

ROWAN COLLEGE CURRICULUM COMMITTEE

PROPOSAL TITLE: Anthropology Minor

UNDERGRADUATE GRADUATE CREDIT HOURS

SPONSOR(S): Dr. David Kasserman, Dr. Diane Markowitz, Dr. Maria Rosado

DEPARTMENT & TELEPHONE# Geography/Anthropology : 4811

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

<p>STEP #1 (DEPARTMENT)</p> <p><input checked="" type="checkbox"/> APPROVED/DATE: _____</p> <p><input type="checkbox"/> NOT APPROVED/DATE: _____</p> <p><u>Dr. David Kasserman</u> DEPT. CURRICULUM CHR.</p> <p>REVIEWED/DATE: _____</p> <p><u>Richard [Signature]</u> DEPT. CHR.</p>	<p>STEP #2 (RECEIPT)</p> <p>SCC# <u>95-46-159</u></p> <p>DATE RECEIVED: <u>10/23/96</u></p> <p><u>Ronald Gochos</u> SENATE CURRICULUM CHR.</p>	<p>STEP #3 (SCHOOL)</p> <p>REVIEWED DATE: <u>4/2/96</u></p> <p><input type="checkbox"/> RECOMMEND TO APPROVE</p> <p><input type="checkbox"/> RECOMMEND NOT TO APPROVE</p> <p>FORWARD FOR OPEN HEARING</p> <p><input checked="" type="checkbox"/> WITHOUT RESERVATIONS</p> <p><input type="checkbox"/> WITH RESERVATIONS</p> <p>COMMENTS: _____</p> <p><u>[Signature]</u> SCHOOL COMMITTEE CHR.</p>
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STEP #4 (ACADEMIC DEAN)

RECOMMEND NOT RECOMMEND CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL: [Signature]

COMMENTS: _____

RECEIVED
MAY 13 1996
OFFICE OF THE DEAN OF THE ARTS AND SCIENCES

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING: 10/23/96

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE): _____

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS: _____

SENATE
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STEP #6 (SENATE)

DATE PRESENTED TO SENATE: 10/23/96

APPROVED NOT APPROVED

CERTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE): _____

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE: Ronald J Gochos 10/23/96

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED _____

APPROVED: ___ YES ___ NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS _____

FACULTY LOAD HOURS _____

EQUALIZED CREDIT HOURS _____

*REC
approved
4/17/96*

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) _____

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST _____



REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

25 Mar 96

HIGS TAXONOMY AND COURSE NUMBER ASSIGNED _____

Artline Minor - 01202

DATE/SIGNATURE OF REGISTRAR _____

BZ Kibbey 30 Mar 96

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

1.) ABSTRACT: PROPOSAL FOR A MINOR IN ANTHROPOLOGY

The following faculty members wish to propose the creation of a minor in anthropology, to be subsumed under the present Geography/Anthropology department within the School of Liberal Arts and Sciences: Dr. David Kasserman, Dr. Diane Markowitz and Dr. Maria Rosado.

Neither a major nor a minor in anthropology exists presently at Rowan College, and student interest as well as the need to provide a complete liberal arts experience here suggest the need for the creation of a minor in anthropology. In the recent past, Rowan College has restricted itself to offering only three introductory level courses in anthropology. Cultural Anthropology has been a highly-subscribed course which is offered in 6-7 sections each semester and two each summer, serving over 500 students per year. Though this is a required course in some majors (for example, Sociology), in answer to questions on SIR forms about why they took the course, approximately 30% of students state that "interest" was their major motivating factor in electing to take Cultural Anthropology (~150 students). Another highly subscribed course is Indians of North America, for which 2-3 sections are offered each semester, serving approximately 140-230 students per year. Physical Anthropology is the third introductory level anthropology course, a course which is required by no major and for which the only motivating factor in electing it is interest. Approximately 100-120 students per year take this course. Additionally, a variety of upper level courses is offered, serving approximately 150 students per year.. Again, the only motivating factor in taking these courses is interest.

Typically, at the end of each semester, approximately 10% of the enrolled students express their intent to take other anthropology courses and several state that they would like to major in anthropology or at least to minor in the subject. In conversation with Ms. Johanna Velez-Yellin, we learned that, each year, at least five student advisees said that they would like to major or minor in anthropology. For those wishing to major in anthropology, the only choice has been to transfer to some other college where a major is offered. ***As a first step in satifying those needs, the anthropology faculty proposes a minor in anthropology.***

Anthropology is a subject which permits the student to explore the enormous global variety in human behavior and biology over space and time. A minor in anthropology is a useful adjunct to a major in a variety of courses. For example, a major in Political Science with a minor in anthropology demonstrates that a graduate has an understanding of the variety of ways in which humans across the globe organize and have organized themselves politically. A major in Biological Sciences and minor in Anthropology would permit a student to explore the different ways in which human biology, health and growth differ around the world and over time. A major in Psychology and a minor in Anthropology would allow the student to examine the relationships among culture, behavior and cognition in a variety of societies. A minor in Anthropology will help to give Rowan College the ability to provide for its students the variety and depth of educational opportunity expected by the type of student we expect to be able to attract.

All students would be required to take the three introductory-level courses presently offered: Physical Anthropology, Archeology and Cultural Anthropology. The student will be able to select either two other courses and an independent study in a topic of his/her choice or three other courses, at least one of which must be an upper level course (requiring anthropology prerequisites). We hope to make the minor available in the fall of 1996. Staff is adequate to offer the courses and become advisors, but further library resources (journals) would be required.

2.) DETAILS

a.) Title: A PROPOSAL TO IMPLEMENT AN ANTHROPOLOGY MINOR

b.) Sponsors: DAVID KASSERMAN, Ph.D., DIANE MARKOWITZ, D.M.D., Ph.D.,
MARIA ROSADO, Ph.D.

c.) Scope or size of the program: We anticipate approximately 10-20 anthropology minors per year, totaling approximately 30-60 students.

d.) Relationship to curriculum: general education, core area, elective: The introductory level courses (Physical Anthropology, Cultural Anthropology and Archaeology) have already been given a general education designation. These three courses also form the core requirements for the minor. Elective courses will consist of the student's choice from the full roster of anthropology courses offered of either two other courses and an independent study or three other courses, at least one of which must be an upper level course.

e.) Prerequisites or eligibility: The student, in conjunction with his/her advisor must provide a written plan for integrating the study of anthropology into his/her major *or a coherent focus for its inclusion in his/her broader education*. The objective here would be to help the student design a program of study to enhance the global or multicultural applicability of the major program. Evidence of the student's ability to do this and a minimum GPA of 2.5 for the first year of college would be required.

f.) Suggested time and scale of implementation: This minor should be implemented by the Fall of 1996.

g.) Resource requirements: The present faculty, classroom and laboratory facilities are adequate. Selected journals in archaeology, medical anthropology and physical anthropology should be added to the library.

3.) Rationale: In the recent past, Rowan College has restricted itself to offering only three introductory level courses in anthropology. Cultural Anthropology has been a highly-subscribed course which is offered in 6-77 sections each semester, serving over 500 students per year. Though this is a required course in some majors (for example, Sociology), in answer to questions on SIR forms about why they took the course, approximately 30% of students state that "interest" was their major motivating factor in electing to take Cultural Anthropology (150 students). Another highly subscribed course is Indians of North America, for which 2-3 sections are offered each semester, serving approximately 140-230 students per year. Physical Anthropology is the third introductory level anthropology course, a course which is required by no major and for which the only motivating factor in electing it is interest. Approximately 120 students per year take this course (fall and spring). Additionally, a course in Archeology is offered in the fall and spring (MR), an upper level honors course in Paleoanthropology is given in the spring (DM), a course in Medical Anthropology is offered in the fall and a freshman honors social science seminar in Sex and Sex Roles in Cross-Cultural Perspective is given in the fall and courses in the Maya, Anthropological Perspectives on Physical Growth and Development and Indians of South America are offered in the fall and spring. Again, the only motivating factor in taking these courses is interest. Approximately 800-900 students per year take these courses.

Typically, at the end of each semester, approximately 10% of the enrolled students express their intent to take other anthropology courses and several state that they would like to major in anthropology or at least to minor in the subject. In conversation with Ms. Johanna Velez-Yellin, we learned that, each year, at least five students said that they would like to major

or minor in anthropology. For those wishing to major in anthropology, the only choice has been to transfer to some other college where a major is offered. However, for those wishing to minor in anthropology, the faculty at Rowan College is presently sufficient to offer such an option.

A minor in anthropology is a useful adjunct to a major in a variety of courses. For example, a major in political science with a minor in anthropology demonstrates that a graduate has an understanding of the variety of ways in which humans across the globe organized and have organized themselves politically. A major in Biological Sciences and minor in anthropology would permit a student to explore the different ways in which human biology, health and growth differ around the world and over time. A major in psychology and a minor in anthropology would allow the student to examine the relationships among culture, behavior and cognition in a variety of societies. *This program will provide students with systematic access to a broad body of anthropological theory and data with which to enhance the multicultural/global applicability of the student's major course of study.*

The availability of a minor in anthropology will establish that Rowan College has one of the attributes of a first-rate liberal arts college: the ability to provide the variety and depth of educational opportunity expected by motivated students.

4.) Essence of the Minor.

a.) Major goals of the program: The major goals of the program are 1.) to provide an introduction to cultural and physical anthropology and archeology, 2.) to encourage students to expand the applicability of the knowledge gained from their major field of concentration to a variety of cultures in the full range of global environments over space and time, and 3.) to train students to analyze biology and behavior in the environments in which they occur, rather than superimposing the narrow focus of late 20th century American life on all other contexts, and 4.) to do this in such a way that the student's transcript demonstrates a focused program of study.

b.) Specific objectives of the program. The specific objectives of the program are to see that the student understands 1.) the methodology of archaeological, cultural and physical anthropological research, 2.) the theoretical principles of ethnographic and archaeological analysis, 3.) the fundamentals of paleoanthropologic and modern human biologic evolutionary analysis, 4.) an in-depth understanding of one subfield of the student's choice, related to his/her major and 5.) a familiarity with the major contemporary research issues in anthropology.

c.) Structure of Organization:

All students would be required to take the three introductory-level courses presently offered: Physical Anthropology, Archeology and Cultural Anthropology. The student will be able to select either two other courses and an independent study in a topic of his/her choice or three other courses, at least one of which must be an upper level course (requiring anthropology prerequisites). We hope to make the minor available in the fall of 1996. Staff is adequate to offer the courses and become advisors, but further library resources (journals) would be required.

Hegis numbers are 200 for all introductory courses and for " Sex and Sex Roles in a Cross-Cultural Perspective". The latter is presently taught as a freshman honors seminar in the social sciences. All other courses are 300 level, with the exception of the "Independent Study in Anthropology" course and the "Undergraduate Research Seminar in Anthropology", both of which are 400 level courses..

Courses with brief course descriptions, credit, level, requirements, prerequisites:

Introduction to Archaeology: This course covers the rudiments of archeological field techniques, methods of analysis and dating methods. 3 credit hours, 200 level. No prerequisites.

Introduction to Cultural Anthropology: This course presents cultural anthropology as a coherent system of data and theory designed to explain the variety of human group behavior, giving special emphasis to the structure and function of non-western culture. 3 credit hours, 200 level. No prerequisites.

Introduction to Physical anthropology: This course surveys the variety of human biological adaptations to the environment over time and space. Anatomy of the human form is studied as it has evolved over the past 5 million years. Diversity in living human populations and their genetic and physiological variations are examined. This course also introduces the student to some of the specialized subfields of physical anthropology, such as medical anthropology, primatology, and forensic anthropology. 3 credit hours, 200 level. No prerequisites.

Indians of North America: This course surveys the origin and cultures of the indigenous peoples of North America. An array of disciplines provides information about the first Americans, their descendants, and diverse cultures. These are anthropology, archaeology and history which help us trace the earliest evidence for presence of humans in the Americas up to the time of European contact and the process of cultural evolution. An emphasis is placed on the cultural ecological approach which provides the basis for understanding the intricate relationship between the environment and peoples and their cultures. 3 credit hours, 300 level. No prerequisites.

Indians of South America: catalogue description, 3 credit hours, 100 level. No prerequisites. This course examines archaeological and anthropological (ethnographic, etiologic) evidence to understand cultural diversity, cultural evolution and adaptation of the native peoples of South America. In this course the migrations of the first Americans from Asia, the rapid expansion of Paleo-Indian hunters, the adaptations of Archaic hunter-gatherers to post ice-age environments, the origins of farming and village life, and the rise of chiefdoms and empires are traced. The course stresses the significance of New World prehistory as a unique case of cultural evolution, but a prehistory which displays striking parallels to the Old World historic and prehistoric cultures. 3 credit hours, **300** level. No prerequisites.

Medical Anthropology: Medical Anthropology is a course designed to increase understanding of the cross-cultural definitions of disease and treatment. The course will survey, at an introductory level, the history and distribution of illness and the culturally prescribed attitudes toward disease and its treatment. Students will gain an understanding of the important influence that social behavior and commonly-held beliefs have on the course of illness and its cure. 3 credit hours, 300 level. prerequisites: Physical Anthropology, Biology I or Anatomy and Physiology.

Comparative Cultures: Students conduct a survey and comparative study of a variety of cultures around the world, analyzing both cultural forms and the methods used by anthropologists to study them. 3 credit hours, **300** level, prerequisite: Cultural Anthropology.

Maya course: This course traces the development of Maya culture from its earliest archaeological evidence to the eve of Old World contact, focusing on its adaptation to a variety of ecological settings, its interaction with other mesoamerican cultures, the development and transformation of city states, Mayan cosmology and world view, and the development of an indigenous system of writing. Prerequisite: Introduction to Cultural Anthropology or Indians of North America. 3 credit hours, 300 level, prerequisite: Cultural Anthropology.

Cultural Ecology: This course examines the relation of human groups to their environments as mediated by culture. It emphasizes the interaction of significant variables in the natural habitat, technology and social institutions. 3 credit hours, 200 level, prerequisite: Introduction to Cultural Anthropology. 3 credits, **300** level, prerequisite: Introduction to Cultural Anthropology.

Peasant Societies and Cultures of the World: This course studies the peasant communities of non-industrialized, stratified societies in Latin America, Asia and Africa, while emphasizing the practical problems involved in change and modernization in these societies. 3 credits, **300** level, prerequisite: Introduction to Cultural Anthropology.

Anthropological Approaches to Culture Change: Using a sociocultural approach emphasizing both the theoretical and applied aspects (i.e. the "anthropology of development"), this course promotes awareness of the complexities involved in efforts to implement "development" and "progress", especially in the Third World. Recommended for students considering careers with multinational corporations, foreign service, U.N., etc. 3 credits, **300** level, prerequisite: Introduction to Cultural Anthropology.

Independent Study in Anthropology: Students have an opportunity to pursue individual specialized topics under the guidance of a staff member. This course may not be used as a substitute for a course offered by the department. 3 credits, **400** level, prerequisite: Introduction to Cultural Anthropology.

Undergraduate Research Seminar in Anthropology: Students participate in planning a research project, collecting data and preparing a report suitable for publication. Subjects of research are selected according to student interest. 3 credits, **400** level, prerequisite: Introduction to Cultural Anthropology.

Anthropology of Magic and Religion in Primitive, Tribal and Peasant Cultures: This course stresses a cross-cultural comparative approach to the study of primitive, tribal and peasant magic and religious systems. It studies particular cultures in depth and emphasizes seeing the magico-religious beliefs and practices in their sociocultural context. 3 credits. **300** level. prerequisite: Introduction to Cultural Anthropology.

Sex and Sex Roles in a Cross-Cultural Perspective. This course examines the impact of sexuality on the structure of human cultures, and on how sexuality and gendered behavior are expressed and employed in different cultural contexts. 3 credits, **200** level, no prerequisite.

Anthropological Perspectives on Physical Growth and Development: This course examines the normal course of human physical growth and development and inter-populational differences in attainment of puberty and final adult height. It also focuses on the effect of the environment, heredity, disease and nutrition in producing a variety of fat patterns, trunk/limb proportions and delays in growth in different human groups. Finally, students learn to assess critically different types of growth studies and methods of forecasting growth. 3 credit hours, **300** level, prerequisite: Human Biology or Anatomy and Physiology.

d.) Administration: details of the specific role of each group/department. Though this minor involves only the three current faculty members in anthropology, we expect to consult personally with the major advisor of each and every student who minors in anthropology. In conjunction with the student and the major advisor, therefore, it is hoped that the most effective course of study can be designed for each individual.

5.) Results of consultation:

a.) Consultations with all departments: see attached (appendix A).

b.) The following faculty members were sent copies of this proposal: list. The following individuals responded in writing: list. Summary of replies.

c.) Copies of written replies to requests for comment: see attached (appendix A).

6.) New Courses:

All new courses have been approved.

COURSE PROPOSAL:

**ANTHROPOLOGICAL PERSPECTIVES ON
PHYSICAL GROWTH AND DEVELOPMENT**

1.) Details:

- a.) **Course title:** Anthropological Perspectives on Physical Growth and Development.
- b.) **Sponsors:** Diane L. Markowitz, D.M.D., Ph.D, Department of Geography and Anthropology, and the Geography and Anthropology Department.
- c.) **Credit hours:** 3
- d.) **Course Level:** Undergraduate, sophomore/junior.
- e.) **Curricular Effect:** This course is specifically designed to introduce students to the concepts of physical growth and development, with a view to recognizing normal growth and development among a variety of the world's populations. It will be of particular value to those individuals planning to become involved with children in any professional capacity. It will be a free elective, though it may become required for certain majors (e.g., Psychology).
- f.) **Prerequisites:** Human Biology or Anatomy and Physiology. Suggested: Physical Anthropology.
- g.) **Time and scale of implementation:**
 - 1.) **Time of implementation:** Spring, 1996
 - 2.) **Scale of implementation:** The course will be offered once per year.
- h.) **Adequacy or resources required to offer the course:**
 - 1.) **Staff:** Presently, the faculty member proposing this course is the only individual in the department qualified to teach it. Diane L. Markowitz, D.M.D., Ph.D., has published and presented papers at national and international meetings on the subject of child growth and development and is currently involved in research on growth and development in the Orthodontics Dept. at the University of Pennsylvania School of Dental Medicine.
 - 2.) **Space Needs:** The classroom space currently available to the Geography and Anthropology Department is adequate for the support of this course.
 - 3.) **Library Holdings:** Library holdings are marginally adequate to support offering undergraduate education in growth and development. Though the library does have a selection of works pertinent to this topic, few have been published recently. Ideally, the American Journal of Human Biology should be acquired.

2.) Rationale:

A.) Human physical growth and development historically has been and remains an important subject for physical anthropologists to investigate. Although this course will be geared to the interests of those individuals interested in careers involving the care and education of children, the Geography/Anthropology outlook on the subject will guide the presentation of the subject matter. Human physical diversity, its relationship to ecological conditions and the importance of environment and heredity in shaping the course of growth and development are subjects uniquely suited to a cross-cultural perspective.

B.) Students taking this course can expect to acquire a detailed understanding of the tempo of growth, the meaning of developmental milestones and the effect of the environment, health and heredity on body habitus. Students who have already taken the Psychology Department's course in Child Development will be able to relate the timing and intensity of growth and their relationship to health and nutrition to the appearance of important psychological milestones. Students who have taken Physical Anthropology (recommended) will be able to understand the effect of the environment on the development of trunk/limb proportions, fat patterning and facial growth and development. Understanding the evolution of the variety of growth patterns seen in the world's populations will also be valuable in explaining the issue of work capacity and strength: a subject likely to be of interest to physical education majors. All students will benefit from a basic pre-requisite course in Human Biology, so that discussion may begin with the assumption that students have some familiarity with human anatomy and physiology.

C.) Following the earliest growth studies performed on the children of French factory workers in the 19th century, the originator of modern growth investigations - Franz Boas (the originator of the four-field approach in anthropology and first chairman of the department of anthropology at Columbia University) - demonstrated that all children pass the same developmental milestones, but at a rate affected by heredity, by nutrition, by climate and by interactions of all of these. This course will survey Boas' work and that of the best modern researchers on the subject, particularly Phyllis Eveleth, James M. Tanner and Barry Bogin. We will examine the evidence for and against a variety of postulated causes of delayed growth, variety in trunk/limb proportions, fat patterning, sexual maturation and development of secondary sex characteristics.

D.) Students must become familiar with the signs of delayed or precocious development in order to recognize them and suggest to parents that a child be examined. Teachers who see a child every day are in a far better position to be the first to suggest a timely intervention than physicians who may see a child only once a year. Also, teachers who understand the normal development of secondary sex characteristics will be in a better position to predict and deal with expected changes in behavior peculiar to puberty.

E.) Teachers must be aware of the range of normal variation in growth and its tempo in order to adjust expectations of appropriate behavior for children. Well-nourished groups feature an impressive variety of normal body types and sizes. A child who is large for his age, for example, may present the appropriate proportions and physical and mental development for one of his chronological age: yet such a child is frequently expected (unreasonably) to behave in a very mature fashion. This is an error made frequently by those unfamiliar with the full range of normal development.

New Jersey, as do many other states, has a large number of temporary agricultural workers, some of whom bring their families. If - and we hope they do - send their children to school, many graduates of Rowan are likely to teach them. If these children are significantly smaller than others, teachers should have some means of evaluating the cause of their small size. Is short stature genetic and therefore of minimal concern, the result of early malnutrition (the effects of which will now be eradicated through catch-up growth in a more plentiful environment), or the continuing effect of malnutrition which may also affect a child's performance in school or some combination of all of these?

Special education teachers should be aware of the effects of developmental abnormalities on their students as well. Delay seen in some congenital syndromes affects mental function but not necessarily hormonal function. Others, such as Allbright's Syndrome or adrenal hyperplasia may affect development but not intellectual ability.

Physical education teachers are required to teach health and nutrition in order to improve immediate and long-term health in their students. They should know that a body habitus - for example, a pattern of centralized body fat deposition - that is perfectly normal for one group (Native Americans and many Hispanics) may also be associated with increased risk for disease in adult life.. Also, a child of African origin with small-average size parents who tracks consistently in the lower 3rd percentile for height may be displaying a growth delay of greater concern than if that child were of European or Asian origin.

F.) In this regard, students in this class will also become familiar with the methods for charting growth and the benefits and disadvantages of each. For example, in order to determine the health of an **entire population**, cross-sectional studies are performed in which each child is only measured once and the mean of measurements for all children of a particular age range is considered to be "normal" for that sample. The norm for that age group for that sample is then compared with the corresponding "norm" of a reference sample. But the choice of a reference sample represents a difficult and important decision. If the population under study is well-nourished, it may be appropriate to compare it with any reference sample of well-nourished children. If the study group is poorly-nourished, the most appropriate comparative reference sample is a well-nourished group of the same ethnic background. This type of study, whose results are often used to determine a putative "norm" for a particular population, is completely inappropriate for comparison with the growth trajectory of an individual child.

If, on the other hand, the objective is to determine the health of **one child**, a longitudinal study (which follows individual growth curves throughout each individual's subadult years) is the appropriate comparative means to determine the tempo of growth. Parents are frequently told that the "normal" age of menarche for girls is 12, yet they fail to understand that this is simply a population mean, and that 10 and 14 are just as "normal". Teachers should be able to interpret such statements often made by parents after their child sees the physician.

G.) Teachers need to be able to examine growth studies critically to determine their validity in use. In this course, students will also become familiar with some of the more useful means of forecasting growth, including dental and skeletal age and growth equations. Although students will not derive or prove the validity (or lack of validity) of these equations, they will become familiar with the benefits and drawbacks of each.

H.) Finally, students eventually will gain some experience in acquiring growth data on their own in order to evaluate the difficulty of developing accurate information for analysis. It is hoped that, within the foreseeable future, a scale, an accurate height measuring device and more skin-fold calipers can be obtained. With these instruments, students will practice on each other and then on available children - with the cooperation of the education department and the Human Subjects Research Committee - in order to produce their own limited study of growth. I hope to arrange field trips for students to the Gastroenterology and Nutrition Department at Children's Hospital of Philadelphia, the Turner Nutritional Awareness Project of the University of Pennsylvania and/or the Miller Clinical Research Center at the University of Pennsylvania School of Dental Medicine (where I do research)..

3.) Essence of the Course:

a.) **Objectives of the course:** Upon completion of the course, Anthropological Perspectives on Physical Growth and Development, students will be able to:

- 1.) outline the full range of normal milestones of growth seen in the healthy child.
- 2.) understand normal physiologic and anatomic maturation and the hormonal influences on them.

a.) explain the normal function of the hypothalamic-pituitary-gonadal axis: explain the elaboration of growth and sex hormones and the influences of the endocrine system on growth.

- 3.) be able to note when those milestones are not being achieved in a normal fashion.

a.) describe the effects on somatic, genitourinary, neural, lymphatic and adipose tissues.

- 4.) describe a variety of factors which may delay the tempo of growth: illness, disease, stress, treatment with steroids (?), malnutrition, high altitude (?), heredity (?).

- 5.) understand the mechanism by which these factors may interfere with growth.

- 6.) outline the methods used in forecasting and determining growth: this includes the charting of weight and height (and the derivation of the body mass index), trunk/limb proportions, head circumference, the appearance of secondary sex characteristics, the use of such equipment as skin-fold calipers, ultrasound machines and bio-electrical impedance devices to determine lean body mass, and dental and hand-wrist x-rays to examine dental and skeletal age.

- 7.) describe and intelligently criticize the benefits and shortcomings of the most often-used equations for forecasting growth.

a.) critically assess the validity of major growth studies in the literature.

- 8.) describe the phenomenon of catch-up growth and explain in what circumstances it may be seen.

- 9.) describe and understand the effects of heredity, environment, malnutrition and disease on body habitus (including stunting and wasting) and the passage of developmental milestones.

a.) be able to explain the effects of kwashiorkor, marasmus and protein-calorie malnutrition.

- 10.) become familiar with some of the known effects (in adulthood) of alterations in the tempo of child growth and development and in fat patterning.

- 11.) describe the major inter-populational differences in tempo of growth, fat distribution, trunk/limb proportions and attained adult stature and be able to relate these to climate, altitude and heritability.

- 12.) understand the effects of illness, both infectious and non-infectious, on growth and development.

- 13.) describe and explain the secular trend in tempo of growth among well-nourished, industrialized populations in pubertal development and final attained height.

a.) understand its implications for adolescent behavior.

b.) Topical Outline:

- A.) Growth in general outline: endocrine influences
 - 1.) Scammon's curves and their meaning
 - 2.) the hypothalamic-pituitary-gonadal axis
 - a.) hypothalamic endocrine factors
 - b.) the influence of the thyroid and parathyroid
 - c.) the influence of the liver
 - d.) the influence of the pituitary
 - e.) the influence of the gonads
 - 3.) circulating growth factors
 - 4.) bone matrix growth factors
 - a.) the normal processes of bone growth
- B.) The evidence:
 - 1.) longitudinal growth curves.
 - 2.) cross-sectional growth curves.
 - 3.) Tanner stages: secondary sex characteristics.
 - 4.) radiographic evidence:
 - a.) dental age: Moorrees, Fanning and Hunt method, Demirjian method.
 - b.) skeletal age: Greulich and Pyle method, TW2 method.
- C.) Delaying influences:
 - 1.) malnutrition and infectious disease.
 - a.) kwashiorkor
 - b.) marasmus (protein-calorie malnutrition).
 - c.) mild-moderate malnutrition
 - 2.) failure to thrive.
 - a.) poor child/caregiver interaction.
 - b.) Duchenne muscular dystrophy.
 - c.) other causes: coeliac disease, juvenile diabetes, steroid medication, etc.
 - 3.) heredity
- D.) Forecasting growth: assessment of the most frequently used equations.
- E.) Catch-up growth.
 - 1.) likelihood of occurrence.
 - 2.) conditions of its effect.
- F.) Inter-population variety in
 - 1.) tempo of growth.
 - 2.) attained height.
 - 3.) body habitus
 - a.) fat patterning
 - b.) trunk/limb proportions.
 - 4.) effects of adaptation and acclimatization.
- G.) Anthropometric and other types of measurements:
 - 1.) height
 - 2.) weight

3.) lean body mass

H.) The secular trend : what it is, how it arose and implications for the future.

I.) Positive deviance: the healthy child in a poor environment...why?

c.) Evaluation of Students:

Initially, familiarity with the major issues outlined above will require careful study of specific issues in human growth and development. Mastery of these subjects will be gauged via two hour-long examinations given after the first and second thirds of the course. By the end of the course, students should have sufficient acquaintance with the major issues to effectively criticize descriptions of actual growth studies. Students will be asked to choose a topic in growth and development and, using the library's resources (American Journal of Human Biology and the American Journal of Physical Anthropology) to write a paper, focusing on an issue in growth and development of interest to them.

d.) Course evaluation: Success in inculcating the requisite information and the students' perception of the quality of the course will be gauged via the SIR form and a specialized questionnaire developed for the course.

4.) Results of consultations:

a.) **Consultation with departments offering courses with similar titles.** Consultation with department heads and appropriate faculty members was solicited.

b.) **Names of those who were consulted:** Dr. Christy Faison, Mr. James Burd, Dr. John Frisone, Dr. Laretta Reeves, Dr. Elizabeth Moore, Dr. Maria Tahamont.

c.) **Copies of written replies to requests for consultation.** Copies of written replies are appended.

5.) Additional information:

Suggested texts:

Foetus into Man by J.M. Tanner

Worldwide Variation in Human Growth by Phyllis B. Eveleth and James M. Tanner

Patterns of Human Growth by Barry Bogin

Malnourished Children in the U.S.: Caught in the Cycle of Poverty: Robert B. Karp (ed.)

6.) Catalogue description:

Catalogue Description:

Anthropological Perspectives on Physical Growth and Development examines the normal course of human physical growth and development and inter-population differences in attainment of puberty and final adult height, weight and body shape. It also focuses on the effect of the environment, heredity, disease and nutrition in producing a variety of fat patterns, trunk/limb proportions and delays in growth in different human groups. Finally, students learn to assess critically different types of growth studies and methods of forecasting growth.

COURSE PROPOSAL: THE MAYA

1. Details

- a. Course Title: **The Maya**
- b. Sponsors: David Kasserman, Maria Rosado, Diane Markowitz (Department of Geography and Anthropology)
- c. Credit Hours: three
- d. Course Level: 300 level
- e. Curricular Effect: free elective; will provide basis for a projected minor in anthropology
- f. Prerequisite: Introduction to Cultural Anthropology OR Indians of North America
- g. Suggested Implementation: Spring 1997
- h. Adequacy of Staff and Library: Resources at present will meet the needs of this course. The library's collection of materials related to pre-contact Maya culture will, of course, be augmented in the future.

2. Rationale

Study of Maya culture will offer a variety of benefits to the College's students. On the most basic level, a semester long course focusing on a single cultural tradition provides an opportunity to demonstrate (to a degree impossible in survey courses) the complexity of organization and world view and its transforming adaptation to the equally complex web of environmental influences to which it is a response.

The Maya themselves, however, are much more than a convenient vehicle for demonstrating the intricacy of cultural integration. As a significant and enduring part of the mesoamerican cultural complex, they offer an extremely valuable opportunity to study the development of an indigenous American civilization (and the only New World locus among the five centers of independent invention of writing). The recent explosion of Maya studies--archaeology, ethnohistory and ethnography, and the successful deciphering of Maya glyphic writing--has made it possible to trace the development of Maya culture through more than four thousand years, with remarkable detail in the classic and post-classic periods (from approximately 250 AD to 1530) during which the Maya recorded much of their history, theology, and science on public monuments, jewelry, household items, and codices. As a result, the old romantic view of the Maya as gentle philosophers contemplating the passage of Venus over their

peaceful forest homes has been replaced with a much more accurate picture of a dynamic and aggressive people creatively engaged in the turmoil of continuous adaptation to the changing ecological and sociological conditions they faced. Thus, the study of Mayan culture provides students with comparative data (demonstrating the independent American invention of urban-based cultures and writing), an introduction to a remarkable culture of great technical, organizational, and intellectual intricacy, and a demonstration of developmental depth that has often been lacking in the popular understanding of indigenous American cultures.

Though we can speak of the Maya "collapse" of the ninth century AD or the end of Mayan independence in the Conquest, Mayan culture, in fact, has remained significantly intact to the present day. One of the few indigenous American populations to assert their independence successfully in the nineteenth century (the Caste War of Yucatan produced a series of Maya states that maintained their independence from Mexican rule into the beginning of the twentieth century), the Maya today number approximately six million people. Mayan languages are still spoken, Mayan philosophy and theology are still a significant part of everyday life, and a strong sense of ethnic identity and pride survives. Much of the recent discord in Guatemala and southern Mexico (Chiapas), though described in the press most often in ideological or class terms, has at its heart the cultural identity and pride of Mayan peoples who still hope to preserve their way of life from the encroachments of culturally distinct invaders. Thus, learning the form of pre-contact Mayan culture is more than a historical or theoretical exercise; it will provide students with the foundation upon which to understand something of the dynamics of modern Central America.

3. Essence of the Course

- a. Objectives: Upon completion of the course, students will be able to:
 1. Identify the geographic location and environmental range in which Mayan culture developed.
 2. Identify the fundamental characteristics that define mesoamerican culture and identify their origins in the Olmec culture area.
 3. Identify the structural characteristics, approximate time periods, and geographic centers of Archaic, Preclassic, Classic, and Post-Classic Mayan culture.
 4. Identify major archaeological sites associated with each stage of Mayan culture and their associated material assemblages.
 5. Identify the neighboring cultures (particularly Teotihuacan and the Toltecs) that influenced the development of Mayan culture and the time period of their most significant impact.
 6. Describe the economic basis of Mayan culture.
 7. Describe the basic format and transformation of the Mayan concept of government.
 8. Describe the basic structure of Mayan theology
 9. Describe the basic form of Mayan integration of the concepts of time, astronomy, and theology (calendrics and the concept of *kinh*)

[time/day/sun]).

10. Understand the basics of Mayan mathematics.
11. Understand the basics of Mayan glyphic writing.

b. Topical Outline

- A. Geographic and environmental setting of Maya culture
- B. Archaic Maya culture
 1. evidence of earliest Maya settlement
 2. cultural structure
- C. Antecedents to Maya civilization: the Olmecs
 1. location, time, and representative archaeological sites
 2. fundamental cultural traits characteristic of mesoamerica
- D. The Preclassic
 1. location, time, and representative archaeological sites
 - a. El Mirador
 - b. Nakbe
 2. cultural format
- E. The Classic
 1. location, time, and representative archaeological sites
 - a. Tikal
 - b. cities of the Usumacinta region
 - c. Palenque
 - d. Copan
 2. cultural format
 - a. influence of Teotihuacan
- F. The Post-classic
 1. location, time, and representative archaeological sites
 - a. Chichen Itza
 - b. Mayapan
 2. cultural format
 - a. Toltec domination
- G. Economic basis of Maya civilization
 1. subsistence: crops and agricultural technology
 2. economic specialization and trade
- H. Mayan government
 1. class structure and the nature of Mayan nobility
 2. the city-state
 3. transformations of the concept of rulership in the Post-classic
- I. Basic Mayan cosmology
 1. the community of Mayan gods
 - a. possible origins, real diversity of form
 - b. the structure of the spiritual world
 2. blood sacrifice complex
 3. surviving Maya mythology

- a. archaeological evidence
- b. the *Popul Vuh*
- J. Mayan concepts of time
 - 1. astronomy and the Maya discovery of time
 - 2. *K'in* as the sun, a day, and a god
 - a. integration of time, fate, transformation, and renewal
 - 3. Mayan calendrics
 - a. the *tzolkin*, the *haab*, and the Long Count.
- K. Mayan mathematics
 - 1. base 20 computation
- L. Mayan writing: glyphs
 - 1. origins
 - 2. structure of meaning and the basis for translation
- M. Cultural continuity in the post-contact world

c. Evaluation and grading procedure

At the teacher's discretion, students will be evaluated through a combination of one or more of the following: in-class or take-home examinations, literature reviews, classroom presentations, and research papers.

d. Course evaluation

Students will be asked to fill out SIR forms and a specialized questionnaire developed for the course. Faculty members of the Geography and Anthropology Department, and of the History Department, will be asked to evaluate the readings for the class and, if possible, to sit in on one or more classes; their oral and written responses will inform modifications of the course content or structure if they are indicated.

4. Consultation

This proposal has been discussed with members of the History Department (Dr. Lee Kress and Steven Gimber), and is being provided to them for evaluation. Their written responses are appended.

5. Additional information

This is a short bibliography of (mostly) recent relevant works. Coe (1993) would be an appropriate basic text for the course.

Coe, Michael D.

1992 Breaking the Maya Code. New York: Thames and Hudson.

1993 The Maya. Fifth edition. New York: Thames and Hudson.

Fash, William L.

1991 Scribes, Warriors and Kings: The City of Copan and the Ancient Maya. New York: Thames and Hudson.

Goetz, Delia, and Sylvanus G. Morley, trans.

1950 Popul Vuh: The Sacred Book of the Ancient Quiche Maya. Norman: University of Oklahoma Press.

Harris, John F. and Stephen K. Stearns

1992 Understanding Maya Inscriptions: A Hieroglyph Handbook. Philadelphia: University of Pennsylvania Museum.

Kerr, Justin and Bruce M. White

1995 The Olmec World: Ritual and Rulership. Princeton: Princeton Art Museum.

Krupp, E. C.

1983 Echoes of the Ancient Skies: The Astronomy of Lost Civilizations. New York: Oxford University Press.

Leon-Portilla, Miguel

1988 Time and Reality in the Thought of the Maya. Forward by Sir J. Eric S. Thompson. Appendices by Alphonso Villa Rojas and Miguel Leon-Portilla. Original 1968. Norman: University of Oklahoma Press.

Sabloff, Jeremy A.

1990 The New Archaeology and the Ancient Maya. New York: Scientific American Library.

Scarborough, Vernon and David Wilcox, eds.

1991 The Mesoamerican Ballgame. Tucson: University of Arizona Press.

6. Course description:

This course traces the development of Maya culture from its earliest archaeological evidence to the eve of Old World contact, focusing on its adaptation to a variety of ecological settings, its interaction with other mesoamerican cultures, the development and transformation of city states, Mayan cosmology and world view, and the development of an indigenous system of writing. Prerequisite: Introduction to Cultural Anthropology OR Indians of North America.

January 23, 1996

Dear Dr. Kasserman,

I have examined the course proposal that you and your colleagues in Anthropology have developed on the Maya. In short, your course is impressive. Considering their significance in the history of the Americas, the Maya are certainly worthy of an in depth study. I find your proposal to be competent and thorough. I am confident that if approved, it will be of great value to students at Rowan - especially History students. Judging from the overwhelmingly enthusiastic response that I received from many History students regarding my courses in the history of Native Americans which were proposed last year, I am sure that the class will be well attended. We need more courses like this at Rowan and I encourage you to develop other ethnographic studies of the native peoples of North and South America.

Sincerely,

A handwritten signature in cursive script, appearing to read "Steven Kimber". The signature is written in black ink and is positioned above the printed name.

Steven Kimber

January 24, 1996

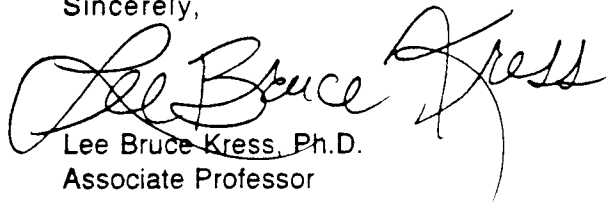
The native peoples of the Americas developed some of the great civilizations in the history of the world although until recent years their cultures have not been well understood or appreciated by current scholars. However, new methods of examination and new investigations in the field are finally revealing the significant nature of their past. This is particularly true of the Maya, and their study has grown as a result. As a historian trained in Latin American history, I have been fascinated by the recent findings about them presented at professional conferences and in scholarly literature. Much more will probably become available in coming years. But at last I feel we are beginning to understand Maya history, culture, and development in a realistic and accurate way.

I am extremely pleased to see that an academic course devoted to the Maya may soon be given at this college by the Anthropology Department. We have needed one to expand on such offerings as the "Indians of North America" and the "Indians of South America." The Maya people deserve special attention not only because of the advancements of their civilization, but also because their history has extended for nearly four thousand years and they still remain with us today in southern Mexico and parts of Central America. The Anthropology Department will offer a fine service to our students in presenting this course.

The study of indigenous groups is a proper focus for anthropologists. Although the Maya were conquered by the Spaniards beginning in 1527, they have continued to maintain their native language and many of their original cultural patterns. Therefore, it is appropriate that this course be offered by the Anthropology Department.

I have examined the course proposal entitled "The Maya." It is excellent. It covers all the proper topics in a thorough and professional way. This course will be a proper compliment to the History Department's offerings in "Traditional Latin America" (2205.260), "Modern Latin America" (2205.261), and the "History of Mexico" (2205.362). I am aware of the training and experience that some members of the Anthropology Department have had, and I welcome the opportunity to work with them to give Rowan students a better academic background in this subject.

Sincerely,



Lee Bruce Kress, Ph.D.
Associate Professor

Appendix A:

All department chairs in the College of Liberal Arts were sent a copy of the proposal on January 26, 1996 and invited to comment upon it. On February 19, the chairs of the following departments were called and invited further to comment upon the proposal: History, Biological Sciences, Law and Justice, Political Science, Psychology and Sociology. The replies of those who chose to respond are appended. We also include a copy of the letter of reply we sent to address the concerns of the Acting Chair of the Religion/Philosophy Department.

ROWAN

TO: Dr. David Kasserman, Dr. Maria Rosado, and Dr. Diane Markowitz

FROM: Dr. Richard Scott, Chair of Geography and Anthropology



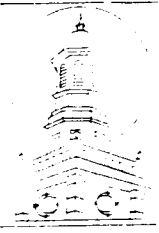
DATE: February 12, 1996

SUBJECT: Proposed Minor in Anthropology

I am writing to express my strong support for your proposal for a minor in anthropology. The need for knowledge and understanding of diverse cultures is implicitly recognized by the Multi-cultural / Global education requirement that must be completed by all Rowan students. If all students must have at least one course in which the diversity of human culture is explored, then it would seem logical to provide those who wish to acquire a deeper understanding of cultural variation the opportunity for further study. Clearly, the anthropological discipline provides one very important perspective on cultural diversity. Consequently, providing our students with this opportunity to explore diversity more deeply will enhance Rowan's educational offerings.

Further study in anthropology will also provide a practical complement to students majoring in fields such as biology, geography, history, political science, psychology, and sociology. The need for knowledge about human physical and cultural variation will very likely increase as the economy continues its move toward globalization. Students who complete this program will have moved a step ahead of those who lack such knowledge.

The proposal is both well-conceived and timely. Moreover, as chairperson of the sponsoring department, I would like to emphasize that we have the staff and facilities to support the program without the need for further faculty. The only new expenditure required will be augmentation of some library holdings, which will benefit not only the minor program but the entire academic community. In closing, I want to reiterate my strong support for your proposal and offer my assistance in any way you might require.



ROWAN

Psychology
(609) 256-4870
Fax: (609) 256-4892

February 14, 1996

Dr. Diane Markowitz
Geography/Anthropology Department
Rowan College of New Jersey
Glassboro, NJ 08028

Dear Dr. Markowitz:

I write to indicate my support for your proposal to implement an anthropology minor. While I do not have the expertise to comment on the proposed content of the minor, I do find your rationale convincing. I agree that this minor would be of interest to psychology majors wanting to determine to what degree cognitive, affective, and behavioral phenomena are culturally based. In any case, the anthropology minor would have no negative impact on the psychology major or minor program. I would add, however, that in my opinion the existence of an anthropology minor would only serve to enhance the overall quality of the College. This kind of program gives our students more options at little cost.

Sincerely,

John Frisone
Chairperson, Psychology Department

TO: Diane Markowitz
Geography-Anthropology

FROM: Ted Tannenbaum
Sociology

DATE: February 14, 1996

RE: Proposal

I have reviewed your proposal to offer a minor in Anthropology. It will make a worthwhile addition to the curriculum of the college. And, I'm sure, some sociology majors will avail themselves of the opportunities in anthropology, especially those which have an applied perspective.

I recommend to the Senate Curriculum Committee that the minor be approved.



Rowan College of New Jersey

201 Mullica Hill Road
Glassboro, New Jersey 08028-1701 • (609) 256-4844

Mathematics Department

February 5, 1996

Dr. Diane Markowitz
Geography & Anthropology Dept.
Rowan College of NJ
Glassboro, NJ 08028

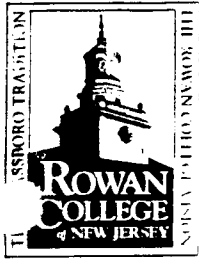
Dear Dr. Markowitz:

I have looked over your proposal for a minor in anthropology. It looks great to me. I hope the students will find it equally so.

Best wishes,

Gary Itzkowitz, Chair
Mathematics Department

bjc



Rowan College of New Jersey

Glassboro, New Jersey 08028-1701

Diane Markowitz

TO: David Kasserman
Geography/Anthropology

FROM: David Cromie *D.C.*

DATE: February 2, 1996

SUBJECT: Proposal for Anthropology Minor

Since we have reconfigured somewhat internally in preparation for our becoming a school, we have elected specialization coordinators in each of the five areas which will become departments. I have made copies of your proposal and have given a full set to each of the coordinators asking them to discuss the proposal with folks in their areas and to respond directly to you.

Diane Markowitz should be hearing from Don Bagin, Public Relations/Advertising; Richard Grupenhoff, R/TV/F; Toni Libro, Journalism/Creative Writing; Janice Rowan, College Writing; and Ed Streb, Communications Liberal Arts.



Rowan College of New Jersey

201 Mullica Hill Road
Glassboro, New Jersey 08028-1701 • (609) 256-4026 • FAX: (609) 256-4439

*School of Business Administration
Department of Management and Management Information Systems*

DATE: January 30, 1996

TO: Diane Markowitz
Geography & Anthropology

FROM: diane hamilton
Chair, Management & MIS

RE: proposal for minor in Anthropology

I have read your proposal and think it looks very interesting! Inasmuch as this is not my area of expertise, and since it should not impact our students, I can certainly support it in principle. Good luck.



Rowan College of New Jersey

201 Mullica Hill Road
Glassboro, New Jersey 08028-1701 • (609) 256-4029 • FAX: (609) 256-4439

School of Business Administration
Marketing Department

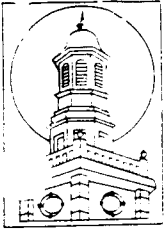
1 February 1996

To: Dr. Diane Markowitz
Dept. of Geography & Anthropology

From: Dr. Richard Parker, Chair *Rich*
Marketing Dept.

Re: Proposal for minor in anthropology

Thank you for giving me the opportunity to review your draft proposal for a minor in Anthropology. I found it to be comprehensive and impressive. I believe that such a program would be a valuable complement to a number of majors at Rowan, particularly those in the social sciences. I would strongly recommend implementation of this program, especially if it would not require substantial new resources.



ROWAN

January 30, 1996

Diane Markowitz
Geography/Anthropology Dept.
Rowan College of New Jersey

Dear Diane Markowitz,

I approve very much of your scheme to establish a minor in anthropology at Rowan College. As you argue, such a minor would complement a variety of majors presently offered at this college, and in any case it is an important area of inquiry which ought to be represented programmatically rather than simply by offering a few courses.

I do have a few concerns which I trust you will be able to resolve. First, though you state that you anticipate 10-20 minors per year, your principal informant (Ms. Johanna Velez-Yellin) indicated something closer to one fourth that number--though I would assume that 20 or so minors would be more than sufficient to justify your program. Still, I do wonder about the discrepancy in these expectations. Second, you identify Introduction to Archaeology as a 200 level course in the proposal, though it's listed as a 300 level course in the catalogue; and there is some difference between courses listed in the proposal and courses listed in the catalogue--ie, courses not on both lists other than the two you are proposing. Have you dropped 'Language and Culture,' for instance? And has 'Medical Anthropology' already been added? Third, and more substantially, the minor you propose promises to provide those who enroll with 'a focused program of study;' but given the core and elective requirements, which amount to six courses with only one needing to be an upper level course and with the only specifically required courses being the three introductory level courses, it is not clear how this promise is to be kept.

I have no doubt that my concerns can be readily settled, and again let me assure you that I heartily endorse the idea of establishing a minor in anthropology at Rowan College.

Sincerely,

Howard R. Cell, Acting Chair
Philosophy/Religion Department
Rowan College of New Jersey

HRC/dah

February 27, 1996

Howard R. Cell, Acting Chair
Philosophy/Religion Dept.
Rowan College of New Jersey

Dear Howard,

David, Maria and I appreciate the thoughtful way you analyzed our proposal for an Anthropology Minor and we're delighted that you approve of it.

In answer to your concerns, let me say the following:

- 1.) Our estimate of the number of minors was based on the number of students who have told us personally that they wish to minor in anthropology. To this we added Ms. Velez-Yellin's experience and multiplied hers by the number of other academic advisors who presumably have experience similar to hers. We have no reason to believe that people proposing to minor or major in anthropology gravitate exclusively to Ms. Velez-Yellin. On the other hand, we do not know if the same students who express interest to us also may be expressing interest to their academic advisors. In sum, our estimate is just a rough guess, although we do know for a fact that there is a growing number of students each semester who express this sort of interest.
- 2.) Thank you for pointing out the discrepancy in the hegis number for Intro to Archaeology in the proposal and in the course catalogue. You are correct: this is a 300 hegis number, and we have made that correction in our proposal.
- 3.) The courses listed in our proposal actually do match those listed in the 1995/1996 catalogue, with the exception of the new proposals. Perhaps you are looking at an old catalogue.
- 4.) Yes, Medical Anthropology has been approved as a short term course proposal and will be offered next fall. The only reason it was approved for short term is that the Social Sciences subcommittee of the All-College Curriculum Committee was too busy to get to it in a timely manner that would have made it possible to get it into the Schedule of Courses for next semester. I understand, however, that they will be taking it up shortly for approval as a regularly offered course and that the chances are excellent that it will be approved.

5.) We plan to require each student proposing to minor in anthropology to submit a statement detailing how he or she expects to integrate the anthropologic course of study with his/her major. For example, we have a Spanish major who wishes to minor in anthropology. We have suggested that, beyond the basic courses, she take the course in the Maya, the course in Indians of South America and then do an independent study in Latin American or South and Central American Native Cultures. On the other hand, we do not plan to reject students who cannot accomplish this objective: no one could ask a math major to integrate his/her major and a minor in anthropology. Alternately, therefore, we would insist that each a student choose a focus for study whether or not it is to be integrated into the major field. For example, after taking the three basic introductory level courses, the student would have to elect to concentrate in either physical or cultural anthropology or archaeology. The remaining three courses, then, would - when added to the introductory level courses - provide the student with a total of four courses in a subfield of anthropology in which he or she would attain some breadth as well as depth of knowledge. As this is only a 6-course minor, we cannot hope to provide the student with more expertise than that.

Finally, let me again thank you for your careful attention to our proposal. We hope that this letter answer your concerns. Please don't hesitate to contact us if you have others.

Sincerely,

Diane Markowitz

Maria Rosado

David Kasserman