



Self-Study and Programmatic Review 2013-2021

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Introduction

After Lehman experimented with a very corporate “prioritization” approach to institutional assessment and planning in 2014-2015, this document marks a return to something closer to the self-study process previously in use at the College. However, there are some differences. In response to Middle States accreditation requirements, the College is now laser-focused on “program” reviews, where for academic departments, each distinct major is a program. In fact, the memo announcing the program review schedule makes no mention of a study of the department as a whole and the program review guidelines are similarly solely focused on academic programs.

The Department of Anthropology has two very different majors: a B.A. in Anthropology and an interdisciplinary B.S. in Anthropology, Biology, and Chemistry. We are required to do a program review for each. In order to avoid duplication, we have split off our self-study of the department as a whole from the focused program reviews. Following this Introduction, in the second section of this document, we review the overall mission and goals of the department, the faculty and staff, students, teaching and mentorship, scholarship, service, facilities and resources, and special initiatives. All of these areas are the common foundation to both departmental majors.

In the third section of this document, we review the goals, current curriculum, curricular changes, history of assessment, and enrollment and graduation trends for the department’s two majors. We also included briefer reviews of our two minors, the minor in Anthropology and the minor in Human Rights and Peace Studies, because they are an integral part of the department’s mission and plans.

Overview of Lehman College

Lehman College is part of The City University of New York, which comprises eleven senior colleges, seven community colleges, and seven honors, graduate, and professional schools. After existing since 1931 as the Bronx branch of Hunter College, known as Hunter-in-the-Bronx, Lehman College was established as an independent senior college within the CUNY system on 1 July, 1968. It is named for Herbert H. Lehman, former Governor of New York State, U.S. Senator, and internationalist. His values of dedicated public service, commitment to human rights, and support for immigrants are embodied in many of the College’s programs and initiatives today.

Lehman College, the only comprehensive public four-year college in the Bronx, serves a predominantly low income, underrepresented student population of over 15,000 drawing from 92 nationalities. The College provides an intellectual, economic, and cultural center for the Bronx and the surrounding region; it offers approximately 90 programs in undergraduate and graduate studies in the liberal arts and sciences as well as professional degrees. The College

actively engages students in their academic, professional, and personal development, while embracing the diversity of its students, faculty and staff, and the surrounding community.

A top-ranked Hispanic-Serving Institution, Lehman's student population is a microcosm of the area it serves. Approximately 59% of undergraduates come from households with incomes below \$30,000; 93% of undergraduates are from racialized communities; 88% of full-time freshmen receive financial aid (72% Pell); and 53% speak a language other than English at home. Three out of five graduates in the spring 2019 class were the first in their families to earn college degrees, three out of five were born outside the United States, and one of every five was a parent. In 2020, the Brookings Institution recognized Lehman College as fourth in the nation among four-year universities with the greatest success in lifting low-income students into the middle class¹.

Lehman College offers 140 degree programs that are grounded in liberal arts and sciences, including 76 undergraduate majors and programs and 64 graduate degree programs, in addition to 33 graduate certificates. The faculty are committed to fostering students' critical skills and competencies that they will need for successful careers in the constantly evolving twenty-first century workplace, and to participate in their communities, in their state and nation, and in the international community as responsible citizens. To this end, Lehman strives to balance its proactive investments in technology and multimedia resources – including equipment, support, and professional development and certification for web-enhanced instruction – with the highest-quality in-person, hands-on traditional learning in our classrooms, laboratories, and studios.

Pivotal to providing these offerings are Lehman's diverse and dedicated employees, consisting of nearly 1,000 faculty (full-time and part-time) and over 600 staff. The College's nationally recognized faculty reside in the College's five Schools – Arts and Humanities; Continuing and Professional Studies; Education; Health Sciences, Human Services, and Nursing; and Natural and Social Sciences – where they serve as scholar-teachers, engaging with students in the latest disciplinary research and analysis. Lehman takes great pride in the diversity as well as productivity of its faculty.

The College is experiencing a period of growth and development that is aligned with its mission and the mission of CUNY as a whole. Our College is robust and growing in terms of access and opportunity. Lehman's enrollment has been expanding consistently since 2017, when total student enrollment reached its largest point since 1976 when the City University of New York discontinued its policy of free tuition for New York City students. In particular, the number of STEM students at Lehman increased by 96% between 2013-2017, the highest rate of increase in the entire City University of New York system. These high rates of student engagement with science, technology, engineering, and mathematics subjects has held steady since then.

The College's robust growth is also clear in its retention and graduation rates. Beginning in 2017, Lehman College's retention of first-time, full-time freshmen outpaced the CUNY senior college average by nearly 10%; the College's six-year graduation rate for first-time, full-time

¹ <http://www1.cuny.edu/mu/forum/2017/01/24/lehman-college-ranked-no-4-in-mobility-rate-for-students-in-the-u-s/>

freshman has also increased and held steady, outpacing our fellow CUNY campuses significantly; Lehman's four-year graduation rate for transfer students from a CUNY Associate's Degree program also scored beyond the CUNY senior college average.

Overview of the Department of Anthropology

The overriding goal of the Department of Anthropology at Lehman College is to be a community of engaged scholars whose work makes a difference in the world. We strive to serve the interests of our students, to support the community of the Bronx and New York City in which our College is located, and to represent and advocate for the communities that host our research. Anthropology is the study of humanity; we seek to ensure that Anthropology is also a calling that serves humanity.

The Department of Anthropology is one of twelve departments housed in the School of Natural and Social Sciences. It falls in the middle of the size range of Lehman departments in terms of number of majors and number of students served. There are nine full-time faculty members: three professors (Delson, Salamandra, Sanford); four associate professors (Harcourt-Smith, McNeil, Raaum, Rupp); and two assistant professors (Dest, Dominguez).

Graduates from the Department of Anthropology proceed to a wide variety of careers, including graduate work in Anthropology, forensic science and other adjacent fields, graduate work leading to careers in health, such as medicine, dentistry and pharmacy, further study and employment in applied fields such as education, social work, and counseling.

In addition to teaching undergraduate courses in anthropology at Lehman College, many of our faculty teach courses that are cross-listed in other departments (such as Latin American and Puerto Rican Studies, African and Africana Studies, Women's Studies), co-teach with faculty in other departments, and teach and mentor in the Anthropology Program at the CUNY Graduate Center. Four faculty members teach, mentor, and lead the New York Consortium in Evolutionary Primatology, teaching graduate students in several academic institutions in the New York region, including the American Museum of Natural History, Columbia University, New York University, Mount Sinai School of Medicine, the Wildlife Conservation Society, and the City University of New York. Two of our faculty serve in leadership positions in the Anthropology Section of the New York Academy of Sciences.

Overview of Department Programs

The Department administers two distinct baccalaureate programs: a four-field Anthropology B.A. (ANT-BA); and an interdisciplinary B.S. in Anthropology, Biology, and Chemistry (ABC-BC), where the focus is on biological anthropology. In addition, the Department hosts two minor programs: a minor in Anthropology (ANT-MIN) and a minor in Human Rights and Peace Studies (HRPS-MIN), which is directed in coordination with the Center for Human Rights and Peace Studies and a coordinating committee.

The B.A. in Anthropology is intended for students interested in graduate studies in Anthropology or related fields as well as students pursuing careers where a strong liberal arts background is desired and where the anthropological knowledge and skills developed in communication, critical thinking, cross-cultural perspectives, project management, and teamwork are an asset.

The B.S. Interdepartmental Concentration in Anthropology, Biology, and Chemistry is intended for students planning graduate studies in Biological Anthropology, criminalistics, or forensic sciences or who are planning to apply to professional schools in the health sciences. There are two tracks: Track 1 for biological anthropology and Track 2 for criminalistics, forensic sciences, and pre-health. The most substantive difference between the two tracks is the required chemistry courses: Track 1 requires the single-semester general and organic chemistry classes while Track 2 requires the two-semester general and organic chemistry classes.

The minor in Anthropology is intended for students who are interested in exploring anthropology and developing skills in critical thinking, cross-cultural perspectives, and communication. The minor requires that all students who pursue this option complete at least two upper-level (300+) anthropology, thereby ensuring that they have some depth of understanding in some aspects of anthropology.

The minor in Human Rights and Peace Studies is an essential component of the Center for Human Rights and Peace Studies' mission of educating today's young people about the human rights and security protections that are among the political cornerstones of our contemporary, interdependent world: understanding their philosophical underpinnings, historical development, cultural interpretations, legal status, and political applications to domestic and global issues is an increasingly important competency for an educated citizenry. The minor offers students the opportunity to explore human rights and security concerns through a wide array of disciplinary lenses, thereby enabling them to identify and analyze contemporary social issues in informed and empowering ways.

Summary of Previous Self-Study

The last departmental self-study was conducted during the 2012-2013 academic year covering the period 2009-2012. During this time,

- There were 10 full-time faculty members: 3 professors (Delson, LaRuffa, Sanford); 3 associate professors (Flam, Salamandra, Stefan); and 4 assistant professors (Harcourt-Smith, McNeil, Raaum, Rupp). By subfield, there were 2 archaeologists (Flam, McNeil), 4 biological anthropologists (Delson, Harcourt-Smith, Raaum, Stefan), and 4 cultural anthropologists (LaRuffa, Rupp, Salamandra, Sanford). Concerns were expressed about retention of full-time faculty lines in the department with the retirement of Prof. LaRuffa in 2012.
- The department's mission and goals were reviewed and rearticulated in response to ever-changing administrative changes in assessment practices and priorities.
- Curricular changes included a revision of core requirements Track 1 of the ABC B.S.; additions to the elective course options for the ABC B.S.; the addition of two new

courses; updated names, descriptions, course numbers, or cross-listings for four courses; and Track 3 (Primate Behavior) of the ABC B.S. was withdrawn from the bulletin due to a lack of instructional staff to teach key courses.

- There was an 87% growth in the number of Anthropology B.A. majors and a 29% growth in the number of ABC B.S. majors. The number of awarded Anthropology B.A. degrees was steady at approximately 5 per year and the number of awarded ABC B.S. degrees averaged approximately 30 per year. Enrollment in anthropology courses averaged around 1,600 students per year.
- About 57% of anthropology courses were taught by part-time anthropology faculty, falling well below CUNY's goal at the time for a ratio of 70% full-time to 30% part-time instruction (as measured by FTE student credits).
- The review of departmental resources revealed a deficit in annual OTPS operating budget, research facilities, and a possible upcoming concern with office space.

Of the main concerns expressed in the prior self-study: (1) retention of faculty lines, (2) over-reliance on adjunct faculty, (3) OTPS budget, (4) research facilities, and (5) office space, only some have improved in the period of this self study (2013-2021). The department currently has 9 full-time faculty, 1 less than during the prior self-study period. The percentage of students taught by part-time faculty has averaged 71% (range: 53-87%) from 2013 to 2021. However, the departmental OTPS budget has improved significantly following a re-organization of the formula used by the college to allocate department budgets, which is a bright spot. Research spaces are currently adequate to needs in terms of space, but not in terms of usability; the HVAC in one lab (Davis 019) has been out since early 2020 rendering it unusable and there is a persistent leak in another (Davis 333) after heavy rains. There is some movement on fixing the issue affecting Davis 019 and we are hopeful that Prof. Dominguez can return to her lab space at some point during the upcoming Spring 2022 semester. Finally, office space is currently adequate, but will be a concern when we hire a new biological anthropologist after Prof. Delson's retirement in 2022.

Core Department Self-Study

Here we review and evaluate those aspects of the department that are the common foundation to all departmental activities, including the two major programs. This includes the overall mission and goals of the department, the faculty and staff, students, teaching and mentorship, scholarship, service, facilities and resources, and special initiatives.

Executive Summary

The mission of the Department of Anthropology is to light students' fires of curiosity, inquiry, self-reflection, and engaged investigation about all things human. The department aims to prepare students for advanced study in anthropology, to provide a foundation for students' employment in professional occupations in which anthropological insights are useful, and to support students as they seek to engage with issues that are important in their communities and in the world. In support of this mission, the department has explicit teaching, scholarship, and service goals. However, the College has changed its mission and goals since the Department last revised our mission and goals. While the College's revisions that were introduced in 2021 differ from those in place 2010-2020, the differences are not radical. Nonetheless, there may be meaningful changes in focus that will require revisions of the departmental statements.

The Department of Anthropology currently includes nine full-time faculty members: three full professors (Delson, Salamandra, Sanford); four associate professors (Harcourt-Smith, McNeil, Raaum, Rupp); and two assistant professors (Dest, Dominguez). This is a reduction from the prior self-study period (2009-2012), when there were ten full-time faculty for most of that time. In addition, Prof. Delson is on retirement leave during the Spring 2022 semester and will retire at the end of the 2021-2022 academic year. We have been informed that we will be able to search for a biological anthropologist to replace Prof. Delson and hope to search during 2022-2023 with new faculty starting in Fall 2023. In addition to this search, being able to recruit a new archaeologist is the highest staffing priority of the department at this time. The department has typically had two archaeologists for most recent decades, but we have only had one since the tragic passing of Prof. Flam in 2016. Archaeology courses are popular with Lehman students and see high enrollment; returning to the usual complement of two archaeologists would provide students with broader perspectives and more class choice in archaeology.

Enrollment, declared majors and minors, and degrees awarded all increased over the period of the self-study. Enrollment in archaeology, biological anthropology, and cultural anthropology courses is consistently robust, with the greatest increase seen in archaeology course sections. Tracking student progress while they are matriculated is resource intensive and technical. The necessary information is available in CUNY databases, but running the queries, analyzing the data, and being aware of pitfalls in the data requires moderate to substantial technical expertise. Institutional support in the form of an annual report of the number of declared majors and minors, numbers of degrees awarded, time to degree, and retention in the major would be

useful. In addition, tracking student outcomes after graduation is currently an ad-hoc, crowd-sourcing process that is heavily biased towards students going on to graduate school or applying for fellowships with whom individual faculty have an ongoing relationship. There is no institutional support - or at least none that is well-communicated - for academic departments in tracking student outcomes post-graduation. We initiated a Student Outcomes Pilot Project to develop a better understanding of student progress while enrolled and their trajectory after graduation, but lost the plot a bit during the pandemic. We intend to return to this project.

With increasing enrollment at Lehman and in anthropology courses, more and more students are taught by part-time faculty. During the period of the previous self-study, approximately 57% of students were taught by part time faculty; during the period of this self-study, that percentage has increased to 71%. While our part-time faculty are excellent, they cannot provide the continuity, repeated interactions, and research mentorship that are important to our students.

Student evaluations of anthropology faculty - both part-time and full-time - are overwhelmingly positive on both scale-rated and free-text entry questions on the Student Evaluation of Teaching and Learning (SETL) form. Surveys of student satisfaction with the advisement, communication, and climate of their major and minor departments would be useful, but the college does not regularly conduct such surveys.

The full-time faculty are all active researchers and carry out research projects in diverse areas of the world. During the self-study period, the currently active full-time faculty published 2 books, ~30 peer-reviewed book chapters, ~50 peer-reviewed journal articles, ~10 non-reviewed journal articles, and dozens of other intellectual contributions in various venues. In addition, the currently active faculty gave over 200 scholarly presentations, including invited talks, symposia, submitted paper presentations, posters, and serving as discussant or moderator in a panel.

The department faculty perform substantial service to the department, the college, the university, the profession and professional organizations, and to the public. Departmental service is shared equitably across the faculty, with everyone pitching in where needed. Faculty service to Lehman and CUNY is similarly robust. All current full-time faculty regularly serve as ad hoc article reviewers for leading general and specialist publications and several have editorial roles. Faculty are also involved in leadership positions in local and national professional organizations.

The office, research, and teaching space assigned to the department is currently adequate to our needs, but there may be additional space needed in the near future. Currently, all full-time faculty have private offices on the fourth floor of Davis Hall and part-time faculty share a very large office on the same floor. The main office is located on the first floor of the same building and is staffed by our office assistant, Ms. Donna Zavattiere. The department also has a laboratory technician, Mr. Salah Noueihed, whose office and prep space is on the fourth floor. Archaeology and biological anthropology research laboratories are in the basement and on the third and fourth floors of Davis Hall. If the expected new biological anthropology hire for Fall 2024 requires laboratory space, we will be hard-pressed to offer it from currently assigned

space. And if there is any glimmer of a hope of recovering our lost archaeology line, we would require additional office and laboratory space.

In addition to teaching our robust roster of Anthropology courses, supporting our majors and minors, the faculty in the Department of Anthropology have been creative in designing and proactive in implementing new approaches to anthropological education and training, capped by two highlights. The Center for Human Rights and Peace Studies founded by Prof. Sanford had a robust program of activities during the self-study period. More recently, Prof. Rupp and colleagues have been developing the Lehman Lab for Social Analysis, which is an intellectual space for collaborative inquiry in which students learn and utilize skills of social science research, and simultaneously engage these emerging research skills to address topics of urgent social concern in their lives, families, and communities in the Bronx and wider New York City.

Mission and Goals

It is a priority of the College that each Department has a mission and goals that align with the College's mission and goals. The College's most recent strategic plan, "Lehman 2025: Roadmap to the Future," finalized in 2021, introduced revised mission and goals statements.

Lehman College Mission, Vision, and Goals

The current Lehman College mission - articulated in the most recent strategic plan "Lehman 2025: Roadmap to the Future" - emphasizes Lehman's role in the Bronx community.

Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.

This mission is not extremely different from the mission in place from 2010 through 2020, but it is not exactly the same either.

Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

Anthropology Department Mission and Goals

Anthropology is a broad discipline incorporating extraordinary diversity, and is defined in the U.S. as having four major sub-disciplines: Cultural Anthropology, Archaeology, Biological (or Physical) Anthropology, and Linguistics. These sub-fields include data, methods, and analytical perspectives that range from the natural to the social sciences and from the humanities to the arts. They encompass subject matter concerning the organizational structures, ritual practices,

kinship relations, ecological engagements, and cultural patterns in communities throughout the world; processes of social change in across time and space; the history and development of culture; past cultural adaptations of humans to their environments; biological adaptation and variation in modern people; the biological evolution of the human species and its primate relatives; primate morphology, genetics, behavior, ecology and conservation; and the interactions of language and culture.

The Anthropology Department mission and goals were previously revised to align with the College mission and goals adopted in the strategic plan in place from 2010 through 2020 (second mission listed above), “Achieving the Vision by Building a Strong Foundation: Strategic Directions for Lehman College, 2010-2020” and may thus need some updating.

The **mission** of the Department of Anthropology is to light students’ fires of curiosity, inquiry, self-reflection, and engaged investigation about all things human. Anthropology is a uniquely diverse discipline with many points of entry and many more points of articulation with the lived realities of our students – and of people everywhere. Through our teaching and mentoring, we aim to bring anthropology to life for (and with) our students, exploring ways that anthropology allows us to investigate contemporary puzzles, issues, and debates. In practical terms, we achieve this mission by guiding our students’ learning in three sub-disciplines of anthropology: archaeology, cultural anthropology, and biological anthropology. Three significant corollaries of this mission are to prepare students for advanced study in anthropology, to provide a foundation for students’ employment in professional occupations in which anthropological insights are useful, and to support students as they seek to engage with issues that are important in their communities and in the world.

Discussion of our goals can be divided into three categories: teaching/education, research, and service.

Teaching Goals

Our courses build skills that are useful in the world. The overarching goal of the courses that we teach in the Department of Anthropology is to introduce students to skills, analytical perspectives, and core competencies that will ensure that they will be effective in their lives beyond Lehman. Whether our students go on to major or minor in Anthropology, and then – perhaps – pursue careers in Anthropology or applied fields, we aim to ensure that the skills and materials in our courses make a difference in the lives of our students, in the present and in the future.

Although the courses that we teach span a wide range of topics in anthropology, our slate of course offerings solidifies students’ skills in six core areas:

1. Spirit of inquiry and critical thinking
2. Persuasive communication
3. Leadership and teamwork

4. Social justice, equity, inclusion, and appreciation of diversity
5. Utilization of technologies
6. Self-awareness, career development, and maturity

These core areas form the foundation for academic and professional success in the future, regardless of the fields that students choose to enter in their lives after graduation from Lehman College.

Across the board, our Anthropology courses foster a **spirit of inquiry and critical thinking**, as students learn the art of formulating questions, methods for seeking robust answers, analysis of situational contexts, logical analysis, and insightful, persuasive communication about their results. Through our courses, students learn to gather data from diverse sources – primary and secondary sources, scholarly literature and policy materials, oral accounts or physical artifacts and remains – to understand a problem, to ask questions about that problem, and to set about solving it. Students must be aware of the preconceptions and biases that they bring into their work, understanding their own positionality and how it affects their research and studies. In all stages of the research process, from identifying a problem, gathering information, asking questions, organizing methodologies to address the questions, collecting data, and conducting analysis, students learn to think ahead, to prioritize, and to make decisions based on well-reasoned judgment. Finally, students learn skills of persuasive articulation of their results, whether in written, oral, or visual form – taking into account the audience on one hand, and the responsibility they owe to their interlocutors on the other.

As anthropologists, professionals, and effective members of civil society, it is essential that students leave our courses equipped with the skills and practice of **persuasive communication**. Our curriculum nurtures students' ability to exchange information – both to receive and to express information – clearly and effectively. Students learn to listen and to hear others' ideas and perspectives, to grapple with and to grasp complex information, and to express their thoughts and analyses appropriately and effectively through written, oral, and visual means. Persuasive communication means using respectful, active listening to others' presentation of information, asking appropriate and insightful questions, thoughtful, engaged consideration of the reply, and active participation in discussion. Persuasive communication also requires organized patterns of thought and speech to ensure that others can effectively understand, involving awareness and respect of linguistic and cultural differences and varied individual competencies in communication. Effective communication also means knowing when and how to ask for help, guidance, or additional support.

Effective communication requires and inspires **teamwork** and the development of **leadership** skills. Through our courses, students work collaboratively to foster understanding of anthropological materials and human lived experiences. By supporting each other in the classroom and in small group research teams, Anthropology students build skills of teamwork by motivating and respecting each other's skills, background, and contributions to the task at hand. By teaching many of our courses in the context of hands-on laboratories, students learn innovative approaches to cooperative work, and build the tools of initiation, planning,

management, completion, presentation, and evaluation of results. By learning to be individually agile and willing to compromise for the larger good, Anthropology students learn to be effective team-players. At the same time, students' growing ability to respect and engage with diverse perspectives and personalities, to meet ambiguity with resilience, and to build individual accountability helps them emerge from our course as inspiring leaders, who serve as role models to others.

Courses taught in the Department of Anthropology ensure that our students learn to **utilize multiple technologies** to support their learning, independent research and processes of inquiry, and production and dissemination of ideas. In the rapidly changing technoscape of modern life, students must be willing, capable, and fluent in adopting multiple platforms and vehicles for their learning, research, and communication. To manage communication and sharing of resources in the communities fostered by our courses, we utilize a combination of Blackboard, Google tools such as drive and documents, and communication tools for large groups such as Whatsapp. To support content delivery, our courses utilize the Microsoft suite of tools including powerpoint, documents, and excel. To support students' individual research, our courses utilize survey programs such as Survey Monkey and google forms, cartography programs such as ArcGIS, qualitative data management platforms such as Atlas-ti, qualitative source management such as Perusall and Zotero, audio tools such as Otter.ai, voice memos, and GarageBand, and video editing tools such as Snagit.

At the individual level, Anthropology courses provide opportunities for students to develop **self-awareness, maturity, and professionalization**. Across our suite of diverse and dynamic courses, and even within individual courses, students have opportunities to experience the varied work contexts of Anthropology. Because they are required to master a broad set of knowledge, skills, and values, students are well-prepared to undertake work, study, and collaborative effort in diverse settings. Anthropology students come to class prepared and present in mind and focus. Because our courses combine individual work with texts and artifacts with collaborative teams of investigators, students must demonstrate dependability in group settings and individual attainment of goals and expectations. Our courses seek to highlight connections between Anthropology and career opportunities for students, and provide opportunities for students to forge connections with scholars in our field.

Through Anthropology courses at Lehman College, students **practice intellectual and social skills of inclusivity, embrace diversity, and strive for equality and social justice** in access to resources, expression of ideas, and opportunities to speak and to be heard. The core orientation of Anthropology is looking outward to learn about and from other people, other places, in other contexts so that we can appreciate and embrace others' lifeways, and also that we can reflect on our own practices and ways of being in the world. At its best, Anthropology makes space for – even demands – diverse perspectives, and requires its students at all levels to challenge our own expectations. The curricular materials included in anthropology courses draw from global communities, opening up space for conversations about social constructions of identity, categories such as race and gender, and the systems and structures that created, perpetuate, and recreate power. In Anthropology classes, students practice the fundamentally

important skill of keeping an open mind to diverse ideas and different ways of thinking, in recognition that cross-cultural studies enhance our ability to understand each other, to engage with each other, and to collaborate with each other. Anthropology, at its best, leads to growth in socioemotional dimensions, expansion of intellectual frameworks, and development of individual skills of empathy and understanding. Anthropology fosters communities of equality and inclusion.

In addition to these broad areas of impact, the courses offered in the Department of Anthropology also ensure that students engage with and master the discipline-specific inquiry, methods of research, and analytical approaches of Anthropology. We seek to prepare students to enter the field of anthropology (majors), and to utilize anthropological methods to complement their chosen majors and professions.

Scholarship Goals

Our faculty are expected to advance anthropological knowledge by undertaking and disseminating rigorous, original research. To best achieve the mission of the department, it is necessary that our faculty contribute to the development of basic knowledge in the various fields of the discipline. The research interests and activities of the faculty are discussed in other parts of this document. The commitment of the department to this aspect of our mission is demonstrable in several ways. In general each member of the department conducts his or her research independently, seeking funding and conducting research as an individual. Several members of the department regularly collaborate with scholars from other Lehman departments and/or other institutions. The department supports the research activities of its members and encourages the publication of their results. The college provides access to financial support in the form of PSC-CUNY grants and other smaller fellowship programs. Specifically, we expect that:

- Faculty members should apply for competitive grants and fellowships, within Lehman College and the City University of New York, as well as from external sources of funding.
- Faculty members should present their ongoing research findings at regional, national, and international conferences.
- Faculty members should publish their research findings in peer-reviewed journals and presses.
- Faculty members should serve on editorial boards and as reviewers for leading journals in the discipline.

Service Goals

The department aims to engage actively in the intellectual life and community of Lehman College, the City University of New York, and the borough of the Bronx. Three members participate in the Lehman College Faculty Expert service that provides insights and opinions to journalists. Anthropology faculty frequently appear on local, national and international media. Some members serve as activists for the communities they study. Others work with various government agencies in the solution of major crimes, collaborate with regional institutions to

develop public educational tools and exhibits, and serve on various professional and volunteer boards and committees. We aspire that:

- The Department of Anthropology should be well represented on decision-making bodies at the College and University levels.
- Faculty members should be active in serving their professional associations.

Faculty and Staff

Department Staff

The department has a CUNY Office Assistant (COA), Ms. Donna Zavattiere, who manages the department office and is responsible for maintaining the department's records, preparing and organizing human resources paperwork, responding to or routing student questions, and much more. Our previous COA, Ms. Evelyn Katz, retired in 2017.

The department's College Laboratory Technician (CLT), Mr. Salah Noueihed, is responsible for managing the teaching collections and video library, interfacing with college IT to maintain the department computers and accessories, and otherwise maintaining the department's technical infrastructure. Mr. Noueihed was promoted to Chief CLT (the highest level for the position) in 2019.

Full-Time Faculty

The Department of Anthropology currently includes nine full-time faculty members: three full professors (Delson, Salamandra, Sanford); four associate professors (Harcourt-Smith, McNeil, Raaum, Rupp); and two assistant professors (Dest, Dominguez). The assistant professors are untenured, but are both on track for promotion and tenure during their 7th year.

The Department faculty are all active researchers in their subfields of Archaeology, Cultural Anthropology, and Biological Anthropology and carry out research projects in diverse areas of the world.

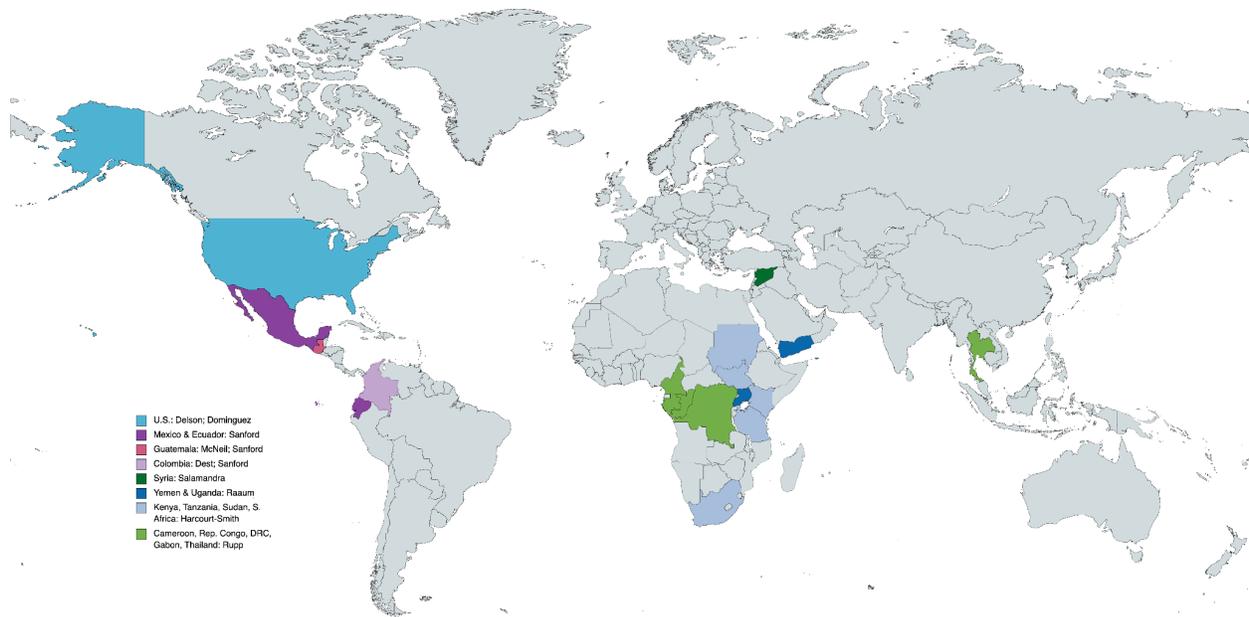


Figure 1. Geographical distribution of Anthropology faculty research areas.

Five professors (Delson, Dest, Dominguez, McNeil, and Sanford) conduct research in the Americas. Working in North America on 3D printing technologies for paleoanthropological collections, **Eric Delson** also conducts research on the paleontology and evolution of humans, apes and Old World monkeys. He is completing a book growing out of collaborative research on the Seneze paleontological site near Lyon, France; he is also working on fossils from sites in Romania, Greece (Lesvos island), India, Pakistan and China (Shanxi province). **Victoria Dominguez** specializes in skeletal biology, bone histology and microarchitecture, bone quality, biomechanics, and forensic anthropology, basing her research primarily on skeletal collections located in the United States. **Anthony Dest**'s research examines the contexts surrounding the 2016 Peace Accord between the Colombian government and the Revolutionary Armed Forces of Colombia (FARC), which resulted in the disarmament of Latin America's oldest guerrilla group after more than fifty years of armed conflict. Dest analyzes the resilience and ingenuity of communities in Northern Cauca, as well as the racial tensions that emerged, during the negotiations and in the aftermath of the Peace Accords. **Cameron McNeil** has worked in the Copán Valley in Honduras for over twenty years, investigating ancient ritual plant use and human-environmental interactions. Since 2011, McNeil has directed the Proyecto Arqueológico Río Amarillo, Copán (PARAC). **Victoria Sanford** is a human rights advocate and scholar, and has conducted extensive field research with Maya communities in Guatemala, Afro-Colombian and indigenous peace communities in Colombia, and Colombian refugee communities in Ecuador. Her research focuses on genocide, femicide, collective memory, community reconstruction, equality, human rights and international humanitarian law during internal armed conflicts and in post-conflict countries in Latin America and Africa.

Three professors conduct their research in Africa, and the region just north of the horn of Africa. **William Harcourt-Smith** studies the origins of bipedalism in the human lineage and is a member of the team that described the South African fossil hominin *Homo naledi*. He has

conducted paleontological and archaeological fieldwork across Africa and Eurasia for over 20 years, including projects in South Africa, Kenya, Tanzania, and Sudan. Working primarily in eastern Uganda, **Ryan Raaum** conducts research to understand the processes that created current patterns of human and primate genetic diversity. Together with colleagues at Makerere University, Raaum works to disentangle modern and ancient admixture and migration into northern Uganda, with the goal of developing a deeper understanding of the population history of one of the most genetically and linguistically diverse regions of the world. **Stephanie Rupp** is a cultural anthropologist who has spent most of the last three decades working in the Congo River basin. First in the Ituri Forest of northern Democratic Republic of Congo (then Zaire), and for 25 years in southeastern Cameroon, Rupp researches the balance between forest ecologies and subsistence economies of small-scale communities. Rupp’s current project seeks to understand the social, ecological, and economic contexts of the historical emergence of HIV-1M in the forests of southeastern Cameroon and adjacent river systems of the western Congo River basin. Investigating the diverse cultural values of elephants and global networks of ivory trade, Rupp’s research has also brought her to investigate markets for African ivory and ritual significance of elephants in Southeast Asia, in particular in Thailand.

Christa Salamandra represents our Department’s regional expertise in the Middle East, where her research focuses on urban, mediated, visual, and popular culture. She has conducted fieldwork in Syria, the United Arab Emirates, Lebanon, and Qatar, and has published research on Arab and Turkish television. Her current research examines the cultural politics of Syrian serial drama production for a pan-Arab market.

Changes in Full-Time Faculty

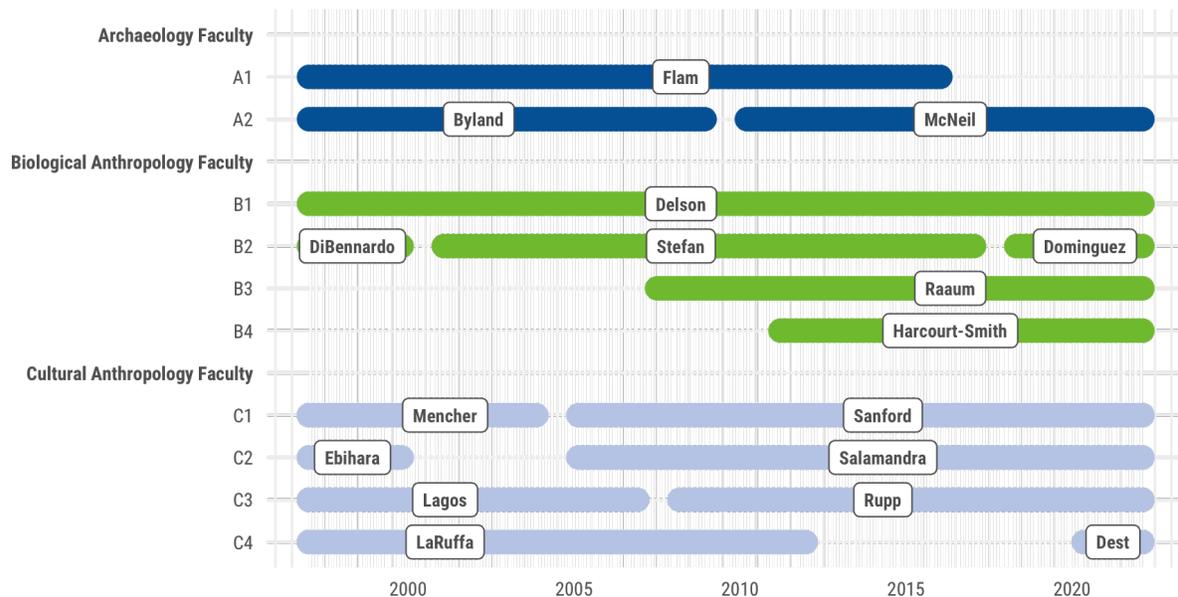


Figure 2. Full-time faculty 1997-2021 in the Department of Anthropology.

In recent years, we lost three long-serving members of our community. Prof. Louis Flam passed away in February of 2016 at the age of 71 after a long battle with diabetes. Beloved by his

students, Dr. Flam consistently received the highest ratings in his evaluations. His reputation as an excellent educator was underscored by his Lehman Excellence in Teaching Award in 2004. In March of 2017, Prof. Vincent Stefan unexpectedly died at the age of 56 after a long struggle with Primary Sclerosing Cholangitis (PSC) and Ulcerative Colitis. Vince served Lehman, CUNY and the broader community in many ways, including as Chair of Anthropology at Lehman from 2009-2014 and as a forensic anthropologist serving numerous medical examiners across the region. Finally, Prof. Anthony LaRuffa retired in 2012 after 51 years of service to the college. Unfortunately, he did not get to long enjoy retirement, passing of complications from cancer in the fall of 2014. Prof. LaRuffa was one of the organizers of the Italian-American Studies Program at Lehman and, before his retirement, was committed to ensuring that adult students had access to classes at Lehman, often teaching evening courses and contributing to the Adult Degree Program.

Of these three full-time faculty lines, the department was only permitted to search immediately for new faculty on one. After a nationally advertised search, Prof. Victoria M. Dominguez, an expert in skeletal biology and forensic anthropology, joined the faculty in the Fall semester of 2018. After 8 years with a reduced complement of cultural anthropology faculty (2012-2020), the department was able to regain the fourth cultural anthropologist lost after the retirement of Prof. LaRuffa. After a failed search in 2018-2019, Prof. Anthony Dest, whose work contributes to timely theoretical and policy debates on inclusion, migration and diaspora, joined the department in the Fall semester of 2020.

For most of the past decades, there have been at least two archaeologists at Lehman. Since the passing of Prof. Flam in 2016, there has been only one (Prof. McNeil). A second archaeologist is needed to maintain an important core of our program and ensure that students have access to diverse courses and perspectives on archaeology.

For approximately 30 years prior to his retirement in 2017, Prof. Richard Blot taught the linguistic anthropology courses for the department. Prof. Blot was always affiliated with the Anthropology department, but was initially formally associated with Graduate Program in Reading of the Department of Specialized Services in Education, then the Graduate Program in Literacy Studies, then the Department of Journalism, Communication, and Theater, then - finally - formally joined the Department of Anthropology in 2016. Since his retirement, we have had to rely on part-time faculty to teach our core course in linguistic anthropology (ANT 228 Language and Culture) that is required for all Anthropology B.A. students. This is an inherently precarious situation as there are very few people in the New York City area that are qualified and available to teach linguistic anthropology. A full-time hire qualified to teach linguistic anthropology would provide consistency and continuity for our students.

Finally, Prof. Delson will retire in 2022. We have been informally informed that we will be able to search for a new biological anthropologist to join the department in the fall of 2023.

Departmental Leadership

Department Chairs at Lehman College are elected to three year terms in the spring semester at the end of the last chair's term. Prof. Delson served three terms from 1999-2008. Since then, we have adhered to a system of two terms (6 years) of chair service in (mostly) order of seniority:

- 2008-2014, Prof. Vincent Stefan
- 2014-2020, Prof. Victoria Sanford
- 2020-present, Prof. Ryan Raaum

Special Full-Time Appointments

During the period of this review, we had two Substitute Assistant Professor appointments and one Distinguished Lecturer appointment. In our case, the Substitute Assistant Professor appointments were authorized to fill teaching gaps while searching for new full-time tenure-track faculty members. Specifically, these positions were in place while we searched for a new biological anthropologist (Prof. Dominguez) and a new cultural anthropologist (Prof. Dest). A Distinguished Lecturer is a full-time, non-tenure-bearing, time-limited position that is primarily a teaching position, essentially a visiting professor role. In our case, Dr. Brusi had the option to join any department in the CUNY system and she chose to work with us.

Substitute Assistant Professors

- Dr. Seth Brewington, August 2018 - January 2020
- Dr. Julia Zichello, January - August 2020

Distinguished Lecturer

- Dr. Rima Brusi, August 2019 - August 2021

Part-Time Faculty

From 2013 through 2021, we have had 79 adjunct faculty teach in the department. These faculty are listed below with the number of sections taught.

- Alexis Amann (2)
- Claudia Astorino (10)
- Nicholas Bacon (7)
- Ashley Bales (1)
- Janine Billadello (19)
- Valda Black (1)
- Seth Brewington (18)
- Ezgi Canpolat (1)
- Emily Curtin (2)
- Christiana Dunham (1)
- Nadja Eisenberg-Guyot (1)
- Jennifer Eyre (2)
- Emma Finestone (14)
- Alcira Forero-Pena (1)
- Eva Garrett (3)
- M. Elisandro Garza Roldan (4)
- Dagmawit Getahun (15)
- Lais Gomes Duarte (14)
- Lauren Halenar (1)
- Maria Hernandez (12)
- Matthew Kandel (3)
- Elaine Kozma (6)
- Joan Lopez (6)
- Ludomir Lozny (1)
- Derek Ludovici (4)
- Marisa Macias (1)
- Sarah Mady (6)
- Stephen Mamula (2)

- Evan Mann (5)
- Jennifer Marotta (1)
- Elizabeth Martin (3)
- Laura Matthews (5)
- Eric Mazelis (3)
- Brenna McCaffrey (4)
- Slobodan Mitrovic (2)
- Brian Mooney (8)
- Rafael Munia (1)
- Daniel Nieves (3)
- Natalie O'Shea (16)
- Chinonye Otuonye (3)
- Dimitrios Papadopoulos (6)
- Jennifer Parkinson (2)
- Oscar Pedraza Vargas (6)
- Debra Peltó (1)
- Ramona Perez (5)
- Reaksha Persaud (1)
- Kristen Ramirez (26)
- Natalia Reagan (3)
- Chris Robinson (1)
- Samuel Rose (6)
- Magdalena Sagardia-Jimenez (8)
- Cecilia Salvi (3)
- Antonia Santangelo (25)
- Brian Shearer (3)
- Yuko Shiratori (6)
- Katherine Stefatos (7)
- Lauren Suchman (4)
- Wesley Sutton (11)
- Uthara Suvrathan (3)
- Andreina Torres Angarita (4)
- Joseph Torres-Gonzalez (2)
- Anthony Tosi (2)
- Daniela Traldi (2)
- Cameron Turley (4)
- Ximena Valderrama (3)
- Ana Vinea (1)
- Ruth Wangerin (27)
- Nicole Webb (10)
- Darice Westphal (31)
- Julia Zichello (1)

Graduate Teaching Fellows

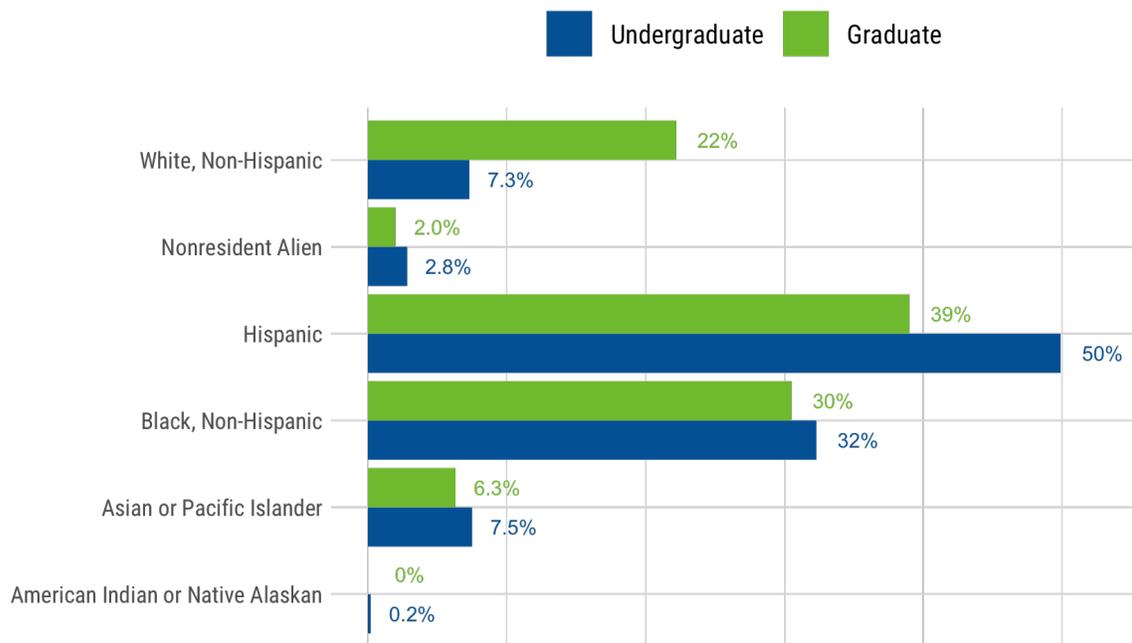
The predominant PhD student fellowship at the CUNY Graduate Center requires that recipients teach one class per semester at one of the undergraduate CUNY campuses for three out of five years of their funding. Their campus assignment is at the discretion of the Graduate Center department leadership. Because our faculty are active participants in and make substantive contributions to the Anthropology program at the Graduate Center, we have long been assigned Graduate Teaching Fellows. Some of our recent fellows with their anthropological subfield are:

- Julia Arenson (biological)
- Nina Beeby (biological)
- Walter Burgos (archaeology)
- Bailey Colohan (biological)
- Mauricio Diaz Garcia (archaeology)
- M. Elisandro Garza (archaeology)
- Dagmawit Getahun (biological)
- Ellen Hamrick (cultural)
- Brenna McCaffrey (cultural)
- Rafael Munia (cultural)
- Burcu Ozdemir Demir (cultural)
- Deborah Philip (cultural)
- Christopher Smith (biological)
- Nicole Webb (biological)
- Matthew Whitley (cultural)

Students

Characteristics of the Lehman College Student Body

The student body at Lehman College is gloriously diverse. The simple statistics only hint at the wealth of cultural, linguistic, intellectual, professional, emotional, and social diversity of our students, who hail from 95 countries. Across the past five years, our students are approximately 70% female. Six in ten undergraduates are enrolled in full-time study, reflecting the pressures on our students to work in order to contribute financially to the economic stability of their families. Approximately half of Lehman College students are first-generation college students; these graduates provide a crucial catalyst for their own descendants and family to pursue college-level studies. Nearly 60% of Lehman undergraduates, and 43% of graduate students, live in the Bronx; as the only public, four-year college in the Bronx, Lehman College provides a crucial engine for educational advancement for residents of this borough. The remaining students at Lehman travel to the Bronx from other boroughs in New York City, as well as from surrounding communities in Westchester, New Jersey, and Long Island.



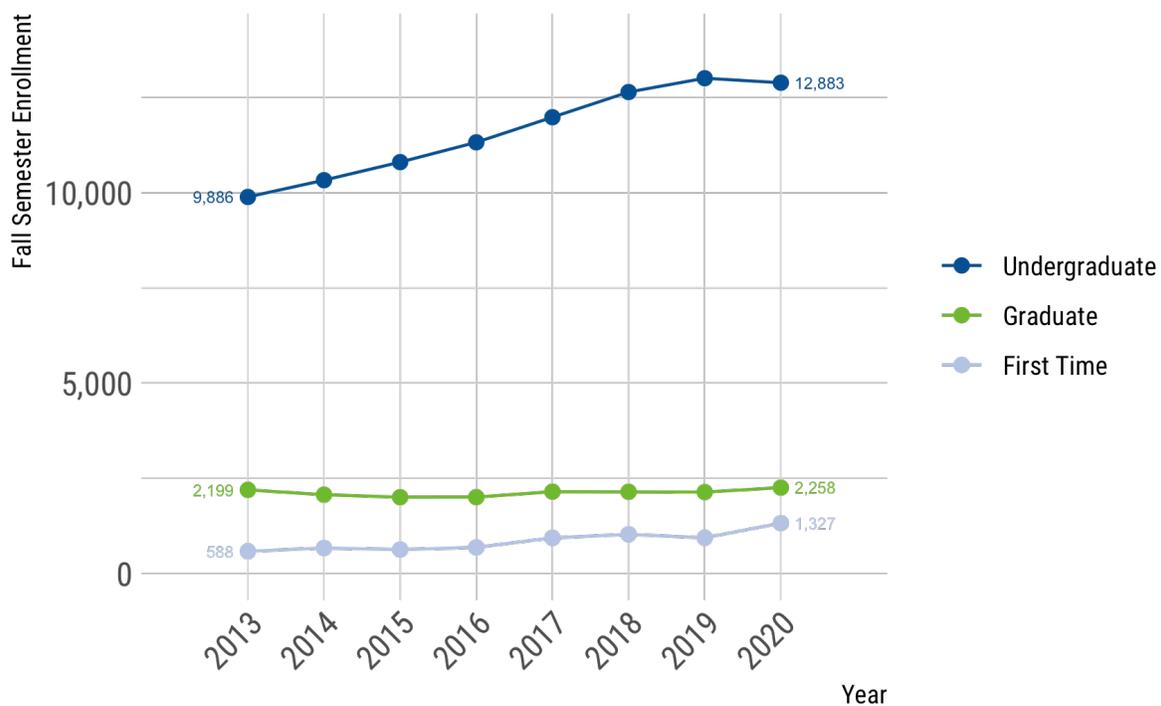
Source: Lehman Institutional Data

Figure 3. Race, ethnicity, or immigration status for Lehman students in Fall 2020.

The average age of Lehman College undergraduates is 26 years old; for graduate students, the average age is 34 years old. Because our students tend to be slightly older than college students who move directly from high school into a four-year undergraduate college, our students come with significant professional experience as well as personal/domestic

experience, often with their own children. Twenty percent of Lehman College students are parents; the preponderance of our students live in the context of their families, either as adults living with their parents, siblings, and other relatives, functioning as part of the economic unit of their families, or living in intergenerational settings that often also include their own children. As a result, our students are deeply connected to their families and communities. As a commuter-campus, the College strives to ensure that students have access to the extra-curricular activities that are foundational to a vibrant college life, even as students have the flexibility that they need to balance their studies and student experiences with their responsibilities as parents, family-members, and workers at their (often full-time) jobs.

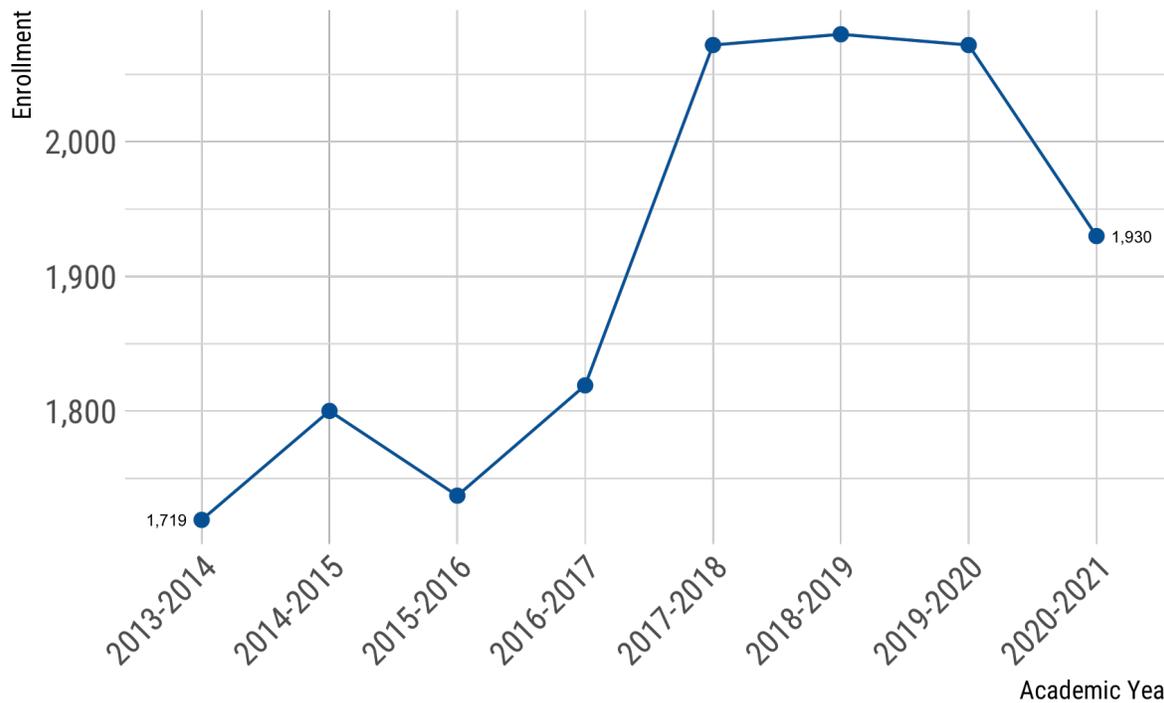
Since 2013, the College has expanded the number of students enrolled as well as total degrees granted. Nearly 15,000 undergraduate and graduate students register each year, the College’s largest enrollment in over four decades (Figure 4). The College has graduated more than 81,000 alumni, over half of whom remain in the Bronx and surrounding areas, giving back and strengthening their communities through their chosen professions. In 2019-2020, 3,545 degrees and certificates were awarded, an increase of 28% over the number of degrees and certificates awarded in 2013-2014 (2,769).



Source: Lehman Institutional Data

Figure 4. Overall enrollment at Lehman College from Fall Semester 2013 through Fall Semester 2020. While graduate enrollment has been essentially flat through this period, undergraduate enrollment has increased by approximately 30% and the number of first-time full-time enrollees has more than doubled.

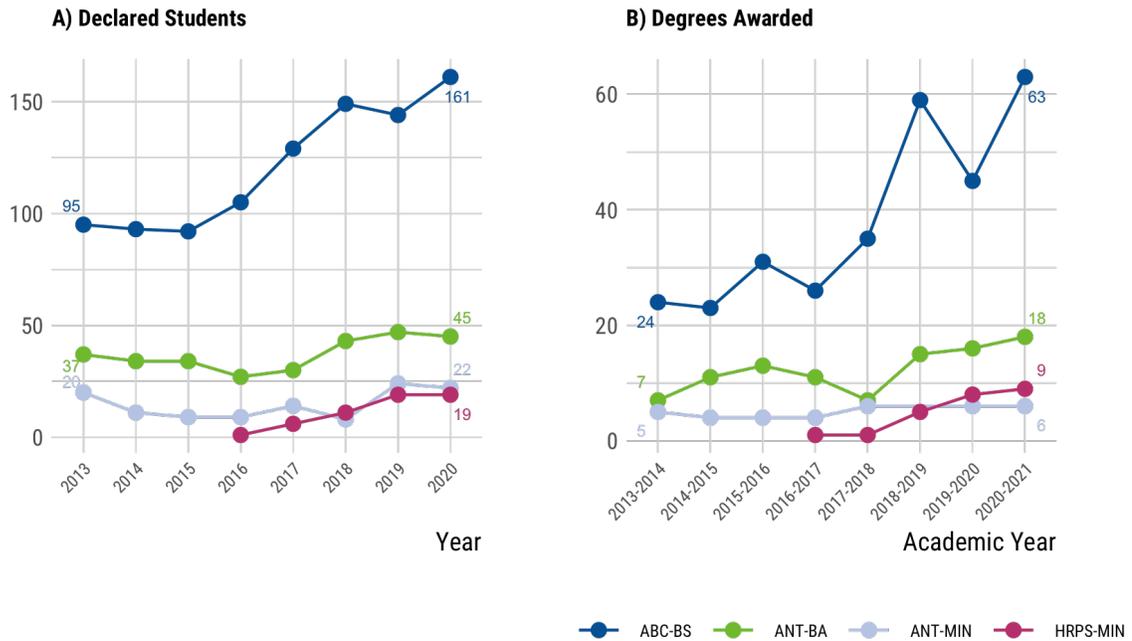
Anthropology Enrollment



Source: CUNYfirst Reporting Tools

Figure 5. Total enrollment in Anthropology courses from academic year 2013-14 through 2020-21. While there is a noticeable pandemic-related drop-off in total enrollment in 2020-21, it remains about 12% above the 2013-14 level and for the three pre-pandemic years, total enrollment was up approximately 17% over 2013-14.

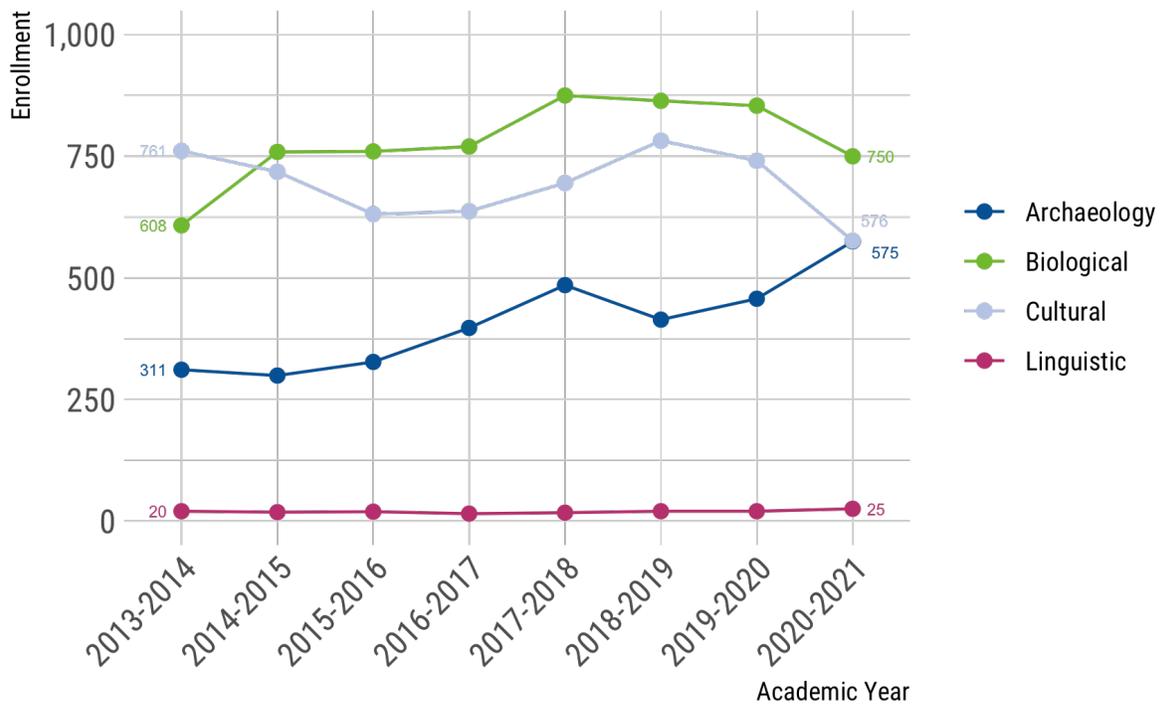
While there was a pandemic-related drop in student enrollment in Anthropology courses in 2020-2021, that enrollment was still up 12% from total Anthropology enrollment in 2013-2014. If we use the pre-pandemic enrollment numbers, total enrollment has gone up approximately 17% (Figure 5).



Source: CUNYfirst Reporting Tools

Figure 6. (A) Number of declared majors and minors in the department's two majors (ABC-BS and ANT-BA) and two minors (ANT-MIN and HRPS-MIN) in the fall semester from 2013 through 2020. (B) Number of majors and minors awarded degrees from academic year 2013-14 through 2020-21.

The number of declared students in all major and minor programs has increased over the self-study period, with the most substantial growth in the Anthropology, Biology, Chemistry B.S. major, which increased 70% from 95 to 161 declared majors (Figure 6A). Similarly, the number of majors and minors awarded degrees has increased over the self-study period. Again, the increase is most substantial for awarded ABC B.S. degrees, but the number of Anthropology B.A. degrees has also more than doubled.



Source: CUNYfirst Reporting Tools

Figure 7. Overall enrollment across sub-field courses from academic year 2013-14 through 2020-21. While there is some fluctuation, enrollment in Biological, Cultural, and Linguistic Anthropology courses is generally consistent over this time period. Enrollment in Archaeology courses has increased rather substantially, by approximately 85%.

When examined by sub-discipline, Biological and Cultural Anthropology courses have the highest and similar enrollment over the period from 2013-2021 with around 750 students enrolled each academic year (Figure 7). Enrollment in Archaeology courses starts lower in 2013-2014 (311 enrollments) but also shows consistent growth, rising to 575 enrollments in 2020-2021, a growth of 85%. We are only able to offer one section of our linguistics core course (ANT 228 Language and Culture) per academic year, resulting in very consistent, but also very low, enrollment numbers of 20-30 students per year.

Departmental Awards

As a result of bequests arranged by Prof. Delson in the early 1990's, the Department is able to offer graduating students two awards. The Mitzi Ludwig Award (\$150) is awarded to the graduating Anthropology B.A. major deemed by the faculty to be outstanding in academic activities. In recent years, with additional bequests to the fund, we have extended this to the outstanding ABC graduate as well. The Maizie Hirsch Scholarship (\$5000) is presented to any graduate of the ABC B.S. Program who is accepted into medical or dental school within 3 years of graduation.

Mitzi Ludwig Award Recipients

- 2014, Jennifer Begazo (Anthropology B.A.)

- 2015, Aleh Kazak (Anthropology B.A.)
- 2016, Aileen Fernandez (Anthropology B.A.)
- 2017, Marcela Ossio (Anthropology B.A.)
- 2018, Patricia Novelli (Anthropology B.A.)
- 2019, Carla Billena (Anthropology B.A.)
- 2020, Amanda Almeida (Anthropology B.A.)
- 2020, Marcia Maria Campedelli Barbosa Graca (ABC B.S.)
- 2021, Oksana Klymko (Anthropology B.A.)
- 2021, Sahar Alsaidi (ABC B.S. Track 2)
- 2021, Thi Quynh Nhi Phan (ABC B.S. Track 2)

Maizie Hirsch Scholarship Recipients

- 2014, Emmanuel Obeney (ABC B.S. Track 2)
- 2014, Nana Safoaah (ABC B.S. Track 2) admitted to Medical University of the Americas
- 2014, Cintia Mujica (ABC B.S. Track 2) admitted to OSU Dental
- 2014, Victor Nnah (ABC B.S. Track 2) admitted to Meharry Medical College
- 2017, Maribel Lima (Anthropology B.A.)
- 2017, Gonzalo Militar (ABC B.S.), admitted to St. George's University
- 2019, Kevin Artis (ABC B.S.), admitted to Temple University Dental

Student Success

In addition to the departmental awards, we also informally track the post-graduation achievements of our students.

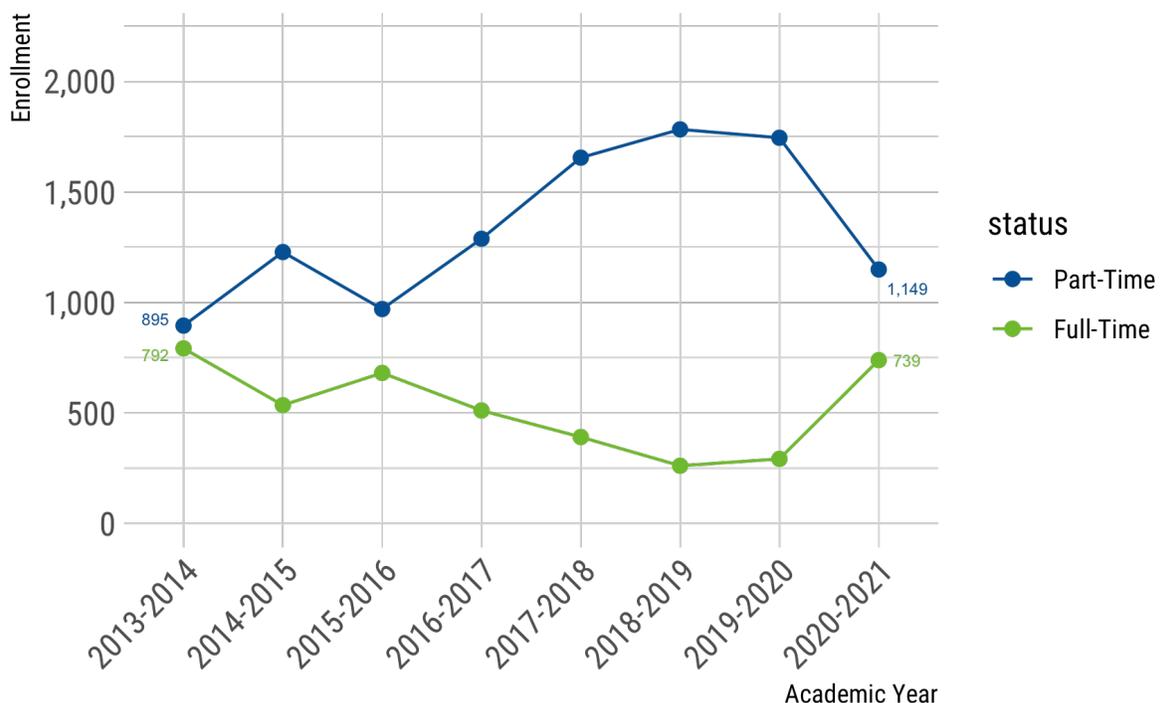
- **Alex D. Velez** (B.A. 2014; Anthropology). Pursuing Ph.D. in Anthropology at SUNY Binghamton (2014 – present). Received Fulbright Scholarship in 2019.
- **Jennifer Begazo** (B.A. 2014; French Minor) M.A. in Social Design at MICA (2017-2018)
- **Marlen Fernandez** (B.A. 2016; Anthropology / Latin American and Caribbean Studies double major) Director of Development at Mixteca (non-profit; Brooklyn). M.S. in Higher Education Administration from Baruch (2018-2021).
- **Aileen Fernandez** (B.A. 2016; Anthropology / History double major) Pursuing Ph.D. in Anthropology at the University of Oregon (2016-present).
- **Monica Avilez** (B.S. 2017; ABC Track 1) Pursuing Ph.D. in Anthropology at NYU (2017-present).
- **Sheila Rosario** (B.A. 2017; Anthropology / Psychology double major) Pursuing Master of Social Work at Fordham University (2018-2022).
- **Gloria Narsayah** (B.S. 2018; ABC Track 1) Pursuing M.S. in Clinical Trial Management at York College (2021-2022).
- **Stefanie Nolli-Gaspar** (B.A. 2019; Anthropology / LAC double major, Mexican Studies minor) Fulbright scholarship for teaching English and cultural exchange in Mexico (2019-2020).

- **Abdul-Alim Farook** (B.S. 2018; ABC Track 1) AMNH archaeology internship (Fall 2019). Archaeological Institute of America (AIA) New York State Scholar (2019-2020). M.A. in Liberal Studies from the Graduate Center (2019-2021).
- **Josh Rondon** (B.S. 2019; ABC Track 1) AMNH archaeology internship (Summer 2019).
- **Oshane Thomas** (B.S. 2019; ABC Track 1) Pursuing Ph.D. in Anthropology at the University of Illinois at Urbana-Champaign (2019-present).
- **Kelsey Goune** (B.S. expected 2022; Biology major, Anthropology minor) Research student with Prof. Dominguez. Summer Undergraduate Research Program at Icahn School of Medicine at Mount Sinai (Summer 2021).

Teaching and Mentorship

For full-time faculty at Lehman College, the teaching requirement is 18 hours, where the typical lecture course meets for 3 hours per week. Courses with laboratory components may meet for 4 or 5 hours per week. Thus, in terms of course load, faculty teaching exclusively lecture courses will teach 6 courses each academic year and faculty teaching courses with laboratory components will have somewhat lower requirements when counting by the number of courses - but will have the same classroom time requirement.

Teaching Trends

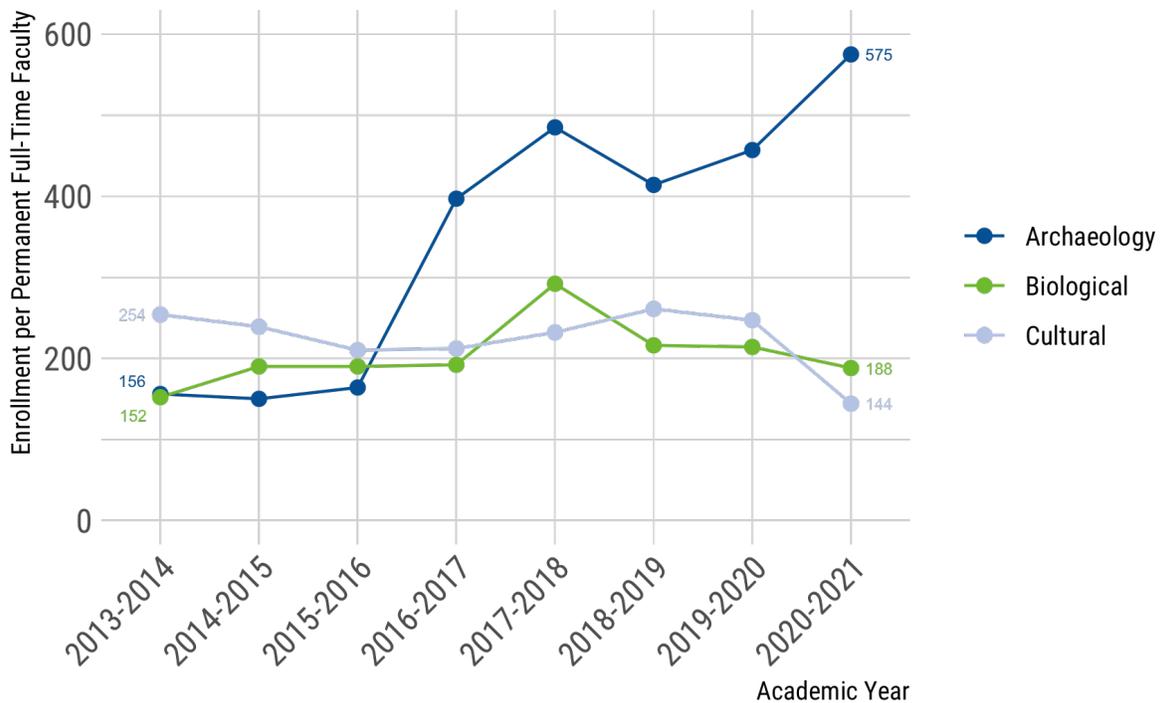


Source: CUNYfirst Reporting Tools

Figure 8. Number of students in Anthropology courses taught by Part-Time and Full-Time faculty from academic year 2013-14 through 2020-21. While there is a noticeable pandemic-related drop-off in the number of students taught by Part-Time faculty in 2020-21, for the recent pre-pandemic period, 4-6 times as many students were taught by Part-Time faculty than were taught by Full-Time faculty.

Student enrollment at Lehman College and in anthropology courses has grown substantially in recent years (Figures 4 and 5) and the number of full-time faculty has diminished. Inevitably, this means that more students are taught by part-time faculty (Figure 8). The percentage of students taught by part-time faculty has averaged 71% (range: 53-87%) from 2013 to 2021. While our part-time faculty are excellent, they cannot provide the continuity, repeated interactions, and research mentorship that are important to our students. This situation is particularly dire in archaeology courses.

Since 2014, on an annual basis, there have been around 200 students enrolled in cultural anthropology courses per full-time cultural anthropology faculty (Figure 9). The numbers are the same for biological anthropology courses and full-time biological anthropology faculty. Prior to the tragic loss of Prof. Flam, the numbers were about the same for archaeology, but after his passing, the number of archaeology enrollments per full-time archaeology faculty immediately jumped to 400 and has been growing since then, with 575 enrollments in archaeology sections in 2020-2021 and only one full-time archaeologist.



Source: CUNYFirst Reporting Tools

Figure 9. Number of students per Full-Time faculty in Archaeology, Biological Anthropology, and Cultural Anthropology courses from academic year 2013-14 through 2020-21. Biological and Cultural Anthropology have fluctuated around 200 students per Full-Time faculty member through this period, but Archaeology jumped to over 400 students per Full-Time faculty after the tragic passing of Prof. Louis Flam and this ratio has remained high due to the loss of his line.

Contributions to College Programs and Initiatives

90x30

In 2017, Lehman College committed to doubling the expected number of awarded degrees and credentials by 2030 from 45,000 to 90,000 (90,000 by 2030 = 90x30). The Department of Anthropology is committed to this initiative and have been contributing to this goal by increasing our enrollment (Figure 5), declared majors and minors (Figure 6A), and degrees awarded (Figure 6b). In fact, from academic year 2016-2017 to 2020-2021, we have more than doubled the number of Anthropology, Biology, and Chemistry B.S. degrees awarded annually (26 to 63), have made good progress towards doubling the numbers of Anthropology B.A. and Minors (11 to 18 and 4 to 6, respectively), and have seen excellent progress in completion of the Human

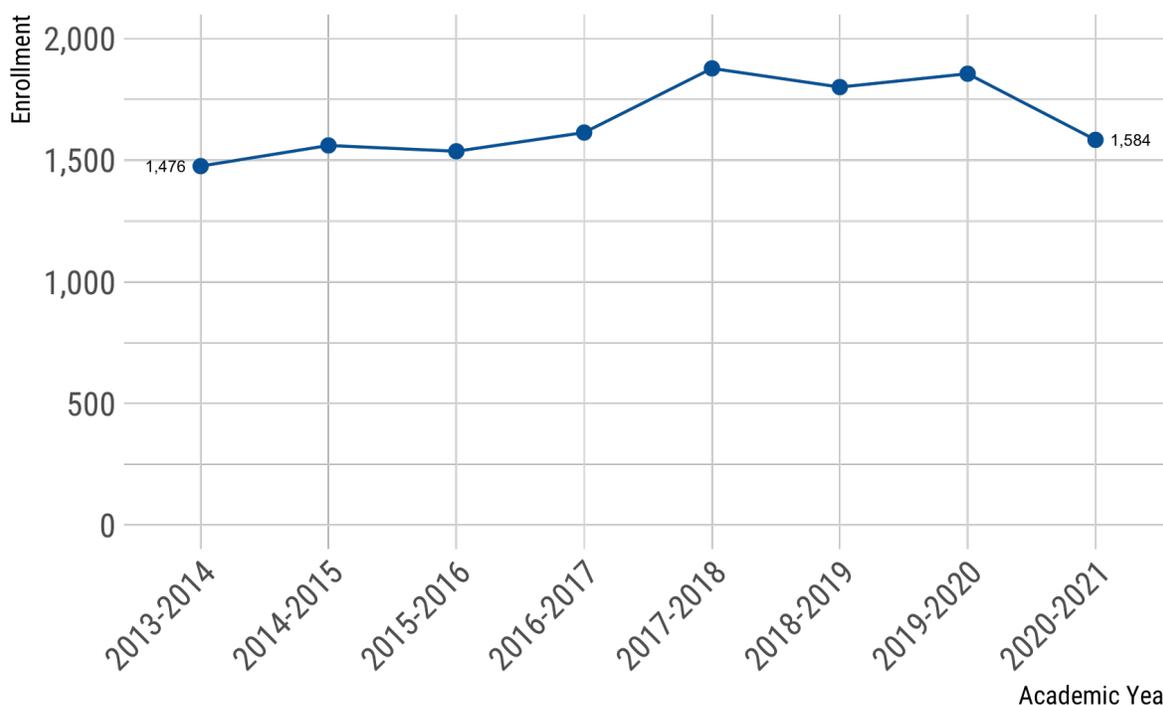
Rights and Peace Studies Minor (1 to 9). In addition, Prof. Rupp is developing a new certificate program in Social Analysis (see [New Certificate in Social Analysis](#) section below) that will contribute towards the 90x30 goal when it is introduced.

General Education

The Department of Anthropology offers eight courses that can be used to fulfill some part of the Lehman College General Education requirements.

Number	Title	General Education Requirement
ANT 120	Human Evolutionary Biology	Required Core - Laboratory Science
ANT 171	Introduction to Human Evolution	Required Core - Laboratory Science <i>or</i> Flexible Core - Scientific World
ANT 206	Anthropological Perspectives on Women and Men	Flexible Core - Individual and Society
ANT 210	Women in Latin America	Flexible Core - World Cultures and Global Issues
ANT 211	Cultural Anthropology	Flexible Core - Individual and Society
ANT 212	Ancient Peoples and Cultures	Flexible Core - Scientific World
ANT 238	Selected Studies in Societies and Culture: Latin America	Flexible Core - World Cultures and Global Issues
ANT 269	Introduction to Human Variation	Required Core - Laboratory Science <i>or</i> Flexible Core - Scientific World

From 2013 through 2021, the department offered 590 sections of these courses with a total enrollment of 1,476 in 2013-2014, totals around 1,850 in the three years preceding the pandemic, and 1,584 students in 2020-2021 (Figure 10). Much of that enrollment is likely by students looking to fulfill General Education requirements, but two of these courses are required for both the Anthropology B.A. and the Anthropology, Biology, and Chemistry B.S. (ANT 171, ANT 269), an additional two are required for the B.A. (ANT 211, ANT 212), and most of the others can be taken to fulfill elective requirements in the B.A. (ANT 206, ANT 210, ANT 238). So these enrollment numbers represent a combined total for General Education and major and minor requirements fulfillment.



Source: CUNYfirst Reporting Tools

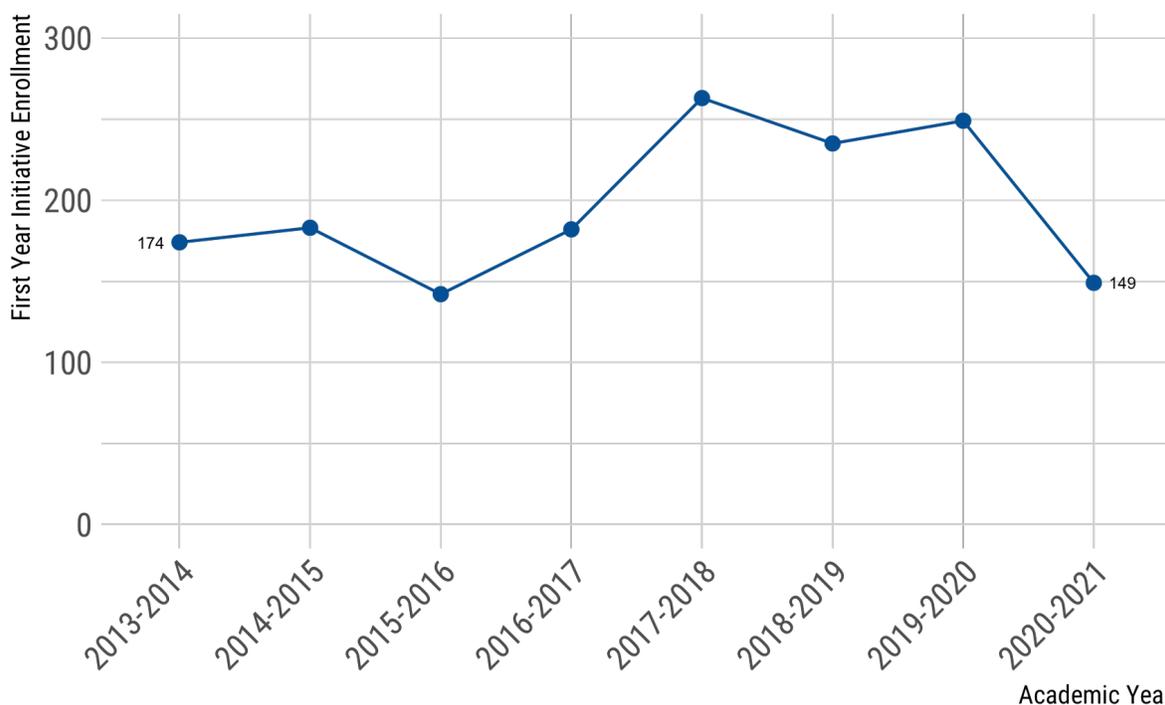
Figure 10. Enrollment in courses eligible for fulfilling General Education requirements from academic year 2013-14 through 2020-21. Setting aside the pandemic year, enrollment in General Education eligible courses has increased by approximately 20% in the recent pre-pandemic years over 2013-14.

First Year Initiative

The Lehman First Year Initiative (FYI) is a “comprehensive learning community program” that “offers first-year students a supportive structure that promotes an interdisciplinary curriculum, faculty collaboration, and peer support to foster a great sense of campus community and to establish a strong foundation that will ensure academic success”. Students in FYI take a block of courses that are specifically set aside for them. The Department of Anthropology has long participated in this program, offering 73 sections of anthropology courses for FYI from 2013 through 2021. The anthropology courses offered to FYI students are ones that fulfill General Education requirements. These sections had a total enrollment of 174 in 2013-2014, totals around 250 in the three years preceding the pandemic, and 149 students in 2020-2021 (Figure 11).

Number	Title	Total Number of FYI Sections 2013-2021
ANT 120	Human Evolutionary Biology	14
ANT 171	Introduction to Human Evolution	1
ANT 210	Women in Latin America	21
ANT 211	Cultural Anthropology	15

ANT 212	Ancient Peoples and Cultures	18
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Source: CUNYfirst Reporting Tools

Figure 11. Enrollment in First Year Initiative courses offered by the Anthropology Department.

M.A. in Liberal Studies

In the Spring semester of 2020, a graduate-level **ANT 750 Topics in Anthropology** course was added in support of the Lehman M.A. in Liberal Studies (MALS) program. In this interdisciplinary program, students take a core set of four courses (12 credits) that provide a foundation in the topics, evidence, and language of the liberal arts, followed by 18 credits of electives from various departmental offerings. Prior to our introduction of ANT 750, students in the MALS program could not take any anthropology courses. Typically, this course is paired with an undergraduate anthropology course offering and the instructor offers enhanced course requirements and materials for the MALS student.

Curricular Collaboration with Other Departments

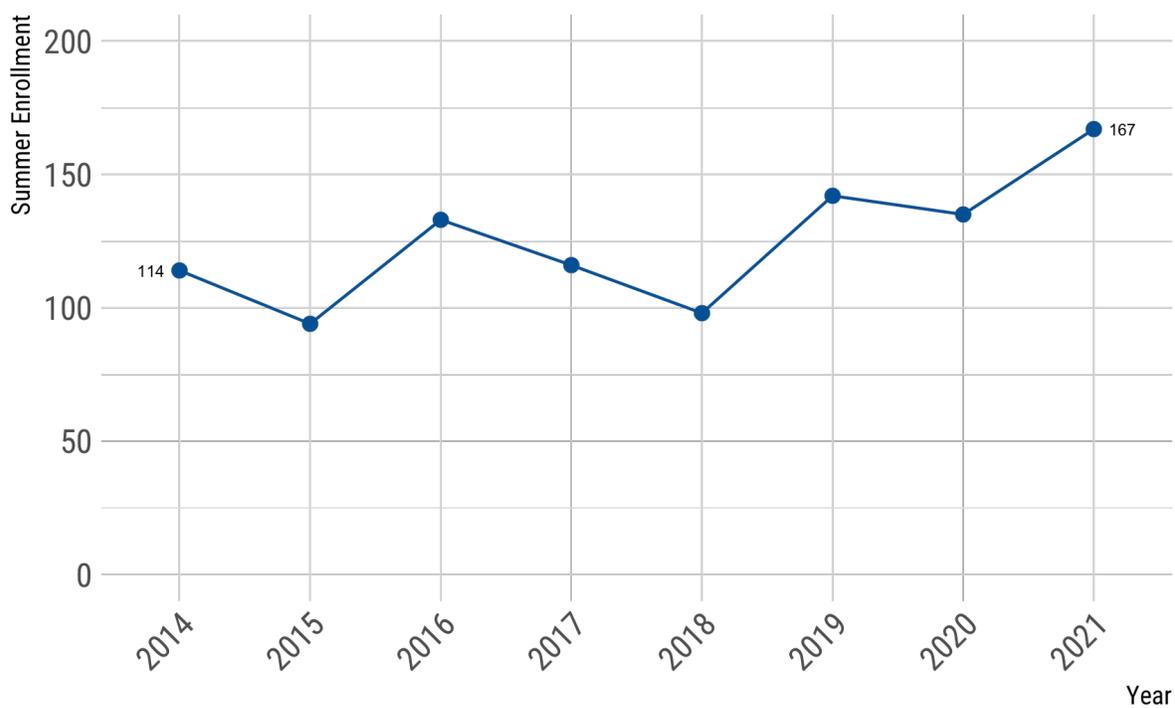
Through cross-listed courses, the Department of Anthropology contributes to programs in Italian-American Studies, Latin American and Latino Studies, Linguistics, Media Communication Studies, Sociology, and Women’s and Gender Studies.

Number	Title	Cross-Listed With
ANT 206	Anthropological Perspectives on Women and Men	Women’s and Gender Studies

ANT 210	Women in Latin America	Latin American and Latino Studies <i>and</i> Women's and Gender Studies
ANT 228	Language and Culture	Linguistics
ANT 250	The Italian-American Community	Italian-American Studies <i>and</i> Sociology
ANT 238	Selected Studies in Societies and Culture: Latin America	Latin American and Latino Studies
ANT 317	Early Civilizations of South America and the Caribbean	Latin American and Latino Studies
ANT 318	Early Civilizations of Mexico and Central America	Latin American and Latino Studies
ANT 326	Anthropological Linguistics	Linguistics
ANT 347	Race and Ethnicity in Latin America and the Caribbean	Latin American and Latino Studies
ANT 351	The Anthropology of Media	Media Communication Studies

Summer Session

The summer session is an increasingly important component of Lehman College's strategic plan. The Department of Anthropology has long offered courses during the summer session, primarily sections of courses that fulfill General Education requirements, offering 69 sections of anthropology courses from the 2014 summer session through the 2021 summer session. Total summer enrollment in anthropology courses has grown from 114 in summer 2014 to 167 in summer 2021 (Figure 12).



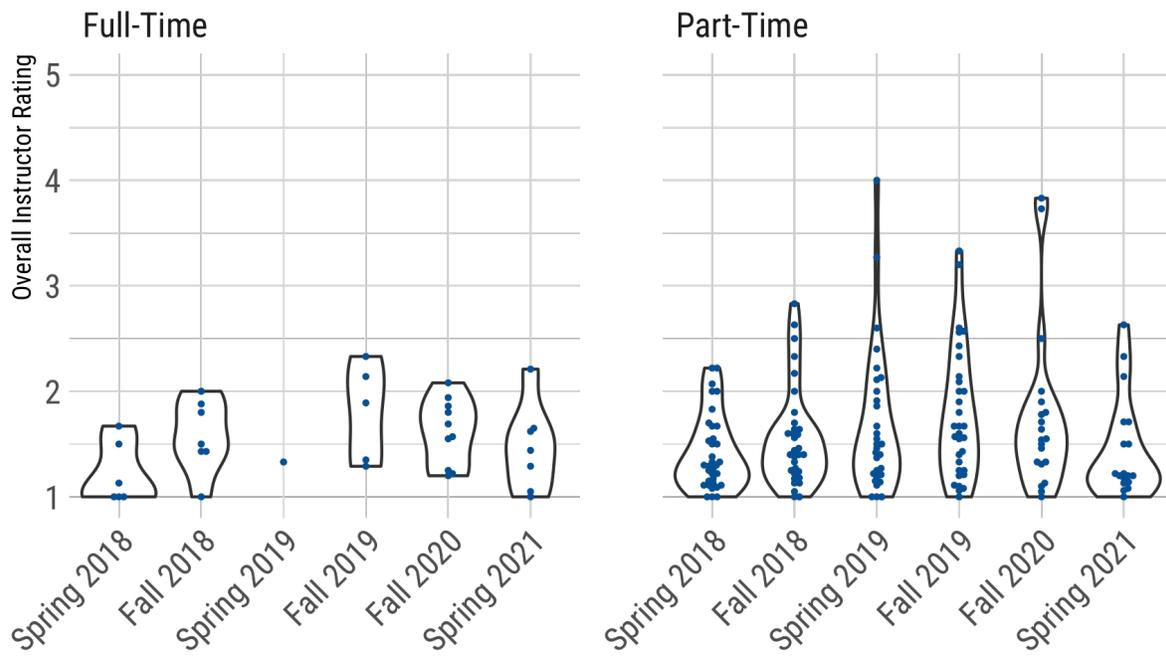
Source: CUNYfirst Reporting Tools

Figure 12. Summer enrollment totals for summer sessions from 2014 through 2021. During this time period, summer enrollment in Anthropology courses has grown by 46%.

Student Feedback

The formal mechanism for student feedback at Lehman College is through an online Student Evaluation of Teaching and Learning (SETL) form. Keeping in mind the extensive research showing gender bias in student evaluations², we analyze in aggregate the available SETL results from Spring 2018 through Spring 2021 (no SETLs were conducted in Spring 2020). There are a number of questions on this form, but the questions that are emphasized at Lehman College and that are required to be reported and considered in applications for tenure or promotion are two overall questions: “My overall rating of this instructor’s teaching is” and “My overall rating of this course is”. The response is on a scale of 1 (best) to 5 (worst). In the tenure and promotion context, there will be extra discussion of the teaching strengths of any candidate who regularly scores above 2 on these questions.

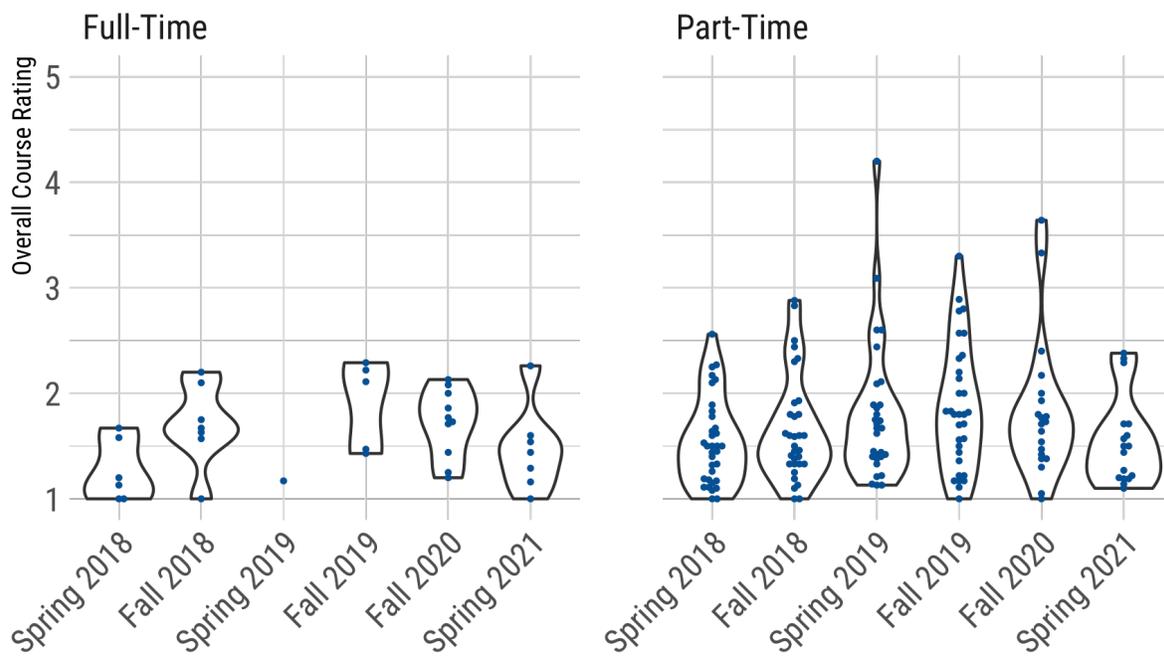
² e.g. [MacNell et al. 2015](#), [Mitchell and Martin 2018](#)



Term
Source: Lehman SETL Reports

Figure 13. Student Evaluation of Teaching and Learning scores for the question “My overall rating of this instructor’s teaching is”, where 1 is best and 5 is worst.

For the instructor rating question, Anthropology faculty receive highly favorable scores, mostly between 1 and 2 (Figure 13). There is an apparent difference in the figure between Full-Time and Part-Time faculty, but that is largely an artifact of a much larger sample size for the Part-Time faculty. The weighted mean score and standard deviation for Full-Time faculty is 1.52 ± 0.41 and for Part-Time faculty it is 1.57 ± 0.56 , which are not meaningfully different.



Term
Source: Lehman SETL Reports

Figure 14. Student Evaluation of Teaching and Learning scores for the question “My overall rating of this course is”, where 1 is best and 5 is worst.

Similarly, for the course rating question, Anthropology faculty receive very favorable scores, primarily between 1 and 2 (Figure 14). The weighted mean and standard deviation of these scores for Full-Time faculty is 1.59 ± 0.42 and for Part-Time faculty is 1.67 ± 0.55 , which are again not meaningfully different.

The SETL form also includes two optional free-text fields where the questions are “Please describe what this instructor has done especially well” and “Please describe areas in which this instructor could improve their teaching”. To get an overview of the student responses to these prompts, a sentiment analysis was conducted using the NRC Word-Emotion Association Lexicon³. This lexicon includes “positive” and “negative” sentiment and eight emotion (anger, anticipation, disgust, fear, joy, sadness, surprise, trust) associations for 14,182 words. Using this lexicon, we identified the top words in the student responses contributing to positive and negative sentiments for both the “Done Well” (Figure 15) and the “Needs Improvement” (Figure 16) questions.

³ [Mohammad and Turney 2010](#), [Mohammad and Turney 2013](#)

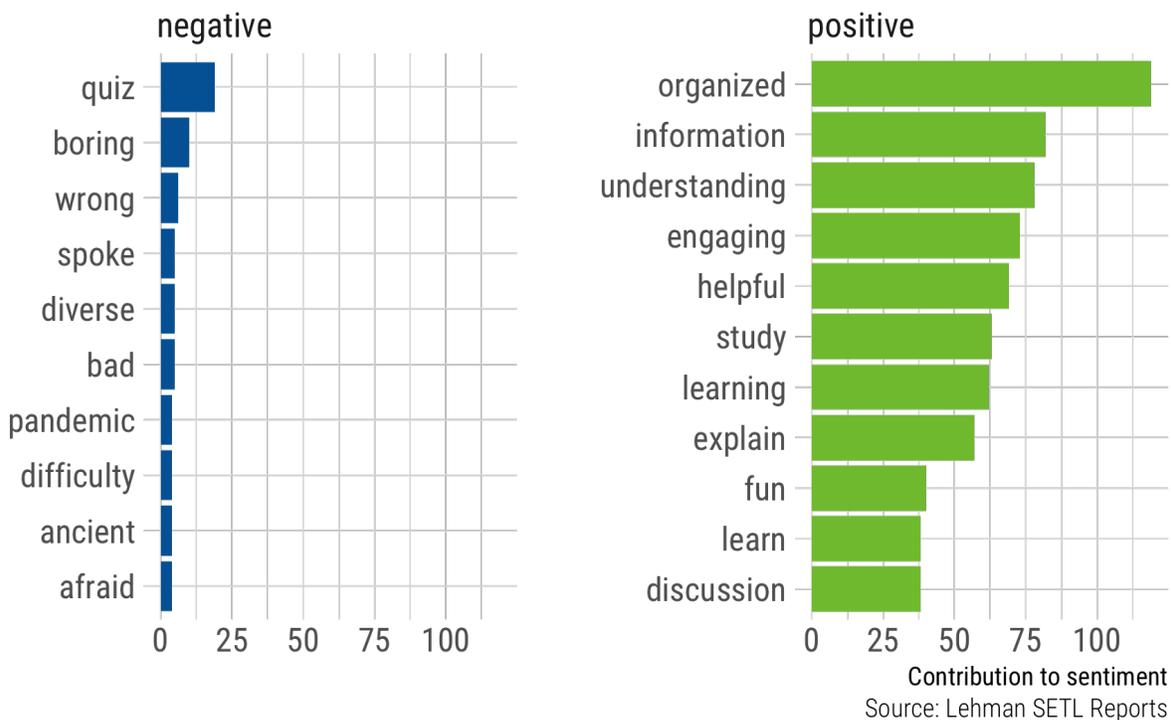


Figure 15. Top negative and positive words in free-form responses to the prompt “Please describe what this instructor has done especially well.”

Unsurprisingly, the positive sentiments far outweigh the negative sentiments for the “Done Well” question and the top 10 positive words are unsurprising for the context (Figure 15). Everyone wants an organized instructor who provides the needed information and is understanding, engaging, and helpful.

What is perhaps more surprising is that the positive sentiments still far outweigh the negative sentiments for the “Needs Improvement” question (Figure 16), although the negative sentiments make a greater contribution for this question than the “Done Well” one. This is likely partly a matter of phrasing. The question is phrased to elicit constructive criticism, “Please describe areas in which this instructor could improve their teaching”. Students also seem compelled to write something in response to this prompt if they have answered the other one, so responses like “No improvements in my opinion. Great all around instructor.” and “Keep doing what you are doing. You really care.” are pretty common. Finally, this is a very simple single-word sentiment analysis that cannot differentiate between the positive “organized” in “super well organized” and the negative “organized” in “needs to be more organized”; “organized” is always positive.

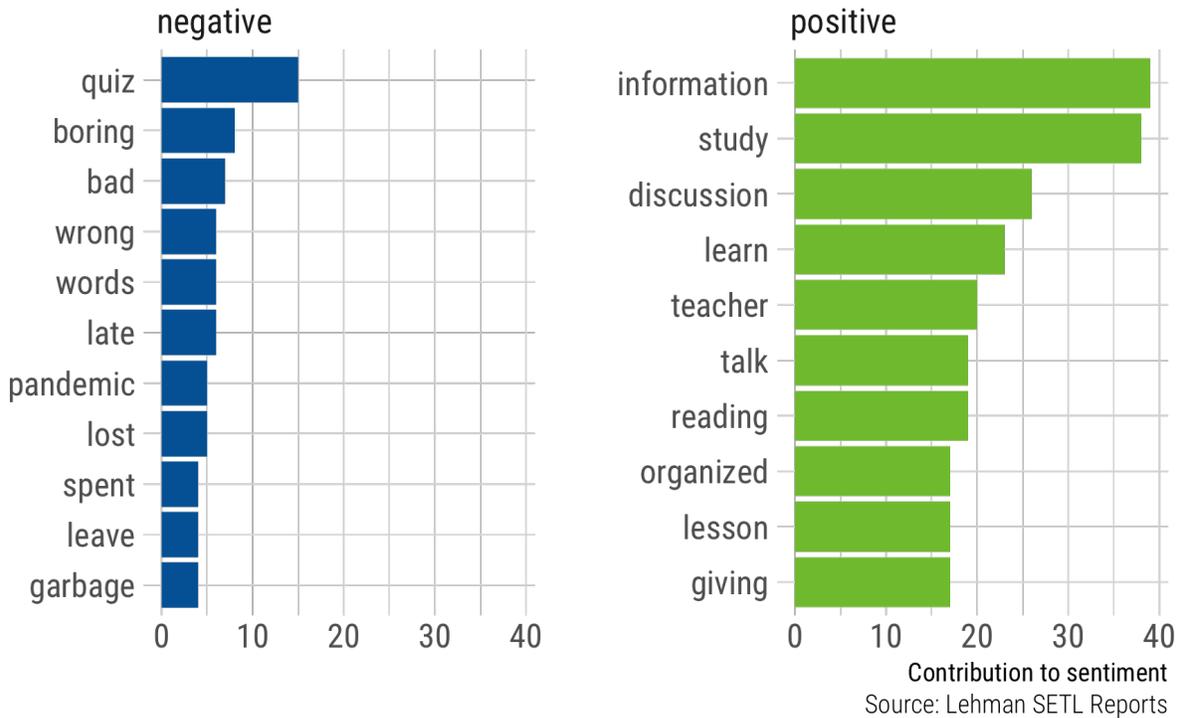
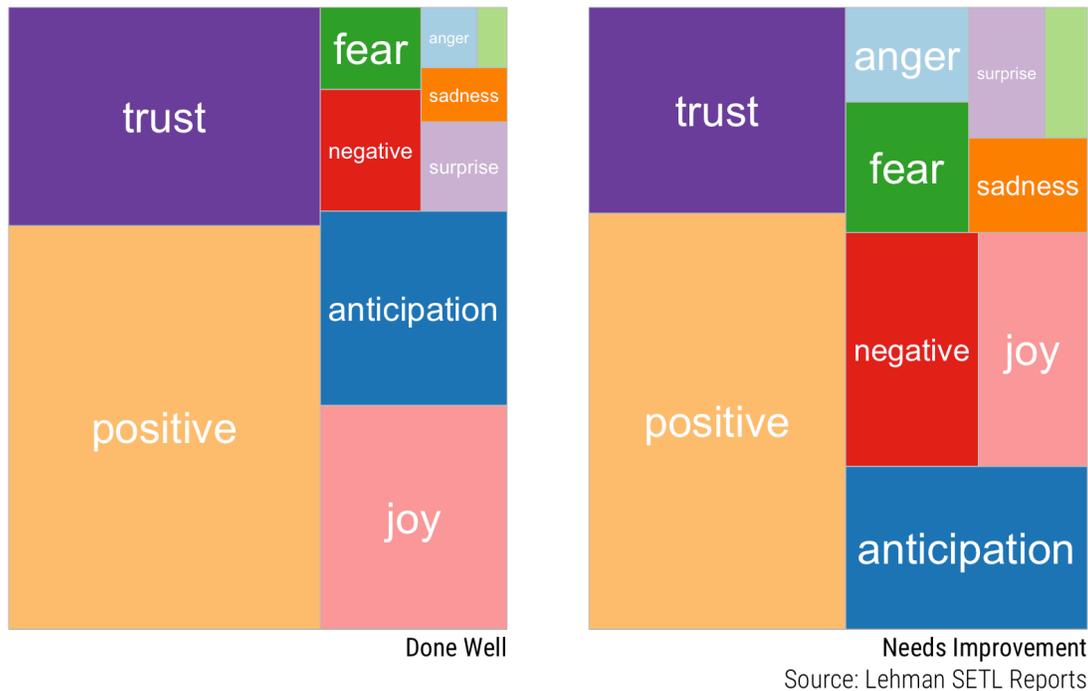


Figure 16. Top negative and positive words in free-form responses to the prompt “Please describe areas in which this instructor could improve their teaching.”

Another way to view these data is to look at the overall representation of the two sentiment and eight emotion associations in the data. A treemap plot (Figure 17) is conceptually similar to a pie chart, but allows for more complex structures and area comparisons are much easier in this format than in the pie chart format. Like the top contributing words figures above, positive sentiments and the more positive emotional associations dominate both treemaps, although negative sentiments and the more negative emotions contribute more to the “Needs Improvement” treemap.

Overall, student feedback offers positive commentary on their Anthropology instructors in both of the free-text prompts on the SETL form.



Source: Lehman SETL Reports

Figure 17. Relative frequency of positive and negative sentiments in free-form responses to the prompts “Please describe what this instructor has done especially well” (left) and “Please describe areas in which this instructor could improve their teaching” (right).

Graduate Students

Department members regularly advise and work with graduate students at the CUNY Graduate Center and other institutions. Profs. Delson, Dominguez, Harcourt-Smith, McNeil, Raam, Salamandra, and Sanford are currently members of the graduate faculty. Prof. Delson is Coordinator of the Biological Anthropology section, which includes 16 faculty members and 23 students as of Fall 2021. Prof. Delson also directs NYCEP, the New York Consortium in Evolutionary Primatology, an inter-institutional Ph.D.-level training program in biological anthropology that has been supported by four 5-year NSF training grants between 1992 and 2017. NYCEP trains students in such areas as paleontology, comparative morphology and systematics, population genetics, molecular systematics, social behavior, ecology and conservation of primates (including humans). Faculty, staff and students from CUNY, NYU, Columbia, the American Museum of Natural History and the Wildlife Conservation Society (Bronx Zoo) make up NYCEP, with a total of 29 core faculty plus many resource faculty, and 47 students. Several Lehman faculty have supervised or advised graduate students in various programs in recent years.

Dissertation Research Supervised

Supervisor	Student	Status	Dissertation Title or Research Area
Eric Delson	Eva Garrett	Ph.D. 2015	Was There a Sensory Trade-off in Primate Evolution? The Vomeronasal Groove as a Means of Understanding the Vomeronasal System in the Fossil Record.
Eric Delson	Claudia Astorino	In progress	Does human sex indicator morphology in the skull co-vary with age and ancestry?
Eric Delson	Eric Mazelis	In progress	Mandibular and Maxillary Molars of Old World Monkeys (Family Cercopithecidae) – Identification and Correlation with Diet
Eric Delson	Dagmawit Getahun	In progress	Reconstructing the evolutionary history of <i>Theropithecus</i> : a reevaluation of its phylogeny and paleobiology using cranial and mandibular evidence
Eric Delson	Natalie O’Shea	In progress	[Baboon & vervet genetics & modeling of evolutionary patterns]
Eric Delson	Chris Smith	In progress	[Evolution of hominid inner ear], Jointly supervised with Jeffrey Laitman of Icahn School of Medicine at Mount Sinai Hospital
Victoria M Dominguez	Bailey Colohan	In progress	Skeletal biology
Cameron McNeil	Anarrubenia Capelin	In progress	Household Economic Power and Access to Goods in the Ancient Maya City of Copan, Honduras
Cameron McNeil	Marc Wolf	In Progress	Community, Identity and Sacred Landscape in Ancient Western Guatemala
Cameron McNeil	Melvin Elisandro Garza Roldan	In Progress	The Landscape of Ancient Maya Agriculture: Investigating the Spatial Organization and Functioning of Commoner Farms in the Late Classic (A.D. 650-850) Copan Polity
Cameron McNeil	Janine Billadello	In Progress	Seeds and Cities: Archaeobotanical Analysis of Royal and Elite Contexts

Supervisor	Student	Status	Dissertation Title or Research Area
Cameron McNeil	Evan M. Mann	In Progress	Production and Use of Hunter-Gatherer Ceramics in Québec, Canada
Cameron McNeil	Jorge Francisco Maury Tello	In Progress	Ceramic Production and Exchange at the Site of Comalcalco, Tabasco, Mexico
Cameron McNeil	Walter Burgos	In Progress	The Managua River Basin, Honduras: Maya Lifeways and Politics Outside of the Copán Valley during the Transition between the Late Classic (A.D. 600-900) and the Postclassic (A.D. 900-1200)
Ryan Raaum	Darice Westphal	In progress	Genetic Impacts of Deforestation on Mouse Lemurs
Will Harcourt-Smith	Brian Shearer	Ph.D. 2018	The Morphology and Evolution of the Primate Brachial Plexus.
Will Harcourt-Smith	Nicole Webb	Ph.D. 2018	The Upright Battle: Morphological Trends of the Bipedal Pelvis.
Will Harcourt-Smith	Anna Ragni	Ph.D. 2019 (AMNH)	The ontogeny and internal and external bone in the primate hand and foot.
Will Harcourt-Smith	Alexandra Idso	In progress	Hominin postcranial form and function

Dissertation Committee Member

Faculty	Student	Ph.D. Year	Dissertation Title
Ryan Raaum	Julia Zichello	2014, CUNY	The Effect of Population History on Hominoid Intraspecific Cranial Shape Diversity: Combining Population Genetic and 3D Geometric Morphometric Data
Eric Delson	Kelsey Pugh	2019, CUNY	The phylogenetic relationships of Mid-Late Miocene apes: implications for early human evolution
Eric Delson	Emma Finestone	2019, CUNY	Oldowan tool behaviors through time on the Homa Peninsula, Kenya

Faculty	Student	Ph.D. Year	Dissertation Title
Eric Delson	Frances Forrest	2017, CUNY	Zooarchaeological and palaeoenvironmental reconstruction of newly excavated Middle Pleistocene deposits from Elandsfontein, South Africa
Eric Delson	Dipuo Winnie Mokokwe	2016, Univ. Witwatersrand, South Africa	Taxonomy, taphonomy and spatial distribution of the cercopithecoid postcranial fossils from Sterkfontein Caves
Eric Delson	Anthony Pagano	CUNY, 2014	The Development and Function of the Nasopharynx and its Role in the Evolution of Primate Respiratory Abilities
Eric Delson	Amelie Beaudet	2014+, Université Toulouse, France	Time-related changes in fossil cercopithecoid inner craniodental structures and chronological seriation of South African hominin-bearing sites.
Eric Delson	Jennifer Parkinson	CUNY, 2013	A GIS Image Analysis Approach to Documenting Oldowan Hominin Carcass Acquisition: Evidence from Kanjera South, FLK Zinj, and Neotaphonomic Models of Carnivore Bone Destruction
Cameron McNeil	Adam Negrin	2019, CUNY	Chemotaxonomy of <i>Theobroma</i> and <i>Herrania</i> (Malvaceae) and <i>Ilex</i> (Aquifoliaceae) species
Cameron McNeil	Mary Brown	2016, CUNY	The Emergence of the Bird in Andean Paracas Art, c. 900 BCE-200 CE
Cameron McNeil	Justin Bracken	2021, CUNY	Monumentality, Fortification, and Movement: Preclassic Maya Developments as seen at Muralla de León, Petén, Guatemala
Will Harcourt-Smith	Julia Zichello	2014, CUNY	The Effect of Population History on Hominoid Intraspecific Cranial Shape Diversity: Combining Population Genetic and 3D Geometric Morphometric Data
Will Harcourt-Smith	Hong-yu Yi	2014 AMNH/Columbia	Functional morphology of the snake inner ear

Faculty	Student	Ph.D. Year	Dissertation Title
Will Harcourt-Smith	Aki Watanabe	2015, AMNH	Form, function, and phylogeny of the avian skull and brain.
Will Harcourt-Smith	Frances Forest	2017, CUNY	Zooarchaeological and Palaeoenvironmental Reconstruction of Newly Excavated Middle Pleistocene Deposits from Elandsfontein, South Africa.
Will Harcourt-Smith	Elaine Kozma	2020, CUNY	The energetics of great ape and hominin locomotion
Will Harcourt-Smith	Charles Zhang	2019, Univ. Pittsburgh	Morphometrics and phylogenetic placement of <i>Homo erectus</i>
Will Harcourt-Smith	Eleanor McNutt	2019, Dartmouth College	Hindfoot morphology and function in humans, great apes, and bears.

Master's Thesis Committee Member

Faculty	Student	Year	Thesis Title
Victoria M Dominguez	Brianne Finley	2020, Hunter	Relationship of Posterior Intracranial Venous Structures in <i>Homo sapiens</i> and Handedness
Victoria M Dominguez	Leah Auchter	2019, NYU	Relating Histomorphometric Variables of Adult Human Fibulae to Age-at-Death
Eric Delson	Maryke Horn	2021, Univ. Witwatersrand, South Africa	Clarifying the stratigraphic boundary between Member 4 and Member 5 of the Sterkfontein Caves, South Africa: a three-dimensional spatial analysis of hominin fossils and stone tools
Will Harcourt-Smith	Colin Kasl, NYU	2019	Trabecular morphology of the <i>Homo naledi</i> ankle
Will Harcourt-Smith	Madelynne Dudas, NYU	2017	Trabecular morphology of the primate navicular bone.

Scholarship

During the self-study period, the currently active full-time faculty published 2 books, ~30 peer-reviewed book chapters, ~50 peer-reviewed journal articles, ~10 non-reviewed articles, and dozens of other intellectual contributions in various venues. In addition, our faculty gave over 200 scholarly presentations; this includes invited talks, symposia, submitted paper presentations, posters, and serving as discussant or moderator in a panel (see Appendix A for a full list). Here we summarize the scholarship of our full-time faculty with a focus on the self-study period.

Dr. Eric Delson, Professor

Fields of Study

Paleoanthropology; primate paleontology & primatology (especially Cercopithecidae); Human Paleontology and Paleolithic Archaeology; Miocene, Pliocene and Pleistocene biochronology; evolutionary biology; 3D morphology & morphometrics.

Scholarship Summary

Prof. Delson's basic interest is in unraveling the evolutionary history of humans and our close relatives. The inherently interdisciplinary nature of paleoanthropology has led him to study human fossils and their archeological record and the interrelationships of living and extinct Old World monkeys and apes (and to a lesser degree that of other primates). He has used the patterns of Old World monkey evolution to clarify the chronological framework for human evolution in Africa and also to approach general questions of evolutionary processes and patterns. Current projects include the description and analysis of fossil monkeys from Africa, Europe, India and China, as well as the clarification of systematic relationships among all Catarrhini. A continuing interest of Prof. Delson is the integration of human paleontological, archeological and paleoenvironmental evidence bearing on the evolutionary history of humans. His goal is the synthesis and integration of diverse data, which has drawn him into a variety of editorial ventures. He is pulling all of this together for an advanced textbook to be written with six specialist colleagues.

Along with a group of colleagues and grad students (the NYCEP Morphometrics Group), Prof. Delson is working on several projects in the broad field of geometric morphometric analysis and 3D morphology. One major current project, previously funded by NSF, aims to reconstruct the shape of the cranium at various points along the evolutionary tree of Old World monkeys, combining digitizer and laser-scan data on modern and fossil skulls in a framework of statistical analysis and computer-graphic visualization.

In 2006, Prof. Delson completed the fieldwork phase of a collaboration with French colleagues Claude Guérin and Martine Faure (Lyon) to re-study the late Pliocene (2 million year old) fossil mammal site of Senèze, located inside an extinct volcano in the Massif Central. They were seeking to collect new fossil specimens of rare species belonging to a well-known fauna, obtain

more precise estimates of the fauna's age and to better understand how the site was formed and what the environment was like at the time the mammals lived there. Analysis of their results are in progress in a volume for which Prof. Delson is the senior editor in the "Vertebrate Paleobiology & Paleoanthropology" series that he edits.

During the self-study period, Prof. Delson published 2 book chapters, 21 refereed journal articles, 2 non-refereed articles, 14 abstracts in conference proceedings, and was an author or presenter on 13 poster or paper presentations.

Prof. Delson is retiring from Lehman after 49 years of service and will be fully separated and Emeritus after August, 2022.

Dr. Anthony Dest, Assistant Professor

Fields of Study

Anthropology of the State, Autonomy, Latin America, Political Economy, Race and Racism, Social Movements, Violence

Scholarship Summary

Since beginning as a tenure-track assistant professor of anthropology at Lehman College in August 2020, Prof. Dest has made significant progress as a scholar of multiculturalism, social movement theory, and violence in Latin America. His publications include three peer-reviewed journal articles on black and indigenous struggles for autonomy in Colombia. Two of these articles were translated for Colombian academic journals (one published, one in press), and "Beyond Repair" appeared in English, French, and Spanish. Prof. Dest is currently co-editing a special issue of *World Development* on the role of illicit economies in transforming Latin America's rural spaces, and their peer-reviewed introduction to the special issue is currently under review. He was also invited to submit an article to the *NACLA Report on the Americas*, which he co-authored with colleagues in Colombia for the 2021 winter issue.

Prof. Dest is currently working on his book manuscript: *Dissident Peace: An Ethnography of Struggle in Colombia*. He was recently accepted to participate in the Faculty Fellowship Publication Program (FFPP) at CUNY to continue working on this manuscript, and he applied to the American Council of Learned Societies (ACLS) Fellowship in September 2021 (notifications in March 2022) to complete this manuscript. In May 2022, he will participate on a panel that he co-organized for the Latin American Studies Association on "Anthropology of the Uprising: Riots and Refusal in Latin America," which will serve as the basis of his next research project. He also designed a new course on the topic for the 2021 spring semester entitled "21st Century Uprisings in Latin America."

Prof. Dest has had the honor of being invited to present his research at Oxford University, Stanford University, Kennesaw State University, the University of Florida, and the University of Massachusetts at Amherst. He also shared his work at professional conferences (American

Anthropological Association, Latin American Studies Association, and Peace and Justice Studies Association).

His research-related media appearances include radio interviews with *BBC* and *Revolutionary Afrikan Perspectives*. Prof. Dest conducted live reporting for *Colombia Reports* during the 2021 uprising. The Washington Office on Latin America (WOLA) human rights organization invited him to participate at an event on the uprising in July 2021. He also co-authored a bilingual piece on the 2020 protests in Colombia for NACLA. Additionally, he helped organize an event sponsored by the Graduate Center's Center for Place, Culture and Politics (CPCP) and the People's Forum entitled "A Conversation between Francia Márquez Mina and Angela Davis."

Since starting at Lehman in August 2020, Prof. Dest has published 2 refereed journal articles, 1 non-refereed article, and was an author, presenter, or discussant on 6 presentations.

[Dr. Victoria M. Dominguez, Assistant Professor](#)

[Fields of Study](#)

Skeletal biology; Bone histology and microarchitecture; Bone quality; Biomechanics; Forensic anthropology

[Scholarship Summary](#)

Prof. Dominguez's research focuses on understanding how bone balances the often-contradictory requirements placed on the skeleton and maintains itself throughout life, particularly in humans. This broad focus on skeletal microstructure has far-ranging interdisciplinary implications, applying not only to anthropological questions, but to skeletal biology in general, biomechanics, and clinical medicine. Predominantly working with modern cadaveric collections in the United States, her research is aimed at exploring basic science questions about how bone functions so that we can better interpret the archaic, archaeological, and modern skeletal record.

Her current research projects focus on skeletal remodeling, the inherent repair and maintenance mechanism of bone. One project currently underway is attempting to map via spatial analysis techniques (which are commonly employed for geographical mapping) the distribution of remodeling events in different bones throughout the skeleton. This may elucidate the relationship between systemic versus more targeted remodeling tied to muscle activity. This has implications for interpreting life history and activity in modern and archaeological human skeletal populations, as well as having potential relevance for clinical assessments in living populations.

Development, validation, and improvement of techniques for practical application is another focus of her research. Another ongoing project ties the question of remodeling to methodology by quantifying remodeling in the human fibula as a means of predicting age-at-death, a technique commonly applied to other skeletal elements and often used in forensic and archaeological analysis of skeletal remains. Other ongoing and planned projects will incorporate both 2D and 3D data to build a comprehensive understanding of bone as a dynamic and ever-changing tissue throughout the human life-span.

Since starting at Lehman in August 2018, Prof. Dominguez has published 1 book chapter, 4 refereed journal articles, and was an author or presenter of 7 presentations.

Dr. William Harcourt-Smith, Associate Professor

Fields of Study

The evolution of hominin bipedalism; The paleoecology of early Miocene hominoids in East Africa; Footprint morphology and inferred behavior; Paleoanthropological survey of Sudan; finite element modeling of fossil hominin postcrania: microCT analysis of internal bone.

Scholarship Summary

Prof. Harcourt-Smith has several different research initiatives that have been ongoing since his start at Lehman College in 2009. 1). The evolution of hominin bipedalism. This centers around the analysis and interpretation of extant hominoid and fossil hominin lower limb bones using 3D scanning and multivariate statistical techniques. 2). The paleoecology of early Miocene hominoids in East Africa. This has centered around his NSF-funded field-site of Rusinga in west Kenya. Prof. Harcourt-Smith is part of a large interdisciplinary team, and after many years of survey and excavation, they are focusing on describing and analyzing remains, and publishing this material. 3). Footprint morphology and inferred behavior. This initiative constitutes both laboratory and field components. In the lab Prof. Harcourt-Smith and colleagues have conducted 3D analyses of preserved foot prints, including those collected during experimental studies. In the field he is part of a team excavating a modern human footprint site, about 30,000 years old, in northern Tanzania. With over 410 prints they are currently working on analysis and publication. 4). Paleoanthropological survey of Sudan. This is a field-based initiative, and so far has resulted in one brief survey in 2011. 5). Analysis of internal bony morphology of the foot and ankle, using microCT. 6). Hominin locomotor reconstruction using FEA and gait analysis (current project underway).

During the self-study period, Prof. Harcourt-Smith published 2 book chapters, 18 refereed journal articles, and was an author or presenter of 20 conference presentations.

Dr. Cameron McNeil, Associate Professor

Fields of Study

Mesoamerican Archaeology; Maya Studies; Development of Complex Societies; Historical Ecology; Gender Studies; Palynology; Northeastern US Perishable Fiber Industries; Ritual Plant Use, Archaeology of the Senses. Honduras, Guatemala, Mexico, North America – Mesoamerica.

Current Research Interests

Cameron L. McNeil's research focuses on the exploitation and management of natural resources in the development of complex societies, as well as on the archaeology of the senses. McNeil has been the director of the Proyecto Arqueológico Río Amarillo, Copán

(PARAC) in Honduras since 2011. PARAC is designed to investigate the ancient town of Río Amarillo and other nearby sites and to better understand how the inhabitants of this area interacted with their landscape. Dr. McNeil has worked at the pre-Columbian Maya polity of Copan since 1999, and within Mesoamerica has also conducted research in Guatemala, and Mexico. McNeil's previous research in the Copan Valley has called into question the hypothesis that a major contributing factor to the ninth-century political and demographic collapse of the valley center was deforestation. A 2022 soon-to-be released publication in *Ancient Mesoamerica* demonstrates that in at least some pockets of the Copan Valley, populations continued uninterrupted into the Postclassic period. In addition, she has uncovered evidence for ritual flower use within temple precincts, adding to the understanding of the fragrance and color of ancient Maya ritual. McNeil co-edited a special section of Harvard University's anthropology journal *Res* on 'Color in Archaeology.' McNeil also edited the book *Chocolate in Mesoamerica: a Cultural History of Cacao*, and co-edited a second, *The Ch'orti' Maya Area: Past and Present*. *Chocolate in Mesoamerica* was awarded the Society for Economic Botany's 2008 'Mary W. Klinger Award for Outstanding New Book' and the 2010 Gourmand Book Award for 'Best United States book on Chocolate.' Currently, McNeil is co-editing a volume on the Late Classic period at Copan.

During the self-study period, Prof. McNeil published 7 book chapters, 1 non-refereed article, 8 entries in conference proceedings, 2 excavation reports, and was an author or presenter of 20 presentations.

Dr. Ryan Raaum, Associate Professor

Fields of Study

Human and primate evolution; population genetics; evolutionary biology; statistical genetics; bioinformatics.

Scholarship Summary

Dr. Raaum's core interests lie in understanding the sources of biological variation in human and primate populations. This interest has led him to study the influences of demographic history and population structure on genetic variation. He is particularly intrigued by the influence of behavior and culture on human and nonhuman genetic variation.

In humans, Prof. Raaum's research is focused on the genetic diversity and demographic history of populations in eastern Africa with a particular focus on Uganda. Since 2015, he has been working with colleagues and students based at Makerere University in Kampala on a project to better understand the patterns of genetic variation within and between ethnic groups in eastern Uganda. In Uganda, there is a linguistic boundary that runs roughly east-west through the middle of the country, with Nilo-Saharan speakers to the north and Bantu speakers to the south. To date, this work has found that a linguistic outlier population in Uganda, the Ik, has an unexpected genetic link to another linguistic outlier population on the Sudan-Ethiopia border, the Gumuz. Prof. Raaum and colleagues' working hypothesis is that the Ik and the Gumuz are populations retaining substantial ancestry from an early expansion of proto-Nilo-Saharan

speakers. In addition, they have found that while ancient non-African admixture is common throughout Eastern Africa, this admixture is absent in Nilo-Saharan speaking populations living in western Ethiopia, southern Sudan, South Sudan, and northern Uganda. These results suggest that migrations of Afroasiatic speakers (carrying non-African ancestry) did not pass west or north of the Main Ethiopian Rift Valley. Ongoing work seeks to evaluate if linguistic boundaries are barriers to gene flow, if there is a sex bias to gene flow across populations, and if the timing of population divergences, admixture, expansions, or contractions be correlated with changes in climate or subsistence strategies,

In nonhuman primates, Prof. Raaum is developing a project to investigate the genetic basis of phenotypic convergence across primates combining geometric morphometric and other phenotypic characterizations with genome-wide protein coding sequence datasets. In addition, the genome-wide data are being applied to difficult-to-resolve nodes in the phylogenies of monkeys of the Americas and lemurs.

During the self-study period, Prof. Raaum published 1 lab manual, 2 book chapters, 3 refereed journal articles, 2 abstracts in conference proceedings, and was an author or presenter of 9 presentations.

Dr. Stephanie Rupp, Associate Professor

Fields of Study

Congo River Basin history and ethnography, with focus on: contexts of infectious disease emergence; interplay between economic and ecological systems; multispecies ethnography, particularly concerning people and primates, people and elephants; dynamics of social belonging; colonial and postcolonial regimes of resource extraction.

Scholarship Summary

Dr. Stephanie Rupp's research focuses on networks in the Congo River basin, examining the ways that ecological and economic, social and political systems are entangled. Dr. Rupp's research has spanned more than twenty-five years in the Congo River basin, in both the Ituri Forest of the Democratic Republic of Congo and the Lobéké Forest region of southeastern Cameroon. Her book *Forests of Belonging: Identities, Ethnicities, and Stereotypes in the Congo River Basin* (University of Washington Press, 2011) documents some of that research. Her current research examines the historical emergence of HIV-1M, which seeded the global AIDS pandemic. Dr. Rupp works with an international, interdisciplinary team of infectious disease researchers to examine the overlapping microbiome of non-human and human primates in the Congo River basin. Her ethnographic research on elephants and ivory brings together historical and contemporary contexts of elephant hunting in southeastern Cameroon with analysis of global ivory networks, particularly in Southeast Asia. These varied topics address ways in which people and non-human systems interact, building networks of connectivity that change over time.

As a result of her study of hunting technologies in equatorial Africa, including the introduction of firearms during the colonial period, Dr. Rupp has developed a collaborative research course that analyzes the place of guns in American society. Working in partnership with students, Dr. Rupp has developed a framework for ongoing, collaborative, and cumulative research on the cultural and social meanings of firearms, political and economic values of guns, legal and political issues surrounding gun violence and its prevention. This course inspired a collaborative website to showcase students' research and analysis; a public symposium on guns in the Bronx; and national-level conference presentations in Washington, D.C. by Lehman College students. Dr. Rupp has founded and now directs the Lehman Lab for Social Analysis (www.lehmanlab.org), which aims to build in this momentum of engaging students in original, collaborative research whose output includes community engagement and policy recommendations.

In addition to her research in southeastern Cameroon, Dr. Rupp has established an not-for-profit organization to support women's associations of southeastern Cameroon (www.esonge.org), and a research institute to support the scholars, students, and experts of the region, The Lobéké Institute for Research and Education (*Lobéké Institut pour la Recherche et Education* – LIRE, www.lobekeinstitute.org).

During the self-study period, Prof. Rupp published 3 edited volumes, 4 book chapters, 9 refereed journal articles, and was an author, presenter, or discussant on 37 presentations.

Dr. Christa Salamandra, Professor

Fields of Study

Media Studies, visual culture, urban anthropology, consumption, elites, Middle East.

Scholarship Summary

Prof. Salamandra's research explores the politics and poetics of cultural construction, production, and consumption, in the Middle East. As one of the first and very few American academics to conduct research in Syria, she has responded to that country's decade-long war in her scholarly, pedagogical, and media activity, which include her co-edited volume, *Syria from Reform to Revolt: Culture, Society and Religion* (Syracuse University Press, 2015), a presentation at the New York University Abu Dhabi Institute, analyzing the political, ethical, and aesthetic dimensions of wartime cinema and television production (2020), and a book chapter "A Mirror for Fieldworkers," on the ethics and vulnerabilities involved in the ethnography of conflict zones (2019).

Her forthcoming book, *Waiting for Light: Syrian Television Drama Production* (under contract with Indiana University Press), traces the rise of Syria's most influential cultural industry and largest platform for critical sociopolitical commentary, drawing on field and archival research conducted in Syria, Lebanon, Qatar, and the United Arab Emirates. This work builds on a chapter of her first book, *A New Old Damascus: Authenticity and Distinction in Urban Syria* (Indiana University press, 2004) that dealt with Ramadan leisure practices. Prof. Salamandra's research on media has received support from the Fulbright Scholar Program and an American

Council of Learned Societies /SSRC/NEH International and Area Studies Fellowship, and has appeared in numerous scholarly journals, book chapters, and publications designed for general readers. Her co-edited special issue of *Middle East Critique* (2019) is currently being expanded into an edited volume entitled *Middle Eastern Television Drama: Politics, Aesthetics, Practices* (under contract with Routledge). She has presented various dimensions of her media research at universities and research institutions in Denmark, Egypt, Germany, Lebanon, Syria, Turkey, Qatar, the UAE, the UK, and the US. She also participates in collaborative research projects with colleagues based in the UK, Denmark, Sweden, Turkey, and the United Arab Emirates, and serves on the editorial boards of several scholarly journals, including her area studies flagship *International Journal of Middle East Studies*.

Prof. Salamandra's public scholarship includes organizing and/or participating in panel discussions at numerous international film and theater festivals and book fairs. She has also featured in podcasts and have been interviewed and quoted by a range of local and international news publications, including *The New York Times*, *CNN.com*, *The Global Mail*, *Istoé* (Brazil), *Le Courier* (Switzerland), *Information* (Denmark), *Slate France*, *The Telegraph*, *Vanity Fair*, *Variety*, *WNYC*, *Al Jazeera*, *BBC Arabic*, *Bronx Journal*, *Bronx TV12*, Denmark's *DR2*, *Dutch National News*, *National Public Radio*, and *NY1*. She currently serves as Contributing Curator of "The World Watches Musalsalat," an exhibit organized by Northwestern University in Qatar's Media Majlis Museum that is scheduled to open in January 2023.

During the self-study period, Prof. Salamandra published 1 book, 6 book chapters, 2 refereed journal articles, 4 non-refereed articles, and was an author, presenter, or discussant on 21 presentations.

Dr. Victoria Sanford, Professor

Fields of Study

Anthropologies of violence and legal anthropology with a focus on human rights, displacement, community healing, development, and indigenous rights and women's rights in Latin America, Genocide, Femicide, Gender Violence, Displacement, Migration, Human Rights, Humanitarian Law, Indigenous Rights to Ancestral Lands, Child Soldiers, Gangs, Organized Crime, Police in Post-Conflict Societies, Video Ethnography, Translation, Guatemala, Colombia, Mexico.

Scholarship Summary

Victoria Sanford's work builds on the theory and practice of transitional justice and the globalization of democracy by focusing on specific rule of law markers in post-genocide Guatemala. It also builds on emerging literature on femicide and the structural relationship between state-building and sexual violence. It charts new terrain by (1) connecting contemporary femicide, social cleansing and extrajudicial executions to unresolved war crimes of the past linked to genocide, and (2) exploring the juridical paths of these crimes from the crime scene to the prosecutor's office and the courts. It is interdisciplinary because it includes theories and practices of transitional justice studies, cultural anthropology and forensics.

Victoria Sanford is Professor of Anthropology and Founding Director of the Center for Human Rights and Peace Studies at Lehman College. She is a member of the Anthropology Doctoral Faculty at the Graduate Center and an Affiliated Scholar at the Center for the Study of the Holocaust, Genocide, and Crimes Against Humanity, City University of New York. She holds a doctorate in Anthropology from Stanford University where she studied International Human Rights Law and Immigration Law at Stanford Law School. She was a Bunting Peace Fellow at the Radcliffe Institute for Advanced Studies, Harvard University.

She is the author of *Buried Secrets: Truth and Human Rights in Guatemala* (Palgrave Macmillan 2003), *Violencia y Genocidio en Guatemala* (FyG Editores 2003), *Guatemala: Del Genocidio al Femicidio* (FyG Editores 2008), *La Masacre de Panzos: Etnicidad, Tierra y Violencia en Guatemala* (FyG Editores 2009), *Guatemala: Violencia Sexual y Genocidio* (FyG Editores 2020 with Sofia Duyos Alvarez & Kathleen Dill) and co-author of the Guatemalan Forensic Anthropology Foundation's report to the Commission for Historical Clarification (the Guatemalan truth commission). She is co-editor (with Katerina Stefatos and Cecilia Salvi) of *Gender Violence in Peace and War ~ States of Complicity* (Rutgers University Press 2016). She is also co-editor (with Asale Angel Ajani) of *Engaged Observer: Anthropology, Advocacy and Activism* (Rutgers University Press 2008).

Her publications in *American Anthropologist*, *The Journal of International Peacekeeping*, *The Journal of Human Rights*, *Genocide Studies International*, *Political Transitions*, the *Encyclopedia of Crime and Punishment*, *Cultural Critique*, *Social Justice*, *Latin American Perspectives* and Harvard's *ReVista* have examined the role of truth commissions and NGOs in community healing, local peacebuilding and justice-seeking efforts in Guatemala and Colombia as well as offered anthropological analyses of violence and genocide. She has presented and published her work in Guatemala, Mexico, El Salvador, Costa Rica, Colombia, Canada, Puerto Rico, Ecuador, South Africa, Spain, the UK, Northern Ireland, Austria, Slovenia, Denmark, Japan, South Korea, Norway, England, France, and Germany, among others. She has published opinion editorials in the *New York Times*, *Los Angeles Times*, *El Faro* (El Salvador), *Plaza Pública* (Guatemala), *Agencia EFE* (Spain), and *Billmoyers.com*; and, has given some 40 interviews to radio, TV and print media in the United States, Guatemala, El Salvador, the Netherlands, Germany, and Spain – including the *New York Times*, *PBS Evening News Hour* and *CNN*.

A public anthropologist, in August of 2012, she served as an invited expert witness on the Guatemalan genocide before Judge Santiago Pedraz in the Spanish National Court's international genocide case against the Guatemalan generals. She won the 2016 University of California Press Public Anthropology competition for her latest book project – *The Surge~Central American Border Crossings in the United States, 1980-2015*. She recently completed *Bittersweet Justice: Femicide & Impunity in Guatemala*. She is the recipient of many awards including the John Simon Guggenheim Fellowship, MacArthur Consortium Fellowship, United States Institute for Peace Fellowship, Virginia Foundation for the Humanities Fellowship and three Fulbright Fellowships, among others.

During the self-study period, Prof. Sanford published 1 edited volume, 7 book chapters, 3 refereed journal articles, 7 entries in conference proceedings, 7 other reports or articles, and was an author, presenter, or discussant on 94 presentations.

Service

Service to the Department

The Department has five standing service roles: the Chair, the four members of the Departmental Personnel and Budget (P&B) committee, the Curriculum Committee (of varying size), a Library Liaison, and a Departmental Representative to the College Senate. All of these standing service roles are elected every three years. For the period of this self-study (2013-2021), the overlapping three-year terms are 2011-2014, 2014-2017, 2017-2020, and 2020-2023. Additional committees, such as search committees, are formed on an as-needed basis. All full-time departmental faculty participate fully in departmental service responsibilities.

Prof. **Stefan** served as chair from 2008-2014, followed by Prof. **Sanford** from 2014-2020, and now Prof. **Raum** from 2020-2023. The 2011-2014 Departmental P&B members were Profs. **Delson, Flam, LaRuffa,** and **Sanford**; for 2014-2017 Profs. **Delson, Flam, Salamandra,** and **Stefan**; for 2017-2020 Profs. **Delson, McNeil, Raum,** and **Salamandra**; and the current 2020-2023 P&B is Profs. **Delson, Dominguez, Harcourt-Smith,** and **McNeil**.

The 2011-2014 Departmental Curriculum Committee comprised Profs. **Raum, Rupp,** and **Salamandra**; from 2014-2017 Profs. **Raum, Rupp,** and **Salamandra**; from 2017-2020 Profs. **McNeil, Raum,** and **Rupp**; and the current 2020-2023 committee is Profs. **McNeil, Raum,** and **Rupp**.

The Departmental Representatives to the College Senate have been Prof. **Raum** (2011-2014), Prof. **Rupp** (2014-2017), Prof. **McNeil** (2017-2020), and Prof. **Dominguez** (2020-2023). The Library Liaisons have been Prof. **Sanford** (2011-2014), Prof. **Salamandra** (2014-2020), Prof. **Brusi** (2020-2021), and Prof. **Dest** (2021-2023).

Profs. **Dominguez** and **Harcourt-Smith** have served as Faculty Advisors to the student anthropology club.

There were three search committees formed during the self-study period: (1) the 2017-2018 biological anthropologist search committee comprised Profs. **McNeil, Raum,** and O'Connor (chemistry); (2) the 2018-2019 cultural anthropologist search committee comprised Profs. **Rupp, Salamandra,** and Galvez (Latin American and Latino Studies); and the 2019-2020 cultural anthropologist search committee comprised Profs. **Brusi, Salamandra,** and **Sanford**.

Service to Lehman and CUNY

Prof. **Delson** has been a faculty member in the Anthropology PhD Program at the CUNY Graduate Center since 1974 and the subfield coordinator for biological anthropology for most of that time. He taught courses in human and primate evolution and organized the Friday afternoon student seminar which became a meeting place for faculty and students based at the CUNY senior colleges. Among his tasks were organizing the admissions process each year and

bringing new faculty members onto the graduate faculty, which now numbers 17 (one of the largest groups of biological anthropologists at any institution in the US).

Prof. **Sanford** was the founding director (2010-2020) of the Center for Human Rights and Peace Studies at Lehman College, and built an interdisciplinary center that engages faculty, staff and students in Center projects on human rights including curriculum development, student and faculty research, international conferences, writing seminars, speaker and film series.

Prof. **Raum** has served on the Pre-Health Advisory Board (PHAB) since its inception in 2017 and is Faculty Co-Chair for 2021-2023. The PHAB meets twice yearly to discuss new initiatives and issues of concern for the Pre-Health Program at Lehman College. During this time, the Pre-Health Program has entered into several articulation agreements with medical and pharmaceutical schools in the region that offer students a fast track through their undergraduate into their professional studies. Most recently, the HealthBridge Post-Baccalaureate Certificate was introduced for students who have pivoted towards health careers following or late in their undergraduate studies.

Prof. **Raum** served on the Pre-Health Evaluation Committee (PHEC) from 2016-2019. Prof. **Dominguez** has served on the PHEC since 2019. The PHEC establishes procedures for writing “committee letters” on behalf of students applying to medical, dental, or optometry schools and writes letters for all interested students who meet minimum qualifications. The PHEC is tasked with rating all students requesting letters and maintaining a consistent standard from year to year in order to develop and maintain credibility with professional school admissions departments. Since 2021, the PHEC also serves as the admission committee for the new HealthBridge Post-Bac certificate program.

Prof. **Salamandra** is the first Faculty Advisor to Lehman’s newly established Arab Student Association.

Service to the Profession

In order to provide colleagues with a high-quality outlet for book-length manuscripts on primate and human evolution and related topics, Prof. **Delson** founded the Vertebrate Paleobiology & Paleoanthropology series with Springer publishers in 2003. His current co-series-editor is Prof. Eric Sargis of Yale, a CUNY Anthropology PhD who taught at Lehman while a graduate student. To date, 40 volumes have been published, and another 20 are in various stages of completion. Most of these are edited collections of papers, along with a selection of authored monographs, on topics including Paleolithic archaeology, human paleontology, reports of fieldwork at sites yielding fossil humans and primates and associated artifacts and fauna, taphonomy and turtle evolution.

All current full-time faculty regularly serve as article reviewers for leading general and specialist publications, including *American Anthropologist*, *American Ethnologist*, *American Journal of Physical Anthropology*, *Ancient Mesoamerica*, *Arab Media and Society*, *Bioinformatics*, *Cell*,

Current Anthropology, Ethnography, Evolutionary Anthropology, Forensic Anthropology, International Journal of Middle East Studies, Journal of Human Evolution, Journal of Latin American Studies, Journal of Latin American and Caribbean Anthropology, Journal of Social Justice, Latin American Antiquity, Middle East Critique, Nature, Proceedings of the National Academy of Sciences, and Science, among others.

All current full-time faculty also regularly serve as grant or fellowship reviewers for both public and private funding sources, including the American Council of Learned Societies, Fulbright Foundation, Leakey Foundation, National Science Foundation, and the Social Sciences and Research Council of Canada, among others.

In addition, several faculty serve on the editorial boards of leading publications, including *American Journal of Biological Anthropology* (Dominguez), *Journal of Human Evolution* (Delson), *Genocide Studies and Prevention* (Sanford), *Genocide Studies International Journal* (Sanford), *Internationality* (Sanford), *International Journal of Middle East Studies* (Salamandra), *Middle East Critique* (Salamandra), and *Arab Media and Society* (Salamandra).

Prof. **Delson** has been associated with the American Museum of Natural History (AMNH) since he was a PhD student in Vertebrate Paleontology at Columbia, based at the AMNH. He has been an official Research Associate since 1975. In recent years, he has given guest lectures on primate evolution for the Vertebrate Paleontology course taught in the museum's graduate school. He also posted CT-scans of several hundred primate skulls from the collections of the Departments of Mammals and Anthropology open-access on the web database morphosource.org.

Dr. **Harcourt-Smith** has also been associated with the American Museum of Natural History since he was a postdoc there in Vertebrate Paleontology in 2002. Since 2009 he has been a Resident Research Associate in the same department, and since 2019 an Adjunct Professor on the museum's Richard Gilder Graduate School. He helped curate the current Hall of Human Origins, and has given numerous seminars, lectures, and public talks at all educational levels. Dr. **Harcourt-Smith** is also an Honorary Fellow of the Evolutionary Studies Institute at the University of the Witwatersrand in South Africa, where he works with colleagues and students, and engages in a range of outreach activities related to the discovery of the fossil hominin species *Homo naledi*.

Service to Professional Organizations

Prof. **Delson** has served as the Director of the New York Consortium in Evolutionary Primatology (NYCEP) since it began in 1991 with the first of four successive training grants (totaling \$10 million) from the National Science Foundation (NSF). NYCEP is a graduate research and training program which draws faculty and PhD students from CUNY, Columbia, NYU, the AMNH (the Richard Gilder Graduate School) and Wildlife Conservation Society, NYCEP represents a rare combination of public and private universities together with privately

endowed (and publicly assisted) institutions dedicated to education and bringing science to the public.

Prof. **Delson** has served as the Secretary of the Paleoanthropology Society since officers were first elected in 1999; his responsibilities include upkeep of the membership rolls and emailing the membership (now ca. 1600) about upcoming and ongoing activities. He has served on various committees of the American Association of Physical (now Biological) Anthropologists: Ethics Committee--2013-2017 (and its subcommittee on sexual harassment--2015-2017) and Data Archiving and Access Committee since 2017. He has served as a member of the selection committee for the Rohlfs Medal (in Geometric Morphometrics) since it was formed in 2011 and is a member of the Advisory Board for NOW (New and Old World Mammalian Fossil Database Project) with special responsibility for Cercopithecidae and other anthropoid primates since 1997. He is a permanent Associate Editor of the *Journal of Human Evolution*, having been the Editor in Chief from 1986-1989.

Service to the Public

In addition to her research in southeastern Cameroon, Dr. **Rupp** has established a not-for-profit organization to support women's associations of southeastern Cameroon (www.esonge.org), and a research institute to support the scholars, students, and experts of the region, The Lobéké Institute for Research and Education (*Lobéké Institut pour la Recherche et Education* – LIRE, www.lobekeinstitute.org).

Prof. **Sanford** is an internationally recognized public anthropologist and believes in the capacity of Anthropology to educate beyond academia in public forums in rural communities as well as urban NGOs, government offices and courts of law. Part of service is long term relationships in the communities where we work. In Guatemala in 2010, her *pro bono* forensic team presented their research on femicide at a public event hosted by FLACSO (Latin American Faculty of Social Sciences) and more than 100 people attended the evening presentation. She also presented her book, *La Masacre de Panzós*, in Panzós on the 32nd anniversary of the massacre at the invitation of local Panzós teachers. Some 600 people attended the presentation. Both events were made available via live feed. In 2020, Panzós survivors invited her to participate in a Maya radio program on the 42 anniversary of the massacre. She has also presented her most recent book *Guatemala: Violencia Sexual y Genocidio* virtually in Guatemala, El Salvador, Mexico and the US. She has provided an invited briefing on “Human Rights and Rule of Law in Maya Communities” to the US ambassador to Guatemala and an invited presentation on “Child Soldiers, Peace Communities and Access to Justice in Colombia” to the United Nations Development Program in New York. Her work brings the strengths of anthropological research to the critical arenas of legal, social and public policy. Her work on the Guatemalan genocide has been featured in *American Anthropologist* in 2013 (Vol. 115, No. 4, pp. 658–666) and her work as a public anthropologist was highlighted in *American Anthropologist* in 2014 (Vol. 116, No. 2, pp. 379–389).

In addition, Prof. **Sanford** has served as a *pro bono* expert to the Guatemalan Human Rights Ombudsman's Office and the Guatemalan Prosecutor's Office on high impact human rights

cases. She provides expert testimony on conjugal slavery, gender violence, gangs, organized crime and impunity in Guatemala for asylum cases in the United States and has worked closely with the Innovation Law Lab providing *pro bono* representation to Central Americans detained at the border. In August of 2012, she provided invited expert testimony on command responsibility in the Guatemalan genocide at the Spanish National Court for the international genocide case against the Guatemalan generals. In February of 2021, she will testify at the Inter-American Court as an invited expert on the land rights of indigenous women in Guatemala.

Facilities and Resources

Offices

The main department office and all of the individual faculty offices are in Davis Hall. The main department office was moved from the fourth floor (Davis 421) to the first floor (Davis 117) in 2018. The Departmental Technician's Laboratory and Office is on the fourth floor as well as most of the individual faculty offices and a large shared office for the part-time faculty. Faculty laboratories are on the fourth, third, and basement levels.

Classrooms

While Davis Hall is primarily a research and teaching laboratory building, there are three classrooms in Davis Hall reserved for and exclusively used for anthropology classes. Archaeology and biological anthropology classes that need to use the department's teaching collections are scheduled in these rooms. All other classes take place in a neighboring building (Carman Hall).

The former main office space on the fourth floor of Davis Hall has been converted to a small seminar space for the Lehman Lab for Social Analysis, an initiative spear-headed by Prof. Rupp. This space now has Macintosh computers with ATLAS.ti qualitative analysis software obtained from the company by Prof. Rupp. The department purchased an interactive short-throw projector, which was installed with College support. Last year, the room was upgraded with audiovisual equipment to support hyflex teaching.

Research Laboratories

3D Printing and Visualization Laboratory

Eric Delson developed the Laboratory for 3D printing and virtual anthropology in the basement of Davis Hall (where it moved after several years in the Old Gym building). This lab originally housed an Objet 260 resin-based 3D printer purchased in 2007 with funding from the New York state GRTI program. The lab has since been upgraded by William Harcourt-Smith with an Objet 30 resin-based system, bought with GRTI funding in 2017, and two ABS/PLS plastic wire printers: a Raise 3D Pro2 Plus Dual and a Zortrax M200, bought with GRTI (2017) and Lehman College (2015) funds respectively. The lab also houses a range of portable laser surface (NectEngine 3D) and structured light surface (Artec 3D) scanners used for the 3D digitization of skeletal samples in museum collections. These have been purchased with both GRTI and Lehman College funds.

Archaeology Laboratories

Two laboratories are available for students interested in archaeology and archaeobotany. One lab (Davis 036) contains a hood, centrifuge, furnace and vacuum oven, as well as two cold rooms allowing for the processing of pollen and the storage of sediment cores and soil samples.

Students who wish to process samples for starch grains and phytoliths, may also do so, although no one at Lehman has this expertise. The adjoining archaeology lab contains microscopes for examining slides and archaeobotanical macroremains, as well as a sediment core scanner and a workstation for research conducted with the pXRF.

Laboratory of Human and Primate Evolutionary Genetics

The laboratory, directed by Prof. Ryan Raaum, is a 375 sq ft. facility in Davis Hall at Lehman College and is dedicated to molecular genetic data collection for population genetic studies. The focus of work in the wet laboratory is on the preparation of rare and unique human and primate DNA samples for genetic data collection. The laboratory is fully equipped, including real-time and gradient thermocyclers, a digital fluorescence imaging system, and an automated sample preparation system.

The laboratory is actively involved in the training of Lehman College undergraduate students and graduate students from the Graduate Center of the City University of New York in anthropological genetic methods. Previous undergraduate trainees have presented research findings at regional and international conferences and have gone on to conduct advanced laboratory research in prestigious medical and graduate schools.

Dominguez Skeletal Research Lab

The Dominguez Skeletal Research Lab is equipped for both whole bone osteological analysis and hard tissue histology. Among the equipment available for hard tissue sample preparation there are materials for the epoxy embedding of hard tissue samples, including a small vacuum pump and chamber. An IsoMet diamond bladed saw for bone sectioning and grinder/polisher for preparation of hard tissue sections into slides is also available.

For microscopic analysis, there is an Olympus BX63 microscope equipped with both bright field and polarized light with an automated stage, which includes a Z-axis for focusing at different depths. Though currently not equipped, it has fluorescent capabilities. For imaging, an Olympus DP 74 camera and its associated software allows for the automatic photographing and stitching of large areas at high resolution.

Unfortunately, the HVAC system in the suite of rooms assigned to Prof. Dominguez for her research laboratory (Davis Hall 019) malfunctioned in early 2020 and has yet to be replaced. This is a serious impediment to her research program as her supplies and equipment is currently occupying borrowed space in two of the other Department laboratories: her microscope is in Prof. Raaum's laboratory and her hard tissue sample preparation supplies and equipment is in Prof. Harcourt-Smith's research space. While Profs. Raaum and Harcourt-Smith are happy to share their spaces, this situation is clearly not good for Prof. Dominguez and reflects very poorly on the College's support of junior faculty.

Teaching Collections

The department has an extensive human osteological teaching collection. For introductory and survey courses, numerous articulated and disarticulated replica skeletons are available. For advanced forensic anthropology and human osteology courses, individual disarticulated skeletons are available. In addition, recently we have been expanding our collection of replica skeletal material demonstrating specific pathologies and traumas.

In addition, the department has an extensive collection of articulated non-human primate skeletons and skulls, and replica primate skulls along with a substantial collection of genuine and replica skulls of other vertebrates for comparative morphology. Over the past five years, we have been expanding our collection of replica skulls in order to reserve the real skeletal material for advanced courses and independent studies.

The department's paleoanthropological fossil cast collection is likely the most extensive at any public, primarily-baccalaureate college in the United States and likely out-classes many research university collections. It includes the entirety of the Wenner-Gren casts, many in multiples, an extensive collection of fossil primates, and virtually all of the hominin fossil casts available from Africa, Europe, and Asia through the 2000s. We continue to expand the collection with newly available casts of new discoveries or through 3D printed models when possible.

The department also has an extensive collection of anthropology-related documentaries, movies, and instructional videos. The collection covers all areas of anthropology and related disciplines and contains over 700 titles. Approximately two-thirds of the collection are on VHS and need to be digitized; more recently acquired titles are all DVD.

Special Initiatives

In addition to teaching our robust roster of Anthropology courses, supporting our majors and minors, the faculty in the Department of Anthropology have been creative in designing and proactive in implementing new approaches to anthropological education and training. These initiatives bring extraordinary contributions to the Lehman College and CUNY communities.

Human Rights and Peace Studies

As founding director (2010-2020) of the Center for Human Rights and Peace Studies at Lehman College, Professor Victoria Sanford built an interdisciplinary center that engages faculty, staff and students in Center projects on human rights including curriculum development, student and faculty research, international conferences, writing seminars, speaker and film series. The work of the Center reaches beyond Lehman College and includes the Bronx community and greater CUNY community, as well as colleagues and institutions in other parts of the world. The Center hosted visiting scholars from South Africa and Spain as well as colleagues from US institutions. Professor Sanford worked to co-sponsor and collaborate with colleagues at other CUNY colleges, including City College of New York, Brooklyn College, Queens College and Queensborough College. Professor Sanford developed collaborative relationships with other centers at Columbia University, New York University, the University of Southern California, Grinnell College, Rutgers University, Florida Gulf Coast University, and the Arizona State University as well as the BMW Foundation and Auschwitz Institute. Professor Sanford established Lehman's interdisciplinary minor in Human Rights and Peace Studies.

Since the inaugural conference at Lehman in 2011, Professor Sanford organized 7 full day annual conferences (each with 8 to 15 speakers), hosted more than a dozen individual presenters in speaker series, hosted two film series (including conversations with international filmmakers), organized an ongoing writers' workshop, and co-hosted numerous events at Lehman, at other CUNY schools, and with different universities. In Fall of 2018, Professor Sanford co-organized an international conference *Atrocity Prevention in the Americas: Gender Violence, Citizen Security and the Role of the Police* made possible by generous support from our co-sponsor the Auschwitz Institute for Peace and Reconciliation. International speakers included public prosecutors, police and human rights advocates, activists and scholars. Professor Sanford built the Center on the belief that universities can play an important role in policy debates by bringing stakeholders into dialogue.

Lehman Lab for Social Analysis

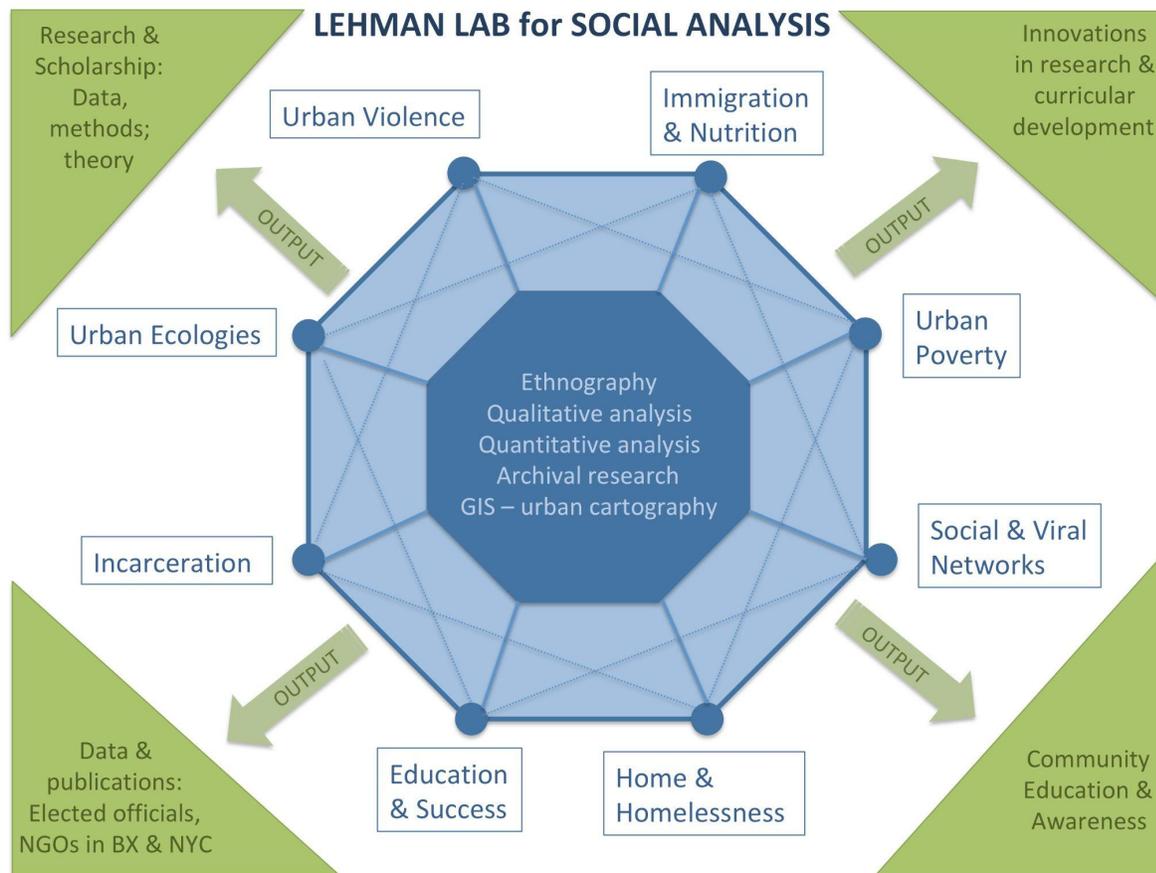


Figure 18. Schematic of the organizing structure of the Lehman Lab for Social Analysis.

The Lehman Lab is a collaborative community of faculty, students, staff, and community partners, who work together to provide impactful educational and research experiences on issues that affect the lives of our students and the conditions of living in Bronx communities. The Lab was founded in 2016 to foster research by our students on issues relevant to their communities and shaping their own lived experiences. The Lab provides an intellectual space for collaborative inquiry in which students learn and utilize skills of social science research, and simultaneously engage these emerging research skills to address topics of urgent social concern in their lives, families, and communities in the Bronx and wider New York City. The unique strength of the Lab is that it valorizes and builds upon students' knowledge, experiences, and linguistic and social capital, by providing students with research and analytical skills to analyze the social, economic, and political contexts that shape their histories, their current lives, and their futures. Students' analyses of urban policy issues—such as gun incidents; food, health, and migration; social and viral networks of infection; educational equity and cultural models of success; and urban ecologies—do not remain congealed in typical end-of-semester student essays, but instead provide the foundation for ongoing research and sharing of knowledge to stakeholders and policy makers. Findings are disseminated through public seminars on campus, academic and general interest conferences, and the generation of collaborative databases, websites, podcasts. The Lab also catalyzes engagement with partners

in the Bronx community: community-based organizations; educational institutions and initiatives; and elected officials. We intend for the Lab to serve as a pipeline to social science research, inclusive of Lehman College, our Bronx-based community college sister-campuses, and Bronx high schools. We have already seen positive results with students who have participated in our courses moving on to prestigious academic awards and fellowships, funded graduate studies, and professional careers. Numerous Lab alumni are undertaking graduate studies at CUNY campuses such as the School for Public Health and the Graduate Center. We aim to continue to nurture scholarly collaboration through an alumni network of participants in the Lab.

Student Outcomes Pilot Project

In Fall 2019, Prof. Raaum and then-Distinguished Lecturer Rima Brusi began a project to more thoroughly track outcomes for Anthropology students. For this pilot project, the preceding 5 years (2014-2019) of Anthropology B.A. graduates were selected. Lists of all declared Anthropology B.A. majors for all semesters in this period, all Anthropology B.A. recipients, and full transcripts for all graduates were downloaded from institutional sources. The preliminary analysis focused on retention and time to degree.

Retention was found to be very high: students that declared an Anthropology B.A. major stuck with it with an average of 94% retention across all semesters in the analysis. Over the analysis period, no instance of an Anthropology major switching to another major could be identified. All 16 students who drop out of the major drop out of college altogether. The majority of them seem to have experienced financial problems or other complications.

For first-time full-time students, the 6 year graduation rate was 64% and for transfer students the 4 year graduation rate was 74%. However, these numbers are not directly comparable to college-wide graduation rate numbers because the sample analyzed consists solely of students who actually did graduate during 2014-2019. A more sophisticated analysis would be necessary to be able to make comparisons to college-wide numbers or to other departments within the college.

In the course of the project, substantial discrepancies were found between the data downloaded from institutional databases and summaries provided to Prof. Brusi by the Office of Institutional Research. For instance, students identified by Institutional Research as first-time full-time students were sometimes found to be transfers from transcript analysis. In addition, more recently, we have become aware that the most obvious query of institutional databases to identify majors declared during a specific semester is flawed.

This pilot project was interrupted by the pandemic in early 2020, but should be resumed.

Programmatic Review

Executive Summary

The Department of Anthropology has two majors and two minors. The two majors are a B.A. in Anthropology (ANT-BA) and a B.S. in Anthropology, Biology, and Chemistry (ABC-BS). The two minors are in Anthropology (ANT-MIN) and in Human Rights & Peace Studies (HRPS-MIN). A formal program review is required for the majors; we also include abbreviated reviews of the minors.

There have been changes in the College's mission, vision, values, and goals over the course of the self-study period. A major change in the College's articulation of goals is the introduction of the College's Institutional Learning Goals, which are not revisions of prior goals but are newly introduced. Ensuring that the department program goals are well-aligned with these new goal statements may be a substantial undertaking.

Our review of the Anthropology B.A. reveals overall gains in the number of declared majors and degrees awarded over the self-study period, although both showed drops between 2015 and 2018. We have identified three issues that will likely require some curricular changes to resolve. Those three issues are (1) it is possible to complete the major with only one 300-level or greater course; (2) students do not currently have the intended choice between an advanced seminar in anthropology or an independent study; and (3) an Honors track was discontinued in 2003. We intend to discuss possible solutions, develop a plan, and have a curriculum change submitted in time to come into effect by the Fall semester of 2023 at latest.

The Anthropology, Biology, and Chemistry B.S. has had robust growth in both the number of declared majors and the number of degrees awarded over the self-study period. The curriculum of the major was recently updated to resolve some pain points, with the new curriculum coming into effect during the Fall 2020 semester. The major itself is in good shape, but the current format of assessment is not well-suited to interdisciplinary programs because assessment is a *departmental* activity, but interdisciplinary programs are *inter-departmental*. Therefore, our ABC-BS program assessments are focused solely on the anthropology-related program goals. More thought needs to be given to the process of assessing interdisciplinary programs.

Like the Anthropology B.A., the minor in Anthropology has shown some growth in both declared minors and minors awarded over the self-study period, but greater growth would be desired. Recruitment activities undertaken during the spring and summer of 2021 appear to have had positive results and should be continued moving forward.

The minor in Human Rights and Peace Studies, introduced in 2015, has shown robust growth in both the number of declared minors and minors awarded. Two curricular revisions took place during the self-study period adding more courses to the list of elective courses for the minor.

Continued coordination with the Center for Human Rights and Peace Studies should continue to achieve positive results for the major.

Introduction

Here we describe the current curriculum of the department's major and minor programs, curricular changes since the last self-study in 2012-13, our analysis of the current status of these programs, and potential future directions. In addition, in response to Middle States accreditation requirements, all major programs must be assessed. Each major program must have programmatic goals that align with the College's Institutional Learning Goals, advance College initiatives, and are integrated with the College's Strategic Plan.

Over the self-study period, the College's strategic plan, mission, vision, values, strategic goals, and institutional learning goals have been in flux along with the procedures and frameworks for reporting and documenting these requirements. As best as we can determine, the priority for program review and assessment focuses on alignment with the Lehman College *Institutional Learning Goals*. These goals are organized around the theme of the three key characteristics that a Lehman College graduate should have; they should be **educated**, **empowered**, and **engaged**.

1. *Educated: Independent thinkers, who actively and skillfully cultivate the capacity to conceptualize, analyze, evaluate, synthesize and communicate. Specifically, they:*
 1. *Utilize critical thinking skills: As self-directed learners with the habit of asking "why," students use evidence-based reasoning and logical argumentation. They synthesize information and knowledge across disciplines to their own perspectives, positions, and interpretations.*
 2. *Demonstrate competence within at least one discipline: Students demonstrate understanding of the central theories, core literature, terminology, methods, practices and current issues within their disciplines as well as how their discipline relates to other disciplines. They are capable of integrating knowledge from other disciplines as appropriate.*
 3. *Demonstrate skills in quantitative reasoning, information literacy, and research: Students capably comprehend, analyze, interpret and present quantitative data. They can, ethically and legally, identify, locate, comprehend, analyze, and evaluate information from a multitude of sources to solve diverse problems. They are capable of conducting primary and secondary research involving the collection, analysis and synthesis of data.*
2. *Empowered: Confident thinkers, who recognize the power of informed inquiry to solving problems. Specifically they:*
 1. *Demonstrate outstanding communication skills in diverse media: Students effectively communicate with diverse audiences in diverse settings and through*

diverse media as well as use appropriate rhetorical strategies with different audiences.

3. Engaged: Citizens, who contribute to their local, national and global communities using reason, integrity, empathy, accuracy, humility, and civility. Specifically they:
 1. Demonstrate multicultural, global and ethical awareness of diverse peoples and communities:
Students respect individual differences and demonstrate empathy towards diverse viewpoints, values and experiences.
 2. Demonstrate the ability to work collaboratively as part of a team:
Students contribute as team members to building consensus and share their skills and knowledge.
 3. Demonstrate the potential for leadership:
Students assume leadership roles to build capacity in their communities.

The current program goals for the ANT-BA and ABC-BS majors were formulated during our previous self-study in 2012-2013. At that time, Lehman College did not have *Institutional Learning Goals* and the College's Mission, Vision, and Values were different. The current *Institutional Learning Goals* reached their current formulation in 2018-2019 and the new College Mission, Vision, and Values statements were formally adopted in 2021 in the most recent strategic plan "Lehman 2025: Roadmap to the Future". In this Red Queen race, there may be some mis-alignment between departmental program goals that will need to be addressed just in time for the College's formulations to shift again.

The College has also very recently adopted a "six-step assessment process" that all academic and administrative units are expected to follow to "foster continuous institutional improvement, enhance educational effectiveness and advance the College's ability to transform the lives of its students." The six steps are:

1. Develop student learning outcomes or performance outcomes that align with Lehman College's mission, its institutional learning goals, and, where applicable, accreditation requirements;
2. Determine or modify criteria for measuring success;
3. Develop and implement methods of assessment involving direct and indirect measures;
4. Collect and analyze data;
5. Plan and carry out improvement initiatives, and;
6. Document assessment and improvement activities.

Steps 4-6 are to be looped during each annual assessment cycle, as shown in the figure below.

Six-step assessment process



Figure 19. Lehman's recently adopted six-step assessment process.

This process is being integrated into the department's operations.

Anthropology B.A. (ANT-BA) Program Review

ANT-BA Program Goals

Goal I: Students will acquire broad knowledge of anthropology.

Students will be able to:

- Objective A: Discuss, evaluate, and apply core concepts in archaeology (e.g. artifacts, biofacts, architecture, landscape, culture history, evolution, ecology).
- Objective B: Discuss, evaluate, and apply core concepts in cultural anthropology (e.g. culture, cultural relativism, social organization, kinship, functionalism, structuralism, colonialism, postmodernism, globalization).
- Objective C: Discuss, evaluate, and apply core concepts in biological anthropology (e.g. evolution, paleontology, morphology, genetic inheritance, human adaptation and variation, migration, behavioral ecology, conservation biology).

Goal II: Students will be able to use anthropological methods of research to address problems in archeology, cultural anthropology, and biological anthropology.

Students will:

- Objective D: Demonstrate knowledge of research methods in archaeology
- Objective E: Demonstrate knowledge of research methods in cultural anthropology..
- Objective F: Demonstrate knowledge of research methods in biological anthropology.

Goal III: Students will be to apply anthropological concepts, knowledge, and research methods to the discussion and resolution of real-world problems.

Students will be able to:

- Objective G: Apply concepts, knowledge, and research methods of archaeology to the discussion of current issues and to the resolution of real-world problems (e.g. archaeology in contemporary Afghanistan; learning about the past at Lehman College through excavation).
- Objective H: Apply concepts, knowledge, and research methods of cultural anthropology to the discussion of current issues and to the resolution of real-world problems (e.g. politics of identity; kinship patterns among US immigrants; debates about same-sex marriage; globalization).
- Objective I: Apply concepts, knowledge, and research methods of biological anthropology to the discussion of current issues and to the resolution of real-world problems (e.g. forensic anthropology and September 11th; debates about belonging and identity, seen from the human genetic record; [human] evolution vs. anti-evolutionist concepts [Intelligent Design, Creationism]).

Goal IV: Students will be able to communicate effectively about topics in anthropology.

Students will be able to:

- Objective J: Communicate effectively about topics in archaeology in written and oral form.
- Objective K: Communicate effectively about topics in cultural anthropology in written and oral form.
- Objective L: Communicate effectively about topics in biological anthropology in written and oral form.

ANT-BA Curriculum (34-35 credits)

The B.A. in Anthropology is intended for students interested in graduate studies in Anthropology or related fields as well as students pursuing careers where a strong liberal arts background is desired and where the anthropological knowledge and skills developed in communication, critical thinking, cross-cultural perspectives, project management, and teamwork are an asset.

The major is designed to ensure that all students develop a broad foundation across the four main anthropology subfields (archaeology, biological anthropology, cultural anthropology, and linguistic anthropology), have some freedom to choose additional courses in the subfield that most interests them, and have a capstone-type experience in a final advanced research/seminar course.

There are five core courses (17 credits) required of all majors.

Number	Title	Description
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ANT 171 (4 cr.)	Introduction to Human Evolution	The integrated study of human evolutionary history, including a consideration of evolutionary theory, genetics, modern human variation, adaptation and anatomy, the behavior and paleontology of our close primate relatives, and the fossil record of human biological and cultural change.
ANT 211 (3 cr.)	Cultural Anthropology	An examination of cultural variations in contemporary and historical societies worldwide. Discussion of specific cultural components, such as technology and material products, language, economy, values, ideology, religion, and aesthetics. Consideration of the role of cultural anthropology in addressing contemporary global issues.
ANT 212 (3 cr.)	Ancient Peoples and Cultures	The use of archaeological and early documentary data to study the origins and development of culture, agriculture, and complex societies.
ANT 228 ⁴ (3 cr.)	Language and Culture	Cultural meanings of language in use and the interrelations between linguistic behaviors and cultural practices.
ANT 269 (4 cr.)	Introduction to Human Variation	Considers how and why people differ physically within and between groups, the genetic and functional basis for these differences, and their significance for adaptation and survival. Topics range from skin, hair, and eye color differences to variations in body size and proportions, serological and biochemical differences, and growth pattern differences. Theoretical issues discussed include the concepts of race/clines, microevolution and the continuing evolution of the human species.

In addition to the five core courses, students must also take

- An additional course (3 cr.) in Cultural Anthropology, Ethnology, or Ethnography
- An additional course (3 cr.) in Archaeology
- Additional courses (9 cr.) in any area of Anthropology
- An advanced research/seminar course (2-3 cr.)

Anthropology courses that students can use to fulfill these additional requirements that have been offered at least twice from 2013-2021 are listed below (full descriptions in Appendix B)

- ANT 206 Anthropological Perspectives on Women and Men
- ANT 210 Women in Latin America
- ANT 230 Selected Studies in Societies and Cultures (Africa)
- ANT 231 Selected Studies in Societies and Cultures (Middle East)
- ANT 238 Selected Studies in Societies and Cultures (Latin America)
- ANT 240 Emergence of Ancient Civilizations
- ANT 241 Uncovering the Culture of Early New York City

⁴ ANT 326 Anthropological Linguistics is an alternative option, but it was last taught in Fall 2005.

- ANT 251 Peoples and Cultures of _____ (variable topics course)
- ANT 301 Human Origins
- ANT 302 Primate Behavior and Ecology
- ANT 303 Human Osteology
- ANT 305 Forensic Anthropology
- ANT 309 Human Genetics
- ANT 318 Early Civilizations of Mexico and Central America
- ANT 320 Anthropological Method and Theory I
- ANT 324 Anthropology & the Museum
- ANT 330 Dynamics of Culture Change in a Global Context
- ANT 332 Kinship, Marriage, and the Family
- ANT 341 Medical Anthropology
- ANT 342 Anthropology of Cities
- ANT 3500 Anthropology and Human Rights
- ANT 351 The Anthropology of Media
- ANT 370 Excavation of the Lehman College Site
- ANT 489 Independent Study

ANT-BA Curricular Changes

In the Fall semester of 2020, we introduced a course on the archaeology of New York City - **ANT 341 Uncovering the Culture of New York City**. The rationale for this course was to de-exotize archaeology by situating it within the lived experiences of our students and it has been well-received. Ultimately, the goal is to apply to have this course added to the “US Experience in Its Diversity” section of the Lehman General Education requirements. Our general education-qualifying classes are the primary route that students first encounter anthropology, so having a broad selection of anthropology choices in those requirements is an important recruiting tool for the department.

ANT-BA Recent History of Assessment

Assessments that specifically reference the program goals are available for 2015-2018 and 2019-2020. In each academic year, all sections of one of the department’s courses were chosen for assessment along with an objective from the ANT-BA Program Goals.

In 2015-2016, the course selected was ANT 212 Ancient Peoples and Cultures and the selected objective was *Goal II: Objective D - Demonstrate knowledge of research methods in archaeology*. Four sections of ANT 212 were included in the assessment. The assessment report concluded that the formal assessment instruments being employed across the sections were too variable and that research methods in archaeology were too restricted to the early weeks and needed to be integrated throughout the course. A meeting among the instructors was conducted and these improvements were planned.

In 2016-2017, the course selected was ANT 120 Human Evolutionary Biology and the selected objective was *Goal I: Objective C - Discuss, evaluate, and apply core concepts in biological*

anthropology. Six sections of ANT 120 were included in the assessment. The assessment report concluded that the course met the objective but that some re-organization of the formal assessment instruments used could be useful.

In 2017-2018, the course selected was ANT 269 Introduction to Human Variation and the selected objective was *Goal 1: Objective C - Discuss, evaluate, and apply core concepts in biological anthropology*. Two sections of ANT 269 were included in the assessment. The assessment report concluded that the course met the objective, but also noted a 10 percentage point difference in average final grade between the two sections whose source could not be definitively identified because there were many features that differed between the sections. One was online, one was in-person; the instructors were different; the formal assessment instruments covered the same material but were not the same; etc.

In 2019-2020, the course selected was ANT 370 Excavation of the Lehman College Site and the selected objective was *Goal II: Objective D - Demonstrate knowledge of research methods in archaeology*. There is only ever one section of this advanced course. The assessment report concluded that the course met the objective, but that the depth of knowledge acquired by students was a bit shallower than desired. A plan for updates to the course was developed to deepen student knowledge.

ANT-BA Review

Enrollment in the Anthropology B.A. dropped off from 2013 through 2017, but has since recovered to 21% above 2013 numbers (Figure 20A). With the exception of a dip in 2016-2018, the number of majors awarded has generally shown a clear growth trajectory from 7 degrees awarded in 2013-2014 to 18 degrees awarded in 2020-2021 (Figure 20B).

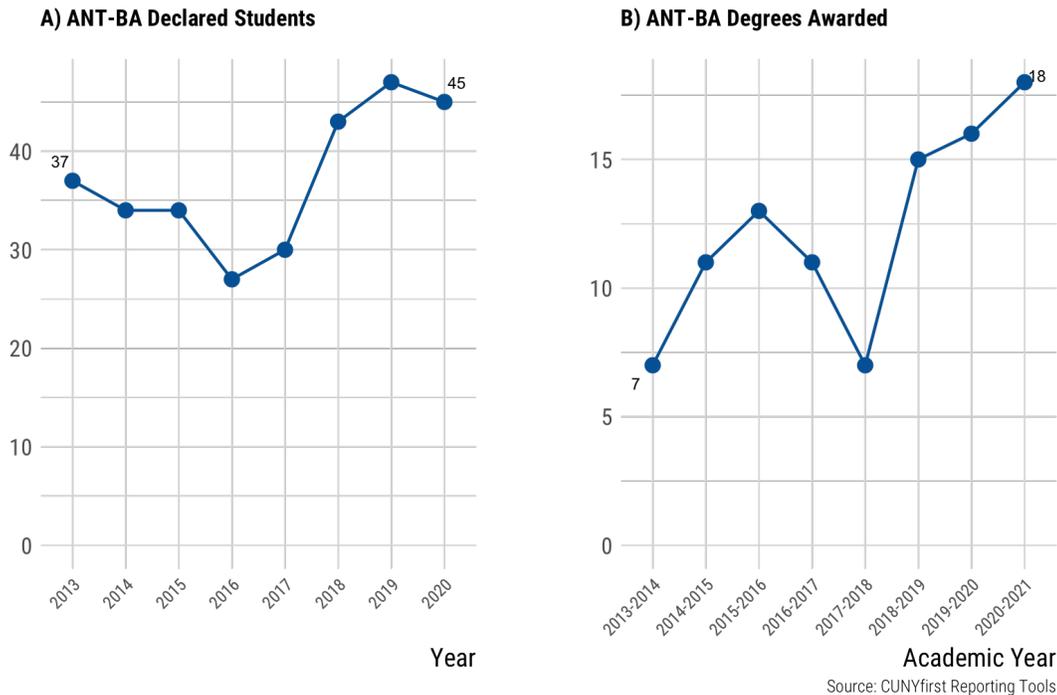


Figure 20. Number of (A) declared majors and (B) degrees awarded in the Anthropology B.A. (ANT-BA) program during the self-study period.

While anthropology courses have been added or removed, renamed, renumbered, or otherwise revised, there has been no update to the major curriculum in the last 20 years. Some issues and concerns have become increasingly clear and we intend to discuss possible solutions, develop a plan, and have a curriculum change submitted in time to come into effect by the Fall semester of 2023 at latest.

Issue #1: It is possible to complete the major with only one 300-level or greater course. We would expect that students would take most of their 18 elective credits at the 300-level or greater, but that is not the case currently. This short-changes the students in two ways. First, they do not all get the depth of education in anthropology that they deserve. Second, they do not get the range of course offerings at the 300-level that they should because there is not enough enrollment.

Issue #2: Students are intended to have a choice between an advanced seminar in anthropology (one of ANT 450, 451, 452, or 454) or an independent study (ANT 489) to fulfill the final requirement of the degree (“An advanced research/seminar course”), but we have been unable to offer any of the seminars since 2006 because of enrollment requirements. Prior to 2012, when we had fewer majors, it was sustainable to have every major do an independent study, but it is no longer sustainable.

Issue #3: Prior to 2003, there was an explicit Honors track with a capstone thesis course (ANT 492) that was discontinued. Departmental memory does not record the reasons for this discontinuation. Re-establishment of a formal Honors track may be one component of a solution to Issue #2.

With resolution of these issues, the forecast for the ANT-BA is positive. The skills we strive to build in the program – a spirit of inquiry and critical thinking, persuasive communication, leadership and teamwork, an appreciation of social justice, equity, inclusion, and diversity, utilization of technologies, and self-awareness, career development, and maturity – are desired skills in many career paths and were chosen in reference to the National Association of Colleges and Employers Competencies for a Career-Ready Workforce. The U.S. Bureau of Labor Statistics projects a favorable environment for social science graduates⁵.

Anthropology, Biology, and Chemistry B.S. (ABC-BS) Program Review

ABC-BS Program Goals

Goal I: Students will acquire broad knowledge of anthropology, biology and chemistry

Students will be able to:

- Objective A: Discuss the basic core concepts of anthropology
- Objective B: Discuss the basic core concepts of biology.
- Objective C: Discuss the basic core concepts of inorganic and organic chemistry.

Goal II: Student will understand the research methods and theoretical frameworks used anthropology, biology and chemistry

Students will be able to:

- Objective D: Demonstrate knowledge of research methods in anthropology,
- Objective E: Demonstrate knowledge of research methods in biology.
- Objective F: Demonstrate knowledge of research methods in chemistry.

Goal III: Students will develop effective communication skills

Students will be able to:

- Objective G: Effectively communicate anthropological topics orally and in written form.
- Objective H: Effectively communicate biological topics orally and in written form.
- Objective I: Effectively communicate chemistry topics orally and in written form.

⁵ <https://www.bls.gov/ooh/field-of-degree/social-science/social-science-field-of-degree.htm>

Goal IV: Students will understand the similarities and differences in methodologies and critical theoretical frameworks of anthropology, biology and chemistry

Students will be able to:

- Objective J: Compare and contrast the methodologies and critical theoretical frameworks of anthropology, biology and chemistry.
- Objective K: Effectively communicate their understanding of how anthropology, biology and chemistry relate to and inform each other.

ABC-BS Curriculum (60-68 credits)

The Anthropology, Biology, and Chemistry B.S. is intended for students planning graduate studies in Biological Anthropology, criminalistics, or forensic sciences or who are planning to apply to professional schools in the health sciences. There are two tracks: Track 1 for biological anthropology and Track 2 for criminalistics, forensic sciences, and pre-health. The most substantive difference between the two tracks is the required chemistry courses: Track 1 requires the single-semester general and organic chemistry classes while Track 2 requires the two-semester general and organic chemistry classes.

The major is designed to ensure that all students develop a comprehensive foundation in biological anthropology, biology, and chemistry. Students on Track 1 have greater flexibility in their optional and elective courses and may choose to focus on upper-level biological anthropology courses, develop programming or data science skills, or select courses in biology or chemistry. Students on Track 2 are typically more constrained in their choices by the entry requirements for graduate school in criminalistic or forensic sciences or professional school in health professions.

There are five core courses (20 credits) in biological anthropology, biology, and statistics that are required of all majors on both tracks.

Number	Title	Description
ANT 171 (4 cr.)	Introduction to Human Evolution	The integrated study of human evolutionary history, including a consideration of evolutionary theory, genetics, modern human variation, adaptation and anatomy, the behavior and paleontology of our close primate relatives, and the fossil record of human biological and cultural change.
ANT 269 (4 cr.)	Introduction to Human Variation	Considers how and why people differ physically within and between groups, the genetic and functional basis for these differences, and their significance for adaptation and survival. Topics range from skin, hair, and eye color differences to variations in body size and proportions, serological and biochemical differences, and growth pattern differences. Theoretical issues discussed include the

		concepts of race/clines, microevolution and the continuing evolution of the human species.
BIO 166 (4 cr.)	Principles of Biology: Cells and Genes	Introduction to the principles of biology governing the unity and diversity of living organisms, with special emphasis on molecular, subcellular and cellular levels of organization in plants and animals, and on genetics and evolution. Laboratory exercises consist of experimental procedures illustrating basic concepts of biology.
BIO 167 (4 cr.)	Principles of Biology: Organisms	Introduction to the principles of biology governing the unity and diversity of living organisms, with special emphasis on biological diversity, physiological mechanisms involved in the coordination of activity in plants and animals, and ecology. Laboratory exercises consist of experimental procedures illustrating basic concepts of biology.
MAT 132 ⁶ (4 cr.)	Introduction to Statistics	Collection, plotting, and comparison of data sets, histograms, descriptive statistics, the frequency definition of probability, random experiments, random sampling, binomial and normal variables, confidence intervals and tests of hypotheses for binomial and normal parameters. Additional topics chosen from tests for the difference of proportions or population means, the Chi Square test, and regression analysis. Introduction to a computer statistical package.

One semester each of general and organic chemistry (9 credits) are required for **Track 1**.

Number	Title	Description
CHE 114 (3 cr.)	Essentials of General Chemistry Lecture	Essentials of chemistry and their applications to inorganic chemistry.
CHE 115 (1.5 cr.)	Essentials of General Chemistry Laboratory	Introduction to laboratory experimentation to familiarize students with scientific measurements and practical chemical reactions.
CHE 120 (3 cr.)	Essentials of Organic Chemistry Lecture	Essentials of organic chemistry and their application to biochemistry.
CHE 121 (1.5 cr.)	Essentials of Organic Chemistry Laboratory	Study of practical organic laboratory techniques and preparations to illustrate the lectures in CHE 120.

⁶ ANT 322 Analyzing Anthropological Data Quantitatively is an alternative option, but has not been offered in at least 24 years.

Precalculus⁷ and two semesters each of general and organic chemistry (27 credits) are required for **Track 2**.

Number	Title	Description
MAT 172 (4 cr.)	Precalculus	Polynomial, rational, logarithmic, and trigonometric functions, with applications to problems in mathematics and the sciences.
CHE 166 (4 cr.)	General Chemistry I	Fundamental laws and theories of chemistry.
CHE 167 (1.5 cr.)	General Chemistry Laboratory I	Introduction to the practical aspects of chemical principles, with emphasis on quantitative measurements and analytical technique.
CHE 168 (4 cr.)	General Chemistry II	An in-depth introduction to thermodynamics, redox reactions, electrochemistry and chemical equilibrium.
CHE 169 (1.5cr)	General Chemistry Laboratory II	Continuation of CHE 167. Emphasis will be on inorganic preparation, ionic separation, and qualitative analysis.
CHE 232 (4 cr.)	Organic Chemistry I	Study of the structure and properties of the fundamental classes of organic compounds, with emphasis on reactivity, reaction mechanisms, synthesis, and stereochemistry.
CHE 233 (2 cr.)	Organic Chemistry Laboratory I	Study of organic synthesis and laboratory techniques, including the use of modern instrumentation and organic qualitative analysis.
CHE 234 (4 cr.)	Organic Chemistry II	Continuation of CHE 232.
CHE 235 (1.5 cr.)	Organic Chemistry Laboratory II	Continuation of CHE 233.

Because the required chemistry credits are much lower in Track 1 versus Track 2 (9 vs. 23 credits), **Track 1** students have the option to take up to 14 credits in computer science, math, or physics to enhance their scientific and analytic competencies.

Number	Title	Description
CMP 167 (3 cr.)	Programming Methods I	Structured computer programming using a modern high-level programming language. Includes console I/O, data types, variables, control structures, including iteration, arrays, function definitions and calls, parameter passing,

⁷ MAT 172 Precalculus is an elective option for Track 1 students.

		functional decomposition, and an introduction to objects. Debugging techniques.
CMP 168 (4 cr.)	Programming Methods II	Continuation of parameter passing with a focus on devising function definitions and tracing recursive calls. Sorting and searching algorithms and a comparison of their performance. GUI programming. Threads, Exceptions and Exception Handling. Object Oriented Programming techniques.
MAT 128 (3 cr.)	Foundations of Data Science	Statistical and computational tools for analyzing data. Acquiring data from multiple sources, techniques for efficiently traversing, storing, and manipulating data. Emphasis on statistical analysis and visualization of real data.
MAT 172 (4 cr.)	Precalculus	Polynomial, rational, logarithmic, and trigonometric functions, with applications to problems in mathematics and the sciences.
PHY 166 (5 cr.)	General Physics I	Algebra-based Physics: mechanics, heat, and sound (customarily taken by pre-medical, pre-veterinary, and pre-dental students).
PHY 167 (5 cr.)	General Physics II	(Algebra-based Physics: Customarily taken by premedical, preveterinary, and predental students.) Electromagnetism, geometrical and physical optics, and introduction to modern physics.

Finally students in both tracks pick elective courses from a list of ~70 courses to reach at least 60 credits total for Track 1 and 65 credits total for Track 2. These electives include courses in anthropology, biology, chemistry, geology, geography, and psychology. Some of the most commonly selected courses are listed below (the full list is in Appendix C).

- ANT 303 Human Osteology
- ANT 305 Forensic Anthropology
- ANT 341 Medical Anthropology
- BIO 181 Anatomy and Physiology I
- BIO 182 Anatomy and Physiology II
- BIO 230 Microbiology
- BIO 238 Genetics
- BIO 400 Biological Chemistry
- CHE 444 Biochemistry I
- PSY 166 General Psychology

ABC-BS Curricular Changes

In Fall 2020, a revised **Anthropology, Biology, and Chemistry B.S.** program came into effect. The changes in this program revision fall into three categories: housekeeping, streamlining, and Track 1 reorganization.

The housekeeping changes are primarily in response to course and curriculum changes made by other departments since the last update of the program in 2012. For example, the Chemistry Department had changed the credits and contact hours for a number of their courses included in the major. The specific changes made are:

- Elective courses that are no longer offered were removed.
- Elective courses with changed names, credits, or hours were updated to the current names, credits, and hours.
- The Department of Chemistry changed the credits/hours on General Chemistry I & II and Organic Chemistry I & II (required for Track 2 students); these were updated.
- Statistical Methods in Psychology used to be an option for fulfilling the statistical coursework requirement, but was removed. Since the last revision of this major, the Psychology department added Psychology and Mathematics prerequisites for this course that make it impossible to include in the ABC major.
- General Psychology was added to the electives list because it is a prerequisite for all upper-level psychology courses and is a recommended course by many medical schools.
- Experimental Psychology I & II were removed from the electives list because they are intended for psychology majors and have a prerequisite not in the major.
- “Physical Anthropology” was changed to “Biological Anthropology” throughout. Biological anthropology is the broader and more inclusive term; physical anthropology is narrower in scope and has stronger connections to problematic racist and eugenicist histories within the discipline.

In the streamlining changes, we removed text and restrictions that were obsolete or unenforceable.

- In the postscript to the Track 2 required courses, it used to suggest that students “take CHE 266 (Introduction to Forensic Science)”. This was deleted as this course is no longer offered (and was never on the ABC electives list).
- Language indicating that only pre-health-professional students in Track 2 can count 3 of Calculus I & II and General Physics I & II towards their major elective credits was removed as it is impossible to enforce (and was not being enforced). Practically speaking, only Track 2 majors interested in applying to professional schools take these courses.

The most substantive changes were in a partial reorganization of Track 1. There used to be a required subsection of Track 1 that was populated primarily by non-anthropology courses on the history, sociology, and philosophy of science that were either no longer offered by those departments or were offered so rarely that they might as well have been discontinued. This

problem required a time-consuming and frustrating (for both advisor and student) series of course substitutions for every Track 1 major.

- The history, philosophy, and sociology courses in Track 1 were removed.
- These courses were replaced with an option to choose among courses in computer programming, data science, math, and physics.

There are far fewer Track 1 students than Track 2, but before these changes were introduced, they required the most advisement time and effort. Since the introduction of the new Track 1 requirements in the Fall semester of 2020, the extra advising time required by Track 1 students has disappeared.

ABC-BS Recent History of Assessment

The assessments for the ABC-BS program are the same as for ANT-BA presented earlier save for referencing the ABC-BS program goals rather than the ANT-BA program goals. The current format of assessment is not well-suited to interdisciplinary programs because assessment is a *departmental* activity, but interdisciplinary programs are *inter-departmental*. Therefore, our ABC-BS program assessments are focused solely on the anthropology-related program goals. But this does not mean that biology and chemistry are un-assessed. Rather, they are assessed by the Department of Biology and the Department of Chemistry in the context of their program goals. More thought needs to be given to the process of assessing interdisciplinary programs.

The following summaries simply repeat verbatim the summaries from the ANT-BA assessment section with the appropriate ABC-BS program goal substituted in.

In 2015-2016, the course selected was ANT 212 Ancient Peoples and Cultures and the selected objective was *Goal II: Objective A - Demonstrate knowledge of research methods in anthropology*. Four sections of ANT 212 were included in the assessment. The assessment report concluded that the formal assessment instruments being employed across the sections were too variable and that research methods in archaeology were too restricted to the early weeks and needed to be integrated throughout the course. A meeting among the instructors was conducted and these improvements were planned.

In 2016-2017, the course selected was ANT 120 Human Evolutionary Biology and the selected objective was *Goal I: Objective A - Discuss the core concepts of anthropology*. Six sections of ANT 120 were included in the assessment. The assessment report concluded that the course met the objective but that some re-organization of the formal assessment instruments used could be useful.

In 2017-2018, the course selected was ANT 269 Introduction to Human Variation and the selected objective was *Goal 1: Objective A - Discuss the core concepts of anthropology*. Two sections of ANT 269 were included in the assessment. The assessment report concluded that the course met the objective, but also noted a 10 percentage point difference in average final grade between the two sections whose source could not be definitively identified because there were many features that differed between the sections. One was online, one was in-person; the

instructors were different; the formal assessment instruments covered the same material but were not the same; etc.

In 2019-2020, the course selected was ANT 370 Excavation of the Lehman College Site and the selected objective was *Goal II: Objective D - Demonstrate knowledge of research methods in anthropology*. There is only ever one section of this advanced course. The assessment report concluded that the course met the objective, but that the depth of knowledge acquired by students was a bit shallower than desired. A plan for updates to the course was developed to deepen student knowledge.

ABC-BS Review

Enrollment in the ABC program is robust with a 70% growth in the number of declared majors from 95 in the Fall semester of 2013 to 161 in the Fall semester of 2020 (Figure 21A). Perhaps more importantly, the number of degrees awarded has increased by 163% during the same time period with 24 awarded in 2013-2014 and 63 awarded in 2020-2021 (Figure 21B).

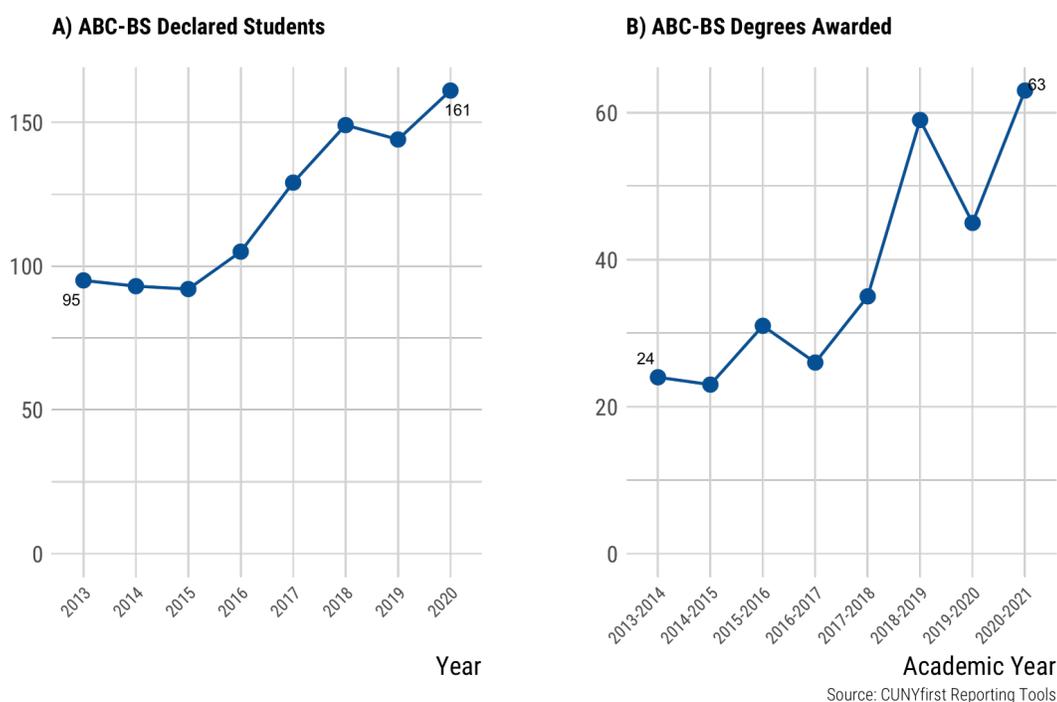


Figure 21. Number of (A) declared majors and (B) degrees awarded in the Anthropology, Biology, and Chemistry B.S. (ABC-BS) program during the self-study period.

The last curricular update of the ABC program took place in 2018-2020, coming into effect in the Fall semester of 2020. We have not identified any concerns or issues in the core curriculum of the major that have arisen since the new curriculum came into effect. Quite the opposite, the amount of excess advising previously required to smooth over the problems in the major (particularly in Track 1) has dramatically decreased.

However, during the last update, we only addressed the necessary updates in the ABC elective course list. That is, we removed courses that are no longer offered, fixed credit and hour mismatches, and updated titles. At the time we noted that a more comprehensive review of the ABC electives list would be useful. This review should (1) review all of the courses included in the list to ensure that they are all appropriate and aligned with the objectives of the major, and (2) review the course offerings of Anthropology, Biology, Chemistry, Earth, Environmental, and Geospatial Sciences, and Psychology to see if there are any new courses that they have introduced that should be added to the list.

The forecast for the ABC-BS program is positive. The majority of students currently matriculated in the program plan careers in the health professions (physician, pharmacist, dentist, etc.). The U.S. Bureau of Labor Statistics projects robust growth in healthcare professions from 2020 through 2030. The Lehman College Office of Pre-Health Advising has grown and expanded its services over the period of this self-study. Lehman College now appears on the Association of American Medical Colleges list of Undergraduate Institutions Supplying 15 or More Black or African American Applicants as well as on their list of Undergraduate Institutions Supplying 10 or more Hispanic, Latino, or of Spanish Origin Applicants⁸. The ABC-BS Track 2 is the foundation of an articulation agreement with Touro College of Pharmacy and is included in an in-development articulation agreement with the Howard University College of Pharmacy.

Anthropology Minor (ANT-MIN) Program Review

ANT-MIN Curriculum (12 credits)

The minor in Anthropology is intended for students who are interested in exploring anthropology and developing skills in critical thinking, cross-cultural perspectives, and communication. The minor requires that all students who pursue this option complete at least two upper-level (300+) anthropology, thereby ensuring that they have some depth of understanding in some aspects of anthropology.

The major requires 12 credits of anthropology coursework (typically 4 courses). All of the courses must be at least at the 200-level and above and 6 credits must be at the 300-level or above. Typical minors first encounter anthropology through the courses that we offer that count towards general education requirements.

ANT-MIN Curricular Changes

There were no actual changes made to the curriculum of the minor, but for unknown reasons, it was not listed in the online Undergraduate Bulletin. The paperwork required to add it was submitted in 2019 and the minor has been included in the Bulletin from Fall 2019.

⁸ <https://www.aamc.org/data-reports/students-residents/interactive-data/2021-facts-applicants-and-matriculants-data>

ANT-MIN Review

Enrollment in the Minor in Anthropology dropped off in 2014-2018, but has rebounded back to slightly over the Fall 2013 enrollment numbers in 2019-2020 (Figure 22A). The reason for the drop-off is unknown, although it partially correlates with the movement from a printed undergraduate bulletin to an exclusively online bulletin. In the printed bulletin, there was mention of the minor in Anthropology in the departmental description, but this text is not in the online bulletin, so for a number of years there was no mention of the Anthropology minor in the bulletin. This was rectified in 2019 with the addition of the minor to the bulletin.

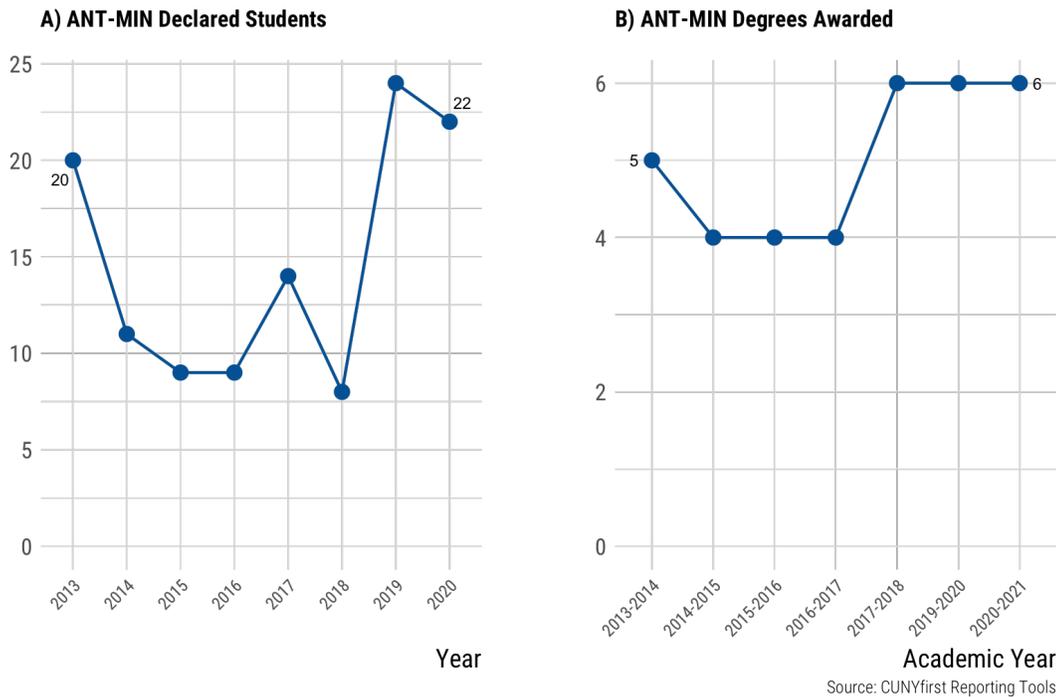


Figure 22. Number of (A) declared minors and (B) degrees awarded in the Anthropology minor (ANT-MIN) program during the self-study period.

In addition, we began actively advertising the minor in Anthropology in 2018 with posters outside the main Anthropology Department office and near the classrooms in Davis Hall that we teach in most often. This promotion, combined with the addition of the minor to the online bulletin, likely contributes to the rebound in enrollment. In the summer of 2021, we identified all Lehman students who had completed at least two 200-level or higher anthropology courses, had a 3.0 or better average GPA, and still had the ability or need to take additional elective courses before graduating. We then reached out individually to all of these students to make them aware of the minor and that they were very close to achieving it. There are currently 34 students enrolled in the minor in the Fall semester of 2021, so our recruitment efforts seem to be paying off.

To the best of our knowledge, the curriculum of the minor has not been updated since it was introduced. However, we have not identified any concerns or issues in the curriculum of the minor that need to be addressed.

Human Rights and Peace Studies Minor (HRPS-MIN) Program Review

HRPS-MIN Curriculum (15 credits)

The Minor in Human Rights and Peace Studies is intended for students who are interested in developing a unique, holistic, and interdisciplinary approach to the protection of fundamental human entitlements and the development of peaceful social relations. Although the Minor is particularly valuable for those majoring in fields related to society and the law, such as Political Science, Philosophy, Sociology, Anthropology, and History, it also complements various professional programs dealing with fundamental human interests and cross-border interactions.

The minor is designed with a core course in the Fundamentals of Human Rights and Peace required of all students.

Number	Title	Description
HRP 218 (3 cr.)	Fundamentals of Human Rights and Peace	Basic concepts and perspectives in the study of peace and human rights. The history and development of theoretical and practical approaches to human security. Topics may include terrorism, war and nonviolence, conflict resolution, genocide, class-, gender-, and race-based violence, notions of justice, and universal rights versus local cultural practices.

Students must take an additional 12 credits of coursework from a group of elective courses that are all substantially concerned with human rights or peace studies (full descriptions in Appendix D).

- AAS 305 African Philosophical Thought
- ANT 238 Selected Studies in Societies and Culture: Latin America
- ANT 337 Inequality in Cross-Cultural Perspective
- ANT 3500 Anthropology and Human Rights
- DST 336 Disability, Ethics & the Body
- ENW 345 Writing and Social Issues
- HIU 318 History of American Foreign Relations, 1912-Present
- HIU 330 The Civil Rights Movement
- HRP 3520 Special Topics in Human Rights and Peace Studies
- HRP 4730 Internship in Human Rights and Peace Studies
- LAC 210 Women in Latin America

- LAC 312 Latino Migrations
- LTS 348 Latino Health
- PHI 173 Justice and Society
- POL 230 Immigration and Citizenship
- POL 315 The Politics of American Poverty
- POL 339 Human Rights
- POL 343 International and Regional Organizations
- POL 344 International Law
- POL 347 The Law of Diplomacy, Treaties, and War
- POL 348 International Conflict and Conflict Resolutions
- POL 367 Political Economy of Development
- POL 368 Global Environmental Politics
- POL 369 Global Justice
- POL 4720 Model United Nations
- SOC 309 Social Inequality
- SOC 323 Social Movements, Social Inequality and Public Policy
- SOC 325 Society, Economy, and Polity in the Middle East

HRPS-MIN Curricular Changes

Introduction of HRPS-MIN

In the Fall semester of 2105, the Minor in Human Rights and Peace Studies was initiated. This minor was initiated by the Center for Human Rights and Peace Studies, which was founded by Anthropology Professor Victoria Sanford. Accordingly, since its founding, there has been a close relationship between the Center and the Department of Anthropology. In the CUNY system, Centers cannot host majors, minors, or certificates. Therefore, the Department of Anthropology is the formal home of the Minor in Human Rights and Peace Studies.

The Center for Human Rights and Peace Studies advances social justice and human dignity in an interdisciplinary fashion through the active involvement of faculty, students, and community in research and teaching. The Minor in Human Rights and Peace Studies is an essential component of the CHRPS mission of educating today's young people about the human rights and security protections that are among the political cornerstones of our contemporary, interdependent world: understanding their philosophical underpinnings, historical development, cultural interpretations, legal status, and political applications to domestic and global issues is an increasingly important competency for an educated citizenry. The Minor offers students the opportunity to explore human rights and security concerns through a wide array of disciplinary lenses, thereby enabling them to identify and analyze contemporary social issues in informed and empowering ways.

At inception, the curriculum of the Minor in Human Rights and Peace Studies consisted almost exclusively of currently existing courses, primarily in the following departments: Philosophy; Anthropology; Sociology; Latin American, Latino, and Puerto Rican Studies; History; and

Political Science. Several of the courses are cross-listed among these departments or with African and African American Studies, Disability Studies, Women's Studies, and of course the Center for Human Rights and Peace Studies. The Center expects the number of cross-listed electives available to students in the Minor to grow as it develops affiliations with faculty in these and other departments.

New Courses to Support HRPS-MIN

In the Fall semester of 2015, two new courses were introduced along with and as part of the new Minor in Human Rights and Peace Studies: **HRP 218 Fundamentals of Human Rights and Peace** and **ANT 3500 Anthropology and Human Rights**. HRP 218 introduces students to basic concepts and perspectives in the study of peace and human rights. In addition, students learn about the history and development of theoretical and practical approaches to human security. ANT 3500 covers the history, development, and application of concepts and theories of anthropology to current issues in human rights. Students learn about anthropological contributions to human rights theory and the dilemmas of practice in a globalized world.

Modifications of HRPS-MIN Curriculum

1. In the Spring semester of 2020, the **Minor in Human Rights and Peace Studies** was modified to include three additional elective courses and to add formal cross-listings for three courses in the minor.

The three courses that were added are:

- ENW 345 Writing and Social Issues
- SOC 323 Social Movements, Social Inequality and Public Policy
- SOC 325 Society, Economy, and Polity in the Middle East

The addition of these courses to the electives available for minors offers students the opportunity to engage in human rights and security concerns from a broader variety of perspectives and within multiple contexts.

The courses that had new cross-listings added (in bold) are:

- HRP/**PHI**/**POL** 218 Fundamentals of Human Rights and Peace
- HRP/**ANT**/**POL** 3520 Special Topics in Human Rights and Peace Studies
- HRP/**ANT**/**POL** 4730 Internship in Human Rights and Peace Studies

The addition of the philosophy (PHI) and political science (POL) cross-listings to the HRP 218 core course has immediate benefits to both minors and philosophy and political science majors. For minors, by increasing potential enrollment, it makes it possible to offer this core course more often. For majors, it increases their elective course options within their majors. The addition of the political science cross-listings to the Special Topics and Internship course demonstrates the commitment of the political science department to this important interdisciplinary minor and provides further course options for political science students.

2. In the Spring semester of 2021, the **Minor in Human Rights and Peace Studies** was modified to include two additional elective courses. The two courses that were added are:

- ANT 337 Inequality in Cross-Cultural Perspective

- LTS/HEA 348 Latino Health

Latino Health (LTS 348/HEA 348) and Inequality in Cross-Cultural Perspective (ANT 337) deal with fundamental human interests and cross-border interactions. LTS/HEA 348 offers an interdisciplinary approach to intersecting Latinx health issues, including health disparities, police brutality/detention/deportation, reproductive health, and healthcare as a human right. ANT 337 provides a comparative analysis of class, race, and gender inequality in various social and cultural contexts. Including these two courses among our electives enables minors to better address economic, social and cultural rights from a broader set of perspectives and a more comprehensive set of considerations.

HRPS-MIN Review

Since its introduction in 2015, enrollment in the Minor in Human Rights and Peace Studies has steadily grown, with 19 students in 2020 (Figure 23A). The number of minors awarded has also seen steady growth, with 9 awarded in 2020-2021 (Figure 23B).

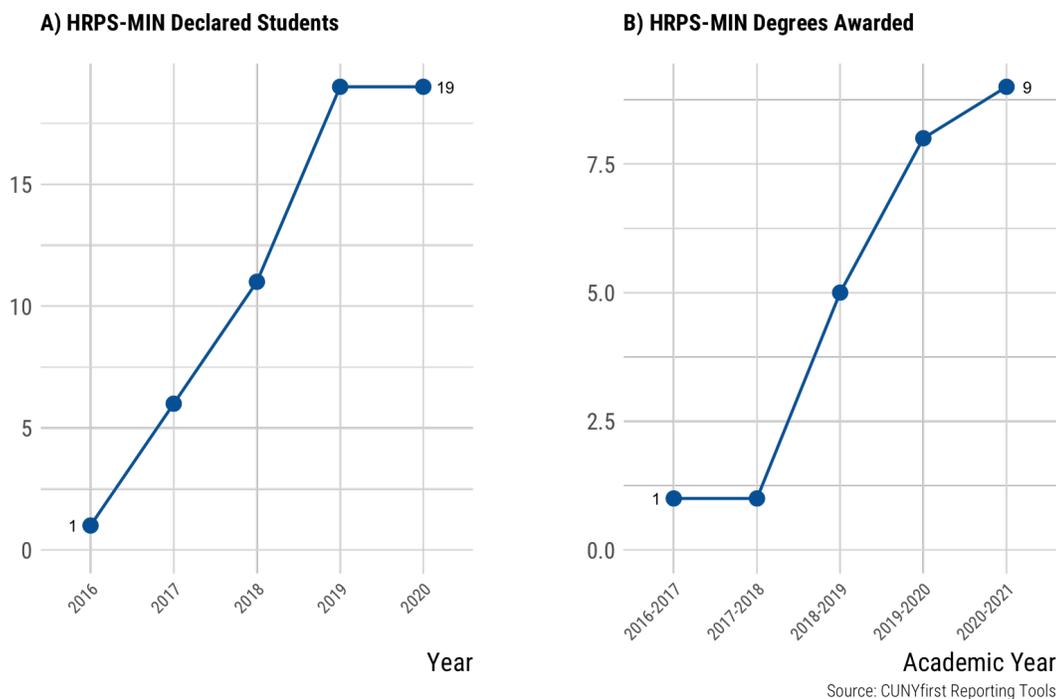


Figure 23. Number of (A) declared minors and (B) degrees awarded in the Human Rights and Peace Studies minor (HRPS-MIN) program during the self-study period.

The last curricular updates of the minor took place in 2020 and 2021. We have not identified any concerns or issues in the curriculum of the minor that have arisen since these new curricula came into effect.

New Curricular Directions

New Certificate in Social Analysis

Leveraging the innovative research approaches in the Lehman Lab for Social Analysis, we are in the process of organizing a slate of Lab Courses – hands-on research courses for cultural anthropology and related social sciences – that would culminate in a Certificate in Social Analysis. Lab directors Rupp (Anthropology Department) and Gálvez (an anthropologist in the Latin American and Puerto Rican Studies Department) are in the process of preparing a slate of Anthropology courses at all levels, from the 100-level through the 400-level, that would be cross-listed with partnering departments across campus. These courses would combine instruction in methods of social science research and analysis, community engagement, and experiential learning, with students' original research, writing and production, and public presentation.

New Overseas Course Development

The Department of Anthropology is also participating in the planning process for overseas education, as part of Lehman College's global outreach plan. We have proposed a joint course between the Departments of Anthropology and Africana Studies that would bring students for intensive, immersive summer courses in Cameroon, beginning in the summer of 2023. Rupp and her collaborator, Ngo-Ngijol Banoum from Africana Studies, have applied to participate in the Global Engagement Faculty Fellowship program in order to develop this course.

Department Plan

The **mission** of the Department of Anthropology is to light students' fires of curiosity, inquiry, self-reflection, and engaged investigation about all things human. We aim to prepare students for advanced study in anthropology, to provide a foundation for students' employment in professional occupations in which anthropological insights are useful, and to support students as they seek to engage with issues that are important in their communities and in the world. The overarching goal of the work that we do in the Department of Anthropology is to introduce students to skills, analytical perspectives, and core competencies that will ensure that they will be effective in their lives beyond Lehman. These aims will be achieved directly or indirectly through the implementation of the following goals.

1. To increase the number of Anthropology majors and minors (ANT-BA and ANT-MIN). We have seen growth over the self-study period, but we are confident that more is possible.
2. To build community among students in our departmental programs. The department should become a greater nexus of communication, contact, and care for our students.
3. To better align course learning objectives and programmatic goals with the College's Institutional Learning Goals.
4. To return the number of full-time faculty in the department to the usual levels prior to the most recent period.
5. To continue to support and expand undergraduate research activity in the department.
6. To foster and develop links to our local community.

Appendices

Appendix A - Scholarship 2013-2021

Eric Delson

Book Chapters

- Delson, E. (2017). Jolly, Cliff (biographical entry). In A. Fuentes (Ed.), (vol. 2, pp. 678-679). Hoboken, NJ: Wiley-Blackwell.
- Delson, E., & Begun, D. R. (2014). Journal of Human Evolution. In Encyclopedia of Global Archaeology, C. Smith (Ed.), (pp. 4226-4227). New York, NY: Springer.

Refereed Journal Articles

- Alba, D.M., Rodríguez-Hidalgo, A., Aouraghe, H., van der Made, J., Oujaa, A., Haddoumi, H., Saladié, P., Aissa, A.M., Marín, J., Farkouch, M., Lorenzo, C., Bengamra, S., Delson, E., Chacón, M.G., Sala-Ramos, R. (2021) New macaque fossil remains from Morocco. *Journal of Human Evolution* 153: 102951 (8 pages) <https://doi.org/10.1016/j.jhevol.2021.102951>
- Delson, E., Alba, D.M., Frost, S.R., Getahun, D.A., Gilbert, C.C. (2021) Case 3847 – *Simopithecus oswaldi* Andrews, 1916 (currently *Theropithecus oswaldi*; Mammalia, Primates, Cercopithecidae), proposed conservation by reversal of precedence with *Cynocephalus atlanticus* Thomas, 1884. *Bulletin of Zoological Nomenclature*. <http://dx.doi.org/10.21805/bzn.v78.a026>, 13 pages plus Appendix
- Van Couvering, J. A., Delson, E. (2020). African Land Mammal Ages. *Journal of Vertebrate Paleontology*, 40, 51.
- Gómez-Olivencia, A., Arlegi, M., Arceredillo, D., Delson, E., et al. (2020). The Koskobilo (Olazti, Navarre, Northern Iberian Peninsula) paleontological collection: new insights for the Middle and Late Pleistocene in Western Pyrenees. *Quaternary International*, 566-567, 113-140.
- Roos, C., Kothe, M., Alba, D. M., Delson, E., Zinner, D. (2019). The evolutionary radiation of macaques out of Africa: evidence from mitogenome divergence times and the fossil record. *Journal of Human Evolution*, 133, 114-132.
- Alba, D. M., Daura, J., Sanz, M., Santos, E., Yagüe, A. S., Delson, E., Zilhão, J. (2019). New macaque remains from the Middle Pleistocene of Gruta da Aroeira (Almonda karst system), Portugal. *Journal of Human Evolution*, 131, 40-47.
- Alba, D. M., Delson, E., Morales, J., Montoya, P., Romero, G. (2018). Macaque remains from the early Pliocene of the Iberian Peninsula. *Journal of Human Evolution*, 123, 141-147.
- Gilbert, C. C., Frost, S. R., Pugh, K. D., Anderson, M., Delson, E. (2018). Evolution of the modern baboon (*Papio hamadryas*): A reassessment of the African Plio-Pleistocene record. *Journal of Human Evolution*, 122, 38-69.
- Alba, D. M., Madurell-Malapeira, J., Delson, E., Vinuesa, V., Susanna, I., Espigares, M. P., Ros-Montoya, S., Martínez-Navarro, B. (2016). First record of macaques from the Early Pleistocene of Incarcá (NE Iberian Peninsula). *Journal of Human Evolution*, 96, 139-144.
- Gilbert, C. C., Frost, S. R., Delson, E. (2016). Reassessment of Olduvai Bed I cercopithecoids: A new biochronological and biogeographical link to the South African fossil record. *Journal of Human Evolution*, 92, 50-59.

- Gilbert, C. C., Takahashi, M. Q., Delson, E. (2016). Cercopithecoid humeri from Taung support the distinction of major papionin clades in the South African fossil record. *Journal of Human Evolution*, 90, 88-104.
- Shearer, B. M., Cooke, S. B., Halenar, L. B., Reber, S. L., Plummer, J. E., Delson, E., Tallman, M. (2017). Evaluating causes of error in landmark-based data collection using scanners. *PLoS ONE*, 12.
- Pastre, J.-F., Debard, E., Nomade, S., Guillou, H., Faure, M., Guerin, C., Delson, E. (2015). Nouvelles Données Géologiques et Téphrochronologiques sur le Gisement Paléontologique du Maar de Senèze (Pléistocène Inférieur, Massif Central, France). *Quaternaire*, 26, 225-244.
- Alba, D. M., Montoya, P., Pina, M., Rook, L., Abella, J., Morales, J., Delson, E. (2015). First record of *Mesopithecus* (Cercopithecidae, Colobinae) from the Miocene of the Iberian Peninsula. *Journal of Human Evolution*, 88, 1-14.
- Frost, S. R., Gilbert, C. C., Pugh, K. D., Guthrie, E. H., Delson, E. (2015). The hand of *Cercopithecoides williamsi* (Mammalia, Primates): Earliest evidence for thumb reduction among colobine monkeys. *PLoS ONE*, 10, 1-17 (e125030).
- Márquez, S., Pagano, A. S., Delson, E., Lawson, W., Laitman, J. T. (2014). The nasal complex of Neanderthals: an entry portal to their place in human ancestry. *Anatomical record*, 297, 2121-37.
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- Nomade, S., Pastre, J., Guillou, H., Faure, M., Guérin, C., Delson, E., Debard, E., Voinchet, P., Messager, E. (2014). 40 Ar/39 Ar constraints on some French landmark Late Pliocene to Early Pleistocene large mammalian paleofaunas: Paleoenvironmental and paleoecological implications. *Quaternary Geochronology*, 21, 2-15.
- Alba, D. M., Delson, E., Carnevale, G., Colombero, S., Delfino, M., Giuntelli, P., Pavia, M., Pavia, G. (2014). First joint record of *Mesopithecus* and cf. *Macaca* in the Miocene of Europe. *Journal of Human Evolution*, 67, 1-18.

Non-Refereed Journal Articles

- Delson, E. (2019). *An early modern human outside Africa (News & Views)* *Nature*. 571, 487-488.
- O'Shea, N., Delson, E. (2018). The origin of us: Archaeological and fossil finds shed light on the emergence and spread of modern humans. *Natural History*, 126, 19-22.

Conference Proceedings

- Gómez-Olivencia, A., Arlegi, M., Arceradillo, D., Delson, E., Sanchis, A., Núñez-Lahuerta, C., Fernández-García, M., Villalba, M., Galán, J., Pablos, A., Rodríguez-Hidalgo, A., López-Horgue, M. A., Martínez-Pillado, V., Rios-Garaizar, J., van der Made, J. (2019). *Nuevos datos sobre el Cuaternario de Navarra: la colección paleontológica de Koskobilu (Olazti/Olazagutía) [New data on the Quaternary of Navarra: the paleontological collection from Koskobilu (Olazti/Olazagutía)]* Libro de Resúmenes, XV Reunión Nacional de Cuaternario.

- Alba, D. M., Daura, J., Sanz, M., Santos, E., Yagüe, A. S., Delson, E., Zilhão, J. (2019). New macaque remains from the Middle Pleistocene of Gruta da Aroeira, Portugal (abstract). *Program of the 88th Annual Meeting of the American Association of Physical Anthropologists, Abstract Book*, 3.
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- Frost, S. R., Gilbert, C. C., Pugh, K. D., Guthrie, E. H., Delson, E. (2015). *Cercopithecoides williamsi shows the earliest fossil evidence for pollical reduction in a fossil colobine (abstract)*. American Journal Physical Anthropology, Supplement.
- Anderson, M., Frost, S. R., Gilbert, C. C., Delson, E. (2015). *Cranial shape and intrageneric diversity in the genus Cercopithecoides (abstract)* American Journal Physical Anthropology, Supplement.
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- Anderson, M., Frost, S. R., Gilbert, C. C., Delson, E. (2014). *A reassessment of dental variation in the genus Cercopithecoides and its implications for species diversity (abstract)* American Journal Physical Anthropology, Supplement.
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- Boyer, D. M., Kaufman, S., Gunnell, G. F., Rosenberger, A. L., Delson, E. (2014). *Managing 3D digital data sets of morphology: MorphoSource is a new project-based data archiving and distribution tool (abstract)* American Journal Physical Anthropology, Supplement.
- Eller, A. R., Delson, E., Guthrie, E. H., Frost, S. R. (2014). *Measurement protocol considerations for the cercopithecoid appendicular skeleton: Body mass and function (abstract)* American Journal Physical Anthropology, Supplement.

Presentations

O'Shea, Natalie (Presenter & Author), Raalum, Ryan L (Author Only), Schmitt, Christopher A (Author Only), Svardal, Hannes (Author Only), Delson, Eric (Author Only), 87th Annual Meeting of the American Association of Physical Anthropologists, "Differential preservation of population

history in vervet skull anatomy," American Association of Physical Anthropologists, Austin, TX. (April 13, 2018).

Tallman, Melissa (Presenter & Author), Amenta, Annamaria (Author Only), Delson, Eric (Author Only), Frost, Stephen R (Author Only), Ghosh, Deboshmita (Author Only), Rohlf, F James (Author Only), annual meeting, "Adding phylogenetic trees to improve virtual retrodeformation: Cercopithecidae as a test case," Society of Vertebrate Paleontology, Dallas, TX. (October 17, 2015).

Frost, Stephen R (Presenter & Author), Gilbert, Chris C (Author Only), Pugh, Kelsey D (Author Only), Guthrie, Emily H (Author Only), Delson, Eric (Author Only), annual meeting, "Cercopithecoides williamsi shows the earliest fossil evidence for pollical reduction in a fossil colobine," American Association of Physical Anthropologists, St. Louis, MO. (March 28, 2015).

Gilbert, Chris C (Presenter & Author), Frost, Stephen R (Author Only), Delson, Eric (Author Only), annual meeting, "Review of Olduvai cercopithecoids reveals a newly recognized taxon and biochronological connection to South Africa," American Association of Physical Anthropologists, St. Louis, MO. (March 27, 2015).

Anderson, Monya (Presenter & Author), Frost, Stephen R (Author Only), Gilbert, Chris C (Author Only), Delson, Eric (Author Only), annual meeting, "Cranial shape and intrageneric diversity in the genus Cercopithecoides," American Association of Physical Anthropologists, St. Louis, MO. (March 26, 2015).

Gilbert, C C (Presenter & Author), Takahashi, M Q (Author Only), Delson, Eric (Author Only), inaugural meeting, "Cercopithecoid humeri from Taung support the divergence of major papionin clades in the South African fossil record," Northeastern Evolutionary Primatologists inaugural meeting, New Brunswick, NJ. (November 8, 2014).

Alba, D M (Presenter & Author), Delson, Eric (Author Only), Carnevale, G (Author Only), Colombero, S (Author Only), Delfino, M (Author Only), Giuntelli, P (Author Only), Pavia, M (Author Only), Pavia, G (Author Only), annual meeting, "New cercopithecoid remains from Moncucco Torinese and the taxonomic identity of the earliest papionins from Europe," European Association of Vertebrate Palaeontologists, Turin, Italy. (June 25, 2014).

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Shearer, B M (Presenter & Author), Tallman, M (Author Only), Cooke, S B (Author Only), Halenar, L B (Author Only), Reber, S L (Author Only), Sires, J P (Author Only), Delson, Eric (Author Only), annual meeting, "Evaluating causes of error in landmark-based data collection using scanners," American Association of Physical Anthropologists, Calgary, CA. (April 12, 2014).

Boyer, D M (Presenter & Author), Kaufman, S (Author Only), Gunnell, G (Author Only), Rosenberger, A L (Author Only), Delson, Eric (Author Only), annual meeting, "Managing 3D digital data sets of morphology: MorphoSource is a new project-based data archiving and distribution tool," American Association of Physical Anthropologists, Calgary, CA. (April 12, 2014).

Eller, A R (Presenter & Author), Delson, Eric (Author Only), Guthrie, E H (Author Only), Frost, S R (Author Only), annual meeting, "Measurement protocol considerations for the cercopithecoid appendicular skeleton: Body mass and function," American Association of Physical Anthropologists, Calgary, Ca. (April 12, 2014).

Anderson, Monya (Presenter & Author), Frost, Stephen R (Author Only), Gilbert, Chris C (Author Only), Delson, Eric (Author Only), annual meeting, "A reassessment of dental variation in the genus Cercopithecoides and its implications for species diversity," American Association of Physical Anthropologists, Calgary, CA. (April 11, 2014).

Gilbert, Chris C (Presenter & Author), Frost, Stephen R (Author Only), Delson, Eric (Author Only), annual meeting, "African Plio-Pleistocene biochronology: a reassessment using cercopithecoid taxa," American Association of Physical Anthropologists, Calgary, CA. (April 11, 2014).

Anthony Dest

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Dest, Anthony (Discussant), Rozental, Manuel (Coordinator/Organizer), Vargas Meza, Ricardo (Discussant), Presencia, profundización y tendencias del conflicto armado en los territorios desde la firma de los acuerdos de paz, Universidad Nacional, Universidad Javeriana and Universidad de La Salle, Bogotá, Colombia. (November 19, 2020).

Dest, Anthony (Discussant), "¡Tejiendo puentes por la vida y la dignidad! Diálogo con movimientos sociales en Colombia, University of Florida (Center for Latin American Studies), University of Arizona (Latin American Studies), and Comité Cívico de Buenaventura, Gainesville, Florida. (November 18, 2020).

Dest, Anthony, Asher, Kiran (Coordinator/Organizer), Imagining Feminist Environmental Justice, University of Massachusetts at Amherst, Department of Women, Gender, Sexuality Studies, Amherst, MA. (October 12, 2020).

Dest, Anthony (Discussant), Mina Rojas, Charo (Panelist), Lopez, Sonia (Presenter Only), Militarization and Covid-19 in Colombia, Common Frontiers, Ontario, Canada. (July 30, 2020).

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Victoria M. Dominguez

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Mavroudas, Sophia M (Presenter & Author), Dominguez, Victoria (Presenter & Author), Gleiber, Devora S (Author Only), 73rd Annual Meeting of the American Academy of Forensic Sciences, "The Use of High-Resolution Computed Tomography (CT) to Explore Age-Related Trabecular Changes in Human Ribs," American Academy of Forensic Sciences, Virtual. (February 2021).

Mayus, Rebecca C (Presenter & Author), Dominguez, Victoria M (Author Only), Agnew, Amanda (Author Only), 89th Annual Meeting of the American Academy of Physical Anthropologists, "Characterization of histomorphometric developmental patterns in ribs from a medieval Polish population using Geographic Information Systems software," AAPA, Los Angeles, CA. (April 2020).

Kenyhercz, Michael W (Presenter & Author), Crowder, Christian (Author Only), Dominguez, Victoria M (Author Only), 72nd Annual Scientific Meeting of the American Academy of Forensic Sciences, "Histological Age Estimation of the Femur Using Random Forest Regression," AAFS, Anaheim, CA. (February 21, 2020).

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Dominguez, Victoria M, Agnew, Amanda M, 88th Annual Meeting of the American Association of Physical Anthropologists, "Exploring In Vivo Linear Microcrack Prevalence By Sex and Age as a Variable of Skeletal Fragility," AAPA, Cleveland, OH. (March 28, 2019).

Dominguez, Victoria, Fall 2018 Colloquium Series, "Skeletal Variation from the Microstructural Perspective," Ph.D. Program in Anthropology CUNY Graduate Center, New York, NY. (December 7, 2018).

William Harcourt-Smith

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- Harcourt-Smith, William E.H. (Presenter & Author), What made us human? Biological and cultural Evolution of Homo sapiens., "Early Hominin Diversity and the Emergence of the Genus Homo," THE "ETTORE MAJORANA" FOUNDATION AND CENTRE FOR SCIENTIFIC CULTURE, Erice, Sicily, Italy. (October 2014).
- Harcourt-Smith, William E.H. (Leader), Rising Star Workshop, University of the Witswatersrand, Johannesburg, South Africa. (May 2014).
- Webb, Nicole (Presenter & Author), Harcourt-Smith, William E.H. (Author Only), Thomas, Oshane O (Author Only), Annual Meeting of the American Association of Physical Anthropologists, "Covariance of pelvic and lower limb morphology in anthropoids.," American Association of Physical Anthropology, Calgary, Canada. (April 2014).
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Cameron McNeil

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Other Intellectual Contributions

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Barrios, Edy (Author Only), McNeil, Cameron L (Author Only), Diaz, Mauricio (Author Only), XXXI Simposio de Investigaciones Arqueológicas en Guatemala, "Río Amarillo y sus contactos foráneos: Evidencias de relaciones interculturales en un poblado prehispánico en el valle de Copan, Honduras," Guatemala City, Guatemala. (July 20, 2018).

McNeil, Cameron L, 83rd Annual Meetings of the Society for American Archaeology, "Discussant for Ritual Ecologies of Food Production in the Ancient World," Washington, DC. (April 14, 2018).

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McNeil, Cameron L (Author Only), Barrios, Edy (Author Only), Tokovinine, Alexandre (Author Only), Burgos, Walter (Author Only), 81st Annual Meeting, Society for American Archaeology, "Rio Amarillo: A Community on the Edge of the Kingdom," Society for American Archaeology, Orlando, Florida. (April 9, 2016).

McNeil, Cameron L (Author Only), Barrios, Edy (Author Only), Burgos, Walter (Author Only), 114th Annual Meeting, American Anthropological Association, "Rio Amarillo: Living on the Margins of the Ch'orti' Maya World," American Anthropological Association, Denver, CO. (November 18, 2015).

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Barrios, Edy, McNeil, Cameron L, Burgos, Walter, Bill, Cassandra, 79th Annual Meeting, Society for American Archaeology, "Río Amarillo: A Town on the Edge of Ancient Copan." (April 25, 2014).

McNeil, Cameron L, Archaeology Roundtable Series, "Investigating Deforestation, Agroforestry, and Sustainable Land Management Practices at Copan, Honduras," Department of Anthropology, University of Kentucky, Lexington, KY. (February 27, 2014).

McNeil, Cameron L, V Congreso Centroamericano de Arqueología en El Salvador, "Río Amarillo: un Pueblo en la Cercanías de Copan," San Salvador, El Salvador. (November 27, 2013).

McNeil, Cameron L, 112th Annual Meeting of the American Anthropological Association., "A Migrating Theme: Cattails as Symbols of Distant Origins," Chicago, IL. (November 24, 2013).

McNeil, Cameron L, XXIII Encuentro Los Investigadores de la Cultura Maya, Universidad de Autonoma de Campeche, Mexico, "El cacao en la vida cotidiana entre los Mayas antiguos y modernos." (November 7, 2013).

McNeil, Cameron L, Yale Council on Archaeological Studies, "Shaping an Ancient Maya Polity: Deforestation, Agroforestry, and Sustainable Land Management Practices at Copan, Honduras," Yale University, New Haven, CT. (October 4, 2013).

McNeil, Cameron L, Archaeology Circle, "The Fragrance of Ritual: Discovering Floral Offerings at Ancient Copan, Honduras," Columbia University, New York, NY. (September 20, 2013).

Ryan Raaum

Published Lab Manual

Webb, N. M., Raaum, R. L. (2017). *Human Evolutionary Biology Lab Manual*. Dubuque, IA: Kendall Hunt.

Book Chapters

Raaum, R. L., Williams, S. R., Kusimba, C., Monge, J. M., Morris, A., & Mohamed, M. M. (2018). Decoding the genetic ancestry of the Swahili. In *The Swahili World*, Stephanie Wynne-Jones, Adria LaViolette (Ed.), BOOK TITLE (pp. 81-102). New York, NY: Routledge.

Raaum, R. L. (2014). Molecular Evidence of Primate Origins and Evolution. In Winfried Henke; Ian Tattersall (Ed.), (vol. Handbook of Paleoanthropology, 2nd Edition, pp. 1083-1135). Heidelberg, Baden-Württemberg: Springer Reference.

Refereed Journal Articles

Forrest, F. L., Plummer, T. W., Raaum, R. L. (2018). Ecomorphological analysis of bovid mandibles from Laetoli Tanzania using 3D geometric morphometrics: implications for hominin paleoenvironmental reconstruction. *Journal of Human Evolution*, 114, 20-34.

Hodgson, J. A., Mulligan, C. J., Al-Meer, A., Raaum, R. L. (2014). Early Back-to-Africa Migration into the Horn of Africa. *PLoS Genetics*, 10, e1004393.

Pozzi, L., Hodgson, J. A., Burrell, A. S., Sterner, K. N., Raaum, R. L., Disotell, T. R. (2014). Primate phylogenetic relationships and divergence dates inferred from complete mitochondrial genomes. *Molecular Phylogenetics and Evolution*, 74, 165-183.

Published Abstracts

Getahun, D. A., Raaum, R. L. (2020). A molecular phylogenetic analysis of papionins using Maximum Parsimony, Maximum Likelihood and Bayesian methods [Abstract]. *American Journal of Physical Anthropology*, 171, 99.

Thomas, O. O., Depret-Guillaume, P. J., Raaum, R. L., Harcourt-Smith, W., Hasegawa-Johnson, M. A., Polk, J. D. (2020). Automated and Semi-Automated Rapid Morphological Phenotyping using Geometry Processing [Abstract]. *American Journal of Physical Anthropology*, 171, 282.

Presentations

Raaum, Ryan L (Presenter & Author), Isabirye, Dan (Author Only), Munanura, Edson I (Author Only), 88th Annual Meeting of the American Association of Physical Anthropologists, "Diverse and distinct histories of admixture in East African Nilotic speakers," American Association of Physical Anthropologists, Cleveland, OH. (March 30, 2019).

O'Shea, Natalie (Presenter & Author), Raaum, Ryan L (Author Only), Schmitt, Christopher A (Author Only), Svardal, Hannes (Author Only), Delson, Eric (Author Only), 87th Annual Meeting of the American Association of Physical Anthropologists, "Differential preservation of population history in vervet skull anatomy," American Association of Physical Anthropologists, Austin, TX. (April 13, 2018).

Raaum, Ryan L (Presenter & Author), Munanura, Edson I (Author Only), Isabirye, Dan (Author Only), 86th Annual Meeting of the American Association of Physical Anthropologists, "Genome variation across the Bantu to Nilo-Saharan linguistic boundary in Uganda," American Association of Physical Anthropologists, New Orleans, LA. (April 21, 2017).

Hodgson, Jason A (Presenter & Author), Chundru, Vignesh (Author Only), Raaum, Ryan L (Author Only), 85th Annual Meeting of the American Association of Physical Anthropologists, "The legacy of slavery in the Middle East has been underappreciated by a factor of two," American Association of Physical Anthropologists, Atlanta, GA. (April 15, 2016).

Thomas, Oshane O (Presenter & Author), Roseman, Charles C (Author Only), Harcourt-Smith, William (Author Only), Raaum, Ryan L (Author Only), 85th Annual Meeting of the American Association of Physical Anthropologists, "Investigating primate cuboid shape within the context of adaptive evolution, allometry, and locomotion," American Association of Physical Anthropologists, Atlanta, GA. (April 14, 2016).

Hubbard, Amelia R (Presenter & Author), Raaum, Ryan L (Presenter & Author), Annual Meeting of the American Association of Physical Anthropologists, "A test of the agreement between mitochondrial DNA and nuclear microsatellite based reconstructions of biological distance among regional populations," American Association of Physical Anthropologists, St Louis, MO. (March 26, 2015).

Raaum, Ryan L (Presenter & Author), Biology Department Colloquium, "New Perspectives on Human Evolution from Population Genomics," Queens College, Queens, NY. (May 7, 2014).

Raaum, Ryan L (Presenter & Author), Hodgson, Jason A (Author Only), Al-Meer, Ali (Author Only), Mulligan, Connie J (Author Only), Annual Meeting of the American Association of Physical Anthropologists, "The Horn of Africa has a long and complicated history of admixture," American Association of Physical Anthropologists, Calgary, Alberta, Canada. (April 11, 2014).

Raaum, Ryan L (Presenter & Author), Proto-Globilisation in the Indian Ocean World, "Biological ancestry as an indication (or not) of cultural transmission in the Indian Ocean Basin," Oxford University, Oxford, UK. (November 9, 2013).

Stephanie Rupp

Books

Rupp, S. (in prep.) *Social and Viral Networks: Emergence of HIV/AIDS in southeastern Cameroon*. Manuscript in preparation for Duke University Press.

Edited Volumes

Strauss, S., S. Rupp, T. Love, eds. (2013) *Cultures of Energy: Power, Practices, Technologies*. Walnut Creek, CA: Left Coast Press.

Monson, J. and S. Rupp, eds. (2013). *Africa-China: New Engagements, New Research*. Special issue of *African Studies Review*. 56(1), April 2013.

Eves, H., R., Hardin, S. Rupp, eds. (1998) *Resource Use in the Trinational Sangha River Region of Equatorial Africa: Histories, Knowledge Forms, and Institutions*. New Haven: Yale University, School of Forestry and Environmental Studies. Bulletin Series, No. 102 (two volumes, in French and English).

Book Chapters

Giles-Vernick, T. and S. Rupp. (2021) "From chimps to humans: An historical epidemiology of HIV beginnings" in William Schneider, ed. "Histories of HIVs: Social Contexts of the Emergence of HIV/AIDS." Athens, OH: University of Ohio Press, pp. 86-125.

Rupp, S. (2018). Ivory Trails: Divergent Values of Ivory and Elephants in Africa and Asia. In Chris Alden and Daniel Large (Ed.), (pp. 225-240). Oxford: Routledge.

Rupp, S. (2014). Multiangular Identities among Congo River Basin Forest Peoples. In Barry Hewlett (Ed.), (pp. 277-98). New Brunswick, NJ: Transaction Publishers.

Rupp, S., & Giles-Vernick, T. (2013). People, Great Apes, Disease, and Global Health in Northern Forests of Equatorial Africa. In Tamara Giles-Vernick and James Webb (Ed.), (pp. 117-37). Athens, OH: Ohio University Press.

Refereed Journal Articles

Narat, V., N. Ranger, M. Salmons, S. Mercier Delarue, S. Rupp, P. Ambata, R. Njouom, F. Simon, T. Giles-Vernick, J. LeGoff. (2020) "A multi-disciplinary comparison of great ape gut microbiota in a central African forest and European zoo." *Nature Scientific Briefing*. 2020(10): 19107. <https://doi.org/10.1038/s41598-020-75847-3>.

Rupp, S., Narat, V., Kampo, M., Heyer, T., Ambata, P., Njouom, R., Giles-Vernick, T. (2018). Using physical contact heterogeneity and frequency to characterize dynamics of human exposure to nonhuman primate bodily fluids in Central Africa. *Journal of Neglected Tropical Diseases*, 12, 25.

Rupp, S., Narat, V., Alcayna-Stevens, L., Giles-Vernick, T. (2017). Rethinking human-nonhuman primate 'contact' and pathogenic disease spillover. *EcoHealth*, 14, 11.

Rupp, S. K., Ambata, P., Narat, V., Giles-Vernick, T. (2016). Beyond the Cut Hunter: A Historical Epidemiology of HIV Beginnings in Central Africa. *Ecohealth*, 13, 661-671.

Rupp, S. K., Yu-Shan, W., Christopher, A. (2016). Values, Culture and the Ivory Trade Ban.. *South African Institute for International Affairs, Occasional Paper Series*, 244, 22.

Rupp, S. (2016). Circuits and Currents: Dynamics of Disruption in New York City Blackouts. *Economic Anthropology*, 3, 106-118.

Rupp, S. (2014). Invited comment on "Petrobarter: Oil, Inequality, and the Political Imagination in and after the Cold War". *Current Anthropology*, 55, 146-47.

Rupp, S. (2014) "Multiangular Identities among Congo River Basin Forest Peoples" in B. Hewlett, ed. *Hunter-Gatherers of the Congo Basin Hunter-Gatherers: Culture, History, and Biology of African Pygmies*. New Brunswick, NJ and London: Transaction Publishers, pp. 277-98.

Giles-Vernick, T. and S. Rupp. (2013) "People, Great Apes, Disease, and Global Health in Northern Forests of Equatorial Africa" in *Global Health in Africa: Historical Perspectives on Culture, Epidemiology, and Control*. T. Giles-Vernick and J. Webb, eds. Athens, OH: Ohio University Press, pp. 117-37.

Presentations

Rupp, Stephanie, Annual Meeting, "Mamiwata: Circulations and Sexuality, Hunting and Viral Emergence in the Congo River Basin," African Studies Association, Boston, MA. (November 23, 2019).

Rupp, Stephanie, Global Health and Emerging Pathogens Institute, "Social, historical, economic, and ecological contexts of the emergence of HIV-1M," Division of Infectious Diseases, Icahn School of Medicine, Mount Sinai, New York NY. (September 17, 2019).

Rupp, Stephanie, Anthropology Division, "Social and Viral Networks: The Emergence of HIV in the Congo River Basin," American Museum of Natural History, New York, NY. (April 3, 2019).

Rupp, Stephanie (Presenter & Author), The Long Term: Tracing Legacies of Violence in Francophone Equatorial Africa, "Vis v. Vis Viva: Force vs. Agency in Sangha Basin History," University Omar Bongo, Libreville, Gabon. (November 25, 2018).

Rupp, Stephanie (Presenter & Author), Global Health and Emerging Pathogens Institute, "Tracing the Emergence of Pandemic HIV-1M in the Congo River Basin, 1890-1960," Icahn School of Medicine, Mount Sinai, New York, NY. (September 18, 2018).

Rupp, Stephanie (Coordinator/Organizer), Annual Meeting, 2017, "Guns: History, Culture, Politics," American Anthropological Association, Washington, D.C. (December 3, 2017).

Rupp, Stephanie (Presenter & Author), Global Health and Emerging Pathogens Institute, "Viral Entanglements: Emergence of HIV/AIDS in the Congo River Basin," Icahn School of Medicine, Mount Sinai, New York, NY. (November 4, 2017).

Rupp, Stephanie (Presenter & Author), Central Africa Scenarios 2018-2022, "Health Epidemics in Central Africa," Department of State, Washington, D.C. (August 8, 2017).

Rupp, Stephanie (Discussant), Annual Meeting, "Vector-Borne Semiotics: Interspecies Disease and Etiologic Clues," American Anthropological Association, Minneapolis, MN. (November 22, 2016).

Rupp, Stephanie (Presenter & Author), A Multi-disciplinary Study of Human Beings, Great Apes, and Disease Emergence in Equatorial Africa: Social Science Perspectives on Cross-Species Contacts, "Historical and Anthropological Analyses of Human-Non-Human Primate Relations and Disease," Institut Pasteur, Paris, France. (November 14, 2016).

Rupp, Stephanie (Presenter & Author), Africa Working Group, "Emergences of HIV: Merging Lives, Emerging Viruses," University of Notre Dame, South Bend, IN. (November 7, 2016).

Rupp, Stephanie (Discussant), Bandung Humanities: China-Africa Relations Reflected through Humanities and Literature, "Discussion of papers," Columbia University, New York, NY. (October 24, 2016).

Rupp, Stephanie (Presenter & Author), Ambata, Philippe, Histories of HIVs: Social Contexts of the Emergence of HIV/AIDS, "Social and Historical Contexts of the Emergence of HIV1-M in Southeastern Cameroon," American Museum of Natural History; Lehman College, New York, NY. (May 21, 2016).

Rupp, Stephanie (Presenter & Author), Explaining the Anthropocene (to Each Other): Conversations Across the Disciplines, "Sustainable Energy, Sustainable Societies, Sustainable Selves," Monmouth University, Monmouth, New Jersey. (April 22, 2016).

Rupp, Stephanie (Author Only), People, Parks, and Forests: Conflicts over Protected Areas for Nature/Wildlife Conservation, "Entanglements: Elephants and Ivory: People and Politics; Poverty and Affluence; Cameroon and Thailand," Gulu University, Nwoya District, Uganda. (April 6, 2016).

Rupp, Stephanie (Presenter & Author), Annual Meeting, "Subjugation: People, Simians, and Viruses in the Historical Emergence of HIV/AIDS," American Ethnological Society, Washington, D.C. (April 1, 2016).

Rupp, Stephanie (Presenter & Author), Columbia University Seminar on Ecology and Culture, "Social and Viral Circulations: People, Non-Human Primates, and the Emergence of HIV-1M," Columbia University, New York, NY. (February 16, 2016).

Rupp, Stephanie, The Zoonotic Condition: Disease Spillover and Species Being in the Anthropocene, "Fluid Interactions: People, Non-human Primates, and the Emergence of HIV-1M," American Anthropological Association, Denver, CO. (November 20, 2015).

Rupp, Stephanie, Refugees at Risk, "Reflections on Refugees in Nigeria and Cameroon," Lehman College, Program on Human Rights, Bronx, NY. (November 4, 2015).

Rupp, Stephanie, Judy Ann Wrigley Global Institute for Sustainability, "Energy and Sociality," Arizona State University, Tempe, AZ. (October 30, 2015).

Rupp, Stephanie, American Society for Tropical Medicine and Hygiene, "Historical and Social Contexts of HIV-1M Emergence: Evidence from Southeastern Cameroon," American Society for Tropical Medicine and Hygiene, Philadelphia, PA. (October 27, 2015).

Rupp, Stephanie, Giles-Vernick, Tamara (Author Only), Understanding Human-Animal Disease: Emergence, Ecologies, Ethnography, "Against the 'Cut Hunter': An Historical Evaluation of HIV Beginnings in Equatorial Africa," Durham University, Durham, U.K. (September 21, 2015).

Rupp, Stephanie, Conference on Hunting and Gathering Societies, "Places, People, and Tools: Designations of Legal and Illegal in Southeastern Cameroon," Vienna, Austria. (September 9, 2015).

Rupp, Stephanie (Discussant), Working Group Meeting, China-Africa Knowledge Project, "Teaching the Next Generation Cross-Regionally: Challenges and Capacity Gaps," Social Science Research Council, Brooklyn, NY. (June 4, 2015).

Rupp, Stephanie (Author Only), An International Collaboration on the Political, Social, and Cultural History of the Emergence of HIV/AIDS, "Historical and Social Contexts of HIV Emergence," National Endowment for the Humanities, Coimbra, Portugal. (April 16, 2015).

Rupp, Stephanie (Author Only), Invited Lecture, "Blackouts: Illuminating Structures of Power in New York City," New York Academy of Sciences, New York, NY. (February 23, 2015).

Rupp, Stephanie, 113th Annual Meeting, American Anthropological Association, "Elephants : Existence :: Ivory : Extinction: Animals, Objects, and competing Regimes of Value," American Anthropological Association, Washington, D.C. (December 2014).

Rupp, Stephanie, Conference of the Chinese in Africa / Africans in China Research Network, "Ivory Chains: Linking Asia, Africa, and Euroamerica," Jinan University, Guangzhou, China. (December 2014).

Rupp, Stephanie, Invited lecture, City College of New York, "Luxury vs. Extinction: Ivory, Elephants, and the Global Circulation of Value," History Society, City College of New York, City University of New York, New York, NY. (May 1, 2014).

Rupp, Stephanie, Plenary presentation, Society for Economic Anthropology, "Underlying Power: Energy Infrastructure and Inequality in New York City," Society for Economic Anthropology, Austin, TX. (April 2014).

Rupp, Stephanie, Invited lecture, Smith College, "Consuming to Extinction: The Africa-Asia Ivory Trade," African Studies, Asian Studies, Environmental Studies, and Anthropology Departments, Smith College, Northampton, MA. (April 10, 2014).

Rupp, Stephanie, Invited presentation, The Political, Social, and Cultural History of the Emergence of HIV/AIDS in Africa, "People and Great Apes: Relationships in Historical and Contemporary Perspectives," Indiana University, Indianapolis, IN. (March 21, 2014).

Rupp, Stephanie, 112th Annual Meeting, American Anthropological Association, "In the Wake of the Storm: Energy, Power, Agency, and Hurricane Sandy," American Anthropological Association, Chicago, IL. (November 2013).

Rupp, Stephanie, 56th Annual Meeting, African Studies Association, "Ivory Ironies: Flows of Ivory from Africa to Asia," African Studies Association, Baltimore, MD. (November 2013).

Rupp, Stephanie, Making Sense of the China-Africa Relationship: Theoretical Approaches and the Politics of Knowledge, "Ivory Intricacies: Pluralism and Diversity in African-Asian Ivory Networks," Social Science Research Council and Yale University, New Haven, CT. (November 18, 2013).

Rupp, Stephanie, Colloquium Series, Graduate Center, City University of New York, "Currents and Circuits: Dynamics of Power in New York City Blackouts," Department of Anthropology, Graduate Center, City University of New York, New York, NY. (October 11, 2013).

Rupp, Stephanie, Central African Forests and Institutions Conference, "Elephants and Ivory: Traditions, Transformations, and Trade in the Western Congo River Basin," University of Michigan, Paris, France. (September 2013).

Christa Salamandra

Books

Salamandra, C., Stenberg, L. (2015). *Syria from Reform to Revolt, Volume 2: Culture, Society and Religion*. Syracuse, New York: Syracuse University Press.

Book Chapters

Salamandra, C. (2019). A Mirror for Fieldworkers. In Scheele, Judith and Andrew Shryock (Ed.) Bloomington, Indiana: Indiana University Press.

Salamandra, C. (2016). Ambivalent Islam: Religion in Syrian Television Drama. In Karin van Nieuwkerk, Mark Levine and Martin Stokes (Ed.), (pp. 224-241). Austin, TX: University of Texas Press.

Salamandra, C., & Stenberg, L. (2015). Introduction: A Legacy of Raised Expectations. (pp. 1-15). Syracuse, New York: Syracuse University Press.

Salamandra, C. (2015). Syria's Drama Outpouring between Complicity and Critique. In Christa Salamandra and Leif Stenberg (Ed.), (978-0-8156-3415-7 ed.). Syracuse, New York: Syracuse University Press.

Salamandra, C. (2015). Nabil Maleh: Syria's Leopard. In Gugler, Josef (Ed.), (978-0-253-01652-2 ed., pp. 17-33). Bloomington, Indiana: Indiana University Press.

Salamandra, C. (2013). Syrian Television Drama: A National Industry in a Pan-Arab Mediascape. In Guaaybees, Tourya (Ed.), (pp. 83-95). Basingstoke, Hampshire: Palgrave Macmillan.

Refereed Journal Articles

Salamandra, C., Halabi, N. (2019). Introduction: Politics in and of Middle Eastern Television Drama. *Middle East Critique*, 28.

Salamandra, C. (2019). The Past Continuous: Memory and History in Syrian Social Drama. *Middle East Critique*, 28.

Non-Refereed Journal Articles

Salamandra, C. (2017). Al-Intizar: The Hara Which [sic] Eats its Inhabitants. *Drama Critics (Nuqad Drama)*, 3, 52-63.

Salamandra, C. (2016). Syria's Leopard, Part 2. *Jadaliyya*.

Salamandra, C. (2016). Syria's Leopard, Part 1. *Jadaliyya*.

Salamandra, C. (2014). Reflections on Not Writing about the Syrian Conflict. *Jadaliyya*, na, na.

Other Intellectual Contributions

Salamandra, C. (2017). *Syria's Leopard, Part 2* *Jadaliyya*.

Salamandra, C. (2017). *Syria's Leopard, Part 1*, *Jadaliyya*.

Salamandra, C., Stenberg, L. (2017). *Introduction: A Legacy of Raised Expectations* The World Institute for Studies (Syrian scholarly and topical website).

Salamandra, C. (2017). *Book Excerpt: Syria's Drama Outpouring from Syria from Reform to Revolt, Vol. 2 Arab Media and Society*.

Salamandra, C. (2016). *التأملات الأنثروبولوجية في سوريا: الطائفية في سوريا: Anthropological Reflections* The World Institute for Studies (Syrian scholarly and topical website).

Salamandra, C., Gürmen, E. (2016, September). The World of Musalsal. *Brownbook*, 104-107.

Salamandra, C. *Introduction to Waiting for Light* Indiana University Press (under contract).

Presentations

- Salamandra, Christa, seminar series, Art and Power in the Middle East: Past and Present," "The Right to the Ruins: Fictional Media Production and the Syrian Conflict," NYU Abu Dhabi Institute, United Arab Emirates (remote). (November 16, 2020).
- Salamandra, Christa, Near Eastern Studies Brown Bag Series, "City, Chaos, and Conflict in Syrian Television Drama," Princeton University, Department of Near Eastern Studies, Princeton, NJ. (February 3, 2020).
- Salamandra, Christa (Presenter & Author), Middle East Studies Association Annual Meeting, "Television Matters," Middle East Studies Association, New Orleans, LA. (November 16, 2019).
- Salamandra, Christa, Mediatized Diasporas, "Syria's Critical Media," Department of Cross-Cultural and Regional Studies, Copenhagen University, Denmark,, Copenhagen, Denmark. (January 22, 2019).
- Salamandra, Christa, Sectarianism in the Wake of the Arab Revolts, "Explaining Sectarianism across Space and Time," Department of Political Science, Aarhus University, Aarhus, Denmark. (January 21, 2019).
- Salamandra, Christa (Author Only), Seminar, "Serially Haphazard: Syrian Television Drama in the Satellite Era," Department of Mass Communication, American University of Sharjah, Sharjah, United Arab Emirates. (November 11, 2018).
- Salamandra, Christa (Panelist), Society for Cinema and Media Studies Annual Meetings, "An Exilic Industry: Syrian Television Drama," Society for Cinema and Media Studies, Toronto, Canada. (March 16, 2018).
- Salamandra, Christa (Coordinator/Organizer), Artist as Witness: Cultural Production, Conflict and Human Rights in Syria, Lehman Center for Human Rights and Peace Studies, Lehman College. (March 1, 2018).
- Salamandra, Christa, History and Society on Television in the Middle East, "Past Continuous: Memory and History in Syrian Social Drama," History Department, University of Maryland, College Park, College Park, MD. (April 6, 2017).
- Salamandra, Christa, Society for Cinema and Media Studies Annual Meeting, "The Critical Politics and Somber Poetics of Syrian Television Drama," Society for Cinema and Media Studies, Chicago, IL. (March 22, 2017).
- Salamandra, Christa, Media in Muslim Contexts: Inventing and Reinventing Identities, "The Past Progressive: History and Belonging in Syrian Social Drama," The Agha Khan University, London, UK. (November 3, 2016).
- Salamandra, Christa, Syria's Art and Architecture: A Multicultural History, "The Drama of Damascus," The Agha Khan University, Toronto. (October 30, 2016).
- Salamandra, Christa, Nordic Society of Middle Eastern Studies Conference, "Special Panel Series: The State and Its Limits after the Arab Uprisings," Nordics Society of Middle East Studies, Odense, Denmark. (September 23, 2016).
- Salamandra, Christa, Museum Lecture Series, "The Muḥannad Affect: Noormania and the Arab Female Gaze," Department of History, Boğaziçi University, Istanbul, Turkey. (June 14, 2016).
- Salamandra, Christa, Book Launch, "Launch of: Syria from Reform to Revolt," Istanbul Policy Center, Sabanci University/Swedish Research Institute in Istanbul, Istanbul, Turkey. (June 13, 2016).
- Salamandra, Christa (Presenter & Author), Festschrift for Prof. Paul Dresch, "It's Not about the Data: A Mirror for Fieldworkers," All Souls College, University of Oxford, Oxford, United Kingdom. (September 25, 2015).

Salamandra, Christa, Thinking Serially: Repetition, Continuation, and Adaptation, "'The Cultural Politics of Arab Television Drama Production'," Department of Comparative Literature, The Graduate Center, CUNY, New York City. (April 24, 2015).

Salamandra, Christa, American Folklore Society Annual Meeting, "Syrian Drama's Dark Aesthetic: A Visual Language of Critique," American Folklore Society, Santa Fe. MN. (November 8, 2014).

Salamandra, Christa, Brown Bag Seminar Series, "In Pasolini's Footsteps: Syrian Social Drama," Princeton University, Department of Near Eastern Studies, Princeton, NJ. (September 29, 2014).

Salamandra, Christa (Presenter & Author), 48H/Syria, "Nabil Maleh and the Politics of Cultural Production in Syria," Lund University, Lund, Sweden. (December 6, 2013).

Salamandra, Christa (Presenter & Author), Nordic Society for Middle Eastern Studies, "Keynote address: The Dark Aesthetic: Portents of the Syrian Conflict in Popular and Cinematic Culture," Nordic Society for Middle Eastern Studies, Lund, Sweden. (September 19, 2013).

Victoria Sanford

Books

Sanford, V., Stefatos, K., Salvi, C. (2016). *Gender Violence in Peace and War ~ States of Complicity*. New Brunswick, NJ: Rutgers University PRes.

Book Chapters

Sanford, V., Duyos Alvarez, S., & Dill, K. (2018). Sexual Violence as a Weapon during the Guatemalan Genocide in "Women and Genocide". In Elissa Bemporad and Joyce W. Warren (Ed.), (pp. 207-222). Bloomington, IN: Indiana University PRes.

Sanford, V. (2016). "Sur la ligne de front: l'anthropologie médico-légale". Paris: Petra éditions.

Sanford, V., Duyos-Alvarez, S., & Dill, K. (2016). "Women as State Targets: Systematic Gender Violence during the Guatemalan Genocide,". New Brunswick, NJ: Rutgers University PRes.

Sanford, V., Stefatos, K., & Salvi, C. (2016). • "Introduction," *Gender Violence in Peace and War ~ States of Complicity*. New Brunswick, NJ: Rutgers University PRes.

Sanford, V. (2015). "Estructuras de Violencia en Guatemala". In Werner Mackenback (Ed.), (pp. pp 111-129). F&G Editores: La transformación de la violencia en América Latina – dinámicas del cambio de la violencia en la sociedad y en la literatura.

Sanford, V. (2013). "Propaganda, Gangs and Social Cleansing in Guatemala," In Whitehead, Neil and Sverker Finnstrom, Eds., *Virtual War and Magical Death: Technologies and Imaginaries for Killing and Terror*, Duke University Press, 2013.

Sanford, V. (2013). • Reprint of "From Rigoberta to the Commissioning of Truth: Maya Women and the Reshaping of Guatemalan History," *Cultural Critique*, No. 47, 2001, In *Contemporary Literary Criticism*, (2013) Vol. 332, Gate Group.. Gate Group.

Refereed Journal Articles

Alperin, D., Sanford, V. (2017). "Protecting Academic Freedom and Higher Education Academies in Crisis: The Scholar Rescue Fund of the Institute of International Education". *Latin American Studies Association Forum*, 48:1, 63-67.

Sanford, V. (2014). "Command Responsibility and the Guatemalan Genocide: Genocide as a Military Plan of the Guatemalan Army under the Dictatorships of Generals Lucas Garcia, Rios Montt, and Mejia Victores," *Genocide Studies International* 8, 1 (Spring 2014): 86–101. © 2014.. *Genocide Studies International*, (Spring 2014), 8, 86-101.

Sanford, V. (in press). • “Command Responsibility and the Guatemalan Genocide,” Invited article for inaugural issue of *Genocide Studies International*, University of Toronto Press.. *Genocide Studies International Journal/University of Toronto Press*.

Conference Proceedings

Sanford, V. • *Report on the Guatemalan Commission for Historical Clarification, December 2019* (16 pages) Auschwitz Institute for Peace and Reconciliation and the United Kingdom’s Department for International Development (DFID).

Sanford, V. (2014). “Sexual Violence as a Weapon during the Guatemalan Genocide,” at *International conference “Surviving Genocide: On What remains and the possibility of Representation,” International Max Planck Research School on Retaliation, Mediation and Punishment, Halle, Germany, December 11, 2014..*

Sanford, V. (2014). “Mujeres mayas como blancos ~ Violencia de genero, memoria y el genocidio guatemateco,” *III Seminario Internacional sobre Derechos Humanos, Derecho Internacional Humanitario. Justicia transicional y postconflicto: debates y perspectivas, Facultad de Derecho de Bogota de La Universidad Libre, nov. 13, Bogota, Colombia..*

Sanford, V. (2014). “Anthropological Methods for Documenting Human Rights Violations and Genocide,” “Command Responsibility and the Ixil Genocide,” and “Maya Women as Targets: Gender Violence and the Guatemalan Genocide,” *invited seminar, University of Toronto International Institute on Genocide and Human Rights, University of Toronto, August 11, 2014..*

Sanford, V. (2014). *Discussant for panel: “Continuums of Violence: Women’s Leadership for Ending Violence against Women in Guatemala,” Latin American Studies Association, May 2014..*

Sanford, V. (2014). *Roundtable Presenter, “Transmisión intergeneracional de memorias de violencia política: marcos teóricos y metodológicos,” Latin American Studies Association, May 2014..*

Sanford, V. (2014). *Roundtable Presenter, “Impunity: How failure to punish past crimes affects democracy and collective memory,” Latin American Studies Association, May 2014..*

Other Intellectual Contributions

Sanford, V. (2018, November 10). “Criminals? Hardly. That’s Who the Caravan Flees”. *New York Times*.

Sanford, V. (Author) (2017, November 17). “We Supported Their Dictators, Led the Failed ‘War on Drugs’ and Now Deny Them Refuge,”. *Billmoyers.com*.

Sanford, V. (2016). “Guatemala” *Charles Scribner’s Sons*.

Sanford, V. (2016). *Background Essay ABC CLIO*.

Sanford, V. (2016). “Denial: del Holocausto al Genocidio en Guatemala,” *Agencia EFE*.

Sanford, V. (2016). “Denial from the Holocaust to the Guatemalan Genocide,” *Telesur*.

Sanford, V. (2016). “Denial from the Holocaust to the Guatemalan Genocide,” *barriozone.com*.

Presentations

Sanford, Victoria (Presenter & Author), “La Reinvidicación de los derechos humanos de las mujeres indígenas,” “Derechos de la Tierra y Derechos Humanos de las Mujeres Indígenas,” *Maestría en Estudios de Genero, Facultad de Jurisprudencia y Ciencias Sociales de la Universidad de El Salvador,, San Salvador, El Salvador. (December 2, 2020).*

Sanford, Victoria, *Memorias en las orillas: mujeres y feministas en las Ciencias Sociales en Chiapas y Guatemala,* “Del Genocidio al Femicidio en Guatemala,” *Fundacion Maria y*

Antonio Goubad Carrera and the Universidad Autonoma de Chiapas, San Cristobal, Chiapas, Mexico. (November 5, 2020).

Sanford, Victoria, "Evolución del reconocimiento del Derecho a la Propiedad Colectiva sobre la tierra de los Pueblos Indígenas en el contexto guatemalteco y en el Sistema Interamericano de Derechos Humanos," "Como impacta la falta de certeza jurídica de la tierra de las comunidades indígenas, en la vida de las mujeres y la familia," Nim Ajpu La Asociación de Abogados y Notarios Mayas de Guatemala, Guatemala City, Guatemala. (October 28, 2020).

Sanford, Victoria, Reading from my book - Guatemala: Violencia Sexual y Genocidio, "Guatemala: Violencia Sexual y Genocidio," Libreria Sophos, Guatemala City, Guatemala. (September 29, 2020).

Sanford, Victoria (Presenter & Author), Memory as Heritage, the Challenge of the Future, "Gendered Memories of Violence," Johannesburg Institute for Advanced Study, University of Johannesburg, Johannesburg, South Africa, (June 24, 2020).

Sanford, Victoria (Presenter & Author), Commemoration of the 42nd Anniversary of the Panzos Massacre "Una conversación comunitaria, histórica, social y jurídica en el marco de la conmemoración del 42 aniversario de la Masacre en Panzós, "La Masacre de Panzos ~ Tierra, Etnicidad y Violencia en Guatemala,," Association of Panzos Massacre Survivors, AVIHDESMI and FAMDEGUA, Panzos, Guatemala - virtual event. (May 28, 2020).

Sanford, Victoria (Panelist), Invited Executive Session, The Migrant Caravan and Legacies of Violence: The Changing Climate of Immigration and Asylum at the U.S./Mexican Border and Beyond, "No Safe Haven: How U.S. and Central American Governments Fail to Protect the Rights of Women," American Anthropological Association and Canadian Anthropology Society,, Vancouver, Canada, (November 23, 2019).

Sanford, Victoria (Discussant), Dangerous Ethnographies: Violence and Surveillance in the Field,, "Discussing Dangerous Ethnographies," American Anthropological Association and Canadian Anthropology Society,, Vancouver, Canada, (November 21, 2019).

Sanford, Victoria (Author Only), "From the Mouth of the Shark: Causes and Consequences of the Central American Migration,," "Gender Violence, Femicide and Migration: Why Guatemalan Women Walk Across Mexico in Search of Freedom," Keynote Lecture, Conference – ,," University of Virginia, Charlottesville. (November 8, 2019).

Sanford, Victoria (Author Only), Creativity, Resistance and Hope: Towards an Anthropology of Peace,, "Anthropological Methods for Documenting Human Rights Violations and Genocide,," "Peace and Conflict Studies in Anthropology Annual Conference, European Association of Anthropology, Belfast, Ireland. (October 4, 2019).

Sanford, Victoria (Author Only), Filming Justice: Memory and Genocide in Guatemala Film Series,, "Discussant with Director Izabel Acevedo, "El Buen Cristiano" a film about General Rios Montt and the Guatemalan Genocide,," Mesoamerican Studies Group,, The Graduate Center, City University of New York, (September 19, 2019).

Sanford, Victoria (Author Only), Genocide and Human Rights University Program, "2 presentations in Seminar - "Challenging Impunity in Domestic Courts ~ Human Rights Prosecutions in Latin America" and "Anthropological Methods for Documenting Human Rights Violations and Genocide,," International Institute for Genocide and Human Rights Studies, University of Toronto,, Toronto, Canada. (August 12, 2019).

Sanford, Victoria (Leader), United States Holocaust Memorial Museum Faculty Seminar on Holocaust and Genocide in the Americas, "Faculty Seminar on Holocaust and Genocide in the Americas," , US Holocaust Memorial Museum and Museo Memoria y Tolerancia,, Mexico City, (June 2019).

Sanford, Victoria (Author Only), Tribunal de Conciencia ~ La Violencia Sexual en el Pasado y el Presente es un Crimen, "Genocidio, Femicidio y Violencia de Género en Guatemala,," Unión

Nacional de Mujeres Guatemaltecas, Universidad de San Carlos, Guatemala City, Guatemala. (June 26, 2019).

Sanford, Victoria (Author Only), Violence et sortie de la violence, "Anthropological Methods of Documenting Human Rights Violations & Genocide," Fondation Maison des sciences de l'homme at the École des Hautes Études en Sciences Sociales, Paris, France. (May 9, 2019).

Sanford, Victoria (Author Only), Renard Lecture, "Propaganda and the Criminalization of Truth in Guatemala," Jewish Community Center, Tarrytown, NY. (April 22, 2019).

Sanford, Victoria (Moderator), Moderator, "Memory Protectors: Genocide in Guatemala," Feminist Constellations II, Daughters of Mother Earth: A Symposium on Extractivism and the Feminization of Repression and Resistance, April 18, 2019., "Moderator," Center for Latin American and Caribbean Studies, New York University, New York. (April 18, 2019).

Sanford, Victoria (Author Only), Society for Immigrant and Refugee Rights Third Annual Symposium, "The Impacts of US Interventions on Current Global Migration Trends," Columbia Law School, New York, NY. (April 11, 2019).

Sanford, Victoria (Author Only), Keynote Lecture, International Studies Honor Society Induction Ceremony, "Anthropological Methods for Documenting Human Rights Violations and Genocide," Ramapo College, New Jersey. (March 28, 2019).

Sanford, Victoria (Author Only), On Violence Symposium, "The Disappeared of Guatemala," Kunst Museum of Modern Art, Frankfurt, Germany. (March 2, 2019).

Sanford, Victoria (Author Only), Holocaust & Genocide Studies Program Lecture, "The Disappeared of Guatemala," Stockton University, Galloway, NJ. (February 28, 2019).

Sanford, Victoria, "International Human Rights Day 70th Anniversary Celebration," "co-organizer and chair," Center for Human Rights and Peace Studies, Lehman College. (December 11, 2018).

Sanford, Victoria, "Workshop on Atrocity Prevention in the Americas: Gender Violence, Citizen Security and the Role of the Police," "co-organizer and chair," Center for Human Rights and Peace Studies and Auschwitz Institute, Lehman College. (November 30, 2018).

Sanford, Victoria, "International Conference on Atrocity Prevention in the Americas: Gender Violence, Citizen Security and the Role of the Police," "co-organizer and chair," Center for Human Rights and Peace Studies and Auschwitz Institute, Lehman College. (November 29, 2018).

Sanford, Victoria, "Responding to Tragedy~Rabbinical Students Talk about Accompanying Families in Pittsburgh after the Recent Anti-Semitic Attacks," "co-organizer and chair," Center for Human Rights and Peace Studies, Lehman College. (November 15, 2018).

Sanford, Victoria, "A Very Special Event with Ricardo Falla: Accompaniment and Solidarity in War," "organizer and chair," Center for Human Rights and Peace Studies, Lehman College. (October 23, 2018).

Sanford, Victoria, "Journalism in the Age of Disaster, Puerto Rico: La Tormenta, The Truth and Making Sense, One Year After Hurricane Maria," "co-organizer," Center for Human Rights and Peace Studies and Dept of Journalism, Lehman College. (October 11, 2018).

Sanford, Victoria, Fourth International Graduate Student Conference on Holocaust and Genocide Studies, "Women and Genocide Studies," Strassler Center, Clark University. (April 13, 2018).

Sanford, Victoria, Fourth International Graduate Student Conference on Holocaust and Genocide Studies, "Anthropological Methods for Documenting Human Rights Violations & Genocide," Strassler Center, Clark University. (April 12, 2018).

Sanford, Victoria, "Anthropological Methods for Documenting Human Rights Violations & Genocide," Fletcher School of Law and Diplomacy, Tufts University. (March 15, 2018).

Sanford, Victoria, Renard Lecture, "Buried Secrets: How Anthropologists Investigate and Document Human Rights Violations," Jewish Community Center, Tarrytown, NY. (February 12, 2018).

Sanford, Victoria, Brusi, Rima, "In the Eye of the Hurricane: Understanding Puerto Rico's Crisis," Conference co-organizer with Dr. Rima Brusi, "co-organizer," Center for Human Rights and Peace Studies,, Lehman College. (December 6, 2017).

Sanford, Victoria, American Anthropological Association Annual Meeting,, "'Colombia: Anthropology Between War and Peace,'" co-chair with Winifred Tate,, " American Anthropological Association Annual Meeting,, Washington DC. (December 2, 2017).

Sanford, Victoria, American Anthropological Association Annual Meeting,, "'Knowledge, Facts and Evidence in the Era of Post-Truth,'" Roundtable presenter," American Anthropological Association Annual Meeting,, Washington DC. (December 2, 2017).

Sanford, Victoria, American Anthropological Association Annual Meeting, "'Anthropologist as Witness: Critical Perspectives on the production of cultural and forensic expertise in courts of law,'" Chair for INVITED SESSION,, " sponsored by Association for Political and Legal Anthropology, Washington DC, (December 1, 2017).

Sanford, Victoria, American Anthropological Association Annual Meeting,, "'Intersections of Truth and Violence,'" Discussant for INVITED SESSION,, " Association for Political and Legal Anthropology & Association for the Anthropology of Policy, American Anthropological Association, Washington DC. (November 30, 2017).

Sanford, Victoria, International Workshop on Impunity and Institutional Reform in Post-Conflict Societies: The Impact of the International Commission Against Impunity in Guatemala,, "'Propaganda and the Criminalization of Truth,'" " Community Engaged Scholarship Institute and the Department of Political Science,, Guelph University, Canada, (November 3, 2017).

Sanford, Victoria, Memory Laws Workshop – Criminalizing Historical Narrative,, "'Propaganda and the Criminalization of Truth,'" " Institute for the Study of Human Rights,, Columbia University. (October 28, 2017).

Sanford, Victoria, "Atrocity Prevention from Africa to the Americas," Speaker: Dr. Tibi Galis,, "'Atrocity Prevention from Africa to the Americas," Speaker: Dr. Tibi Galis, Organizer and Chair,, " Center for Human Rights and Peace Studies,, Lehman College. (October 25, 2017).

Sanford, Victoria, Book reading, "'Gender Violence in Peace and War – States of Complicity,'" Book Reading, Leonard Lief Library,, " Leonard Lief Library, Herbert Lehman College, (October 4, 2017).

Sanford, Victoria, Walsh-Haney, Heather (Presenter & Author), Law School Workshop, "'Identifying Femicide in the 21st Century Using Forensic Anthropology,'" " Universidad Santo Tomas, Bogota, Colombia. (August 17, 2017).

Sanford, Victoria, VI Seminario Internacional: Derechos Humanos, Subjectividades y Memoria, Facultad de Derecho, "'Feminicidio y Violencia de Género en escenarios de post-conflicto: a propósito de Guatemala,'" Keynote Lecture , Bogota,, " Universidad Libre Los Bosques,, Bogota. (August 10, 2017).

Sanford, Victoria, "Human Rights in the Americas~Freedom of Expression and Citizenship in 2017," Organizer and Chair, 7th Annual Conference of the Center for Human Rights and Peace Studies,, "'Human Rights in the Americas~Freedom of Expression and Citizenship in 2017," Organizer and Chair, 7th Annual Conference of the Center for Human Rights and Peace Studies, Lehman College, May 9, 2017., " Center for Human Rights and Peace Studies,, Lehman College. (May 9, 2017).

Sanford, Victoria, Displacement and the Making of the Modern World,, "'Methodologies for the Construction and Analysis of Statistics and Indicators on Displacement,'" " Middle Eastern Studies Program, Brown University. (April 21, 2017).

Sanford, Victoria, Estudios Críticos Feministas a las Ciencias Sociales en México y Centroamérica, "'Violencia de Género en Guatemala – Del Genocidio al Femicidio,'" , , February 17, 2017., " Programa Universitario de Estudios de Género (PUEG) Universidad Nacional

Autónoma de México (UNAM), Centro de Investigaciones y Estudios Superiores en Antropología Social. (February 17, 2017).

Sanford, Victoria, Women's Social Movements in Contemporary Latin America: Common Trends, Intersecting Identities, Diverse Realities,, ""Weavers of Life: Demobilized Women Making Peace in Colombia,"" Oxford University,, Oxford, UK. (January 28, 2017).

Sanford, Victoria, American Anthropological Association Annual conference, "Discussant for "Political Dramas and the Politics of Evidence,"" American Anthropological Association, Minneapolis, MN. (November 18, 2016).

Sanford, Victoria, American Anthropological Association Annual conference, ""Ethnography and Forensics: Anthropology as Field and Forum,"" AAA Executive Program Committee,, Minneapolis, MN. (November 17, 2016).

Sanford, Victoria, Faculty Writers' Workshop on Urgent Issues, "organizer and chair," Center for Human Rights and Peace Studies, Lehman College. (September 2016).

Sanford, Victoria, A Conflict? Genocide and Resistance in Guatemala,, ""Opening and Closing Remarks,"" Shoah Foundation Center for Advanced Genocide Studies,, University of Southern California, Los Angeles, (September 11, 2016).

Sanford, Victoria, "A conflict? Genocide and Resistance in Guatemala," "co-organizer and co-chair of conference," Shoah Foundation Center for Advanced Genocide Studies,, University of Southern California, Los Angeles, (September 11, 2016).

Sanford, Victoria, Colloquia Doctorado de Ciencias Políticas e Internacionales, ""Femicidio, Maras y Limpieza Social,"" Universidad del Rosario, Bogota, Colombia. (August 19, 2016).

Sanford, Victoria, Feria de Investigación Escuela de Postgrados de Policía, "El Papel de la policía en el post-conflicto," Gobernación de Cundinamarca,, Bogota, Colombia. (August 3, 2016).

Sanford, Victoria, I Encuentro Internacional Estudios Interdisciplinarios, el Derecho y la Política, Centro de Investigaciones,, ""Métodos Antropológicos para documentar violaciones de Derechos Humanos y Genocidio,"" Facultad de Derecho Universidad Libre, Bogota, Colombia. (July 29, 2016).

Sanford, Victoria, Fulbright Lecture, "Femicidio, Maras y Limpieza Social: Responsabilidad del Estado en el Post-Conflicto," National Police Academy of Colombia, Bogota, Colombia. (July 25, 2016).

Sanford, Victoria, Facultad de Derecho,, "Metodologías Antropológicas para documentar las violaciones de los Derechos Humanos y el Genocidio," Universidad Libre, Cede Candelaria, Bogota, Colombia. (July 8, 2016).

Sanford, Victoria, LASA Annual Meeting panel: Cleansing, Corruption, and Covert Ops: The War on Drugs in the Northern Triangle,, ""La Línea~ High Crimes & Genocide Denial in Guatemala,"" Latin American Studies Association,, New York, NY. (May 28, 2016).

Sanford, Victoria, Asylum Training: Central American & Mexican Asylum Claims, ""Guatemala Country Conditions,"" Catholic Legal Immigration Network, Atlanta, GA. (May 5, 2016).

Sanford, Victoria, "6th Annual Human Rights Conference: Archives, Witnessing & Testimony: Truth Battles," "organizer and chair," Center for Human Rights and Peace Studies, Lehman College. (April 19, 2016).

Sanford, Victoria, Living Truths Symposium, ""Reflecting on Representation, Silences and the Limits of the Visible,"" Center for the Study of Human Rights and Genocide Latin American Working Group, Rutgers University, Newark, NJ. (April 8, 2016).

Sanford, Victoria, "Translatability of Genocidal and Mass Violence Evidentiary Practices, Narratives of Remembrance, and Future Making," ""Documenting Human Rights Violations and Genocide to Support Survivor Claims for Justice and Asylum,"" Research Cluster "Society and Culture in Motion" at University of Halle-Wittenberg, and SPP 1448, Adaptation and Creativity in Africa, Martin Luther University,, Halle, Germany. (April 7, 2016).

Sanford, Victoria, Invited lecture, "Colombian Peace Communities~ Making Peace in the War Zone," Center for Judaic, Holocaust and Genocide Studies & Department of Justice Studies, Florida Gulf Coast University, Ft. Myers, FL. (March 29, 2016).

Sanford, Victoria, United Nations Secretary General Ban Ki-moon Lecture, "Moderator," 47th annual Herbert H. Lehman Memorial Lecture, Lehman College. (March 17, 2016).

Sanford, Victoria, "Women, Not Victims: Moving Beyond Sexualized Atrocities in Genocide", "Maya Women as Targets: Gender Violence and the Guatemalan Genocide," Holocaust Memorial and Tolerance Center of Nassau County, Nassau County. (March 13, 2016).

Sanford, Victoria, Bi-Weekly Lecture Series on Human Rights in Latin America, "Bi-Weekly Lecture Series on Human Rights in Latin America," Riverwalk at the Hebrew Home, Riverdale, NY. (January 2016).

Sanford, V. (2014). *"The Disappeared of Guatemala," Ayotzinapa Student Disappearances~ A Public Discussion on Violence in Mexico, Center for Mexican Studies, Columbia University, November 24, 2014.*

Sanford, V. (2014). *"Responsabilidad de Mando en el genocidio guatemalteco," III Seminario Internacional sobre Derechos Humanos, Derecho Internacional Humanitario. Justicia transicional y postconflicto: debates y prospectivas, Facultad de Derecho de Bogota de La Universidad Libre, Nov. 13, 2014, Bogota, Colombia.*

Sanford, V. (2014). *"Inequality and Police States at Home and Abroad," Post-Show Panel Discussion with playwright Catherine Filloux following performance of "Selma '65" La MaMa Theatre, New York, October 12, 2014.*

Sanford, V. (2014). *Interview about public anthropology by Maria Ruiz Trejo for "Antropología pública y derechos humanos. Entrevista a la antropóloga Victoria Sanford," Revista de Antropología de Orientación Pública, Sept. 2014.*

Sanford, V. (2014). *"Maya Women as Targets: Gender Violence, Memory and the Guatemalan Genocide," invited presenter for human rights panel "The Comparative Politics of Accountability, Transitional Justice & Civil Conflict: On the deployment of Human Rights & International Humanitarian Law," International Policy Center, University of Michigan, September 18, 2014. Invited Panelist*

Sanford, V. (2014). *"La Antropología pública y los derechos humanos internacionales," video presentation for Homenaje a Marta Casaus, Autonomous University of Madrid, September 5, 2014. Commentator in Celebration of the Work of Dr. Marta Casaus*

Sanford, V. (2014). *"Maya Women as Targets: Gender Violence and the Guatemalan Genocide," Women in Public Service Project, Reconstructing Societies in the Wake of Conflict: Transitional Justice and Economic Development, a two week Institute hosted by Mt. Holyoke, Simmons and Smith College, May 28, 2014. Invited Presenter*

Sanford, V. (2014). *Anthropological Methods for Documenting Human Rights Violations and Genocide," Department of Anthropology, Harvard University, April 22, 2014. Invited Lecture, Dept Anthropology, Harvard University*

Sanford, V. (2014). *"Maya Women as Targets: Gender Violence and the Guatemalan Genocide," Keynote Speaker for Induction Ceremony of Sigma Iota Rho (Honors Society for International Studies), Ramapo College, New Jersey, April 16, 2014. Keynote speaker*

Sanford, V. (2014). *"Challenging Impunity in Domestic Courts: Human Rights Prosecutions in Latin America," Human Rights~ A Year Long Forum, City College of New York, April 10, 2014. Invited Commentator*

Sanford, V. (2014). *"Gender Violence, Conflict and the State," Chair and co-organizer with Cecilia Salvi and Katerina Stefatos, Center for Human Rights and Peace Studies Annual Spring Conference, Lehman College, April 2, 2014. Conference Organizer*

Sanford, V. (2014). *"Maya Women as Targets: Gender Violence and the Guatemalan Genocide,"* Keynote Speaker, Forensics Program, Florida Gulf Coast University, Ft. Myers, March 26, 2014..Keynote Speaker

Sanford, V. (2014). *"Maya Women as Targets: Gender Violence and the Guatemalan Genocide,"* Women and Genocide Conference, Queens College, NY, March 17, 2014..Invited Conference Speaker

Sanford, Victoria (Presenter Only), Civico, Aldo (Presenter & Author), Human Rights, Rule of Law, and Peace-Making in Latin America, "Sicilian Mafia and Colombian Paramilitaries: Fieldwork of a War Machine" Aldo Civico," Center for Human Rights and PEace Studies, LEhman College. (December 2, 2013).

Sanford, Victoria (Presenter & Author), Anthropological Methods for Documenting Human Rights Violations & Genocide," in "How to Nail a Dictator: The Role of Anthropologists and Human Rights Activists in the Genocide Trial of Rios Montt in Guatemala," Special Event of the AAA Committee for Human Rights, American Anthropological Association, Chicago, Nov. 23, 2013., "Anthropological Methods for Documenting Human Rights Violations & Genocide," in "How to Nail a Dictator: The Role of Anthropologists and Human Rights Activists in the Genocide Trial of Rios Montt in Guatemala," Special Event of the AAA Committee for Human Rights, American Anthropological Association, Chicago, Nov. 23, 2013.," Committee for Human Rights, Chicago. (November 23, 2013).

Sanford, Victoria (Presenter & Author), American Anthropological Association, "Discussant for Panel: "Approaching Perpetrators: Ethical, Methodological and Theoretical Considerations," American Anthropological Association, Chicago, Nov. 21, 2013.," AAA, Chicago. (November 21, 2013).

Sanford, Victoria (Presenter & Author), american Anthropological Association, ""How to Nail a Dictator: The Role of Anthropologists and Human Rights Activists in the Genocide Trial of Rios Montt in Guatemala," Chair and Co-organizer (With Meg Perkinson), Special Event of the AAA Committee for Human Rights, American Anthropological Association, Chicago, Nov. 21, 2013.," Committee for Human Rights, Chicago. (November 21, 2013).

Sanford, Victoria (Presenter & Author), "Breaking the Wall of Impunity: The Genocide Trial of Ex-Dictator Efraim Rios Montt," in Invited Session sponsored by Association for Political and Legal Anthropology, "Gray Zones and their Aftermaths: Memory, Mourning and Justice," American Anthropological Association, Chicago, Nov. 21, 2013., "Breaking the Wall of Impunity: The Genocide Trial of Ex-Dictator Efraim Rios Montt," Association for Political and Legal Anthropology, AAA Chicago. (November 21, 2013).

Sanford, Victoria (Presenter Only), Duyos-Alvarez, Sofia (Presenter & Author), Human Rights, Rule of Law, and Peace-Making in Latin America, "The Guatemalan Genocide Trials," Center for Human Rights and PEace Studies, LEhman College. (November 2, 2013).

Sanford, Victoria (Presenter Only), Dada, Carlos (Presenter & Author), Human Rights, Rule of Law, and Peace-Making in Latin America, ""Frontline Reporting on Human Rights Abuses, Corruption & Drug Violence in Central America,"," Center for Human Rights and PEace Studies, LEhman College. (October 28, 2013).

Sanford, Victoria (Presenter & Author), "Can There be Justice after Genocide?" Center for Latin American Studies, George Mason University, Arlington, October 23, 2013., ""Can There be Justice after Genocide?" Center for Latin American Studies, George Mason University, Arlington, October 23, 2013.," Center for Latin American Studies, George Mason University, Fairfax, VA. (October 23, 2013).

Sanford, Victoria (Presenter & Author), "Can There be Justice after Genocide?" Center for Latin American Studies and Department of Anthropology, Johns Hopkins University, Baltimore,

October 22, 2013., "Can There be Justice After Genocide?," Johns Hopkins University Dept Anthropology and Latin American Studies, Baltimore. (October 22, 2013).

Sanford, Victoria (Presenter & Author), Human Rights, Rule of Law and Peacemaking in Latin America, "Impunity in Post-Genocide Guatemala," Center for Human Rights and Peace Studies, Lehman College. (October 15, 2013).

Sanford, Victoria (Presenter & Author), "Justice and Impunity in Post-Genocide Guatemala ~Anthropological Methods for Documenting Human Rights Violations and Genocide," October 10, 2013., "Justice and Impunity in Post-Genocide Guatemala," Department of Anthropology, Harvard University,, Cambridge, MA. (October 10, 2013).

Sanford, Victoria (Presenter & Author), "The Guatemalan Genocide: Denial and Polarization," Global Justice Colloquium, Center for the Study of Genocide, Conflict Resolution and Human Rights, Division of Global Affairs, Rutgers University, Newark, Sept. 26, 2013., "The Guatemalan Genocide: Denial and Polarization," Division of Global Affairs, Rutgers University, Newark, NJ. (September 26, 2013).

Sanford, Victoria (Presenter & Author), Commentary on "El Granito~How to Nail a Dictator," Human Rights Institute, University of Connecticut, Storrs, September 11, 2013, "Commentary on "El Granito~How to Nail a Dictator," Human Rights Institute, University of Connecticut, Storrs, September 11, 2013," Human Rights Institute, UConn, Storrs, CT. (September 11, 2013).

Sanford, Victoria (Presenter & Author), "Conferencia Internacional: Post Conflicto y Reconciliación en Colombia," Facultad de Ciencias Políticas y Relaciones Internacionales y Programa de Resolución de Conflictos, Pontificia Universidad Javeriana, Bogota, Sept. 6, 2013., "Guatemala en el postconflicto: Lecciones aprendidas para Colombia," Facultad de Ciencias Políticas y Relaciones Internacionales y Programa de Resolución de Conflictos, Pontificia Universidad Javeriana, Bogota, Colombia. (September 6, 2013).

Appendix B - Commonly Offered Anthropology Elective Courses

Number	Title	Description
ANT 206	Anthropological Perspectives on Women and Men	The roles of females and males in both simple and complex societies. Exploration of some of the factors involved in differential allocation of work, roles, prestige, and power among females and males. Factors to be examined include economic structure, the distribution of power, the process of socialization, and ecological adaptation.
ANT 210	Women in Latin America	The impact of social and cultural differences among women on gender relations, women's sexualities and identities in Latin America.
ANT 230	Selected Studies in Societies and Cultures (Africa)	Description and analysis of these areas' distinctive ecological, economic, socio-political, and ideological systems.
ANT 231	Selected Studies in Societies and Cultures (Middle East)	Description and analysis of these areas' distinctive ecological, economic, socio-political, and ideological systems.
ANT 238	Selected Studies in Societies and Cultures (Latin America)	Description and analysis of these areas' distinctive ecological, economic, socio-political, and ideological systems.
ANT 240	Emergence of Ancient Civilizations	Anthropological perspectives on the rise of early civilizations, states, and urbanism in Mesopotamia, Egypt, Pakistan, China, Mesoamerica, and Peru.
ANT 241	Uncovering the Culture of Early New York City	An archaeological perspective on the early history of New York City, including Native American settlements, the founding of New Amsterdam, and early settlement in the Bronx. Special attention will be paid to the lives of misrepresented or ignored groups.
ANT 251	Peoples and Cultures of _____ (variable topics course)	Description and comparative analysis of the culture, including economic, socio-political, ecological, and ideological aspects of a selected geographic region or ethnic group.
ANT 301	Human Origins	The origin and evolutionary history of the human lineage, from primate roots through paleontology of apes and early humans to the biological and cultural evolution of modern humans.
ANT 302	Primate Behavior and Ecology	Adaptations and interactions of free-ranging primates.

Number	Title	Description
ANT 303	Human Osteology	Detailed study of the human skeleton with techniques to determine age, sex, and "race," identify individuals, and recognize markers of trauma and disease. Applications of human osteology in forensic science, skeletal biology, bioarchaeology and paleoanthropology.
ANT 305	Forensic Anthropology	Survey of the techniques and methods of biological anthropology as applied in the identification of human remains in a medico-legal context: field recovery of human remains, biological profile of deceased, antemortem trauma, cause/manner of death, time since death, and methods of individualization.
ANT 309	Human Genetics	Biological inheritance in human beings. Emphasis on the genetic basis of human variation and its significance for evolution, medicine, education, and the law. Topics include twin studies, family pedigrees, mutation, selection, migration, race mixture, and behavioral genetics.
ANT 318	Early Civilizations of Mexico and Central America	The Aztec and Mayan civilizations of Mexico and northern Central America from the earliest peopling of the new world to the civilizations encountered by Cortes and the Spanish. Topics include the origins of agriculture and settled life, the earliest civilizations, Olmec art, Maya astronomy, and Aztec sacrifice.
ANT 320	Anthropological Method and Theory I	Origins and evolution of theory and method in anthropology with special emphasis on the period from the mid-19th century to the end of World War II. Topics may include the comparative method; functionalism; evolution versus diffusion; and key ideas of progress, culture, and race.
ANT 324	Anthropology & the Museum	Museums and their roles in modern societies, including the representation of human evolution, our cultures and the cultures of others to the public; the preservation, restoration and display of objects; the organization of museum-based research; and the planning, assembly, installation, and labeling of exhibits.
ANT 330	Dynamics of Culture Change in a Global Context	Major theoretical explanations of cultural change and continuity in selected historical and contemporary societies.
ANT 332	Kinship, Marriage, and the Family	Examination of varieties of marriage practices, forms of family organization, and kin relationships in cultures around the world.

Number	Title	Description
ANT 341	Medical Anthropology	Relationship of culture to disease: cross-cultural attitudes toward illness and the ailing, curative practices, and problems in the introduction of Western medical practices into peasant communities. The effects of culture on the state of health of the population.
ANT 342	Anthropology of Cities	Daily life in selected cities of the world from an anthropological perspective. Social and cultural aspects of relevant urban issues: urban growth and decline, migration, relations of cooperation and conflict, class and ethnicity, and city pleasures.
ANT 3500	Anthropology and Human Rights	History, development, and application of concepts and theories of anthropology to current issues in human rights. Examination of cross-cultural research on "What are rights?" Cultural relativism, the right to cultural difference, and the quest for universal human rights. Anthropological contributions to human rights theory and the dilemmas of practice in a globalized world.
ANT 351	The Anthropology of Media	Anthropological approaches to media production and consumption. The uses of media in the construction of local, national and transnational identities.
ANT 370	Excavation of the Lehman College Site	Introduction to archaeological field methods through the creation and excavation of a site on the campus of the college. Excavation and recording techniques as well as data processing and analysis will be discussed in the classroom followed by the scientific excavation of a created site.

Appendix C - Commonly Selected ABC Elective Courses

Number	Title	Description
ANT 303	Human Osteology	Detailed study of the human skeleton with techniques to determine age, sex, and "race," identify individuals, and recognize markers of trauma and disease. Applications of human osteology in forensic science, skeletal biology, bioarchaeology and paleoanthropology.
ANT 305	Forensic Anthropology	Survey of the techniques and methods of biological anthropology as applied in the identification of human remains in a medico-legal context: field recovery of human remains, biological profile of deceased, antemortem trauma, cause/manner of death, time since death, and methods of individualization.
ANT 309	Human Genetics	Biological inheritance in human beings. Emphasis on the genetic basis of human variation and its significance for evolution, medicine, education, and the law. Topics include twin studies, family pedigrees, mutation, selection, migration, race mixture, and behavioral genetics.
BIO 181	Anatomy and Physiology I	Study of human anatomy and physiology. Lecture topics include cell structure and function, tissues, and the study of the skeletal, muscular, nervous, and endocrine systems. Laboratory exercises complement the lecture material with the use of a workbook, models, and animal preparations.
BIO 182	Anatomy and Physiology II	Continuation of BIO 181. Lecture topics include the cardiovascular, respiratory, digestive, renal, endocrine, and reproductive systems. Emphasis is given to the physiological functioning of these systems.
BIO 230	Microbiology	A survey of microbes and their structure, chemical composition, cultivation, ecology, and metabolism; special emphasis on applied aspects (infectious diseases and human resistance, food and industrial microbiology, biotechnology).

Number	Title	Description
BIO 238	Genetics	Basic principles of genetics and modern developments in the field, with their theoretical and practical implications: the inheritance, structure, and mode of action of the genetic material in microorganisms, plants and animals, including man. Laboratory work consists of preparation and examination of chromosome material and experiments with segregating characters in a variety of organisms.
BIO 400	Biological Chemistry	Stress on the central role of nucleic acids and proteins in living cells: biological oxidation and intermediary metabolism of carbohydrates, lipids, and proteins, and the general properties of enzymes and enzyme catalyzed reactions in the intact cell and cell-free systems. Laboratory work stresses use of modern techniques used in biochemical analysis and in enzyme assays. Selected experiments to demonstrate the dynamic aspects of biochemistry in living cells and in cell-free systems.
CHE 444	Biochemistry I	Study of amino acids, protein structure and conformation, kinetic and molecular basis of enzyme action, lipids, and membrane structure, carbohydrates and intermediary metabolism, regulatory mechanisms, elementary thermodynamics in biochemical equilibria, and relationships between structure and function of biological macromolecules.
PSY 166	General Psychology	Introduction to the fundamental concepts and methods of modern psychology. Consideration of the scientific basis of psychology and of the significant problems in the areas of learning, motivation, emotion, individual differences, physiological bases of behavior, perception, developmental processes, personality, and social behavior.

Appendix D - HRPS-MIN Elective Course Descriptions

Number	Title	Description
AAS 305	African Philosophical Thought	Traditional and contemporary African philosophical thought, including worldviews, ethics, ontology, and religions.
ANT 238	Selected Studies in Societies and Culture: Latin America	Description and analysis of these areas distinctive ecological, economic, sociopolitical, and ideological systems.
ANT 337	Inequality in Cross-Cultural Perspective	Comparative analysis of class, race, and/or gender inequality in a wide variety of social and cultural contexts.
ANT 3500	Anthropology and Human Rights	History, development, and application of concepts and theories of anthropology to current issues in human rights. Examination of cross-cultural research on "What are rights?" Cultural relativism, the right to cultural difference, and the quest for universal human rights. Anthropological contributions to human rights theory and the dilemmas of practice in a globalized world.
DST 336	Disability, Ethics & the Body	Examination of how disability is defined and of moral issues surrounding the treatment of people with disabilities. Topics may include the role of the body in the definition and experience of disability, privacy issues, disability identity, and the moral issues involved in eugenics, prenatal screening, rehabilitation, and social services for disabled people.
ENW 345	Writing and Social Issues	Readings, discussion, and multi-genre writing to explore social issues such as migration, public health, community, jobs, demographics, technology, or other topics of student interest. Attention to advocacy, community engagement, empowerment, organizing, and archival resources. Development of research, drafting, and writing skills in a variety of professional genres.
HIU 318	History of American Foreign Relations, 1912-Present	American foreign relations from the early 20th century to the present. The US role in World Wars I and II, the Cold War; and the growth of presidential power in foreign affairs.
HIU 330	The Civil Rights Movement	Study of the modern Civil Rights movement.
HRP 3520	Special Topics in Human Rights and Peace Studies	Various topics in human rights and security protections.

Number	Title	Description
HRP 4730	Internship in Human Rights and Peace Studies	A supervised internship enabling students to acquire professional experience in areas related to Human Rights or Peace Studies.
LAC 210	Women in Latin America	The impact of social and cultural differences among women on gender relations, women's sexualities and identities in Latin America.
LAC 312	Latino Migrations	Examination of a hemisphere on the move, with particular attention to mass migrations within Latin America as well as to and from the United States.
LTS 348	Latino Health	An interdisciplinary perspective on the health of Latinos in the United States. Topics include health disparities, immigrant paradox, chronic disease, and current research on protective factors.
PHI 173	Justice and Society	A study of freedom, justice, and order, and the primary conflicts among them.
POL 230	Immigration and Citizenship	The impact of U.S. immigration policy upon its politics and economy. The role of migration in globalizing politics and economy. Changing notions of citizenship in the age of globalization, including controversies regarding the rights of citizens and non-citizens, particularly in times of national crisis. Topics include: economic interests of immigrants, politics of change in immigration law, and the implications of globalization for citizenship and integration.
POL 315	The Politics of American Poverty	The nature and extent of American poverty and the political, social, and economic factors that perpetuate it. Consideration of policy alternatives to reduce poverty.
POL 339	Human Rights	Theories and practices of human rights and their historical development in the context of globalization. Impact of human rights on local and global social movements. Significance of human rights activism at home and abroad.
POL 343	International and Regional Organizations	The United Nations' system and other global and regional organizations.
POL 344	International Law	The nature, sources, principles, and rules of international law in the framework of the nation-state system.
POL 347	The Law of Diplomacy, Treaties, and War	International law applied specifically to questions of peace keeping, negotiation, rights of aliens and foreign diplomats, and the law of war. Recent developments in treaty law, treaty making, and regulating the use of force, the control of weapons, and the trials of war criminals

Number	Title	Description
POL 348	International Conflict and Conflict Resolutions	Forms and levels of violence in domestic and international conflicts. Factors leading to the outbreak of armed conflicts among states and between the state and non-state actors, such as terrorists, insurgents, and refugees. Prevention and escalation of violence and the resolution of conflict.
POL 367	Political Economy of Development	History of worldwide industrial development. Theories and policies of international development. Global impact of economic growth and stagnation on the unequal distribution of power and wealth.
POL 368	Global Environmental Politics	Examination of institutions and structures of global environmental politics. Impact of environmental organizations and multilateral environmental and trade agreements on global environment and its governance. Emerging environmental inequalities between industrialized and industrializing regions.
POL 369	Global Justice	Moral obligations in global politics and economy. Contemporary theories of justice and their applications to the relationships between rich and poor countries.
POL 4720	Model United Nations	Practical understanding of the United Nations through participating in a simulation exercise known as the Model UN Conference. Topics will vary from year to year, but the course requires students to write a country fact sheet, a position paper, and draft resolutions to be used in the simulation exercise.
SOC 309	Social Inequality	A comparative analysis of the inequalities of class, race, ethnicity, religion, and gender in contemporary societies.
SOC 323	Social Movements, Social Inequality and Public Policy	Social movements as responses to and solutions for social inequality and public policy. Theoretical review, as well as in depth studies of the labor, civil rights, and women's movements.
SOC 325	Society, Economy, and Polity in the Middle East	Analysis and evaluation of the interactions among these three spheres of human activity as they pertain to the Middle East.