COVER / SIGNATURE SHEET
for Undergraduate Program Proposals

TYPE OF PROPOSAL (check one): ☐ New Academic Major* ☐ New Academic Minor
☒ Revision of Existing Major** ☐ Revision of Existing Minor

*Append SUNY Form 2A *New Undergraduate Degree Program Proposal*
**Append SUNY Form 3A *Program Revision Proposal: Changes to an Existing Program*

Both forms can be found at http://system.suny.edu/academic-affairs/acaproplan/app/forms/.

PROGRAM TITLE: ___Anthropology Major_____
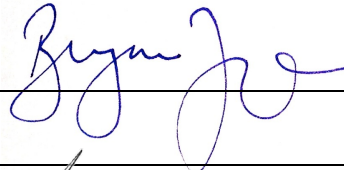
PROPOSING DEPARTMENT/PROGRAM: ___Anthropology_____
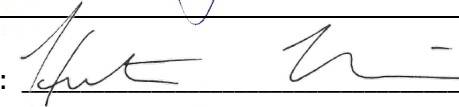
PROPOSING SCHOOL/COLLEGE (if interdisciplinary, check all that apply)**:**

☐ Business   ☐ Fine & Performing Arts   ☐ Science & Engineering
☐ Education   ☒ Liberal Arts & Sciences

RECOMMENDATIONS TO APPROVE:

*By signing below, you confirm that **consultation with the Library Collections Developer** has taken place and that there are **sufficient faculty, financial, facility and equipment resources** to support and sustain the proposed new or revised program.*

Department Chair(s)/Program Director(s): _____Date_ 0 _____

_____Date _____

Chair(s), School/College Governing Body(ies): _____ Date __11/1/2023_
(if applicable)

_____ Date _____

Academic Dean(s): _____*Laura Barrett*_____ Date _11/7/23__

_____ Date _____

Chair, Curriculum Committee: _____*Kathy Murphy*_____ Date ____0_____

FACULTY SENATE APPROVAL:

Presiding Officer of the Faculty: _____ Date _____

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS' APPROVAL:

Vice President: _____ Date _____

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,[1] a Chief Executive or Chief Academic Officer must submit **a signed cover letter and this completed form** to the SUNY Provost at *program.review@suny.edu*.

Section 1. General Information		
a) **Institutional Information**	Institution's 6-digit SED Code:	**233500**
	Institution's Name:	**SUNY New Paltz**
	Address:	***1 Hawk Drive, New Paltz, NY 12561***
b) **Program Locations**	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): **233500**	
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, **or check here [X] if not applicable**:	
c) **Registered Program to be Changed**	Program Title:	**Anthropology**
	SED Program Code	**03758 / 12349**
	Award(s) (e.g., A.A., B.S.):	**BA / BS**
	Number of Required Credits:	Minimum [**120**] If tracks or options, largest minimum [ ]
	HEGIS Code:	**2202 / 2202**
	CIP 2010 Code:	**450201 / 450201**
	Effective Date of Change:	**8/26/2024**
	Effective Date of Completion[2]	**12/31/2027**
d) **Campus Contact**	Name and title: Benjamin Junge, Professor and Chair, Dept. of Anthropology Telephone and email: jungeb@newpaltz.edu; 845-257-2697	
e) **Chief Executive or Chief Academic Officer Approval**	**Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.** *E-signatures are acceptable.* Name and title: **Darrell P. Wheeler, Ph.D., President** Signature and date:	
	If the program will be registered jointly[3] with one or more other institutions, provide the following information for each institution: N/A	
	Partner institution's name and 6-digit SED Code: **N/A**	
	Name, title, and signature of partner institution's CEO (or **append** a signed letter indicating approval of this proposal):	

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[1] To propose changes that would create a new program, Form 3B, Creating a New Program from Existing Program(s), is required.

[2] If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).

[3] If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Section 2. Program Information

Section 2.1. Changes in Program Content

[ ] No changes in program content. *Proceed to Section 2.2.*

a) **Check all that apply. Describe each proposed change and why it is proposed.**

[ ] Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)

[ ] Changes in a program's focus or design

[**X**] Adding or eliminating one or more options, concentrations or tracks

[ ] Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.

[ ] Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in Section 3.47(c)(1-4) of Regents Rules

At present, the Anthropology program has no formal concentrations. With this revision, we propose a General Anthropology plan, which represents the default major, and add elective-based concentrations in *Gender, Health & the Body* and *Representation & Identity* for students interested in more specialized plans of study. In addition, we add a 0-credit field-engagements requirement and reduce the total credits for the major from 42 to 36.

b) **Provide** a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

Current catalog plan (42 credits)	Proposed revised plan (36 credits)
Required courses……………………….…..24 credits	Required courses……………………….………21 credits
ANT213 Intro to Archaeology (3)	ANT213 Principles of Archaeology (3) – *title change*
ANT214 Cultural Anthropology (3)	ANT214 Principles of Cultural Anthro (3) – *title change*
ANT215 Intro to Biological Anthropology (3)	ANT215 Principles of Biological Anthro (3) – *title change*
ANT216 Language & Culture (3)	*Revised; moved from required to concentration elective*
	ANT390 Anthropologies of Inequality (3) – *NEW*
ANT400 Development of Anthropological Thought (3)	ANT480 Histories of Anthropological Thought (3) – number and title changes
ANT401 Comparative Social Organization (3)	*Removed from core requirements*
ANT402 Research Methods in Anthropology (3)	ANT485 Research Methods in Anthro (3) – *number change*
ANT490 Seminar Four Fields of Anthropology (3)	ANT490 Capstone Seminar (3) – *title change*
Elective requirement…………………………..18 credits	**Required concentration and elective (UD)………15 credits**
Select 6 (six) additional Anthropology courses, two of which must focus on two different world areas[2]: Asia, Mesoamerica, North America, South America	Select 4 (four) upper-division Anthropology courses in one of the concentrations below (see Appendix for course options), plus one additional Anthropology elective.[1,2]
	• General Anthropology (default major)
	• Representation & Identity
	• Gender, Health & the Body
	[1]Two concentration/elective courses (6 credits) must focus on two different world areas: Asia, North America, South America. See next page.
	[2]By advisement, one concentration/elective course may be taken outside Anthropology. A list of currently approved courses appears in the appendix; we anticipate the list changing over time.
	continued below

<mark>Inserted after page 11 of this proposal are two documents addressing questions related to the new Field Engagements requirement and confirming consultation with Sojourner Truth Library faculty and the director of the Career Resource Center.</mark>	**Field engagements**………………………………………**0 credits** All majors must complete each of the following by the end of the fall semester of the senior year: 1. Attend a total of 6 approved departmental events, with accompanying reflection write-ups. 2. Attend one Capstone Seminar Symposium prior to senior year. 3. Complete a bibliographic research training session from Sojourner Truth Library. 4. Complete research ethics training module (CITI), "Social/Behavioral Research: Social/Behavioral Research Investigators and Key Personnel" 5. Complete the following professional development activities: (a) Career Resource workshop on CV/resume preparation; (b) professional academic organization explorations (e.g., AAA, SAA, AABA, SHA, SASci, SfAA)

Current World Areas List	**Revised World Areas List**
Asia ANT370 Cultures of East Asia ANT378 Cultures of South Asia	**Asia** ANT370 Cultures of East Asia *ANT378 removed from World Area electives* ANT371 Culture & Society of Vietnam *– added to WA electives*
Mesoamerica ANT304 Ancient Mesoamerica	**Mesoamerica category removed**
North America ANT303 Indians of North America ANT312 North American Archaeology ANT314 New York State Archaeology	**North America** ANT303 Indians of North America ANT312 North American Archaeology ANT314 New York State Archaeology
South America ANT305 Cultures of South America	**South America** ANT305 Cultures of South America ANT306 Cultures of Brazil *– added to World Area electives*

b) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the *SUNY Faculty Table* provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with SUNY policy on credit/contact hours), general course requirements, and expected student learning outcomes.*

Syllabi for ANT320 Language and Culture (revised) and ANT390 Anthropologies of Inequality (new) are being submitted with this program revision proposal. Both have been inserted after page 17.

c) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.
The proposed program revisions consist principally of a reorganization of what already exists, the addition of a 0-credit field-engagements requirement, and a reduction in total credits. The most significant change involves the creation of concentrations within the major, as noted above. As these concentrations consist of courses that are already taught in the department, there are no additional costs. The addition of one new course does not entail any additional costs as it will be incorporated into the teaching rotation of the Anthropology faculty.

Section 2.2. Other Changes

Check all that apply.   Describe each proposed change and why it is proposed.   N/A

[ ] Program title

[ ] Program award
[ ] <u>Mode of delivery</u>
   ***NOTES:** (1) If the change in delivery enables students to complete 50% of more of the program via distance education, submit a <u>Distance Education Format Proposal</u> as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.*
[ ] <u>Format change(s)</u> (e.g., from full-time to part-time), based on SED definitions, for the **entire** program
   1) State proposed format(s) and consider the consequences for financial aid
   2) Describe availability of courses and any change in faculty, resources, or support services.
[ ] A change in the total number of credits in a certificate or advanced certificate program
[ ] Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that <u>do not involve</u> a course or courses that satisfy one of the required content areas in the profession.

Section 3. Program Schedule and Curriculum

a) For **undergraduate programs**, complete the ***SUNY Undergraduate Program Schedule*** to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a ***Program Schedule*** for each one.

   ***NOTES:** The **Undergraduate Schedule** must show **all curricular requirements** and demonstrate that the program conforms to SUNY's and SED's policies.*
   - *It must show how a student can complete all program requirements within <u>SUNY credit limits</u>, unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of <u>upper division study</u>, with 24 in the major.*
   - *It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in <u>approved SUNY GER courses</u> in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages*
   - *It must show how students can complete <u>Liberal Arts and Sciences (LAS) credits</u> appropriate for the degree.*
   - *When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the <u>Transfer Path Requirement Summary</u> within the first two years of full-time study (or 60 credits), consistent with SUNY's <u>Student Seamless Transfer policy</u> and <u>MTP 2013-03</u>.*
   - *Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a <u>Waiver Request</u> –with compelling justification(s).*

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx		Credits per classification					
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Prerequisite(s)
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

b) *For **graduate programs**, complete the **SUNY Graduate Program Schedule**. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.*

   ***NOTE:** The **Graduate Schedule** must include all curriculum requirements and demonstrate that expectations from <u>Part 52.2(c)(8) through (10) of the Regulations of the Commissioner of Education are met.</u>*

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award:__Anthropology/General Anthropology – BA/BS_____

a) Indicate **academic calendar type**: [**X**] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

c) **Name of SUNY Transfer Path, if one exists:__Anthropology_____** See **Transfer Path Requirement Summary** for details

d) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: Fall 1			See KEY.				
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
ENG160 Composition I (GE Communication prereq, if needed)	3		3				
GE/LAS elective	3	AR	3				
GE/LAS elective	3	M	3				
ANT213 Intro to Archaeology[1]	3	SS	3	3	3		
Elective	3		0-3				
Term credit totals:	15	9	12-15	3	3		

Term 2: Spring 1			See KEY.				
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
ENG170 Writing & Rhetoric (4) or equivalent (3-4)	3-4	CWO	3-4				
GE/LAS elective	3	H	3				
GE/LAS elective	3	US	3				
ANT214 Cultural Anthro[1]	3	SS	3	3	3		
Elective	3		0-3				
Term credit totals:	15-16	12-13	12-16	3	3		

Term 3: Fall 2			See KEY.				
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
GE/LAS elective	3	WL#1	3				
ANT215 Intro to Biological Anthro[1]	3	NS#1	3	3	3		
GE/LAS elective	3	DEISJ	3				
Upper-division electives	6		6				
Field Engagement (1 of 5)[3]	0		0				
Term credit totals:	15	9	15	3	3		

Term 4: Spring 2			See KEY.				
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
GE/LAS elective	3	WL#2	3				
GE/LAS elective	3	NS#2	3				
Concentration elective #1[2] (World Area course #1 of 2)	3		3	3	3 (Reg'l Anthro)		
Upper-division electives	6		6				
Field Engagement (2 of 5)[3]	0		0				
Term credit totals:	15	6	15	3			

Term 5: Fall 3			See KEY.				
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
ANT390 Anthropologies of Inequality	3		3	3		N	Two of the following (min C-): ANT213, ANT214, ANT215
Concentration elective #2	3		3	3			
GE/LAS elective	3	WH	3				
Upper-division electives	6		3-6				
Field Engagement (3 of 5)[3]	0		0				
Term credit totals:	15		12-15	6			

Term 6: Spring 3			See KEY.				
Course Number & Title	**Cr**	**GER**	**LAS**	**Maj**	**TPath**	**New**	**Co/Prerequisites**
ANT480 Histories of Anthropological Thought	3		3	3			ANT214 (min grade of C-)
Concentration elective #3	3		3	3			
Writing Intensive course	3		3				
Electives	6		3-6				
Field Engagement (4 of 5)[3]	0		0				
Term credit totals:	15		12-15	6			

Term 7: Fall 4					See KEY.		Term 8: Spring 4					See KEY.	
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ANT485 Research Methods in Anthropology	3		3	3			ANT214 (min grade of C-)	ANT490 Capstone Seminar	3		3	3			ANT213, ANT214, ANT215 (min C-)
ANT3xx/4xx Anthropology elective	3		3	3				Concentration elective #4 (World Area course #2 of 2)	3		3	3			
Electives	9		0-9					Electives	9		0-9				
Field Engagement (5 of 5)[3]	0			0										
Term credit totals:	15		6-15	6				Term credit totals:	15		6-15	6			

Program Totals (in credits):	Total Credits: 120-121	SUNY GER: 36-37	LAS: 90-121	Major: 36	Elective & Other: 54	Upper Division: 45 (minimum)	Upper Division Major: 27	Number of SUNY GER Categories:
								10

KEY **Cr:** credits **GER:** SUNY General Education Requirement (Enter Category Abbreviation) **LAS:** Liberal Arts & Sciences (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** SUNY Transfer Path Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** Communication – Written & Oral (CWO), Diversity; Equity & Inclusion (DEISJ); Mathematics (& Quantitative Reasoning) (M); Natural Sciences (& Scientific Reasoning) (NS); Humanities (H); Social Sciences (SS); The Arts (AR); US History & Civic Engagement (US); World History & Global Awareness (WH); World Languages (WL)

[1]ANT213, ANT214, ANT215 may be taken in any order. Their sequencing here (Fall 1 > Spring 1 > Fall 2) is illustrative, not required.

[2]Note that all concentration electives and World Area courses are upper division.

[3]Required field engagements appear on this program schedule for illustrative purposes. Students will complete the required activities and assignments at various points during the major, from the time they declare through Term 7.

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award:__Anthropology/Gender, Health & the Body – BA/BS_____

e) Indicate **academic calendar type**: [**X**] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

f) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

g) **Name of SUNY Transfer Path, if one exists:** _Anthropology_____ See **Transfer Path Requirement Summary** for details

h) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: Fall 1						See KEY.
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ENG160 Composition I (GE Communication prereq, if needed)	3		3				
GE/LAS elective	3	AR	3				
GE/LAS elective	3	M	3				
ANT213 Intro to Archaeology[1]	3	SS	3	3	3		
Elective	3		0-3				
Term credit totals:	15	9	12-15	3	3		

Term 2: Spring 1						See KEY.
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ENG170 Writing & Rhetoric (4) or equivalent (3-4)	3-4	CWO	3-4				
GE/LAS elective	3	H	3				
GE/LAS elective	3	US	3				
ANT214 Cultural Anthro[1]	3	SS	3	3	3		
Elective	3		0-3				
Term credit totals:	15-16	12-13	12-16	3	3		

Term 3: Fall 2						See KEY.
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
GE/LAS elective	3	WL#1	3				
ANT215 Intro to Biological Anthro[1]	3	NS#1	3	3	3		
GE/LAS elective	3	DEISJ	3				
Upper-division electives	6		6				
Field Engagement (1 of 5)[3]	0			0			
Term credit totals:	15	9	15	3	3		

Term 4: Spring 2						See KEY.
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
GE/LAS elective	3	WL#2	3				
GE/LAS elective	3	NS#2	3				
Concentration elective #1[2] (World Area course #1 of 2)	3		3	3	3 (Reg'l Anthro)		
Upper-division electives	6		6				
Field Engagement (2 of 5)[3]	0			0			
Term credit totals:	15	6	15	3			

Term 5: Fall 3						See KEY.
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ANT390 Anthropologies of Inequality	3		3	3		N	Two of the following (min C-): ANT213, ANT214, ANT215
Concentration elective #2	3		3	3			
GE/LAS elective	3	WH	3				
Upper-division electives	6		3-6				
Field Engagement (3 of 5)[3]	0			0			
Term credit totals:	15		12-15	6			

Term 6: Spring 3						See KEY.
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ANT480 Histories of Anthropological Thought	3		3	3			ANT214 (min grade of C-)
Concentration elective #3	3		3	3			
Writing Intensive course	3		3				
Electives	6		3-6				
Field Engagement (4 of 5)[3]	0			0			
Term credit totals:	15		12-15	6			

Term 7: Fall 4			See KEY.					Term 8: Spring 4			See KEY.				
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ANT485 Research Methods in Anthropology	3		3	3			ANT214 (min grade of C-)	ANT490 Capstone Seminar	3		3	3			ANT213, ANT214, ANT215 (min C-)
ANT3xx/4xx Anthropology elective	3		3	3				Concentration elective #4 (World Area course #2 of 2)	3		3	3			
Electives	9		0-9					Electives	9		0-9				
Field Engagement (5 of 5)[3]	0			0											
Term credit totals:	15		6-15	6				Term credit totals:	15		6-15	6			

Program Totals (in credits):	Total Credits: 120-121	SUNY GER: 36-37	LAS: 90-121	Major: 36	Elective & Other: 54	Upper Division: 45 (minimum)	Upper Division Major: 27	Number of SUNY GER Categories: 10

KEY Cr: credits **GER:** SUNY General Education Requirement (Enter Category Abbreviation) **LAS:** Liberal Arts & Sciences (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** SUNY Transfer Path Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** Communication – Written & Oral (CWO), Diversity; Equity & Inclusion (DEISJ); Mathematics (& Quantitative Reasoning) (M); Natural Sciences (& Scientific Reasoning) (NS); Humanities (H); Social Sciences (SS); The Arts (AR); US History & Civic Engagement (US); World History & Global Awareness (WH); World Languages (WL)

[1]**ANT213, ANT214, ANT215 may be taken in any order. Their sequencing here (Fall 1 > Spring 1 > Fall 2) is illustrative, not required.**

[2]**Note that all concentration electives and World Area courses are upper division.**

[3]**Required field engagements appear on this program schedule for illustrative purposes. Students will complete the required activities and assignments at various points during the major, from the time they declare through Term 7.**

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award:__Anthropology/Representation & Identity – BA/BS_____

i) Indicate **academic calendar type**: [**X**] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):

j) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

k) **Name of SUNY Transfer Path, if one exists: __Anthropology_____ See Transfer Path Requirement Summary for details**

l) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: Fall 1 — See KEY.

Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ENG160 Composition I (GE Communication prereq, if needed)	3		3				
GE/LAS elective	3	AR	3				
GE/LAS elective	3	M	3				
ANT213 Intro to Archaeology[1]	3	SS	3	3	3		
Elective	3		0-3				
Term credit totals:	15	9	12-15	3	3		

Term 2: Spring 1 — See KEY.

Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ENG170 Writing & Rhetoric (4) or equivalent (3-4)	3-4	CWO	3-4				
GE/LAS elective	3	H	3				
GE/LAS elective	3	US	3				
ANT214 Cultural Anthro[1]	3	SS	3	3	3		
Elective	3		0-3				
Term credit totals:	15-16	12-13	12-16	3	3		

Term 3: Fall 2 — See KEY.

Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
GE/LAS elective	3	WL#1	3				
ANT215 Intro to Biological Anthro[1]	3	NS#1	3	3	3		
GE/LAS elective	3	DEISJ	3				
Upper-division electives	6		6				
Field Engagement (1 of 5)[3]	0			0			
Term credit totals:	15	9	15	3	3		

Term 4: Spring 2 — See KEY.

Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
GE/LAS elective	3	WL#2	3				
GE/LAS elective	3	NS#2	3				
Concentration elective #1[2] (World Area course #1 of 2)	3		3	3	3 (Reg'l Anthro)		
Upper-division electives	6		6				
Field Engagement (2 of 5)[3]	0			0			
Term credit totals:	15	6	15	3			

Term 5: Fall 3 — See KEY.

Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ANT390 Anthropologies of Inequality	3		3	3		N	Two of the following (min C-): ANT213, ANT214, ANT215
Concentration elective #2	3		3	3			
GE/LAS elective	3	WH	3				
Upper-division electives	6		3-6				
Field Engagement (3 of 5)[3]	0			0			
Term credit totals:	15		12-15	6			

Term 6: Spring 3 — See KEY.

Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ANT480 Histories of Anthropological Thought	3		3	3			ANT214 (min grade of C-)
Concentration elective #3	3		3	3			
Writing Intensive course	3		3				
Electives	6		3-6				
Field Engagement (4 of 5)[3]	0			0			
Term credit totals:	15		12-15	6			

Term 7: Fall 4					See KEY.		Term 8: Spring 4					See KEY.	
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ANT485 Research Methods in Anthropology	3		3	3			ANT214 (min grade of C-)	ANT490 Capstone Seminar	3		3	3			ANT213, ANT214, ANT215 (min C-)
ANT3xx/4xx Anthropology elective	3		3	3				Concentration elective #4 (World Area course #2 of 2)	3		3	3			
Electives	9		0-9					Electives	9		0-9				
Field Engagement (5 of 5)[3]	0			0											
Term credit totals:	15		6-15	6				Term credit totals:	15		6-15	6			

Program Totals (in credits):	Total Credits: 120-121	SUNY GER: 36-37	LAS: 90-121	Major: 36	Elective & Other: 54	Upper Division: 45 (minimum)	Upper Division Major: 27	Number of SUNY GER Categories: 10

KEY Cr: credits **GER:** SUNY General Education Requirement (Enter Category Abbreviation) **LAS:** Liberal Arts & Sciences (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** SUNY Transfer Path Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GER Category Abbreviations:** Communication – Written & Oral (CWO), Diversity; Equity & Inclusion (DEISJ); Mathematics (& Quantitative Reasoning) (M); Natural Sciences (& Scientific Reasoning) (NS); Humanities (H); Social Sciences (SS); The Arts (AR); US History & Civic Engagement (US); World History & Global Awareness (WH); World Languages (WL)

[1]**ANT213, ANT214, ANT215 may be taken in any order. Their sequencing here (Fall 1 > Spring 1 > Fall 2) is illustrative, not required.**

[2]**Note that all concentration electives and World Area courses are upper division.**

[3]**Required field engagements appear on this program schedule for illustrative purposes. Students will complete the required activities and assignments at various points during the major, from the time they declare through Term 7.**

a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.

b) Append at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a) Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications: List related certifications and licenses and professional experience in field.
PART 1. Full-Time Faculty					
Benjamin Junge **Professor and Program Director**	**100%**	ANT390 Anthropol-ogies of Inequality	Ph.D., Emory University Graduate School of Arts & Sciences	Anthropology	Spring 2019: Residential fellowship, Woodrow Wilson International Center for Scholars; Fall 2018: U.S. Scholar Award, Fulbright Commission of Brazil
Joseph Diamond **Associate Professor**	**100%**	ANT390 Anthropol-ogies of Inequality	Ph.D., SUNY Albany	Anthropology	
Lauren Meeker **Associate Professor**	**100%**	ANT320 Language and Culture	Ph.D., Columbia University	Anthropology	Ford Foundation Project Award: Visual Anthropology Initiative, Vietnam Institute of Culture and Art Studies, 2008-2010
Kenneth Nystrom **Professor**	**100%**	ANT390 Anthropol-ogies of Inequality	Ph.D., University of New Mexico	Physical Anthropology	Nationally and internationally recognized bioarchaeology scholar
Part 2. Part-Time Faculty					
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)					
TBH1 – 9/1/2024	**100%**	ANT390 Anthropol-ogies of Inequality	Ph.D.	Anthropology or related field	Specialization in environmental or medical anthropology; research focus on Africa or Native/Indigenous North America

Question (Andy): *The 0-credit field engagement requirement is a super interesting idea, but I was wondering who will administer it. Is it the individual advisors? The Chair? Your departmental AA? It sounds like there would be a lot of tracking of assignments/attendance, and I'm wondering how you all plan to do that.*

From: Benjamin Junge <jungeb@newpaltz.edu>
Sent: Tuesday, November 14, 2023 11:28 AM
To: Andy Evans <evansa@newpaltz.edu>
Cc: Valerie McAllister <mcallisv@newpaltz.edu>
Subject: Re: question about Anthro program revision

Dear Andy,

Thanks much for the thoughtful question. The field-engagements component is indeed something new for us, and it will require a centralized admin system to keep track of student progress. As you may already know, our model is the Psych Dept., which has a zero-credit "research experiences" requirement for majors. Psych uses an online system for students to submit (and a designated faculty member to approve) experiences. For my first year as Anthro chair, one of my main projects (which I'm already working on) is developing a similar system for us. It will be a private platform, which majors can access whenever they have a field engagement to register. Imagine a basic menu, where the major selects which engagement they want to register:

1. Departmental event + write up [6 necessary, and they'll be able to upload the one-page-max writeup here]

2. Attend one Capstone Seminar Symposium [credit given after cross-checking with event signin sheet]

3. Complete a bibliographic research training session from Sojourner Truth Library [credit given after confirmation from Research Methods class instructor, since this component is required for that class]

4. Complete research ethics training module (CITI) [credit given after confirmation from Research Methods class instructor, since this component is required for that class]

5. Complete the following professional development

   (a) Career Resource workshop on CV/resume preparation [credit view after cross-checking with event sign-in sheet; we give this even every fall semester or more frequently as needed]

   (b) professional academic organization explorations (e.g., AAA, SAA, AABA, SHA, SASci, SfAA) [this will be a one-page write-up following what are in effect assignment guidelines for having a look at a profession association website and exploring its resources; the write-up can be uploaded here.].

Some notes about this platform:

1. The student has to submit the field engagement for approval (so we'll obviously need to make that a part of department culture).

2. When a submission is made, the chair and Dept. Admin assistant are notified via email.

3. Responsibility for reviewing and approving submissions on the field engagements platform lies with the Chair (at least for the first couple of years of implementation). We aren't a big department so the task—once the system is functional—should be a minor addition to routine activities.

4. Any uploaded texts (e.g., event write-ups as in 1 or 5b above) will be reviewed by the Dept. chair. These are not graded and, again, we are not a large program, so this will not be a heavy task.

5. Once a submission has been approved, the Dept. Admin assistant is notifies and updates an external master spreadsheet with field engagement data for all majors.

Regarding tracking attendance, specifically: Tracking is fairly simple: Students attending qualifying events have to sign in, and with that sign-in sheet, we can confirm attendance with their submission on the online platform.

Also, for what it's worth: We are aware that the Field Engagements initiative requires that we have a good spread of qualifying events every semester. Since our standard practice in Anthro is that every FT faculty member organizes at least one "official" event each semester (guaranteeing at least six events per academic year), we're not too concerned about this.

I do hope this addresses your questions and I'm happy to respond on anything else.

Cheers,
Ben

Benjamin Junge, PhD (he, him, his)
Professor and Chair, Department of Anthropology
Affiliate, Latin American & Caribbean Studies + Women's, Gender & Sexuality Studies
State University of New York at New Paltz - Office hours link here
Website: https://benjaminjunge.academia.edu/

Recent Work:
"Mobility Interrupted: A New Framework for Understanding Anti-Left Sentiment Among Brazil's 'Once-Rising Poor'" (Latin American Politics & Society, 2022)
Democracia Precária: Etnografias de Esperança, Desespero, e Resistência no Brasil (Editora Zouk, 2022)

Consultation with Library Faculty regarding "Bibliographic Research Training" Requirement

From: Benjamin Junge <jungeb@newpaltz.edu>
Sent: Monday, November 20, 2023 12:46 PM
To: Kathleen Murphy <murphyk@newpaltz.edu>
Cc: Laura Barrett <barrettl@newpaltz.edu>; Andy Evans <evansa@newpaltz.edu>; Valerie McAllister <mcallisv@newpaltz.edu>; Chrissy O'Grady <ogradyc@newpaltz.edu>
Subject: Fwd: Curriculum Committee Decision Anthropology Program Revision

Dear Kathy,

I'm including below recent conversations with Chrissy in which we review Library concerns over long-term capacity to support Anthropology on the Bibliographic Research Training field-experience requirement. As you will see, we reach agreement on a suitable contingency plan.

I hope this documentation is acceptable. Please let me know if the CC requires any additional info.

Many thanks,
Ben

Begin forwarded message:

From: Chrissy O'Grady <ogradyc@newpaltz.edu>
Subject: Re: Curriculum Committee Decision Anthropology Program Revision
Date: November 20, 2023 at 11:05:06 AM EST
To: Benjamin Junge <jungeb@newpaltz.edu>
Cc: Valerie McAllister <mcallisv@newpaltz.edu>, Jennifer Rutner <rutnerj@newpaltz.edu>

Hello Ben,

Thank you for following up after our conversation. Your summary below which outlines the contingency plan is accurate and acceptable.

Best,
Chrissy

Chrissy O'Grady (she/her)
Research & Education Librarian and Library Instruction Program Coordinator
Sojourner Truth Library
State University of New York at New Paltz
(845) 257-3643
ogradyc@newpaltz.edu

From: Benjamin Junge <jungeb@newpaltz.edu>
Sent: Monday, November 20, 2023 10:47 AM
To: Chrissy O'Grady <ogradyc@newpaltz.edu>

Dear Chrissy,

I am writing to follow up on our 11/20/2023 conversation about the Sojourner Truth Library's capacity to support the Anthropology Department's curricular revision, specifically, the Library's capacity to provide the resources for the Bibliographic Research Training requirement of the field experience, as specified in our proposal.

In our conversation, I clarified that the Bibliographic Research Training requirement consists in one 75-minute workshop (on basic bibliographic and Zotero skills) provided to students enrolled in "Research Methods in Anthropology" (ANT 402). This class is offered each fall and is required of all Anthropology majors. As such, requiring it for enrollees in this single course ensures that all majors will have completed this field-experience requirement prior to graduation.

The concern you have expressed is that, due to staffing issues, the Library may not be able to guarantee long-term capacity to support Anthropology on this field-experience requirement (i.e., provide the once-per-year training session). You have also expressed that you don't foresee a short-term problem with continuing to do this. In the event that STL is unable to support Anthropology on this requirement, the Anthropology Department would need to provide the training with its own resources.

As Anthropology chair and as the designated instructor for "Research Methods in Anthropology," I can confirm that the contingency plan you have proposed (i.e., that if STL cannot provide the training workshop, Anthropology would have to take responsibility for it) is entirely acceptable to us. Several Anthropology faculty are proficient in Zotero and can easily do a training workshop.

Hopefully I've represented our conversation accurately! As a next step, it would be great if you could respond with confirmation of that—or, of course, any corrections.

Many thanks,
Ben

Benjamin Junge, PhD (he, him, his)
Professor and Chair, Department of Anthropology
Affiliate, Latin American & Caribbean Studies + Women's, Gender & Sexuality Studies
State University of New York at New Paltz - Office hours link here
Website: https://benjaminjunge.academia.edu/

Consultation with Career Resource Center regarding CV/Resume Preparation Workshop

From: Benjamin Junge <jungeb@newpaltz.edu>
Sent: Wednesday, November 15, 2023 1:04 PM
To: F. Mark McFadden <mcfaddem@newpaltz.edu>
Cc: Valerie McAllister <mcallisv@newpaltz.edu>
Subject: Re: Curriculum Committee Decision Anthropology Program Revision

Many thanks, Val and Mark. This is super-helpful and reassuring. I will communicate the info to the Curriculum Committee. Again, thank you! - Ben

On Nov 15, 2023, at 11:36 AM, F. Mark McFadden <mcfaddem@newpaltz.edu> wrote:

Hello Val and Ben,

Val – thank you for so accurately communicating to Ben the tenor of our conversation. I have nothing of substance to add.

Ben – thank you for adding this component to your curriculum. Our goal is for every student to leave New Paltz with a wide range of career ready skills including how to prepare a CV/resume.

Please don't hesitate to contact me if you have any questions or if you wish to discuss this further.

All the best,

~Mark

F. Mark McFadden, Director
SUNY New Paltz Career Resource Center
New Paltz, NY 12561
845-257-3265
Schedule a meeting
LinkedIn Profile
He/Him/His

_____

From: Valerie McAllister <mcallisv@newpaltz.edu>
Sent: Wednesday, November 15, 2023 11:30 AM
To: Benjamin Junge <jungeb@newpaltz.edu>
Cc: F. Mark McFadden <mcfaddem@newpaltz.edu>
Subject: Re: Curriculum Committee Decision Anthropology Program Revision

Hi, Ben -

I just called Mark McFadden, CRC director, to talk this through with him and ask his advice. It's true that the CRC works with students on their resumes all the time, even on a drop-in

basis. However, for purposes of your program requirement, Mark suggested clarifying expectations - e.g., will your students participate in a formal workshop ("workshop" was mentioned in your email to Andy yesterday), or will individual consultations with a career specialist satisfy the requirement? (Mark advises against the drop-in option since circumstances may limit the available time for students to have meaningful interactions with CRC staff.)

If a formal workshop is what you have in mind, Mark recommends scheduling a date with the CRC before, or soon after, the semester begins - 2-4 weeks ahead of time, if possible. If individual resume consultations will satisfy the requirement, Mark provided this link, through which students can make an appointment with a career specialist: https://www.newpaltz.edu/careers/general.html

Mark's copied here to weigh in and to confirm or correct what I've written here. (Of course, I can also get out of the way so you two can speak directly!)

Thanks for asking!

Val

Valerie McAllister (she/her/hers)
Academic Program Specialist
Division of Academic Planning & Learning Innovation
Office of the Provost/Vice President for Academic Affairs
845-257-3379; mcallisv@newpaltz.edu

From: Benjamin Junge
Sent: Wednesday, November 15, 2023 10:31 AM
To: Valerie McAllister
Subject: Fwd: Curriculum Committee Decision Anthropology Program Revision

Hi Val,

I'm happy to ask CRC to write a letter regarding a CV/resume workshop - which they already routinely do. Do you happen to know who would be the appropriate person to contact?

As for STL: I'm waiting to hear back from Jen Rutner, whom I wrote last night. Providing Zotero training sessions is also a routine activity for the dedicated LA&S librarians - since NP officially supports this application. But in any case, working on getting something official.

Thx,
Ben

<div style="text-align:center">

COURSE SYLLABUS
LANGUAGE AND CULTURE (ANT 320)

</div>

Course Details

Credit Hours:	3 Credits; 2.5 hours of weekly in-class instruction + approximately 6.5 hours of out-of-class work/study
Class Days, Time, Location:	XXX
Course Modality:	Fully seated
Location:	XXX
Pre/Co-requisites:	None

Instructor Details

Name and Title:	XXX
Preferred Pronouns:	XXX
Campus Email:	XXX
Office Phone:	XXX
Office Location:	XXX
Office Hours:	XXX

Catalog Description

The course explores the social, cultural, and political dimensions of language use. It investigates both how people are shaped by language and how they use language to express class, gender, race and national identity.

Detailed Course Description

We often think of ourselves as users of language but less often as subjects who construct our identities and experience of the world through language. The languages we speak have a profound influence on how we understand our world and how others understand and react to us. More than this, languages are used by speakers to express and at times assert subject positions such as class, gender, race, ethnicity, and national identity. This course explores the social, cultural, and political dimensions of the use of language in everyday life. In the course, we will examine the role of language in society through readings in linguistic anthropology and ethnography, and through our own observations of the talk that fills our worlds. By the end of the course, students will be able to recognize how they and those around them are active subjects who construct their very identities and experience of the world through language. Student will also study and apply some of the research methods of linguistic anthropology to an independent research project on language.

Student Learning Outcomes

At the conclusion of the course, students will be able to:

1. Describe the history of and key theories in linguistic anthropology.
2. Describe and evaluate the profound impact that language has on shaping how human beings understand the world and interact with people and places around them.
3. Demonstrate how language may be actively and self-consciously used by different groups to shape and express subject positions such as class, gender, race, ethnicity, and class.
4. Apply key theoretical approaches and methods in linguistic anthropology to independent research into language.

Course Attributes

This three-credit course satisfies a general elective requirement for the Anthropology major or an elective requirement for the "Representation and Identity" concentration within the Anthropology major.

Reading Material

The following books are required for this course:

Duranti, Alessandro. 1997. *Linguistic Anthropology.* New York: Cambridge University Press. ISBN: 978-0-521-44993-9 (paper). [available as **an e-book through STL**]

Keith Basso. 1996. *Wisdom Sits in Places: Landscape and Language among the Western Apache*. Albuquerque: University of New Mexico Press. ISBN: 0-8263-1724-3 [also available as **an e-book through STL**]

Abu-Lughod, Lila. 1999. *Veiled Sentiments: Honor and Poetry in a Bedouin Society.* Berkeley: University of California Press. ISBN: 9780520224735 [also available as **an e-book through STL**]

Additional articles will be available on Blackboard.

Office Hours and Email Correspondence

For all office hours visits, you must pre-schedule an appointment, using [this link] on the Calendly virtual platform. You can also find this link in the "Office Hours" content area in Brightspace. *Please do not use Starfish to make appointments.* If you are scheduling an appointment for the same day, please send me a separate email to let me know.

For questions via email: I will respond to any email received Monday-Thursday within 24 hours; emails received on Fridays may not be responded to until the following Monday. Therefore, be sure to write me with any important questions/concerns before the weekend.

Basic Needs

To thrive in this course (as in all courses), you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. The **Division of Student Affairs** has compiled a broad

range of resources, including a **list of campus services, local agencies, and support networks**, that can assist students with managing their basic needs. Please consult these resources or **contact the Division of Student Affairs** should you need additional information.

Grading Information
The course's graded assignments are as follows:

Assignment	Percent of grade
Practical Exercises (4)	20%
Discussion Board	20%
Research Project	30%
Final Exam	30%
TOTAL:	**100%**

By looking at your running total of points Brightspace, you can estimate where you stand grade-wise in the class at any point. Please note, however, that the online total is approximate and does not take into consideration final attendance totals and extra credit, among other factors. Check with me if you have specific questions about grades. After graded assignments are returned, it is your responsibility to keep them until the end of the semester (and to save computer-file copies).

Grading Scale
Your final grade reflects the following characteristics of your class performance:
A   Exceeds average requirements; demonstrates excellence & critical thinking
B   Above average; exceeds the basic requirements
C   Average work; meets all requirements
D   Below average work; fails to meet all requirements
F   Fails to meet requirements; insufficient class performance

Specific grades (with pluses and minuses) correspond to the following numerical breakdown (with midpoints listed parenthetically):

A   100.0-93.0 (96.5)   A-   92.9-90.0 (91.5)
B+ 89.9-87.1 (88.5)   B   87.0-83.0 (85.0)
B- 82.9-80.0 (81.5)   C+   79.9-77.1 (78.5)
C   77.0-73.0 (75.0)   C-   72.9-70.0 (71.5)
D+ 69.9-67.1 (68.5)   D   67.0-60.0 (63.5)
F   Below 60

For details on the University's current policy on the "satisfactory/unsatisfactory (S/U)" grade options, see this link.

Explanation of Graded Activities
Your final grade will be calculated based on the following assignments:
Practical Exercises: In these small assignments you will practice the methods of linguistic anthropology in preparation for your research project.

Discussion Board: Discussion board posts will be required to engage with the ethnographic readings. A complete schedule of posts can be found on blackboard.

Research Project: This is an independent research project in which you will observe language use and analyze it through the application of theories of language.

Final exam: The final is an open-book essay exam that will test your mastery of the course materials and your ability to apply central concepts and theories of linguistic anthropology to ethnographic examples.

Important Dates
Add-Drop: Last day to DROP a course without "W" grade or fee: XXX
Course Withdrawal: Last day to request Course Withdrawal without penalty: XXX

Course Policies
Attendance
Consistent attendance is crucial for success in this class, and students are expected to be seated, organized, awake, lucid and otherwise ready to begin at X:XX pm sharp. I take attendance at the beginning of each class, so if you arrive late, let me know at the end of class so that you aren't marked as absent. Late arrivals will be marked as "half absent," that is, given half the credit obtained from on-time arrival.

I maintain your attendance record on Brightspace (in the "Course Content/Grades" area) for both excused and unexcused absences. The value you'll find under each heading indicates your cumulative number of absences and late arrivals. I will consider excusing absences only if you check in with me before class, with a legitimate and documented reason. I may consider the following documented reasons for absence as excusable:
- Participation in a required/authorized university activity;
- Sport event (with a note from a coach);
- Verified illness (with a note from doctor or Student Health, and including Covid);
- Death in a student's immediate family; and
- Obligation of a student at legal proceedings in fulfilling responsibility as a citizen.

At the end of the semester, as long as your total unexcused absences/late-arrivals total does not exceed three, no points will be subtracted from your final course score. This means that your unexcused absences plus late arrivals can total up to three (for any reason) with no adverse consequences. Beyond three, however, each unexcused absence or late arrival will result in one point subtracted from your final grade score. (For example, if you had four unexcused absences + two late arrivals and a raw grade score of 91, two points would be subtracted resulting in a final grade score of 89.) Finally, you cannot pass this class if your total of unexcused absences plus late arrivals exceeds six (no exceptions).

If you miss a class:
- Since there is no online option for missed classes, it is your responsibility to contact a classmate for notes and to learn what was discussed, and/or schedule an office-hours appointment with me.
- Always check Brightspace for posted material (announcements, slides, handouts, etc.)
- With my permission, it is fine to have a classmate audio-record a class (no video)—but you must let me know first (at the beginning of class).

Backing Up Work
In this course, we will make use of the free, campus-supported OneDrive; this is a great option for backing up your own work (for and beyond this course). After graded assignments are returned, it is your responsibility to keep them until the end of the semester.

Deadlines, Extensions and Late Submissions
To request a 24-hour extension, you must contact me *in writing* at least 24 hours prior to the deadline with a compelling explanation of the reason. Once a deadline has passed, I will accept late submissions for up to three days; for every late day, the grade goes down a full grade-notch (e.g., from a B to a C). Unless otherwise instructed, use Brightspace for late submissions with a separate email to me to let me know work has been submitted.

Laptop and Cell Phone Use
Students are permitted to use laptop computers. Further, students with official approval from the Disability Resource Center for medical reasons or to support students with special needs are permitted to use cell phones. But, you need to communicate this to me in advance. Otherwise, however, the use of cell phones is strictly prohibited during class. From the moment class begins, your cell phone should be silenced and put away until the end of class. *This is important.*

Names & Pronouns
I am committed to fostering a classroom environment that respects diversity. To that end, I encourage you to share how you want to be referred to, both in terms of your name and your

gender pronouns (he/him, she/her, they/them, etc.). I will do my best to address and refer to all students accordingly and will support you in doing so as well. Feel free to correct me on your preferred gender pronouns. If you have any questions or concerns, please do not hesitate to get in touch In this classroom, we will respect and refer to people using the names and personal pronouns that they share.

Recording Class
Unless you have permission from me (which could include an approved disability accommodation), *you may not record any aspect of our class-time meetings*. This prohibition includes but is not limited to audio recording, photographs, or video recording. Learning how to take good lecture notes is important.

Campus Policies
Please be aware of the most **current Campus Policies** applicable to issues such as Academic Integrity, Computer/Network Use, Identity Verification, Accommodation of Individuals with Disabilities, Title IX, and Veteran & Military Services. Prior to the beginning of the semester, all of you have acknowledged that you've read these policies and will adhere to them. Only selected policies (which you should already be familiar with) are presented below.
Academic Integrity Policy
Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of academic integrity. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz's policy on academic integrity (https://www.newpaltz.edu/ugc/policies/policies_integrity.html, rev. October 2017) is found in the Undergraduate Catalog. Sojourner Truth Library's website contains several excellent resources to help with avoiding plagiarism; see especially https://library.newpaltz.edu/assistance/plag.html.

As of 8/26/23, SUNY-New Paltz defines plagiarism as "the representation, intentional or unintentional, of someone else's words, ideas, or images as one's own." For clarification, "someone else" includes online text-generation platforms which use artificial intelligence (AI), such as ChatGPT. Beyond conventional plagiarism-detection platforms such as Turnitin, any work you submit through Brightspace will be subject to scrutiny for AI-generated text (using already-available detection platforms to which faculty have access). Therefore, please be *very* careful about plagiarism.

To avoid any possible confusion in written work:
1. Whenever you borrow someone else's words and thoughts, you <u>must</u>: (a) use quotation marks properly, and (b) include a formal academic citation.
2. Unless you have clear permission from me (and occasionally you will), you may not use online AI text-generation platforms for your writing assignments.

3. Unless otherwise instructed, you should use and cite only sources (books, articles, films, lectures) listed on the syllabus. This means that unless you have cleared it with me beforehand, <u>you should NOT use or cite Wikipedia or other external sources in the work you turn in</u>.

Assignments plagiarized in part or in whole will likely result in a grade of F for the course.

Accommodations. Students needing classroom and/or testing accommodations related to a disability should contact the Disability Resource Center (https://www.newpaltz.edu/drc/, Student Union, Room 210, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide me with an Accommodation Memo verifying the need for accommodations. Specific questions about services and accommodations may be directed to Deanna Knapp, Assistant Director (knappd@newpaltz.edu) or Jean Vizvary, Director (vizvaryj@newpaltz.edu)

Taking Care: Illness and Absences
While the national COVID-19 public health emergency has ended, SUNY New Paltz still has policies in place to protect the health of our community. **Click here to view COVID-19 FAQs and up-to-date information about those policies**.
Students with an illness that prevents them from attending class (COVID-19, influenza, etc.) should exercise self-care and consult the testing recommendations on the **Student Health Service (SHS) website**. Faculty will receive "professor notes" from the SHS when a student has an illness that prevents them from attending class.

Student Evaluation of Instruction (SEI)
You are responsible for completing the Student Evaluation of Instruction (SEI) for this course. I value your feedback and use it to improve my teaching and planning. Please complete the online form during period XX-XX.

Course Schedule and Topics Covered

Readings should be done <u>before class</u> on the day for which they are assigned; all readings assigned
should be brought to class on the day they are due.

I. HISTORY, THEORY, METHODS

1 **Introduction**

No Readings

2 **Linguistic Anthropology Overview**

Readings:
Duranti, *Linguistic Anthropology*, ch. 1, p. 1-22 Hanks, William F. 2000. Indexicality.   *Journal of
Linguistic Anthropology* 9(1-2): 124-126.

3 **The Self in Language**

Readings:
de Saussure, Ferdinand. 1959. *Course in General Linguistics*. Translated by Roy
Harris. London: Bloomsbury, Chapter 3, pp.9-19; *Linguistic Anthropology*, pp. 33-43

4 **Nonverbal Communication**

Readings:
Salzman, Zdenek. 2007. *Language, Culture and Society: An Introduction to Linguistic
Anthropology*. Fourth Edition. Boulder, CO: Westview Press, Ch. 12, pp.265-76
Harold, Ellen and Susan Tobin. ND. "Ray Birdwhistle." http://www.culturalequity.org/alan-
lomax/friends/birdwhistell.

5 **Methods: Cultural and Linguistic Anthropology**

Readings: *Linguistic Anthropology*, pp. 84-102

6 **Methods: Interviews and Transcription**

Readings: *Linguistic Anthropology*, pp. 102-121, 137-144
**Practical Exercise 1 Due

7 **Methods: Units of Analysis**

Readings:
Linguistic Anthropology, pp. 245-264

**Practical Exercise 2 Due

8 Structure and Meaning

Readings:
Bonvillain, Nancy. 2013. *Language, Culture and Communication: The Meaning of Messages*.
    Seventh Edition. New York: Pearson, Ch. 2, pp. 7-25;
Linguistic Anthropology, pp.
    164-78

**Practical Exercise 3 Due

9 Language and Socialization

Readings:
Ochs, Elinor and Bambie Schieffelin. 1995. "Language Acquisition and Socialization: Three
    Developmental Stories and Their Implications." In *Language, Culture and Society: A Book of
    Readings*. Edited by Ben G. Blount. Second Edition. Long Grove, IL: Waveland Press, pp. 470
    512
Ochs, Elinor. 2000. Socialization. *Journal of Linguistic Anthropology* 9(1-2): 230-233.

10 Speech and the Presentation of Self

Readings:
Goffman, Erving. 1995. "On Face Work: An Analysis of Ritual Elements in Social Interaction." In
    Language, Culture and Society: A Book of Readings. Edited by Ben G. Blount.
Second Edition. Long Grove, IL: Waveland Press, pp. 222-247. *Linguistic Anthropology* pp. 284-
    294

**Practical Exercise 4 Due

11 Language as Social Action

Readings:
Malinowski, Bronislaw. 1923. "The Problem of Meaning in Primitive Languages." In Ogden, C. K.
    & I. A. Richards, *The Meaning of Meaning: A Study of the Influence of Language upon*

Thought and of the Science of Symbolism. Eighth edition. New York: Harcourt, Brace & World, Inc., pp. 296-326; Linguistic Anthropology pp. 215-218.

12 The Sapir-Whorf Hypothesis and Linguistic Relativity

Readings:
Linguistic Anthropology pp. 56-64; Whorf, Benjamin Lee. 1995. "Relation of Habitual Thought and Behavior to Language." In *Language, Culture and Society: A Book of Readings*. Edited by Ben G. Blount. Second Edition. Long Grove, IL: Waveland Press, pp. 64-84.

13 Ethnography of Speaking and Verbal Art

Readings:
Bauman, Richard. 1975. Verbal Art as Performance. *American Anthropologist* 77(2): 290-311.

14 Greetings and Stance-taking

Readings:
Kiesling, Scott. 2004. Dude. *American Speech* 79(3): 281-305 Duranti, Alessandro.
1997. Universal and Culture Specific Properties of Greetings. *Journal of Linguistic Anthropology* 7(1): 63-97 (read pp. 67-71)

**Research project proposal and preliminary data due

II. LANGUAGE, INTERSECTIONALITY, AND INEQUALITY

15 Addressing Hierarchy and Equality

Readings:
Sidnell, Jack and Merav Shohet. 2013. The Problem of Peers in Vietnamese Interaction. *Journal of the Royal Anthropological Institute* (N.S.) 19: 618-638.

16 Language Ideologies

Readings:
Bonvillain, Ch. 9 pp.221-234; Rosa, Jonathan Daniel. 2016. Standardization, Racialization, Languagelessness: Raciolinguistic Ideologies across Communicative Contexts. *Journal of Linguistic Anthropology* 26(2): 162-183.

17 Intersectionality and Linguistic Identity

Readings:
Bonvillain, ch. 9, pp. 205-209; Goodwin, Marjorie Harness and H. Samy Alim. 2010. "Whatever (Neck Roll, Eye Roll, Teeth Suck)": The Situated Coproduction of Social Categories and Identities through Stancetaking and Transmodal Stylization. *Journal of Linguistic Anthropology* 20(1): 179-194.

18 Language and Race

Readings:
Shalini Shankar. 2008. Speaking like a Model Minority: "FOB" Styles, Gender, and Racial Meanings among Desi Teens in Silicon Valley. *JLA* 18(2): 268-289;
Mary Bucholtz. 2011. White Kids: Language, Race, and Styles of Youth Identity. Cambridge.

19 Gendered Language

Readings:
Bonvillain, Ch. 10, pp. 240-263; Joon-Beom Chu. 2020. Losing Portia's Voice: The Metapragmatic Evaluations of "Quiet"and "Loud" Female Law Students in US Mock Trial Competitions. *Journal of Linguistic Anthropology* 30(3): 353-68.

20 Sign Language and Deaf Culture

Readings:
Monaghan, Leila. 2000. Signing. *Journal of Linguistic Anthropology* 9(1-2): 227-229;
Cooper, Audrey and Nguy n Trần Thu Tiên. 2015. Signed Language Community-Researcher Collaboration in Vi t Nam: Challenging Language Ideologies, Creating Social Change. *Journal of Linguistic Anthropology* 25(2): 105-128.

III. HERITAGE, LANGUAGE LOSS, AND IDENTITY

21 Storytelling, Self and Place

Readings:
Keith Basso. 1996. *Wisdom Sits in Places: Landscape and Language among the Western Apache*. Albuquerque: University of New Mexico Press, Ch. 1-2

22 The Politics of Indigenous Languages

Readings:

Shaylih Muehlmann. 2008. "Spread Your Ass Cheeks": and Other Things That Should Not Be Said in Indigenous Languages. *American Ethnologist* 35(1): 34-48.

23 Negotiating Language Loss

Readings:
Hill, Jane H. 2002. 'Expert Rhetorics' in Advocacy for Endangered Languages: Who Is Listening, and What Do They Hear? *Journal of Linguistic Anthropology* 12(2): 119–33; Hinton, Leanne. 2002. Commentary: Internal and External Language Advocacy. *Journal of Linguistic Anthropology* 12(2): 150–6.

24 Local Meanings and Language Loss

Readings:
M. ELEANOR NEVINS. 2004. Learning to Listen: Confronting Two Meanings of Language Loss in the Contemporary White Mountain Apache Speech Community. *Journal of Linguistic Anthropology* 14(2):269-288. https://doi.org/10.1525/jlin.2004.14.2.269

25 Heritage Language Learners

Readings:
Kimberly Adilia Helmer. 2013. A Twice-Told Tale: Voices of Resistance in a Borderlands Spanish Heritage Language Class. *Anthropology and Education Quarterly* 44(3): 269-285; Sonia Neela Das. 2011. Rewriting the past and reimagining the future: The social life of a Tamil heritage language industry. *American Ethnologist* 38(4): 774-789.

26 Research Presentations 1

27 Research Presentations 2

28 Research Presentations 3

**Research Essay Due

FINAL TAKEHOME EXAM DUE BY XXX

Course Syllabus
Anthropologies of Inequality (ANT 390)

Course Details

Credit Hours:	3 Credits; 2.5 hours of weekly in-class instruction + approximately 6.5 hours of out-of-class work/study
Class Days, Time, Location:	XXX
Course Modality:	Fully seated
Location:	XXX
Prerequisites:	Two of the following courses: ANT 213, ANT 214, ANT 215

Instructor Details

Name and Title:	XXX
Preferred Pronouns:	XXX
Campus Email:	XXX
Office Phone:	XXX
Office Location:	XXX
Office Hours:	XXX

Course Description

This course provides an introduction to how anthropologists across the four sub-fields of archaeology, biological anthropology, cultural anthropology, and linguistic anthropology have explained and described socio-economic inequalities across historical time and geographic space. The course balances focus between, on the one hand, structural features of society, culture, and globalization that perpetuate inequality, and, on the other hand, the everyday-life experiences, bodily/health effects, and resistance strategies of those who suffer inequality. Moving through a range of theoretical frameworks and empirical case studies, we will explore various forms of inequality, including along the lines of: economic status, gender, health status, occupation, and environmental profile.

Student Learning Outcomes

In this course students will develop:

1. an understanding of some key theoretical perspectives on inequality across the four sub-fields of anthropology and from other social sciences;
2. comparative ethnographic and historical knowledge of how hierarchies of class, status, ethnicity, race, caste, and gender exist (or in some cases, don't) across a variety of settings;
3. an understanding of inequality as a *global* phenomenon with many local forms and manifestations;
4. an understanding of inequality as an *historical* phenomenon, transforming in ways that are hard to predict; and

5. an ability to analyze dynamics of inequality in current events from a well-informed and critical perspective.

Course Attributes
This 3-credit course satisfies the XXX requirement for the Anthropology major. (It does not satisfy any GE requirements.) The prerequisite for this course is XXX.

Reading Material
Required Books
McGill, Kenneth. 2016. *Global Inequality: Anthropological Insights*. University of Toronto Press.
Schuller, Mark. 2021. *Humanity's Last Stand: Confronting Global Catastrophe*. Newark, NJ: Rutgers University Press.

Please purchase a hardcopy or e-book version of the two books above. Additional readings are also included on the syllabus and are available as PDF files on Brightspace ("Weekly Readings & Materials" content area). When readings are assigned, they should be brought to class (either printed out or on a tablet or laptop); *this is important*. Periodically, additional readings not listed on the syllabus will be assigned.

Office Hours and Email Correspondence
Office hours are listed above. For all office hours visits, you must pre-schedule an appointment, using the link provided above. For questions via email: I will respond to any email received Monday-Thursday within 24 hours; emails received on Fridays may not be responded to until the following Monday. Therefore, be sure to write me with any important questions/concerns before the weekend.

Settler Colonial Context ("Land Acknowledgement")
Recognizing Anthropology's role in the settler colonial project and the ongoing occupation of Indigenous lands, it is important that we acknowledge that this course and all of our endeavors at SUNY New Paltz occur on the traditional lands of the Munsee, Esopus and Lenape peoples. As of this semester's start (8/28/2023), the university does not provide preferential admission or a free/discounted education to students of native heritage. May the knowledge we gain here be in service of justice.

Basic Needs
To thrive in this course (as in all courses), you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. The **Division of Student Affairs** has compiled a broad range of resources, including a **list of campus services, local agencies, and support networks**, that can assist students with managing their basic needs. Please consult these resources or **contact the Division of Student Affairs** should you need additional information.

Grading Information

The course's graded assignments are as follows:

Activity	Percentage	Points
Discussion board	25%	100
Presentation	5%	20
Preparation & Participation	5%	20
Papers	45%	180
Final Essay	20%	80
TOTAL:	100%	400

By looking at your running total of points Brightspace, you can estimate where you stand grade-wise in the class at any point. Please note, however, that the online total is approximate and does not take into consideration final attendance totals and extra credit, among other factors. Check with me if you have specific questions about grades. After graded assignments are returned, it is your responsibility to keep them until the end of the semester (and to save computer-file copies).

Grading Scale

Your final grade reflects the following characteristics of your class performance:

A   Exceeds average requirements; demonstrates excellence & critical thinking
B   Above average; exceeds the basic requirements
C   Average work; meets all requirements
D   Below average work; fails to meet all requirements
F   Fails to meet requirements; insufficient class performance

Specific grades (with pluses and minuses) correspond to the following numerical breakdown (with midpoints listed parenthetically):

A	100.0-93.0 (96.5)	A-	92.9-90.0 (91.5)
B+	89.9-87.1 (88.5)	B	87.0-83.0 (85.0)
B-	82.9-80.0 (81.5)	C+	79.9-77.1 (78.5)
C	77.0-73.0 (75.0)	C-	72.9-70.0 (71.5)
D+	69.9-67.1 (68.5)	D	67.0-60.0 (63.5)
F	Below 60		

For details on the University's current policy on the "satisfactory/unsatisfactory (S/U)" grade options, see this link. To pass the class (with a D grade or higher), you must earn a total of at least 258 (out of 400) points. For the class to count toward an Anthropology elective requirement, you must earn at least a C- (a total of at least 284 points).

Explanation of Graded Activities

Discussion Board. Starting Week 2, I will post two questions on Brightspace related to the day's readings (Monday and Thursday). By midnight the night before class days, respond to <u>both of my questions</u> and <u>one of your classmate postings</u>. You do not need to respond to all classmate postings—just one, your choice which. All responses should be a full paragraph and should make connections with the corresponding readings. Responses should be thoughtful and collegial. <u>Keep a separate copy of all of your discussion board postings</u>.

Presentation. Beginning Week 2, students will co-present the selected assigned material (sometimes together with the instructor). The specific plan for the presentation will vary by week and all students should meet with me beforehand (use Calendly) to plan out the details.

Preparation and Participation. As the class is conducted as a seminar, you are expected to participate actively and regularly in classroom discussions. To receive full credit, your aim is to consistently show that you have done the reading and have come to class with questions and comments ready to share.

Papers. There will be three papers during the course, each approximately five double-spaced pages. The goal of these papers is to deepen, expand and synthesize issues raised in case studies. Papers are submitted using Turnitin (anti-plagiarism software), on the "Submit Papers" tab on Brightspace.

Take-Home Final Exam. A final take-home exam essay will address overarching themes and case studies from the course.

Extra Credit
There are no extra-credit assignments available for this course.

Important Dates
Add-Drop:	Last day to DROP a course without "W" grade or fee: XXX
Course Withdrawal:	Last day to request Course Withdrawal without penalty: XXX

Course Policies
Attendance
Consistent attendance is crucial for success in this class, and students are expected to be seated, organized, awake, lucid and otherwise ready to begin at XXX pm sharp. I take attendance at the beginning of each class, so if you arrive late, let me know at the end of class so that you aren't marked as absent. Late arrivals will be marked as "half absent," that is, given half the credit obtained from on-time arrival.

I maintain your attendance record on Brightspace (in the "Course Content/Grades" area) for both excused and unexcused absences. The value you'll find under each heading indicates your cumulative number of absences and late arrivals. I will consider excusing absences only if you check in with me before class, with a legitimate and documented reason. I may consider the following documented reasons for absence as excusable:

- Participation in a required/authorized university activity;
- Sport event (with a note from a coach);
- Verified illness (with a note from doctor or Student Health, and including Covid);
- Death in a student's immediate family; and
- Obligation of a student at legal proceedings in fulfilling responsibility as a citizen.

Having a cold/flu, sleeping in, feeling overwhelmed, family/work obligations, car troubles, or having to study for another class are valid life contingencies but do not constitute excused absences.

At the end of the semester, as long as your total unexcused absences/late-arrivals total does not exceed three, no points will be subtracted from your final course score. This means that your unexcused absences plus late arrivals can total up to three (for any reason) with no adverse consequences. Beyond three, however, each unexcused absence or late arrival will result in one point subtracted from your final grade score. (For example, if you had four unexcused absences + two late arrivals and a raw grade score of 91, two points would be subtracted resulting in a final grade score of 89.) Finally, you cannot pass this class if your total of unexcused absences plus late arrivals exceeds five (no exceptions).

If you miss a class:

- Since there is no online option for missed classes, it is your responsibility to contact a classmate for notes and to learn what was discussed, and/or schedule an office-hours appointment with me.
- Always check Brightspace for posted material (announcements, slides, handouts, etc.)
- With my permission, it is fine to have a classmate audio-record a class (no video)—but you must let me know first (at the beginning of class).

Backing Up Work
In this course, we will make use of the free, campus-supported OneDrive; this is a great option for backing up your own work (for and beyond this course). After graded assignments are returned, it is your responsibility to keep them until the end of the semester.

Deadlines, Extensions and Late Submissions
To request a 24-hour extension, you must contact me *in writing* at least 24 hours prior to the deadline with a compelling explanation of the reason. Once a deadline has passed, I will accept late submissions for up to three days; for every late day, the grade goes down a full grade-notch

(e.g., from a B to a C). Unless otherwise instructed, use Brightspace for late submissions with a separate email to me to let me know work has been submitted.

Laptop and Cell Phone Use
Students are permitted to use laptop computers. Further, students with official approval from the Disability Resource Center for medical reasons or to support students with special needs are permitted to use cell phones. But, you need to communicate this to me in advance. Otherwise, however, the use of cell phones is strictly prohibited during class. From the moment class begins, your cell phone should be silenced and put away until the end of class. *This is important.*

Names & Pronouns
I am committed to fostering a classroom environment that respects diversity. To that end, I encourage you to share how you want to be referred to, both in terms of your name and your gender pronouns (he/him, she/her, they/them, etc.). I will do my best to address and refer to all students accordingly and will support you in doing so as well. Feel free to correct me on your preferred gender pronouns. If you have any questions or concerns, please do not hesitate to get in touch In this classroom, we will respect and refer to people using the names and personal pronouns that they share.

Recording Class
Unless you have permission from me (which could include an approved disability accommodation), *you may not record any aspect of our class-time meetings*. This prohibition includes but is not limited to audio recording, photographs, or video recording. Learning how to take good lecture notes is important.

Campus Policies
Please be aware of the most **current Campus Policies** applicable to issues such as Academic Integrity, Computer/Network Use, Identity Verification, Accommodation of Individuals with Disabilities, Title IX, and Veteran & Military Services. Prior to the beginning of the semester, all of you have acknowledged that you've read these policies and will adhere to them. Only selected policies (which you should already be familiar with) are presented below.

Academic Integrity Policy
Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of academic integrity. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz's policy on academic integrity (https://www.newpaltz.edu/ugc/policies/policies_integrity.html, rev. October 2017) is found in the Undergraduate Catalog. Sojourner Truth Library's website contains several excellent resources to help with avoiding plagiarism; see especially https://library.newpaltz.edu/assistance/plag.html.

As of 8/26/23, SUNY-New Paltz defines plagiarism as "the representation, intentional or unintentional, of someone else's words, ideas, or images as one's own." For clarification, "someone else" includes online text-generation platforms which use artificial intelligence (AI), such as ChatGPT. Beyond conventional plagiarism-detection platforms such as Turnitin, any work you submit through Brightspace will be subject to scrutiny for AI-generated text (using already-available detection platforms to which faculty have access). Therefore, please be *very* careful about plagiarism.

To avoid any possible confusion in written work:
1. Whenever you borrow someone else's words and thoughts, you <u>must</u>: (a) use quotation marks properly, and (b) include a formal academic citation.
2. Unless you have clear permission from me (and occasionally you will), you may not use online AI text-generation platforms for your writing assignments.
3. Unless otherwise instructed, you should use and cite only sources (books, articles, films, lectures) listed on the syllabus. This means that unless you have cleared it with me beforehand, <u>you should NOT use or cite Wikipedia or other external sources in the work you turn in</u>.

Assignments plagiarized in part or in whole will likely result in a grade of F for the course.

Accommodations. Students needing classroom and/or testing accommodations related to a disability should contact the Disability Resource Center (https://www.newpaltz.edu/drc/, Student Union, Room 210, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide me with an Accommodation Memo verifying the need for accommodations. Specific questions about services and accommodations may be directed to Deanna Knapp, Assistant Director (knappd@newpaltz.edu) or Jean Vizvary, Director (vizvaryj@newpaltz.edu)

Taking Care: Illness and Absences
While the national COVID-19 public health emergency has ended, SUNY New Paltz still has policies in place to protect the health of our community. **Click here to view COVID-19 FAQs and up-to-date information about those policies**.
Students with an illness that prevents them from attending class (COVID-19, influenza, etc.) should exercise self-care and consult the testing recommendations on the **Student Health Service (SHS) website**. Faculty will receive "professor notes" from the SHS when a student has an illness that prevents them from attending class.

Student Evaluation of Instruction (SEI)
You are responsible for completing the Student Evaluation of Instruction (SEI) for this course. I value your feedback and use it to improve my teaching and planning. Please complete the online form during period November 27-December 11.

COURSE OUTLINE

Readings should be done <u>before class</u> on the day for which they are assigned; all readings assigned should be brought to class on the day they are due.

PART 1 – INTRODUCTIONS AND ORIENTATIONS

WEEK 1

Class Meeting 1 – Course and Syllabus Overview
Readings
NONE

Class Meeting 2 – An Overview of Anthropologies of Inequality
Readings
What.when.how.com entry for "Inequality (Anthropology)" (link here)
Kenneth McGill, <u>Global Inequality</u>, Preface and Chapter 1 (pp. vii-14)

PART 2 – THEORETICAL FOUNDATIONS 1 AND THE ANTHROPOLOGICAL
OBSESSION WITH EGALITARIAN SOCIETIES

WEEK 2

Class Meeting 1 – Marx and Materialist Explanations for Inequality
Readings
Karl Marx, "Classes in Capitalism and Pre-Capitalism."
Kenneth McGill, <u>Global Inequality</u>, Chapter 2 (pp. 15-26)

Class Meeting 2 – "Egalitarian Societies"
Readings
James Suzman, "Why Envy Might Be Good for Us: Namibian hunter-gatherers deride those who stand out.
    What does this tell us about why, and how, we care about fairness?" *Sapiens* blog, June 21, 2018
Deborah Rogers, "Inequality: Why egalitarian societies died out," *New* Scientist, July 25, 2012 (link here)

WEEK 3

Class Meeting 1 – Archaeological Explanations for Egalitarianism
Readings
Robert Paynter, 1989. "The Archaeology of Equality and Inequality." *Annual Review of Anthropology* 18:
    369–99.

Class Meeting 2 – Anarchist Societies
Readings
James Scott, 2014. "Two Cheers for Anarchism: Preface." In *Two Cheers for Anarchism: Six Easy Pieces on Autonomy, Dignity, and Meaningful Work and Play*, xviiii–xxv. Princeton University Press.

PART 3 – CASE STUDIES FROM BIOLOGICAL ANTHROPOLOGY

WEEK 4

Class Meeting 1
Readings
Kenneth McGill, Global Inequality, Chapter 3 (pp. 27-40)

Class Meeting 2
Readings

WEEK 5

Class Meeting 1
Readings
Kenneth McGill, Global Inequality, Chapter 4 (pp. 41-50)

Class Meeting 2
Readings

PART 4 – CASE STUDIES FROM LINGUISTIC ANTHROPOLOGY

WEEK 6

Class Meeting 1
Readings
Kenneth McGill, Global Inequality, Chapter 5 (pp. 51-64)

Class Meeting 2
Readings

PART 5 – CASE STUDIES FROM CULTURAL ANTHROPOLOGY

WEEK 7

Class Meeting 1
Readings
Kenneth McGill, Global Inequality, Chapter 6 (pp. 65-76)
Pierre Bourdieu, selections from Distinction

Class Meeting 2 – Vaccine Hesitancy
Readings
Attwell, Katie, Samantha B. Meyer, and Paul R. Ward. 2018. "The Social Basis of Vaccine Questioning and Refusal: A Qualitative Study Employing Bourdieu's Concepts of 'Capitals' and 'Habitus.'" *International Journal of Environmental Research and Public Health* 15 (5): 1044.

WEEK 8

Class Meeting 1 – Anthropological Engagements with Racial Inequality
Readings
Kenneth McGill, Global Inequality, Chapter 7 (pp. 77-88)
Kimberlé Crenshaw. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." Stanford Law Review, 1241–99.

Class Meeting 2
Readings
Keeanga-Yamahtta Taylor. 2020. "Opinion | Of Course There Are Protests. The State Is Failing Black People." The New York Times, May 29, 2020, sec. Opinion.

PART 6 – CASE STUDIES FROM ARCHAEOLOGY

WEEK 9

Class Meeting 1
Readings
Kenneth McGill, Global Inequality, Chapter 8 and Conclusion (pp. 89-102)

Class Meeting 2
Readings

PART 7: FACING THE FUTURE WITH AN ANTHROPOLOGICAL GAZE

WEEK 10

Class Meeting 1
Readings
Mark Schuller, Humanity's Last Stand, Forward, Introduction, and Chapter 1 (pp. ix-36)

Class Meeting 2
Readings
Mark Schuller, Humanity's Last Stand, Chapter 2 (pp. 37-70)

WEEK 11

Class Meeting 1
Readings
Mark Schuller, Humanity's Last Stand, Chapter 3 (pp. 71-105)

Class Meeting 2
Readings
Mark Schuller, Humanity's Last Stand, Chapter 4 (pp. 106-140)

WEEK 12

Class Meeting 1
Readings
Mark Schuller, Humanity's Last Stand, Chapter 5 (pp. 141-170)

Class Meeting 2
Readings
Mark Schuller, Humanity's Last Stand, Conclusion (pp. 171-186)

WEEK 13

Class Meeting 1 - A Glimpse of the Present from the Vantage Point of "Anthro-Politics"

Readings
Collaborative Manifesto for Political Anthropology in an Age of Crises, July 16, 2021 (link here)
Wallace-Wells, David. 2020. "Thomas Piketty Knew This Was Coming." *Intelligencer*. April 27, 2020.

Take-Home Final Essay due [DUE DATE AND TIME] (uploaded to Turnitin)

Appendix: Concentration electives[1]
(departmental approvals of non-ANT courses follow this list)

General Anthropology

Anthropology courses
ANT301 Human Evolution
ANT302 Human Osteology
ANT305 Cultures of South America
ANT306 Cultures of Brazil
ANT310 Bioarchaeology of Food
ANT312 North American Archaeology
ANT314 New York State Archaeology
ANT315 Historical Archaeology
ANT316 Cannibalism; Archaeology and Ethnography
ANT361 Exploring the Unknown
ANT362 Race, Ethnicity and Inequality
ANT364 Inequality and Human Health
ANT370 Cultures of East Asia
ANT371 Culture and Society of Vietnam
ANT393 Anthro Selected Topic, by advisement
ANT403 Religion and Culture
ANT404 Political Anthropology
==ANT405 Anthropology of Morality==
ANT407 Visual Anthropology
ANT410 Applied Anthropology
==ANT414 The Anthropology of Performance==
ANT415 The Archaeology of Death
ANT421 Gender and Anthropology
ANT434 Archaeological Field School
ANT461 Seminar in Magic, Witchcraft and Sorcery
ANT493 Anthropology Selected Topic, by advisement

Other departments'/programs' courses
ARH354 Nature & Science in 19th-Century American Art
ARH365 Early Greek Art
ARH366 Later Greek Art
ARH367 The Art of Ancient Rome
ARH386 The Art of Ancient Egypt
ARH451 Introduction to Museum Studies
BLK310 Blacks and the Media
GEO331 Gender and Environment
GEO332 Geography, Health and Environment
HIS313 Ancient Near East
SOC308 Health, Sociology & Justice *(prereq: SOC100)*
WOM322 Masculinities
WOM340 Transnational Feminism
WOM353 Latina Feminisms
WOM415 Women and Health
WOM430 Women in the Caribbean

Gender, Health & the Body

Anthropology courses
ANT316 Cannibalism: Archaeology and Ethnography
ANT364 Inequality and Human Health
ANT393 Anthro Selected Topic, by advisement
==ANT405 Anthropology of Morality==
==ANT414 Anthropology of Performance==
ANT415 Archaeology of Death
ANT421 Gender and Anthropology
ANT493 Anthropology Selected Topic, by advisement

Other departments'/programs' courses
GEO331 Gender and Environment
GEO332 Geography, Health and Environment
SOC308 Health, Sociology & Justice *(prereq: SOC100)*
WOM322 Masculinities
WOM340 Transnational Feminism
WOM353 Latina Feminisms
WOM415 Women and Health
WOM430 Women in the Caribbean

Representation & Identity

Anthropology courses
ANT305 Cultures of South America
ANT306 Cultures of Brazil
ANT312 North American Archaeology
ANT314 New York State Archaeology
ANT315 Historical Archaeology
ANT320 Language and Culture
ANT371 Culture & Society of Vietnam
ANT393 Anthro Selected Topic, by advisement
==ANT405 Anthropology of Morality==
ANT407 Visual Anthropology
==ANT414 Anthropology of Performance==
ANT493 Anthropology Selected Topic, by advisement

Other departments'/programs' courses
ARH354 Nature & Science in 19th-Century American Art
ARH365 Early Greek Art
ARH366 Later Greek Art
ARH367 The Art of Ancient Rome
ARH386 The Art of Ancient Egypt
ARH451 Introduction to Museum Studies
BLK310 Blacks and the Media
DMJ343 Media Criticism and Aesthetics
HIS313 Ancient Near East

[1] **Color Key:**
Green text = courses common to *General* and *Rep & ID* tracks;
Red text = courses common to *General* and *G,H&B* tracks;
==Highlighted courses== = common to all three tracks

Women and Gender Studies

Hi Ken,

It's okay to include the following courses as pre-approved optional electives!

Two notes:
WOM353 is Latina Feminisms with an "s" at the end
WOM415 has not been offered in a while, and we do not at present have someone to teach it. You can keep it—it just seems like a false choice.

Thanks!

All best,
Heather

--
Heather Hewett, Ph.D. (she/her)
Associate Professor and Chair, Department of Women's, Gender, and Sexuality Studies
Affiliate, Department of English
State University of New York at New Paltz
1 Hawk Drive, New Paltz, NY, 12561

From: Kenneth Nystrom <nystromk@newpaltz.edu>
Sent: Wednesday, February 23, 2022 8:29 AM
To: Heather Hewett <hewetth@newpaltz.edu>
Subject: Anthropology major revision and WOM courses

Hi Heather...I hope things are going well!

I'm reaching out because our department is getting close to completing a revision of the major. One aspect of the revision is acknowledging the inter-disciplinary nature of Anthropology by giving majors the option (upon consultation with their advisor) of having one non-Anthropology course 'count' as an elective towards the major.

We are structuring the new major plan around 4 different concentrations: Media and Globalization, Health and the Body, Heritage and Material Culture, and Gender and Sexuality. For each of these concentrations we want to be able to have a list of pre-approved courses from other departments for students.

We identified five courses that WGS offers -

WOM322 Masculinities
WOM340 Transnational Feminism
WOM353 Latina Feminism

 - that we would like to be on a list of pre-approved options for the Media and Globalization (WOM340), Health and the Body (WOM 415), and the Gender and Sexuality (WOM322, WOM355and WOM 430) concentrations. In regards to WOM430, is that still being taught? That course was cross-listed between our departments and given that Denise retired several years ago, have you been able to offer it again?

Importantly, as these courses would not be required for the new Anthropology major, it shouldn't significantly impact enrollments in those courses - *maybe* a couple students/year will opt to take these optional courses.

Would you and your department be open to including these WGS courses as elective options for Anthropology majors? As we are trying to get the new major implemented for the Fall semester, I would appreciate a response at your earliest convenience.

thanks,
Ken

_____

Digital Media and Journalism

Lisa Phillips

Wed 3/9/2022 10:44 PM
To: Kenneth Nystrom

That's fine. Thank you for your interest in DMJ!

From: Kenneth Nystrom <nystromk@newpaltz.edu>
Date: Monday, March 7, 2022 at 9:02 AM
To: Lisa Phillips <phillipl@newpaltz.edu>
Subject: Re: Anthropology major revision and DMJ courses

Lisa,

If it is okay with you and the department, we would like to list DMJ 343 as an optional elective course for the Media and Globalization concentration.

thanks!

Ken

[2023 Confirmation: Digital Media & Journalism](#)

From: Gregory Bray <brayg@newpaltz.edu>
Sent: Thursday, September 7, 2023 9:44 AM

You have DMJ's blessing.

Warm regards,

GB

Gregory Bray, PhD

Sorry Ken, I thought I wrote back to you about this. ==Yes, you can have those listed as pre-approved courses.==

Sunita

Sunita Bose
Chair and Professor
Department of Sociology
SUNY New Paltz
ph: 845-257-2601

<u>2023 Confirmation: Sociology</u>

From: Anne Roschelle <roschela@newpaltz.edu>
Sent: Friday, September 8, 2023 11:41 AM

Hi Val

Of course!

Annee

From: Kenneth Nystrom <nystromk@newpaltz.edu>
Sent: Wednesday, March 9, 2022 8:13 AM
To: Sunita Bose <boses@newpaltz.edu>
Subject: Re: Anthropology major revision and SOC courses

Hi Sunita,

It just occurred to me that I didn't hear back from you about listing those Soc courses as optional electives for the new Anth major. How did it go over?

thanks,

Ken

From: Sunita Bose <boses@newpaltz.edu>
Sent: Tuesday, February 22, 2022 2:25 PM
To: Kenneth Nystrom <nystromk@newpaltz.edu>
Subject: Re: Anthropology major revision and SOC courses

 Hi Ken,

That should work but I will first bring it up to the department (with my recommendation that we let this go through) at tomorrow's department meeting. I will get back to you after that.

Sunita

Sunita Bose
Chair and Professor
Department of Sociology
SUNY New Paltz
ph: 845-257-2601

Hi Sunita...I hope things are going well!

I'm reaching out because our department is getting close to completing a revision of the major. One aspect of the revision is acknowledging the inter-disciplinary nature of Anthropology by giving majors the option (upon consultation with their advisor) of having one non-Anthropology course 'count' as an elective towards the major.

We are structuring the new major plan around 4 different concentrations: Media and Globalization, Health and the Body, Heritage and Material Culture, and Gender and Sexuality. For each of these concentrations we want to be able to have a list of pre-approved courses from other departments for students.

We identified two course that Geography offers - SOC308 Medical Sociology and SOC410 Sociology of Sex & Sexualities - that we would like to be on a list of pre-approved options for the Health and the Body and the Gender and Sexuality concentration respectively

Importantly, as these courses would not be required for the new Anthropology major, it shouldn't significantly impact enrollments in those courses - *maybe* a couple students/year will opt to take these optional courses. I know that there is a pre-req for SOC 308 so while this would also potentially impact enrollment in that course too, again, it will likely be a small number of students.

Would you and your department be open to including these Sociology courses as elective options for Anthropology majors? As we are trying to get the new major implemented for the Fall semester, I would appreciate a response at your earliest convenience.

thanks,

Ken

_____

History

Hi Ken,

The department approved your request today. I believe you have been in contact with Andrea as well. Good luck with your revisions!

Best,
Hamilton

2023 Confirmation: History

From: Meg Devlin <devlinm@newpaltz.edu>
Sent: Friday, September 8, 2023 11:26 AM

Hi Val, fine by History. Many thanks. Meg

Meg Devlin, PhD

From: Kenneth Nystrom <nystromk@newpaltz.edu>
Sent: Monday, March 7, 2022 3:32 PM
To: Hamilton Stapell <stapellh@newpaltz.edu>
Cc: Andrea Gatzke <gatzkea@newpaltz.edu>
Subject: Fw: history and arch courses

Hey Hamilton,

I'm reaching out because our department is getting close to completing a revision of the major. One aspect of the revision is acknowledging the inter-disciplinary nature of Anthropology by giving majors the option (upon consultation with their advisor) of having one non-Anthropology course 'count' as an elective towards the major.

We are structuring the new major plan around 4 different concentrations: Media and Globalization, Health and the Body, Heritage and Material Culture, and Gender and Sexuality. For each of these concentrations we want to be able to have a list of pre-approved courses from other departments for students.

We identified the Ancient Near East class (HIS313) that Andrea teaches as one that we would like to list as 'pre-approved' for the Heritage and Material Culture concentration.

Importantly, as these courses would not be required for the new Anthropology major, it shouldn't significantly impact enrollments in those courses - *maybe* a couple students/year will opt to take these optional courses.

Would you and your department be open to including this course as elective options for Anthropology majors? As we are trying to get the new major implemented for the Fall semester, I would appreciate a response at your earliest convenience.

thanks,

Ken

Geography

Dear Ken,

May all be going well for you. That is quite an undertaking there and I hope it goes all well, without any problems. Thank you very much for considering our courses as part of the change in your Department's direction. That would certainly be fine to include those two courses, though GEO331 is offered once every two years. I hope that will not present a problem to Anthropology students.

Best wishes,

saed

From: Kenneth Nystrom <nystromk@newpaltz.edu>
Sent: martedì 22 febbraio 2022 10:37
To: Salvatore Engel-Dimauro <engeldis@newpaltz.edu>
Subject: Anthropology major revision

Salvatore...I hope things are going well!

I'm reaching out because our department is getting close to completing a revision of the major. One aspect of the revision is acknowledging the inter-disciplinary nature of Anthropology by giving majors the option (upon consultation with their advisor) of having one non-Anthropology course 'count' as an elective towards the major.

We are structuring the new major plan around 4 different concentrations: Media and Globalization, Health and the Body, Heritage and Material Culture, and Gender and Sexuality. For each of these concentrations we want to be able to have a list of pre-approved courses from other departments for students.

We identified two course that Geography offers - GEO332 Geography, Health, and Environment and GEO 331 Gender and Environment - that we would like to be on a list of pre-approved options for the Health and the Body and the Gender and Sexuality concentration respectively

Importantly, as these courses would not be required for the new Anthropology major, it shouldn't significantly impact enrollments in those courses - *maybe* a couple students/year will opt to take these optional courses.

Would you and your department be open to including these Geography as elective options for Anthropology majors? As we are trying to get the new major implemented for the Fall semester, I would appreciate a response at your earliest convenience.

thanks,
Ken

Art History

Yes, it is okay with me. Thank you so much!

Best,
Kerry

2023 Confirmation: Art History

From: Keely Heuer <heuerk@newpaltz.edu>
Sent: Thursday, September 14, 2023 4:23 PM

Dear Val and Benjamin,

All of these courses look good for Art History, but may I also suggest that ARH 367 The Art of Ancient Rome and ARH 386 The Art of Ancient Egypt be added as well as they too have a heavy archaeology component? I am happy to share syllabi if that would be useful.

With best wishes,

Keely

From: Kenneth Nystrom <nystromk@newpaltz.edu>
Sent: Thursday, February 24, 2022 8:15 AM
To: Kerry Dean Carso <carsok@newpaltz.edu>
Subject: Re: Anthropology major revision and ARH courses

Kerry,

I would need a direct response from you regarding if it is okay to include these courses as 'pre-approved' options from for Anthropology majors (so I can share it with the Dean along with our proposal).

ARH 351
ARH 354
ARH 365 Early Greek Art
ARH366 Later Greek Art

thanks!

Ken

Black Studies

Kenneth,

No, I would not have a problem and do not believe the Department would either.

Weldon McWilliams IV, PhD
Visiting Associate Professor
Chair, Department of Black Studies
SUNY New Paltz
1 Hawk Drive
New Paltz, NY 12561

"Oppressed people, whatever their level of formal education, have the ability to understand and interpret the world around them, to see the world for what it is, and move to transform it."
-Ella Baker

2023 Confirmation: Black Studies

From: Weldon McWilliams <mcwilliw@newpaltz.edu>
Sent: Thursday, September 14, 2023

Greetings,

I approve BLK 310 Blacks and Media course to be approved.

In the Spirit of UMOJA,

Weldon McWilliams IV, PhD

From: Kenneth Nystrom <nystromk@newpaltz.edu>
Sent: Tuesday, February 22, 2022 1:58 PM
To: Weldon McWilliams <mcwilliw@newpaltz.edu>
Subject: Re: Anthropology major revision

Weldon,

Thanks for thinking about your ability to actually offer the course, but at this point we aren't worried about how frequently these optional electives are offered. These would just be ones that are pre-approved if/when they are offered. Given that, even if you can't offer the course in the immediate future, in theory would you and your department have any problems having it listed as a pre-approved option?

Ken

--
Professor and Chair
Department of Anthropology
Wooster Hall 319
SUNY New Paltz
1 Hawk Drive
New Paltz, NY 12561
(845) 257-2986

To schedule office hours visit: https://calendly.com/nystrom-office-hours/office-hours

The Bioarchaeology of Mummies
The Bioarchaeology of Dissection and Autopsy in the United States

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From: Weldon McWilliams <mcwilliw@newpaltz.edu>
Sent: Tuesday, February 22, 2022 11:53 AM
To: Kenneth Nystrom <nystromk@newpaltz.edu>
Subject: Re: Anthropology major revision

Ken,

I personally would love to open this course up, the issue is I am being constrained to only running a certain amount of courses a semester and there are some courses that really need to run because it is impacting our major and minor's ability to graduate on time. I am trying to convince the Dean and others to allow us to run more courses but thus far it has been a struggle. With that said, I am not sure I could say with confidence that I believe we could get that class running soon enough. I am sorry.

Weldon McWilliams IV, PhD
Visiting Associate Professor
Chair, Department of Black Studies
SUNY New Paltz
1 Hawk Drive
New Paltz, NY 12561

"Oppressed people, whatever their level of formal education, have the ability to understand and interpret the world around them, to see the world for what it is, and move to transform it."

-Ella Baker

Hi Weldon...I hope things are going well!

I'm reaching out because our department is getting close to completing a revision of the major. One aspect of the revision is acknowledging the inter-disciplinary nature of Anthropology by giving majors the option (upon consultation with their advisor) of having one non-Anthropology course 'count' as an elective towards the major.

We are structuring the new major plan around 4 different concentrations: Media and Globalization, Health and the Body, Heritage and Material Culture, and Gender and Sexuality. For each of these concentrations we want to be able to have a list of pre-approved courses from other departments for students.

We identified a course that Black Studies offers - BLK 310 Blacks and the Media - that we would like to be on a list of pre-approved options for the Media and Globalization concentration.

Importantly, as this course would not be required for the new Anthropology major, it shouldn't significantly impact enrollment in the course - *maybe* a couple students/year will opt to take these optional courses.

Would you and your department be open to including BLK 310 as an elective option for Anthropology majors? As we are trying to get the new major implemented for the Fall semester, I would appreciate a response at your earliest convenience.

thanks,

Ken

Minor Course Revisions

<u>Title changes approved May 2022, effective Summer 2022</u>

ANT213 Introduction to Archaeology > *Principles of Archaeology*

ANT214 Cultural Anthropology > *Principles of Cultural Anthropology*

ANT215 Intro to Biological Anthro > *Principles of Biological Anthropology*

<u>Other minor changes approved October 2023, effective Summer 2024</u>

Title change; number change within level: ANT400 Development of Anthropological Thought > ANT480 Histories of Anthropological Thought

Number change within level: ANT402 Research Methods in Anthropology > ANT485 Research Methods in Anthropology

Title change; prerequisite change: ANT490 Seminar Four Fields of Anthropology > ANT490 Anthropology Capstone Seminar; drop ANT216 Language and Culture* as prerequisite.

* A major course revision to renumber ANT216 as ANT320 Language and Culture was approved by the Curriculum Committee on 9/26/23 and by Academic Affairs on 9/28/23. (See revised syllabus included in this package.) The proposed revision of the Anthropology major drops "ANT216" from the core requirements and adds ANT320 to the elective options for the concentration in Representation & Identity.