CLAS Council
5 September 2023
Baird Conference Room~ 2:00 p.m.
MINUTES

Present: Ayala, M., Aragon, R., Barlow, M., Bond, G., Bratcher, A., Pasko, B., Rizza, M., Starr, C.

1. Curricuum/ Topics proposal
   - HIST 493: History of Food
       i. Motion to Approve: Regina Aragon
       ii. Seconded: Adrienne Bratcher
       iii. Vote: Unanimous – Yes
   - ANTH 493/593: Digital Archaeology
       i. Motion to Approve: Adrienne Bratcher
       ii. Seconded: Chelsea Starr
       iii. Vote: Unanimous – Yes
   - CJUS 493: Criminal Justice Administration (voted on electronically)
       i. Motion to Approve: Adrienne Bratcher
       ii. Seconded: Regina Aragon
       iii. Vote: Majority – Yes
2. Core Staff – (1) They will be asking for Capital Outlay requests, which will also be used for Junior Bill requests that may come up. These are one-time funds and they will provide a format, so start thinking about any program needs. (2) They are working on a One Eastern Task Force and Strategic Planning Task force. (3) They will be replacing the roof in Eddy Hall. (4) They are considering raising single day charging limits for p-cards.
3. Family Weekend is Septemeber 29-30. Courthouse Café event will be 9:30-11; let John Houser know about tabling needs. Tables will be provided by the Café.
4. We will have a similar amount for recruitment as we had initially last year. Jamie will send out confirmation on the dollar aount, please start considering requests.
5. We need 1-2 student names from CLAS for the AI task force.
6. Hiring adjuncts and Faculty Credentialing – it is critical to follow procedures and ensure credentialing that confirms with accreditation expectations before we can assign any courses or change the type of assignment. Handout for review: Credentialing Matrix, established by the disciplines, is in the portal.
7. I can start meeting with chairs to look at APE drafts next week. Please make sure I've had the opportunity to see the file before discussing draft. The drafts are due 9/18; they need to be finalized by 10/9 and meetings with faculty need to take place by 10/20.
8. If you are working with any other institution on potential 2+2 articulations, Suzanne Balch-Lindsay's office needs to be involved.
9. Enrollment numbers are positive. Please continue to monitor courses for needed capacity.
10. OCS reviews and monitoring (Effectiveness Reports). For this upcoming Program Review round, prep ahead. There will be a formal review of standards by the Distance Learning Committee during program review, but departments should be self-monitoring and reporting in their effectiveness reports –especially if there is needed follow-up from the most recent review cycle.

11. Class schedules (remember that we MUST follow standard timeslots/schedule across all days). MWF classes begin on the hour and last 50 minutes, TTh classes are an hour and 15 minutes, starting at 8, 9:30, 11, 12:30, 2, 3:30, Evening classes run 4-6:30; 7-9:30. Classes should be spread across the week as evenly as possible.

12. Please request feedback on any proposals for changes to college-wide FEC guidleines for this year. We will discuss and vote or vote to reconfirm as is.

13. Purchasing (in addition to Business Office) now reviews all grant proposals, so that will add time; they are trying to automate time and effort reporting. Please do travel training and encourage your folks to do so. There is a new limit on hotel costs that requires preapproval of VP or President for anything above $215.

14. **Out-of-Office Replies –DO use them for both internal and external senders. Remind faculty.**

15. 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 <u>cannot</u> discuss them with the employee without first discussing with second-level supervisor.**

16. *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, <u>ask</u>.*

17. <u>**Please provide search updates: for positions left unfilled or announced retirements.**</u> 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. "Questions" tab on applications in neogov. Of course, we would greatly appreciate anything you can do to let them know that delaying notification could hamper the ability to do a timely search (and thus hurt the program and its students).

18. 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.

19. <u>**Exit interviews and graduate tracking**</u> –look ahead to coming year. This will likely feed into the next HLC Quality Initiative. Also, for program review and assessment, template for tracking faculty accomplishments by program/department.

TOPICS COURSE PROPOSAL

Course Number and Title ANTH 493/593 Digital Archaeology
Date: Spring Semester 2024
Cr. Hrs.____3_____

Circle appropriate course number: 293   (493)   (593)

> NOTE: If this course is to be offered at more than one level, a separate statement should be written for each level and there should be evidence that students at the higher level of the course are expected to meet either higher standard and/or amounts of work than lower-level students.

First semester to be offered: Fall _2022 (Wintermester)___ **Spring 2024** Summer 20____

> NOTE: After approval is secured for a topics course, it may be offered in future semesters without additional approval.

Please provide the following information. Use additional sheets if necessary.

1. Statement of course text (s), other reading resources, other instructional resources, and the variety of instructional techniques to be used.

   This course will not have a single textbook. I will provide students with access to current and historical peer-reviewed articles or book chapters. I have provided a full list of these articles at the end of the proposed syllabus, with the understanding that I will add new material if there is a need to accommodate changes in the field.

2. Statement of course objectives and students to whom the course is to be directed.

   The course is designed for undergraduate and graduate students with a background in anthropology, archaeology, and 3D visualization methods from other disciplines. However, students from a range of disciplines might find the course of interest, because of the problem-solving skills developed. During the semester students will engage with the critical theory and practice of 3D modeling and digitization of cultural heritage materials, including controversial topics related to colonizing practices in cyberspace. Students will actively engage with case studies and will develop their own projects using newly created or existing data sets. Additionally, they will learn how to create digital data sets and curate them for long-term access.

   Specific Learning Objectives:

   - Discuss and synthesize current and past digital archaeology methods and theory, by engaging with and exploring the many ways in which archaeologists are using, adapting, or creating digital technology to develop a holistic, scientific knowledge of the human past (historical context).
   - Explain how the broader anthropological theory is applicable to digitizing the past and scientific problem-solving (functional/social & behavioral).
   - Develop and implement their own research project using virtual reality platforms through hands-on experimentation here at Eastern New Mexico. Although some students will want to spend more time learning software programs such as Unity or perhaps develop their own 3D models using photogrammetry, others may wish to focus on collecting and curating field data from Lidar, 360˚ photo capture, or photogrammetry (applied skills and knowledge).
   - Critically engage with the current issues relating to digitizing the past and cultural heritage. This includes accuracy of the data sets, understanding the "behind" the scene aspect of data

presentation, intellectual property concerns with digitizing cultural knowledge, along with possible issues with negotiating virtual reality (social & behavioral).

3. Statement of topics and general sequence of topics to be covered in the course.

    The course will cover primary themes in digital archaeology and cultural heritage. The introduction covers the history of 3D modeling in archaeology along with how the methods developed through time. We will focus on: Lidar, Photogrammerty and other critical methods, however, the main practice will be with close range photogrammetry. In the next portion of the course students will engage with data collection of archaeological materials, including how to develop 3D models of excavation units, rock art panels and cultural heritage items. Other topics discussed include digitization problems in cultural heritage, in the United States and internationally. We will learn about modeling human remains, ceramics and pottery, ground stone and lithic materials. Case studies focus on real world projects that ask questions about the ethical nature of modeling cultural heritage for broader audiences. We will also engage with case studies in digitizing collections for museums and archival projects as well as how to create sustainable data sets for future generations of researchers.

4. Statement of types and amount of work expected of the students and methods of evaluation to be used.

    In order to develop skill sets that are appropriate for current cultural resource management and curation, the course will be primarily engaged in research with discussions and writing about actual cases. Participation is very important as students will be learning and applying skills that build upon the previous work. Lectures will be minimal in favor of critical engagement with the reading materials, so students will have to be prepared to discuss the articles at every class period. All the reading materials can be used as primary sources for student projects. Graduate students will prepare and lead discussions on current topics.

    Students will develop their own 3D modeling project based on their interests. Data sets are available for students who are unable to find something to work on. Undergraduate students will learn the basics of modeling and present their results in short paper and poster format. Graduate students will undertake critical analysis of their methods and results and will develop a longer paper and poster presentation of their work. At all levels, students will submit project status weekly in addition to developing an online or other outreach venue for their work. In some cases, this might require some consultation with the museum/curation manager, or others in charge of the materials. We will also plan at least two field trips to capture photogrammetric data locally.

5. Statement justifying this course according to its role in the discipline and university curricular structure.

    This course is part of an applied anthropological curriculum that engages students in the most current practices and problems in cultural resource management and archaeological field practice. While students will engage with broader anthropological theory to develop their interpretations of data, they will primarily gain hands-on experience in project design, implementation, and reporting. Additionally, the course supports critical thinking and engagement with presentation of archaeological data and information to the widest possible audiences including but not limited to other professionals, peers, and the general public.
    The course offers international perspectives on problem solving in a rapidly changing field that will support their research and internships across the curriculum at ENMU. The methods and skills learned in this course will be a foundation for career development in museum studies, cultural resource management, and will provide an interpretative scope for thinking broadly and developing sensitive discourse with descendent communities and the public.

APPROVAL SIGNATURES:

Proposer   Date

Department Chair   Date

College Dean   Date

HIST 493: Special Topics: History of Food

Contact Information:

Instructor: Dr. Jennifer Welsh
Email: jennifer.welsh@enmu (BEST
CONTACT METHOD)
Phone: (575) 562-2232
Office location: JWLA 127D

Office Hours:

TBD
Note: Please make an appointment if
you want to meet with me online or
over the phone during these hours.
I am also available by appointment (in
person, online, or over the phone)
outside of these hours.

Response Time for Questions

I will respond to student emails within 24-48 hours; if you have not received a response from me in that time, please follow up.

I will respond to student voicemails when I receive them. Please note that while I aim to respond to student voicemails within 24-48 hours, responses may be delayed if I am out of the office.

Please note: While it is possible to comment in the Canvas gradebook, this is not a reliable way of asking a question or informing me about an issue. Notifications about Canvas gradebook comments can get lost. Please use email instead.

Office Hours

TBD

Note: Please make an appointment if you want to meet with me online or over the phone during these hours.

I am also available by appointment (in person, online, or over the phone) outside of these hours.

Required Materials

The required course text may be found at the campus bookstore. Students should plan to have the book in hand as soon as possible. You are not required to buy new copies, but you do need to have the correct edition; please check the ISBN numbers carefully! Remember, the book store will match prices!

Tom Standage, *An Edible History of Humanity*, (New York: Walker & Company, 2009). ISBN: 978-0-8027-1588-3

In addition to this book, we will be reading book chapters, articles, various short primary source excerpts, and other documents posted on Canvas. We will also be working with films and online resources, including digital history projects. Please pay attention to the detailed course schedule and keep up with the weekly modules on Canvas.

Learning Management System

The university has provided a learning management system called **Canvas**. With your ENMU student account, you can access Canvas from the [myENMU Portal](#) or directly from the [Canvas Login Page](#).

Canvas works with most computers, mobile devices, and browsers. You can check the following webpage to see if your computer/device and browser are compatible: [What are the browser and computer requirements for Canvas?](#) . Mobile apps for Android and Apple devices can be downloaded for free from Google Play and the Apple App Store, respectively.

If you are new to using Canvas, here are a few tips:

- **Welcome Tour** - A welcome tour will pop up and show you the main features of the system. This is a great way to get started.

- **Passport to Canvas** - This self-paced student workshop will teach you everything you need to know about Canvas. Check your Dashboard or Courses menu in Canvas to access this workshop.

- **Help & Support Menu** - If you need help, click on the Help & Support menu**.** From there, you can:

  - Watch [Canvas Overview Videos](#)
  - Search [Canvas Guides](#) for step-by-step directions
  - For help with the mobile app, check out the guides for [Android](#)or [Apple](#) devices
  - Call or live chat with Canvas Support 24/7, 365 days a year
  - And more - click Help & Support in Canvas to see all the support we offer

Course Description

This class will focus on the role of food within human history. Explores food production and preservation, cross-cultural influences due to colonization and migration, and cultural views of food and cooking.

Learning Outcomes

At the end of this course, students will be able to:

1. Identify and discuss the cultural impacts of developments in food availability, including the impact of new foods and new methods of preservation and distribution.

2. Identify and discuss the economic impacts of developments in food production and consumption.

3. Identify and discuss the ways that food shapes societies and social groups, including connections between food and social class, food and colonization, and food and diaspora.

4. Evaluate primary and secondary sources and analyze them in written assignments.

Course Requirements

The purpose of this course is to introduce students to the ways in which food helped to shape the modern world, and how it continues to influence global cultures.

Student work is defined as assignments, homework, and other academic activities to be completed outside of instructional time, including reading, studying, writing, research etc. Students should expect to spend a minimum of two hours per week completing this work for each credit hour enrolled (thus 6 hours of work outside of class for a 3-hour course). Please see the "Course Grading" section below for specific information about assignments and the course schedule for information about due dates. Full information may be found in the modules on Canvas.

Attendance/Participation

One component of your grade for this class will be attendance and participation (see the "Course Grading" section for specific point values). Any successful class requires the active participation of both the professor and the students. Active participation means that you come to class or watch the Mediasite lectures. There will also be Canvas activities that involve both in-person and Mediasite students which will count towards your participation grade. Specific information about those activities will be provided in advance.

Course Grading

A grade is an assessment of your performance on a particular intellectual task; it is not an indicator of your overall intelligence or general abilities, nor is it a representation of the professor's opinion of your personality. Grades need to be kept in perspective. The standards of this course are high, but the criteria used to assess student performance are fair and consistent.

Grades are based on the following percentage scale:

A=90-100% (448-500 points)
B=80-89%   (398-447 points)
C=70-79%   (348-397 points)
D=60-69%   (298-347 points)
F=59% and below (297 points and below)
Assignments:

Midterm Project: Food and History Online (100 points)

> Our midterm project will focus on ways in which we see food and history online. From food bloggers to videos of travelers trying new cuisines to resources about historical food, the internet has had a significant impact on food cultures and how we think about food. This project will enable you to explore those resources, analyze them, and discuss their relevance and impact.

Final Project: History Presentation (100 points)

> For your final project, you will be creating a presentation on a topic related to food history that you find interesting. We will talk about this assignment more during the semester, and information about it will be posted on Canvas. NOTE: This project takes the place of a traditional final exam and will be due at the end of exam week.

Short Response Papers (100 points):

> Over the course of the semester, you will be writing several short papers on different topics connected to the themes of this class. More information will be given on these assignments later in the course.

Research Paper (150 points):

In the second half of the semester, you will be working on a research paper. This paper will go through several stages of research, development, and revision. More information will be given on this assignment later in the course.

Attendance/Participation (50 points):

Any successful class requires the active participation of both the professor and the students. Active participation means that you come to class or watch the Mediasite lectures. There will also be Canvas activities that involve both in-person and Mediasite students which will count towards your participation grade. Specific information about those activities will be provided in advance.

Late papers will incur a 10% penalty for each day that they are late, unless arrangements are made with the instructor IN WRITING and TWENTY-FOUR HOURS IN ADVANCE of the due date. No late assignments will be accepted after five days past the deadline. No extensions will be granted past the final day of the exam period.

Timeframe for Feedback

For written assignments and projects, my goal is to provide grades and substantive feedback within one to two weeks. Please note that I will not give out individual grades ahead of all grading being completed.

Syllabus Modification

The instructor reserves the right to make changes to the syllabus as needed over the course of the semester. Changes to the syllabus, course schedule, and assignments will be announced on Canvas, and noted in the appropriate location (ie, the syllabus file, assignment guidelines, Canvas modules, etc.).

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. Additionally, the use of AI-generated content (for example, via ChatGPT and other AI tools) and the attempt to submit AI-generated content as your own work is considered academic dishonesty. 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:

1) Appropriate documentation has been received and accepted by the Coordinator of Disability Services;

2) Letters of Accommodation (LOA) have been prepared; and

3) 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 by visiting Room 186 of the Student Academic Services building, or contacting them via telephone at (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 on the university's [FERPA webpage](#).
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.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are either linked to or are being used in compliance with the Fair Use doctrine to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only. All copyrighted materials are credited to the copyright holder.

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 all forms of sexual harassment as defined in the university's [Title IX Policy](#).

Incidents of harassment or assault can be reported to the Title IX Coordinator by phone at (575)562-2991 or by email at titleix.coordinator@enmu.edu. You may report any crime including sexual assault 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 Sexual Assault Services at (575)226-7263.

NOTE: The full course schedule and materials for each week will be located in the module for that week. This overview includes the readings, themes for each week, and important assignment dates.

Week One: Introduction/ From Hunting and Gathering to Agriculture

Tuesday: Course Introduction/Thinking about Food

Thursday: Hunting, Gathering, and Storing Food

Reading: "The role of cult and feasting in the emergence of Neolithic communities. New evidence from Göbekli Tepe, south-eastern Turkey" (on Canvas)

Week Two: Fire + Water + Pots = Cooking

Tuesday: Plant and Animal Domestication

Textbook Reading: Standage, *Edible History*, Chapter 1, "The Invention of Farming" (pp 3-15)

Thursday: Bubble, Bubble, Toil, and Trouble: Cauldrons and Beyond

Textbook Reading: Standage, *Edible History,* Chapter 2, "The Roots of Modernity" (pp 16-30)

Week Three: Empires, Society, and Food

Tuesday: The Roman Empire: From Larks to Fish Sauce

Textbook Reading: Standage, *Edible History,* Chapter 3, "Food, Wealth, and Power" (pp 32-47)
Primary Source Reading: Roman Food, Roman Society
                    Short Paper One: Empire and Food

Thursday: Cuisine Across Continents

Reading: Food Across the Silk Road (on Canvas)

Week Four: The Spice Must Flow!

Tuesday: Medieval European Cuisine

Textbook Reading: Standage, *Edible History,* Chapter 4, "Follow the Food" (pp 48-61)
Primary Source Reading: A Medieval Household Guide (on Canvas)
Online Worksheet: A Medieval Household Guide (on Canvas)

Thursday: Feeding Exploration

Textbook Reading: Standage, *Edible History,* Chapter 5, "Splinters of Paradise" (pp 63-84)
                    Midterm Project Assigned!

Week Five: The Columbian Exchange

Tuesday: Global Food Movement

Textbook Reading: Standage, *Edible History,* Chapter 6, "Seeds of Empire" (pp 85-105)
                Short Paper Two: The Columbian Exchange in Your Kitchen

Thursday: Sugar and the Slave Trade

Week Six: New Food Patterns

Tuesday: The Impact of New Foods

Textbook Reading: Standage, *Edible History,* Chapter 7, "New Worlds, New Foods" (pp 107-128)
Thursday: Coffee Culture

Reading: Tea, Coffee, and Enlightenment (on Canvas)

Week Seven: Preserving and Increasing the Food Supply

Tuesday: Industrialization and Food

Textbook Reading: Standage, *Edible History*, Chapter 8, "The Steam Engine and the Potato" (pp 129-144)
Primary Source: The Industrial Revolution (on Canvas)
Short Paper Three: Industrialization, Food, and Culture
Thursday: From Bird Guano to Chemicals: Fertilizer

Readings: "Guano Islands" (on Canvas)

Week Eight: October 9th-13th: Imperialism, Conquest, and Food

Tuesday: Western Conquests, Western Cooking

Readings: Empire and Food (on Canvas)
Primary Sources: Europeans Abroad (on Canvas)
Thursday: Expanding Tastes

Reading: Food and Empire (on Canvas)
Primary Sources: Importing Foreign Foods
Research Paper Assigned

Week Nine: Spring Break; no classes held

Week Ten: Prohibition

Tuesday: The Temperance Movement

Reading: Mariana Valverde, "'Racial Poison': Drink, Male Vice, and Degeneration in First-Wave Feminism"
Thursday: Prohibition Culture and the "Roaring Twenties"

Reading: Speakeasies and Bathtub Gin (on Canvas)
Short Response Four: Prohibition

Week Eleven: Food, Health, and the Law

Tuesday: Eating and Drinking for Health

Readings: Health Food Crazes (on Canvas)

Primary Sources: 1920s Diets (and beyond)
Thursday: Regulating Food

Readings: Food Laws and Food Safety (on Canvas)

Final Project Assigned
Week Twelve: War and Food

Tuesday: World War II: Rationing

Textbook Reading: Standage, *Edible History*, Chapter 9, "The Fuel of War" (pp 145-170)
Primary Sources: Rationing (on Canvas)
Thursday: World War II: Rebuilding

Reading: Hamblin, Jacob Darwin. "The Vulnerability off Nations: Food Security in the Aftermath of World War II." *Global Environment* (on Canvas)
Week Thirteen: Cold War Food Culture

Tuesday: Postwar Cooking

Reading: Jessyman Neuhaus, "The Way to a Man's Heart: Gender Roles, Domestic Ideology, and Cookbooks in the 1950s"
Primary Sources: Cookbooks (on Canvas)
Thursday: Food and Cold War Culture

Week Fourteen: Agriculture and Exploitation

Tuesday: The Conquest of Hawai'i: Sugar, Pineapple, and U.S. Corporations

Reading: Hawai'i (on Canvas)
Thursday: Who Gets to Eat?

 Textbook Reading: Standage, *Edible History*, Chapter 11, "Feeding the World" (pp 199-220)
Week Fifteen: Pop Culture Cooking

Tuesday: Cooking and Television (part one)

Reading: Krishnendu Ray, "Domesticating Cuisine: Food and Aesthetics on American Television." *Gastronomica* (on Canvas)
Primary Sources: Julia Child (on Canvas)
Thursday: Cooking and Television (part two)

Reading: Emily L. Newman and Emily Witsell, *The Food Network Recipe: Essays on Cooking, Celebrity and Competition* (excerpts) (on Canva)
Week Sixteen: Food and the Future

Tuesday: Food and Famine

Textbook Reading: Standage, *Edible History*, Chapter 12, "Paradoxes of Plenty"and "Epilogue) (pp 221-242)

Thursday: Conclusions and Looking Forward

Research Paper: Final Draft Due on Friday, May 3rd

Week Seventeen: Final Exam Week

CRIMINAL JUSTICE ADMINISTRATION (3 Credit Hours) CJUS 493P: TPS / Criminal Justice Administration, Spring 2024, (Insert Location or LMS), (Enter Room Number)

Contact Information

Instructor: Bradley Mauldin, Chief of Police - Director of Public Safety / Adjunct Faculty
ENMU Department of Public Safety
229 South Avenue K
Portales, NM 88130
E-mail: bradley.mauldin@enmu.edu
Phone: (575) 562-2393
Fax: (575) 562-2081

OFFICE HOURS

Office hours are scheduled every Wednesday from 8:00 a.m. to 10:00 a.m. at the ENMU Department of Public Safety. I can meet remotely if needed via Microsoft Teams. I also maintain an open-door policy for students, faculty, and staff. I will meet with students outside of my regularly scheduled office hours if I am available. Students are encouraged to call (575) 562-2393 to check on my status or schedule an appointment before stopping into the office. Please let the receptionist know if you would like to check my availability or schedule an appointment on my calendar. Please understand that there may be emergencies where I may not meet with you at a designated time due to demands placed upon me by the University. Students can also schedule an appointment by clicking on the hyperlink to schedule an appointment. Using the hyperlink included in this syllabus is the best way to schedule an appointment and helps ensure your reservation is kept.

MESSAGING YOUR INSTRUCTOR

Messaging through Canvas is the best form of contact information outside of scheduled office hours. This also assists the instructor and students in keeping correspondence threads together in a central location. Your instructor will still respond to email messages from recognized ENMU email accounts. In almost all cases, your instructor will respond to your messages within forty-eight (48) hours. Your instructor will usually increase responsiveness and availability prior to critical assignments being due to provide additional resources to students as the need arises.

RATIONALE

Administrators, managers, and supervisors in the field of criminal justice face a wealth of leadership challenges and ethical decisions they may be ill-equipped to address. Organizations within the criminal justice system often operate on limited financial and personnel resources that inhibit professional development for up-and-coming leaders whose progressive growth is integral to fostering a healthy organization for the benefit of the communities they serve. The necessity of this course is further accentuated when one understands that supervision, management, and administration are scientific and can be taught, rather than just a compilation of traits or talents innate to an individual. Thus, illustrating the importance of higher education and the acquisition of leadership skills through academia.

COURSE CATALOG DESCRIPTION

Criminal justice administration is an advanced course providing students with a strong foundation of practical and theoretical approaches to ethical leadership, supervision, management, and administration within the criminal justice system. Students will have an opportunity for critical evaluation of ethical issues that arise in the field of criminal justice from the perspective of strategic, visionary, and servant leadership. (S)

COURSE DESCRIPTION AND PURPOSE

Criminal Justice Administration is an advanced special topics course in the field of criminal justice designed to provide students with a strong foundation of practical and theoretical approaches to ethical supervision, management, and administration. The course will enhance student self-awareness through the use of leadership and management style assessment(s). In addition, students will have an opportunity for the critical evaluation of ethical issues that arise in the field of criminal justice from the perspective of strategic, visionary, and servant leadership.

The course will also place students in critical decision-making scenarios that involve realistic conflicts leaders in the field of criminal justice face: 1.) Truth vs. Loyalty, 2.) Self vs. Community, 3.) Short-term vs. Long-term Gratification, Rights of the Individuals vs. Rights of the Community, and 4.) Justice vs. Mercy.

A particular emphasis embedded in this course involves dereliction of duty. Misconduct of any form, including improper use of force, is an evolution of both predictable and preventable conduct. Thus, placing administrators, managers, and supervisors at the forefront of the solution and cause of misconduct and corruption in the criminal justice system. This understanding is critical as many may aspire to leadership roles, but only a few may have the emotional strength, fortitude, and tactful assertion to do the job that comes with it.

LEARNING OBJECTIVES

Upon the successful completion of this course, the student will, through a combination of readings, discussions, and strategic assignments:

1. Explain and distinguish between the practical concepts of administration, management, supervision, and leadership.

2. Distinguish between extrinsic and intrinsic rewards and how they relate to and may be successfully utilized in the criminal justice system.

3. Explain the differences between planned change and unplanned change in an organization.

4. Demonstrate an understanding of the evolution of organizational theory, including scientific management, human relations, systems, and bureaucratic management.

5. Demonstrate an understanding of the major components of organizational structure, such as span of control and unity of command.

6. Delineate and describe several aspects, rights, and laws of the employment relationship, such as proper recruitment and hiring, disparate treatment, affirmative action, property rights, pay and benefits, and providing a safe workplace to employees.

7. Apply helpful guidelines for making ethical decisions and ethical decision-making tools.

8. Explain the various kinds of ethical dilemmas that can confront criminal justice practitioners.

9. Describe the cost of human failure in terms of payouts and civil settlements.

10. Demonstrate an understanding of the concepts of torts, different types of negligence, duty of care, failure to protect, qualified immunity, civilian review boards, and risk management.

11. Demonstrate an understanding of the type of budget format used most frequently and its major advantages and component parts.

12. Explain appropriate appraisal, inventory, and sound fiscal management as a fundamental duty to taxpayers.

TEXT(S)

Required:

Peak, K. J. & Giacommazi, A. L. (2023). *Justice administration: Police, courts, and corrections management* (10th ed.). Pearson Education Inc.

ISBN 10: 0-13-763606-7
ISBN 13: 978-0-13-763606-8

The above-mentioned text for the course is required. Students may use alternative forms of the text such as a digital copy, etc. Students will need the text to study for exams and cover the required readings.

Optional: Scholars in social sciences are strongly encouraged to maintain a copy of the 7th Edition of the APA Publication Manual. However, it is not required for this course.

American Psychological Association. (2020). *Publication manual of the American Psychological Association*

    (7th ed.). https://doi.org/10.1037/0000165-000

ISBN 978-1-4338-3216-1

SOCIAL CONTRACT

As criminal justice students and future professionals in various fields, we voluntarily agree upon and acknowledge the following:

1.   We believe all individuals are deserving of professional treatment.

2.   Different is just that; it is different. No better or no worse. We will never lose an opportunity to engage in meaningful dialogue with those who are different from us.

3.   We will engage in discussions on controversial topics, and we will respect the differences and opinions of others. We understand that there is a distinct difference between acceptance and approval.

4.   The nature of criminal justice and its education may, at times, expose us to highly controversial topics, graphic materials, and foul language one may not find in other professional or academic environments. Such materials can elicit a psychological, emotional, or physiological response. We understand we may need to re-evaluate our academic and/or professional future related to the study of and professional application of criminal justice if this is not something we can maturely handle, emotionally digest, and academically unpack.

5.   We understand that our instructor has an obligation to educate us and not indoctrinate us. Our instructor will candidly convey information we need to know, and at times it may not be what we want to hear.

6.   We promise that we will consult with our instructor if anything ever makes us uncomfortable in class.

OBLIGATION BEYOND ACADEMICS

Your instructor has taken on an obligation to prepare you beyond your academics and help pave the way for your professional success by building on and reinforcing good habits. The nature of criminal justice and fields associated with law enforcement, courts, and corrections have strict deadlines and precise instructions. They also involve split-second decisions where you may only get one opportunity to get it right. As such, the instructor will not accept late work. The instructor will not give make-up exams. Students should expect to be penalized for failing to follow specific instructions, no matter how trivial. The recipe for success in this course is straightforward:

1.   Have a positive attitude.

2.   Be courageous, participate, and ask the questions you have.

3.   Check Canvas and your ENMU email regularly.

4.   Do not procrastinate.

5.   Attend to your class regularly.

6.   Do not make illegitimate excuses.

7.   Be yourself. Each one of you is valued and unique. You all have something to bring to this course.

VIRTUAL CLASSROOM RULES AND TECHNICAL CONSIDERATIONS

The following rules must be followed and will be strictly enforced in this course:

1. There are **no** exceptions for late work. The course schedule and prescribed deadlines will be followed.

2. Times related to quizzes and exams have already accounted for reasonable accommodations for all assignments to include quizzes and exams.

3. Students should use Mozilla Firefox or Chrome internet browsers. These browsers facilitate the Canvas interface.

4. Students may experience hardware, software, and/or internet problems; that is a given in an online class. Students should not wait until the last minute to submit assignments. Plan ahead in case there is a problem.

5. You need to log in regularly to check announcements and email. These will be the instructor's primary form of communication with each student.

COURSE PREREQUISITES

This course does not have any "course" prerequisites.

ACADEMIC EXPECTATIONS

The university will do everything reasonable to facilitate student success. We strive to meet students where they are at. However, students admitted to the university are expected to enter the institution with the ability to complete collegiate coursework above a high school secondary education level. The core subjects of reading, writing, and mathematics will, at times, be reinforced during this course. Writing assignments are an integral part of this course. It is not the instructor's responsibility to remediate students to the level of collegiate literacy necessary to succeed in this course. Students are expected to have a solid grasp of the standards of writing outlined in the *Publication Manual of the American Psychological Association* (7th Edition). Students who struggle with writing are encouraged to take advantage of university resources such as [tutoring and supplemental instruction](), [the writing center](), and/or instructor office hours. These resources are available to provide students with the greatest opportunity for academic enrichment, academic achievement, and student success.

COURSE DELIVERY METHODS

Students have elected to take this course in an online format. Some components of the course will require advanced reading and for you to learn independently with facilitation provided by the instructor. Students are responsible for demonstrating an

understanding of information presented in the required textbook/supplemental readings, participating fully in all activities, and completing all other course requirements. These will consist of assigned readings, an introduction, an orientation quiz, discussions involving practical scenarios, a writing assignment, regular exams, and a final exam. Reading assignments within each module are important and critical for supporting your learning in future criminal justice coursework. Viewing all supplemental resources will enhance the course and the student's probability of successful completion.

MINIMUM TECHNICAL SKILLS

Due to the nature of online learning, you will learn independently and must have a working knowledge of online technologies and navigation methods to complete the course. Internet connection capabilities must be available to you during the entire duration of the course. A broadband connection is required for the use of technology in this course. If you need assistance with the Learning Management System (LMS), contact Technical Support. The number is (575) 562-4999 or toll-free 877-755-3668.

LIMITATIONS ON TECHNOLOGY

This course will expose students to a writing assignment that will be submitted in either .doc, .docx, or .pdf formats. It is not reasonable for the university, its representatives, or instructors to purchase all software on the open market to accommodate every member of the campus community. It should be noted that most professional environments utilize Microsoft Office as a primary software outlet. Students working with alternative software or products may experience issues with formatting professional forms in this course that can be easily remedied with personal initiative. The instructor will not make concessions to students for assignments that are improperly submitted, not submitted in accordance with instructions or are improperly formatted. Students need to make sure they have downloaded or possess the necessary software to ensure functionality. The university provides some free software packages to students. The alternative would be to utilize services and computer labs provided by the University Computer Center (UCC) and other facilities on campus. Students can contact the UCC for assistance by calling (575) 562-4357 or emailing help.desk@enmu.edu.

COURSEWORK

Grades in this course are earned through hard work, perseverance, and consistency. The course will consist of assigned readings, an introduction, an orientation quiz, discussions involving practical application scenarios, a writing assignment, regular exams, and a final exam. Reading assignments within each module are important and

critical for supporting your learning in future criminal justice coursework. Viewing all supplemental resources will enhance the course and the student's probability of successful completion. Detailed instructions and due dates for assignments will be provided in the "Course Summary" section of the "Syllabus" tab in Canvas. Additional information concerning discussions and their due dates can be found in this course syllabus.

GRADING SCALES

The following examples outline the grading scale(s) used in the course. The following grading scales are designed to be **illustrative examples only**.

Example of Point System

Will be completed once assignments are finalized.

Example of Percentage System

Will be completed once assignments are finalized.

Example Weight of Assignments, Exams, Research Paper, and Final Exam

Will be completed once assignments are finalized.

GRADING TIMEFRAME

Please be cognizant of the fact that the instructor has multiple assignments to grade and some of these assignments have multiple components. It is also important for the instructor to provide meaningful feedback to students on discussions, assignments, projects, and exams (where applicable). As such, students can expect the following as it relates to grades:

Introduction – Grade and feedback within seven (7) days of the introduction deadline.

Orientation Quiz – Grade and feedback once the deadline has passed for the orientation quiz.

Discussions / Scenarios – Grade(s) and feedback within seven (7) days of the submission deadline.

Leadership Summary – Grade(s) and feedback within fourteen (14) days of the submission deadline.

Online Exams – Grade(s) within forty-eight (48) hours of student submission.

Online Final Exam – Grade within forty-eight (48) hours of student submission.

CANVAS

Please make sure to monitor your Canvas account. See Canvas for current copies of the syllabus, assignments, etc. It is your responsibility to direct Canvas to an existing e-mail account that you use. Valuable university information is communicated to students through their ENMU e-mail address.

Canvas Platform Rules and Technical Considerations

The following rules must be followed and will be strictly enforced in this course:

1. There are **no** exceptions for late work. The course schedule and deadlines will be followed.

2. Times related to assignments, quizzes, and/or exams have already accounted for reasonable accommodations for all assignments.

3. Students should use Mozilla Firefox or Chrome internet browsers. These browsers facilitate the Canvas interface.

4. The majority of this course will be facilitated in person. Assignments will be submitted online. Exams may be facilitated in person or online. Students may experience hardware, software, and/or internet problems; that is a given in any course. Students should not wait until the last minute to submit assignments. Plan ahead in case there is a problem.

5. You need to log in regularly to check announcements and email. These will be the instructor's primary form of communication with each student.

ACADEMIC CALENDAR

[Spring 2024 Academic Calendar](#) (Hyperlink)

TENTATIVE COURSE CALENDAR

A tentative course calendar has been populated in Canvas. Please take the time to note important dates. Please refer to the hyperlink to the academic calendar above or the [Final Exam Schedule](#) (Hyperlink).

For Academic Review Only / Material to be Covered:

Part I: Course Introduction & Overview
- Introductions
- Overview of Course Structure
- Orientation Quiz
- Participation Agreement

Part I: The Study and Scope of Justice Administration
- Why Study Justice Administration
- Is the U.S. Criminal Justice System a True System of Justice
- The Foundations of Justice Administration: Historical and Legal Bases
- Public vs. Private Sector Justice Administration
- Planned Change and Policy Making in Justice Administration

Part II: Criminal Justice Organization and Administration
- Defining Organizations
- The Evolution of Organizational Theory
- Principles of Organization
- Internal Communication
- External Communication
- Leadership: Theories and Effective Practices
- Characteristics and Skills of Some of The Best Leaders
- Motivating Employees
- The Importance of Understanding a New Generation of Employees

Part III: Rights of Criminal Justice Employees
- The Employment Relationship
- Constitutional Rights of Criminal Justice Employees
- Rights of Police Officers
- Work Place Harassment
- Civil Rights Act of 1965 (Anti-Discrimination Clauses)
- Family and Medical Leave Act (FMLA)
- Americans With Disabilities Act (ADA)
- Break Time for Nursing Mothers
- Addressing Grooming & Appearance: Uniform Codes, Beards, & Tattoos

Part IV: Police Organization and Operations
- Modern Pushes for Organizational Reform

CLASSROOM MANAGEMENT AND EXPECTED DISPOSITIONS

Unprofessional behaviors towards others in class or your professor reflect poor dispositional traits, which typically indicate you will not be successful in a professional setting. Exhibiting appropriate and professional behaviors in your coursework, in interactions with your classmates, and with your professors either online or in face-to-face classes is essential. Behavior that is disruptive, interruptive, and unprofessional

will not be tolerated and inhibits the fundamental purpose of this course and the mission of Eastern New Mexico University. Your instructor will follow consistent and progressive corrective action related to inappropriate student conduct in this course. Some behavior may be of such a nature that it warrants automatic removal from the course and/or intermediate sanctions. Please refer to the [ENMU Student Handbook](#) and Student Code of Conduct for more information.

UNIVERSITY-RELATED ACTIVITIES

Students involved in university-related activities are responsible for materials. Ample time has been provided for each assignment. Students involved in university-related activities must take exams and submit projects and/or assignments on time. Failure to abide by this provision will result in a grade of "0". If you feel you have extenuating circumstances, you must make prior arrangements with the instructor. Accommodations for university-related activities will not be granted retroactively.

ACCOUNTABILITY STATEMENT

Grades are never given; they are earned in this course. It is the instructor's job to provide you with all the tools you need to succeed academically and pave the way for your professional future. I can tell you from experience that student procrastination and neglecting responsibilities can have a devastating effect on your academics. Grades will not be negotiated at the end of the semester, and additional extra credit assignments will not be given. A student's failure to adequately plan and address their academic responsibilities throughout the course will not constitute a "Last Minute" emergency on the instructor's part.

ACADEMIC INTEGRITY POLICY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result in a minimum of a "0" 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. Additionally, the use of AI-generated content (for example, via ChatGPT and other AI tools) and the attempt to submit AI-generated content as your own work is considered academic dishonesty. In addition, the use of internet programs such as Chegg, Quizlet, and/or Course Hero to cheat on assignments, quizzes, or exams is strictly prohibited.

Your instructor 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 Disability Services Office (DSO) to coordinate reasonable classroom accommodations, access to technology, or other academic assistance. **Notification should also be made to the instructor before the last day to Drop/Add for the semester!** DSO serves students with a wide range of disabilities, including but not limited to medical or health impairments, vision or hearing disability, physical disability, learning disabilities, attention deficit disorder, or mental health impairments. The University will treat all information provided with confidentiality.

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; and
- You have delivered your Letters of Accommodation to your instructors.

The instructor for this course will proctor all examinations needed to facilitate reasonable accommodations related to the DSO. This is done to maintain academic integrity. Appropriate academic accommodations may then be provided for you. You may contact DSO 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 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 protect 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.

COPYRIGHT

This course contains copyright-protected materials such as audio or video clips, images, text materials, etc. These items are either linked to or are being used with due regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this classroom and/or online classroom environments and for your use only. All copyright materials are credited to the copyright holder.

POWERPOINTS ASSOCIATED WITH TEXT

Students may be allowed access to chapter PowerPoints associated with the text through Canvas. These works are protected by United States copyright laws and are provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of these works (including on the World Wide Web) will destroy the integrity of the work and is not permitted. These works and materials from them are only made available to students taking the course in conjunction with the text. All recipients of these works are expected to abide by these restrictions and to honor the intended pedagogical purposes.

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. Criminal incident reports should be reported to the ENMU Department of Public Safety by calling (575) 562-2392. If you wish to receive fully confidential support and victim 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 Department of Public Safety. Students may speak to someone confidentially by contacting Arise Sexual Assault Services at (575) 226-7263.