

CLAS Council
1 September 2020
Zoom, 2:00 p.m.

Present: Ayala, M., Aragon, R., Cradock, K., Erwin, C., Pasko, B., Starr, C., Swift, S., Yan, J., Bond, G. and Stokes, R.

1. Any proposed changes to the CLAS general FEC guidelines or any suggestions for refinements? Chairs consulted with faculty in their department. No changes were proposed. We will vote via Survey Monkey to ratify “as is.”
2. Curriculum – We just got the new grad catalogs from AA. Changes to the next grad catalog will be up for review this academic year.
3. EAB Navigate Intelligence Training, next Friday 1 pm via Zoom. Reach out to your directors to see if they would like to attend. Mary will check and see if it can be recorded for individuals that have conflicting schedules.
4. Jamie has brought up with Core Staff the need to have a plan in place for spring; AA needs to work on schedules soon and registration will still take place in October. Plan as much as you deem prudent online. Even as the semester progresses, our best option for classes we would prefer to have in-person is to schedule them under the same social distancing conditions we were planning for fall, with the understanding that they may very well have to be converted to online pending the situation with the pandemic. Please be clear in communicating to everyone that it is too early to predict whether we will be in-person or online for spring and a lot of that is beyond our control. Early Alerts – please remind faculty to continue submitting early alert forms on any students who are not showing up in courses or who are otherwise having problems. Also, send any concerns to the Academic Affairs email address so they can reach out to students, especially if they are having online access problems. Regardless of state regulations, MIE has to meet and take into consideration capacity in our community to handle a spike in cases. Try using Zoom or synchronous courses for students who seem to be struggling with courses online.
5. Work-studies – as discussed, please forward requests for specific students to fill specific work-study positions, with their name, id#, hours, and justification. **Make sure they have actually been awarded work-study funds.**
6. Budget: As in 2008-2010, we will be asked to make cuts in operational budgets. Last time around, the VPAA took the biggest hits in his budget, in order to spare academic departments from deeper cuts. (To put this into context, it took us 10 years to get back to pre-2008 funding after the last recession.) We will have to go through another right-sizing exercise and we will have to make budget cuts so we need to **prioritize** as a college where those cuts will come from. They will be sending us our most current budgets as a starting point. Try to save as much money as you can; if you don't **need** to spend, do not spend. Building up our one-time reserves will help soften the blow of anticipated cuts during the next few years.
7. We will have to go through a Flagging Study/Program Review, like back in 2009-2010. This means that some programs who would normally be up for review this year may not be up, and other programs may go up two years in a row. As before, being flagged doesn't mean a program will get shut down, but we will be required to apply scrutiny regarding viability.
8. Recruitment and Retention – **We need to discuss recruitment priorities and strategies and have things rolling by mid-September, We are not likely to get college or program-specific recruitment funds, but there is still a DL recruitment budget that we can use across programs.** Keep up recruitment efforts, including virtual campaigns, since normal avenues for recruitment are not there right now. Every effort we can make is needed. Recruitment efforts are

an **investment** in the one funding source we can impact – tuition dollars. As the state reduces our budget, tuition dollars make up a bigger part of our funding and effective recruitment is the only way to improve that income without significantly raising tuition costs to students. We may shift focus to a message emphasizing starting or completing with us online, cost-effectiveness of our tuition rates for distance students, option to stay home in fall and keep moving forward with education (if they can't get a visa or if they are an in-state student whose parents are worried about sending them to a crowded campus).

9. For **Retention**, it is especially important to reach out to current students – but most especially new majors -- and engage them in the major and discipline-related student organizations through virtual strategies. Be creative! You could have faculty lecture series or reading, virtual games and events.
10. The governor's office is requesting nominations for the Board of Regents, with a deadline of next week. Ours has three upcoming vacancies – two regular members and the student. It would be nice to have representation from our community and people who really understand ENMU, and I think even retirees are eligible.
11. Resource faculty evals: remember that we need to do them after their first semester teaching for us, and then yearly after that. **For all faculty and staff evals, the policy book says you cannot discuss them with the employee without first discussing with second-level supervisor (prior to this it said Area Executive Administrator)**
12. Please emphasize the importance of checking and responding to emails in a timely manner, acting on student concerns promptly, and keeping folks in the loop up and down the chain (transparent communication for non-confidential matters). Due process is dependent on timely action. All communications to VP should go through chair and dean (director, if appropriate). Concerns should be resolved at the lowest level possible before going up the line. If you have policy questions, ask.
13. **Please provide search updates: for positions left unfilled or announced retirements.** Make sure that you are moving forward as quickly as feasible on searches. Ask faculty considering retirement to notify you ASAP so that the department can prioritize justification/approval process.
14. Please communicate to your faculty that if they represent CLAS on any committee, they need to report back to CLAS — preferably through their department chair to CLAS Council.
15. **Exit interviews and graduate tracking** –look ahead to coming year. **This may be key in the flagging study, too.** Also, for program review and assessment, template for tracking faculty accomplishments by program/department.
16. If we cannot meet in person to go over Effectiveness Reports, will meet via Zoom or Microsoft Teams.
17. The Archaeology of Death Topics course was approved. Stokes moved to approve. Swift seconded.



**Anthropology 493/593 The Archaeology of Death and Violence
Online Course (Synchronous)
Spring Semester 2021**

Instructor: Dr. Susan Kuzminsky
email: susan.kuzminsky@enmu.edu

Course Description:

The archaeology of death is about examining how people lived through a social, biological, and cultural lens. Through this course, students examine the theoretical context for studying death with a particular emphasis in anthropology and cross-cultural perspectives on death and dead persons. Topics include the ancient treatment of the dead and modern autopsy methods, as well as interpretations of ritual behavior, social differentiation, and burial grave goods throughout human prehistory. We then shift to understanding lifeways throughout the study of death, focusing on both skeletal and mummified remains and the information that can be interpreted through the body. Several segments of the course are dedicated to understanding both structural and interpersonal evidence for violence, genocides, cannibalism and human sacrifice; body modifications; growth, stress and dietary reconstructions; and evidence for pandemics (e.g., plague; smallpox), tuberculosis, and other maladies that have plagued humans throughout prehistory.

Case studies emphasize extinct hominins (e.g., Neanderthal deaths), Europe, as well as New World examples of death and dying in the American Southwest and the Andean region of South America. Student learning is achieved through a combination of lectures, discussion, assigned readings, assignments, and a research paper. For graduate students enrolled in the 593 component of the course, there is an additional quiz and a research paper of approximately 15 pages in length, while undergraduate students have a shorter, less extensive research project due at the end of the semester.

Readings will include PDFs from recent peer-reviewed research (posted each week), and excerpts from the following books:

Keely, Lawrence. 1996. *War Before Civilization: The Myth of the Peaceful Savage*. Oxford University Press, Oxford.

Larsen, Clark. 2015 (2nd Ed.). *Bioarchaeology: Interpreting Behavior from the Human Skeleton*. Cambridge University Press, Cambridge.

Parker Pearson, Michael. 2003 (2nd Ed.). *The Archaeology of Death and Burial*. Texas A&M Press, College Station.

Student Learning Outcomes:

1. Learn to think critically about the body, death, ritual and why humans need to understand death as part of the lived experience and through anthropological study of human remains;
2. Through the course materials you will learn how death informs us more specifically about violence, trauma, disease, diet, and other factors
3. Communicate what you've learned through assignments, quizzes and a research paper
4. By the end of the course, you will be able to understand the anthropological perspective on death and apply that to different theoretical interpretations in sociology and criminology.

Grading:	Percent
Quizzes (4)	35%
Research Paper	30%
Homework and Article Critiques	35%
Total:	100%

Grade Breakdown:

Percentage	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
Below 59	F

Technology Needed: For this course you will need a stable wifi connection to view/download your weekly work and PDF power point slides and take the exams. You can access your myENMU for free Microsoft Teams and Stream for our weekly class lectures together and office hours.

Syllabus Modification: This syllabus is subject to change. If changes occur, students will be notified through an announcement on Blackboard. Please note that the schedule below may be adjusted depending on the amount of material covered each week.

Week 1	Topics Covered	Reading/Assignment
	Introduction to the course What is death? Mortuary Theory	PDFs on Blackboard
Week 2	Topics Covered	Reading/Assignment
	Mortuary Theory, Continued Death styles (burial, cremation, mummification)	PDFs on Blackboard
Week 3	Topics Covered	Reading/Assignment
	Decomposition Body ID and Autopsy (modern approaches)	PDFs on Blackboard Discussion of Research Projects Begin research on topics of interest (see assignment instructions in Blackboard)
Week 4	Topics Covered	Reading/Assignment
	Ancient Autopsy New World and Africa Case Studies	PDFs on Blackboard
Week 5	Topics Covered	Reading/Assignment
	Death and Ritual Grave goods and burial contexts Case Studies	PDFs on Blackboard Quiz 1

Week 6	Topics Covered	Reading/Assignment
	Ancestor Cults and Worship Assignment 1 Instructions Posted	PDFs on Blackboard Turn in Research Paper Topics (one paragraph writeup)
Week 7	Topics Covered	Reading/Assignment
	Research Topic Presentations Children: The ancient study of health through childhood stress and deprivation Adult: stress markers	Assignment 1 due (Reading and interpreting journal articles for research)
Week 8	Topics Covered	Reading/Assignment
	The reconstruction of diet through skeletal remains Body modifications	PDFs on Blackboard Quiz 2
Week 9	Topics Covered	Reading/Assignment
	Spring Recess -no classes	
Week 10	Topics Covered	Reading/Assignment
	Reconstructing activity and injury (Neanderthals; North American Hunter Gatherers)	PDFs on Blackboard Assignment 2 Due (Bibliographies for the research paper)
Week 11	Topics Covered	Reading/Assignment
	Violence: Interpersonal Case Studies: North and South America	PDFs on Blackboard
Week 12	Topics Covered	Reading/Assignment
	Violence: Ritualized violence and human sacrifice Case Studies: The Andes Child Sacrifices	PDFs on Blackboard Quiz 3
Week 13	Topics Covered	Reading/Assignment
	Cannibalism Case Study: American Southwest and historic examples -reluctant cannibals Documentary	PDFs on Blackboard Assignment #3 Due (perspectives on violence in prehistory)
Week 14	Topics Covered	Reading/Assignment
	Structural Violence Genocides Skeletal evidence of systemic warfare	PDFs on Blackboard Quiz 4
Week 15	Topics Covered	Reading/Assignment
	The Archaeology of infectious disease and congenital disorders (skeletonized and mummified remains)	PDFs on Blackboard Assignment #4 Due (Research Paper Introductions)
Week 16	Topics Covered	Reading/Assignment
	Pandemics and other maladies (cancers)	PDFs on Blackboard
Week 17	Topics Covered	Reading/Assignment

	Final research presentations on Teams	
Week 18	Finals Week	
	Quiz #5 for grad students Final Research papers due	

Course Expectations: To earn a good grade in this course, you are expected to check Blackboard regularly throughout each week, attend the online lectures, complete assignments, do all the weekly readings, and write a research paper. Grad students will write a ~15 page paper, while undergrad students will write a 6-10 page paper. Late assignments and make-up exams are not accepted unless you have a documented illness or emergency.

Quizzes: There are 4 short answer quizzes throughout the semester (one additional for graduate students) and these will be based on your knowledge of the course materials and readings covered each week. The quizzes will be made available online and you will have a set time to complete and submit your quiz.

Paper: We discuss the research paper early in the course and the instructions will be posted in Blackboard. You may select from a list of choices or choose your own topic as long as it fits within the themes of the course. We can also set up extra Teams office hours to discuss the details for the paper and how you might go about doing research.

Course Materials/Recordings/Readings: Course materials are to be used by students enrolled in the course only. If there are any recorded lectures or other content for you to review, this is to be reviewed by students enrolled in the course. Any sharing, reposting, uploading to channels, etc. is strictly prohibited and content is not to be reproduced or shared/posted in any form of social media or streaming service.

Attendance: Your attendance will be recorded based on your weekly access in Blackboard, so make sure that you are checking your assignments and completing the work each week. You will receive points for attendance based on your login information in Blackboard.

Weekly readings: The assigned readings will be available in Blackboard's weekly folders for the course. The readings are free and they will cover each week's topic, with some overlap from week to week so the readings are evenly dispersed over the semester.

Blackboard: The course syllabus, assignments/ research paper instructions, quizzes, lectures and readings will be available in the weekly content sections.

Help and Resources: If you feel that you are falling behind in the course, have questions about the weekly topics, study tips, or would just like to discuss topics related to forensic anthropology in more depth, please feel speak with me or one of the GAs during office hours. If you cannot visit during office hours, I am happy to set an appointment with you. There are also several resources to help you through Tutoring Services at the Student Success Center here at ENMU:
<https://www.enmu.edu/academics/academic-resources-services/student-success-center/tutoring-services>.

Academic Integrity Policy. Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of

the case, lead to an "F" for the entire course) and may be subject to appropriate disciplinary action. See the Student Handbook for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone. Plagiarism is a serious offense. When in doubt, please cite your sources! Please refer to the Catalog for information concerning plagiarism; action can include, but is not limited to failure of the assignment; failure of or a reduced grade for the course; suspension or dismissal from your program of study.

Disability Statement

If you have, or believe you have a disability, you may contact the Accessibility Resources and Testing Center to coordinate reasonable classroom accommodations, access to technology or other academic assistance. The Accessibility Resources and Testing Center serves students with a wide range of disabilities including but not limited to medical or health impairment, vision or hearing disability, physical disability, learning disabilities, attention deficit disorder, or mental health impairment. All information will be treated confidentially.

Accommodations are not retroactive. They begin only after:

- Appropriate documentation has been received and accepted by the Coordinator of Disability Services
- Letters of Accommodation (LOA) have been prepared
- You have delivered your Letters of Accommodation to your instructors

Appropriate academic accommodations may then be provided for you. You may contact Accessibility Resources and Testing Center in room 186 Student Academic Services building, phone 575.562.2280.

FERPA and Privacy. As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy at enmu.edu/FERPA.

In this course, we will be working with third party applications online (i.e. wikis, blogs and other Web 2.0 applications). The different proprietors of these sites may or may not have privacy guarantees and the FERPA policy at ENMU does not apply to these sites. It will be your responsibility to read the privacy documentation at each site. There are many other options to protecting your information at these sites. If you have filed the paperwork and are classified as protected under the ENMU FERPA qualifications, it will be acceptable for you to use an alias when using the Web 2.0 sites required for this course. If you still have concerns, please e-mail me as soon as possible to discuss your options.

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Title IX. ENMU is committed to fostering a safe, productive learning environment and we comply with all aspects related to Title IX of the Educational Amendments of 1972 and 34 C.F.R. Part 106. Title IX prohibits sex discrimination to include sexual misconduct defined as harassment, domestic and dating violence, sexual assault, and stalking.

Incidents of harassment or assault can be reported to the Title IX Coordinator at (575)562-2991 or titleix.coordinator@enmu.edu . Reports can also go to the ENMU Police Department by calling 575-562-2392. If you wish to receive fully confidential support and victim's advocacy you can contact Arise Sexual Assault Services at (575)226-7263.

Confidentiality and Mandatory Reporting. As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on ENMU's campus with the Title IX Coordinator and/or the ENMU Police. Students may speak to someone confidentially by contacting Arise at (575)226-7263.