MEMO

February 17, 2014

To: College Council

From: College Curriculum Committee

Subject: Proposal for a Master's Degree in Professional Practice of Anthropology

At it regularly scheduled meeting of February 14, 2014 The College of Arts and Sciences Curriculum Committee reviewed and unanimously approved the Proposal for a Master's Degree in Professional Practice of Anthropology and respectfully submits this proposal to the College Council for its consideration.

Additionally, the Curriculum Committee reviewed and approved the following Course Addition Forms for the curriculum to be associated with this Master's degree:
APY 601 – Advanced Seminar in Archaeology, Theory and Practice
APY 602 – Advanced Seminar in Cultural Anthropology
APY 603 – Advanced Seminar in Biological Anthropology
APY 604 – Advanced Seminar in Linguistic Anthropology
APY 690 – Teaching Practicum in Anthropology
APY 705 – Graduate Internship: Professional Practice of Anthropology
APY 710 – Master's Degree Thesis Preparation and Writing

These approved courses would be submitted to the University Curriculum Committee for their approval if and when the Master's Degree Proposal was finally approved.

Submitted on behalf of the Curriculum Committee by
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Abstract of Proposal for a Master's Degree in Professional Practice of Anthropology

We propose a program for the Master's Degree of Professional Practice in Anthropology. The program is designed to prepare graduates for careers in the private sector, government and nongovernmental organizations, nonprofit organizations, education, including medical and research settings. Employment opportunities in all these areas require an advanced degree and participatory experience in field and/or laboratory research. Our program is designed with challenging coursework and a variety of hands-on research and internship opportunities in various settings. We offer specializations in several fields of Anthropology: applied, medical, forensic, archaeology, bioarchaeology, industrial ethnography, and applied primatology. The program will also be suitable for practicing professionals who wish to upgrade applicable skill sets and/or advance their familiarity with compliance and regulatory governance. Our program will provide an academic foundation of best practices, current theory, grantsmanship, government regulations, and ethical standards of working with living peoples, dynamic cultural systems, forensics, and cultural heritage materials. Students may design an internship experience in concert with a faculty advisor and external site supervisor as a means of acquiring practical experience in a workplace setting or in the field. Students will present a professional paper, submit a grant proposal, and/or produce a manuscript for publication as part of the requirements for graduation. Students may elect to pursue a degree with or without a thesis.

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PROPOSAL TO ESTABLISH A MASTERS DEGREE IN THE PROFESSIONAL PRACTICE OF ANTHROPOLOGY

We propose to establish a Master's degree program in the professional practice of Anthropology. We will offer our students the opportunity to specialize in three concentrations, each with immediate application and employment opportunities.

Name of the program for the Diploma:
Master of Arts in Anthropology

Name of the program on student transcripts:
Master of Arts in Anthropology with thesis
Or
Master of Arts in Anthropology nonthesis

Responsible administrative unit for the program:
Department of Anthropology, College of Arts and Sciences, Graduate College

Proposed date for implementation:
Fall, 2014

MISSION STATEMENT/PROGRAM OBJECTIVES:

To educate, train, and prepare professional anthropologists to enter the workforce. UM graduates in Professional Applied Anthropology will have the skill sets and practical experience necessary to gain the competitive advantage in the job market. Immediate professional employment is available in all three of these STEM-related concentrations for applicants holding the Master's Degree in anthropology. We also expect that some of our graduates may eventually use their UM degrees as a platform upon which to form their own companies or as an entrée to other advanced degree programs.

Rationale:

In the specializations we offer, the master's degree is often the highest degree by choice for individuals doing hands-on work in private, public and academic settings. Employment opportunities are often procedural in nature, requiring training in specific methods for data collection, analysis of those data (both qualitative and quantitative) as well as synthesis of data for professional standards of reporting and meeting compliance regulations. We will also prepare our graduate for teaching anthropology in setting for which the master's degree is the requisite, e.g., community colleges, secondary schools, or degree completion programs which include cultural competencies.

Target Demographic:

Our targets for admission will be undergraduates, at the beginning of their professional career training, returning students seeking new career directions in our areas of concentration, as well as practicing professionals

returning for an advanced degree and/or to upgrade their skill sets and facility with current regulations and methods as part of continuing education.

Historical Perspective:

The faculty of the Anthropology department at the University of Miami has a long history of success with our undergraduates being admitted to top-tier graduate programs elsewhere, including Stony Brook University (anthropology, comparative anatomy, medical school), Washington University (anthropology, law), Emory (anthropology, public health), Duke (medical school, public health, anthropology), and UC Berkeley (archaeology), to name a few. These same UM graduates have gone on to gain support prestigious awards, grants, and scholarships, e.g., Fulbright, National Science Foundation Graduate Research Fellowships, and National Geographic Young Explorer. Their success in admission and achievement is, in part, a measure of how well our undergraduate program prepares our students. Their success is also an indicator that we can continue this trend with Master's Degree students. We hope to retain the best of our graduate students and attract the top graduates from other programs, including those in Latin America. We propose to create a program to meet the needs of outstanding students like these. Their success would certainly enhance the reputation and standing of the University in the academic and professional communities.

To date, our department receives 3-4 inquiries per month from prospective graduate students, seeking the kind of advanced training we propose herein and to study with specific members of our faculty. These would-be applicants come from across the United States and from foreign institutions, including Latin America and the Caribbean. Without the proposed program in place, we are losing the opportunity to train and foster future generations of professionals. In addition, the University will continue to lose the revenue which would be generated by their matriculation.

Other Programs in Anthropology:

Our professional practice program does not duplicate existing programs at other institutions in south Florida. The lack of comparable programs indicates a viable opportunity for us to exploit. The establishment of this program is enhanced by our location in the nexus between major areas of Europe, the Caribbean and Latin America. Students and potential employers for our graduates are drawn to the area for the same reason. Our faculty have research foci and expertise in this geographical realm, further strengthening the opportunity for the successful establishment of our proposed graduate program.

Graduate Programs in Anthropology at Florida Schools:

In Miami-Dade county, Florida International University has a combined department of Sociology, Anthropology, and Geography. Their graduate program isn't comparable to our proposed program because they lack archaeologists, bioarchaeologists, and biological anthropologists.

Miami/Dade College (formerly Community College) has instructors in anthropology. They too lack a full four-field faculty and have no established mission for nor history of faculty research. They are highly unlikely to develop a graduate program on such a minimal foundation, especially in light of the

current financial situation for state funding.

University of Florida, Gainesville, has a doctoral graduate program in anthropology with the special resource of the C.A. Pound Human Identification Laboratory. The laboratory and its staff are primarily service-oriented providers for the medical and legal communities in regards to death investigations. Our students will have access to this lab and its resources because of our established relationship with them and based on the laboratory's mission to serve as a state-wide resource.

Florida State University, Tallahassee, department of anthropology was dissolved and was only recently reconstituted without an active graduate program.

University of Central Florida, Orlando area, has a master's program in archeological investigations in forensics and human adaptation with secondary offerings in "cultural competence" and Maya studies. As such, their focus for forensics is limited to prehistoric applications, although they share a similar emphasis on the Maya in prehistory. Recent faculty changes have eliminated the human adaptation emphasis.

The University of South Florida, Tampa, offers both master's and doctoral degrees in applied anthropology, bio-cultural anthropology, heritage studies and cultural resource management. They lack the modern forensic application, bioarchaeology, and any form of applied primatology. As a major public school, they offer the master's primarily as a stepping stone for the doctorate. Although some aspects of their programs are similar to what we propose, they do not have the faculty breadth or unique physical resources of the University of Miami. We should compete successfully with them for the best qualified applicants who seek to enter with workforce with a Master's Degree.

Identifying the Top Five Potential Competitors for our Program:

In assessing the likely competition for our program we used two guidelines: 1) the ANTHROGUIDE and 2) our historical preferences when advising for UM anthropology graduates who seek admission to Master's and Doctoral programs.

The definitive guide to departments of Anthropology, ANTHROGUIDE, is published and updated yearly by the American Anthropological Association. It lists all departments along with data on their faculty (degrees, alma maters research interests), special programs and collections, and degrees offered, among other data. This publication is the definitive guide used by professional Anthropologists, including finding appropriate graduate programs for their undergraduate student advisees. We used this guide to identify our potential major competitors from among the approximately 715 institutions represented in the ANTHROGUIDE.

In searching for potential competitors, we began by eliminating from consideration all institutions which offer only undergraduate degrees. We also eliminated those institutions which offer a Master's degree as part of their progression to the Doctoral degree. Students seeking admission to those programs are a different type of applicant than those we will target because their end goal is not the Master's degree. Additionally, some Ph.D.-granting institutions state explicitly that they do not accept students who seek only an MA as a terminal degree (e.g., University of Southern California).

AAU Institutions: Among those 60 AAU and other institutions to which we compare ourselves (e.g., Brandeis, Case Western Reserve, and Emory) most offer Doctoral degrees and will not accept students into the full anthropology departments for only a Master's degree. Only one AAU school, The Iowa State University (AAU member since 1958), has been identified as a potential top-five competitor. The scope of their Master's program is primarily focused on the historic and prehistoric archaeology of Iowa and chimpanzee studies in West Africa. Neither of these topics are foci of the program we propose. It is worth noting that The University of Rochester in not included because has no graduate program in anthropology, despite their being an AAU member since 1941 and Rochester being home to one of the most important figures in Anthropology, Lewis Henry Morgan.

The remaining 105 institutions are nationally and internationally-based. Because our undergraduate student body represents students from other countries, we anticipate that we will be able to draw graduate students from these same countries as well. Our comparison is therefore limited to institutions in the Americas, and North America in particular. (see Appendix A)

We identified 59 departments offering the MA/MS as the terminal degree. Of these, 13 are joint departments (e.g., Anthropology and Geography or Anthropology and Sociology), and 2 are entities limited to archaeology within larger institutional departments of anthropology offering the doctorate degree (Yale and Cornell). We also eliminated the RSMAS MA degree programs from consideration because they will be complimentary to our program rather than competition for it.

We identified three potential competitors, all of which are public institutions: 1) Northern Arizona University (Flagstaff, AZ), 2) CUNY Hunter College (New York, NY), and 3) San Diego State University (San Diego, CA). There are no potential competitors for our degree at private research universities.

1) Northern Arizona's strong program has been chosen by several of our graduates. They are a public school granting the most affordable tuition to in-state applicants. Their program is comparable to ours in applied medical and cultural anthropology. They offer no concentration in biological anthropology, in contrast to our department's significant strength in this subfield. Their graduates have entered the workforce and gone on to seek the Doctoral degree based on their successful completion of NAU's program.

2) CUNY Hunter College is part of a consortium of universities and colleges in the New York City area. For students who wish to enter a graduate program in the New York City area, Hunter College is an viable option. Their concentrations are similar to ours, although they lack the emphasis in bioarchaeology and forensic anthropology.

3) San Diego State University is a four-field MA program with emphasis on California archaeology, anthropological linguistics in Mexico, and nonhuman primate field studies in the Neotropics. Their program lacks our strengths in bioarchaeology, applied cultural anthropology, and applied medical anthropology. For out-of-state applicants, the cost of tuition is significantly more expensive than for in-state applicants.

Florida Atlantic University and Central Florida are given some consideration only because of the fact that some of our graduates have selected these schools based on their location and tuition costs for in-state students.

Neither of these two schools has a Master's degree program for professional practice, nor programs designed specifically to meet modern workforce skill sets and breadth of knowledge.

In sum, we found no comparable program for the one we propose. There are some programs which offer elements present in our degree program, although none offer the breadth or scope of our faculty and facilities. Our program is unique because we are a private research university and our program stresses professional practice and competency for recent undergraduates as well as for practicing professionals seeking to upgrade and strengthen their skill sets.

Direct Costs to the University and Budget:

This portion of the proposal is submitted to the appropriate reviewers.

Resources: Library and Facilities
Role of the Richter Library in our Program:

The backbone of any successful graduate program is a top-tier library. We are fortunate to have such a resource in the Richter library, its staff and collections. Anthropology recognizes Richter Library as an integral research partner for our faculty and for the students who will enroll in our new professional practice degree program. Graduate students will make frequent and extensive use of the Richter library, beginning with coursework assignments and during literature review preparation for their research projects (especially for those who pursue the written thesis option). We also anticipate remote interaction with Richter for students conducting fieldwork, and then for data manipulation and storage resources. Even though many of our students will be doing their research at remote locations, our library will still be able to offer them significant support through their various on-line entities. For example, the library staff can provide expertise remotely for students who encounter issues with adaptive technology, or data management and storage. Students who elect to write a thesis will continue to rely on all the varied resources of the library throughout that process.

Because our program requires a professional writing component, and options for grant writing and a thesis, our students will rely heavily on the physical and online resources of the Richter Library from the time they enter the program until they graduate.

All of the flagship journals in the special areas of the MA program are accessible though Richter (e.g., *American Antiquity* for archaeology and bioarchaeology; *Human Biology* and *Journal of Physical Anthropology* for biological anthropology). Any materials not housed on campus, may be available through the many on-line journal access programs in which Richter Library participates. The special collections, including area-specific items, are also available to our students. We anticipate students including items from these collections in their own research and in research projects conducted with faculty mentors.

One very important resource at Richter is the eHRAF – the electronic version of the Human Relations Area Files: World Culture. This searchable, relational database of ethnographic data is an indispensable tool for anthropologists. For example, students who prepare an internship or grant proposal will begin the process with a literature review, using the eHRAF and

Richter reference materials. An eHRAF database exists exclusively for archaeology. We are currently exploring options for acquiring this resource and/or means to access it elsewhere.

<u>Physical Resources: Existing Laboratory Facilities, Equipment, and Space:</u>

Laboratory facilities to support graduate student-driven research and graduate teaching are already in place or are being developed for bioarchaeology as of this writing.

The Department of Anthropology is housed in the basement of the Merrick Building (Figure 1). Our faculty and staff offices, work study student space, small conference room/classroom, storage, and office machine space are in sections 101, 102, and 103 on the south side of the main entrance vestibule to the building (100S4).

Our computer lab (101L) and wet lab (101M) are housed on the north side of the entrance. This space has it's own HVAC system to meet our needs for preserving and caring for archaeological materials. Also on this end of our space is a larger classroom (101I), secure and climate controlled storage area for electronics and biologicals (101A), and secure artifact storage (101MA). The small storage area open to the classroom (101IB) is currently used for document and field equipment storage. Room 101IA is the space we anticipate using for shared graduate student office space.

Drs. Ardren and Taylor, among others, have equipped the Merrick Anthropology laboratory, in part, with funding from grants. The equipment includes that necessary for field data collection training, as well as equipment and material necessary to acquire and perfect professional-quality data analyses skills.

Please note that rooms 100A, 102G and 101E house electrical or mechanical systems for the Merrick building and so, are not accessible. The space designated as 101 is actually a large hallway area, as are 199A and 199B. These spaces cannot be used for other purposes because of Coral Gables fire code restrictions.

The only change to this space which would facilitate our program is closing off the storage niche (101IB) from the larger classroom. The false wall between the secure artifact storage room (101MA) and the storage niche would create a much more functional space and facilitate climate control in the entire laboratory area. We currently have no plans to move forward with this change. We will explore costs for the scope of work once we have an established revenue stream from graduate student tuition income returned to us from the Provost.

Laboratory space for Dr. Will Pestle, a bioarchaeologist, is currently under development and expansion, from the existing facilities in the Chemistry building. The new space will feature fume hoods and specialized equipment and materials necessary for isotopic analyses of artifacts and organics. This space must meet all requirements for regulations and compliance governing the materials involved. Since the space for Dr. Pestle requires the most specialized equipment, it will be the most expensive to create and operate. Nevertheless, since the lab will be new at the beginning of our graduate program, and part of Dr. Pestle's start up agreement with the University, it should require no additional funds to operate. Once established, Dr. Pestle's lab can be used to generate income from extramural funding, including funds needed to update

equipment in the future. Graduate students may work on aspects of his funded research efforts or secure grant support for the costs of their work in this lab as part of their writing requirement.

We judge that our existing space and equipment will meet the needs of our expanding undergraduate program as well as the needs of our new graduate program proposed herein. We do not expect to request any additional space in the foreseeable future.

The Professional Practice Core in Anthropology:

We will offer two degree options for our graduate students – Option 1 with no written thesis, and Option 2 with a written master's thesis. By doing so, we will allow students to have greater control of their post-graduation career trajectories. The aim of our curriculum is to give our graduates the skill sets needed to design, conduct, and analyze anthropological fieldwork for their employers or as a component of independent research-driven careers.

Option 1. The nonthesis option is designed for applicants whose ultimate career will be in employment for which practical application of bench skills and a master's degree are the gold standard. Nonthesis students require a minimum of 36 units beyond the baccalaureate degree with a minimum of 18 months in residency.

This option is designed to prepare our students to compete successfully for employment in mid-level careers immediately upon graduation. We do not anticipate that students in this track will seek admission to doctoral studies programs. They may, however, seek a second masters degree in an aligned field. Some potential employers, like the Federal government, prefer applicants with two master's degrees.

We have designed this degree program so that it can be completed in two years.

Option 2. The thesis option requires a minimum of 36 units beyond the baccalaureate degree and a written thesis with an open defense guided by a thesis advisor and thesis committee of the student's choice. The committee for the thesis must include at least three faculty members, including one from outside anthropology. Additional credits for thesis research and writing may be added to the minimum of 36 if the student wishes. A minimum of 18 months in residency is also required for this option.

This option is designed for individuals who wish to pursue career employment with increased potential for professional advancement based an emphasis on advanced analytical and writing skills used in management. With the thesis track, our graduates would have the option of eventually pursuing admission to a doctoral program.

The thesis option may require an additional year in the program to accommodate thesis research and writing.

Select Tracks in Professional Practice

We will offer our students the opportunity to specialize in three tracks or concentrations. These three are areas of employment currently underserved in terms of training. We are especially well-suited to offer training in these areas of

professional practice because the tracks reflect specializations and research foci of our faculty:

Track 1): Applied archaeology – cultural heritage management (cultural resource management), including museum management for archaeological collections, graduates will be in compliance with regulations and requirements from the Secretary of the Interior;

Track 2): Applied Forensic and biological anthropology – recovery, analysis and identification of human remains, legal interpretation thereof, and museum management of human skeletal/dental remains; applied primatology;

Track 3): Applied cultural anthropology – medical anthropology, anthropology in public health and allied fields, and applied ethnography for industrial/private/government sectors.

Admissions and Academic Standing:

We hope to draw applicants from a variety of undergraduate majors, in addition to those from anthropology. We are committed to academic diversity, with the only limit for potential applicants being evidence of significant promise and scholarly achievement in applicable disciplines and the commitment to continued excellence. We are particularly interested in encouraging veterans and members of under-represented groups in their applications. Applicants will be evaluated by an Admissions Committee within the department and chaired by the Graduate Program Co-ordinator.

Applicants for our program will be selected for admission based on submission of the following materials and standards:

1. Official copy of undergraduate transcripts showing the date the bachelor's degree was awarded. Transcripts must show a 3.0 GPA in Anthropology and no less than 3.0 for the overall GPA. Students with lower averages may be admitted provisionally with higher GRE scores and supporting materials from referees on a case-by-case basis.

2. A personal statement of intent in which the applicant details reasons for pursuing the degree and for pursuing the degree in our program specifically. A cogent written statement will be used in evaluating the applicants' ability for written expression, as well as their fit with our strengths and offerings.

3. a GRE score of 1100 (or 297 in the new format). Applicants with lower scores may be considered for admission with supporting documentation from referees of active and successful involvement in research and/or transcripts showing an established record of scholarly achievement as an undergraduate.

Part time students:

We will also consider the admission of part time students, especially in the case of returning students or practicing professional anthropologists who are seeking continuing education to better their skill set while enhancing their opportunities for advancement in the field. Nondegree-seeking students and/or part time students will be considered by the Admissions Committee on a case-

by-case basis because we anticipate considerable variation in this pool of applicants.

Our graduate students are expected to maintain an overall GPA of 3.0 in all coursework. Should the average fall below that mark in a semester, the student will be notified and work with his/her advisor to rectify the performance problems. If the student has a second consecutive semester with an average GPA below the 3.0 standard, he/she will be placed on academic probation. Three semesters of below average performance may result in suspension from the program at the discretion of the Chair and in discussion with the student and his/her departmental advisor in accordance with guidelines for the University's Graduate College.

CURRICULUM JUSTIFICATION AND REORGANIZATION:

Our curriculum is built on a foundation of four core courses, reflecting our commitment to educating outstanding professional anthropologists who are conversant with current knowledge in their specialization and across the discipline as a whole. This four-field approach has been very successful for our undergraduates as measured by their success in being employed after graduation, being admitted to top-tier graduate programs, as well as their history of success in securing prestigious academic support awards, e.g., Fulbright Fellowships and National Science Foundation Graduate Research Support Awards. The four-field approach is also the most effective approach for preparing our MA graduates to teach in a community college or other setting in which they will be expected to offer courses in two or more of the four subfields.

The agenda of courses required for graduation can be met with existing faculty and the existing 500-level courses as listed in the Bulletin. Our current seminar structure can accommodate all of our core courses by using the general course number (e.g., APY 506) and the section number unique to the faculty teaching the course (e.g., Taylor is section .07). In-coming graduate students would register for a biological core course 506.07, one in archaeology as 506.08, and so on. Once the program is approved, we will reorganize/renumber the four core seminars from the 500-level to 600-level classes*. Because we have not offered advanced graduate coursework in the past, doing so will eliminate possible confusion and redundancy on transcripts, while also indicating that these are courses open only to graduate students.

Additional coursework, such as the graduate internship and teaching anthropology, has been formalized and submitted to the Arts and Sciences Curriculum Committee by Dr. Taylor for their approval. All advanced core courses and electives should be on the books by such time as our first graduate students begin the program.

Our faculty has grown by the addition of two new tenure-track bioarchaeologists. These new faculty members broaden the research scope of the department and deepen the level of professional practice experience. We anticipate that each will put forth new courses offerings in their areas of specialization at both the undergraduate and graduate level.

Upon admission to the Program:

Each student will have an advisor/mentor in his/her chosen area of professional practice. In the case of students who seek expertise in two areas,

he/she may have co-advisors. The relationship with faculty member(s) is designed to advance common goals for research methodology and critical analyses skills. A minimum of 18 credits in residency is required.

Our MA program is designed for maximum flexibility and individualization. It is our intention that coursework and expertise from a variety of schools and other UM administrative units be available to our graduate students (similar to the UM Cognate approach for undergraduates).

Basic Coursework Requirements:
1. Seminars in two of the four core graduate seminars in professional practice and theoretical foundations (see below) (3 credits @; total of 6 credits);
2. One course or seminar in analytical skills for qualitative and/or quantitative data; (3 credits); and
3. One course or seminar in professional writing (e.g., scientific writing for publication, Federal compliance reporting, grants writing) (3 credits).

Additional Requirements for the Degree:
1. One semester of hands-on field work or internship (usually over the summer), with the option of a second as thesis research; and
2. One paper for presentation at professional organization or one paper for publication in a journal/proceedings/book chapter or other professional venue. The presentation may be poster, podium or multimedia.

The Professional Practice Core: Existing Courses Suitable for our MA Program
The courses below are currently being offered and are approved for advanced undergraduates and graduate students. All faculty members may teach a version of each of these courses with content specific to their research expertise within anthropology.

APY 501 –Methods of Anthropological Research (3-6 credits), may be offered as a seminar or independent study
APY 502 –Field Studies in Anthropology (3-6 credits), may be offered as a seminar   or independent study
APY 505 – Museum Internship (3 credits), may be offered as a seminar or independent study
APY 506 – Workshop in Anthropology (3-6 credits), may be offered as a seminar or independent study
APY 512 – Advanced Medical Anthropology (3 credits), may be offered as a seminar or independent study
APY 518 – Advanced Seminar in Anthropology (3 credits), may be offered as a seminar or independent study. Course content will vary by instructor.

We anticipate that this current roster of courses can meet program requirements for writing, data analysis, and research immediately.

The Professional Practice Core: New Courses Created for the Program

New courses being presented to the Curriculum Committee are listed below. These new courses are necessary to achieve our program goals. The backbone of the program is the four core seminars *, the numbering of which parallel the numbering of the undergraduate counterparts currently in the Bulletin. Our graduate-level courses (600 and 700 numbers) will be open only to graduate students in Anthropology, and open to graduate students in other academic units in the University, with approval from the instructor. We anticipate the expansion of the program with other new courses in the future.

A sample curriculum, Table 3, illustrates our idea of how the courses will be taken within the required core, including electives from within Anthropology and other departments and schools at the University.

APY 601*- Seminar in Advanced Archaeology Practice and Theory [includes
    Section 106 regulatory knowledge and skills for compliance with
    government regulations]   (3 credits): offered by Drs. Ardren, Geller
    and/or Pestle
APY 602* - Seminar in Advanced Ethnography Practice and Theory (3 credits):
    offered by Drs. Brittain, LiPuma, Marcelin and/or Page
APY 603* - Seminar in Advanced Biological Anthropology Practice and Theory
    (3 credits): offered by Drs. Kapsalis, Pestle, and/or Taylor
APY 604* - Seminar in Advanced Linguistic Anthropology Practice and Theory
    (3 credits): offered by Dr. Everett
APY 690 - Teaching Practicum in Anthropology
    (3 credits): offered by all faculty
APY 700-701 – Graduate Internship/Field Research in Professional
    Anthropology (3-9 credits): offered by all faculty in concert with external
    on-site supervising partner
APY 710-711 - Thesis writing (1-9 credits): offered by all faculty.

Other Required Competencies:

Foreign language (mandatory) – demonstrated competency in the language of the country in which the applicant will work is expected. The language requirement may be met by analysis and translation of historical documents in a language other than English, or translation into English of three scientific articles from peer-reviewed journals pertaining to the professional practice of anthropology published originally in a foreign language.

Nine graduate-level credits outside of Anthropology (mandatory) – These may be from the suggested list of electives as shown in the Sample Curriculum and/or may be designed as a graduate cognate by the student with guidance from the advisor.

Professional Certification of Competency:

Certificates of Proficiency (optional) – These may be gained in professional competency courses offered in conjunction with institutions in the student's area of professional specialization. For example, the Miami-Dade

Medical Examiner's Office, or the Miami Police Department, offer such certification in subjects suitable for the forensic specialization, e.g. forensic photography. Credits hours may be earned if the student completes the certification as an independent study, part of an internship program, or fieldwork course. Completing these competency certification(s) will provide proof of practical work skills to potential employers while also providing our graduates a competitive edge in the job market at no additional cost to the University for the training.

Thesis Option:
Written Master's Thesis (optional) - The thesis option will require the production of a written document as part of the minimum requirements in this track. The thesis research and writing credits may serve as part of the residency requirement if the student is in residence during the course. Thesis requirements will conform to the University of Miami's standards and format.

Distance Learning Options:
We anticipate that core seminar courses will be taken during residency because these courses facilitate learning via interaction with peers and faculty. Courses requiring interaction only with faculty, e.g., thesis writing, are ideally suited to be conducted as distance learning options. Internships can also be considered as a distance learning option if so structured by the student, advisor, and participating internship supervisor. Because Anthropology is a discipline characterized by a tradition of participation in field research and hands-on learning outside of the university environs, we are ideally suited for implementing creative and flexible distance learning options for our graduate students. Richter Library is also ideally-positioned to support distance learning needs for our graduate students.

Definition and Assessment of Intended Outcomes:
Outcome 1: Preparation of graduate ready to work as professional anthropologists in a variety of workplace environments.
Assessment Measure 1: Successful completion of field research course and/or graduate internship; and
Assessment Measure 2: Successful completion of appropriate coursework in the chosen area of concentration.
Assessment Measure 3: Successful completion of coursework relating to compliance and regulations of agency, institution, or entities governing the specific areas of research in which the student intends to practice.
Assessment Measure 4: Successful completion of a teaching practicum in a chosen specialization resulting in an applicable set of lesson plans, defined outcomes and assessments, inclusion of multimedia learning options, and a critical evaluation of teaching materials from the current market.
Outcome 2: Graduates who exhibit in their writing the ability to construct a viable research agenda, create a literature review of material germane to the research topic, create and execute a viable data collection methodology; analyze data; and communicate the findings of such research clearly and effectively in written form.

Assessment Measure 1: Successful completion of the writing requirement; and

Assessment Measure 2: Successful presentation of their research in an appropriate professional venue.

Assessment Measure 3: Scoring of the written product by 3 tenured members of the Anthropology department for evidence of scholarship, clarity, appropriateness, and the ability to communicate effectively in writing.

Outcome 3: Employment and/or admission to graduate programs for further study in anthropology or related fields.

Assessment Measure 1: Yearly rates of employment or admission by alumni from our program.

Findings and Discussions:

Our department agreed upon the goals and objectives of this program through intensive discussions at a day-long retreat and inclusive meetings. The strength of our program lies in its depth across subfields, the research and teaching expertise of our faculty, and the lack of competition for outstanding applicants. Jobs for our graduate students currently exist (Table 1). Prospective employers have expressed their positive affirmation of our program's quality, as well as intent to hire our graduates (Appendix 1). We also find that a substantial foundation to our program lies with the excellence of Richter Library staff and collections, as well as our established history of co-operative interaction with other departments and schools within the University.

We have made every effort to consider and anticipate future problems or concerns. It is extremely difficult to control every aspect of an emerging program, such as this one, however, we have tried to accommodate all contingencies we are apt to encounter (e.g., part time or non-degree seeking applicants; planned retirements of key faculty). Our faculty will meet yearly at a fall retreat to examine our progress in the MA program, culminating in a written self-evaluation report. Because we are small and early in our program development, we should be able to make adjustments rapidly, if and when unforeseen problems appear.

Submitted with Attachments:
Table 1: Potential Employment for Anthropology MA Graduates (Excel
          spreadsheet)
Table 2: Leading Competitors for Our Program (Excel spreadsheet)
Table 3: Sample Curriculum (Excel spreadsheet)

Figure 1: Floor plan of Anthropology Department, Merrick Bldg basement

Appendix 1: Letter from Potential Employer to Dr. Ardren (Word file)

	Potential Employment Opportunities	Actual job listings
	Professional Archaeology/Bioarchaeology/Applied Primatology	
1	Archaeologist II	http://www.eculturalresources.com/job/1363.html
2	Archaeologist/Principal Investigator	http://www.eculturalresources.com/job/1339.html
3	Secretary of the Interior multiple opportunities	http://www.nps.gov/history/local-law/arch_stnds_0.htm required certification description
4	Archaeologist - Private sector Watertown, MA	https://re21.ultipro.com/VAN1005/JobBoard/JobDetails.aspx?_ID=*51055084AE040FC7
5	Survey Crew Chief Richmond, VA	https://re21.ultipro.com/VAN1005/JobBoard/JobDetails.aspx?_ID=*6A89189306C84DCF
6	Forensic anthropology	http://www.ehow.com/list_5908116_forensic-anthropology-careers.html#ixzz1wNFFTBTA
7	California Department of Transportation	http://jobs.spb.ca.gov/wvpos/search_p.cfm?dept=transportation Associate Environmental Planner - Archaeology
8	Southeastern Archaeological Research Inc. (SEARCH) private sector	http://searchinc.com/Careers.aspx
9	Archaeological and Historical Conservancy, Inc.	
	Private sector archaeological consulting, various positions from field work, data analyses, and report writing for public mitigation and governmental purposes	See attached letter
10	Primate Supervisor Hogle Zoo, UT	http://www.aza.org/jobs/detail.aspx?id=27184
11	Medical Examiner's Offices	Miami-Dade, Broward and Palm Beach Counties Human identification and death scene units
	Applied Anthropology/Industrial Ethnography	
12	Project Director	http://smartrevenue.com/careers/project-director-position
13	Program epidemiologist	http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_Details&JobID=40536
14	Medicines information and safety (internship)	http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_Details&JobID=40535
15	Injury and Violence Prevention Programs Manager	http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_Details&JobID=40292
16	Mapping Institutions involved in Innovation for health	http://cfusion.sph.emory.edu/PHEC/index.cfm?action=job_Details&JobID=40292
17	Medical anthropologist	http://www.medanthro.net/jobs/index.html

Employment Opportunities for Graduates

Table 1

Pg in Guide	Type	Potential Competitors	Department type	Location	Degree	areas of speccialization/concentration	
238	Public	Northern Arizona University	Anthropology	Flagstaff, AZ	MA	Applied cultural & linguistic anthropology and archaeology	research archaeology
79	Public	City University of New York Hunter College	Department of Anthropology	New York, NY	MA	Anthropology, Applied anthropology, Archaeology, biological anthropology	cultural, linguistic, & medical anthropology
276	Public	San Diego State University	Department of Anthropology	San Diego, CA	MA	Anthropology, California archaeology, Primate field work	
		Public In-state options					
68	Public	University of Central Florida	Department of Anthropology	Orlando, FL	MA	archaeological investigations in forensics and human adaptation	cultural competence in the professions	Maya studies
117	Public	Florida Atlantic University	Department of Anthropology	Boca Raton, FL	MA	Cultural, Biological Anthropology	Archaeology

Potential Competitors

Table 2

Sample Anthropology — MA Program Curriculum

Sample Anthropology	MA Program	Curriculum				
Fall Semester 1, 9 credits	Spring Semester 1, 9 credits	Summer 1 & 2, 9 credits total	Fall Semester 2	Spring Semester 2	Summer 2	Fall 3
APY 601 - Arch Core Seminar	APY 690 Teaching Anthropology*	APY 700 Internship	APY 603 - Bio Anth Core*	APY 518 - writing course	Thesis field research	APY 710 Thesis writing
APY - elective	APY - elective		Data analysis elective	Elective outside APY		
Elective outside APY	Elective outside APY		APY 690 Teaching Anthropology	APY - elective		
				*APY 690 may be repeated for different subfield		
NonAnthropology Electives	Suitable for our Program					
ARH 509	Museum Internship					
ECS 503	Interdisciplinary Environmental Methods					
ECS 507	INTERDISCIPLINARY ENVIRONMENTAL DECISION ANALYSIS					
EPH 501/502	Medical Biostatistics					
CEG 580	Introductory Quantitative Methods for Geographical Analysis					
GEG 591	Introduction to GIS (Geographic Information Systems) for graduate students					
GCEG 592	Advanced Environmental Remote Sensing					
MAF	Advanced Fieldwork in Coastal Cultures					
MAF 510	Environmental Planning and the Environmental Impact Statement					
MAF 610	International Ocean Law					
MAF 620	Coastal Law and Policy					
MBF 672	Bayesian Statistics					
MGG 580	Geological and Environmental Remote Sensing					
Psy 610	Behavioral Medicine: Overview of Basic Science, Public Health & Clinical Trial Approaches					
Psy 631	Psychological Statistics, Research Methods and Design					
BIL 554	Electron Microscopy					
Electives outside of UM						
http://www.co.miami-dade.fl.us/medexam/training_seminars.asp						
Spring break courses:						
Forensic Odontology						
International Forensic Photography						

Sample Curriculum

Table 3

Figure 1: Floor Plan, Anthropology, Merrick Bldg
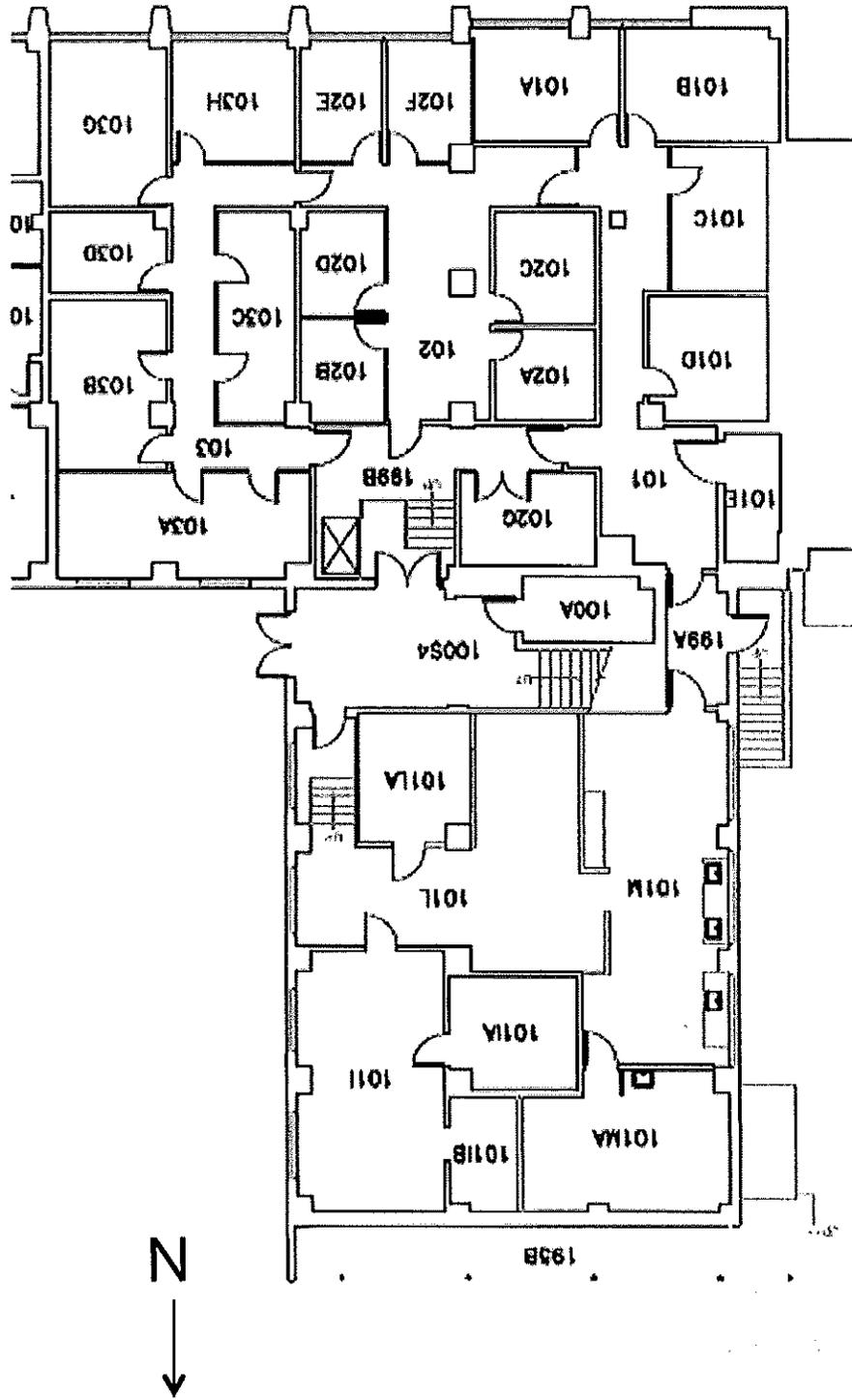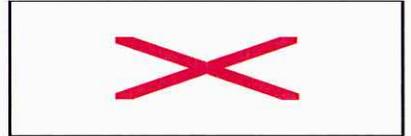
October 5, 2012

Cardno ENTRIX

3905 Crescent Park Drive
Riverview, FL 33578
USA

Phone   813 664 4500
Toll-free 800 368 7511
Fax   813 664 0440
www.cardno.com

www.cardnoentrix.com

Traci Ardren, Ph.D.
Senior Associate Dean of Academic Affairs and Civic Involvement
Associate Professor of Anthropology
P.O. Box 248106
University of Miami
Coral Gables, FL 33124

Subject: **Potential Master's Program in Anthropology**

Dear Traci:

I am thrilled to hear that the University of Miami is considering the creation of a master's program
in Anthropology. Having worked in cultural resource management for over twenty years and
having been in a managerial position since 1998, I understand the importance of quality
individuals holding master's degrees with regards to archaeology. For many of the projects I
work on with federal or state involvement, a master's degree is essential in order to serve as
principal investigator. Such a degree is required to meet the Secretary of Interior's Standards as
an Archaeologist, and is thus a major plus when I seek to hire individuals.

Even more so, when I hire, I look for individuals who are trained in a quality program and have
the experience in or at least the exposure to the setting in which I work. This includes both the
business setting in terms of the regulations and workings of cultural resource management and
the archaeological and historical setting of Florida and the greater Southeast U.S. and
Caribbean. In my opinion, having a program in south Florida at the University of Miami can only
be a benefit to my company, my clients, and the practice of archaeology and cultural heritage in
Florida.

Sincerely,

Jim Ambrosino, Ph.D., RPA
Project Scientist/Project Archaeologist
for Cardno ENTRIX
Direct Line 813 712 2936
Email: jim.ambrosino@cardno.com

Writer: jna

Course and Curriculum
Course Addition Form

Course as you wish it to appear in the Bulletin:

School/College: Arts & Sciences   Dept: Anthropology   Course: 601
                                                                      e.g.(ACC 101)

Is this an experimental course? ⊙ N ○ Y   Effective Date: 05/01/14   # of Credits: 3
                                                                          e.g.(1-3 OR 3-0)

Is taken for Credit Only: ⊙ N ○ Y   Full Time Indicator*: ⊙ N ○ Y   Alt Title: ⊙ N ○ Y

Frequency: 05 - Fall & Spring

Abbreviated Title: Grad Sem Arch
18 Character Limit

Full Title: Advanced Seminar in Archaeology, Theory and Practice
150 Character Limit

Prerequisites: Graduate standing and/or permission of instructor

Co-requisite(s): _____

Identifiers: Grad
(WRITE, HONER,INTR1, INTR2, INTR3, INTR4, etc.)

Course Description: History and theoretical foundation of modern archaeology; ethics,
1422 Character Limit   professional standards, and best practices in archaeology; cultural heritage
                             management with special emphasis on NAGPRA; compliance with
If Course Description does not fit on 3   Secretary of the Interior standards, Section 106 regulatory knowledge and
lines please email full description to: skills for compliance with government regulations, and current topical
rg.scheduling@miami.edu   literature on archaeology.

Dept Contact: Linda Taylor   Email address: LTaylor@miami.edu   Phone: 284-5075

Department Chair Signature: _____   Date: 4 Feb 14

Academic Dean/Director Signature: _____   Date: _____

Dean of the Graduate School: _____   Date: _____
                           required for graduate courses only

Curriculum Committee Chair: _____   Date: _____

*Justification for course being worthy of full time status must also be submitted (see second page).

Course and Curriculum
Course Addition Request

Please fill in __all__ of the below information:

Year: 2014   Semester: Spring_____   School/College: Arts & Sciences

Course: 601_____
e.g.(ACC 101)

Full-time status rationale This is only required for courses flagged as being equivalent to full-time status.
Rationale must include why the courses is equivalent to full-time credit (12+ credits for undergraduate; 9+ credits for graduate).

Course Requirements:

Major/Minor: ⦿Y ◯N   Major (1): ____   Major (2): _____   Major (3): _____

                            Minor (1): ____   Minor (2): _____   Minor (3): _____

School Code: AS - College of Arts and Sciences

Level Code: M - MASTERS CANDIDATE

Class Code: OR; Secondary Class Code:

Minimum GPA: ___

Identifier (1): _____

Identifier (2): _____

Permission Required:

Co-Requisite Course (1): _____	Section: ___	Type:
Co-Requisite Course (2): _____	Section: ___	Type:
Co-Requisite Course (3): _____	Section: ___	Type:
Co-Requisite Course (4): _____	Section: ___	Type:
Co-Requisite Course (5): _____	Section: ___	Type:

APY 601. Seminar in Advanced Archaeology, Theory and Practice
Department of Anthropology, University of Miami

Prerequisite: Graduate standing or   3 credits
              permission of the instructor

<u>Course Description</u>
History and theoretical foundation of modern archaeology; ethics, professional standards, and best practices in archaeology; cultural heritage management with special emphasis on NAGPRA; compliance with Secretary of the Interior standards, Section 106 regulatory knowledge and skills for compliance with government regulations, and current topical literature on archaeology.

<u>Evaluation</u>
Grades will determined as follows: 50% participation and attendance, 50% detailed report/case study of Cultural Resource Management project (approximately 25 pages plus references).

<u>Required texts</u>
- Carr, Robert S. 2012. <u>Digging Miami</u>. University Press of Florida.
- Colwell-Chanthaphonh, Chip, and T.J. Ferguson (eds.). 2008. <u>Collaboration in Archaeological Practice: Engaging Descendent Communities</u>. AltaMira Press.
- King, Thomas F. 2012. <u>Cultural Resource Laws and Practice</u>. AltaMira Press.
- Neumann, Thomas W., and Robert M. Sanford. 2010. <u>Practicing Archaeology: An Introduction to Cultural Resources Archaeology</u>. AltaMira Press.
- Richman, Jennifer R., and Marion P. Forsyth. 2004. <u>Legal Perspectives on Cultural Resources</u>. AltaMira Press.
- Sebastian, Lynne, and William D. Lipe (eds.). 2009. <u>Archaeology & Cultural Resource Management</u>. School for Advanced Research Press.
- Trigger, Bruce G. 2004. <u>A History of Archaeological Thought</u>. Cambridge University Press.
- Vitelli, Karen D., and Chip Colwell-Chanthaphonh (eds.). 2006. <u>Archaeological Ethics</u>. AltaMira Press.

<u>Statutes etc. requiring consultation</u>
- National Environmental Policy Act (NEPA)
- National Historic Preservation Act (NHPA)
- Native American Graves Protection and Repatriation Act (NAGPRA)
- Society for American Archaeology (SAA) *Code of Ethics*
- Register of Professional Archaeologists (RPA) *Code of Conduct*
- Register of Professional Archaeologists (RPA) *Standards of Research Performance*

Course schedule

Unit 1: A history of American archaeological thought

Week 1: Introduction/Antiquarianism and other early archaeological thought
        Readings: Trigger, Chapters 1 & 2

Week 2: Culture History
        Readings: Trigger, Chapters 3, 4, & 5

Week 3: Processualism
        Readings: Trigger, Chapters 7 & 8

Week 4: Post-processualism
        Readings: Trigger, Chapters 9 & 10

Week 5: Current debates in archaeological theory
        Readings: Patterson 1990; Dobres and Robb 2000; Leone and Potter 1984.

Unit 2: Compliance: NHPA (Section 106), NEPA, NAGPRA, & NRHP

Week 6: The legal framework of federal compliance pt. 1
        Readings: King, Chapters 1-4; Neumann and Sanford, Chapter 2

Week 7: The legal framework of federal compliance pt. 2
        Readings: King, Chapters 5 & 6

Week 8: State, tribal, and municipal legal compliance, the case of Miami
        Readings: Selections from Carr 2012

Week 9: Phase I
        Readings: Neumann and Sanford, Chapters 4 & 5

Week 10: Phase II
        Readings: Neumann and Sanford, Chapter 6

Week 11: Phase III
        Readings: Neumann and Sanford, Chapter 7

Week 12: Laboratory analysis and curation
        Readings: Neumann and Sanford, Chapter 8

Unit 3: Ethics, professional standards, and best practices

Week 13: Working with local and descendent communities pt. 1
        Readings: Selections from Colwell-Chanthaphonh and Ferguson 2008

Week 14: Working with local and descendent communities pt. 2

Readings: Selections from Colwell-Chanthaphonh and Ferguson 2008

Week 15: Looting and treasure hunting
Readings: Selections from Vitelli and Colwell-Chanthaphonh 2006

Week 16: The archaeologist as businessperson
Readings: Neumann and Sanford, Chapters 3 & 9

Course and Curriculum
Course Addition Form

UNIVERSITY
OF MIAMI

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Phone: (305) 284-4846
Fax: (305)284-6293
Email: scheduling.rg@miami.edu

Course as you wish it to appear in the Bulletin:

School/College: Arts & Sciences   Dept: Anthropology   Course: 602
                                                                    e.g.(ACC 101)

Is this an experimental course? ⦿ N ◯ Y   Effective Date: 05/01/14   # of Credits: 3
                                                                                e.g.(1-3 OR 3-0)

Is taken for Credit Only: ⦿ N ◯ Y   Full Time Indicator*: ⦿ N ◯ Y   Alt Title: ⦿ N ◯ Y

Frequency: 05 - Fall & Spring

Abbreviated Title: Grad Sem Cult Anth
18 Character Limit

Full Title: Advanced Seminar in Cultural Anthropology
150 Character Limit

Prerequisites: Graduate standing and/or permission of instructor

Co-requisite(s): _____

Identifiers: Grad _____ _____ _____ _____ _____
(WRITE, HONER,INTR1, INTR2, INTR3, INTR4, etc.)

Course Description:
1422 Character Limit

If Course Description does not fit on 3 lines please email full description to: rg.scheduling@miami.edu

This seminar focuses on the application of the anthropological perspective, data collection and analyses methods, and theoretical foundations of traditional cultural anthropology to understanding and working on solving human problems in the modern world.   Topics include the design, conduct, and application of modern ethnological methods to research venues in business, governmental/NGO agencies, conflict studies, natural disasters, medical, globalization and financial organizations.

Dept Contact: Linda Taylor   Email address: LTaylor@miami.edu   Phone: 284-5075

Department Chair Signature: _____   Date: 4 FeB 14

Academic Dean/Director Signature: _____   Date: _____

Dean of the Graduate School: _____   Date: _____
required for graduate courses only

Curriculum Committee Chair: _____   Date: _____

Justification for course being worthy of full time status must also be submitted (see second page).

Course and Curriculum
Course Addition Request

Please fill in __all__ of the below information:

Year: 2014   Semester: Spring   School/College: Arts & Sciences

Course: 602

e.g.(ACC 101)

Full-time status rationale This is only required for courses flagged as being equivalent to full-time status.
Rationale must include why the courses is equivalent to full-time credit (12+ credits for undergraduate; 9+ credits for graduate).

Course Requirements:

Major/Minor: ⦿Y ◯N   Major (1): _____   Major (2): _____   Major (3): _____

Minor (1): _____   Minor (2): _____   Minor (3): _____

School Code: AS - College of Arts and Sciences

Level Code: M - MASTERS CANDIDATE

Class Code: OR; Secondary Class Code:

Minimum GPA: ___

Identifier (1): _____

Identifier (2): _____

Permission Required:

Co-Requisite Course (1): _____	Section: ___	Type:
Co-Requisite Course (2): _____	Section: ___	Type:
Co-Requisite Course (3): _____	Section: ___	Type:
Co-Requisite Course (4): _____	Section: ___	Type:
Co-Requisite Course (5): _____	Section: ___	Type:

APY 602: Sample Syllabus for Advanced Seminar in Cultural Anthropology

Full Course Description:
This seminar focuses on the application of the anthropological perspective, data collection and analyses methods, and theoretical foundations of traditional cultural anthropology to understanding and working on solving human problems in the modern world. Topics include the design, conduct, and application of modern ethnological methods to research venues in business, governmental/NGO agencies, conflict studies, natural disasters, medical, globalization and financial organizations. Students will begin with a review of state of the discipline in historical overview and then move into specialized aspects of how the field is now practiced by professional anthropologists in academic, government, and private sector settings. Emphasis will be on understanding and meeting ethical standards for working with human subjects, research design, evaluating outcomes, and their construction through hands-on experience and developing professional writing skills. Special topics will vary by instructor.

Course Goals:
1. Mastery of graduate-level theory as the foundation for professional practice in the field.
2. Review of current programs in professional ethnography in industrial, academic, and medical settings, including resources for career development in these areas.
3. Mastering empirical research in ethnography through a semester-capping project including proposal writing and regulation compliance. Projects may include Richter special collections and/or fieldwork.

Earning the Grade:
The course is a seminar based on readings and class discussion. Class discussion will be drawn from selected readings. Discussion topics will be assigned to individuals and teams by topic and dates (TBA). Additional research assignments will be posted on Blackboard.
The grade will be assessed on the following:
10% attendance
20% discussion assignments
20% exams (a mid-term and final)
20% research assignments
30% semester project (including written paper and oral presentation)

Attendance Policy:
Because participation is so important to mastering course material, attendance is expected. Students are expected to notify the instructor in advance if they will miss course for UM-sanctioned reasons (e.g. religious holidays) within the first two class meetings. Missing 3 or more classes may result in a 10% reduction in the final score for failure to comply with minimum course requirements.

Sample Texts and Readings: (will vary by instructor):

Open-access articles will be shared as PDF files; pages from the assigned texts will be specified.

Texts:

Ervin, A. M. 2004 APPLIED ANTHROPOLOGY: TOOLS AND PERSPECTIVES FOR CONTEMPORARY PRACTICE (2nd Ed.). Pearson/Allyn Bacon. ISBN: 978-0205414093

Ferraro, G. & Andreatta, S. 2014 CULTURAL ANTHROPOLOGY: AN APPLIED PERSPECTIVE. Cengage. ISBN: 978-1285738499

Guerron-Montero, C. 2008 NAPA BULLETIN, CAREERS IN 21ST CENTURY APPLIED ANTHROPOLOGY: PERSPECTIVES FROM ACADEMICS AND PRACTITIONERS. Wiley-Blackwell, Number 29 Ed., ISBN: 978-1405190152

LeCompte, M.D. and Schensul, J.J. 2010 DESIGNING AND CONDUCTING ETHNOGRAPHIC RESEARCH: AN INTRODUCTION (ETHNOGRAPHER'S TOOLKIT, (2nd ed.) AltaMira Press. ebook AISN B0050JFGMI; ISBN 978-0759118690

Schensul. J.J. and LeCompte, M.D. 2012 ESSENTIAL ETHNOGRAPHIC METHODS: A MIXED METHODS APPROACH (ETHNOGRAPHER'S TOOLKIT, 2nd ed.) AltaMira Press ebook, AISN B009GIPYHG; ISBN 978-0759122031

Sample Open-Access articles:

Izaura, M. V. et al. 2012 *Human JCV Infections as a Bio-Anthropological Marker of the Formation of Brazilian Amazonian Populations* Research Article | published 12 Oct 2012 | PLOS ONE 10.1371/journal.pone.0046523

Blair, Y.I., McMahon, A.D., & Macpherson, L. 2013 *Comparison and Relative Utility of Inequality Measurements: As Applied to Scotland's Child Dental Health* Research Article | published 08 Mar 2013 | PLOS ONE 10.1371/journal.pone.0058593

Regis, L.N. et al., 2013 *Sustained Reduction of the Dengue Vector Population Resulting from an Integrated Control Strategy Applied in Two Brazilian Cities* Research Article | published 03 Jul 2013 | PLOS ONE 10.1371/journal.pone.0067682

Cayres-Vallinoto, I.M.V, et al., 2012 *Human JCV Infections as a Bio-Anthropological Marker of the Formation of Brazilian Amazonian Populations* Research Article | published 12 Oct 2012 | PLOS ONE 10.1371/journal.pone.0046523

Gilbert, P. et al., 2008 Interactive "Video Doctor" Counseling Reduces Drug and Sexual Risk Behaviors among HIV-Positive Patients in Diverse Outpatient Settings Research Article | published 23 Apr 2008 | PLOS ONE 10.1371/journal.pone.0001988

Course and Curriculum
Course Addition Form

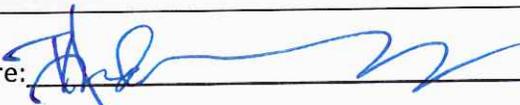**UNIVERSITY OF MIAMI**

U

Phone: (305) 284-4846
Fax: (305)284-6293
Email: scheduling.rg@miami.edu

Course as you wish it to appear in the Bulletin:

School/College: Arts & Sciences   Dept: APY   Course: 603
e.g.(ACC 101)

Is this an experimental course? ● N ○ Y   Effective Date: 05/01/14   # of Credits: 3
e.g.(1-3 OR 3-0)

Is taken for Credit Only: ● N ○ Y   Full Time Indicator*: ● N ○ Y   Alt Title: ○ N ○ Y

Frequency: 05 - Fall & Spring

Abbreviated Title: Grad Sem Bio Anth
18 Character Limit

Full Title: Advanced Seminar in Biological Anthropolology
150 Character Limit

Prerequisites: Graduate standing and/or permission of instructor

Co-requisite(s): _____

Identifiers: Grad
(WRITE, HONER,INTR1, INTR2, INTR3, INTR4, etc.)

Course Description:
1422 Character Limit

If Course Description does not fit on 3 lines please email full description to: rg.scheduling@miami.edu

This seminar focuses on the historical and theoretical foundations of modern biological anthropology. Topics include ethics and standards for human subjects; applied bioarchaeology, biological anthropology in medical/legal settings, primatology, human biology and adaptive diversity, modern perspectives on race, and skeletal biology of modern peoples. The development of professional research and writing skills for the discipline are integral to course goals.

Dept Contact: Linda Taylor   Email address: LTaylor@Miami.edu   Phone: 284-5075

Department Chair Signature: _____   Date: 4 Feb 14

Academic Dean/Director Signature: _____   Date: _____

Dean of the Graduate School: _____   Date: _____
required for graduate courses only

Curriculum Committee Chair: _____   Date: _____

Justification for course being worthy of full time status must also be submitted (see second page).

Course and Curriculum
Course Addition Request

Please fill in **all** of the below information:

Year: 2014   **Semester:** Fall   **School/College:** Arts & Sciences

Course: 603
       e.g.(ACC 101)

Full-time status rationale This is only required for courses flagged as being equivalent to full-time status.
Rationale must include why the courses is equivalent to full-time credit (12+ credits for undergraduate; 9+ credits for graduate).

Course Requirements:

Major/Minor: ⦿Y ◯N   Major (1): ____   Major (2): ____   Major (3): ____

                               Minor (1): ____   Minor (2): ____   Minor (3): ____

School Code: AS - College of Arts and Sciences

Level Code: M - MASTERS CANDIDATE

Class Code: OR; Secondary Class Code:

Minimum GPA: ___

Identifier (1): _____

Identifier (2): _____

Permission Required: Yes

Co-Requisite Course (1): ____	Section: ___	Type:
Co-Requisite Course (2): ____	Section: ___	Type:
Co-Requisite Course (3): ____	Section: ___	Type:
Co-Requisite Course (4): ____	Section: ___	Type:
Co-Requisite Course (5): ____	Section: ___	Type:

APY 603: Sample Syllabus for Advanced Seminar in Biological Anthropology

Dr. Linda Taylor

Full Course Description:

This seminar focuses on the historical and theoretical foundations of modern biological anthropology. Emphases include professional ethics and standards for working with living populations, best practices in applied biological anthropology for medical/legal settings, applied primatology, human biology and adaptive diversity, modern perspectives on race and evolution, applied bioarchaeology, advanced osteology, and skeletal biology of modern peoples. The development of professional research and writing skills for the discipline is integral to course goals. Course specifics are expected to vary by Faculty expertise. Enrollment is capped at 10.

Course Goals:

1. Mastery of graduate-level theory as the foundation for professional practice in biological anthropology.

2. Review of federal regulations, standards, and ethical practices for working with living subjects and nonhuman primates, including those outside the US.

3. Understanding the application of modern biological anthropology for use in industrial, academic, and medical settings, including resources for career development in these areas.

4. Mastery of empirical research methods as demonstrated in a semester-capping project. The project will include a written proposal, statement and application of methodology, data analyses, and oral presentation.

Earning the grade: The course is a seminar based on peer-led discussion and interaction with faculty on key topics for required readings and texts. Small research projects will be assigned (including one team project). Points will be earned as follows:

10% attendance

20% discussion participation and assignments

20% written literature review on assigned topics

20% small scope research assignments, including on-line and print resources

30% semester project (25% written component/5% oral presentation)

The grading scale is: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, < 60 = F.

No I's will be given.

Attendance policy: Attendance is mandatory because the seminar hinges on discussion rather than formal lectures. Missing 3 classes or more will result in loss of all attendance points and reduction in discussion and participation scores. UM asks that you identify religious observances well in advance. Please contact your instructor for anticipated other absences.

Readings: Each week we will discuss a series of 3-5 articles, or book chapters, and discuss them as a group. Students will be asked to lead discussion on select topics as individuals and teams and provide handouts on those topics for their peers.

Required texts:

Darwin, C. 2011 (reprint) ON THE ORIGIN OF SPECIES BY MEANS OF NATURAL SELECTION. Emporia Books. ISBN 978-1619491304

Gould, S. J. 1996 THE MISMEASURE OF MAN (2nd ed). W.W. Norton. 978-0393314250

Herrnstein, R.J. & Murray, C. 1996 THE BELL CURVE; INTELLIGENCE AND CLASS STRUCTURE IN AMERICAN LIFE (1st ed). Free Press Paperback Books ISBN 978-0684824291

Sanford, M.K. 2008 CLASSIC AND CONTEMPORARY READINGS IN PHYSICAL ANTHROPOLOGY. Cengage. ISBN 978-0495510147

Journal articles:

These will be assigned from keystone journals in the field, e.g., *Evolutionary Anthropology, American Journal of Physical Anthropology, International Journal of Primatology*, etc. Access to these articles can be made through Richter's online services for copy-righted journal material. Open access material will be posted as PDF articles on Blackboard (e.g., PLOS 1).

Tentative schedule:

Week	Topic
Week 1	Introductions, blog creation, evolution sampling on the internet
Week 2	The basics from Darwin and Gould, modern resistance movements
Week 3	Human evolution – the latest from the literature, genetics
Week 4	HIV, flu vaccines, lactose intolerance natural selection
Week 5	Human diversity: medical consequences and modern approaches Beginning the project
Week 6	Race – utility, benefits, consequences of study and teaching
Week 7	Nonhuman primates: models, conservation, and the future
Week 8	Nonhuman primates: meeting the letter of the 1985 law

	Sample outline for project and first references
Week 9	Cooking and eating – food studies as a gateway to biocultural science; Writing sample for project
Week 10	Thanksgiving/spring break
Week 11	Compliance: IRB, ethical standards, and professional practice Guest speaker: Dr. E. Kapsalis
Week 12	Biological anthropology, the law, and realities
Week 13	Where do we go from here? Summary
Week 14	Projects due, presentations during Final Exam period (UM scheduled)

Course and Curriculum
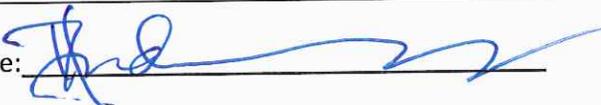# Course Addition Form

UNIVERSITY
OF MIAMI

U

Phone: (305) 284-4846
Fax: (305)284-6293
Email: scheduling.rg@miami.edu

Course as you wish it to appear in the Bulletin:

School/College: ARTS & SCIENCES   Dept: APY   Course: 604
                                                                     e.g.(ACC 101)

Is this an experimental course? ⦿ N ◯ Y   Effective Date: 05/01/14   # of Credits: 3
                                                                                    e.g.(1-3 OR 3-0)

Is taken for Credit Only: ⦿ N ◯ Y   Full Time Indicator*: ⦿ N ◯ Y   Alt Title: ◯ N ◯ Y

Frequency: 05 - Fall & Spring

Abbreviated Title: Grad Sem Ling Anth
18 Character Limit

Full Title: Advanced Seminar in Linguistic Anthropolology
150 Character Limit

Prerequisites: Graduate standing and/or permission of instructor

Co-requisite(s): _____

Identifiers: Grad
(WRITE, HONER,INTR1, INTR2, INTR3, INTR4, etc.)

Course Description:
1422 Character Limit

If Course Description does not fit on 3
lines please email full description to:
rg.scheduling@miami.edu

In this course we examine core aspects of linguistics theory, and consider the ways in which modern linguistic techniques can be applied in the investigation of both common and uncommon typological patterns in the world's 7000+ languages. We will pay particular attention to the ways in which grammatical and phonetic patterns can be analyzed, and how such analysis benefits our understanding of language and of our species more generally.

Dept Contact: Linda Taylor   Email address: LTaylor@Miami.edu   Phone: 284-5075

Department Chair Signature: _____   Date: 4 Feb 14

Academic Dean/Director Signature: _____   Date: _____

Dean of the Graduate School: _____   Date: _____
                            required for graduate courses only

Curriculum Committee Chair: _____   Date: _____

Justification for course being worthy of full time status must also be submitted (see second page).

Course and Curriculum
Course Addition Request

Please fill in <u>all</u> of the below information:

Year: 2014   Semester: Fall   School/College: ARTS & SCIENCES

Course: 604 _____
         e.g.(ACC 101)

Full-time status rationale This is only required for courses flagged as being equivalent to full-time status.
Rationale must include why the courses is equivalent to full-time credit (12+ credits for undergraduate; 9+ credits for graduate).

Course Requirements:

Major/Minor: ⊙Y ○N   Major (1): ____   Major (2): _____   Major (3): _____

                                  Minor (1): ____   Minor (2): _____   Minor (3): _____

School Code: AS - College of Arts and Sciences

Level Code: M - MASTERS CANDIDATE

Class Code: OR; Secondary Class Code:

Minimum GPA: ___

Identifier (1): _____

Identifier (2): _____

Permission Required: Yes

Co-Requisite Course (1): _____	Section: ___	Type:
Co-Requisite Course (2): _____	Section: ___	Type:
Co-Requisite Course (3): _____	Section: ___	Type:
Co-Requisite Course (4): _____	Section: ___	Type:
Co-Requisite Course (5): _____	Section: ___	Type:

Seminar in Advanced Linguistics
Anthropology 604

Course Description

In this course we examine core aspects of linguistics theory, and consider the ways in which modern linguistic techniques can be applied in the investigation of both common and uncommon typological patterns in the world's 7000+ languages. We will pay particular attention to the ways in which grammatical and phonetic patterns can be analyzed, and how such analysis benefits our understanding of language and of our species more generally. Much of the course will be methodologically oriented, and students will become particularly well acquainted with acoustic phonetic as well as morphosyntactic methods of linguistic research. We will also consider ways in which these analyses can be used as a building block for understanding the interaction of the linguistic and the cognitive, as well as the linguistic and the cultural.

Texts

Two main texts (to be purchased)
Describing Morphosyntax
Publisher: Cambridge University Press
Author: Thomas Payne

The Sounds of the World's Languages
Publisher: Blackwell
Authors: Peter Ladefoged and Ian Maddieson

Selected readings

Linguistic Relativity (selected readings)
Publisher: De Gruyter
Author: Caleb Everett

Various articles from
Readings in Linguistic Anthropology
Publisher: Cambridge University Press
Author: Alessandro Duranti

Paper/project

A substantive research paper is due in the last class of the semester. The guidelines for this paper will be offered in class.

Grading

Class participation and exercises: 25% (10% participation, 5% for each of 3 exercises)
Mid-term and Final exams: 25% each
Paper: 25%

Office Hours and Contact Info

Monday and Wednesday afternoon, 2-4   Phone: (305) 284-2882
Office: Merrick Building 101-D   Email: caleb@miami.edu

Blackboard

Grades for exams and homeworks will be posted on the blackboard page for this course:

Course Outline: Readings and Assignments

Week	Dates	Readings	Assignments due/Exams
1	Aug 27-29	n/a	
2	Sep 3-5	Payne and L&M, chs. 1	
	(Sep. 1 Labor Day)		
3	Sep 8-12	Payne and L&M, chs. 2	
4	Sep 15-19	Payne and L&M, chs. 3	
5	Sep 22-26	Payne and L&M, chs. 4	
6	Sep 24-28	Payne and L&M, chs. 5	
7	Sep. 29-Oct. 3	Payne and L&M, chs. 6	
8	Oct 6-10	Payne and L&M, chs. 7	
9	Oct 13-15	Review	**Mid-term exam**
	(Oct. 17 Fall Recess)		
10	Oct 20-24	Payne and L&M, chs. 8	
11	Oct 27-31	Payne and L&M, chs. 9	
12	Nov 3-7	Payne and L&M, chs. 10	
13	Nov 10-14	Payne and L&M, chs. 11	
14	Nov 17-21	Payne and L&M, chs. 12	
15	Nov 24-26	Payne and L&M, chs. 13	
	(Nov 28 Thanksgiving break)		
16	Dec 1-5	Article	**Paper due**
17	Dec 16		**Final exam**

Academic Ethics

Cheating on assignments, exams, or plagiarizing will be penalized by the University of Miami. A student found to have cheated will be given an F and reported to the Honor Council for futher penalties.

Note on attendance
Since class participation constitutes 10% of your grade, make sure you attend. Grades may also be dropped due to very poor attendance.

Prerequisites
There are no prerequisites for this class.

Students with disabilities
Please let me know if you have a documented disability.

Course Outline: Topics Covered

Week	Topics covered
1	Introduction. What does science have to tell us about language? How do we analyze languages? How many languages are there, and how are they classified?
2	Examining basic patterns in human sounds and in human grammars: an introduction.
3	Introducing phonetics—an overview of articulatory and acoustic phonetic analysis. Discussion of fieldwork in phonetics.
4	Introducing morphosyntax—an overview of grammatical analysis. Discussion of fieldwork on grammars of less-documented languages.
5	Common sound patterns and grammatical patterns common to the world's languages.
6	Less common sound patterns and grammatical patterns evident in the world's languages.
7	Intensive exercises in basic grammatical analysis.
8	Intensive exercises in basic phonetic analysis. Introduction to PRAAT acoustic software.
9	Review, mid-term exam.
10	Discussion of grammatical relations I—an introduction to ergativity and other inter-related phenomena.
11	Discussion of grammatical relations II—an introduction to controller-pivot phenomena.
12	Phonetic fieldwork I—transcription exercises, sound articulation exercises
13	Phonetic fieldwork II—acoustic analysis exercises
14	An examination of current work on language and cognition, especially linguistic relativity

15	An examination of current research on the interaction of geography and sound patterns.
16	Review and discussion of the current state of linguistic anthropology.
17	Final exam

Course and Curriculum
Course Addition Form

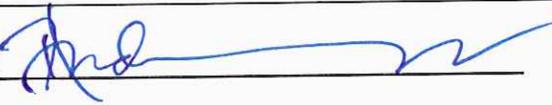**Course as you wish it to appear in the Bulletin:**

School/College: Arts & Sciences   Dept: APY   Course: 690
e.g.(ACC 101)

Is this an experimental course? ⦿ N ◯ Y   Effective Date: 06/01/14   # of Credits: 3
_e.g.(1-3 OR 3-0)_

Is taken for Credit Only: ⦿ N ◯ Y   Full Time Indicator*: ⦿ N ◯ Y   Alt Title: ◯ N ◯ Y

Frequency: 05 - Fall & Spring

Abbreviated Title: Teaching Anth Prac
18 Character Limit

Full Title: Teaching Practicum in Anthropology
150 Character Limit

Prerequisites: Graduate standing and 9 credits of graduate coursework in Anthropology; Permission
of the instructor.

Co-requisite(s): _____

Identifiers: Grad _____ _____ _____ _____
(WRITE, HONER,INTR1, INTR2, INTR3, INTR4, etc.)

Course Description:
1422 Character Limit

If Course Description does not fit on 3 lines please email full description to: rq.scheduling@miami.edu

Logistics and pedagogical issues of teaching anthropology, including skill set and materials suitable for employment in settings for which the master's is the required , e.g., two-year schools. The student will evaluate texts, create teaching materials for a given subfield, master commonly-available electronic teaching and learning tools, and teach one class as directed.

Dept Contact: Linda Taylor   Email address: LTaylor@Miami.edu   Phone: 285-5075

Department Chair Signature: _____   Date: 4 Feb 14

Academic Dean/Director Signature: _____   Date: _____

Dean of the Graduate School: _____   Date: _____
required for graduate courses only

Curriculum Committee Chair: _____   Date: _____

*Justification for course being worthy of full time status must also be submitted (see second page).

Course and Curriculum
Course Addition Request

Please fill in all of the below information:

Year: 2014   **Semester:** Fall   **School/College:** Arts & Sciences

Course: 690
  e.g.(ACC 101)

Full-time status rationale This is only required for courses flagged as being equivalent to full-time status.
Rationale must include why the courses is equivalent to full-time credit (12+ credits for undergraduate; 9+ credits for graduate).

Course Requirements:

Major/Minor: ◉Y ○N   Major (1): ____   Major (2): _____   Major (3): _____

                      Minor (1): ____   Minor (2): _____   Minor (3): _____

And

School Code: AS - College of Arts and Sciences

Level Code: M - MASTERS CANDIDATE

Class Code: OR; Secondary Class Code:

Minimum GPA: ___

Identifier (1): _____

Identifier (2): _____

Permission Required: Yes

Co-Requisite Course (1): _____	Section: ___	Type:
Co-Requisite Course (2): _____	Section: ___	Type:
Co-Requisite Course (3): _____	Section: ___	Type:
Co-Requisite Course (4): _____	Section: ___	Type:
Co-Requisite Course (5): _____	Section: ___	Type:

APY 690 Teaching Practicum in Anthropology

Credits: 3

Faculty: All

<u>Goal:</u>
The course is designed to prepare students to enter the classroom and teach a course in any of the four subfields of Anthropology (cultural, biological, archaeology, linguistics) in community colleges, high schools, or other settings for which the master's degree is required.

<u>Course Description:</u>
This course is an independent learning experience focusing on the logistics and pedagogical issues of teaching anthropology in a specific subfield under the guidance of a member of the Anthropology faculty. Development of skill set and materials to teach anthropology in setting for which the master's is the required terminal degree, e.g., two-year schools and programs, colleges, degree completion programs, or government-sponsored schools abroad. The student will evaluate content of available texts in the subfield, design and create a set of teaching materials suitable for a single semester course, including exams, labs, lesson plans, writing assignments, PowerPoint and other multimedia tools. Experience with electronic institutional teaching tools (e.g., Blackboard) are required as preparation for working with similar tools when working as an instructor elsewhere. The student will present one finished lecture to an introductory class in that subfield, in addition to leading a discussion section as directed by the instructor.
Students are encouraged to do two preparations through this course – one in their area of expertise and a second in a complementary area – for maximum advantage in realizing their teaching goals and employment opportunities.

<u>Assessment:</u>
The final grade will be based on:
1. Participation and blogging with peers (20%);
2. a written report of each text or lab manual (40%) a final report comparing the strengths and weaknesses of texts reviewed (10%);
3. a creating lesson plans, exams and other materials for a semester-length course (20%), and
4. quality of content and performance in teaching a single session and leading discussion section(s) (10%).

<u>Suggested Readings and schedule for a Practicum in Biological Anthropology (readings will vary by instructor and subfield):*</u>
Dr. Linda Taylor, practicum supervisor

Week 1. – Exploring course descriptions and on-line options in community colleges and secondary settings; sampling TA blog; creation of personal blog for the semester.

Week 2 – Summary of objectives and goals of material from Week 1 (written component); discussion of Rice & McCurdy as framework going forward

Week 3 – Writing center, Richter, and Blackboard: Learning the assets and tools

Week 4 – Identifying and discussing examination methods and content at UM

Week 5 – Review of Parks (strengths and weakness, online materials, suitability to target teaching venues); written summary

Week 6 – Review of Larsen with the same parameters used in Week 5

Week 7 – Review of Lehman utility of brief editions and graphics, with the same parameters used in Week 5

Week 8 – Review of Walker-Pacheco for laboratory component requirements, with the same parameters used in Week 5

Week 9 – Summary evaluation of texts, lab manual/materials and on-line resources. Matching text to student readiness and personal style.

Week 10 – Creating effective lectures; PowerPoints and other options; writing sample examples and keys.

Week 11 – Classroom lecture and leading discussion/review section

Week 12 – Summary paper on experience, scope of material ready to teach, contacts and opportunities from online sites

   *One week will be missed for either Thanksgiving or Spring Break and so is not included in the order of classes.

READINGS:
   Parks, M.A. 2012 BIOLOGICAL ANTHROPOLOGY (7TH ed.). McGraw-Hill Humanities/Social Sciences/Languages, ISBN 978-0078034954

   Larsen, S.C. 2012 ESSENTIALS OF PHYSICAL ANTHROPOLOGY: DISCOVERING OUR ORIGNS (2nd ed.) W.W. Norton, ISBN 978-0393919387

   Lehman, S. 2009 INTRODUCTION TO EVOLUTIONARY ANTHROPOLOGY. Pearson Education Canada ISBN: 978-0132078221

   Rice, P.C. and McCurdy 2007 STRATEGIES IN TEACHING ANTHROPOLOGY (5th ed.). Pearson, ISBN 978-0136034667

   Walker-Pacheco, S. E. EXPLORING ANTHROPOLOGY: A LAB MANUAL AND WORKBOOK. Morton, ISBN 978-0895828118

UM Bundle in use: Jurmain, Kilgore, Trevathan, & Ciochon, 2013
INTRODUCTION TO PHYSICAL ANTHROPOLOGY, 2013-2014 EDITION,
(14th ed); Kappleman, J., VIRTUAL LABORATORIES FOR PHYSICAL
ANTHROPOLOGY (CD-ROM) V 4.0, Cengage/ITP, Bundle ISBN:
9781285583440

Blogs/Journals
Teaching Anthropology (TA) - a peer-reviewed, open-access journal dedicated to
the teaching of anthropology (www.teachinganthropology.org)

Course and Curriculum
Course Addition Form

UNIVERSITY
OF MIAMI

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Phone: (305) 284-4846
Fax: (305)284-6293
Email: scheduling.rg@miami.edu

Course as you wish it to appear in the Bulletin:

School/College: Arts & Sciences   Dept: APY_____   Course: 705_____
                                                                        e.g.(ACC 101)

Is this an experimental course? ⦿ N ◯ Y   Effective Date: 06/01/14   # of Credits: 1-9_____
                                                                              e.g.(1-3 OR 3-0)

Is taken for Credit Only: ⦿ N ◯ Y   Full Time Indicator*: ◯ N ⦿ Y   Alt Title: ◯ N ◯ Y

Frequency: 10 - Fall, Spring, 1st & 2nd Summer

Abbreviated Title: Internship in Anth_____
18 Character Limit

Full Title: Graduate Internship: Professional Practice of Anthropology_____
150 Character Limit

Prerequisites: Graduate standing, permission of major advisor, permission from external supervisor
_____

Co-requisite(s): Written proposal for scope of work_____

Identifiers: _____ _____ _____ _____ _____
(WRITE, HONER,INTR1, INTR2, INTR3, INTR4, etc.)

Course Description: An internship designed to provide valuable career-related work experience
1422 Character Limit   in a real-world setting, e.g., institutions, organizations and/or businesses.
                        Students will identify an opportunity, supervisor, and write a proposal as to
If Course Description does not fit on 3   the relevancy to their goals. The internship may be paid or unpaid. This
lines please email full description to: course may be repeated.
rg.scheduling@miami.edu

Dept Contact: Linda Taylor_____   Email address: LTaylor@miami.edu   Phone: 284-5075_____

Department Chair Signature: _____   Date: 4 Feb 14

Academic Dean/Director Signature: _____   Date: _____

Dean of the Graduate School: _____   Date: _____
                            required for graduate courses only

Curriculum Committee Chair: _____   Date: _____

*Justification for course being worthy of full time status must also be submitted (see second page).

Course and Curriculum
Course Addition Request

Please fill in **all** of the below information:

Year: 2014   Semester: Fall   School/College: Arts & Sciences

Course: 705
    e.g.(ACC 101)

Full-time status rationale This is only required for courses flagged as being equivalent to full-time status.
Rationale must include why the courses is equivalent to full-time credit (12+ credits for undergraduate; 9+ credits for graduate).

If the student is taking the course for the maximum 9 units of credit, they will be meeting the UM equivalency for a full time course. We expect that students taking the internship may spend most if not all their time away from campus, depending on the internship external partner site (e.g., NGO partner in Haiti or conservation NGO in Madagascar or New York).

Course Requirements:

Major/Minor: ⦿Y ◯N   Major (1): _____   Major (2): _____   Major (3): _____

Minor (1): _____   Minor (2): _____   Minor (3): _____

School Code: AS - College of Arts and Sciences

Level Code: M - MASTERS CANDIDATE

Class Code: OR; Secondary Class Code:

Minimum GPA: ___

Identifier (1): _____

Identifier (2): _____

Permission Required:

Co-Requisite Course (1): _____	Section: ___	Type:
Co-Requisite Course (2): _____	Section: ___	Type:
Co-Requisite Course (3): _____	Section: ___	Type:
Co-Requisite Course (4): _____	Section: ___	Type:
Co-Requisite Course (5): _____	Section: ___	Type:

705

APY 700-701 Graduate Internship: Professional Practice, Anthropology

Credits: 1-9

Faculty: All

Goal:
The professional practice internship is designed to provide valuable career-related work experience in a real-world setting of suitable institutions, organizations and/or businesses.

Course Description:
Students will write a proposal for the internship in which they define the relevancy of the internship to their graduate education and career goals. The proposal must be approved by the student's advisor and the Department chair prior to beginning any activities. The student is responsible for finding and securing a professional supervisor with whom to work during the internship. The professional supervisor must stipulate in writing to the scope of work to be undertaken by the student as well as his/her willingness to serve as supervisor for the internship period. The internship may begin once the scope of work is defined and agreed upon by the advisor, external supervisor and the student. The internship may be paid or unpaid.

Assessment:
The final grade will be based on a written report and an oral presentation by the student to the Department of Anthropology. The report will detail an assessment of the internship in professional career development and include a summary of work or research performed during the internship. A copy of the report will be retained by the Department and by the external supervisor and/or the participating external entity (nonprofit, private business, museum, etc.)

Course and Curriculum
Course Addition Form

Course as you wish it to appear in the Bulletin:

School/College: Arts & Sciences   Dept: Anthropology   Course: 710
_____
e.g.(ACC 101)

Is this an experimental course? ⦿ N ◯ Y   Effective Date: 05/01/14   # of Credits: 1-9
_____
e.g.(1-3 OR 3-0)

Is taken for Credit Only: ⦿ N ◯ Y   Full Time Indicator*: ⦿ N ◯ Y   Alt Title: ⦿ N ◯ Y

Frequency: 10 - Fall, Spring, 1st & 2nd Summer

Abbreviated Title: MA Thesis Prep/Wri
18 Character Limit

Full Title: Master's Degree Thesis Preparation and Writing
150 Character Limit

Prerequisites: Graduate standing and/or permission of instructor; formation of Thesis Committee.

Co-requisite(s): _____

Identifiers: _____ _____ _____ _____ _____
(WRITE, HONER,INTR1, INTR2, INTR3, INTR4, etc.)

Course Description:
1422 Character Limit

*If Course Description does not fit on 3
lines please email full description to:*
rg.scheduling@miami.edu

Preparation/Completion of a written thesis for the master's degree when the
student has completed the thesis research, is engaged in writing the thesis,
and expects to use the facilities and resources of the Anthropology
department and the University; enrollment is required when the completed
thesis is defended and approved. This course may be repeated.

Dept Contact: Linda Taylor   Email address: LTaylor@Miami.edu   Phone: 284-5075

Department Chair Signature: _____ Date: 4 Feb 14

Academic Dean/Director Signature: _____ Date: _____

Dean of the Graduate School: _____ Date: _____
required for graduate courses only

Curriculum Committee Chair: _____ Date: _____

Justification for course being worthy of full time status must also be submitted (see second page).

Course and Curriculum
Course Addition Request

Phone: (305) 284-4846
Fax: (305)284-6293
Email: scheduling.rg@miami.edu

Please fill in all of the below information:

Year: 2014   Semester: Fall   School/College: Arts & Sciences

Course: 710
     e.g.(ACC 101)

Full-time status rationale This is only required for courses flagged as being equivalent to full-time status.
Rationale must include why the courses is equivalent to full-time credit (12+ credits for undergraduate; 9+ credits for graduate).

If the student is taking the course for the maximum 9 units of credit, they will be meeting the UM equivalency for a full time course load for graduate students. We anticipate that students will be have completed all other requirements and will not be enrolled in any other courses. Residency is not required for enrollment.

Course Requirements:

Major/Minor: ⊙Y ○N   Major (1): ____   Major (2): ____   Major (3): ____

                           Minor (1): ____   Minor (2): ____   Minor (3): ____

School Code: AS - College of Arts and Sciences

Level Code: M - MASTERS CANDIDATE

Class Code: OR; Secondary Class Code:

Minimum GPA: ___

Identifier (1): _____

Identifier (2): _____

Permission Required: Yes

Co-Requisite Course (1): ____	Section: ___	Type:
Co-Requisite Course (2): ____	Section: ___	Type:
Co-Requisite Course (3): ____	Section: ___	Type:
Co-Requisite Course (4): ____	Section: ___	Type:
Co-Requisite Course (5): ____	Section: ___	Type:

APY485 Archeological Theory and Technique
3 credits   *Offered By Announcement Only*
Theoretical traditions that shape modern archaeological research design and interpretation.
PREREQUISITE: APY 201 AND THREE ADDITIONAL CREDITS IN ANTHROPOLOGY.

APY501 Methods of Anthropological Research
3- 6 credits   *Spring Semester*
Concentration on research methods for Cultural, Archaeological, Linguistic, and/or
Biological Anthropology.
PREREQUISITE: SIX CREDITS IN ANTHROPOLOGY AT 300 LEVEL OR ABOVE.

APY502 Field Studies in Anthropology
3- 6 credits   *Fall & Spring Semester & First Summer Session*
Field research in advanced topics in Cultural, Archaeological, Linguistic and/or
Biological Anthropology. Preparation of data for professional presentation and
publication is stressed.
PREREQUISITE: SIX CREDITS IN ANTHROPOLOGY AT 300 LEVEL OR ABOVE AND WRITTEN PERMISSION
FROM INSTRUCTOR.

APY505 Museum Internship
3 credits   *Fall & Spring Semester*
Field work and on-site experience in museum studies conducted in conjunction with
the major museums in Miami. Training and research in methods and techniques in
museology.
PREREQUISITE: PERMISSION OF INSTRUCTOR.

APY506 Workshop in Anthropology
3- 6 credits   *Fall & Spring Semester*
This course is designed for upper level and graduate students to participate in
special topics in Anthropology and related fields.
PREREQUISITE: PERMISSION OF INSTRUCTOR.

APY512 Advanced Medical Anthropology
3 credits   *Fall & Spring Semester*
Applications of theories and methods of medical anthropology to problems in human
health and disease.
PREREQUISITE: APY 413, OR THREE CREDITS IN NURSING, OR THREE CREDITS IN EPIDEMIOLOGY
AND PUBLIC HEALTH, OR PERMISSION OF THE INSTRUCTOR.

APY518 Advanced Seminar in Anthropology
3 credits   *Fall & Spring Semester*
Specialized topics in Anthropology to involve students into current research specializations.
PREREQUISITE: SIX CREDITS IN ANTHROPOLOGY AT 300 LEVEL OR ABOVE OR PERMISSION OF
INSTRUCTOR.

ARABIC
ARB101 Elementary Arabic I
3 credits   *Fall Semester*
Fundamental grammatical principles; drill in pronunciation; simple reading and
translation. Closed to native speakers.

ARB102 Elementary Arabic II
3 credits   *Spring Semester*
Reading and translation; oral and written exercises. Closed to native speakers.
Closed to native speakers.
PREREQUISITE: ARB 101 OR THE EQUIVALENT. CLOSED TO NATIVE SPEAKERS.