery and their instrumental role in effecting social control in the Haitian countryside. The course will also address the diffusion of Vodou cults into the Haitian diaspora communities of North America.

*Prerequisite: ATH 112 Cultural Anthropology or permission of instructor*

*Meets general academic requirement D or R.*

### **262. Historical Ecology**

Historical ecology is the study of long term interactions between people, their institutions, and their environments. We will critically evaluate arguments about the current relationship between people and the environment in popular texts using archaeological, historical, and ethnographic evidence. Many of current pressing issues can be assessed more appropriately when viewed from a long-term perspective gained from a historical or archaeological approach. We will focus on case studies that highlight this problem. Some questions that we will address include: Where does an increase in population result in less environmental impact? Where do people encourage the spread of forests into the greatest desert in the world? Can the poor soil of the rainforest support "civilization?" We will also examine the local environment over the past 100 years.

*Meets general academic requirement D.*

### **270-279. Topics in Anthropology**

Selected courses with a specialized focus on topics that are not contained within the regular anthropology curriculum. Topics covered may include economic anthropology, political anthropology, comparative studies of kinship, linguistics, analyses of violence, or other special topics of interest in ethnography, medical anthropology, archaeology, or biological anthropology.

### **~~311. Research Design in Anthropology~~**

~~This course examines concepts, principles and issues associated with the design and implementation of scientific research in anthropology. The course provides the general foundation for more focused research methods courses in Cultural Anthropology and Archaeology. Topics covered include epistemological issues underlying scientific research, data collection and analysis procedures and concerns, the link between theory and method in the development of a research project, testing hypotheses using qualitative and quantitative data, and ethical issues and IRB procedures associated with anthropological research. As a final project, students will write a detailed research proposal. Taught every fall semester.~~

~~*Prerequisite: ATH 205 Anthropological Theory*~~

~~*Meets general academic requirement W.*~~

### **ATH 288. Medicine and Culture**

States of illness and health are not simply the result of biological processes. If we want to understand why people get sick and how they get better, we should also examine the social and cultural aspects of medicine and disease. This course is an introduction to medical anthropology: the study of cultural meanings, social relations, and systems of power that structure our experiences of illness and health. Students will engage with ethnographic texts and films from Western and non-Western medical settings in order to learn how health, illness and healing practices are culturally shaped, transformed, and contested.

*Prerequisite: ATH 112 Cultural Anthropology*

### **313. Anthropological Ethnography**

This course is an introduction to ethnography, the signature method developed by cultural anthropologists for researching cultural issues in contemporary societies. In this course students will learn the fundamentals of ethnographic fieldwork (site selection, archival and documentary research, sampling, participant- observation, structured observation, interviews, survey, genealogy, case study analysis, narrative and symbolic analysis, mapping, ethnologic induction, etc.) and will prepare for field research by studying the ethics of doing anthropology, emic vs. etic perspectives, field logistics, rapport establishment, writing ethnographic fieldnotes, the politics of representation, and the concept of objectivity and reflexivity in writing culture. ~~Taught every spring semester.~~

~~Prerequisite: ATH 311 Research Design in Anthropology~~

~~Prerequisite: ATH 112 Cultural Anthropology~~

### **314. Archaeology Method & Theory**

~~This course examines the intellectual foundations of archaeological research and how material culture is theorized, investigated, and evaluated. Focus is on the methods and techniques used to analyze material culture, the types of data collected, and the academic and public discourse that comes from archaeological interpretation. The class stresses archaeology's broad role in understanding our past, encourages creative thinking about objects, and examines how to develop and conduct rigorous and innovative material culture research. This course is taught every other year.~~

~~Prerequisites: ATH 311 Research Design in Anthropology or ATH 155 Prehistory & Archaeology~~

### **315. Archaeology of Food**

This course uses food as a central axis for considering issues of health/nutrition, subsistence economy, gender roles/relations, ritual/ceremonial life, social inequality, and political power in past societies. These issues will be addressed through an examination of the archaeological residues of food remains and food consumption. Thus, the course has a dual emphasis on anthropological issues and archaeological methods of "food analysis". Understanding past food practices requires consideration of a variety of archaeological evidence, including the food remains themselves, food containers and serving wares, areas of food preparation and consumption, and the human skeleton as a record of consumption. After several weeks considering the methods for analyzing these types of evidence, the course considers the above issues through case studies dealing with topics like cannibalism, feasting, luxury foods, status, gender, and ethnicity.

Prerequisite: ~~ATH 111 Human Evolution or ATH 155 Prehistory & Archaeology~~ ATH 155 Archaeology & Prehistory

### **ATH 316: The Archaeology of Objects**

This course examines the role of material culture in the human world. Objects, especially artifacts, are more than just utilitarian background to our existence; they shape us as much as we modify them. This course provides a methodological and theoretical foundation for the analysis of archaeological and anthropological artifacts. We will examine a variety of materials, including stone, clay/ceramics, basketry, metals, wood, shell, and more. We will examine the process of transforming raw materials into material culture from technological, economic, social, political and religious perspectives.

Prerequisite: ATH 155 Archaeology & Prehistory

### **317. Field Archaeology**

An intensive analysis of a particular archaeological site. Utilizing the methodological and theoretical concepts of anthropological archaeology, students will be required to participate in every phase of the scientific research process.

Prerequisite: ~~ATH 155 Prehistory & Archaeology~~ ATH 155 Archaeology & Prehistory ~~or permission of the instructor~~

### **320. Anthropology of the Child**

This course will explore the significance of children in diverse social, political, and economic contexts. It will situate childhood as a dynamic site of cultural construction and interpretation while considering the broad cross-cultural definitions and uses of children in local and global discourse. Topics may include historical constructions of childhood, cross-cultural definitions of childhood, the relationship of child to kin group, surrogacy, in-vitro fertilization, infanticide, issues in pediatric care, children's rights, domestic child abuse, child soldiers, street youth, and adolescent involvement in politics and violence.

Prerequisite: ATH 112 Cultural Anthropology

Meets general academic requirement B.

**ATH 340. Health and Healing in Latin America**

This seminar explores social and cultural aspects of health, illness, and healing in contemporary Latin America. We will analyze ethnographic research on ethno-medical belief systems, ritual and religious healing, botanical and other forms of popular medicine, local adaptations of biomedical knowledge, and state-provided public health care. Students will examine meanings and experiences of suffering and well-being as they play out in Latin American settings, while reflecting on relationships between knowledge and practice, social inequalities (like those of gender, class, and ethnicity), and power and agency in medicine.

*Prerequisite: ATH 112 Cultural Anthropology*

**ATH 345. Culture, Mental Health, and Psychiatry**

This seminar focuses on mental illness and psychiatry in cross-cultural perspective. The course will orient students to anthropological perspectives on emotions and emotional support across cultures, meanings of illness and disease, the historical construction of psychiatric knowledge in Western Europe and North America, and the social and cultural context of treatments for mental illness. We will examine ethnographic accounts of psychiatric practice and experiences of mental illness in different cultural settings, including in the United States. In doing so, we critically examine psychiatric disease categories such as schizophrenia, “culture-bound” mental disorders, ADHD, and drug and alcohol addictions.

*Prerequisite: ATH 112 Cultural Anthropology*

**450. ~~CUE: Senior~~ Advanced Seminar in Anthropology**

A research practicum in which students develop and carry out independent research projects. Open only to anthropology majors and minors. ~~Taught every year.~~

~~*Prerequisites: ATH 205 Anthropological Theory and ATH 311 Research Design in Anthropology*~~

*Prerequisite: Permission of instructor*

*Meets general academic requirement W.*