

DEPARTMENT OF ANTHROPOLOGY

UNIVERSITY OF NEW MEXICO

ACADEMIC PROGRAM REVIEW SELF-STUDY

SPRING 1997-SPRING 2008

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TABLE OF CONTENTS

ACKNOWLEDGMENTS	iii
DEPARTMENT OF ANTHROPOLOGY: LONG VERSION OF BROAD QUESTIONS FOR THE ACADEMIC PROGRAM REVIEW TEAM	iv
EXECUTIVE SUMMARY	v
1. GENERAL PROGRAM CHARACTERISTICS	1
Overview and Orientation, 2007-2008	1
History	3
Mission and Goals, 1997-2007	5
Overview of Faculty, Student, Staff and Community Participants	7
Leadership, Governance and Organizational Structure, 1997-2007	15
The Department	15
Publications	19
The Associated Units	21
Maxwell Museum of Anthropology	25
Overview of Academic Program, Fall 1997-Fall 2007	28
Subfield Integration	28
The Three Subfields, Fall 2008	30
Field Schools and Stations	31
Research and Public Anthropology Initiatives, Fall 1997-Fall 2007	35
Members of the Anthropology Department, Fall 2008	41
Anthropology Department Organization, 2008-2009	44
Alfonso Ortiz Center for Intercultural Studies, 2008-2009	45
2. DEGREE PROGRAMS AND CURRICULA	46
BA/BS in Anthropology	46
MA/MS in Anthropology	51
PhD in Anthropology	57
3. STUDENT PERFORMANCE MEASURES	61
Achievement in Instruction through General Anthropology Courses	61
Undergraduate Major Program Goals	63
Graduate Student Performance Assessment	66
4. INSTITUTIONAL CONTRIBUTIONS	71

5. STUDENT PROFILE AND SUPPORT DATA	79
Enrollments	79
Degree Recipients	84
Student Support	87
6. FACULTY MATTERS	90
Composition of the Faculty, October 31, 2003-07	91
Faculty Organization and Extra-Departmental Ties	92
Faculty Workload	93
Reviewing Faculty	93
Support for Faculty Development	94
Faculty Quality	94
Faculty Retention Efforts	98
Contingent Faculty	99
Faculty Hiring	99
7. FACILITIES AND RESOURCE BASES	100
Staffing	100
Facilities	100
Other Campus and Regional Facilities	102
Budget	102
Extramural Funding	104
Intramural Awards	105
UNM Foundation Accounts and Funding for Anthropology	105
Summary	107
8. PROGRAM COMPARISONS	108
Department Comparative Programs	109
9. FUTURE DIRECTIONS	116
APPENDICES	126
A. Faculty Abbreviated Curriculum Vitae	
B. Doctorates Awarded and Graduate Placement, 1997-2007	
C. Extramural Funding, 2001-2008	
D. Intramural Funding, 2001-2008	

ACKNOWLEDGEMENTS

In Fall 2006 Interim Chair Garth Bawden gave Professor Marta Weigle, who was Chair for the 1996 self-study and external unit review, a course reduction to begin work on this Spring 1997-Spring 2008 Academic Program Review self-study. Chair Michael Graves assumed office in January 2007 and Weigle continued her organizational, writing and editorial work. She became Associate Chair in Fall 2008.

All faculty and staff have contributed to the success of this endeavor. Notable are the contributions and oversight of two Advisory Groups: (1) *2007-08* with Chair Graves, Assistant Chair and Evolutionary Anthropology Convener Osbjorn Pearson, Graduate Director Sylvia Rodríguez, Undergraduate Director Ann Ramenofsky, Archaeology Convener W. H. Wills, and Ethnology Convener Weigle; and (2) *2008-09* with Chair Graves, Associate Chair and Ethnology Convener Weigle, Graduate Director Suzanne Oakdale, Undergraduate Director Les Field, Archaeology Convener Lawrence Straus, and Evolutionary Anthropology Convener Jane Lancaster. The project has been ably superintended and finalized by Department Administrator Jennifer George with crucial help from Accountant Amy Hathaway, Coordinator of [Graduate] Program Advisement Erika Gerety, and Coordinator of [Undergraduate] Education Support Carla Sarracino.

A NOTE ON THE NEW DEPARTMENT WEBSITE: The Department has been working with an outside consultant group to develop a new website since Spring 2008. It is now (mid-October) operational: <http://www.anthropologyunm.org>.

Department of Anthropology: Long Version of Broad Questions for the Academic Program Review Team

(1) UNM's "location"

How can we better capitalize on UNM's geographical location in the Southwest, on a national borderland with Latin America? How can we take best advantage of the state's archaeological wealth and contemporary cultural and linguistic diversity to enrich and distinguish our program?

(2) Potential for further distinction

Given the committee's sense of anthropology graduate and undergraduate programs and current directions in the field of anthropology, do any of our faculty strengths point to areas in which we could further distinguish ourselves? This question is not intended as a way simply to identify our most famous faculty (though this may be involved) but rather a way to inquire as to whether there are any areas of research or teaching in which US anthropology is relatively limited and within which we may position ourselves to excel. These may be new, cutting-edge areas of research or they may be longstanding research areas which still hold scholars' interest but which other institutions have moved away from for any number of reasons. Are there niches in anthropology which we might have the means to fill given additional resources and/or reallocation of present ones?

(3) Public Anthropology

Are the strategies we have developed so far innovative, appropriate and effective? Is this a direction in the field of anthropology that we should continue to pursue? If so, how can we strengthen our public anthropology programs to better distinguish ourselves?

(4) Graduate Student Professionalization

How can we produce PhD's and MA's in a reasonable time frame who are best prepared to compete successfully for jobs within and outside the discipline? What is the reviewers' sense of the future job market and what (in addition to better support) can we do to better position our students with respect to those jobs?

(5) Subfield Integration

Given the recommendations of the 1996 External Review with respect to subfield organization, have we developed a meaningful and effective tripartite integration? How can it be improved? Should the present configuration and the relative balance and equity between the three be maintained, especially in the light of the impending retirements affecting the Ethnology subfield?

EXECUTIVE SUMMARY

Founded in 1928, the Department of Anthropology has long been a flagship program at the University of New Mexico. It remains one of the largest, best known and most prestigious departments in the United States.

Anthropology's mission at the University is the study of human cultural and biological diversity and change in past and present environments and its application through graduate and undergraduate instruction and professional service. It is organized into three subfields (Archaeology, Ethnology and Evolutionary Anthropology) whose faculty conduct research and teach from a variety of perspectives. Four themes organize the Department's program: (1) environment, ecology and evolution; (2) expressions of cultural meanings, rituals, and performances; (3) landscapes of and perspectives on places; and (4) the political economy of change and development.

This Spring 1997-Spring 2008 Self-Study documents the Department's strengths and contributions at all levels:

- Enhancing the University's reputation for excellence in research and publishing in the Southwest, Latin America, and Iberia;
- Developing a superior faculty whose accomplishments are recognized nationally and internationally and whose scholarship places them among the most productive at the University;
- Offering a graduate program of the highest quality and granting a substantial number of doctorates, most of whom go on to productive careers, many at major colleges and universities;
- Providing interactive, experiential field and laboratory training in anthropology to increasing numbers of students at the undergraduate level;
- Teaching seven different undergraduate courses in the Core Curriculum, where Department enrollments have increased nearly 30% since 2003;
- Developing in what is already the largest graduate program in the College of Arts and Sciences new and innovative specializations that serve the state and diverse communities in New Mexico;
- Generating successful extramural proposals that have doubled the levels of funding (to \$1.5-\$2.0 million annually) for anthropological research;
- Creating funding opportunities and supportive environments to increase student and faculty diversity; and
- Expanding outreach in public anthropology through the Alfonso Ortiz Center for Intercultural Studies, a collaborative program with the Maxwell Museum of Anthropology.

For eighty years the University of New Mexico has provided unwavering support for Anthropology in recognition of its excellence and historical importance to the state. However, three main issues of concern are identified in this Self-Study:

1. Faculty renewal, particularly in Ethnology, is critical. There are several fewer faculty members in Anthropology today than when the last External Review was completed in Fall 1996. Between 2007 and 2012, the Ethnology program will have lost six faculty members through retirements and resignations. A plan for new faculty hires has been adopted that will re-position Ethnology for the future and in so doing strengthen the Department overall. Further, much of the faculty loss recently incurred and to be incurred in the immediate future will differentially reduce the gender and diversity composition of the Department and must be addressed.
2. While the facilities assigned to Anthropology are satisfactory in terms of total area, the Anthropology Annex Building is in need of immediate renovation. A faculty committee has prepared a plan for its complete renovation, but it has not yet been prioritized by the University administration. Other laboratories critical for research and teaching are also in need of renovation.
3. The Department remains under-funded by the state relative to its size and national reputation. It has successfully sought to diversify its funding sources, particularly by increasing external support through grants and donations. Still, its base budget for faculty, operations and equipment does not reflect the requirements of maintaining and strengthening what is arguably the best department at the University of New Mexico.

1. GENERAL PROGRAM CHARACTERISTICS

Founded in 1928, the University of New Mexico's Department of Anthropology was the fourth academic anthropology program established in the West/Southwest United States, following those at the University of California Berkeley (1901), the University of Arizona (1915), and the University of Utah (1926). UNM President James F. Zimmerman considered its establishment foremost among his initiatives to better address New Mexico's cultural diversity, improve UNM's relationship to Albuquerque and the state, and through Southwest archaeology and ethnology form the core of a regional studies program that would help earn graduate accreditation for the University. The Department's current mission to articulate biological, cultural and linguistic diversity globally from the prehistoric to the present, including significant commitments to public anthropology, cultural resource management, the Southwest, and Latin America, has been developed in keeping with the September 1995 "UNM Strategic Plan" and subsequently "The University of New Mexico Strategic Plan" approved by the Board of Regents on December 11, 2001. Its future plans are informed by the "UNM Strategic Framework 2008 and Beyond" of March 2008.

The Department was last reviewed in October 1996 by Jane F. Collier (Stanford University); Michael A. Little (Binghamton University, SUNY), who chaired the review team; Kathryn G. Vogel (Biology, UNM); and Henry T. Wright (University of Michigan). The "UNM Department of Anthropology Self-Study, Fall 1989-Spring 1996" was submitted to them in September 1996. Their January 12, 1997, External Review report has helped guide the development of the Department's organizational structure, academic program, research and public anthropology initiatives in the decade since. The February 24, 1997, Department Response to the January external review was prepared by Chair Marta Weigle, who also wrote the February 7, 2000, Unit Review Implementation Report for Chair of the Senate Graduate Committee Susan Deese-Roberts.

Overview and Orientation, 2007-2008

The College of Arts and Sciences is one of twelve colleges and schools reporting to the Office of the Provost/Executive Vice President for Academic Affairs. The Department of Anthropology is sixth-largest of twenty in terms of regular faculty teaching equivalencies, according to the 2007-08 College Instructional Budget (**1.** Biology 38.57; **2.** English 35.07; **3.** Mathematics & Statistics 33.47; **4.** Physics & Astronomy 28.47; **5.** History 25.70; **6.** Anthropology 21.03; **7.** Psychology 20.47; **8.** Earth & Planetary Sciences 20.43; **9.** Communication & Journalism 20.40; **10.** Chemistry 18.07; **11.** Sociology 17.52; **12.** Political Science 16.13; **13.** Spanish & Portuguese 13.71; **14.** Foreign Languages & Literature 12.99; **15.** Economics 11.98; **16.** Linguistics 11.49; **17.** Philosophy 11.00; **18.** American Studies 7.75; **19.** Speech & Hearing Sciences 5.50; **20.** Geography 3.00). There are also twelve interdepartmental degree-granting programs in the College. Maxwell Museum of Anthropology is one of four museums (Anthropology, Geology, Meteorite, and Southwestern Biology). The College's twenty-one institutes, centers and programs include one jointly administered by the Department and the Museum, the Alfonso Ortiz Center for Intercultural Studies, and two housed in the Department: the Institute for American Indian Research and Peace Studies.

The Senate Graduate Committee, in consultation with College (School or Division) Graduate Committees and the Dean of Graduate Studies, is responsible for maintaining and enhancing the quality of graduate education in the University and its graduate centers. The Office of Graduate Studies Dean is the chief academic officer of graduate studies and manages all matters pertaining to graduate academic programs, students and faculty.

The Office of Undergraduate Studies has been part of University College and under its dean since the late 1990s. University College includes the University College Advisement Center and eight interdisciplinary academic programs (University Honors Program, Chicano/Hispano/Mexicano Studies, Native American Studies, Aging Studies, Freshman Academic Choices, Sophomore Seminars in Career Awareness, Research Learning Program, Water Resources Program). It is the port of entry for almost all beginning students at UNM, helping them engage in academic life and succeed in attaining admission to a College, an undergraduate education, and a degree. University College also offers an interdisciplinary Bachelor of University Studies degree.

In Spring 2008 the Department has 26 tenure-track faculty members (13 tenured full professors, 9 tenured associate professors, 4 untenured assistant professors), 6 continuing non-tenure-track faculty members (1 part-time full professor, 2 research associate professors, 2 research assistant professors, 1 lecturer III), 11 emeriti faculty members (8 full professors, 3 associate professors), and 28 adjunct faculty members. It employs 8 staff members (5 full-time, 3 half-time). There are 168 graduate students and 293 undergraduate majors.

The Department maintains graduate and undergraduate programs in three subfields: Archaeology, Ethnology and Evolutionary Anthropology. In Summer 2008 there will be an archaeology field school in New Mexico and archaeology field training sessions in Hawai'i and Belize.

The *Journal of Anthropological Research* is published by UNM. *Human Nature: An Interdisciplinary Biosocial Perspective* is edited in the Department. The Department publishes a biannual *Anthropology Newsletter*.

Maxwell Museum of Anthropology, which includes the Office of Contract Archeology, the Maxwell Center for Anthropological Research and the Chaco Culture National Historical Park Museum Collection Facility, is a separate but closely allied unit. The Alfonso Ortiz Center for Intercultural Studies is jointly administered by the Museum and the Department. Clark Field Archive & Library is jointly operated by the Department, the Museum, and the Maxwell Museum Association. The Department's formal association with the New Mexico Office of the Medical Investigator, a special forensic program within the Department of Pathology at the UNM School of Medicine, was still in effect in 2007-08.

The Anthropology Building houses the Department office, Clark Field Archive & Library, the computer lab, the graduate lounge, a large lecture hall, classrooms, laboratories and offices for faculty, staff and students. Its patio offices are occupied by faculty, students, the *Journal of Anthropological Research*, a faculty laboratory, and Museum staff. The Anthropology Annex houses faculty and student offices, laboratories and a conference room. There are also faculty and student offices and basement research storage in Bandelier West. A building at 1837 Lomas serves for storage and emeriti faculty office space.

Maxwell Museum of Anthropology adjoins the Anthropology Building. The Hibben Center for Archaeological Research houses Museum offices and curation facilities, the Chaco Collection, classrooms and a large lecture hall. The James Young Ranch in the Jemez Mountains north of Cochiti Pueblo is a

field training facility which the Department shares with other departments and programs at UNM.

History

From its establishment in 1928, the Department of Anthropology has played a significant role in the University. In *Miracle on the Mesa: A History of the University of New Mexico, 1889-2003* (UNM Press for the Office of the President, 2006), former UNM president (1975-82) William E. Davis treats “The Arrival of Anthropology” as foremost among “several initiatives to meet the needs of New Mexico’s diverse cultural milieu” by incoming president (1927-44) James F. Zimmerman, who “determined that the relationship of UNM to the city and state had to be improved and that the people of New Mexico had to be convinced that the University indeed served their interests.” According to Davis: “The founding of the Anthropology Department can be seen in retrospect as a milestone, because the program was both destined for national acclaim and focused on the rich and little-known prehistory of the Southwest. The farsighted Zimmerman invited Edgar Lee Hewett, the widely respected archaeologist, writer, and teacher who had worked to gain public control of the antiquities on public lands in the West [1906], to visit the campus in May of 1927. The two quickly came to terms on the creation of a Department of Anthropology and Archaeology affiliated with the School of American Research (SAR) in Santa Fe. Zimmerman hoped a unique regional studies program would improve the University’s chances for graduate accreditation by the Association of American Universities” (p. 140).

Edgar Lee Hewett served as Head of the Department from 1928 through 1935, followed by Donald D. Brand (1936-47) and W[illard] W. Hill (1947-64). Subsequent Chairs of the Department were normally appointed for one or more three-year terms: John Martin Campbell (1964-72), Harry Basehart (1972-75), Peter Workman (1975-77), Philip K. Bock (1977-80), Jeremy A. Sabloff (1980-83), Linda S. Cordell (1983-86, with Sabloff Acting Chair Spring and Summer 1986 while Cordell was Acting Vice President for Research), Karl H. Schwerin (January 1987-93), Erik Trinkaus (1993-95), Marta Weigle (1995-2002, with Jane Buikstra Acting Chair Spring 1998 while Weigle was on sabbatical), Carole Nagengast (2002-05), Garth Bawden interim (2005-December 2006), and Michael Graves (January 2007-).

In 2003 the Department marked *75 Years of Anthropology at UNM* by establishing the 75th Anniversary Diamond Jubilee Anthropology Graduate Student Support Fund “to honor all its students, to celebrate seventy-five years of excellence, and to ensure continued innovation and prominence.” The Jubilee Committee issued a brochure with the following history:

The Department of Anthropology began at the University of New Mexico in 1928, with summer archaeological field schools at Jemez Pueblo and Chaco Canyon and fall semester courses. The first three BA’s and two MA’s were conferred in 1931-32, the first PhD in 1948. During the 2002-03 academic year, 80 BA and BS degrees, 29 MA and MS degrees, and 12 doctorates were awarded. In summer 2003 the Department sponsored field schools in New Mexico and Kampsville, Illinois.

The first academic anthropology programs in the United States were offered at the University of Pennsylvania (1886), Harvard (1887), Clark University (1889), which conferred the first doctorate in 1892, and the University of Chicago (1892). In the West and Southwest, programs at the University of California Berkeley (1901), the University of Arizona (1915), and the University of Utah (1926) preceded UNM’s, which initially concentrated on Southwest archaeology and ethnology.

The University of New Mexico was founded in 1889, twenty-three years before the territory became the forty-seventh state in 1912. Its seventh president, James F. Zimmerman, for whom the library is named, set up the Department of Anthropology in the College of Arts and Sciences in 1928. The first faculty member and Head was Southwest archaeologist Edgar Lee Hewett, first director of the School of American Research (1907), the Museum of New Mexico (1909), and the San Diego Museum of Man (1916), who had taught the territory's first anthropology courses in 1900 while president of New Mexico Normal School (now Highlands University) in Las Vegas. Hewett and Zimmerman launched successful efforts to acquire important archaeological sites for UNM, including the Salinas missions, Coronado Monument, and Chaco Canyon.

Annual summer field schools begun by Hewett in 1928 have continued since at various Southwest sites. In summer 1996 the Department assumed sponsorship of the longstanding bioarchaeological field school at the Center for American Archaeology at Kampsville, Illinois, led by Center president and UNM Leslie Spier Distinguished Professor Jane Buikstra. With UNM's Southwest Hispanic Research Institute, the Department supports a field station at the Harwood Foundation in Taos, New Mexico. There is also a field station in Mbaracayú Reserve, Paraguay.

The Department's Museum of Anthropology became Albuquerque's first public museum in 1932. When the Administration-Laboratory Building (now Scholes Hall) opened in 1936, the department occupied the east wing, the museum the first floor center. By 1945, when Leslie Spier founded the *Southwestern Journal of Anthropology* (renamed *Journal of Anthropological Research* in 1973), there were six faculty members. The first doctorate was awarded in 1948 to John Adair for his study of returning war veterans at Zuni Pueblo.

The Department entered a period of expansion and diversification after 1961, when it moved to its present quarters in the old student union building. By 1972 the faculty had grown from six to twenty-three and courses were diversified, including a long-term commitment to Latin American studies. Four subfields (Archaeology, Biological Anthropology, Ethnology, Linguistic Anthropology) were formed in 1975, with Human Evolutionary Ecology added in 1992 and Ethnology/Linguistic Anthropology merged in 1996. During the 1980s graduate study became more theoretical in focus, while the undergraduate program was reorganized around a core curriculum.

The first museum professional had been hired in 1962, when a museum annex was opened. Additional museum space and a patio wing of faculty offices were finished in 1972 and the museum renamed Maxwell Museum of Anthropology in honor of philanthropists Dorothy and Gilbert Maxwell; it was accredited by the American Association of Museums the following year. The Anthropology Annex was remodeled in 1982 for faculty and the Office of Contract Archeology, founded in 1973 as a semi-autonomous unit of the Department and now a research division of the Museum. In 2002 the Hibben Center, with collections, curation and classroom space, opened thanks to a major donation from archaeologist and long-time UNM faculty member Frank C. Hibben.

In December 1999 the Department and the Museum received a Challenge Grant from the National Endowment for the Humanities to establish and endow the Alfonso Ortiz Center for Intercultural Studies, named in honor of Professor Ortiz, a faculty member from 1974 until his death in 1997. Sponsored programs bring together community scholars and cultural specialists with their academic counterparts for mutual teaching, learning, interaction and performance.

During its 75-year history the Department has awarded 234 doctorates in addition to MA, MS, BA, and BS degrees. Numbered among its past and present faculty are eight members of the National Academy of Sciences (Lewis Binford, Jane Buikstra, Eugene Hammel, Henry Harpending, Clyde Kluckhohn, Jeremy Sabloff, Leslie Spier, Erik Trinkaus), two MacArthur Foundation fellows (Steven Feld, Alfonso Ortiz), four distinguished professors (Binford, Buikstra, Louise Lamphere, James Spuhler), one presidential professor (Philip Bock), four University Regents professors (Keith Basso, Lamphere, Trinkaus, Marta Weigle), five UNM Annual Research Lecturers (Binford, Buikstra, Lamphere, Stanley Newman, Spier), two University Regents lecturers (Carole Nagengast, W. H. Wills), and former presidents of the American Anthropological Association (Buikstra, Kluckhohn, Lamphere, Spier), the

American Association of Physical Anthropologists (Buikstra, Spuhler), the American Ethnological Society (Basso, Lamphere), and the Society for American Archaeology (Sabloff).

In the fall of its jubilee year [2003-04] the Department's 31 tenure-track faculty members teach some 185 graduate students and 150 undergraduate majors among the hundreds of students drawn to anthropology classes. The last decade has brought increased attention to biological and forensic anthropology, cultural resource management, collaborative research, policy, and public anthropology in a department that maintains a strong commitment to both undergraduate and graduate education.

Mission and Goals, 1997-2007

In September 1996 the Department's mission and goals were stated thus:

Contemporary anthropology is concerned with all the cultural, biological, and behavioral dynamics of past and present human societies, regardless of size or complexity. In the Anthropology Department we address issues of cultural, behavioral, linguistic, and biological diversity and change, the conservation of such traditions, and the protection of cultural and biological resources. We expect research to contribute to the conceptual clarification of and pragmatic solutions to global issues and regional and national social policy. Primary among the global issues are those of biodiversity, conservation biology, world population, and human rights. Regional and national social policy includes medicine, land and water resources, race, ethnicity, gender, work, migration, and tourism.

Its 2007-08 mission reads:

Anthropology is the study of humanity and its works from the most remote point in human prehistory to the cultural, linguistic and biological diversity of the present. It is concerned with the global, national, regional and local stewardship of all these resources. The discipline's goal is "to advance knowledge of who we are, how we came to be that way – and where we may go in the future" and its commitment "(1) to understanding, through research, the differences and similarities of humans, throughout time and across cultures; (2) to communicating this knowledge through teaching, practice, and public education (e.g., writing, speaking, films, museums); and (3) to making its work accessible to those who can develop anthropological knowledge to address societal problems" (American Anthropological Association).

In September 1996 the Department's goals were stated thus: "The Department is working to become an even more significant presence on campus, in the Southwest, nationally, and internationally. It certainly remains committed to maintaining and bettering its national standing in and international contributions to the profession, but it is also beginning to refine and revise its research, teaching, and service in order to translate 'The UNM 2000 Plan for the Year 2000' goals of scholarship and academic excellence, leadership in New Mexico and the Americas, and responsible stewardship more explicitly into its program.... With a strengthened policy focus, we will endeavor to make the study of anthropology a cornerstone of higher education in New Mexico."

The Department's February 24, 1997, response to the reviewers' January 12 report was clouded by the death of Professor Alfonso Ortiz on January 27. Soon after, the Department and various members of the University agreed that a "special priority" would be to establish an Alfonso Ortiz Native American position in Anthropology. That priority was maintained until Spring 2002, when the "Ortiz position" was advertised for a tenure-track, assistant or associate professor "with training in one or more of the Department's four subfields...and with possible training/interests in one or more allied fields such as law, medicine, art, education, history, political science, etc., [who] ideally...will have conducted or be engaged in original research with one or more Native American groups ('urban' or otherwise)," with preference to be given to qualified Native American candidates. Associate Professor Joe Watkins, an archaeologist who also participated in the Ethnology subfield, was hired.

During an August 1998 meeting between Chair Weigle, Museum Director Bawden, Dean Fischer and Interim Vice President for Institutional Advancement Judy K. Jones, discussion of certain anticipated funding for anthropology on campus led to a more general, major planning/development commitment by all present. Throughout Fall 1998 Weigle and Associate Professor/Chief Curator Mari Lyn Salvador met regularly, often with Bawden, to organize a collaborative Department-Museum strategic planning process. Through the generosity of Vice President Jones and Dean Fischer, UNM major gifts officer Leslie Elgood, then working for both the UNM Foundation and the College of Arts and Sciences, was able to attend most of those meetings. Jones and Fischer also suggested planning consultants Kate Hildebrand and James R. Richardson (then Interim Dean of the College of Architecture and Planning), who had worked with other units in the College and University. The duo facilitated a January 22-23, 1999, strategic planning session with all Department faculty and senior Museum staff at La Posada downtown using Department and Museum funds. This was dubbed "AnthroMax."

In the "Overview" to their February 3, 1999, report facilitators Hildebrand and Richardson state that "the session was designed to address the question, 'In the next five years, what are the new directions we want to establish so that Anthropology at UNM can become more vital and self-sufficient?' The day and a half meeting started by identifying major events that have shaped Anthropology at UNM over the past twenty years. Then, in an interactive workshop the participants articulated a five-year vision of 'AnthroMax,' the unification of the Anthropology Department and the Maxwell Museum. After pinpointing essential dilemmas that could block progress toward the vision, the subsequent sessions articulated strategic directions for implementing the vision, outlined a detailed one-year implementation plan, and developed specific ninety-day action plans." Elements of the practical vision for the next five years fell into six categories: faculty/staff development, virtual department, public anthropology, enhanced infrastructure, student training and research, and curriculum integration.

A major outcome of AnthroMax was the May 1, 1999, submission of a National Endowment for the Humanities Challenge Grant seeking \$750,000 over three years (January 2000-January 2003), to be matched by \$2.25 million in non-federal funds for a total of \$3 million. The grant was written by Weigle and Salvador with considerable help from Department and Museum faculty, staff and students. The Department and Museum proposed "to raise funds for endowment and renovation/capital improvements to establish and maintain the Alfonso Ortiz Center for Intercultural Studies. This jointly administered unit will reconfigure, strengthen and augment existing resources to support academic/community humanities programs for teaching, learning, and communicating public scholarship and collaborative stewardship in general anthropology. University and community scholars/practitioners/educators will be brought to campus for mutual dialogue/instruction, and there will be intern/fellowships for students and diverse community members to participate in center programs. The museum's North Gallery will be renovated to install open study collections. An interactive Website and the museum's K-12/continuing

education outreach activities will bring the center's intercultural studies to the academic community within and outside UNM as well as the greater public." In December 1999 the Challenge Grant was funded for \$500,000, requiring that \$1.5 million be raised between January 1, 2000, and January 1, 2003. Dr. Beverly Singer (UNM American Studies doctorate in 1996) was interviewed in April 2000 and began work as Director of the Ortiz Center on May 31, 2000, after completing her Native American programs work at the American Museum of Natural History and teaching duties at the Parsons School of Design, New School, in New York City.

After "The University of New Mexico Strategic Plan with Vision and Mission Statements and Implementation Plan" was approved by the UNM Board of Regents on December 11, 2001, the Department clearly remained key in the University's mission: "UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives. Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures." In the five years since this plan's adoption (2002-2007) the Department and the Alfonso Ortiz Center for Intercultural Studies have continued to develop programs that further its first four strategic directions: (1) *Vital Academic Climate*: "Foster a vital climate of academic excellence that actively engages all elements of our community in an exciting intellectual, social, and cultural life"; (2) *Public Responsibility*: "Apply the University's education, research, and service capabilities to advancing the interests and aspirations of New Mexico and its people"; (3) *Diversity*: "Value and benefit from the creativity, innovation, insight, and excitement generated by the many dimensions of diversity that are the essence of the University and the State"; (4) *Areas of Marked Distinction*: "Provide an environment that cultivates and supports activities of national and global distinction and impact."

In December 2006 the Graduation Task Force submitted their final report and recommendations, "Finishing What We Start: Improving Degree Completion at the University of New Mexico," to Provost Reed Dasenbrock. They recommend eight strategies, the seventh of which, "Add a cultural awareness component to the curriculum," again shows the importance of anthropology to the University's mission:

Every member of the Graduation Task Force thinks that an appreciation and understanding of cultural issues is essential for every productive citizen of New Mexico. We believe that virtually every other member of the UNM community would feel the same, if asked. So for those reasons, we recommend that a proposal for some kind of core cultural awareness requirement be developed and presented to the UNM faculty for its consideration. This will clearly require sustained focus, effort, and a broad base of conversation, and we suggest that the faculty members of the Equity Subcommittee be charged to pursue this initiative.

Overview of Faculty, Student, Staff and Community Participants, Fall 1996, Fall 2007

September 1996 marked the first semester in which the subfields of Ethnology and Linguistic Anthropology were merged. The 28 tenure-track faculty were in four subfields (Archaeology, Biological Anthropology, Ethnology, Human Evolutionary Ecology); two (Boone, Buikstra) had membership in two subfields. Fall 2007 marks the first semester in which the subfields of Biological Anthropology and Human Evolutionary Ecology merged. The 26 tenure-track faculty are now in three subfields:

Archaeology, Ethnology and Evolutionary Anthropology. No one currently maintains dual subfield status. Research faculty participate in both subfield and faculty meetings; the Lecturer III does not. Neither emeriti faculty nor adjunct faculty participate formally in Department proceedings. Because the latter, who generally do not maintain lengthy departmental affiliation, were not included in the 1996 self-study, they are not listed in the following table. The year “hired” means the first semester at UNM; “promo.” indicates UNM promotion to the present rank.

Table 1.1. Faculty and Students by Subfield, September 1996 and Fall 2007. Data from Anthropology records.

Archaeology September 1996	Archaeology Fall 2007
Prof. Garth L. Bawden (Harvard 1977; hired 1985; promo. 1992) [.16 Dept./ .84 Mus. Dir.]	*Retired December 2006; Emeritus Prof. Bawden
Distinguished Prof. Jane E. Buikstra (Chicago 1972; hired 1995)	*Resigned June 2005 (named Leslie Spier Distinguished Prof. 2001)
	Prof. E. James Dixon (Brown 1979; hired 2007) [1.00 Mus. Dir.; tenure in Dept.]
	Prof./Chair Michael Graves (Arizona 1981; hired 2007)
Prof. Robert S. Santley (Penn State 1977; hired 1978; promo. 1991)	*Deceased March 23, 2006
Prof. Lawrence G. Straus (Chicago 1975; hired 1975; promo. 1987)	Distinguished Prof. Straus (awarded 2005)
Assoc. James L. Boone (SUNY-Binghamton 1980; hired 1987; promo. 1992)	Assoc. Prof. Boone
Assoc. Patricia L. Crown (Arizona 1981; hired 1993)	Prof. Crown (promo. 1998)
Assoc. Robert D. Leonard (Washington 1986; hired 1987; promo. 1993)	*Resigned June 2005
Assoc. Ann F. Ramenofsky (Washington 1982; hired 1990)	Assoc. Prof. Ramenofsky
	*Assoc. Prof. Joe Watkins (2002-07)
Assoc. Wirt H. Wills (Michigan 1985; hired 1986; promo. 1993)	Prof. Wills (promo. 2001)
	Asst. Prof. Keith M. Prufer (Southern Illinois Carbondale 2002; hired 2007)
	*Visiting Asst. Prof. John Lohse (2006-07)
Res. Asst. Prof./Mus. Senior Res. Coordinator Bruce Huckell (Arizona 1990)	Res. Assoc. Prof./Mus. Sr. Res. Coord. Huckell

Archaeology September 1996	Archaeology Fall 2007
Part-time Prof./Dir. OCA Joseph C. Winter (Utah 1974)	*Retired October 2000
Part-time Assoc. Prof./Asst. VP for Academic Affairs/Evening and Weekend Degree Programs David E. Stuart (UNM 1972)	Part-time Prof./Associate Provost Emeritus Stuart
Part-time Asst./Assoc. Dir. OCA Richard C. Chapman (UNM 1980)	Res. Assoc. Prof./Dir. OCA Chapman
Part-time Asst./Asst. Dir. OCA Patrick F. Hogan (Washington State 1987)	Res. Asst. Prof./Assoc. Dir. OCA Hogan
Emeritus Leslie Spier Distinguished Prof. Lewis R. Binford (Michigan 1964)	Emeritus Leslie Spier Distinguished Prof. Binford
Emeritus Prof. John M. Campbell (Yale 1962)	Emeritus Prof. Campbell
Emeritus Prof. Frank C. Hibben (Harvard 1940)	*Deceased June 11, 2002
9 tenure-track faculty (4 prof., 5 assoc., 8.16 FTE) 70 graduate students	8 tenure-track faculty (5 prof., 2 assoc., 1 asst., 7.00 FTE) 62 graduate students
Biological Anthropology September 1996	Evolutionary Anthropology Fall 2007
Distinguished Prof. Jane E. Buikstra (Chicago 1972; hired 1995)	*Resigned June 2005
Prof. Jeffery W. Froehlich (Harvard 1973; hired 1973; promo. 1993)	*Retired June 2005
Univ. Regents Prof. Erik Trinkaus (Penn 1975; hired 1983; promo. 1987)	*Resigned July 1997
	Assoc. Prof. Debra Komar (Alberta 1999; hired 2003; promo. 2007) [.38 Dept./.62 Res. Assoc. Prof. of Forensic Anthropology, OMI] *On teaching leave, 2007-08; resignation effective June 30, 2008
	Assoc. Prof. Osbjorn M. Pearson (SUNY-Stony Brook 1997; hired 1999; promo. 2005)
Asst. Joseph F. Powell (Texas A&M 1995; hired 1995) [.60 Dept./.40 Mus. Curator of Human Osteology]	Assoc. Prof. Powell (promo. 2001) [1.00 Dept. 2000, following medical leave late F99-Sp2000]

Biological Anthropology September 1996	Evolutionary Anthropology Fall 2007
Visiting Asst. Joel D. Irish (Arizona State 1993; hired 1995)	*Not renewed after 1997-98
	Asst. Prof. Keith Hunley (Michigan 2002; visiting 2004-05; hired 2005)
	Asst. Prof. Martin Muller (Southern California 2002; hired 2007)
	Asst. Prof. Sherry Nelson (Harvard 2002; hired 2007)
	*Asst. Prof. Anne Stone (1999-2003)
	Res. Asst. Prof./Mus. Curator of Human Osteology Heather Joy Hecht Edgar (Ohio State 2002)
Emeritus Prof. J. Stanley Rhine (Colorado 1969)	Emeritus Prof. Rhine
Human Evolutionary Ecology September 1996	
Prof. Jane B. Lancaster (UC-Berkeley 1967; hired 1985)	Prof. Lancaster
Assoc. Anita L. Alvarado (Arizona 1974; hired 1972; promo. 1979)	*Retired December 1996; Emerita Assoc. Prof. Alvarado
Assoc. James L. Boone (SUNY-Binghamton 1980; hired 1987; promo. 1992)	[now in Archaeology only]
Assoc. Kim Hill (Utah 1983; hired 1992)	*Resigned as Prof. in Bio subfield May 2007
Assoc. Hillard S. Kaplan (Utah 1983; hired 1986; promo. 1991)	Prof. Kaplan (promo. 1997)
Asst. Ana Magdalena Hurtado (Utah 1985; hired 1992)	*Resigned as Assoc. Prof. in Bio subfield May 2007
Bio: 4 tenure-track faculty (3 prof., 1 asst., 3.60 FTE) 34 graduate students	
HEE: 6 tenure-track faculty (1 prof., 4 assoc., 1 asst., 6.0 FTE) 26 graduate students	8 tenure-track faculty (2 prof., 3 assoc., 3 asst., 7.38 FTE) 50 graduate students

Ethnology September 1996	Ethnology Fall 2007
Prof. Keith H. Basso (Stanford 1967; hired 1989) [.50; in residence Spring semesters]	*Retired June 2006; Emeritus Distinguished Prof. Basso (awarded 2005)
	Distinguished Prof. Anthropology & Music Steven Feld (Indiana 1979; hired 2003) [.50 Dept.; also tenured in Music, College of Fine Arts; in residence Fall semesters]
	*Prof./Provost/VP for Academic Affairs Brian L. Foster (2001-05)
Prof. Louise Lamphere (Harvard 1968; hired as assoc. 1976-79; hired as prof. 1986)	Distinguished Prof. Lamphere (awarded 2001) *Retires December 2008
Prof. Alfonso A. Ortiz (Chicago 1967; hired 1974)	*Deceased January 27, 1997
Prof. Karl H. Schwerin (UCLA 1965; hired 1963; promo. 1972)	*Retired June 2001; Emeritus Prof. Schwerin
Univ. Regents Prof. Marta Weigle (Penn 1971; hired 1972; promo. 1983) [1.00 Dept.; also tenured in American Studies]	Univ. Regents Prof. Weigle [1.00 Dept.; also tenured in American Studies]
Assoc. Larry P. Gorbet (UC-San Diego 1974; hired 1974; promo. 1980) [1.00 Dept.; non-tenured in Linguistics]	Assoc. Prof. Larry P. Gorbet [1.00 Dept.; non-tenure-track Linguistics]
Assoc. Carole Nagengast (UC-Irvine 1985; hired 1993)	Prof. Nagengast (promo. 2001) [Dir. Peace Studies but 1.00 Dept.] *Retires June 2009
	Assoc. Prof. Suzanne Oakdale (Chicago 1996; hired 1998; promo. 2005)
Assoc. Sylvia Rodríguez (Stanford 1981; hired 1988; promo. 1992)	Prof. Rodríguez (promo. 2006) *Retires June 2009 or 2010
Assoc. Mari Lyn C. Salvador (UC-Berkeley 1976; hired 1978; promo. 1984) [.27 Dept./ .73 Mus. Chief Curator]	*Retired June 2004; Emerita Prof. Salvador
	Univ. Regents Lecturer/Assoc. Prof. Beverly R. Singer (UNM 1996; hired 2002) [Dir. Inst. for Am. Ind. Research but .50 Dept./ .50 Native American Studies]
	*Assoc. Prof. Joe Watkins (2002-07)

Ethnology September 1996	Ethnology Fall 2007
Asst. David W. Dinwoodie (Chicago 1996; hired 1996)	Assoc. Prof. Dinwoodie (promo. 2002)
Asst. Les W. Field (Duke 1987; hired 1994)	Prof. Field (promo. 2007)
	Lecturer III Ronda Brulotte (UT-Austin 2006; hired 2007)
Emeritus Presidential Prof. Philip K. Bock (Harvard 1962)	Emeritus Presidential Prof. Bock
Emeritus Assoc. Richard A. Barrett (Michigan 1970)	Emeritus Assoc. Prof. Barrett
Emeritus Assoc. James M. Sebring (UC-Berkeley 1968)	Emeritus Assoc. Prof. Sebring
11 tenure-track faculty (5 prof., 4 assoc., 2 asst., 9.77 FTE) 56 graduate students	10 tenure-track faculty (6 prof., 4 assoc., 9.00 FTE) 50 graduate students
Dept.: 28 tenure-track faculty (12 prof., 12 assoc., 4 asst., 26.53 FTE)	Dept.: 26 tenure-track faculty (13 prof., 9 assoc., 4 asst., 23.38 FTE)
Dept.: 186 graduate students	Dept.: 162 graduate students
Dept.: 171 undergraduate majors	Dept.: 210 undergraduate majors

In Fall 2007 there were 28 adjunct faculty, who may be added at any time as appropriate and are reviewed annually in the Spring semester. All are expected to contribute to the mission of the Department in at least one of the following ways: teaching, student advisement, and/or collaboration with students and/or faculty and to acknowledge the Department on all publications and grants. Graduates may request adjunct status for three years while job hunting. Former faculty remain adjuncts while serving on student committees. Adjuncts' name, rank, affiliation, degree, and date added are given below for each of the subfields.

Table 1.2. Department Adjunct Faculty, Fall 2007. Data from Anthropology records.

	Adjunct Rank	Affiliation	PhD Degree	Date Added
Archaeology				
Karl Benedict	[Asst.] Prof.	UNM Earth Data Analysis Ctr.	UNM 2004	8-1-05
Wendy Bustard	[Assoc.] Prof.	Chaco Collection	UNM 1996	8-1-05
Carol Ellick	Instructor	SRI Foundation	[MA, Chapman 1992]	11-1-04

	Adjunct Rank	Affiliation	PhD Degree	Date Added
Cynthia Herhahn	Asst. Prof.	OCA	UC-Santa Barbara 2004	8-1-05
Lisa Huckell	Res. Associate [now Res. Lecturer]	OCA; UNM Bio	[MA, Arizona 1994]	4-1-98
Rosalind Hunter-Anderson	Assoc. Prof.	Micronesian Arch. Res. Serv., Guam	UNM 1980	4-20-07
Philippe LeTourneau	Asst. Prof.	King Co. Hist. Preserv. Prog., Seattle	UNM 2000	1-25-01
John Lohse	Asst. Prof.	Former faculty		4-20-07
Joan Mathien	Asst. Prof.	Chaco Collection	UNM 1981	10-5-07
David A. Phillips, Jr.	Assoc. Prof.	Maxwell	Arizona 1979	8-15-94
Ariane Pinson	Asst. Prof.	Maxwell	UNM 1999	8-1-00
Rebecca Schwendler	Asst. Prof.	SWCA Environ. Consultants	UNM 2004	1-25-05
Lynne Sebastian	Assoc. Prof.	SRI Foundation	UNM 1988	8-1-93
Anastasia Steffen	Asst. Prof.	Valles Caldera Trust	UNM 2005	1-1-06
Joe Watkins	Assoc. Prof.	Former faculty		10-5-07
Thomas C. Windes	[Asst.] Prof. [now Res. Lecturer]	Chaco Collection	[MA UNM 1967]	8-1-05
Ethnology				
Thomas Bogenschield	Asst. Prof.	UNM Intl Progs. & Studies	UC-Berkeley 1992	4-6-06
Jocelyn DeHaas	Asst. Prof.	Western Wash. U	UNM 2006	9-1-06
Jessica Scott Jerome	[Asst.] Prof.	St. John's College	Chicago 2003	8-1-05
Joanne McCloskey	Asst. Prof.	UNM Fam. & Comm. Medicine	UNM 1993	11-23-04
Nancy Nelson	Asst. Prof.	Unaffiliated	UNM 1992	8-1-02

	Adjunct Rank	Affiliation	PhD Degree	Date Added
Janet Page-Reeves	Asst. Prof.	USDA Food Stamp Part. Grant	CUNY 1999	11-13-02
Willow Powers	Asst. Prof.	Unaffiliated	UNM 1997	5-17-98
Joe Watkins	Assoc. Prof.	Former faculty		10-5-07
Cathleen Willging	Asst. Prof.	Pac. Inst. Res. & Eval., Behav. Health Res. Ctr.	Rutgers 1999	8-1-02
Evolutionary Anthropology				
Melissa Emery-Thompson	Asst. Prof.	UNM Post-Doctoral Fellow	Harvard 2005	10-5-07
Magdalena Hurtado	Assoc. Prof.	Former faculty		4-20-07
Paula Ivey	Assoc. Prof.	Brigham & Women's Hospital, Boston	UNM 1993	10-4-99
Marsha Ogilvie	Asst. Prof.	TX Arch. Res. Labs; NM Public Defender	UNM 2000	1-1-01

In September 1996 there were four full-time and three part-time staff members. By Spring 2008 there were five full-time and three half-time staff members, two of whom (Gerety, Sarracino) were working in the Department in September 1996. Then as now, work-study students are employed throughout the Department each semester.

Table 1.3. Department Staff, September 1996 and Fall 2007. Data from Anthropology records.

Staff September 1996	Staff Fall 2007
Dept. Administrator III Mimi Stephens (1.0)	Dept Administrator II Jennifer George (1.0)
Accounting Technician Elma Edwards (1.0)	Accountant II Amy Hathaway (1.0)
[Graduate Student] Student Advisor II Karen Marty (1.0)	Coordinator of [Graduate] Program Advisement Erika Gerety (1.0)
Dept. Secretary (Clerical Specialist V) Erika Gerety (inc. undergraduate matters (.75))	Coordinator of [Undergraduate] Education Support Carla Sarracino (1.0)
Dept. Secretary (Clerical Specialist V) Carla Sarracino (.75)	Coordinator of Scheduling Yolanda Nieto (.50)
	Administrative Asst. II Beth Lehman (.50)
	User Support Analyst II (Computer Technology) Mathew Tuttle (.50)

Staff September 1996	Staff Fall 2007
Administrative Assistant (JAR Business Manager) Margaret Colclough (1.0)	Coordinator of Technical Publications (JAR business manager) Ann Braswell (1.0)
Clerical Specialist V (JAR ms. processor) Mary Kay Day (.25)	

There are no Department community participants in September 1996 or Fall 2007. However, the 2007-08 associated units (Office of the Medical Investigator and, since 1999-2000, the Alfonso Ortiz Center for Intercultural Studies) necessarily involve the community in various ways, as do the various divisions of the separate but closely allied Maxwell Museum of Anthropology.

Leadership, Governance and Organizational Structure, 1997-2007

The Department

In September 1996 the Department was “headed by the Chair (appointed by the Dean with Department input), who convenes an Advisory Council with annually elected representatives from each subfield. Annually elected Conveners coordinate business within each subfield. Both the Graduate Committee and the Undergraduate Committee Chairs receive administrative stipends and are appointed by the Chair; committee representatives from the other subfields are elected annually. Other Department committees (Computer Use, Education and Research Development, Instructional Media, Space) are appointed by the Chair. The Board of Archaeologists and the Clark Field Policy Committee have members chosen by the Department, the Office of Contract Archeology, and Maxwell Museum.”

Chair

The Chair is appointed by and serves at the pleasure of the Dean after consultation with Department voting faculty. The Chair has three primary areas of responsibility: (1) curriculum, (2) personnel administration, including recommendations for contract renewal, tenure, promotion and salary increments, and (3) administration of the Department office, including maintaining Department expenses within allocations to its operating budget. Appointed by mutual agreement between the Chair and the Dean, the Associate/Assistant Chair carries responsibilities, including course scheduling and oversight of the annual faculty review processes, as delegated by the Chair and has signatory authority in the Chair’s absence.

Since January 1997 five different people have been Arts and Sciences dean and five Anthropology Department chair. Both Dean Reed Dasenbrock and Chair Michael Graves were outside appointments. (Note that during this period three of the four provosts had been Dean of the College of Arts and Sciences: William C. Gordon [Psychology], F. Chris Garcia [Political Science], and Reed Dasenbrock [English]. Brian L. Foster, who preceded Dasenbrock, was an outside appointment with tenure in the Anthropology Department. Interim Provost/Executive Vice President for Academic Affairs Viola Florez, who assumed her position in June 2007, is former Dean of the College of Education. On August 1, 2008, outside appointment Suzanne Trager Ortega [Sociology] took office.)

Table 1.4. Arts and Sciences Deans and Anthropology Department Chairs, 1997-2007. Data from Anthropology and UNM records.

	A&S Dean	Interim Dean	Chair	Interim Chair	Asst/Assoc Chair
1997	Michael Fischer [7-1]	Fischer [1/96-6/97]	Marta Weigle [since 8/95]		
1998	Fischer (English)		Weigle (Ethnology)		Jane Buikstra Acting [Sp] (Bio/Archae)
1999	Fischer		Weigle		
2000	Fischer [6-30]	Fritz Allen [7-1]	Weigle		
2001	Reed Dasenbrock [8-15]	Allen [8-14] (Chemistry)	Weigle		
2002	Dasenbrock (English)		Weigle [Sum]; Carole Nagengast [F]		
2003	Dasenbrock		Nagengast (Ethnology)		
2004	Dasenbrock		Nagengast		
2005	Dasenbrock [3-14]	Vera Norwood [3-15] (Am. Studies)	Nagengast [Summer] (Buikstra to take over but resigned Sp)	Garth Bawden [Fall] (Archaeology)	Les Field, Asst. Chair (Ethnology)
2006		Norwood		Bawden	Field
2007	Brenda Claiborne [8-1](Biology)	Norwood [7-31]	Michael Graves [Jan.] (Archaeology)		Osborn Pearson, Asst. Chair (Bio)

Subfields and Advisory Group (formerly Advisory Council)

Until Fall 2007 there were four subfields: Archaeology, Biological Anthropology, Ethnology and Human Evolutionary Ecology. There are now three subfields: Archaeology, Ethnology and Evolutionary Anthropology. These meet regularly. All tenure-track faculty, including any with more than one subfield affiliation, visiting faculty, and voting non-tenure-track research faculty in the subfield have one vote each. There are annual elections for department committee representatives, admissions, examinations and the like. The elected Convener, who oversees subfield business, including course scheduling, is now also the representative to the Advisory Group (formerly Council).

Since Spring 2007 the Advisory Group has been made up of the subfield conveners as well as the

undergraduate director, graduate director and associate/assistant chair. Convened by the Chair as needed, the committee advises the Chair on matters relating to personnel, administration and budget and makes recommendations about related planning, policy, procedures and other issues for discussion and vote by the full and/or subfield faculty.

Department Committees

The Graduate Director and Undergraduate Director are appointed by the Chair for two-year terms; the remaining committee members are elected annually from each of the other subfields. All other committee chairs and members are appointed annually by the Chair.

Graduate: The committee oversees all graduate student matters, including curriculum, scheduling, allocation of GA/TA/RAships, outcomes assessment and nominations for various graduate scholarships and awards. The Coordinator of Program Advisement is also a committee member.

Undergraduate: The committee oversees all undergraduate matters, including curriculum, scheduling, 101, outcomes assessment and advising. The Coordinator of Education Support is also a committee member.

Instructional Resources: The committee meets annually in September and periodically as needed to coordinate and oversee all matters related to the instructional use of computers, media, renewable and permanent laboratory supplies, and field equipment. It maintains an inventory of current resources and reviews and makes recommendations on all equipment expenditures (laboratory, computer, field, etc.). In consultation with the Graduate and Undergraduate Committees, the Instructional Resources Committee develops a comprehensive, visionary, long- and short-term plan for instructional programs. This plan helps inform Department grants, equipment requests, policy and future directions. The Department Administrator and the User Support Analyst II are also committee members. This combines the 1996 Instructional Media and Space Committees. (Note that “computing and data communications services and support for the academic and administrative communities” are now provided by Information Technology Services [ITS], known in 1996 as Computer Information Resources and Technology [CIRT].)

Space Committee: Established by Chair Graves in Fall 2007 to assume responsibilities for “the allocation and use of space” from the Instructional Resources Committee, the Space Committee is chaired by a member of the Advisory Group and has representatives from each of the other subfields. The committee coordinates and oversees all matters related to the allocation and use of space. It makes recommendations on office and laboratory use and prepares proposals for minor and major capital improvements. The Department Administrator is also a committee member.

Post-Tenure and Salary Review: Three senior faculty members evaluate and rank each tenure-track faculty member’s calendar-year record of teaching, scholarly work and service for the Chair’s use in post-tenure reviews and salary decisions. The Department adopted a “Merit/Productivity Scoring System” in October 1994 and this has been modified at various times since. Post-tenure review was instituted in 1996-97. Before 2007 the Post Tenure Faculty Evaluation Committee was elected by the faculty. Membership now rotates with one person appointed and one dropped each year.

Annual Review, Mid-Probationary Review, Tenure and/or Promotion Review: These committees are appointed annually or periodically as appropriate.

Non-Tenure-Track Faculty Review: Three tenured faculty members conduct annual, academic-year reviews of each continuing non-tenure-track faculty member (Lecturer III, Research, Adjunct) for the Chair's use. The Associate/Assistant Chair chairs the committee. This was a new committee in Spring 2008.

Student Committees

Anthropology Graduate Student Union (AGSU): AGSU represents the Department's graduate students in the Department and on campus in order to promote their academic, professional and social interests. It meets monthly as need and sponsors a Graduate Symposium showcasing student research each Spring semester. There is representation from AGSU at some faculty meetings, on some faculty review and hiring committees, and in the University-wide Graduate and Professional Student Association (GPSA), an independent service organization established in 1969 to serve all part-time and full-time graduate students. The GPSA budget comes from student fees. It supports various campus organizations and through its Student Research Allocation Committee (SRAC) funds student research projects (thesis and dissertation) and travel to research-associate conferences. The GPSA also allocates funds to the AGSU at the rate of \$4 per student enrolled per semester.

Undergraduate Anthropology Society (UAS): UAS is open to all students regardless of concentration. Students join by being added to the UAS e-mail list. Its purpose is to promote the study, appreciation and advancement of anthropology as the science that studies humankind in all of its aspects and to foster the use of anthropological knowledge in addressing human problems and conditions. UAS encourages a multidiscipline academic approach as well as involvement in the campus and surrounding communities.

Hibben Allocation Committee

Since 2004 the Frank C. Hibben Charitable Trust has donated \$750,000 to UNM in support of Anthropology and Native American Students in the Department, the Museum and the College of Arts and Sciences. Another \$200,000 will be donated in 2008-09. The Hibben Allocation Committee is chaired by the Museum Director with the Department Chair, the Dean (or designee), the Provost/Vice President for Academic Affairs (or designee) and the President (or designee) as members. The committee makes recommendations to the Trust each year on the following year's funding level and distribution for graduate student support in Anthropology. (Recipients are designated annually by the Hibben Selection Committee, the Graduate Committee and one representative from the Museum appointed by the Director.)

Joint Standing Committees

Board of Archaeologists: The Board of Archaeologists is made up of Archaeology subfield faculty, the director and associate director of the Office of Contract Archeology, and the director and archaeological curators of the Maxwell Museum of Anthropology. Constituted by UNM President William E. Davis in 1979, the Board is authorized to represent the University in

implementing and enforcing policy governing archaeological research on University lands in order to assure that University cultural resources are utilized in the most conservative and productive manner possible and to insure that information and data recovered from University cultural resources are preserved for future research. It is also charged to play a helpful role in furthering the quality of archaeological research and to make recommendations concerning permission to conduct archaeological research on University lands. The most prominent University-owned archaeological properties include the Kuaua Site presently administered by New Mexico State Monuments as the Coronado Monument, the Paa-ko Site (LA 162), and the Pottery Mound Site (LA 416). Until recently the University also owned the 9550-acre Cañada de Cochiti Grant, commonly known as the Jim Young Ranch tract, which contains over a thousand prehistoric and historical archaeological sites.

Clark Field Archive & Library (CFAL) Policy Committee: Clark Field Archive & Library is housed in the Anthropology Building and jointly operated by the Department, Maxwell Museum and the Maxwell Museum Association (MMA) with oversight by the Policy Committee, which has representation from each of the three units. Almost all of its collections of about 12,000 books and over 25 active journal titles have been donated, with the exception of several journal subscriptions supported by the Department and MMA. CFAL houses a complete collection of Department doctoral dissertations and selected Master's theses, a map collection and an extensive collection of reprints. About half of these collections are unique on the UNM campus and are catalogued on Libros, UNM's computerized system. It also serves as a repository for field notes and records that have been donated to the Museum by faculty and associates. The main source of CFAL funding is the MMA's annual Albuquerque Antiquarian Book Fair, the oldest and largest such event in the state, usually held during the first full weekend in April.

Publications

The Department has published the *University of New Mexico Anthropology Newsletter* since Spring 2005. *Human Nature: An Interdisciplinary Biosocial Perspective* was established in 1989 by Professor Jane B. Lancaster (then Human Evolutionary Ecology) as an outgrowth of her activities while Chair of the Committee on Biosocial Perspectives funded by the Social Science Research Council. She has been its editor since the inaugural issue of Spring 1990. The *Journal of Anthropological Research* was established in 1945 as the *Southwestern Journal of Anthropology*, a name changed in 1973. Its first editor was Professor Leslie Spier, succeeded in turn by Professors Harry Basehart, Stanley Newman, James Spuhler, Philip K. Bock, and, on January 1, 1995, Lawrence Straus (Archaeology), who continues in that position. In their report of January 12, 1997, reviewers found that "the presence of the journal, *Human Nature*, serves as a national and international identifier of UNM as a center of training and research in evolutionary ecology" and that the Department is "home of one of anthropology's most influential journals, the *Journal of Anthropological Research*."

University of New Mexico Anthropology Newsletter

The *University of New Mexico Anthropology Newsletter* provides information on the Department, the Museum, and related activities. Articles focus on the research and achievements of Department faculty, students and staff. Alumni are invited to share their experiences to showcase career opportunities in different spheres. All PhD, MA, and MS recipients and undergraduate honors theses are listed each year together with all student award recipients. Articles about the Museum, the Chaco Collection, the Office

of Contract Archeology, and the Ortiz Center are also solicited.

The Newsletter was first published in Spring 2005 following the 2003-2004 Jubilee Anniversary to encourage interest and monetary support for graduate student research from alumni and other benefactors. In Spring 2007 the fundraising focus expanded to include donations to particular subfields, undergraduate research, public anthropology and the Alfonso Ortiz Center for Intercultural Studies. What began as a modest 8-page issue has now grown into a stable 12-page biannual in printed and electronic format. Issues are released at the May convocation and just before Thanksgiving. Chair Michael Graves, Professor Carole Nagengast, Research Associate Professor Bruce Huckell, Adjunct Research Associate [now Research Lecturer] Lisa Huckell, Department Administrator Jennifer George and Coordinator of Technical Publications Ann Braswell make up the current Editorial Board.

Human Nature: An Interdisciplinary Biosocial Perspective

Human Nature is published as one volume in four quarterly issues per year by Springer Science. Its general format is two special and two general issues each year. Springer Science bought *Human Nature* from Transaction Publications in 2006. The transfer began with Volume 18 (2) of 2007.

Scientific Editor: Jane B. Lancaster, Professor of Anthropology, UNM

Associate Editor: John Brock, Professor of Anthropology, California State University, Fullerton

Assistant Editor (copy): June-el Piper

Consulting Editors: There are twenty-seven consulting editors who assist in the review process. They are drawn from a variety of disciplines in North America and Europe. Four are UNM faculty members (James Boone, Hillard Kaplan, and Osbjorn Pearson from Anthropology, Steven Gangestad from Psychology).

Scope and Mission: *Human Nature* is dedicated to advancing the interdisciplinary investigation of the biological, social, evolutionary and environmental factors that underlie human behavior. It focuses on the functional unity in which these factors are continuously and mutually interactive, including evolutionary, biological and sociological processes as they interact with human social behavior; biological, social and demographic consequences of human evolution and history; cross-cultural, cross-species and historical perspectives on human behavior; and the relevance of this perspective to scientific, social and policy issues. The journal specializes in human evolutionary ecology, biology and behavior. Although based on theory, the papers published are highly empirical in terms of substantive testing of theoretical predictions with data. During the 2007-08 publication year the acceptance rate of 21 per cent came from a total of 65 submissions: 9 accepted, 33 rejected, and 23 still in the review process or under revision.

Human Nature is now in its nineteenth year of publication. In 2007 its Journal Citation Reports (JCR) ranking (based on number of citations) was 11 out of 57 Anthropology journals, with an impact factor of 1.5. It was 8 out of 28 Social Science/Biomedical journals. The SCImago ranking (based on number of citations weighted by the citation index of the citing journal) was 7 out of 51 Anthropology journals. The SCImago Journal and Country Rank (SJR) was 0.115. The journal is abstracted in Sociological Abstracts, Psychological Abstracts, BIOSIS, Social Science Citation Index, Research Alert, Cambridge Scientific Abstracts and Current Contents/Social and Behavioral Sciences.

The College of Arts and Sciences gives the Department PTI funds for the editor's buyout of one course per semester. The College pays *Human Nature* \$1000 annually to hire a work-study student to assist in the electronic management of the review process.

Journal of Anthropological Research

The *Journal of Anthropological Research* (JAR) is published quarterly by the University of New Mexico in the interest of general anthropology. It is printed by Thomson Shore in Dexter, Michigan. The electronic format host, established in 2006, is the Scholarly Publications Office, University of Michigan, Ann Arbor. In 2006 JAR entered into an agreement with JSTOR for electronic storage and delivery of some 30,000 pages of back issues since 1945. UNM faculty and libraries receive free subscriptions.

Editor: Lawrence G. Straus, Distinguished Professor of Anthropology, UNM

Editorial Board (all UNM Professors of Anthropology): Philip K. Bock, Steven J. Feld, Louise Lamphere, Carole Nagengast, David E. Stuart

Associate Editors: There are twelve associate editors who assist in the review process. They are drawn from the Smithsonian Institution and the following universities: Arizona, Chicago, Colgate, Duke, Harvard, Indiana, Pennsylvania, Penn State, Rice, Syracuse and Washington.

Copy Editor: June-el Piper

Coordinator of Technical Publications: Ann Braswell

Scope and Mission: JAR is dedicated to publishing articles emphasizing theoretically informed, original research in all areas of anthropology relating to peoples and cultures, past and present, in any region. Now in its sixty-fourth year of publication, it is one of the few surviving independent, not-for-profit journals of anthropology. Since 1997 the journal has received 622 manuscripts from all over the world. It published 44 of them covering all subfields and approximately 100-125 book reviews per year.

JAR sponsors two Distinguished Lectures each year, one in the fall and one in the spring. The lecture topics come from all subfields of anthropology and the lectures are published in the journal. The lecturers are eminent specialists from the United States and abroad. During their campus visit they also hold seminars and meet with faculty and students.

The journal has a high impact factor (0.53) and a long cited half-life (>10 years). In 2007 its Journal Citation Reports (JCR) ranking (based on number of citations) was 32 out of 57 Anthropology journals, with an impact factor of 0.438. The SCImago ranking (based on number of citations weighted by the citation index of the citing journal) was 16 out of 51 Anthropology journals. The SCImago Journal and Country Ranking (SJR) was 0.054.

JAR is owned by UNM and is almost completely self-supporting through its subscriptions. It provides a buyout of one course per year and contributes to the editor's salary. Business Manager Ann Braswell's salary is paid by JAR and the College. JAR pays the salary for one Department graduate student who serves as its on-call web-master. JAR matches the Department salary for one Department graduate student to coordinate book review business (not reviewer selection). In 2008-09 JAR will pay for one Department graduate student RA-ship.

The Associated Units

In 1996 there were three associated units: (1) Maxwell Museum of Anthropology, (2) the Office of Contract Archeology (OCA), and (3) the independent Office of the Medical Investigator (OMI). OCA

was transferred from the Department to the Museum in 1999; it is treated below as part of Maxwell's separate but closely allied unit. In 2007 there were five associated units: (1) OMI, (2) the Alfonso Ortiz Center for Intercultural Studies (Ortiz Center), jointly administered by the Department and the Museum since 1999, (3) the Institute for American Indian Research (IfAIR), housed in the Department since January 2007, (4) the Peace Studies Program, housed in the Department since Fall 2007, and (5) the developing Center for Human Evolutionary Science (CHES).

(1) Office of the Medical Investigator (OMI)

The Office of the Medical Investigator (OMI) was created by the New Mexico State Legislature in 1972 and became operational in 1973. Replacing the county coroner system, the OMI was mandated to investigate all reportable deaths occurring in New Mexico, to subsequently determine the cause and manner of death in such cases, and to provide formal death certification. It is designated as a special program within the Department of Pathology at the UNM School of Medicine and provides advanced forensic pathology instruction to residents, fellows, and numerous University classes related to forensic investigation and medical education. Dr. Ross E. Zumwalt, M.D., the Chief Medical Investigator, held that post in 1996 and continues so today.

In their January 1997 report the reviewers laud OMI as "an invaluable resource for developing a strong program in forensic anthropology, especially with [Jane] Buikstra now in residence at the university. Both Buikstra and [Joseph] Powell contribute expertise to forensic investigations, and MA and PhD tracks within biological anthropology are feasible." In 2000 Assistant Professor Joseph Powell resigned from his positions as Museum Curator of Physical Anthropology and OMI Forensic Anthropologist for health reasons and became full-time in the Department, where he was tenured and promoted to Associate Professor in 2001. Leslie Spier Distinguished Professor Jane Buikstra resigned in June 2005.

In Spring 2002 Dr. Debra Komar, Director of the Laboratory of Human Osteology and Head of the Forensic Anthropology Program at the Museum and OMI Forensic Anthropology Consultant, was made Research Assistant Professor of Anthropology in the Biological Anthropology subfield. In June 2003 she was hired as Assistant Professor of Anthropology (.50) and Research Assistant Professor of Anthropology (Forensic Anthropologist) at OMI (.50), a "sole source" appointment. Komar was tenured and promoted to Associate Professor and OMI Research Associate Professor in 2007; Zumwalt was a member of the tenure and promotion review committee. Her OMI biographical sketch reads: "Dr. Komar has worked extensively in international human rights in the former Yugoslavia with Physicians for Human Rights, the United Nations and the International Commission on Missing Persons, in Iraq with the RCLO and Iraqi High Tribunal. Most recently, she served as a member of a scientific advisory team evaluating the potential medicolegal response to the crisis in Darfur. Her research focuses on issues relating to identification and identity in genocide and war crimes." In August 2007, after a flood destroyed her laboratory in late July, Komar submitted her resignation from the University, effective June 30, 2008. She was given teaching leave from the Department for 2007-08 in order to recoup her data and continued as OMI Research Associate Professor of Forensic Anthropology (.38/.62, reflecting her 12-month contract). As of July 1, 2008, then, the Department's, though not the Museum's, formal association with OMI ceased, although students are still employed there.

(2) Alfonso Ortiz Center for Intercultural Studies (Ortiz Center)

The mission of the Alfonso Ortiz Center for Intercultural Studies is to create opportunities for diverse, collaborative, community-inspired cultural programs in the humanities and public anthropology,

including research, teaching, museum collection and exhibition, and intellectual dialogue on critical issues of contemporary and historical importance in human culture and society. Named for the late Alfonso Ortiz (1939-1997), a UNM professor of anthropology for twenty-three years, the Center builds on his work to eliminate barriers between the institutional communities of the university and the communities of the world at large. The Center's collaborative public programs – films, colloquia, exhibits, performances, and conversation – encourage new forms of teaching, research, and shared ideas among the students, staff, and faculty of the university and people who typically have remained outside the academy: independent scholars, elders, artists, teachers, healers, musicians, thinkers, storytellers, and other recognized holders of traditional and community wisdom. Its genesis was in a 1999 National Endowment for the Humanities Challenge Grant.

1998-99 planning sessions between the Department and the Museum resulted in the submission of a \$750,000 National Endowment for the Humanities Challenge grant, written by Department Chair Marta Weigle and Associate Professor/Chief Curator Mari Lyn Salvador with many others' help. In December 1999 the Department and Museum were awarded a \$500,000 NEH Challenge Grant to endow and establish the Ortiz Center. The initial challenge period was three years (January 1, 2000-January 1, 2003) to raise \$1.5 million. Although \$250,000 less than the \$750,000 originally requested, the sum was the highest awarded nationally to the nine universities and institutions of higher education as challenges.

Weigle and Salvador were the initial co-principal investigators on the NEH Challenge Grant. Weigle stepped down as Department Chair in 2002, and Salvador became sole principal investigator on January 13, 2003. Salvador retired from UNM in June 2004 and Distinguished Professor Louise Lamphere became principal investigator on November 2, 2005. (Salvador, who is Director of the San Diego Museum of Man, remains on the Advisory Board.) Under Lamphere's aegis the grant was finalized to meet an extended deadline of July 31, 2007.

A total of \$1,118,100.70 was raised between 2000 and 2007. This qualified the Ortiz Center for \$361,131.30 in matching NEH funds. In addition to the NEH Challenge Grant, significant funding has come from the McCune Charitable Foundation, Santa Fe; the McCune Foundation, Pittsburgh; the Getty Grant Program, Los Angeles; and the Ethel-Jane Westfeldt Bunting Foundation, Charleston, South Carolina, as well as the New Mexico State Legislature, the Maxwell Museum Association and private donors. The Center now receives \$57,000 annually in state support.

Bylaws for the Alfonso Ortiz Center for Intercultural Studies Advisory Board were approved on April 23, 2004: "The Advisory Board has the responsibility of assisting the Director in fundraising, providing help with strategic planning, and advising the Director on vision, direction, and programs. It will also advise and consult on the hiring of the Director of the Center. From time to time, it may be called upon to advise the Chair of the Department of Anthropology and/or the Director of the Maxwell Museum who have overall fiscal and administrative responsibility for the Center." The Advisory Board has at least ten and no more than fifteen members: "Ex-officio members will be: the Director of the Alfonso Ortiz Center, the Chair of the University of New Mexico Department of Anthropology, and the Director of the Maxwell Museum of Anthropology. Also ex-officio will be a financial liaison appointed with the agreement of the Chair of the Department of Anthropology and the Director of the Maxwell Museum. This person will be someone knowledgeable about the Center's financial conditions and who can provide financial reports to the Board. An assistant to the Director of the Ortiz Center will serve as Secretary." Elected by a majority vote, the Chair of the Advisory Board has "the responsibility...to call meetings, preside at each meeting, and appoint Advisory Board committees with the consent of Board members." The Advisory Board "may create [such] committees as needed...[for] fundraising, community outreach, etc." To date fiscal

matters are handled by Director Klein and Department Accountant Amy Hathaway.

Dr. Beverly R. Singer held a staff position as the first Director of the Ortiz Center from May 31, 2000, until her resignation effective December 31, 2002, to join the faculties of Anthropology (.50) and Native American Studies (.50). In January 2003 Associate Director and Museum Curator of Ethnology Kathryn Klein was appointed Interim Director. Klein was made Director in 2006 and continues in that position as part of her duties as a full-time Museum staff member. Klein is also Adjunct Associate Professor in the Department. The College of Arts and Sciences has committed partial funding for a full-time Director who would also have faculty standing. When a Director is hired, Klein will become Associate Director. (*Note:* Professor Sylvia Rodríguez became Director and Professor of Anthropology [1.00 Dept.] in October 2008.) The Ortiz Center employs at least one graduate student to assist with collaborative exhibitions objects preparation, consultancies, and public events.

(3) Institute for American Indian Research (IfAIR)

The College of Arts and Sciences Institute for American Indian Research began in Fall 2004. Its mission is to facilitate research that contributes to the decolonization, sovereignty, and self-determination of Indigenous peoples by providing initiatives that support such research endeavors. IfAIR promotes community-inspired, service-oriented scholarship that seeks links between the University and Native American/Indian Nations and communities to generate discussion of Indigenous issues both within the University and in the communities.

Associate Professor of Anthropology and Native American Studies Beverly Singer became Director in January 2007 for a 3.5-year term. Although IfAIR is housed in the Department, all administrative costs are paid by the College. Director Singer is considered half-time in the Department but receives a reduced teaching load.

(4) Peace Studies Program

The College of Arts and Sciences Peace Studies Program was first introduced at UNM in the early 1980s and reinvigorated in 2004 with a new curriculum. The Program offers a minor in Peace Studies and, since 2005, a certificate in Peace and Justice Studies. Its primary mission is the cultivation of academically informed and engaged alternatives to violence. Students are provided a solid theoretical background in peace issues and the consequences of violence as well as the practical opportunity to test and develop personal perspectives on engaged peaceful living.

Professor Carole Nagengast became Director in Fall 2007 for a two-year term. Although Peace Studies is housed in the Department, all administrative costs are paid by the College. Director Nagengast is considered full-time in the Department but receives a reduced teaching load.

(5) Center for Human Evolutionary Science (CHES)

The Center for Human Evolutionary Science (CHES) is currently an informal, interdepartmental association that is being developed as a Category 1 Research Center in the College of Arts and Sciences. CHES unifies faculty in Psychology, Anthropology, Biology, UNM Health Sciences and the MIND (Mental Illness and Neuroscience Discovery) Institute in collaborative research and graduate training in human evolutionary science. Three broad domains of human life history are core concerns: development, reproduction and aging. CHES faculty particularly hope to facilitate research that uses evolutionary

biological theory in concert with empirical data obtained through measurement at multiple levels. Distinguished Professor Steven Gangestad (Psychology) is Director and Professor Hillard Kaplan (Anthropology) Associate Director. They are currently applying for a research training grant which will include graduate traineeships and post-doctoral fellowships in the Evolutionary Anthropology subfield and in other departments.

Maxwell Museum of Anthropology

The Museum's January 17, 1996, mission statement reads: "The mission of the Maxwell Museum of Anthropology is to increase knowledge and understanding of the human cultural experience across space and time. The museum serves this mission by collecting, maintaining, researching, and interpreting anthropological materials. The mission statement is based on recognition that material objects, as manifestations of the practical and symbolic lives of human groups, represent a tangible and irreplaceable source of information for the study of human behavior. The museum supports and complements the University's functions of education and research, and, in addition, provides educational opportunities to the public outside of the University community." This mission statement appears on the masthead of the semiannual publication, *The Maxwell Bulletin*, vol. 34, no. 1, January 2008, with a historical note that the museum was founded in 1932 as the Museum of Anthropology and in 1972 "was renamed the Maxwell Museum of Anthropology in honor of philanthropists Dorothy and Gilbert Maxwell, whose donation of funds made possible a major expansion of the museum that same year." The first accreditation from the American Association of Museums was awarded in 1973, with re-accreditation in 1985 and 1997. "With its associated research institutes – the Office of Contract Archeology (OCA), the Alfonso Ortiz Center for Intercultural Studies (Ortiz Center), and the Maxwell Center for Anthropological Research (MCAR) – the museum represents a comprehensive center for cultural studies and public education."

The Director of the Museum also holds a tenure-track position in the Department. In 1972 longtime director Frank C. Hibben was replaced by J. J. Brody, who in turn was replaced by Garth Bawden in 1985. When Bawden resigned in Fall 2005 to become Interim Chair, Museum Senior Research Coordinator and Department Research Associate Professor Bruce Huckell served as Interim Director until E. James Dixon assumed full directorial duties in November 2007. Museum Curator of Human Osteology Heather Joy Hecht Edgar is also Department Research Assistant Professor. Museum Curator of Archaeology David A. Phillips, Jr., is also Department Adjunct Associate Professor. Museum Curator of Ethnology and Director of the Ortiz Center Kathryn Klein is also Department Adjunct Associate Professor. The Museum employs graduate and undergraduate students in various capacities.

Office of Contract Archeology (OCA)

The Office of Contract Archeology (OCA) is a cultural resources management program established within the University of New Mexico in 1973 to aid clients in all aspects of Section 106 compliance and incorporating this service into a strong research program. It has taken a leading role in innovative, multiple-task interdisciplinary cultural resource studies throughout New Mexico and adjacent states. OCA's central location and historical emphasis upon large-scale projects has resulted in the firm's development of a physical plant, management strategy, staff structure, and field, laboratory, analysis and reporting processes geared for high-quality investigations. A hallmark of OCA's service history has been the development of scientifically-based management solutions for projects of all sizes.

In their January 1997 report the reviewers conclude: "If the OCA were more closely integrated with the

department's missions of teaching and scholarship, then some of the OCA's substantial IDC funds could be fairly allocated to the department's scholarly expenses (which are decreasingly covered by Arts and Sciences), as well as to assist students with small research costs, travel, and other expenses necessary to student growth.... Such closer integration and creative use of IDC funds have created a renaissance at UNM's closest archaeological competitor, Arizona State University, and they could have a similar synergistic effect in Albuquerque." The Department Response of February 24, 1997, notes the Archaeology subfield, OCA administration, Chair and Dean's "complete agreement" with these conclusions: "This reconsideration will be part of the process of reassessing programs and institutes already underway in the College, and Dean Fischer proposes a meeting between [Chair] Weigle, [OCA Director Joseph C.] Winter, himself, and perhaps others as soon as we are ready." This review, which also included Museum Director Bawden, was undertaken in Fall 1998. Effective January 1999, OCA, which until then had reported to the Department Chair, was reorganized as a department in Maxwell Museum, reporting to its Director.

Joseph Winter retired in October 2000. His successor and current OCA Director Richard C. Chapman and Associate Director Patrick F. Hogan are Department research faculty members, the former a Research Associate Professor, the latter a Research Assistant Professor. (Note that within the UNM/Museum system Chapman is designated Associate Director of OCA and Hogan Senior Research Scientist 1; for interfacing with the Department and outside the University they are Director and Associate Director.) OCA Senior Archeologist Cynthia Herhahn is also Department Adjunct Assistant Professor. OCA employs graduate and undergraduate students as archaeological laboratory technicians, field survey and excavation crew members, supervisory archeologists, artifact analysts, and GIS technicians.

Maxwell Center for Anthropological Research (MCAR)

A Category 1 Research Center in the College of Arts and Sciences, Maxwell Center for Anthropological Research is headed by the Museum Director, answerable to the Dean, and assisted by a Research Policy Board representing the various branches of anthropology at UNM. Established in 2001, its mission is to coordinate and promote archaeological, ethnological, and biological anthropology research activities at the Museum, including collections and field research undertaken by museum staff members, affiliated scholars of the center and students. MCAR accomplishes this mission by awarding research affiliations to scholars within and outside of the University of New Mexico, by entering into partnerships with other UNM departments in order to investigate research questions of mutual interest, by supporting visiting scholars engaged in research beneficial to the Center's educational mission at UNM, by organizing professional symposia, by publishing the results of research by affiliated professional personnel and students, and by continuing to seek out and acquire collections that improve the Maxwell Museum's ability to support research activities.

Maxwell's extensive holdings contain worldwide collections of material culture together with their accompanying documentary records representing all fields of anthropology. The Museum has long sponsored archaeological fieldwork in the Southwest and elsewhere, including field programs focused on the Arctic and sub-Saharan Africa. Collectively, these projects have produced one of the largest and best documented, collections-based research resources in existence. Biological anthropology emphasizes human osteology and forensic anthropology, with large holdings of archaeological and forensic materials that are continually augmented by an active body donation program comprising one of the pre-eminent comparative collections of human osteological material. The Laboratory of Human Osteology is the location for a variety of projects on human skeletal pathology, group morphology, the study of modern human populations and the practice of forensic science. The worldwide ethnological collections provide

an important resource of recent and current material culture. These are especially strong in the New World, Middle East, Southeast Asia and Africa, while containing smaller collections from many other areas.

Chaco Culture National Historical Park Museum Collection Facility (Chaco Collection)

The Chaco Archaeological Collection, jointly owned and managed by the University at the Maxwell Museum of Anthropology and the National Park Service Cultural Research Division, consists of documentation and archaeological materials excavated from prehistoric and historic contexts within the San Juan Basin in New Mexico between the late 1890s by UNM and NPS scholars at a site currently known as Chaco Culture National Historical Park. There are some 750,000 artifacts acquired during excavation, testing, stabilization and survey of sites in the canyon and surrounding areas, including ceramics, lithics and faunal remains, ground stone tools and hammerstones, scientific samples, human burials, stone, shell and bone ornaments, organic materials and a small collection of historic materials from Navajo sites in the area. It also contains archival materials (unpublished papers, field records and student papers), the core of which were collected by Gordon Vivian, archaeologist for the NPS in Chaco Canyon during the 1950s and 1960s. The archives include companion site files for the projects completed during the Chaco Project (1971-83), a reference library, a black-and-white photo collection of 30,000 images, a 4500-image slide library and a map collection generated from archaeological field work in the canyon.

On May 15, 2006, Chaco Culture National Historical Park entered into a 40-year lease with the University to occupy two floors of the Hibben Center for Archaeological Research for purposes of curating the Chaco Collection. When the Chaco Collection, which previously had its administrative offices in the Department office, officially opened at the Hibben Center on October 12, 2007, it marked “The Past 100 Years of History at Chaco Canyon.” Edgar Lee Hewett, founder of UNM’s anthropology department, the Museum of New Mexico and the School of American Research (SAR, now School for Advanced Research), was instrumental in passing the Antiquities Act of 1906, which led to the creation of Chaco Canyon National Monument the following year. UNM had partial ownership in the monument and acquired sections from SAR. All state sections were deeded back to the Federal government in 1949.

Hewett conducted research in Chaco Canyon at Chetro Kettle in the 1920s and early 1930s. The UNM/SAR Archaeology Field School built research facilities in Chaco Canyon and excavated several small sites from 1935 to 1947. As a result, UNM holds extensive and important collections from Chaco Canyon. The collections complement the National Park Service (NPS) collections and provide researchers an opportunity to study the full range of Chaco material culture.

UNM and NPS signed a memorandum of understanding in 1949 when UNM deeded its parkland to NPS. As a result, NPS granted UNM “perpetual preferential rights” to conduct scientific research in Chaco Canyon. The MOU was renegotiated to establish the joint NPS-UNM Chaco Project, which was designed to determine through survey, excavation and multi-disciplinary research, the relationship between the environment and the prehistoric inhabitants of Chaco Canyon. The Chaco Project was based in the Department and funded by the NPS from 1970 to 1985.

The 2008 Cooperative Agreement between the NPS, Chaco Culture National Historical Park and UNM reconfirms their collaboration in “the curation of archaeological collections from Chaco Canyon, a World Heritage Site, and the promotion of Chacoan research”: “The University has a variety of colleges and departments which engage in research and teaching of subjects useful to the Park, and practical work on

Park projects would provide excellent teaching and research opportunities for the University. The Park wishes to affiliate itself closely with the University because of its experience and expertise in such matters.... The Park and the University desire to continue to cooperate in protecting the important national treasure which is the Chaco Collection to add to the general fund of specific knowledge of the Southwest. Collaboration between the two institutions since the 1930's has been a model of Federal/State partnership which has generated an internationally significant collection of artifacts, field and archaeological records, and publications; and the parties wish to continue this collaborative relationship. The parties agree that University is the appropriate repository location for the Chaco Collection and that the Chaco Collection, including all related documentation, should be kept intact...[and] should be available to qualified scholars through appropriate arrangements between scholars and the University and the NPS.”

Curator of the Chaco Collection Wendy Bustard is also Department Adjunct Associate Professor. Two retired National Park Service employees who are now Volunteers in Parks working with the Chaco Collection are also associated with the Department: Joan Mathien as Adjunct Assistant Professor and Thomas C. Windes as Adjunct Research Lecturer. The Chaco Collection employs graduate and undergraduate students as museum technicians. These students gain experience in cataloguing and curating archaeological and archival collections from Chaco Canyon.

Overview of Academic Program, Fall 1997-Fall 2007

In their January 1997 report the reviewers acknowledge that they “came to Albuquerque fully aware of the distinguished past of the program,” which “had chosen to focus on its southwestern strengths, building on its privileged location within the region, rather than to seek a broad (and necessarily thin) coverage of all the planet’s peoples...[, a] focus strongly grounded in active field studies and in the continuing use of the Maxwell Museum’s premier collections,” while also supporting “one of anthropology’s most influential journals, the *Journal of Anthropological Research*.” They learned “that far more was notable in Albuquerque’s Anthropology Program, not the least being strong moves toward self-integration and a rededication of its teaching and research missions.” They concur on basic “Faculty Strengths”:

The real strength of the Faculty in Anthropology is in the presence of several semi-autonomous programs, each of excellent quality when compared with other programs throughout the United States. It is our general impression, that few departments in the nation have the combination of breadth of subfield experience and depth of world-class scientist/scholars as does UNM. We agree, that despite the failure to include UNM in the NRC ranking, that the Department of Anthropology ranks among the very best departments in the U.S. There is a need, however, to continue the process of reintegration of subfields in the department.

Subfield Integration

In 1975 the Department was organized into four subfields with associated graduate and undergraduate programs: Archaeology, Biological Anthropology, Ethnology, and Linguistic Anthropology. A fifth, Human Evolutionary Ecology, was added in 1992. Fall 1996 marked the first semester of the merger of Ethnology and Linguistic Anthropology at the administrative and graduate levels but not immediately in

the undergraduate curriculum. That merger has now been successfully accomplished, with the Ethnology Program incorporating Linguistic Anthropology components at both the graduate and undergraduate levels.

The question of a merger between Biological Anthropology (Bio) and Human Evolutionary Ecology (HEE) has been raised nearly every year since 1997. In Fall 1996 the Bio subfield had four tenure-track members (Distinguished Professor Jane Buikstra, University Regents Professor Erik Trinkaus, Professor Jeffery Froehlich, and Assistant Professor Joseph Powell) and the HEE subfield six (Professor Jane Lancaster, Associate Professors Anita L. Alvarado, James L. Boone, Kim Hill, and Hillard Kaplan, and Assistant Professor Magdalena Hurtado). After Alvarado retired in December 1996 HEE had five tenure-track faculty.

According to the Annual Report of 2001-2002: "The four-subfield configuration is already under scrutiny, with the relationship between the Biological Anthropology and the Human Evolutionary Ecology subfields primarily at issue during the Spring 2002 semester. For both academic and administrative reasons, likely the best configuration would be tripartite, with roughly equal subfields of Archaeology, Physical (or Biological) Anthropology, and Ethnology (which has since 1996 included Linguistic Anthropology)." The Annual Report of 2002-2003 notes of this integration that "the faculty voted in April 2003 to maintain the status quo for at least another year pending the outcome of further faculty discussions on integration and the results of several grants submitted by the HEE faculty." By this time both Professor Kim Hill (promoted 2000) and Associate Professor Magdalena Hurtado (promoted 1997) had left HEE with three tenure-track faculty members (Professors Lancaster, Kaplan, Associate Professor Boone) and joined Biological Anthropology, giving it seven tenure-track members (Leslie Spier Distinguished Professor Buikstra, Professors Froehlich and Hill, Associate Professors Hurtado, Osbjorn Pearson, and Powell, and Assistant Professor Anne Stone). In 2003 Stone resigned and Assistant Professor Debra Komar (.38 Department) was hired.

In 2004 Buikstra headed a committee on department integration with Professor W. H. Wills and Associate Professor Magdalena Hurtado. They met extensively with all four subfields and the Graduate and Undergraduate Committees. At the October 22, 2004, faculty meeting their informal report about possible major or minor changes to the Department structure and curriculum was discussed with no expectation of reaching specific conclusions at that point. Several groups were formed to look into various models for change, but the only one that continued beyond 2004-05 was that to consider an integrated public anthropology program.

During Spring 2005 Buikstra chaired a Long-Range Planning Committee with Associate Professors Hurtado, Ann Ramenofsky, and Sylvia Rodríguez as members. Hurtado prepared a proposal to the committee for the "Operationalization of a New Mission for the Department": "In order to accomplish this mission the department provides training and research opportunities that complement one another: 1) Core courses at the undergraduate and graduate level that provide an overview of empirical, theoretical and methodological aspects of subfields of anthropology, 2) Courses that allow students to specialize in aspects of anthropology that are most relevant to their research interests, 3) Research opportunities and courses designed to promote a team approach among students and faculty to address anthropological questions using multidisciplinary frameworks (i.e., questions relevant to the whys of human cultural, social behavioral and biological variation in past and present environments)." Hurtado wrote a 9-page "Anthropology of Health Emphasis for Undergraduate and Graduate Students, Biological Anthropology" as a conceptual example for one such new program:

The anthropology of health emphasis was created on the premise that in order to better understand the uneven distribution of quality of life and health in human populations in the past and today, anthropologists, biomedical scientists and public health professionals require training in the biology and culture of humans in past and present environments and in evolutionary theory. Students are required to complete a core sequence of courses in the three [sic] subfields of anthropology (Biology, Ethnology, Archaeology). In the Anthropology of Health core seminar, students identify an area of research in health that they would like to specialize in. With an advisor during the second semester of their first year at UNM, students design an undergraduate/graduate curriculum that is tailored to their educational/career objectives. Students can choose from courses offered by several departments in the College of Arts and Sciences (Community and Regional Planning, Biology, Economics, Geography, Health Education, History, Family Studies, Nutrition, Professional Physical Education, Communication and Journalism) and in programs/departments in the Health Sciences Center (Master of Public Health, Biomedical Sciences).

No further action was taken on Hurtado's proposal because Buikstra, who was to have become Chair in Fall 2005, resigned from the University in June. Froehlich retired in June 2005, leaving Hill the sole Biological Anthropology full professor. Interim Chair (Fall 2005-December 2006) Garth Bawden superintended the transition until Chair Michael Graves was installed in January 2007. Discussions of merger continued informally throughout the transition. Hill and Hurtado resigned in June 2007 and Assistant Professors Martin Muller and Sherry Nelson were hired for Fall 2007, by which time Komar had announced her June 2008 resignation and was on 2007-08 teaching leave. The merger of Biological Anthropology and Human Evolutionary Ecology into the Evolutionary Anthropology subfield was formally accomplished by the beginning of the Fall 2007 semester.

The Three Subfields, Fall 2008

Archaeology has 9 tenure-track faculty: 5 professors (Crown, Dixon, Graves, Straus, Wills), 3 associate professors (Boone, Hayashida, Ramenofsky), and 1 assistant professor (Prufer).

Graduate Program: The Archaeology Program provides broad and in-depth education in archaeological method and theory with a variety of topical and regional foci. All graduate students are trained in research design, quantitative methods, field methods, grant writing and anthropological theory. Specialized training is available in ceramic analysis, geospatial analysis, geoarchaeology, archaeozoology, lithic analysis and teaching methods. The research expertise of the faculty ranges from hunter-gatherer societies to historical urban centers in North and South America, Mesoamerica, Europe, and Oceania.

Undergraduate Program: The undergraduate concentration in Archaeology is designed to provide a substantive understanding of current archaeological method and theory together with a working knowledge of basic sequences of cultural development in the major regions of the Old and New Worlds. Undergraduate majors are prepared for admission to graduate anthropology programs or entry-level positions in cultural resource management programs.

Ethnology has 10 tenure-track faculty: 6 professors (Feld, Field, Lamphere, Nagengast, Rodríguez, Weigle) and 4 associate professors (Dinwoodie, Gorbet, Oakdale, Singer).

Graduate Program: The Ethnology Program offers a strong foundation in sociocultural theory, the anthropology of language, and public anthropology. Students are encouraged to pursue research that addresses concerns of the people with whom they work while at the same time contributing to the development of sociocultural theory. Key strengths include cultural revitalization, language and communication, gender, ethnicity, nationalism, human rights, expressive culture, land, water, health, historical consciousness, public policy, ritual, and tourism. Methodological training in ethnographic fieldwork, visual documentation, and the analysis of speech-based interaction is regularly offered. Latin America, the U.S. Southwest and Native North America are areas of special focus.

Undergraduate Program: The undergraduate concentration in Ethnology offers a broad liberal arts education in the understanding and appreciation of human cultural and linguistic diversity. Regional strengths are in the Americas, especially in the Southwest and Latin America. Topic strengths include ethnicity, political economic change, ritual, language and communication, human rights, and contemporary issues. Anthropology majors with a concentration in Ethnology obtain a solid foundation for careers in a global trans-national world. The curriculum has the breadth and depth to give majors who wish to pursue graduate work in cultural anthropology a solid foundation for further studies.

Evolutionary Anthropology has 7 tenure-track faculty: 2 professors (Kaplan, Lancaster), 2 associate professors (Pearson, Powell), and 3 assistant professors (Hunley, Muller, Nelson).

Graduate Program: The Evolutionary Anthropology Program provides an in-depth education in the theory, methods and data used to test hypotheses about the nature, evolutionary causes, and scientific and social implications of human biological variation. Graduate students receive broad training in evolutionary theory, research design, quantitative methods, field methods, and grant writing. Areas of specialization at UNM include human evolutionary ecology, non-human primate behavior, paleoanthropology, human biology, bioarchaeology, and genetic anthropology.

Undergraduate Program: Evolutionary anthropologists employ a scientific approach to develop and test hypotheses about the nature, evolutionary causes, and scientific and social implications of human biological variation. Professionals in this discipline study human and non-human primate behavior, human and non-human primate evolution, genetic anthropology, human biology, bioarchaeology, and forensic anthropology. UNM faculty members teach courses and conduct research in all of these disciplines. An undergraduate evolutionary anthropology degree with appropriate minor subjects may lead directly to professional schools in human and veterinary medicine, dentistry, public health, anatomy, and nutrition. An MA or MS degree in evolutionary anthropology will qualify graduates to teach human evolution in high school or junior college or to work as an assistant in many behavioral, medical or forensic laboratories. Other vocations include conservation management, museum or zoo curation, and public health.

Field Schools and Stations

In Fall 1996 there were five such: the Summer Field School in Archaeological Research in New Mexico, the Summer Bioarchaeological Field School in Kampsville, Illinois, the Primate Paleontology Field

Laboratory Course in New Mexico, the Harwood Foundation Field Station in Taos, and the Mbaracayu Reserve Field Station in Paraguay. Only the first continues. The Chaco Stratigraphy Project offered the first of its Chaco Canyon field programs in Summer 2004. The Department first participated in the Hawai'i Archaeological Research Project undergraduate field school in Summer 2007. The first session of the UNM/ Uxbenká Archaeological Project Field School in Belize was held in Summer 2008.

Summer Field School in Archaeological Research (Southwestern Archaeology Field School)

1996: "The Department's first archaeology field school was held in the Jemez Mountains during the summer of 1928. In the last twenty years a field school of some sort has been conducted annually, with a couple of exceptions, usually in New Mexico. Different members of the faculty, primarily archaeologists, have led the sessions. In the summer of 1996 and likely during future summers, the field school was conducted at the Young Ranch, a university research property located on the eastern flanks of the Jemez Mountains in north-central New Mexico, bounded on the north by Bandelier National Monument and on the south by the Pueblo of Cochiti. According to the brochure for the 1996, six-credit, limited-enrollment (competitive acceptance of up to fifteen students) course taught by Associate Professor W. H. Wills: 'The field school is a five-week course that incorporates student training in an ongoing research project.'"

According to Ann Ramenofsky ("Young Ranch Renovated," *UNM Anthropology Newsletter*, Fall 2007): "Part of the James Young Ranch is currently owned by the University of New Mexico.... The buildings – the main house, bunkhouses, garages, and stables – were designed and constructed between 1934 and 1938.... In 1964, Young donated his 9,500 acre property to UNM. Young envisioned this gift as promoting the educational and research missions of the University. For a number of years following the generous and unique donation, the property sat vacant. In the late 1980s, faculty from the Departments of Anthropology and Earth and Planetary Sciences began using the buildings and the larger expanse of property as the base of operations for UNM archaeology or geology field schools. This tradition has continued to the present. In 2005, much of the Young Ranch property was traded for acreage at Mesa del Sol, but UNM retained ownership of the original buildings with use rights to other parts of the property. Over the past year, with a recent infusion of capital, the buildings themselves were renovated.... One of the large garage rooms was converted into a field laboratory.... The renovation of this property comes at a time when the department is envisioning new directions and growth. With the changes and improvements to the Young Ranch, it will be possible to use the property for a broader range of functions, including academic retreats, research symposia, and perhaps graduation events."

There was no summer archaeological field school in 2004 due to faculty illness, but following are those offered since Summer 1997:

- 1997 and 1998: Young Ranch (Wills, director)
- 1999 and 2000: San Marcos Pueblo, Galisteo Basin; headquarters at Young Ranch (Ramenofsky, director)
- 2001 and 2002: Boca Negra Wash, Middle Rio Grande Valley (Huckell, director)
- 2003: Malpais National Monument, south of Grants (Wills, director)
- 2005: Southern Jemez Mountains; headquarters at Young Ranch (Ramenofsky, director)
- 2006: Albuquerque West Mesa (Huckell, director)
- 2007: Mockingbird Gap Clovis campsite southeast of Socorro (Huckell, director)

Directed by Ariane Pinson, the Summer 2008 Southwestern Archaeology Field School at the Valles Caldera National Preserve in the Jemez Mountains is a cooperative project of UNM and the Valles

Caldera Trust.

Summer Bioarcheological Field School

1996: “When she came to UNM in Fall 1995, Distinguished Professor Jane Buikstra, who is President of the Center for American Archeology at Kampsville, Illinois, brought her summer field school there into the Department. Students from any college or university apply for competitive admissions and if accepted become UNM students for the summer. Six credits may be earned in one of three program options: Basic Field Excavation, Advanced Field Methodology, or Human Osteology.” Ten Kampsville field schools (the 29th through 38th annual summer sessions, 1996-2005) were sponsored by UNM before Buikstra resigned and went to Arizona State University in June 2005.

Primate Paleontology Field Laboratory Course

1996: “Since 1990, Professor Jeffery Froehlich has offered a three-to-five-credit, field lab course, ‘Field Paleontology and Primate Origins,’ on weekends during alternate fall semesters. It offers intensive instruction in paleontological field and laboratory techniques. Fieldwork covers the evolutionary history of the earliest primate communities in the San Jose Formations (Lower Eocene) of northwest New Mexico. Froehlich is negotiating with the Bureau of Land Management to obtain forty acres of land for an associated field station.” Field station negotiations were never resolved. Froehlich retired in June 2005.

Harwood Foundation Field Station

1996: “UNM owns the Harwood Foundation in Taos, New Mexico, and maintains it as an art museum, library (until recently), research facility, and community center. As partial incentive for then Assistant Professor Sylvia Rodríguez to come to UNM from UCLA, the University established a modest efficiency apartment in the Harwood complex to serve as a field station for faculty and graduate students undertaking ethnographic and policy-related research and training in the area. In 1988-89, its first year of operation, the Harwood field station was supported by UNM’s Southwest Hispanic Research Institute, an interdisciplinary center for faculty and student research, academic programs, and regional studies of historical, contemporary, and emerging issues involving Hispanic communities of the greater Southwest.” Subsequently it was sponsored by the Center for Regional Studies, after 1995 with Department contributions. From the February 24, 1997, response to the review team report: “There are no present plans to make this facility available to undergraduates, but its immediate future as a resource for faculty and selected graduate students is assured, unfortunately through Ortiz’s death. His discretionary monies, equal to the full annual amount required to keep the Taos facility operating, have been assigned to Rodríguez for that purpose. The Department will no longer need to contribute to its operation and can use that money for other expenses.” UNM closed the Taos field station in 2004.

Mbaracayu Reserve Field Station

1996: “In 1994, using funds from the Nature Conservancy, the Fundación Moises Bertoni, and UNM, a field station was constructed in the Mbaracayu Reserve, Paraguay. Located near a full wet lab constructed by the Fundación Moises Bertoni, it contains living quarters and work space. Associate Professor Kim Hill now supports the station, which is accessible to students and faculty collaborating with him. The station facilitates research on tropical ecology and projects involving Ache and Chiripa Indian communities and occasionally local Paraguayan and Brazilian peasants.” In Spring 1998

Associate Professors Kim Hill and Magdalena Hurtado led a Human Evolutionary Ecology field school at their Paraguay field station. Hill and Hurtado resigned in May 2007 and went to Arizona State University.

Chaco Canyon Field School

This first undergraduate Chaco field school since the 1940s is part of the Chaco Stratigraphy Project directed by Professors W. H. Wills and Patricia L. Crown, a UNM interdisciplinary research program involving field investigations in Chaco Canyon, “the center of an unprecedented cultural development between ca. AD 800 and 1200 known as the ‘Chaco Phenomenon.’” Summer field sessions began in 2004 with graduate students and advanced undergraduates (with funding from the NSF Research Experiences for Undergraduates Program). The fall sessions are for UNM undergraduates and entail an entire semester of coursework designed around Chaco research: an advanced lab class using materials from the excavations, a seminar on current problems in Chaco research, and a five-week Monday-Thursday field class in Chaco. By Summer 2007 over fifty students from twelve universities had participated in the project, which involves collaboration with scientists at UNM, New Mexico Tech, Los Alamos National Laboratory, and private laboratories in the Southwest.

Hawai’i Archaeological Research Project NSF-Research Experience for Undergraduates Field School

The Hawai’i Archaeological Research Project (HARP) is a collaborative archaeological research program that centers on the traditional district of North Kohala, Hawai’i Island. Since 1995, the project’s principal investigators, Michael Graves (UNM) and Thegn Ladefoged (University of Auckland), have worked with students, professionals, and the local community to promote the project’s two main goals: conducting integrative research that uses spatial technology to link archaeological, environmental, and historical data; and creating training opportunities for undergraduate and graduate students in field, laboratory, and archival research. In Summer 2007 the Department first participated in this eight-week archaeological field training program co-directed by Professors Michael Graves and Mark McCoy (a UNM alumni and now on the faculty at San Jose State University), and funded by a National Science Foundation Research Experiences for Undergraduates (NSF-REU) Site Program. It integrates field work (survey, mapping, excavation) with basic archaeological research focused on the development of irrigated agriculture in the district of North Kohala on the Island of Hawaii and is part of a larger project funded by the NSF Human and Social Dynamics Initiative to document and understand the relationship between dry and wetland agriculture and the development of the Hawaiian state in the eighteenth century.

UNM/Uxbenká Archaeological Project Field School in Belize

Since 2004 researchers on the Uxbenká Archaeological Project has been studying the rise and fall of this important Maya city located in the rainforest of southern Belize. Uxbenká is the oldest Maya ruin in southern Belize. Field research has focused on mapping the ancient city and excavating the main ceremonial core and commoner household groups. Other UAP projects include mapping and excavation in nearby cave sites used by the ancient Maya and geoarchaeological studies that are helping to reconstruct the pre-Columbian climate and local environment of Uxbenká. The field site is located in and around the modern Mopan Maya village of Santa Cruz, and participants have the opportunity to work alongside Maya speaking partners in the field and to participate in traditional village life. Directed by Professor Keith Prufer, the five-week Summer 2008 field course, UNM’s first, focuses on the archaeology of the ancient Maya and provides students with hands-on training in basic archaeological

field and lab methods. Instruction includes training in excavation and survey using state of the art technology, lectures during field trips to nearby Maya ruins, and additional instruction in the form of lectures by visiting scholars and specialists.

Other active, ongoing international research sites are maintained in Spain, Bolivia, Uganda and now Peru. In Summer 2007 Distinguished Professor Lawrence Straus completed a twelfth year of excavation at El Mirón Cave in the Cantabrian Mountains of northern Spain. Three UNM graduate students again participated in the fieldwork – which is co-directed with a Spanish colleague, Professor Manuel Gonzalez Morales of the Universidad de Cantabria in Santander – as well as other student participants from several Spanish and Croatian universities. Since 2002 Professor Hillard Kaplan (Human Evolutionary Ecology, now Evolutionary Anthropology) has been conducting the Tsimane Research Project with Tsimane Native South Americans in lowland Bolivia. Professor Martin Muller has been studying the Kanyawara chimpanzee community in Kibale National Park, Uganda, since 1996. Professor Frances Hayashida, who joins the faculty in August 2008, has been directing ethnographic and archaeological fieldwork in the Lambayeque region of northern Peru since 1995.

While not a formal field program, the Primate Enrichment Program at the Rio Grande Zoo in Albuquerque, sponsored by the Biological Anthropology and Human Evolutionary Ecology (now Evolutionary Anthropology) subfields since 2002-2003, has some fifteen graduate and undergraduate volunteers who provide enrichment for all primates, animals housed in the cat/carnivore area of the zoo, and to the polar bears seven days a week. Donation boxes for enrichment items, many of which have a one-time usage, are located in the Department.

Research and Public Anthropology Initiatives, Fall 1997-Fall 2007

Research

In their January 1997 report the reviewers praised the Department faculty as “highly productive.” They were complimentary about faculty research in each of what were then four subfields. Their comments on tenure-track faculty research are summarized below under each of the present three subfields and are followed by Fall 2008 tenure-track faculty research interests.

Archaeology

1997: “The archaeologists [Crown, Leonard, Ramenofsky, Wills] focus on a diverse mix of theoretical and methodological perspectives on the long-term development of village societies in the greater Southwest.... A southwestern focus alone would be a recipe for provincialism, but the UNM program sustains important complementary specialization that strengthens the southwestern focus in various ways [Santley - Mesoamerica, Bawden - Andes, Boone - Medieval Mediterranean, Buikstra - Holocene human populations].... Quite a different focus, one strongly complementary to New Mexico’s strengths in Paleoanthropology..., is that of studies of Pleistocene hunting and gathering peoples [Straus - European Paleolithic].”

Fall 2008:

James Boone: complex societies, evolutionary ecology; Europe, Iberian Peninsula, North Africa,

Medieval Period

Patricia Crown: ceramic analysis, gender studies, archaeology of childhood, learning; US Southwest

James Dixon: Arctic archaeology, peopling of the New World, high altitude-high latitude adaptations, Paleoindian archaeology, museum studies

Michael Graves: evolution of prehistoric agriculture, social organization and complexity; geospatial studies; architectural and ceramic stylistic analysis; history of archaeology; Oceania (Hawai'i, Micronesia), US Southwest

Frances Hayashida: complex societies, political economy, political ecology, human impacts on the environment, craft production, ethnohistory, ethnoarchaeology, archaeometry; Andean South America

Keith Prufer: complex society, landscape transformation, evolutionary ecology, political economy, cave studies; Mesoamerica

Ann Ramenofsky: analytical methods, Spanish colonization, epidemic disease; US Middle West and Southwest

Lawrence Straus: Paleolithic prehistory, paleoanthropology, archaeology of caves, lithic analysis; Spain, Portugal, France, Belgium

W. H. Wills: foraging and early farming societies, economic organization, religion and emergent social complexity, 19th-century Spanish colonial archaeology; US Southwest

Ethnology

1997: "The Ethnology Program at UNM appears to be at the forefront of the field in focusing on issues that increasingly concern socio-cultural anthropologists as well as the peoples they study.... The Ethnology faculty at UNM are particularly strong in two theoretical topics: the study of expressive culture (Ortiz, Rodríguez, Salvador, Weigle) and of critical social issues in the contemporary world (Lamphere, Nagengast, Field, Schwerin).... [Their] strength in the study of Southwestern cultures is complemented by a secondary focus on Latin American cultures...." The Linguistics Program was in the process of merger with Ethnology (successful in Spring 1997): "With the addition of Dinwoodie as a third faculty member [with Basso and Gorbet], UNM promises to develop one of the strongest programs in anthropological linguistics in the country. Few anthropology departments have more than two linguists, and most have only one or none. Because all three of UNM's linguists have expertise in native languages of North America, the program will be able to offer students outstanding training in this area."

Fall 2008:

David Dinwoodie: linguistic anthropology, sociocultural anthropology, historical consciousness, pragmatics, Athabaskan linguistics; Native North America, Contemporary North America

Steven Feld: cultural poetics and politics; aesthetics, sound, senses and media; world music; globalization, cosmopolitanisms and modernities; place; Papua New Guinea, West Africa

Les Field: nation-states and indigenous peoples; comparative studies of culture change and sovereignty; political economy and critical theory; collaborative research methods and goals; Nicaragua, Colombia, Ecuador, Native California

Larry Gorbet: semantic and syntactic theory, cognitive linguistics, language and biology; Yuman, Southwestern languages

Louise Lamphere: social organization and kinship, theory, political economy, gender, women and work, urban anthropology; US Southwest

Carole Nagengast: class, nationalism, ethnicity and culture, political economy, transnationalism, human rights, public policy; east-central Europe, US-Mexico border

Suzanne Oakdale: sociocultural anthropology, personhood and agency, ritual and religion, autobiographical narrative; Amazonia, Brazil

Sylvia Rodríguez: ethnicity and ethnic relations, tourism, ritual drama, land and water issues; US Southwest, Mesoamerica

Beverly Singer: Anthropology and Native American Studies, Director of the Institute for American Indian Research; indigenous film and video, critical studies of images and narratives produced and written by indigenous peoples

Marta Weigle: folklore, mythology, ritual, narrative, women studies, tourism; US Southwest

Evolutionary Anthropology

1997 Biological Anthropology: “The Program in Biological Anthropology, with four faculty [Buikstra, Powell, Trinkaus, Froehlich] and active recruitment at present for a fifth, is particularly strong in skeletal and dental biology, forensic anthropology, paleoanthropology, and in primate paleontology and biology. The recruitment of a geneticist, which is underway, will broaden the program and contribute another of the basic areas in biological anthropology. There is considerable complementarity among the present faculty contributing to a coherent program that is one of the strongest of its kind in the U.S.”

1997 Human Evolutionary Ecology: “The program is a strong one; in fact, it is one of the largest and most distinguished programs of its kind in the U.S. There are five faculty [Lancaster, Kaplan, Hill, Hurtado, Alvarado] who identify this subfield as their primary one, and another, Boone, who has principal association with archaeology but strong commitment to evolutionary ecology.... The faculty are very active in both overseas and U.S. research, and have brought considerable outside funds to their program.... The ongoing nature of well-funded research in South America and New Mexico provides manifold opportunities for graduate student research.”

Fall 2008:

Keith Hunley: human population genetics; causes and implications of genetic and linguistic correspondence in small-scale populations; evolutionary implications of genetic patterns in small-scale groups; nature, causes and implications of global genetic pattern in humans

Hillard Kaplan: human life course, evolutionary ecology, subsistence behavior, sex roles, hunters and gatherers; South America, Africa

Jane Lancaster: primate social behavior, evolution of human behavior, reproductive biology, parental investment, life history

Martin Muller: primate behavioral ecology, reproductive ecology, behavioral and reproductive endocrinology

Sherry Nelson: paleoecology of Miocene apes, hominids; stable isotopic and dental microwear analyses; Asia, Africa, Europe

Osbjorn Pearson: paleoanthropology, origin of modern humans, skeletal biology, functional morphology, quantitative methods; Africa, Europe

Joseph Powell: skeletal biology, peopling of the New World, dental anthropology, quantitative methods, forensics; North and South America

Public Anthropology

The Department's May 1998 hiring plan showed "consensus ranking" for the following in order of priority: (1) Native American scholar, (2) Paleoanthropologist, (3/4) Public Policy: Environmental Anthropologist and Cultural Resource Management. "The latter two would form the core for a proposed post-graduate (MA) program that would further programmatic integration among the subfields, with the Office of Contract Archeology, Maxwell Museum of Anthropology, and the Office of the Medical Investigator, and across campus while addressing the growing national need for anthropology professionals well-versed in the intricacies of public policy and global issues such as immigration, migrant employment, medical care, human rights and the environment."

In the 2001-02 Annual Report Chair Weigle reflects: "The academic year 2001-2002 proved profoundly challenging in the wake of September 11. As academics and as citizens we were and are called upon to address these events and their aftermath in our teaching, research and community involvement. A specific consequence has been the burgeoning interest in forensic anthropology. A more general clarion demands that all anthropologists articulate their study of humankind not only within the academy but in discourse and advocacy that both educates for and itself constitutes an informed citizenship. In the classroom, in the museum, in the Alfonso Ortiz Center for Intercultural Studies with its equal partnerships between the academy and community scholars, cultural stewards, and performers, and in the profession, we need to further the very best public anthropology."

In Fall 2002 the Department developed new criteria for tenure and promotion that included public anthropology. In the "Criteria for Tenure and Promotion" adopted on January 19, 2007, that section now reads: "The Department recognizes two aspects of public anthropology, the translation of anthropological knowledge for the wider public: one evaluated as scholarly work and one evaluated as service. Scholarly work in public anthropology involves funding, research, conceptualization, and the presentation of a final product. The candidate documents their role in (1) obtaining external funding to carry out the research, (2) carrying out research to be used in the product, (3) providing a conceptual analysis, and (4)

publication or promulgation of the product as well as statements about collaboration with communities, networks, or organizations that were part of the research, training that they may have offered students, community members or organization members, and a discussion of the dissemination of the scholarship (audience reached and significance). Public anthropology evaluated as service may be considered professional and/or public service according to the University criteria [*Faculty Handbook Policy on Academic Freedom and Tenure 1.2.3.a.1, 1.2.3.a.2*].”

Since 2004-05 both Professor Rodríguez (Ethnology) and Research Associate Professor Bruce Huckell (Archaeology) have been working collaboratively and separately on an integrative MA degree program in public anthropology (referred to as PAMA, public anthropology MA). In Fall 2006 Rodríguez was given release time to meet with faculty, subfields and the graduate and undergraduate committees, to gather information on such programs elsewhere, and to consult with faculty across campus and appropriate members of the larger community. By Spring 2007 (Chair Graves’s first semester) both Rodríguez and Huckell agreed that there were real difficulties in a cross-subfield PAMA. Ethnology, which discussed the implications for its graduate program in December 2006, was not ready to move forward with a joint degree, but discussion intensified in Archaeology in Spring 2007, when Huckell and OCA Director Richard Chapman prepared a proposal for an MA in public archaeology. This program was finally approved in 2008 and the first student admitted for Fall 2008. According to the first paragraph of the “Outline of a Master’s Degree in Public Archaeology”:

The goal of the degree is to prepare students for careers in public archaeology, which includes cultural resource management and applied archaeology. The program is meant to provide practical, theoretical, and methodological training that will enable the student to be optimally prepared for employment in this field.... Students who are likely to enroll in this program are those who do not plan to seek employment in a university teaching department. From this assumption, the program emphasis is geared to provide practical training in skills that should be attractive to potential employers in the public archaeology realm. We have tried to create some flexibility within the program that would allow students to prepare for cultural resource management jobs in CRM firms or governmental agencies, as well as in museums and potentially other public-focused archaeological endeavors. It is intended that students entering this track will exit after completing the degree, although some mechanism or process should be developed that would make it possible for them to continue in the doctoral program should they choose.

In Spring 2007 interested graduate students formed the Public Anthropology Working Group within the Anthropology Graduate Student Union (AGSU). In 2007-08 the Working Group and AGSU have sponsored a speaker, worked on the AGSU website, sponsored graduate student presentations to various school and community groups, and organized a spring symposium. In Spring 2008 AGSU president Scott Worman addressed a letter to Chair Michael Graves. It begins:

On behalf of the graduate student body and at the request of the Public Anthropology Working Group, we are contacting you regarding concerns about the roles of public and applied anthropology in the department. Specifically, we would like to communicate formally to you and to the faculty that there is a high level of student interest in creating and/or increasing an emphasis on public and applied anthropology in departmental course offerings. In addition, we believe it would be appropriate to consider these aspects of anthropology in the process of soliciting applications and hiring new faculty. Public and applied anthropology increasingly are important within the discipline as a whole, and

several studies suggest that the majority of graduates are likely to be employed within these fields. We strongly believe that it would be beneficial to both the department and to the graduate student body if public and applied anthropology were to play larger roles in the graduate curriculum.

To date, the jointly administered Alfonso Ortiz Center for Intercultural Studies is the most significant venture in public anthropology. The November 19, 2007, Ortiz Center Final Narrative Report on the NEH Challenge Grant identifies five “larger goals..., each focused on bringing the humanities to the university at large and to the wider Albuquerque public”: “(1) to develop academic/community humanities programs in public scholarship and collaborative stewardship in cultural resource management; (2) to provide internships and fellowships for graduate students and diverse community members to participate in the Ortiz Center’s work and programs; (3) to bring community scholars and humanist educators to campus for dialogue/instruction and participatory curation; (4) to create an interactive website and educational outreach activities; (5) to renovate the Maxwell Museum’s Northern Gallery and install open study collections.” Highlights of 2000-07 achievements related to these goals are delineated under four headings:

(1) Programs in Public Scholarship and Collaborative Stewardship: “In the past five years nine exhibits have opened at the Maxwell Museum and Haak’u: The Acoma Museum with participation by the Alfonso Ortiz Center. These exhibits all involved collaboration between university staff and community members. All took a humanities approach to the understanding of cultural and cross-cultural relations.” These (at the Maxwell unless otherwise indicated) include:

April 2006-January 2007: *El Rio*, “a traveling exhibition exploring the relationship between traditional knowledge, local culture, and a sustainable environment in the Rio Grande/Bravo Basin, produced by the Smithsonian Center for Folklife and Cultural Heritage. It was co-sponsored with the UNM Chicano/Hispano/Mexicano Studies Program. The Ortiz Center presented a four-part series of events and programming for families.”

May 2006: *Sribuka Maestra Cotton Girls* “was co-curated and coordinated with Acoma’s Haak’u Museum Curator, Damian Garcia, and the conservation staff of the National Museum of the American Indian. With these curators Kathryn Klein, Ortiz Center Director, developed and installed an exhibition of rare Acoma textiles for the opening of the Sky City Cultural Center in May 2006.”

March 2007 through 2008: *North by Southwest: Bering Sea Communities*, “a collaborative exhibition featuring objects from the Maxwell collections as well as other museums in Alaska and New Mexico. Events include roundtable discussions, lectures, dance performances with Native visitors from Alaska participating. The project included a visiting Inupiaq scholar from Alaska, Herbert Anungazuk, who works for the National Park Service.”

Ongoing: *Haak’u – A Plan to Prepare: The Sky City Cultural Center and Museum Initiative* “is an ongoing collaborative project with the pueblo of Acoma to support the development of permanent exhibitions for the new Sky City Cultural Center.”

(2) Internships and Fellowships that Bring Together Graduate Students and Diverse Community Groups:

The Louise Lamphere Public Policy Fellowship “has been endowed to provide experience in

Public Anthropology and forge collaborative partnerships for Ethnology doctoral students who are at the dissertation-writing stage.” To date there have been three fellows: Christina Getrich (2006-07), Marianne Skahan (2007-08), and Patrick Staib (2008-09).

The San Rafael, New Mexico, Oral History Project “focuses on collecting oral histories from residents of San Rafael and surrounding small Hispano villages near Grants, New Mexico. Four ethnology graduate students have conducted and transcribed interviews with Hispano residents, documenting the region’s transition from a ranching economy through the uranium boom to the present-day service economy. Residents also describe the role of the Catholic Church and efforts to preserve Hispano traditions and food-ways. The project involves the collaboration of the Ortiz Center, the San Rafael Parish, and the Cibola County Arts Council.”

(3) Bringing Intercultural Activities to the Greater Public

The Ortiz Center Family Program, Passport to People “is a new program that presents a series of events and family activities associated with exhibitions at the Maxwell.... It was developed to reach out to lower income families in the Albuquerque area. The entire program is free of charge, including museum entry, parking, refreshments and educational hands-on family activities. Families are encouraged to work together to complete their passports as they learn about cultures, the environment, and people of the world. Future plans include featuring the Passport Program on the Ortiz touch screen in the Gathering Space and on the Ortiz website with a special section for teachers.”

(4) Open Study-Collections: the Alfonso Ortiz Center Gathering Space

The Ortiz Gathering Space “will serve as a changing exhibition space where community members can co-curate exhibits and represent themselves and their own communities. The collections of the Maxwell Museum will be accessible for community members to use in the exhibitions. Flat files with drawers will be accessible for visitors to explore open study-collections that will be featured as part of the changing exhibitions.”

This “new interactive space in the North Gallery of the Maxwell Museum will be dedicated to the memory of the late Professor Alfonso Ortiz.... The inaugural exhibition will feature San Juan Pueblo (Ohkay Owingeh) pottery from the Maxwell collections as well as contemporary pieces from the community along with interviews with potters from Ohkay Owingeh where Alfonso Ortiz was born. The exhibit is being co-curated by UNM pottery instructor Clarence Cruz, M.F.A., of Ohkay Owingeh.” The Gathering Space and its inaugural exhibition, “Elements of the Earth: Potters from Ohkay Owingeh Past and Present,” opened on September 26, 2008.

Members of the Anthropology Department, Fall 2008

In Fall 2008, with the resignation of Associate Professor Debra Komar in Evolutionary Anthropology and the appointment of Associate Professor Frances M. Hayashida in Archaeology, the Department still has 26 tenure-track faculty (now 13 tenured full professors, 8 tenured associate professors, 1 untenured associate professor, 4 untenured assistant professors). In July 2008 Professor Patricia L. Crown was

awarded a Distinguished Professorship. There are 6 continuing non-tenure-track faculty members (1 part-time full professor, 2 research associate professors, 2 research assistant professors, 1 lecturer III) and 11 emeriti faculty members (8 full professors, 3 associate professors). Not counting two former faculty members (Hurtado, Watkins) still on student committees, there are 21 adjunct faculty members, with 5 added in 2008: Christina Getrich, Kathryn Klein, Laura A. McNamara, Ian Andrew Thompson, David Vaughan. Eight staff members (5 full-time, 3 half-time) are employed. There are 164 graduate students and 280 undergraduate majors.

Archaeology

Distinguished Professors Patricia L. Crown (Arizona 1981), Lawrence G. Straus (Chicago 1975), Professors E. James Dixon (Brown 1979), Michael Graves (Arizona 1981), Wirt H. Wills (Michigan 1985)

Associate Professors James L. Boone (SUNY-Binghamton 1980), Frances M. Hayashida (Michigan 1995; untenured), Ann F. Ramenofsky (Washington 1982)

Assistant Professor Keith M. Prufer (Southern Illinois Carbondale 2002; untenured)

Research Associate Professors Richard C. Chapman (UNM 1980), Bruce Huckell (Arizona 1990)

Research Assistant Professor Patrick F. Hogan (Washington State 1987)

Part-time Professor David E. Stuart (UNM 1972)

Emeritus Leslie Spier Distinguished Professor Lewis R. Binford (Michigan 1964), Emeritus Professor John M. Campbell (Yale 1962)

Adjunct Associate Professors Wendy Bustard (UNM 1996), Rosalind Hunter-Anderson (UNM 1980), David A. Phillips, Jr. (Arizona 1979), Lynne Sebastian (UNM 1988)

Adjunct Assistant Professors Cynthia Herhahn (UC-Santa Barbara 2004), Philippe LeTourneau (UNM 2000), Joan Mathien (UNM 1981), Ariane Pinson (UNM 1999), Anastasia Steffen (UNM 2005), Ian Andrew Thompson (UNM 2008), David Vaughan (UNM 2006)

Adjunct Research Lecturers Lisa Huckell (MA, Arizona 1994), Thomas C. Windes (MA, UNM 1967)

Graduate Students: 66

Ethnology

Distinguished Professor of Anthropology and Music Steven Feld (Indiana 1979), Distinguished Professor Louise Lamphere (Harvard 1968), University Regents Professor Marta Weigle (Penn 1971), Professors Les W. Field (Duke 1987), Carole Nagengast (UC-Irvine 1985), Sylvia Rodríguez (Stanford 1981)

University Regents Lecturer and Associate Professor of Anthropology and Native American Studies Beverly R. Singer (UNM 1996), Associate Professors David W. Dinwoodie (Chicago 1996), Larry P. Gorbet (UC-San Diego 1974), Suzanne Oakdale (Chicago 1996)

Lecturer III Ronda Brulotte (UT-Austin 2006)

Emeritus Distinguished Professor Keith H. Basso (Stanford 1967), Emeritus Presidential Professor Philip K. Bock, Emeritus Professor Karl H. Schwerin (UCLA 1965), Emerita Professor Mari Lyn C. Salvador (UC-Berkeley 1976), Emeritus Associate Professors Richard A. Barrett (Michigan 1970), James M. Sebring (UC-Berkeley 1968)

Adjunct Associate Professor Kathryn Klein (UNM 1997)

Adjunct Assistant Professors Christina Getrich (UNM 2008), Jessica Scott Jerome (Chicago 2003), Laura A. McNamara (UNM 2001), Janet Page-Reeves (CUNY 1999), Cathleen Willging (Rutgers 1999)

Graduate Students: 51

Evolutionary Anthropology

Professors Hillard S. Kaplan (Utah 1983), Jane B. Lancaster (UC-Berkeley 1967)

Associate Professors Osbjorn M. Pearson (SUNY-Stony Brook 1997), Joseph F. Powell (Texas A&M 1995)

Assistant Professors Keith Hunley (Michigan 2002; untenured), Martin Muller (Southern California 2002; untenured), Sherry Nelson (Harvard 2002; untenured)

Research Assistant Professor Heather Joy Hecht Edgar (Ohio State 2002)

Emeritus Professor J. Stanley Rhine (Colorado 1969), Emerita Associate Professor Anita L. Alvarado (Arizona 1974)

Adjunct Assistant Professors Melissa Emery-Thompson (Harvard 2005), Marsha Ogilvie (UNM 2000)

Graduate Students: 47

Staff

Department Administrator II Jennifer George (1.0), Accountant II Amy Hathaway (1.0), Coordinator of [Graduate] Program Advisement Erika Gerety (1.0), Coordinator of [Undergraduate] Education Support Carla Sarracino (1.0), Coordinator of Technical Publications [*Journal of Anthropological Research*] Ann Braswell (1.0), Administrative Assistant II Elizabeth Lehman (.50), User Support Analyst II [computer technology] Matthew Tuttle (.50), Administrative Assistant II Vacant (.50).

Anthropology Department Organization, 2008-2009

Subfields

Archaeology: Straus (Convener), Boone (sabbatical F08), Chapman, Crown (sabbatical F08-Sp09), Dixon, Graves, Hayashida (in the field 08-09), Hogan, Huckell, Prufer, Ramenofsky, Wills (sabbatical Sp09)

Ethnology: Weigle (Convener), Dinwoodie, Feld (in residence F08), Field, Gorbet, Lamphere, Nagengast, Oakdale, Rodríguez, Singer

Evolutionary Anthropology: Lancaster (Convener), Edgar, Hunley, Kaplan, Muller, Nelson, Pearson (sabbatical F08), Powell

Advisory Group

Graves (Chair), Weigle (Assoc. Chair, Ethno Conv.), Straus (Archae Conv.), Lancaster (EvAnth Conv.), Oakdale (Grad), Field (Undergrad)

Graduate Committee

Oakdale (Ethno, Grad Dir.), Wills (Archae F08), Boone (Archae Sp09), Muller (EvAnth), Gerety (Staff)

Undergraduate Committee

Field (Ethno, Undergrad Dir.), Ramenofsky (Archae), Hunley (EvAnth), Sarracino (Staff)

Instructional Resources Committee

Powell (EvAnth, Chair), Prufer (Archae), Gorbet (Ethno), George (Staff), Tuttle (Staff)

Space Committee

Wills (Archae, Chair F08), Field (Ethno, Chair Sp09), Boone (Archae Sp09), Nelson (EvAnth), George (Staff)

Joint Standing Committee: Board of Archaeologists

Chapman (Chair), Boone, Crown, Dixon, Edgar, Graves, Hayashida, Hogan, Huckell, Phillips, Prufer, Ramenofsky, Straus, Wills

Joint Standing Committee: Clark Field Archive & Library Policy Committee

Straus (Dept., Chair), Dixon (Museum), Alan Shalette (Maxwell Museum Association), George (Staff)

Non-Tenure-Track Faculty Review Committee

Weigle (Assoc. Chair, Committee Chair), Dinwoodie, Ramenofsky

Post-Tenure and Salary Review Committee

Field, Nagengast, Straus

Tenure-Track Faculty Review Committees

Assistant Professor Keith Hunley Annual Review Committee: Lancaster (Chair), Powell, Ramenofsky;
Mentor: Pearson

Assistant Professor Martin Muller Mid-Probationary Review Committee: Lancaster (Chair), Powell,
Gorbet; Mentor: Kaplan

Assistant Professor Sherry Nelson Annual Review Committee: Kaplan (Chair), Pearson, Oakdale; Mentor:
Lancaster

Assistant Professor Keith Prufer Mid-Probationary Review Committee: Straus (Chair), Dixon, Field;
Mentor: Boone

Associate Professor Frances Hayashida Annual Review Committee: Boone (Chair), Ramenofsky,
Oakdale; Mentor: Crown

Alfonso Ortiz Center for Intercultural Studies, 2008-2009

Director and UNM Professor of Anthropology Sylvia Rodríguez

Associate Director and Curator of Ethnology, Maxwell Museum of Anthropology, Kathryn Klein

Advisory Board ex officio: Michael Graves (Dept. Chair), James Dixon (Mus. Dir.), Rodríguez, Klein

Advisory Board Chair: Louise Lamphere, UNM Distinguished Professor of Anthropology

Advisory Board Vice Chair: Elena Ortiz, Director of Destination 505, Santa Fe

Advisory Board Members: Alfred Bush, Curator of Repatriation, Princeton University; Cynthia Chaves, Director, Indian Arts Research Center, School for Advanced Research, Santa Fe; Blair Darnell, Board Member, Ethel-Jane Westfeldt Bunting Foundation (Charleston, South Carolina), Albuquerque; Les Field, UNM Professor of Anthropology; Lois Frank, Photographer, Author and Chef, Santa Fe; Richard Leventhal, Curator in American Section, University of Pennsylvania Museum of Archaeology and Anthropology, and University of Pennsylvania Professor of Anthropology; Regis Pecos, Director, New Mexico Leadership Institute, Santa Fe; Mari Lyn Salvador, Director, San Diego Museum of Man; Brian Vallo, Director, Indian Pueblo Cultural Center, Albuquerque; Joe Watkins, Director, University of Oklahoma Native American Studies Program

2. DEGREE PROGRAMS AND CURRICULA

The Department offers baccalaureate and graduate educational programs. Each of these programs, along with recognized subfield and other concentrations, are described below. At the undergraduate level both the BA and BS degrees can be earned, as well as Honors. At the baccalaureate level students may concentrate their program of study in one of the three subfields (Archaeology, Ethnology, Evolutionary Anthropology) or in general anthropology. At the graduate level both the MA and MS degrees can be earned, though most students apply directly to the PhD program. There are subfield concentrations in both the Master's and Doctoral programs. In addition, there is a new MA program in Public Archaeology.

BA/BS in Anthropology

The mission of the undergraduate program in Anthropology is to provide insights into who we are as humans (e.g., diverse in culture and language), how we became this way (evolution and cultural development), and what our future might be. The more students understand about both the past and current nature and inter-relatedness of biological and cultural diversity, the better able they are to cope with complex problems and make meaningful contributions to society locally, nationally, and internationally. Whether undergraduates choose to pursue graduate training in anthropology or another field or move directly into the workforce, the Department provides them a broad education by offering large and small lecture classes and a variety of laboratories and field classes across the subfields of anthropology.

Anthropology offers an honors program that students may select beginning in their junior year. Students must have an earned GPA of 3.2 at the time of admission. Anthropology honors students must enroll in ANTH 498, Honors Seminar. This course is focused on identifying a research problem that can be studied by the student and the design of a research program that can be effectively carried out in three semesters. Students select a faculty member in Anthropology as their research advisor and complete a research honors paper submitted in the final semester prior to their graduation. Since 2003, 60 students completed honors requirements in Anthropology.

Students can also complete requirements in one of three concentrations and thereby gain more specialized knowledge in one of the major subfields recognized by anthropology. By selecting a concentration students focus more of their courses in this area.

Broadly, undergraduate majors in anthropology should be capable of the following:

1. Ability to discuss and synthesize how factual or substantive statements regarding anthropological knowledge (e.g., cultural change) are generated within one or more of the subfields
2. Summarize the knowledge regarding the anthropology of one or more geographic regions at varying spatial and temporal scales (e.g., American Southwest, Neolithic of Europe)
3. Understand and know how to apply the general methods employed in anthropology and/or the more specialized methods from one of the concentrations

4. Describe the concept of culture, its potential relationship to biology and/or evolution, and the major controversies surrounding the development and application of both culture and evolution in anthropology

In addition, students who concentrate in one of the three subfields are expected to have achieved the following:

Archaeology:

1. Substantive and broad knowledge of world prehistory;
2. Ability to conduct basic field work in archaeology including knowledge of and prior field training in archaeological excavation and survey methods;
3. Laboratory training in basic artifact recognition and analysis;
4. Ability to evaluate critically statements regarding the past; and
5. Ability to recognize and describe the difference between scientific archaeology and “fantastic” archaeology (or science and belief).

Ethnology:

1. Ability to define the concept of culture and describe its significance as a tool of anthropology;
2. Understanding of the history and current debates on the concept of cultural relativism in anthropology; and
3. Substantive knowledge of cultures of the Greater Southwest, Latin America, and/or indigenous groups in the Americas.

Evolutionary Anthropology:

1. Understand the scientific process including the formulation of hypotheses about how the world works, the derivation of predictions, and the empirical testing of those predictions;
2. Understand evolutionary theory and how it has affected human variability through time and space; and
3. Ability to describe evolutionary processes, phenotypic plasticity, genetics, human biology, and behavioral evolution and adaptation.

The requirements for majors in Anthropology are illustrated in Table 2.1; these are taken from the 2008-09 Catalog with the exception of the new Evolutionary Anthropology subfield requirements that have been approved by the Department and submitted for UNM review . All majors are required to complete a general curriculum (18–20 hours) that provides an integrated preparation for study in any of the three anthropological subfields of general anthropology. The core curriculum was revised in the spring 2008, removing Anth 101 (Introduction to Anthropology) as a requirement. All students majoring in Anthropology are now required to take two of the three core curriculum sequences (Archaeology, Ethnology, and Evolutionary Anthropology), one additional 200-400 level elective course in a third subfield, and a three-credit capstone course (initially to be Anth 304, Research in Anthropology, although a new course will eventually be created). The capstone course will cover varying topics relevant across the three sub-fields and will be taught for the first time in Spring 2009.

Majors may also select a subfield concentration—in Archaeology, Ethnology, or Evolutionary Anthropology—and will take an additional 17 to 18 hours of concentration requirements and electives. In either case, 12 of the additional 17–18 credits must be upper division (300–400 level). In other words, there must be a minimum of 18 upper division credits in the major. No more than 6 hours of individual study or field research courses may be applied toward the major.

Table 2.1. Undergraduate degree course requirements for general anthropology and three concentrations.

Major Requirements	General	Concentration		
		Archaeology	Ethnology	Evolutionary Anthropology
Core Sequence	1st of 2 sequences required, Archaeology 6-7 credits: 121L (Method & Theory) or 220 (World Arch) and 320 (Strategy of Arch)	4 credits: 121L (Method & Theory)	3 credits: 130 (Cultures of World)	4 credits: 150/151L (Human Evol) or 160/161L (Human Life Course)
Core Sequence	1st of 2 sequences required, Evol Anthropology 6 credits: 150 (Human Evol) or 160 (Human Life Course) and 350 (Human Bio) or 160 (Life History) and 360 (Human Behavior Ecol)	3 credits: 220 (World Arch)	3 credits: 330 (Principles Cult Anth)	4 credits: 350/351L (Human Biol)
Core Sequence	1st of 2 sequences required, Ethnology 6 credits: 130 (Cultures of World) and 330 (Principles Cult Anth) or 310 (Lang & Cult)	3 credits: 320 (Strategy of Arch)	3 credits: 310 (Lang & Cult)	3 credits: 360 (Human Behavior Ecology)
Second Core Sequence	6-7 credits in one of the two remaining sequences above	6 credits: in core sequence of either Ethnology or Evol Anth	6-7 credits: in core sequence of either Arch or Evol Anth	6-7 credits: in core sequence of either Arch or Ethnology
Third Subfield Elective	3 credits 200-400 series	3 credits 200-400 series	3 credits 200-400 series	3 credits 200-400 series
Technical or Topics		3-4 credits from 373 (Tech Studies Arch), 375 (Arch Field Session), 473 (Arch Measure); 480 (Ceramic Analy), or 482 (GeoArch)		
Area		3 credits from 325 (Stone Age Europe), 326 (Late Europe Prehistory), 327 (African Prehistory), 328 (Near Eastern Arch), 329 (Complex Societies) 376 (Mayan Arch), or 421 (Historic Arch)	3 credits from 312 (Oral Traditions), 333 (Ritual Symbols), 344 (Compar Ethnicity), 346 (Express Cult), or 389 (Cult Ecol)	
Area		3 credits from 321 (SW Arch), 322 (Mesoamerican Arch), 323 (East North American Arch), 324 (South American Arch), 329 (Complex Societies), or 421 (Hist Arch of Borderlands)	3 credits from 331 (Indigenous North Amer), 332 (Indigenous South Amer), 337 (Anth New Mex), 343 (Latin American Cult), 345 (Spanish Peoples SW), 384 (People Mexico), or 387 (People Caribbean)	
Capstone	3 credits: 304 (Research in Anth)	3 credits: 304 (Research in Anth)	3 credits: Topics: 340 (Cult Anth, Titles vary)	
Electives	17-18 credits 300-400	4-5 credits: 300-400	3 credits: 304 (Research in Anth)	3 credits: 304 (Research in Anth)
Total Credits	36 credits	36 credits	11-12 credits: 300-400	12-13 credits: 300-400

In addition to fulfilling the general curriculum and unit distribution requirements for the BA degree, students desiring a B. S. degree must concentrate in Archaeology or Evolutionary Anthropology, including an advanced laboratory course or summer field school of at least 4 credits in the major or the minor. To complement this science emphasis, they must also take at least 6 hours of Mathematics (as approved for A&S group requirements) and have a minor in or distributed among Astrophysics, Biochemistry, Biology, Chemistry, Computer Science, Earth and Planetary Science, Mathematics, Geography, Psychology or Physics.

All students interested in majoring or minoring in anthropology are urged to consult with one of the department undergraduate advisors as early in their academic careers as possible.

Archaeology:

All majors who concentrate in Archaeology are required to complete a core sequence (121L, 220, 320), along with one course each in a technical or laboratory topic and an area course, and the Anthropology capstone course. Anth 420 may be applied to the above groups, depending on topic. In addition, a student must complete one additional subfield core sequence within anthropology, plus an elective from a third subfields plus elective credits to complete the minimum of 36 credits in anthropology.

Ethnology:

All majors who concentrate in Ethnology must complete the core sequence (130, 330, 310) plus two area courses and two topics courses (Anth 340 may be included among the topics or areas courses, depending on subject matter), one additional core sequence in anthropology plus an elective from a third subfield, the Anthropology capstone course, and elective credits to complete the minimum of 36 credits in anthropology.

Evolutionary Anthropology:

All majors who concentrate in Evolutionary Anthropology must complete the core sequence (150/151L or 160/161L, 350, and 360), two upper division courses (300–400 level) in Evolutionary Anthropology, one additional core sequence in anthropology plus an elective from a third subfield, the Anthropology capstone course, and elective credits to complete the minimum of 36 credits in anthropology.

Honors Program:

Students enrolled in the honors program in Anthropology are required to complete a total of 42 hours in anthropology, with two additional courses: Anth 498 (Honors Seminar), offered fall semester only, and Anth 497 (Individual Research under guidance of faculty advisor/mentor) or Anth 450 (Research Methods for Undergraduates). In these 6 hours, grades of two A's or an A and a B are required. An honors project that results in a research paper must be completed and approved by the student's advisor.

Program Assessment

The department has several assessment tools in place for the undergraduate program:

1. Database of all majors that tracks their progress through the program
2. Arts and Sciences requirement that all anthropology majors must receive a C or better in all anthropology courses; a grade of C- (or less) requires retaking of that class to complete the major
3. Tracking and assessment of Honors students in Anthropology
4. Ongoing assessment of student learning outcomes for the seven Core Curriculum courses offered in Anthropology; six of these courses are also part of the undergraduate major curriculum

5. Required or optional laboratory sections for several courses that directly measure through applications whether students have achieved learning objectives
6. Fieldwork opportunities or requirements in Archaeology, Ethnology, and Evolutionary Anthropology that directly demonstrate learning acquisition
7. Instructors' statements of course goals and objectives are included as part of all syllabi given to students in anthropology classes; these objectives are measured through exams and other course requirements

In May 2008 the faculty approved a new undergraduate major requirement: completion of a capstone course in the senior year. The specific content for this course will vary but is expected to cover a topic or set of topics spanning two or more subfields. Given the large number and variety of pathways for majors, a capstone course was seen as the most effective tool for assessing competency in anthropology. Because this course will include students who specialize in one of the concentrations as well as those who select the general anthropology track, we will be able to compare students' ability to integrate and synthesize knowledge across sub-fields and within anthropology. This capstone course will be offered for the first time in Spring 2009. Its curriculum will be developed by the Undergraduate Committee in Fall 2008.

As yet there is no formal assessment process that is administered to all upper division students who have completed most of their anthropological course work. Students in the honors program are provided an assessment after they complete their research papers. The capstone course in Anthropology is intended to be a means for illustrating the overlapping and integrative opportunities for research in the three subfield concentrations. Its primary goal is to define anthropology as both a science and humanistic discipline, each with its own mode for generating and evaluating anthropological knowledge. Several measures for assessing students' comprehension of the discipline at the undergraduate level have been developed.

At the beginning of the semester students will write a series of four or five research questions they believe address the breadth of anthropology. At the end of the semester, these questions will be handed back to the students and, based on what they have learned, they will reformulate one question and write an essay about that subject.

In two class sessions, students will analyze one or another kind of anthropological observations and will write an essay that identifies the nature of the cultural or biological variation. This project may be undertaken cooperatively among students, but individual analyses will be independent.

During the course the students will be introduced to "primary" anthropological literature in the form of articles and book chapters. Students will be required to pick an article, outline it and write an essay that addresses the goal or hypothesis, methods, analysis and critique.

To evaluate students' knowledge of anthropological methods, they will be given case material or a small data set that requires them to analyze the information, construct tables and/or figures as appropriate, and present the results as an ethnographic report or a laboratory report. Anthropological knowledge develops from fieldwork, whether the field is defined as a library, a laboratory, an archaeological site, or a community. Method is the bridge between fieldwork and synthesis. To evaluate students' knowledge of anthropological methods, they will be given a small data set that requires them to analyze the information, construct tables and figures and present the results as an ethnographic report, observation of place, participant-observation encounter, interview and life history transcript or laboratory report.

Internships, Experiential Learning, Community Outreach

The Department currently offers several field training programs from which students may choose. The New Mexico summer archaeological field school has been conducted for more than 75 years, providing students with an opportunity to experience fieldwork in the American Southwest. In 2008, archaeological field training programs were conducted in both Belize and Hawaii. Recently, the department has also offered a semester field training program in Chaco Archaeology. A cross-listed ethnographic field school has been offered that includes videography and cultural documentation in the Albuquerque area. Faculty members in all three subfields regularly invite undergraduate students to participate in their field, laboratory, or archival research.

Collaborations

Students may take upper-division cross-listed courses in several departments and programs (e.g., American Studies, History, Linguistics, Sociology, Women Studies) and apply them towards their undergraduate requirements. In any given semester, there are five to ten of these courses scheduled. All Arts and Sciences undergraduate students at UNM are required to take a minor or a second major in order to receive their baccalaureate degree.

Extracurricular Activities

There is a student-run Undergraduate Anthropology Society (UAS) within the department. This organization is open to all anthropology majors. It conducts regular meetings during the school year and sponsors fieldtrips and other activities throughout the year.

MA/MS in Anthropology

Most students directly enter the PhD program on admission although some are admitted to and intend to earn only a MA/MS degree. Graduate students in Anthropology can obtain either a MA or a MS degree as part of the requirements of earning a PhD. Students can concentrate in one of four areas for the MA/MS: Archaeology, Ethnology, Evolutionary Anthropology, and Public Archaeology. The degrees are similar, but the MS degree in Archaeology requires two additional math or science classes (Biology, Chemistry, Statistics, etc). Ethnology does not have a MS degree option. To complete the MA/MS in Anthropology requires 32 graduate credit hours (38 in archaeology), including required courses that vary by concentration, plus the Master's comprehensive exam or Master's Thesis.

While students specialize in one of three subfields (Archaeology, Ethnology or Evolutionary Anthropology) or one concentration (Public Archaeology), there are broad and comparable expectations of students who will complete the MA/MS in anthropology. The Master's degree is designed to prepare students for entry into the profession and/or for continuation onto the doctoral program

Among the shared objectives of the Master's Graduate Program in Anthropology are the following:

1. Gain necessary training in subfield/specialization method and theory to be capable of assessing research outcomes

2. Gain proficiency in a set of laboratory, fieldwork, or language/computer skills in a subfield/specialization
3. Acquire substantive background in key subfield or specialization research topics
4. Demonstrate capability of organizing and synthesizing current research problems into essays

A Master's Degree in anthropology requires a minimum of between 30 and 42 credit hours. All courses must be for graduate credit as recognized by the Department of Anthropology. In Anthropology, this means course numbered 500 and above and some courses numbered 300 or 400. Master's degree (or equivalent) requirements include at least 30 graduate hours of graduate course work. At least 18 semester hours, exclusive of thesis and dissertation, must be earned in courses numbered 500 or above and must be completed at UNM. There are two plans available for students to earn a Master's in Anthropology.

Plan I, a terminal MA option, is available in both the Archaeology and Ethnology concentrations and includes a thesis as part of the requirements. There must be a minimum of 24 hours of course work (at least 6 hours at 500-level or above) and 6 hours of thesis (599). If a minor is declared, there must be a minimum of 14 hours in the major and 7 hours in the minor. Plan II is a non-thesis option available to all concentrations. There must be a minimum of 32 hours of course work (at least 6 hours of which is at the 500 level or above). If a minor is declared, there must be a minimum of 18 hours in the minor.

The table illustrates the minimum course and other class requirements for the three subfield concentrations and the new Master's program in Public Archaeology. The MS degree in archaeology requires at least 6 additional graduate hours in sciences such as Chemistry, Biology, Geology, and Mathematics.

Table 2.2. Course requirements for the four Master's concentrations in Anthropology. Data from Anthropology records and UNM Catalog.

Master's Requirements	Concentrations			
	Archaeology	Public Archaeology	Ethnology	Evolutionary Anthropology
Core	3 credits: 574 (History of Arch)	3 credits from: 520 (Strategy of Arch), or 574 (History of Arch)	3 credits: 546 (Theory in Ethnol I)	3 credits: 555 (Human Genetics)
Core	3 credits 579 (Current Debates)	6 credits: 592 (Managing Cult Resources) and 570 (Cult Res Mgt)	3 credits: 547 (Theory in Ethnol II)	3 credits from: 557 (Paleoanth), or 550 (Topics)
Core	3 credits 570 (Science in Archaeology)	3 credits from 421 (Arch Span Borders), 521 (SW Arch), 523 (East North America Arch) 576 (SW Arch), or 590 (Arch Great Plains)	3 credits: 510 (Ling Pro-sem)	3 credits from: 561 (Human Reproduc Ecol & Biol), 554 (Human Paleoarch), or 550 (Topics in Human Growth)
Core	3 credits: Stat 527 (Adv Data Analy)	3 credits 581 (Ethics in Anth)		3 credits from: 667 (Evol Sociality), 550 (Topics Human Growth) 560 (Evol Med), or 661 (Behavior Ecol & Biol Sex Roles)
Core				3 credits from 662 (Great Apes), or 563 (Primate Soc Behavior)
Core				3 credits 562 (Human Life History)
Core Laboratory or Methods	3 credits from: 573 (Lab Method Arch; Arch Measure), 580 (Ceramic Analy), 570 (Lithics), or 570 (ZooArch)	6 credits from: 573 (Arch Measure), 580 (Ceramic Analy), 570 (ZooArch), 582 (GeoArch), 651 (BioArch), or 554 (Paleopath)	3 credits from: 530 (Visual), 540 (Life History), 530 (Discourse), 572 (Analy Methods Anth), or 541 (Problems in Ethnog)	
Museum Methods		3 credits from: 582 (Mus Prac), 585 (Sem Mus Method), or 586 (Prac Mus Method)		
Native American Studies		3 credits from: 501 (Native Amer Art I), 503 (Native Amer Art II), 509 (Sem Native Amer Art), or 531 (Indigen People North America)		
Research Design				3 credits: AN 663 (HEE Research Meth) 675 (Anth Res Proposal) or equiv
Core Statistics				6 credits: Stat 527 and 528 (Adv Data Analy I & II)
Total Required Course Credits	15	27	12	24
Electives	9-17	0	12-20	8
Total Course Credits	24-32	27	24-32	32
Plan I Thesis Credits	6		6	
Core Intern, Practicum, Fieldwork		9 credits of 575 (Arch Field), 597 (Problems), 598 (Adv Problems)		
Total Minimum Credits	30-32	36	30-32	32

All students are required to complete a master's examination. For students who will not continue beyond the master's degree, the examination will focus on the content of their course work in relation to anthropology as a whole. For students wishing to enter the doctoral program, this exam also serves as the PhD qualifying exam. Each subfield concentration will determine the form and content of the exam.

Archaeology:

The Archaeology graduate program provides broad education and training in theory and method, with ample opportunities for student research. The faculty are highly diverse in their theoretical perspectives, areas of methodological expertise, and regional specializations. The latter span the range from Stone Age hunter-gatherers to the origins and functioning of complex societies in the North, Central, and South America, Europe, SW Asia, and the Pacific. Archaeology faculty members currently are conducting research in Europe, the Arctic, Western North America, American Southwest, Mesoamerica, South America, and the Pacific Islands with secondary interests in Africa, the Near East, and Southeast Asia. Besides major emphasis on current theory and method, the archaeology program also offers training in research design, cultural resource management, quantitative methods, lithics and ceramics (including geochemistry), faunal (including isotopes), geoarchaeology, and geo-spatial analysis.

The Archaeology faculty is currently considering revisions to the requirements for the Master's degree and the manner in which students would progress on to the doctoral degree program. Master's students must take an examination administered by the subfield faculty or their Committee on Studies in the semester that they will earn 24-32 credit hours, generally the third or fourth semester. This examination is normally written, but it may have an oral component. The examination for students in Plan I is based primarily on course work taken and the topic that the student plans to address in the thesis. The Plan II examination is typically broader, based on the student's program of studies as well as general archaeological knowledge and successful completion of the exam in necessary to advance to the doctoral program.

Public Archaeology:

The program in Public Archaeology is designed to provide training for students who wish to specialize in heritage management, historic preservation, contract archaeology, and outreach in archaeology. The curriculum for this program emphasizes the acquisition of skills and abilities that will enable graduates to move into professional positions. It broad based to include both archaeological method and theory, laboratory and field methods, museum methods, ethics, and the Native American and historic cultures of North America. The capstone experience for students in the Public Archaeology program consists of 9 credits in Internship/Practicum/Fieldwork. This requires a defined project in public archaeology that would result in a written proposal and final report on the project's results. This report will constitute the comprehensive exam. Students earning a Master's Degree in Anthropology with a Public Archaeology concentration must apply for and gain admission to the doctoral program concentration in Archaeology.

Ethnology:

The graduate program in Ethnology emphasizes the productive relationships between anthropological theory and practice by encouraging students to pursue research that addresses the concerns of the people with whom they work while at the same time sharpening the focus and purpose of sociocultural theory. The program offers a strong foundation in sociocultural theory, the anthropology of language, and public anthropology. Key concerns include cultural and linguistic revitalization, gender, ethnicity, nationalism,

transnationalism, human rights, expressive culture, land, water, health, historical consciousness, public policy, ritual, and tourism. Methodological training in ethnographic fieldwork, visual documentation, and the analysis of speech-based interaction is regularly offered. Special strengths include Latin America, the American Southwest, and Native North America.

Students in the first year of the Ethnology program (in either the MA or PhD program) are required to take three seminars in addition to electives of their own choosing. These required seminars include a two-part sequence on the history of anthropological theory taught over the course of the fall and spring semesters (Anth 546 and Anth 547) and one seminar that serves as an introduction to linguistic anthropology (Anth 510). These three courses form the basis for the Master's Comprehensive Examination, held in the August preceding students' second year. The exam consists of essay three essay questions. Because this exam serves as a PhD qualifying exam, all students, even those entering with Master's degrees are required to take this exam.

In addition, other courses are also required during the first few years of graduate study. One methods course that focuses on a method of ethnographic research, is required. A list of the courses meeting this requirement will be issued each fall. Four additional seminars in the Ethnology/Linguistics Program are also required. In general, a seminar is a graduate level course that meets for 2.5 to 3 hours once a week. Students going on for a PhD also might want to consider taking courses in a relevant foreign language as two languages are required for a doctorate. One language can, however, be substituted by taking two courses at or above a 300 level in a relevant "skill," such as statistics, demography, photography, or video making. The language requirement can also be met by successful completion of a departmental examination. In consultation with his or her faculty advisor, a student should choose methods courses, seminars, and other elective courses according to his or her particular focus. (Those students entering with a Master's degree will, upon consultation with the graduate advisor, usually be able to obtain credit for at least some of the anthropology seminars and methods courses completed elsewhere.)

A Master's degree is usually awarded in the second year. This takes place after the Master's Comprehensive Exam has been passed and a methods course and four seminars have been successfully taken, in addition to any other courses needed to fulfill a total of 32 hours of coursework with a 3.97 GPA or higher. At this point, a student begins to focus more directly on his or her dissertation research. During the second year, a student 1) writes a focus statement discussing his or her plans for future research; 2) begins to form their doctoral committee; and 3) prepares for the Specials Exam (also known as the Doctoral Comprehensive Exam). Students should work with their committee members to decide the format and content of their Specials Exam. These exams cover broad areas of theory, background and ethnography related to the student's dissertation research. A student prepares three reading lists on appropriate substantive areas, usually one geographic and two topical ones.

The Comprehensive Examination serves as a Master's Exam and as a PhD Qualifying Exam, which must be taken at the beginning of the fall semester of the second year. Depending on level of performance on a 1-6 scale, students may qualify to enter the PhD program (4.5 minimum), be awarded a master's pass (4.0 minimum), or fail the exam. No student in the Department is given more than two opportunities to pass this exam. Master's comps are based on the Ethnology Reading List current during the student's first year of course work. The exam will consist of three essay questions, to be chosen from seven.

Evolutionary Anthropology:

Upon completion of the core and skills course requirements, students in the evolutionary anthropology program take a Comprehensive Examination. This serves as a Master's exam and as a PhD qualifying exam. It is taken before the start of Fall semester of the third year and consists of a one-day, six-hour written exam, followed approximately one week later by a one-hour oral follow-up exam with all of the evolutionary anthropology faculty present. The exam will consist of six essay questions covering six areas: genetics, paleoanthropology, human biology and physiology, behavioral ecology, primates, and human life history. Students can earn a MA pass, fail, pass to doctoral program, or honors pass to the doctoral program.

Human or Primate Evolutionary Ecology

Students who wish an emphasis in Human or Primate Evolutionary Ecology should consult with their advisors about the additional coursework they should pursue, but it is generally advisable for these students to take relevant courses in the Psychology and Biology Departments, including BIOL 517 (Seminar in Biology: Evolution), ANTH 560 (PIBBS Seminar [Program in Interdisciplinary Biomedical and Biological Science]), BIOL 565 (Evolutionary Ecology [Charnov]), and PSY 542 (Seminar in Psychology: Evolutionary Psychology [Gangestad/Miller or substitution as approved]).

Forensic Anthropology

Students who wish to focus on Forensic Anthropology should also consult with their advisors on the appropriate courses to take in addition to the requirements. Generally, Forensics students should take every course on osteology and dental anthropology offered in Anthropology; Physical Therapy 521L – Human Anatomy (or equivalent); learn archaeological methods for fieldwork; seek a one-year internship with the Office of Medical Examiner (or equivalent), and participate in a one-month deployment to a mass-disaster or post-conflict region with an organization such as DMORT, CILHI, the UN, or suitable NGO.

Program Assessment

Each Master's concentration will have a slightly different set of assessment activities. All share, however, the use of a comprehensive examination at the end of the student's program to assess the completion of the Master's degree. In the case of students completing a thesis, the comprehensive exam will focus on the topic and research for the thesis in relation to the subfield concentration. In the case of students completing the Internship sequence in Public Archaeology, the comprehensive exam will focus on the project they have developed as a capstone experience. In the case of students who wish to advance to the doctoral program, the comprehensive exam will involve a series of questions developed and graded by the subfield faculty. These questions will pertain to topics and issues current in the subfield and/or covered the required coursework. In addition, students in the Ethnology Master's concentration will develop a focus statement in the second year that describes their future goals and research plans. This statement is reviewed by the entire Ethnology faculty.

Internships, Experiential Learning, Community Outreach

Students can earn credit or volunteer as interns in a number of different organizations in New Mexico, including the Maxwell Museum, Office of Contract Archaeology, the State Historic Preservation Office, federal government offices (e.g., Bureau of Land Management, National Park Service, National Forest Service), various contract archaeology firms, and non-governmental organizations. These organizations

provide opportunities to learn about and participate directly in applications involving anthropology. Students often move from internships to employment with these programs.

Collaborations

Anthropology has close links with two collaborating programs: Latin American Studies (LAS)-Latin American and Iberian Institute (LAI), and Program in Interdisciplinary Biology and Biomedical Sciences (PIBBS). LAS offers dual MA/MS degrees with Anthropology. LAI administers a variety of funding that supports graduate students in a number of disciplines whose research or specialization is focused on this area. This includes graduate assistantships and fellowships, travel and research grants, study abroad, and language training programs. Seven faculty members from anthropology serve as Concilium faculty at LAI. The goal of PIBBS is to provide a graduate education in integrative biology to students from biology, psychology, anthropology, physics, math and statistics, electrical engineering, and computer science. In addition to courses in the participating departments, PIBBS offers seminars and other opportunities for students to engage across disciplines in biological and biomedical research. PIBBS is funded by the Howard Hughes Medical Institute. Students from both Evolutionary Anthropology and Archaeology have been supported by PIBBS; five faculty members in evolutionary anthropology are affiliated faculty in PIBBS.

Extracurricular Activities

The Department has an active graduate student organization, the Anthropology Graduate Student Union (AGSU). This organization identifies funding sources for graduate students, sponsors an annual graduate student conference that includes a keynote speaker, supports the Department's colloquia series, and provides students with opportunities to participate in public anthropology events and activities.

PhD in Anthropology

While students specialize in one of three subfields (Archaeology, Ethnology or Evolutionary Anthropology), there are broad and comparable expectations of all students who complete the PhD in Anthropology. The doctoral degree is designed to prepare students for entry into the profession as faculty member, museum curator, researcher or postdoctoral appointment, project director, governmental officer or administrator, or non-governmental officer. The preparation for this degree consists of additional required courses on method and theory; a research proposal, language competency or other specialized laboratory or computer expertise, implementation of a research plan, and completion of a dissertation reporting on analyses and outcomes of research.

Five general learning objectives structure the doctoral program in anthropology:

1. Design and implementation of independent research program
2. Mastery of theoretical and methodological tools needed for research
3. Demonstrated competency in teaching introductory anthropology courses and specialized concentration courses
4. Mastery of substantive anthropological and related literature of one or more regions
5. Ability to communicate anthropological findings to professionals and general public

All students must have a minimum of 48 credit hours of course work (including those applicable from the Master's degree). Specific course requirements have been established by the three subfield concentrations (see Table 2.3). In addition, students in Archaeology and Ethnology must demonstrate proficiency in at least two foreign languages and/or skills determined by Committee of Studies; pass the PhD comprehensive exam; and present the major topic of the proposed dissertation.

Table 2.3. Course requirements for the doctorate in three concentrations within Anthropology. Data from Anthropology records and UNM Catalog.

Doctoral Requirements	Concentrations		
	Archaeology	Ethnology	Evolutionary Anthropology
MA Core	9 credits: 574, 579, and 570 or equiv, and Stat 527	9 credits: 546, 547, and 510 or equiv	18 credits: 555; 557 or 550 (Topics); 561 or 554; 667, 550 560 (Evol Med), or 661; 662 or 563; and 562 or equiv, and Stat 527 and 528
Statistics	3 credits: Stat 527 or equiv		3 credits: 552 or 664 or equiv
Laboratory/ Methods	3 credits: 573, 580, 570 (Lithics), or 570 (ZooArch) or equiv	3 credits: 530 (Visual Anth), 540 (Life History), 530 (Discourse), 572 (Analy Methods), or 541 (Problems in Ethnog)	
Topics	3 credits: 525 (Stone Age Eur), 527 (African Prehis), 570 (PaleoIndians), or 577 (European Prehis)	12 credits: 500 level or above ethnology seminars	Electives chosen in consultation with graduate advisor
Topics	3 credits: 521 (SW Arch), 523 (East North Amer Arch), 526 (Late European Prehis), 576 (SW Arch), or 570 Iron Age Europe, or equiv		
Topics	3 credits: 522 (Mesoamer Prehis), 524 (South Amer Prehis), 528 (Near Eastern Arch), 529 (Complex Societ), or 570 (Medieval Arch), or equiv		
Research Design	3 credits: 675 (Anth Research Prop), or equiv	3 credits: 675 recommended (Anth Research Prop)	3 credits: 663, 675, or equiv
Electives	21	24-27	24
Total Credits	48	48	48

Archaeology:

The doctoral program in archaeology provides rigorous training for students who wish to enter the profession capable of college or university teaching, conducting independent research, presenting the results of research in various media, and contributing to public archaeology and professional service. All incoming graduate students must meet with the Archaeology Graduate Advisor to discuss program requirements and form a committee to guide the student's graduate studies in the first semester. Students entering the program with an MA or MS in Anthropology, with a concentration in Archaeology, may petition the faculty to modify the number and content of requirements and electives based on their previous graduate coursework. Students entering the program with a degree in another field may have

deficiencies in background. If deficiencies are identified by the Graduate Advisor, the student must take additional course work in general Anthropology (i.e., Anth 320, 330, 321 and/or 310). The student may request an exception from these courses by petitioning the Archaeology faculty.

The Archaeology Specials exam is geared to the preparation of a dissertation proposal. The PhD proposal is a written document outlining a research problem, theory and method relative to that problem, kinds of data to be collected, and the region from which the information will be obtained. Preferably, students will complete a draft of their dissertation proposals in Anth 675. Once the proposal has been completed to the satisfaction of the committee on studies, the student will schedule a public presentation during the academic year. This presentation is open to all faculty and students. After a brief presentation of the proposed research, the floor is open to questions from the faculty and then students. After the presentation, non-committee members may make suggestions for improvements to the proposal. Finally, the student will submit the proposal to outside funding sources in conjunction with their committee. The student's dissertation proposal will be accepted upon completion of Anth 675, the public presentation, and submission of the proposal to peer review. Once a Committee on Studies has been formed, the student and committee members will develop a course of study designed to produce a dissertation proposal. Proposals are accepted only during the academic year.

Ethnology:

The Doctoral Exam in Ethnology is a two-part exam consisting of the Specials examination and the Dissertation Proposal. Either part may be completed first, but the exam finished second shall be considered the Comprehensive exam and will be submitted on a formal exam form to the Graduate Studies office.

Students should work with their Committee on Studies to decide a format for the Doctoral Specials Examination (closed book, take-home, or oral) and select a tentative date. Reading completed for the Specials Exam forms the basis for the dissertation proposal. Before embarking on field research, a student must present a written summary of the proposed investigation, explaining how research is to be conducted and treated in the dissertation. Proposals should discuss the problem to be addressed, its relevance to the field, relevant theoretical publications, methods to be used, types of data to be collected, and schedule of research activities. Once the proposal has been passed by the student's committee members and the Ethnology faculty as a group, a student begins fieldwork. A PhD is awarded after field research has been completed and the dissertation is written and has been successfully defended.

Evolutionary Anthropology:

Prior to advancing to candidacy, students will complete: two skills requirements, a course in research design (Anth 663 or Anth 675), and a course in specialized, quantitative analyses suited for the student's research focus.

Also prior to advancing to candidacy students in Biological Anthropology begin to work on a proposal for PhD research in consultation with their Advisor. The formal defense of the PhD proposal is the Specials Examination.

The dissertation proposal should typically be of the quality and style found in proposals submitted to major funding agencies such as the National Science Foundation. The PhD proposal is a written document outlining a research problem, theory and method relative to that problem, kinds of data to be collected,

and the samples to be utilized in conducting the research. After submitting the final version of the proposal, and having it approved by the Committee on Studies, the student must present a one-hour public talk outlining the proposed research, as well as successfully defend the proposal to the Committee on Studies. If the performance on the defense is adequate, the student then advances to candidacy. If the performance is inadequate, the student must consult with the Committee on Studies, resubmit a modified proposal, and repeat the oral defense with the Committee on Studies. Upon completion of the dissertation, students will defend it in an open presentation.

Program Assessment

Doctoral students in all three subfield concentrations are assessed when they complete the qualifying exams and when they submit/complete their dissertations for defense. The qualifying exam in anthropology is linked to the development of a dissertation research proposal. Students must not only defend the proposal to their Committee on Studies, but also in a presentation, open to the public.

Upon completion of a draft dissertation that has been approved by the student's Committee on Studies, the dissertation is presented and defended at an open meeting.

Internships, Experiential Learning, Community Outreach

Students can earn credit or volunteer as interns in a number of different organizations in New Mexico, including the Maxwell Museum, Office of Contract Archaeology, the State Historic Preservation Office, federal government offices (Bureau of Land Management, National Park Service, National Forest Service), various contract archaeology firms, and non-governmental organizations. These organizations provide opportunities to learn about and participate directly in applications involving anthropology. Students often move from internships to employment with these programs.

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The Department has an active graduate student organization, the Anthropology Graduate Student Union (AGSU). This organization identifies funding sources for graduate students, sponsors an annual graduate student conference that includes a keynote speaker, supports the Department's colloquia series, and provides students with opportunities to participate in public anthropology events and activities.

3. STUDENT PERFORMANCE MEASURES

The Department takes seriously its responsibility for training the next generation of anthropologists. Undergraduates and graduate students receive an up-to-date, high-quality education that prepares them to draw upon their understanding of anthropology in their personal and professional lives and to contribute to the development of anthropological knowledge. Below are expectations and measures for achievement in instruction through general anthropology courses, for undergraduate majors, and for graduate students.

Achievement in Instruction through General Anthropology Courses

The Department offers seven introductory courses that fulfill the Core Curriculum requirements (see Table 3.1. below). These include a general introduction to anthropology, subfield introductory courses in Archaeology, Ethnology, Evolutionary Anthropology, and one in language and culture. There are two to five Student Learning Objectives (SLOs) for each of these courses, with the exception of the Anth 110 which is primarily controlled by the Linguistics Department.

Learning objectives in Anth 121L, 150/151L, and 160/161L are achieved in part by teaching laboratory sections that accompany each of the lecture components. The laboratory is a required component of 121L. There are fewer lab seats in 151L and 161L than there are students enrolled in the lecture component of those courses. The labs, therefore, are optional, except for students who wish to major in anthropology and who wish to concentrate in Evolutionary Anthropology. The value of laboratory sections in general is that they provide a direct means to evaluate whether or not students have acquired the information provided in the lecture portion of the course. Laboratories are also cumulative; they build later knowledge and ability on the acquisition of earlier knowledge and ability. Most important, they are critical for understanding the scientific method and evolutionary mechanisms.

There is a rotational system of regular faculty instruction in Anth 101. Although not every section is taught by a regular faculty member, most are. This requirement more equitably distributes the workload, avoids instructor burnout in lower division courses, and provides a means for assessing the effectiveness of learning. The Chair and the Post-Tenure and Salary Review Committee use student evaluations as a component in the annual Spring semester review of all tenure-track faculty. While student evaluations are not a direct measure of student achievement, they do provide information on how satisfactorily students judge the instruction, the curricula, and the instructors in Anth 101. On average, faculty receive somewhat lower student evaluations for the Core Curriculum courses than they do for upper division and graduate course. Nonetheless, and with few exceptions, student evaluations for these courses are well above satisfactory and many are rated between good and excellent.

The formal process of assessing student achievement in Core Curriculum courses began in 2007-08 and will be ongoing for the next two years. Thus far Anth 101, 121L, and 150 have been evaluated. The Department uses a series of similar questions that are included in quizzes or exams at the beginning and end of each semester. The pre- and post-test questions in the Core Curriculum courses measure students' comprehension of substantive knowledge in the various subfields. Not all student learning objectives are tested in any given semester. A preliminary analysis suggests the following: students demonstrate

considerable variability in their ability to provide correct answers to these questions (indication of different levels of preparation for college courses); and thus far students show more consistent improvement in the subfield courses (121L, 150) than they do in Anth 101.

The Department is reviewing Anth 101, a course that introduces all three subfields to students, generally freshmen and sophomores. Among the changes under consideration is altering the way the course is taught, switching from a single instructor for the entire semester to a team-taught format with faculty from the different subfields teaching their respective sections. Providing discussion sections for students would be another option to test for improving student comprehension of the course materials.

Table 3.1. Student learning objectives for anthropology core curriculum courses. Data from Anthropology 2008 Core Curriculum Assessment Report.

Learning Objectives	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
Anth 101 Social & Behavioral Science Core	Describe how beliefs and values influenced by politics, culture geography, economics, biology, history, and social institutions.	Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.	Describe ongoing reciprocal interactions among self, society and the environment	Apply the knowledge base of the social and behavioral sciences to identify, describe, explain and critically evaluate relevant issues, ethical dilemmas and arguments.	
Anth 121L Physical & Natural Science Core	Describe the process of scientific inquiry	Solve problems scientifically	Communicate scientific information	Apply quantitative analysis to scientific problems	Apply scientific thinking to real world problems
Anth 130 Social & Behavioral Science Core	Describe how beliefs and values influenced by politics, geography, economics, culture, biology, history, and social institutions.	Apply knowledge base of the social and behavioral sciences to identify, describe, explain and critically evaluate relevant issues, ethical dilemmas and arguments.			
Anth 150 Physical & Natural Science Core	Describe the process of scientific inquiry	Solve problems scientifically	Communicate scientific information		
Anth 151L Physical & Natural Science Core	Describe the process of scientific inquiry	Solve problems scientifically	Communicate scientific information		
Anth 160 Physical & Natural Science Core	Describe the process of scientific inquiry			Apply quantitative analysis to scientific problems	Apply scientific thinking to real world problems
Anth 161L Physical & Natural Science Core	Describe the process of scientific inquiry	Solve problems scientifically	Communicate scientific information	Apply quantitative analysis to scientific problems	Apply scientific thinking to real world problems

Undergraduate Major Program Goals

The Department has developed learning objectives for the undergraduate major program. This includes both the general anthropology pathway, as well as the three subfield concentrations. These are listed below. In May 2008, the Department added a capstone course requirement for all majors as a means to track achievement for the nearly 75-100 students who graduate each year in anthropology. The learning objectives of the capstone course are also listed below.

Anthropology Major Student Learning Outcomes

Broadly, undergraduate majors in anthropology should be capable of the following:

1. Ability to discuss and synthesize how factual or substantive statements regarding anthropological knowledge (e.g., cultural change) are generated within one or more of the subfields
2. Summarize the knowledge regarding the anthropology of one or more geographic regions at varying spatial and temporal scales (e.g., American Southwest, Neolithic of Europe)
3. Understand and know how to apply the general methods employed in anthropology and/or the more specialized methods from one of the concentrations
4. Describe the concept of culture, its potential relationship to biology and/or evolution, and the major controversies surrounding the development and application of both culture and evolution in anthropology

In addition, students who concentrate in one of the three subfields are expected to have achieved the following:

Archaeology:

1. Substantive and broad knowledge of world prehistory
2. Ability to conduct basic field work in archaeology including knowledge of and prior field training in archaeological excavation and survey methods
3. Laboratory training in basic artifact recognition and analysis
4. Ability to evaluate critically statements regarding the past
5. Ability to recognize and describe the difference between scientific archaeology and “fantastic” archaeology (or science and belief)

Ethnology:

1. Ability to define the concept of culture and describe its significance as a tool of anthropology
2. Understanding of the history and current debates on the concept of cultural relativism in anthropology
3. Substantive knowledge of cultures of the Greater Southwest, Latin America, and/or indigenous groups in the Americas

Evolutionary Anthropology:

1. Understand the scientific process including the formulation of hypotheses about how the world works, the derivation of predictions, and the empirical testing of those predictions
2. Understand evolutionary theory and how it has affected human variability through time and space
3. Ability to describe evolutionary processes, phenotypic plasticity, genetics, human biology and behavioral evolution and adaptation

Proposed Capstone Course Goals and Student Learning Outcomes

1. Define Anthropology as both a science and humanistic discipline
 - a. Students demonstrate understanding of the breadth of anthropology through the construction of “feasible” research questions either in the form of a hypothesis or as a problem or question;
 - b. Using the hypothesis or research question, demonstrate understanding by writing a cogent essay based about the question at the end of the semester.
2. Demonstrable knowledge of human variation in terms of cultural symbols, artifacts, biology, or linguistics
 - a. Measure and/or describe human variation in terms of cultural symbols, artifacts, biology, or linguistics through analysis.
3. Critical evaluation of anthropological ideas as presented in an anthropological article or book.
 - a. Outline a published research article and write a critical analysis of the key ideas, methods, and conclusions presented in the article.
4. Demonstrate understanding of anthropological research through analysis of a small data set of archaeological, biological, cultural or linguistic information.
5. Demonstrate methodological ability through analysis, description, and synthesis of a small set of cultural, archaeological, or biological material.

Tracking Achievement

With nearly 300 undergraduates enrolled in anthropology, many of whom wait until their junior year to declare their major, tracking achievement remains a challenge for the Department. A unified student information system only went on-line in 2007. The Department is committed to developing a more comprehensive database of its undergraduate majors in order to properly assess the program and concentrations in relation to what students are expected to have learned by the time they graduate.

The Department has a series of tools to track undergraduate students’ achievement of the learning objectives listed above. First is the requirement that all anthropology majors must receive a grade of C or better in their anthropology courses. This ensures that students are learning at a satisfactory level in the major. This measures substantive achievement in major course requirements. Second, all students are required to meet with the undergraduate staff advisor when they have earned (or in the semester in which they expect to earn 80 credit hours). The purpose of this meeting is to assess students’ progress in completing degree requirements not only in Anthropology but in the requirements established by the College of Arts and Sciences.

Both Archaeology and Evolutionary Anthropology concentrations include a number of courses that have laboratory sections associated with lectures. The purpose of the labs is to ensure that students understand the principles, concepts, and methods that are being discussed in these courses. Laboratories are a

particularly effective means in these two subfields for tracking student achievement of the learning objective for understanding the scientific process. The Archaeology concentration requires a laboratory and/or a fieldwork course prior to graduation. Archaeological field training is offered each summer and on occasion during the fall semester. As archaeological data derive ultimately from field research programs, students need to know how materials are identified and recovered in field settings for use in the laboratory. Field techniques for the reliable and systematic recovery of artifacts and samples are taught in these courses. Successful completion of the field training program ensures students know how to conduct basic and applied research in archaeology. While not a requirement for graduation, bioarchaeology field schools have been sponsored in the recent past.

Honors students are more closely tracked through a series of courses in research design, independent study, and then the completion of the honors project and paper. In the past 10 years, more than 90 theses have been completed (Table 3.2.), about 16% of the students who graduate with a BA/BS in anthropology.

Table 3.2. Number of undergraduate honors theses in anthropology, 1998-2007. Data from Anthropology records.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	Total
Number of Theses	12	14	10	1	10	6	7	7	9	7	92

The Department and the Maxwell Museum award two undergraduate prizes each year to outstanding baccalaureate candidates. Two new scholarships for undergraduates in the program have been instituted recently.

Student achievement is also supported by a system of faculty peer review of teaching. All probationary faculty and those going up for promotion and/or tenure are required to have peer evaluations of their teaching as a component of their dossier. The annual faculty salary reviews also include teaching performance as one of the measures for determining raises.

Anthropology has an active faculty Undergraduate Committee that is responsible for ongoing reviews of the subfield concentrations, the general anthropology degree program, new and modified courses proposals. They are also responsible for curricular changes to these programs, with modifications to the curriculum in 2005, 2007, and 2008 that affected requirements for the three subfield concentrations. The committee also determines the recipients of undergraduate awards.

Table 3.3. Undergraduate Awards. Data from Anthropology records.

Award	Amount	Notes
Barbara MacCaulley Scholarship	\$1000	2 \$500 awards annually
Indigenous Scholarships	\$1500	2 \$1500 scholarships per semester
Krisztina Kosse Memorial Scholarship	\$200	Awarded by Maxwell Museum
John Martin Campbell Undergraduate Student Research Award	\$600	3 \$200 awards
Honors Research Funding (Dean's office)	\$250	8 awards of \$250 each

Graduate Student Performance Assessment

Most students directly enter the PhD program on admission although some are admitted to and intend only to earn a MA/MS degree. Graduate students in Anthropology can obtain either a MA or a MS degree as part of the requirements for earning a PhD. Students can concentrate in one of four areas for the MA/MS: Archaeology, Ethnology, Evolutionary Anthropology, and Public Archaeology. The degrees are similar, but the MS degree requires two additional math or science classes (Biology, Chemistry, Statistics, etc). To complete the MA/MS in Anthropology requires 32 graduate credit hours, including required courses that vary by concentration, plus the Master's comprehensive exam or Master's Thesis.

While students specialize in one of three subfields (Archaeology, Ethnology or Evolutionary Anthropology) or one specialization (Public Archaeology), there are broad and comparable expectations of students who will complete the MA/MS in Anthropology. The Master's degree is designed to prepare students for entry into the profession and/or for continuation in the doctoral program.

Among the shared objectives of the Master's Graduate Program in Anthropology are the following:

1. Gain necessary training in subfield/specialization method and theory to be capable of assessing research outcomes
2. Gain proficiency in a set of laboratory, fieldwork, or language/computer skills in a subfield/specialization
3. Acquire substantive background in key subfield or specialization research topics
4. Demonstrate capability of organizing and synthesizing current research problems into essays

While students specialize in one of three subfields (Archaeology, Ethnology or Evolutionary Anthropology), there are broad and comparable expectations of students who will complete the PhD in Anthropology. The doctoral degree is designed to prepare students for entry into the profession as faculty member, museum curator, researcher or postdoctoral appointment, project director, governmental officer or administrator, or non-governmental officer. The preparation for this degree consists of additional required courses on method and theory; a research proposal, language competency or other specialized laboratory or computer expertise, implementation of a research plan, and completion of a dissertation reporting on analyses and outcomes of research.

Five general learning objectives structure the doctoral program in Anthropology:

1. Design and implementation of independent research program
2. Mastery of theoretical and methodological tools needed for research
3. Demonstrated competency in teaching introductory anthropology courses and specialized concentration courses
4. Mastery of substantive anthropological and related literature in one or more regions
5. Ability to communicate anthropological findings to professionals and general public

The Department collects information on a number of measures of student academic performance. These have mostly focused on graduate students, although our information on student awards and honors does include undergraduate majors.

Annual Review of Graduate Students

Each year in May the subfield faculty members conduct a review of graduate students in their respective areas. This review includes a self assessment by each student, along with information on: courses completed, professional development activities (presentations and publications), and a schedule and the completion dates for the major exams and requirements. The subfield faculty members meet and evaluate the progress and achievements of their graduate students and they vote on several outcomes: excellent or outstanding, satisfactory, satisfactory (but with concerns), or unsatisfactory. This evaluation, along with a letter summarizing the faculty discussion and expectations for the year is sent to each student. The annual review assesses students' progress towards achievement of professional competency.

Graduate Student Honors and Awards

Between 2001 and 2008, 11 graduate students in Anthropology received nationally-competitive pre-doctoral fellowship awards; eight from NSF directly, two through the NSF supported Eco-Complexity Program at UNM, and one from the Association of American University Women. Another 15 national awards, either scholarships or fellowships were made to anthropology graduate students during this time. Among the organizations making awards are: Sigma Xi, American Council on Learned Societies, Fulbright, Geological Society of American, American Philosophical Society, Arizona Archaeological and Historical Society, Association of Women in Science, Bureau of Land Management, and the Smithsonian Institution.

Between 2003 and 2007, the number and value of competitive awards from UNM awarded to anthropology graduate students increased substantially (e.g., the Popejoy Dissertation Prize). From about 10 awards in 2003, the Department made over 20 of these awards in 2007, and more than 40 awards in 2008. The total value of these awards increased by a factor of 10, from about \$18,000 in 2003 to more than \$170,000 in 2007. Anthropology made more than \$200,000 worth of awards in 2008. Much of this increase can be attributed to the Frank C. Hibben Trust. UNM now receives nearly \$200,000 annually from the Trust to support fellowships for graduate students in anthropology.

Table 3.4. Number and estimated value of all graduate student competitive UNM scholarships and fellowships awarded by Anthropology, 2003-2008. Data from Anthropology records.

	2003	2004	2005	2006	2007	2008
Number of Awards	12	12	12	22	21	47
Total Value of Awards	\$18,200	\$25,300	\$16,600	\$161,950	\$173,150	\$206,750

Graduate Student Research Awards

Doctoral students in anthropology have been awarded more than 40 national or international research grants or fellowships between 2003 and 2007. Nearly 30 of these are listed in the UNM Research Office database. They total more than \$330,000. Most of the awards were made by the Wenner Gren Foundation for Anthropological Research and the National Science Foundation (Anthropology Program: Dissertation

Improvement Grants). One doctoral student was a Co-Principal Investigator on a National Science Foundation Senior Researcher Grant.

The average value of extramural awards has been increasing, likely an outcome of the decision to increase the maximum amount allowed by NSF for doctoral dissertation improvement grants. The average award has nearly doubled in size from about \$8,000 to \$14,000 over this duration.

Table 3.5. Anthropology graduate student extramural award totals, 2003-2007. Data from Anthropology and OIR records.

Total Graduate Student Extramural Awards	2002	2003	2004	2005	2006	2007
	3	6	3	8	3	5
	\$26,288	\$63,306	\$33,956	\$102,017	\$35,091	\$70,811

Anthropology graduate students have also been successful in garnering internal UNM funding for their research (Table 3.6). The value of each of these awards is not known. In both 2006 and 2007 approximately \$35,000 was received just from the Associated Graduate Students Union.

This would place the minimum total estimate for the five year period, 2003-2007 at about \$175,000. In addition to AGSU, these funds come primarily from the following sources: Office of Graduate Studies and the Latin American and Iberian Institute.

Table 3.6. Number of intramural research awards received by anthropology graduate students, 2003-2007. Data from Anthropology and OGS records.

	2003	2004	2005	2006	2007	Total
Number of Graduate Student Intramural Awards	15	22	19	21	16	93

Table 3.7. Departmental awards and Fellowships. Data from Anthropology records.

Awards and Fellowships	Amount	Notes
Brolio-Basehart Memorial Endowment	\$800	Based on performance at AAA meetings
Frieda Butler Award	\$650	
Graduate Dean's Dissertation Fellowship (OGS)	\$8,000	
Graduate Dean's Dissertation Fellowship (A&S)	\$8,000	
Hibben Scholarship (5 admitted students)	\$70,000	2 year award, \$14,000 each
Hibben Scholarship (1 student)	\$14,000	1 year award
Hibben Scholarship (4 2nd year students)	\$58,000	2 awards, \$15,000 each; 2 awards, \$14,000 each
Hibben Senior Awards	\$20,000	2 awards, \$10,000 each
Hibben Senior Dissertation Awards	\$20,000	2 awards, \$10,000 each
Popejoy Award		Rotates among UNM Departments
Karl Schwerin Fellowship	\$800	
NM Folklore Scholarship	\$1000	Rotates between Anthropology and English Departments

Stuart Public Anthropology	\$1000	2 \$1000 awards, 1 year only
Lamphere Fellowship	\$8000	.25 FTE GA Award
Ortiz Public Policy Fellowship	\$10,000	Stipend
Awards and Fellowships	Amount	Notes
Field Site Development Grants	\$2000	
3% NM Scholars Award		3-9 hours of tuition remission for 6 students
Ruth Kennedy Award	\$500	
A&S Recruitment (Dean's Supplemental Award)	\$5000	2 awards, \$5000 each
HED Graduate Fellowship	\$7,200	Stipend, matched by Department
Binford Fellowship	\$100,000	5 awards, Standard GA stipend, tuition, insurance
James Spuhler Memorial Fellowship	\$20,000	1 award, Standard GA stipend, tuition, insurance
Robert Wood Johnson Fellowship	\$30,000	Stipend, tuition, insurance
LAII PhD Fellowship		Stipend
Mellon Foundation Fellowship	\$25,000-30,000	Stipend, tuition, insurance

Student Presentations, Reports, and Publications

Graduate students self-reported a total 425 publications, reports, and presentations over a six-year period from 2002 through 2007 (Table 3.8). This is likely an under-estimate as most students who graduated from the program within this interval (and who are likely among the most productive) are poorly represented among these totals.

Table 3.8. Anthropology graduate student publications, reports, and presentations, 2002-2007.

	2002	2003	2004	2005	2006	2007
Publications	11	10	14	13	13	17
Reports	9	15	18	19	21	6
Presentations	28	40	52	66	32	39
Total	48	65	84	98	66	62

Placement of Graduates

The Department has awarded 123 doctorates since 1997: 47 in archaeology, 32 in ethnology, and 44 in evolutionary anthropology (see Appendix B for a listing). There is current information on 110 of these 123. Virtually all are employed in anthropology or in positions that are directly related to their anthropological training. Nineteen individuals are self-employed or work for private companies, non-profit organizations, or non-governmental organizations. There are eight individuals with government positions, including one at Sandia National Laboratory. Approximately seventy individuals are affiliated with colleges or universities in the US and Canada.

Sixty-three percent of the 110 doctorates for whom there is placement information are affiliated with colleges or universities. Forty-three of those affiliated with universities appear to have tenure-track or permanent, full-time positions. The others are on post-doctoral, research, or adjunct appointments, or are teaching, either part-time or in a non-permanent position.

A number of individuals on this listing teach in tenure-track or tenurable (or their equivalent) positions at research universities including: Harvard University, Texas A&M University (2), University of Toronto, Arizona State University, University of Connecticut, City University of New York, University of Oklahoma, University of California-Santa Barbara, University of Washington, University of South Carolina, American University, University of Montana, University of Missouri-Columbia (2), University of Nevada-Reno, University of Maine, Trent University, and the University of New Mexico. They join UNM doctoral alumni who have been appointed to faculty positions at: University of Arizona (3), University of Colorado, Boston University, Michigan State University, University of North Carolina, SUNY Stony Brook, Pennsylvania State University, Northwestern University, University of Nebraska, Florida State University, University of Utah, University of Missouri-Columbia, Wayne State University, and University of Iowa.

The doctoral program in anthropology is one of the most successful at UNM, as measured by professional development while students are in the program and by placement upon completion of the PhD. A variety of job options are open to these graduates, but most still strive for academic positions. Since 1997, one in three have found tenurable faculty appointments, one of the Department's main measures of educational effectiveness.

4. INSTITUTIONAL CONTRIBUTIONS

The Department has a significant academic presence throughout the University. Eighteen of its Department's twenty-six tenure-track faculty members have ties (through dual tenure and/or affiliations) with a variety of other departments and programs (see 6. Faculty Matters: Faculty Organization and Extra-Departmental Ties).

The Department's curricular contributions to other departments and programs are in Core Curriculum courses, cross-listed courses at the undergraduate and graduate levels, and courses that serve as elective (beyond the Core Curriculum) in the School of Architecture and Planning, the College of Arts and Sciences, the College of Education, the College of Fine Arts, Health Sciences, and University College.

Core Curriculum

According to the 2008-09 Catalog: "The University has adopted a revised Core Curriculum as of Fall 2003 which all undergraduate students must complete as part of their baccalaureate program. The Core consists of several groups of courses designed to enhance each student's academic capabilities. Its goal is to give all students at the University a grounding in the broad knowledge and intellectual values obtained in a liberal arts education and assure that graduates have a shared academic experience. The required courses encourage intellectual development in seven areas of study: writing and communication, social and behavioral sciences, mathematical reasoning, scientific methods in the physical and natural sciences, the humanities, the fine arts, and languages. The Core consists of lower-division courses which develop these skills and abilities...."

Anthropology teaches seven courses in two of the seven Core Curriculum areas:

No. 3. Physical and Natural Sciences: ANTH 121L Archaeological Method and Theory; ANTH 150/151L Evolution and Human Emergence/Human Evolution Laboratory; ANTH 160/161L Human Life Course/Computer Laboratory in Human Evolutionary Ecology

No. 4. Social and Behavioral Sciences: ANTH 101 Introduction to Anthropology; ANTH 130 Cultures of the World

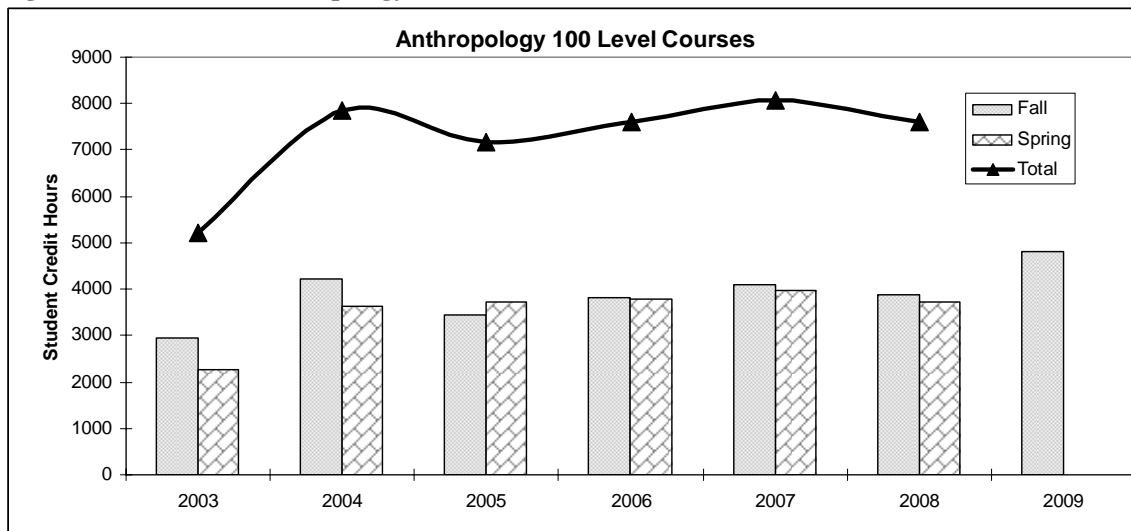
Table 4.1 shows the enrollments for these courses from 2003 through 2008 (including Fall 2008). The Department has increased its total 100 level SCH between 2003 and 2008 by 45%. Fall 2008 recorded the highest single semester of 100 level SCH in Anthropology, an increase of more than 60% from Fall 2002.

Table 4.1. Student credit hours for anthropology 100-level courses, 2003-2008. Data from Banner and Anthropology records

	Fall	Spring	Total
2003	2956	2261	5217
2004	4225	3624	7849
2005	3444	3737	7181
2006	3813	3793	7606
2007	4096	3978	8074
2008	3887	3712	7599
2009	4814		

Figure 4.1 graphically depicts the changes in 100-level anthropology enrollments. The Department is on track to exceed 8,000 SCH in 2009. On a workload level, faculty and instructors in Anthropology are teaching substantially more students on a per capita basis. This increase has been achieved in time when permanent faculty FTE is declining in anthropology.

Figure 4.1. 100-Level anthropology core curriculum enrollments, 2003-2008



Cross-Listed Undergraduate Courses

Twenty undergraduate Anthropology courses are cross-listed with twelve different departments (Linguistics – 7, Art History – 5, Museum Studies – 3, Music – 2, and 1 each for Communication and Journalism, Religious Studies, Native American Studies, Women Studies, African American Studies, Music, Earth and Planetary Sciences, and Biology). Three Sustainability Studies courses are cross-listed in the Department.

(† = regularly taught by an instructor with an appointment in Anthropology)

- ANTH 110 Language, Culture and the Human Animal (also offered as LING 101)

- ANTH 310/511 Language and Culture (also offered as CJ 319, LING 359)
- ANTH 317/517 Phonological Analysis (also offered as LING 304)
- ANTH 318 Grammatical Analysis (also offered as LING 322/522)
- ANTH 333/533 Ritual Symbols and Behavior (also offered as RELG 333)
- ANTH 341 Culture Study of Indigenous Video (also offered as NAS 441)
- ANTH 380 Women Culture & Society (also offered as WMST 380)
- ANTH 387/587 Peoples and Cultures of the Circum-Caribbean (also offered as AFAM 386)
- ANTH 401/501 Native American Art (also offered as ARTH 402)†
- ANTH 402/582 Museum Practices (also offered as MSST, ARTH 407)
- ANTH 403/503 Native American Art II (also offered as ARTH 406)†
- ANTH 413/512 Linguistic Field Methods (also offered as LING 413)
- ANTH 415/515 Native American Languages (also offered as LING 415)
- ANTH 416/516 Introduction to Language Change (also offered as LING 446)
- ANTH 444/544 Anthropology of World Beat (also offered as MUS 444)
- ANTH 448/548 The Anthropology of Music and Sound (also offered as MUS 448/548)
- ANTH 482L/582L Geoarchaeology (also offered as EPS 482L; co-taught by Huckell [Anthro] and Smith [EPS])
- ANTH 485/585 Seminar in Museum Methods (also offered as MSST, ARTH 485)
- ANTH 486/586 Practicum: Museum Methods (also offered as MSST, ARTH 486)
- ANTH 491/591 Population Genetics (also offered as BIOL 491)
- SUST 134 Creating a Sustainable Future: Introduction to Environmental, Social, and Economic Health (also offered as ANTH 134)
- SUST 334 Sustainability Practicum to Benefit the Campus or Community (also offered as ANTH 334)
- SUST 434 Synthesis of Sustainability Perspectives and Innovations (also offered as ANTH 434)

Cross-listed Graduate Courses

Three of the seventeen cross-listed graduate courses are seminars (one with Art History and two with Linguistics). The remaining 14 have advanced undergraduate components and are in 8 different departments (Linguistics – 5, Art History – 3, Museum Studies – 3, Music – 2, Earth and Planetary Science – 2, Religious Studies – 1, Biology -1, Communication and Journalism – 1).

(† = regularly taught by an instructor without an appointment in Anthropology)

- ANTH 509 Seminar in Native American Art (also offered as ARTH 559)†
- ANTH 511/310 Language and Culture (also offered as CJ 519 and LING 559)
- ANTH 512/413 Linguistic Field Methods (also offered as LING 513)
- ANTH 513 Functional Syntax (also offered as LING 523)
- ANTH 514 Seminar: Linguistic Theory (also offered as LING 554)
- ANTH 515/415 Native American Languages (also offered as LING 515)
- ANTH 516/416 Introduction to Language Change (also offered as LING 546)
- ANTH 517/317 Phonological Analysis (also offered as LING 504)

- ANTH 533/333 Ritual Symbols & Behavior (also offered as RELG 533)
- ANTH 544/444 Anthropology of World Beat (also offered as MUS 544)
- ANTH 548/448 The Anthropology of Music and Sound (also offered as MUS 548/448)
- ANTH 582/402 Museum Practices (also offered as MSST, ARTH 507)†
- ANTH 582L/482L Geoarchaeology (also offered as EPS 582L; co-taught by Huckell [Anthro] and Smith [EPS])
- ANTH 584/485 Seminar in Museum Methods (also offered as EPS 482L; co-taught by Huckell [Anthro] and Smith [EPS])
- ANTH 585/485 Seminar in Museum Methods (also offered as MSST, ARTH 585)
- ANTH 586/486 Practicum: Museum Methods (also offered as MSST, ARTH 586)
- ANTH 591/491 Population Genetics (also offered as BIOL 591)

Courses that serve as elective in other programs (beyond the Core Curriculum requirements for undergraduates)

School of Architecture and Planning:

- The Community and Regional Planning Program's BA in Environment, Planning & Design requires students to take ANTH 344 (Comparative Ethnic Relations) or ANTH 337 (Anthropology of New Mexico); an emphasis in Environmental Planning or in Community Planning requires students in that program to take additional course work, including an option to take ANTH 312 (Oral Narrative Traditions)

College of Arts and Sciences:

- Two Anthropology courses are cross-listed in Biology and serve as upper level courses for Biology majors and minors: BIOL 452 (Human Genetics; cross-listed with ANTH 455) and BIOL 491 (Population Genetics; cross-listed with ANTH 491)
- One Anthropology graduate course is cross-listed in Biology and serves as an elective for Biology graduate students, BIOL 591 (Population Genetics; cross-listed with ANTH 591)
- Majors in Communications, Journalism, or Mass Communications (Department of Communications and Journalism) may take CJ 319 (Language and Culture; cross-listed with ANH 310) as an elective
- Majors, minors, and Graduate students in Earth and Planetary Sciences can take EPS 482L/582L (Geoarchaeology; cross-listed with ANTH 482L/582L) as an elective
- MA students in Comparative Literatures and Cultural Studies may take ANTH 546 (Theory of Ethnology I) or ANTH 547 (Theory of Ethnology II) to fulfill one of their Core requirements. Students in that program who choose the Cultural Studies Concentration or the Classics Concentration can take either or both of the same two courses toward their required hours in specific subjects.
- BA/MD students in the Health, Medicine, and Human Values Program must take a flexible set of courses including, for the Option II requirements, at least 9 hours, 3 of which must be 300-level or higher, from 'Mathematics/Physical & Natural Sciences,' among which ANTH 150, 151L, 251, 350, and 365 are listed as recommended courses.
- Majors in Asian Studies (Department of International Studies) may take ANTH 328 (Near Eastern Archaeology) as an approved course that counts toward the major.

- Majors or minors in Latin American Studies may take ANTH 322 (Mesoamerican Prehistory), 324 (American Archaeology: South America), 332 (South American Indians), 333 (Ritual Symbols and Behavior), 343 (Latin American Cultures and Society), 344 (Comparative Ethnic Relations), 345 (Spanish-Speaking Peoples of the Southwest), 384 (Peoples of Mexico), and 387 (Peoples and Cultures of the Circum-Caribbean) as approved electives.
- MA students in Latin American Studies choose two concentrations, one of which may be in Anthropology with an emphasis on Ethnology, Archaeology, or Human Evolutionary Ecology. Approved courses by emphasis are as follows: Ethnology: ANTH 530 (Topics in Ethnology), 532 (South American Indians), 533 (Ritual Symbols and Behavior), 535 (Spanish-Speaking Peoples of the Southwest), 537 (Seminar: Southwestern Ethnology), 539 (Human Rights in Anthropology), 543 (Latin American Cultures and Societies), 546 (Theory in Ethnology I), 547 (Theory in Ethnology II), 584 (Peoples of Mexico), 587 (Peoples and Cultures of the Circum-Caribbean); Archaeology: ANTH 522 (Mesoamerican Prehistory), 524 (American Archaeology: South America), 529 (Archaeology of Complex Societies), 574 (History and Theory of Archaeology), 579 (Current Debates in Archaeology); Human Evolutionary Ecology: ANTH 561 (Seminar: Human Reproductive Ecology and Biology), 562 (Human Evolutionary Ecology). Students who choose the Human Rights Concentration may take ANTH 539 (Human Rights in Anthropology) as an approved course in the concentration, Students who opt for the Religion & Philosophy Concentration may take ANTH 533 (Ritual Symbols and Behavior) as part of their required coursework, while those who select the Southwest Studies Concentration may take ANTH *421 (Historical Archaeology of the Spanish Borderlands), 521 (Southwest Archaeology), 535 (Spanish-Speaking Peoples of the Southwest), 537 (Seminar: Southwestern Ethnology), or 576 (Seminar: Southwestern Archaeology) as part of their required curriculum.
- PhD students in Latin American Studies are required to select two concentrations, one from group 'A' and the second from group 'B'. Anthropology may be chosen either as group 'A' or 'B.' The following courses are approved as electives for a PhD concentration: ANTH 522 (Mesoamerican Prehistory), 524 (American Archaeology: South America), 529 (Archaeology of Complex Societies), 532 (Indigenous Peoples of South America), 533 (Ritual Symbols and Behavior), 537 (Seminar: Southwestern Ethnology), 539 (Human Rights in Anthropology), 543 (Latin American Cultures and Societies), 546 (Theory in Ethnology I), 547 (Theory in Ethnology II), 561 (Seminar: Human Reproductive Ecology and Biology), 562 (Human Life History), 574 (History and Theory of Archaeology), 584 (Peoples of Mexico), 585 (Seminar in Museum Methods), 587 (Peoples and Cultures of the Circum-Caribbean).
- Linguistics and Anthropology are closely related and a large number of their courses are cross-listed. Majors in Linguistics must take LING 304 Phonological Analysis (cross-listed with ANTH 317), 322 Grammatical Analysis (cross-listed with ANTH 318), and 412 or 446 Introduction to Language Change (cross-listed with ANTH 416).
- MA students in Linguistics must complete at least one course in the following areas: phonology (502, 503), syntax (523 [cross-listed with ANTH 513]), semantics and discourse (525, 529), psycholinguistics (560, 563, 565, 566, 568, 569L), sociolinguistics (533, 535, 539) and language change (546 [cross-listed with ANTH 516]).
- PhD students in Linguistics are required to take LING 523 Syntax (cross-listed as ANTH 513) and may take additional cross-listed courses as electives.

- The Peace Studies Program offers a 24-credit-hour Minor in Peace Studies as well as a 15-hour Peace and Justice Studies Program Certificate. A select set of Anthropology courses may be taken as credit for either the minor or certificate including ANTH 420 (Ethics in Anthropology), ANTH 251 (Forensic Anthropology), ANTH 453 (Advanced Forensic Anthropology), ANTH 339 (Human Rights in Anthropology), and ANTH 130 (Cultures of the World).
- PhD (with MS en route) students in Psychology may opt for the Evolutionary Concentration, which requires students to take at least two courses from a list of offerings in Biology and Anthropology. Those in Anthropology are ANTH 560 (Advanced Topics in Human Evolutionary Ecology), ANTH 561 (Seminar: Human Reproductive Ecology and Biology), and ANTH 561 (Advanced Human Evolutionary Ecology).
- For Religious Studies majors, RELG 333 Ritual Symbols and Behavior (cross-listed with ANTH 333/533) serves as one of the courses that can be taken to fill one of the four required distributional areas.
- Majors in Speech and Hearing Sciences must take six credit hours in behavioral or social sciences; ANTH 110 (Language, Culture and the Human Animal), 130 (Cultures of the World), and 160 (Human Life Course) are listed among other recommended classes for this requirement.
- Minors in Sustainability Studies may take ANTH 364 (Topics: Human Evolutionary Ecology) to fulfill one of a series of requirements.
- Majors and minors in Women's Studies may take WMST 380 Women Culture & Society (cross-listed with ANTH 380) as an upper-level elective that counts toward the required hours for the major or minor.

College of Education:

- Majors in Art Education take a minimum of 57 hours in 'General Education,' distributed among a series of courses in specific subject areas in a system that resembles the Core Curriculum in Arts and Sciences. Among these, Art Education majors must take 12 hours of Physical & Natural Sciences, which can include ANTH 121L (Archaeological Method and Theory), 150 (Evolution and Human Emergence), 151L (Human Evolution Laboratory), 160 (Human Life Course), and 161L (Computer Laboratory in Human Evolutionary Ecology). They must also take 6 credit hours in Social and Behavioral Sciences; ANTH 101 (Introduction to Anthropology) and ANTH 130 (Cultures of the World) may be taken in this set of requirements.
- For a BS in Early Childhood Multicultural Education, students must take 6 credit hours in Social Sciences, for which ANTH 101 (Introduction to Anthropology) and 130 (Cultures of the World) are among the approved options.
- Majors in Elementary Education are required to take 6 hours in Social Science, for which ANTH 101 (Introduction to Anthropology) and 130 (Cultures of the World) are options
- To earn a BS in Family Studies, students must complete SOC 101 or ANTH 130 (Cultures of the World) and at least 3 hours in Physical or Natural sciences, for which the combination of ANTH 150 (Evolution and Human Emergence) plus 151L (Human Evolution Laboratory) satisfies the requirement.
- To complete a BS in Human Development and Family Relations, students must complete 61-62 hours of a general education requirement that includes ANTH 130 (Cultures of the World) and may include up to 9 hours of elective credits in Anthropology. They must

take 3 hours of Physical or Natural Science, for which the combination of ANTH 150 (Evolution and Human Emergence) plus 151L (Human Evolution Laboratory) ranks among the options to fulfill the requirement.

- Majors in Health Education who choose a Concentration in Community Health Education take ANTH 130 (Cultures of the World) in their first year
- Majors in Secondary Education take a broad set of courses including 6 hours of Social Sciences, for which they can take ANTH 101 (Introduction to Anthropology) or ANTH 130 (Cultures of the World) to fulfill 3 credit hours.

College of Fine Arts:

- The graduate program in Art History is divided into two concentrations, Arts of the Modern World and Arts of the Americas, which overlaps with Anthropology and shares cross-listed courses. Emphases within the Arts of the Americas include Pre-Columbian Art History, Native American Art History, Spanish Colonial Art History, and Modern Latin American / Latino Art History. Cross-listed courses also encompass a range of courses in Museum Studies. MA students must complete 12 hours in the area of concentration in Art History (ARTH); PhD students must complete up to 18 hours in the area of concentration and related fields. Currently cross-listed courses are ARTH 402/502 Native American Art I (also offered as ANTH 401), ARTH 406/506 Native American Art II (also offered as ANTH 403), ARTH 407/507 Museum Practices (also offered as ANTH 402), ARTH 485/585 Seminar in Museum Methods (also offered as ANTH 485), ARTH 486/586 Practicum: Museum Methods (also offered as ANTH 486), and ARTH 559 Seminar in Native American Art (also offered as ANTH 509).
- Museum Studies, an interdisciplinary program, offers a series of upper-level undergraduate/graduate courses that are cross-listed with Anthropology and Art History. The courses are listed in the entry above (ANTH 402, 485/585, 486/586).
- Electives offered in Music (MUS) and cross-listed with Anthropology are: MUS 444/544 Anthropology of World Beat (also offered as ANTH 444/544), MUS 448/548 Anthropology of Music and Sound (also offered as ANTH 448/548).
- The Dance Program's minor in World Dance requires students to take ANTH 130 (Cultures of the World).

Health Sciences:

- The BS degree in Emergency Medicine requires students to take SOC 101 or ANTH 101 (Introduction to Anthropology) to fulfill one of its general education requirements.
- A minor in Aging Studies requires students to take 12 hours from a set of classes that includes ANTH 312 (Oral Narrative Traditions) as an option.
- A minor in Chicano Hispano Mexicano Studies (CHMS) requires students to take 9 hours of classes from one set (set A) and 6 hours from either set A or a second group (set B). Set A includes ANTH 345 (Spanish-Speaking Peoples of the Southwest); set B includes ANTH 238 (Cultures of the Southwest), 337 (Anthropology of New Mexico), and 344 (Comparative Ethnic Relations).

University College:

- The major in Native American Studies mandates students complete 12 credit hours in a concentration. The Indigenous Arts and Media Concentration recommend 11 courses as good choices; one of them is NATV 441 Culture Study of Indigenous Video (also offered as ANTH 341).

5. STUDENT PROFILE AND SUPPORT DATA

The Department has growing enrollments among undergraduate majors and graduate students. There has been a slight increase in the number of undergraduate majors receiving a baccalaureate degree and fluctuation in those receiving an advanced degree. Graduate student support has increased markedly, but still remains a concern for the Department.

Enrollments

Enrollments in Anthropology, both for undergraduate majors and graduate professional programs, are substantial, and in the case of undergraduate majors, increasing as well. UNM would rank among the top ten programs in the country in undergraduate anthropology enrollment and among the top five in graduate enrollment based on data reported in the 2007-08 American Anthropological Association's Guide to Departments of Anthropology.

Undergraduate Enrollment

Enrollments by undergraduates in the anthropology major vary over time. This was clear in the 1996 self-study where majors varied from a low of 150 to as many as 240. In 2003, there were 210 majors in anthropology. This increased to 283 in 2005 and remains at this level in 2007, a rise of 34%. Anthropology's increase is also reflected throughout most of the programs in Arts and Sciences. This increase may be at least partly due to the number of Core Curriculum courses offered by Anthropology. These courses serve as a gateway to the Department. (The number of undergraduate majors is likely a minimum estimate since many students declare their major during the fall and spring semesters, after the initial fall semester census has been taken.)

Undergraduate majors include those still in University College and those who have moved into the College of Arts and Sciences. Most of the students who have declared anthropology as their major are juniors or seniors, about 75% of the total.

Table 5.1. Fall undergraduate anthropology major enrollment by level, 2003-2007. Data from OIR records.

Undergraduate Students in University College with Declared Major in Discipline					
	2003	2004	2005	2006	2007
Year 1: Freshman	19	24	29	19	28
Year 2: Sophomore	20	22	35	39	30
Year 3: Junior	6	7	4	8	10
Year 4: Senior		2	22	1	3
Total	45	55	90	67	71
Undergraduate Students with Declared Major Admitted to Arts and Sciences					
	2003	2004	2005	2006	2007
Year 1: Freshman	3	2	1		1
Year 2: Sophomore	15	20	23	12	22
Year 3: Junior	50	58	73	78	61

	2003	2004	2005	2006	2007
Year 4: Senior	96	93	96	98	127
Total	164	173	193	188	211
Total Undergraduate Students with Declared Major					
	2003	2004	2005	2006	2007
Year 1: Freshman	22	26	30	19	29
Year 2: Sophomore	35	42	58	51	52
Year 3: Junior	56	63	77	86	71
Year 4: Senior	96	95	118	99	130
Total	209	226	283	255	282

Graduate Enrollment

Anthropology has the largest graduate program in the College of Arts and Sciences (the second largest being Physics and Astronomy), with enrollment ranging between 160 and 170 students over the past 5 years (Table 5.2). This is approximately the number of graduates reported in 1995 during the last self-study and likely represents a maximum for the program.

There are both advantages and disadvantages to having such a large program. Its advantages are as follows: each year's entering cohort of students is an effective critical mass, most graduate courses reach at least minimum enrollments, and the Department contributes substantially to the enrollment band for UNM since Anthropology has the largest number of graduate student credit hours in the college, by percentage (of overall SCH) and by absolute values. The disadvantages are obvious: financial support for graduate studies at UNM is relatively meager and large numbers of graduate students dilute that support; there can be disequilibria between supply and demand for professional positions in anthropology; and students may drop out of the program at higher rates as a result.

Table 5.2. Fall graduate enrollment in anthropology, 2003-2007. Data from OIR records.

Graduate Students					
	2003	2004	2005	2006	2007
Master's	36	32	22	24	14
Doctoral	132	138	138	138	146
Total	168	170	160	162	160
Most students apply for and are admitted directly into the doctoral program in anthropology. They earn their Master's during the course of their studies and after completing the comprehensive exam.					

The number of applications to the anthropology graduate program at UNM is healthy, but certainly well below the numbers of applicants tabulated in the previous self-study. At that time an average of 250 students applied to anthropology each year. The current five year average is approximately 155 applications. This drop in the number of applications is likely due to the turnover in senior faculty in anthropology.

The tradition in anthropology has been to train doctoral students. Students have generally been discouraged from applying to the Master's program. Those who apply for direct admission to the graduate doctoral program generally have much better odds for admission (see Table 5.10). The percentage of

students admitted overall to the graduate program has generally been declining (from about 35% to 27%). This is approximately where the admission rate stood in 1995 and 1996 when there were greater number of applicants. This is designed to maintain the quality of students admitted to the program.

Table 5.3. Graduate student applications and admissions 2003-2007. Data from OIR and OGS records.

	2003	2004	2005	2006	2007
Master's					
Applied	75	77	44	62	41
Admitted	21	14	12	10	4
% Admitted	28%	18%	27%	16%	10%
Doctoral					
Applied	82	104	119	88	92
Admitted	36	43	36	37	32
% Admitted	44%	41%	30%	42%	35%
Total					
Applied	157	181	163	150	133
Admitted	57	57	48	47	36
% Admitted	36%	31%	29%	31%	27%
Most students apply for and are admitted to the doctoral program in Anthropology.					

The number of graduate students entering the anthropology program has decreased over the period between this and the previous self-study. The number of students who accept admissions each year now averages between 20-25; it was as high as 33-35 during the previous self-study. With the establishment of the new MA program in Public Archaeology, admissions will likely trend upwards. The Department also has plans to establish a new MA in Public Anthropology as Ethnology faculty are replaced.

Minority and Under-Represented Students

UNM is recognized for its education of Hispanic and American Indian students. It has the largest proportion of Hispanic and American Indian students of all of the Carnegie Very High Research universities. Overall, anthropology enrolls approximately 30% minority students in its undergraduate program. This is likely the highest proportion of minority enrollment among our peer institutions and would be among the top-ranked among the Very High Research universities.

As overall enrollments in the undergraduate major have increased, the number of females has stayed relatively the same, as have the proportion of minority females in the program, between 25-30%. The number of undergraduate male majors has increased since 2003, nearly doubling over the period. At the same time, the proportion of minority males majoring in Anthropology has slipped from more than 35% to about 25%.

Table 5.4. Number and percentage of undergraduate anthropology majors by sex and ethnicity, 2003-2007.
 Note that undergraduate enrollments exclude declared majors in program who are in Undergraduate Studies and have not yet been admitted to the program's college. Data from OIR records.

Undergraduate Enrollment						
Sex	Ethnicity	2003	2004	2005	2006	2007
Female	African American/Black	1		3	1	3
Female	American Indian	10	13	9	8	10
Female	Asian/Pacific Islander	2	2	4	3	4
Female	Hispanic	16	22	25	20	23
Female	White/non-Hispanic	80	78	75	75	81
Female	International					
Female	No Response	12	12	18	15	12
	Total	121	127	134	122	133
	Percent Minority	24.0%	29.1%	30.6%	26.2%	30.1%
Sex	Ethnicity	2003	2004	2005	2006	2007
Male	African American/Black					
Male	American Indian	4	4	6	5	4
Male	Asian/Pacific Islander	1	1			2
Male	Hispanic	11	7	13	11	14
Male	White/non-Hispanic	21	27	36	45	47
Male	International	1				
Male	No Response	5	7	4	5	11
	Total	43	46	59	66	78
	Percent Minority	37.2%	26.1%	32.2%	24.2%	25.6%
Sex	Ethnicity	2003	2004	2005	2006	2007
M & F Combined	African American/Black	1		3	1	3
M & F Combined	American Indian	14	17	15	13	14
M & F Combined	Asian/Pacific Islander	3	3	4	3	6
M & F Combined	Hispanic	27	29	38	31	37
M & F Combined	White/non-Hispanic	101	105	111	120	128
M & F Combined	International	1				
M & F Combined	No Response	17	19	22	20	23
	Total	164	173	193	188	211
	Percent Minority	27.4%	28.3%	31.1%	25.5%	28.4%

Minority enrollments in graduate programs, especially in anthropology, have been of concern for some time. The Department has made a commitment to increasing the numbers of under-represented groups in its graduate program. Over the past five years, there has been some success in this, with a doubling of the percentage of minority students from 8% to 16%. Obviously, this must be improved if possible, especially for American Indian students who remain poorly represented among in the graduate program. The graduate fellowships funded by the Hibben Trust will definitely help more effective recruitment and retention of such students.

There is a gender gap in our minority enrollments over this period. The proportion of minority, particularly Hispanic males, has tripled from about 7% to more than 2%. The increase among minority females has been smaller, 9% to 13% of the total number of female graduate students in anthropology.

Table 5.5. The number and percentage of graduate students in anthropology by sex and ethnicity, 2003-2007. Data from OIR records.

Graduate Enrollment						
Sex	Ethnicity	2003	2004	2005	2006	2007
Female	African American/Black	1	1	1		
Female	American Indian			1		1
Female	Asian/Pacific Islander	2	3	4	3	3
Female	Hispanic	6	6	8	9	9
Female	White/non-Hispanic	81	82	70	81	77
Female	International	4	4	5	4	4
Female	No Response	9	9	12	5	8
	Total	103	105	101	102	102
	Percent Minority	8.7%	9.5%	13.9%	11.8%	12.7%
Sex	Ethnicity	2003	2004	2005	2006	2007
Male	African American/Black					
Male	American Indian		1	2	3	2
Male	Asian/Pacific Islander					
Male	Hispanic	5	5	5	10	11
Male	White/non-Hispanic	52	52	45	41	40
Male	International	6	4	3	4	4
Male	No Response	3	3	4	2	1
	Total	66	65	59	60	58
	Percent Minority	7.6%	9.2%	11.9%	21.7%	22.4%
Sex	Ethnicity	2003	2004	2005	2006	2007
M & F Combined	African American/Black	1	1	1		
M & F Combined	American Indian		1	3	3	3
M & F Combined	Asian/Pacific Islander	2	3	4	3	3
M & F Combined	Hispanic	11	11	13	19	20
M & F Combined	White/non-Hispanic	133	134	115	122	117
M & F Combined	International	10	8	8	8	8
M & F Combined	No Response	12	12	16	7	9
	Total	169	170	160	162	160
	Percent Minority	8.3%	9.4%	13.1%	15.4%	16.3%

Enrollment Status

Approximately 20 to 25% of anthropology undergraduate majors go to school part-time. This has not changed or varied appreciably over the past five years. These figures are slightly higher than that reported by UNM for the main campus undergraduate population where the percentage has averaged about 20%.

The percentage of part-time graduate students in anthropology has declined over the past five years from about 48% of the total to 40% in 2007. This likely reflects the increased amount of graduate student support the Department has been able to offer since 2005, through extramural grants and Hibben Trust funds. This trend runs counter to that of the main campus graduate student population where the percentage of part-time students increased slightly from 51% to 56%.

Table 5.6. Full and part-time enrollment by level, 2003-2007. Undergraduate enrollments exclude declared majors in program who are in Undergraduate Studies and have not yet been admitted to the program's college. Data from OIR records

Level	Enrollment	2003	2004	2005	2006	2007
Undergraduate	Full-time	131	129	153	147	160
Undergraduate	Part-time	33	44	40	41	51
Undergraduate	Total	164	173	193	188	211
	Percentage					
	Part to					
	Full-time	20.12%	25.43%	20.73%	21.81%	24.17%
Graduate	Full-time	88	79	85	93	97
Graduate	Part-time	81	91	75	69	63
Graduate	Total	169	170	160	162	160
Total	Full-time	47.93%	53.53%	46.88%	42.59%	39.38%
Total	Part-time	219	208	238	240	257
Total	Total	114	135	115	110	114
Total	Total	333	343	353	350	371

Degree Recipients

More than 400 students have earned baccalaureate and graduate degrees in anthropology over the past five years (Table 5.7.). At the undergraduate level the number of degree recipients has increased slightly and is projected to increase more as the larger number of students majoring in Anthropology successfully move through the program. The number of graduate students earning Master's or Doctoral degrees in anthropology has been both variable and appears to have dropped as well. Graduate enrollment during this period has been more or less stable, suggesting that this drop represents a lengthening of the time to completion, attrition in the program, or both.

Table 5.7. Number of anthropology degree recipients, 2003-2007. Data from Anthropology and OIR records.

Degree	2003	2004	2005	2006	2007	Total
BA	38	39	30	34	32	173
BS	14	22	17	20	15	88
Total BA/BS	42	51	47	54	47	261
MA	18	8	9	8	9	52
MS	12	4	4	10	9	39
Total MA/MS	30	12	13	18	18	91
PHD	14	12	10	15	8	59
Total	96	85	70	87	73	411

The number of undergraduate degree recipients between 2003-2007 when sorted by sex and ethnicity suggests that male students do not graduate at the same rate as they are represented in the pool of undergraduate majors. Where the percentage of undergraduate males majoring in Anthropology has increased from about 26% to 37% over this period, the percentage of males earning baccalaureate degrees decreased from 30 to 23%. When sorted by ethnicity, the increase in minority undergraduate enrollment from 8 to 16% is associated with an average rate of graduation of 20-23%.

Table 5.8. Baccalaureate anthropology degree recipients by sex and ethnicity, 2003-2008. Data from OIR records.

Ethnicity	Sex	2003	2004	2005	2006	2007
African American/Black	F	1			1	
African American/Black	M					
African American/Black	Total	1	0	0	1	0
American Indian	F	3	2	4	2	2
American Indian	M	3	2		1	
American Indian	Total	6	4	4	3	2
Asian/Pacific Islander	F				1	
Asian/Pacific Islander	M					
Asian/Pacific Islander	Total	0	0	0	1	0
Hispanic	F	3	6	4	9	6
Hispanic	M	4	2	1	4	1
Hispanic	Total	7	8	5	13	7
White, non-Hispanic	F	27	30	24	16	23
White, non-Hispanic	M	8	12	9	9	9
White, non-Hispanic	Total	35	42	33	25	32
No Response	F	2	4	1	3	5
No Response	M	1	1	2		1
No Response	Total	3	5	3	3	6
All Groups Combined	F	36	42	35	40	36
All Groups Combined	M	16	17	12	14	11
All Ethnic Groups Combined	Total	52	59	47	54	47

Only two minority students (both Hispanics) were awarded doctoral degrees between 2003 and 2007 out of a total of 59, a proportion that is unfortunately much too low given our location and the proportion of minority students on campus and in our graduate program. Fourteen Master's Degrees were awarded to minority students out of a total of 91 during this same interval. Hopefully, the larger percentage of minority Master's Degree recipients will translate into greater numbers at the doctoral level within the next five years. The Mellon Foundation grant recently awarded to UNM is designed to increase the output of Hispanic and American Indian doctorates in Anthropology, along with five other disciplines.

The Department has seen an increase in the number of female graduate students. This is a pattern reported in all anthropology graduate programs in the US. At UNM males make up about 35- 40% of the anthropology graduate student population. Male students in anthropology have generally had lower rates of degree completion compared to their proportion in the graduate student population, but the past two to three years has seen an increase in their degree completion rate comparable to their numbers in the graduate program.

Table 5.9. Master's Anthropology degree recipients by sex and ethnicity, 2003-2008. Data from OIR records

Ethnicity	Sex	2003	2004	2005	2006	2007
African American/Black	F	1			1	
African American/Black	M					
African American/Black	Total	1	0	0	1	0
American Indian	F	1				
American Indian	M				1	
American Indian	Total	1	0	0	1	0
Asian/Pacific Islander	F	2				1
Asian/Pacific Islander	M	1				
Asian/Pacific Islander	Total	3	0	0	0	1
Hispanic	F		1	1		2
Hispanic	M	1		1		
Hispanic	Total	1	1	2	0	2
White, non-Hispanic	F	14	9	8	10	11
White, non-Hispanic	M	8	2	3	6	2
White, non-Hispanic	Total	22	11	11	16	13
No Response	F	2				2
No Response	M					
No Response	Total	2	0	0	0	2
All Ethnic Groups Combined	F	20	10	9	11	16
All Ethnic Groups Combined	M	10	2	4	7	2
All Ethnic Groups Combined	Total	30	12	13	18	18

Table 5. 10. Doctoral anthropology degree recipients by sex and ethnicity, 2003-2007. Data from OIR records.

Ethnicity	Sex	2002-03	2003-04	2004-05	2005-06	2006-07
African American/Black	F					1
African American/Black	M					
African American/Black	Total	0	0	0	0	1
American Indian	F					
American Indian	M					
American Indian	Total	0	0	0	0	0
Asian/Pacific Islander	F					
Asian/Pacific Islander	M					
Asian/Pacific Islander	Total	0	0	0	0	0
Hispanic	F	1	1			
Hispanic	M					
Hispanic	Total	1	1	0	0	0
White, non-Hispanic	F	11	6	3	6	3
White, non-Hispanic	M	2	5	7	8	4
White, non-Hispanic	Total	13	11	10	14	7
No Response	F				1	
No Response	M					
No Response	Total	0	0	0	1	0
All Ethnic Groups Combined	F	12	7	3	7	4
All Ethnic Groups Combined	M	2	5	7	8	4
All Ethnic Groups Combined	Total	14	12	10	15	8

Student Support

Financial support offered to graduate students, including new admissions has changed dramatically. In the past there were relatively few (less than five) first year awards. The Department had little scholarship or fellowship funding. Not all advanced graduate students were necessarily offered GA or TA support, although it was the intent to provide all students with at least one semester of teaching, either as a TA or TA Special (equivalent to a Part-Time Instructor).

Now the Department has a total of 7.5 FTE GA or RA that are regularly funded. These are subdivided into .25 or .50 FTE, supporting 15-16 students annually. In addition to the stipend, students receive tuition and health insurance support.

At any point in time the Department offers another 3-5 FTE RA funding through faculty extramural grants, *Journal of Anthropological Research* revenues, or start-up awards. These support 6 to 10 students annually, and most come with tuition and health insurance remissions.

The Department PTI budget has grown markedly over the past few years and now supports 15-20 students annually, who teach undergraduate courses and laboratory sections in Evolutionary Anthropology and Archaeology. While the salaries remain low for these positions, there has been increased funding in some areas. Unfortunately, PTI funds do not come with either tuition or health insurance funding.

Graduate students in the Department also receive GA and TA appointments in other programs where their skills are needed, including Freshman English, Mathematics and Statistics, and Foreign Languages. While the Department does not systematically collect data on these appointments, estimates are that 2-4 FTE are awarded each year, to 4 to 8 students. These awards would also come with tuition and health insurance remission.

The Department and the Maxwell Museum also have a series of UNM Foundation accounts that support graduate students, most notably the Hibben Trust Fellowships, but also the Sphuler Fellowship, the Lamphere Public Policy Fellowship, and six smaller awards (Karl Schwerin, Frank Broilo-Harry Basehart, Frieda Butler, David Stuart, Graduate Student Support, and New Mexico Folklore). The Hibben Trust Fellowships include several two-year awards for new students. Originally four awards were made each year, with two funded at \$15k each and two at \$5k each. There are now 5 two-year new student awards made each year (10 total), all of them funded at \$14k each. In addition, there have been 3-5 senior graduate student awards, funded at between \$10 and 15k apiece. Priority for the entry-level awards goes to students who are Native American, archaeology subfield, and American SW focus. These criteria have been broadened recently to include other under-represented groups and the other subfields. Currently, the Hibben Trust fellowships do not come with tuition or insurance subsidies from UNM. In the future, the Department will seek tuition and insurance funding from UNM to support its Hibben awardees.

The Mellon Foundation grant will award up to 20 fellowships over the next 4 years to senior graduate students in anthropology and 5 other disciplines. These offer stipends of between \$17-21k, along with tuition, and insurance. Fellows are also eligible for small travel and research awards.

While funding for graduate students remains of concern to the Department, more than \$500,000 of funding is offered annually to graduate students (not inclusive of the tuition remission and health insurance components). However, with more than 150 graduate students, the average per student financial support is only \$3,000.

Other Student Support Services

The undergraduate and graduate programs are each supported by a professional staff member: Coordinator of [Graduate] Program Advisement and Coordinator of [Undergraduate] Education Support. In addition there are faculty administered committees on undergraduate and graduate studies. Each subfield is represented by a faculty member on these committees. Graduate students more often receive advisement from both the professional staff member and their committee chair and less often from the subfield representative on the Graduate Committee. Much more of the advisement at the undergraduate level is done by the staff member in the Department, supplemented by the College of Arts and Sciences advisors and the Undergraduate Director.

Undergraduate majors in anthropology are required to meet with the student services staff member in the Department when they have earned 80 student credit hours. The purpose of this meeting is to review students' progress, identify gaps in required courses for the major(s) or minor courses of study, propose alternative solutions, and estimate the likely date for completion of degree requirements.

As is the case with most large programs the degree to which students take advantage of Department student services resources is quite varied. While it would be optimal for all students to meet at least annually and ideally on a semester's basis with the Department's staff or faculty, most do not. And if they did, additional staffing would be required to cover the resulting 400-500 meetings annually.

6. FACULTY MATTERS

As of Fall 2008, the Department counts 26 tenure-track faculty and 4 continuing non-tenure-track research faculty who are at the heart of its academic and research programs and central to Department deliberations.

- 13 tenured full professors; 8 tenured associate professors, 1 untenured associate professor, 4 untenured assistant professors
- 2 research associate professors, 2 research assistant professors

Abbreviated C.V.'s for these 30 faculty members are in Appendix A.

Also on the continuing-non-tenure-track faculty are two with instructional involvement.

- 1 lecturer III, 1 part-time professor

Adjunct faculty may be added at any time following favorable full-faculty review of the request and a faculty member or subfield's sponsorship. Of the 23 current adjunct faculty, 2 are former faculty members who retain the status while serving on student committees and 2 are recent graduates who may request adjunct status for 3 years after graduation while job hunting. Thus, only 19 adjuncts are considered "active" in contributing to Department teaching, research, fieldwork and other activities.

- 5 adjunct associate professors, 12 adjunct assistant professors, 2 adjunct research lecturers

The Department has three subfields: Archaeology, Ethnology, and Evolutionary Anthropology. The above tenure-track and continuing non-tenure-track faculty are affiliated with each subfield as follows:

Table 6.1. Fall 2008 faculty subfield affiliations. Data from Anthropology records.

	Professor	Tenured Associate Professor	Untenured Associate Professor	Untenured Assistant Professor	Research Associate Professor	Research Assistant Professor	"Active" Adjunct Faculty
Archaeology	5 (+ 1 part-time)	2	1	1	2	1	12
Ethnology	6	4	0	0 (+ 1 Lec III)	0	0	5
Evolutionary Anthropology	2	2	0	3	0	1	2

Emeriti status has been awarded to 11 retired faculty members: 2 emeritus distinguished professors (Basso, Binford), 1 emeritus presidential professor (Bock), 4 emeritus professors (Bawden, Campbell, Rhine, Schwerin), 1 emerita professor (Salvador), 2 emeritus associate professors (Barrett, Sebring), and 1 emerita associate professor (Alvarado). Prior to 2003 this was routine; since then, the Department votes on awarding emeriti status, following the Faculty Handbook guideline that the member "be in good

standing with the institution and receive the recommendation of their departments to the Provost at the time of their retirement from the University.” There is no formal emeriti faculty involvement with the Department.

Composition of the Faculty, October 31, 2003-07

The Office of Institutional Research (OIR) has provided four tables (nos. 11, 12, 13, 14) about the Department’s composition on October 31 in each of the past five years (2003-07). These follow as Tables 6.2-6.5.

Table 6.2. Department Faculty, October 31, 2003-07. Data from OIR records.

	2003	2004	2005	2006	2007
Tenure, Tenure-Track Faculty by Rank					
Professor	15	14	13	12	12
Associate Professor	11	11	12	11	9
Assistant Professor	3	3	2	2	4
Non-Tenure Track Faculty by Primary Job Category					
Instructional Faculty					1
Visiting Faculty		1		1	
Clinician Educators					
Research Faculty					1
Other Faculty					
Temporary Faculty		3	4	5	5
Post-Doctoral Fellows			1	1	1
Total Faculty	29	32	32	32	33

Table 6.3. Department Tenure/Tenure-Track Faculty by Sex & Ethnicity, 2003-07 . Data from OIR records.

Ethnicity	Sex	2003	2004	2005	2006	2007
African American/Black	F					
African American/Black	M					
American Indian	F	1	1	1	1	1
American Indian	M	1	1	1	1	
Asian/Pacific Islander	F					
Asian/Pacific Islander	M					
Hispanic	F	2	2	2	2	1
Hispanic	M					
White, non-Hispanic	F	10	9	8	8	9
White, non-Hispanic	M	15	15	15	13	14
No Response	F					
No Response	M					

Table 6.4. Department Tenure-Track Faculty, October 31, 2003-07. Data from OIR records.

		2003	2004	2005	2006	2007
Number Tenure, Tenure-Track Faculty		29	28	27	25	25
Number Tenured		24	23	23	22	21
Percent Tenured		83	82	85	88	84
Number Full-Time		28	27	26	24	24
% Full-Time		97	96	96	96	96

Table 6.5. Department Tenure/Tenure Track Faculty by Highest Degree Earned, 2003-07. Data from OIR records.

Degree	2003	2004	2005	2006	2007
Master's					
Ed Specialist					
MFA					
Doctorate	29	28	27	25	25
Professional Doctorate					
Total	29	28	27	25	25

Faculty Organization and Extra-Departmental Ties

Each tenure-track and research faculty member participates in one of three subfields: Archaeology, Ethnology or Evolutionary Anthropology (see Chapter 1, “Members of the Anthropology Department, Fall 2008”). A Convener leads each subfield; others are delegated to oversee comps, admissions and other subfield business, as well as graduate and undergraduate student matters. Subfields meet regularly.

The Conveners, the Undergraduate Director, the Graduate Director, the Associate Chair and the Chair meet regularly as the Advisory Group to discuss department-wide concerns, which are raised in subfield and/or regularly scheduled faculty meetings. The Graduate Committee and the Undergraduate Committee meet regularly. The Instructional Resources Committee and the Space Committee meet periodically or as needed. (See Chapter 1, “Anthropology Department Organization, 2008-2009.”)

Tenure-track Anthropology faculty have various interdisciplinary or cross-unit ties to other University academic programs:

- Feld is Distinguished Professor of Anthropology and Music; Weigle is University Regents Professor tenured in American Studies and Anthropology; Singer is tenured Associate Professor of Anthropology and Native American Studies; Gorbet is tenured Associate Professor of Anthropology and non-tenured Associate Professor in Linguistics
- Dixon is Professor of Anthropology and Director of Maxwell Museum; Field is Professor of Anthropology and former Interim Director of Latin American and Iberian Studies (LAII); Kaplan is Professor of Anthropology and Associate Director of the Center for Human Evolutionary Science; Nagengast is Professor of Anthropology and Director of the Peace Studies Program; Rodríguez is

Professor of Anthropology and Director of the Alfonso Ortiz Center for Intercultural Studies; Singer is Associate Professor of Anthropology and Native American Studies and Director of the Institute for American Indian Research

- Anthropology faculty are affiliated with European Studies (Boone, Nagengast, Straus), Human Evolutionary Behavioral Sciences Network (Boone, Hunley, Kaplan, Lancaster, Muller, Nelson, Pearson), Institute for Medieval Studies (Boone), LAII and also Latin American Studies (Field, Kaplan, Nagengast, Oakdale, Pruffer), Program in Interdisciplinary Biological and Biomedical Science (Hunley, Kaplan, Lancaster, Nelson, Pearson), Religious Studies (Oakdale), Southwest Hispanic Research Institute (Rodríguez), Sustainability Studies (Field)

Faculty Workload

The standard teaching load for Department faculty is 3 courses per semester. All but one tenure-track faculty member (Gorbet) have a one-course reduction per semester for maintaining an active research program and/or graduate student supervision. This is confirmed by the Chair each semester. Further course reductions may be given for (1) administrative assignments (e.g., Chair, Associate Chair, Graduate Director, Undergraduate Director, journal editor), (2) funded buyouts, (3) swap (one course not taught in the semester but an extra one taught the previous or subsequent semester), or (4) high course load (a large course enrollment of 100+ or a new course for curriculum development).

Reviewing Faculty

The Department takes pride in its annual reviews of tenure-track and continuing non-tenure-track faculty. The Department's current "Criteria for Tenure and Promotion" and "Criteria for Post-Tenure Review" were adopted on January 19, 2007, and its "Criteria for Research Faculty Promotion-in-Title" on November 2, 2007.

Untenured faculty are assigned both a mentor and an annual (or mid-probationary) review committee. All involved receive annually updated, extensive handbooks that detail the responsibilities of candidate, committee, department staff, and so on: (1) "Annual Review (of Probationary Faculty) Handbook" and (2) "Mid-Probationary Review Handbook." Tenure and/or promotion committees are constituted as needed and all receive the "Tenure and Promotion Review Handbook." In these three handbooks are explicit instructions and templates for preparing the dossier, requesting outside review letters if appropriate, soliciting student input, writing the reports and so on.

All faculty are reviewed in the Spring semester for the preceding calendar year. There is a Department "Procedures for Annual Faculty Salary Review," which begins with the following statement: "The Department Chair has ultimate responsibility for all salary matters. The Post-Tenure and Salary Review Committee is advisory to the Chair, who appoints its three tenured, full-professor faculty members." There is also a Department "Post-Tenure Review Handbook."

Continuing non-tenure-track faculty (Lecturer III, research and adjunct faculty) are reviewed in the Spring semester on an academic-year basis. All such reviews are conducted by the Non-Tenure-Track Faculty

Review Committee, comprised of three tenured faculty members appointed by the Chair. Each participant receives the Department “Annual Review Handbook for Continuing Non-Tenure-Track Faculty.” In this handbook it states: “Adjunct faculty are expected to contribute to the mission of the Department in at least one of the following ways: teaching, student advisement, and/or collaboration with students and/or faculty. They are expected to acknowledge the Department on all publications and grants.”

Support for Faculty Development

The University, College and Department have a variety of programs and resources to support faculty development and success. University instructional support and professional development resources are listed on the faculty and staff website and College resources on its website under information for faculty. Among these resources are intramural research grants, a speaker support series, teaching development grants, a publication fund and various kinds of University-level instructional support.

The Department’s resources for faculty development are more limited but no less important. All new probationary faculty are assigned a faculty mentor, usually from within their subfield. Mentors are to assist new faculty in navigating the tenure/promotion/contract renewal process, identify resources, review research and teaching materials and so on. New faculty are also given a course reduction to prepare for their research and instructional duties. Since the establishment of the mentor system no candidacy for tenure or tenure and promotion has been rejected by the Department, the College or the University.

Other resources supporting new faculty include start-up monies (combining University Research, College and Department funds), travel to professional conferences and meetings and competitive funding (along with other faculty) for computers, software, instructional materials and equipment and additional research, service and travel funding. The Chair controls a small UNM Foundation account that can be used to support special faculty requests and to fund speakers in the Department colloquia series. The Department has generally supported opportunities or requests for faculty to take on professional or administrative service roles.

The Department has high expectations for its faculty in terms of research, instruction and service. Provisioning them with the resources necessary to succeed (and to remain) at UNM is one of the primary duties of the Chair.

Faculty Quality

The Department tenure-track faculty are clearly productive, and many have received significant University and professional honors. Their research areas are delineated in Chapter 1, “Research and Public Anthropology Initiatives.” Table 6.5 shows their productivity in publications, presentations and other audio-visual media between 2003 and 2007. It is based on December 2007 vitae (except Hayashida’s) submitted as part of the annual faculty salary review process in Spring 2008.

Table 6.6. Faculty scholarly productivity, 2003-2007. Data from Anthropology records.

	Books authored/co-authored	Books edited/co-edited	Articles in refereed journals	Book chapters	Profess. Meeting Present.	Invited Lectures, Talks	Other Media
Boone			1	1	4	3	
Crown			2	3	2	12	
Dinwoodie	1		2	1			
Dixon			2	4	6	1	tech adv.: 2 films, 1 video
Feld		1	8	10	5	20+	2 doc. sound art CDs
Field		1	5	2	4	5	
Gorbet				1	5	2	
Graves		2	4	7	24	3	
Hayashida			6		7	2	
Hunley			5	1	13		
Kaplan			14	9	12	24	
Lamphere	1	1	7	3	4	3	
Lancaster			4	5	1	7	
Muller			11		4	5	
Nagengast		1		5	2	5	
Nelson	1		3	3	8	1	consult. TV series
Oakdale	1		1	1	6	1	
Pearson			10	2	17		
Powell	1	1	2	3	3		
Prufer		2	6	7	12		
Ramenofsky			1	2	3	4	
Rodríguez	1			2	2	11	
Singer			1	3	1	14	2 films, 4 videos
Straus	1		18	20	19	16	
Weigle	1					2	
Wills			1	3	2	3	

Snead-Wertheim Endowed Lectureship in Anthropology and History

Beginning in 1989-90 the Snead-Wertheim Endowed Lectureship in Anthropology and History has been awarded annually to a full-time, tenure-track faculty member alternately in the History Department and the Anthropology Department. The lectureship is held for one academic year and carries a salary supplement of about \$3000 and a discretionary grant of \$500 for research expenses, including associated travel. The amount is determined by the spending account generated by the endowment and is subject to market fluctuations. The recipient delivers a public lecture on the research/teaching in the Spring semester of the award. The lectureship is awarded on the basis of distinguished or meritorious research and/or teaching. All else being equal, priority is given to proposals that speak to both disciplines (Anthropology and History).

Ten anthropologists have held the Snead-Wertheim Lectureship, beginning in the second year of the award:

- (2) 1990-91: Lawrence G. Straus, "The Abbé Henri Breuil: Pope of Paleolithic Prehistory"
- (4) 1992-93: Erik Trinkaus, "The Neanderthals: Images of Ourselves"
- (6) 1994-95: Louise Lamphere, "Bringing Navajo Women into History: Personal Narratives of Eva Price, Navajo Healer"
- (8) 1996-97: Sylvia Rodríguez, "Fiesta Time and Plaza Space in Taos: A Native Ethnography"
- (10) 1998-99: Ann F. Ramenofsky, "Pre-Revolt New Mexico: Archaeology Rewriting History"
- (12) 2000-01: James Boone, "Archaeology of Rural Portugal from Late Antiquity to the Medieval Islamic Period"
- (14) 2002-03: W. H. Wills, "Spanish Colonial Archaeology of the Cañada de Cochiti Landgrant"
- (16) 2004-05: Marta Weigle, "The Lure of New Mexico: Engineering Enchantment, 1821-2001"
- (18) 2006-07: Suzanne Oakdale, "Ethnicity and Eating Together in the Brazilian Amazon: Indigenous Autobiographical Perspectives"
- (20) 2008-09: Les W. Field, "Pre-Columbia? Researching the Relationship between Colombian Attitudes towards the Pre-Columbian Past and National Identity"

UNM Annual Research Lectureship

The honor of delivering the Annual Research Lecture is one of the highest UNM bestows on its faculty members. Selection is made by the Research Policy Committee; nomination letters come from researchers throughout the world. It began in 1954; the fifty-third was delivered in Spring 2008. During that time the departments home to the most Annual Research Lecturers have been: (1) Physics and Astronomy with six, and (2) Anthropology, Biology and History with five each. Anthropologists so honored are:

- (1) 1954: Professor Leslie Spier, "Some Aspects of the Nature of Culture"
- (14) 1967: Professor Stanley S. Newman, "Relativism in Language and Culture"
- (29) 1984: Professor and Acting Director of the Maxwell Museum of Anthropology Lewis R. Binford, "Changing Views of the Human Past"
- (42) 1997: Professor Louise Lamphere, "From Mill Town to Multinational: Gender, Family and Policy in Working Class Communities"
- (48) 2003: Leslie Spier Distinguished Professor Jane Buikstra, "Dialogues with the Dead: Mummies, Monuments, and Mallquis"

University Regents Professorship and University Regents Lectureship

Criteria for these honorific titles are set at the College level with nominations forwarded by the Dean to the Provost. The term of appointment and compensation is three years. The title “University Regents Professor” may be retained after the three-year award period. Weigle, as University Regents Professor of American Studies and Anthropology, 1990-93, was the Department’s first and continues to hold the title University Regents Professor of Anthropology. The three others who have held that title no longer do so: Erik Trinkaus because he resigned in 1995 and Basso and Lamphere because they were made UNM Distinguished Professors. The Department has had three University Regents Lecturers: Nagengast (1997-2000), Singer (2007-10), and Wills (1992-94).

UNM Distinguished Professorship

According to the *Faculty Handbook*: “Individuals who have demonstrated outstanding achievements and are nationally and internationally renowned as scholars may be considered for this faculty rank. This is the highest faculty title the University bestows and is used only for a few of its most prominent faculty members.” Nominations proceed from the department/college level to a University-wide committee of senior faculty appointed by the Provost, who ultimately makes the appointment. As of Fall 2008 the Provost’s Office lists 34 distinguished professors, 5 of them, more than any other department, from Anthropology: Distinguished Professor Emeritus Keith H. Basso (2005), Distinguished Professor Patricia L. Crown (2008), Distinguished Professor (Anthropology and Music) Steven Feld (2005), Distinguished Professor Louise Lamphere (2001), and Distinguished Professor Lawrence G. Straus (2005).

The first Leslie Spier Distinguished Professor of Anthropology was James N. Spuhler (1917-1992), who came to UNM in 1967 and retired in 1984. The second was Lewis R. Binford, now emeritus, who retired in 1991, and the third, in 2001, Jane Buikstra, who resigned in 2005. The Leslie Spier title is bestowed on distinguished professors upon recommendation of the Department with the approval of the Provost. It is currently unassigned.

Other Major Faculty Awards, Recognitions and Honors, 2003-2007

Crown: Gunter-Starkey Award for Excellence in Teaching, UNM, 2003

Dixon: Career Achievement Award, Alaska Anthropological Association, 2007

Feld: John Simon Guggenheim Memorial Foundation Fellowship, 2003; Fumio Koizumi Prize for Ethnomusicology, 2003

Graves: Chancellor’s Citation for Meritorious Teaching, University of Hawai‘i at Mānoa, 2003; Keynote Address: “The Future of Archaeology in Hawai‘i: Challenging Ourselves,” Society for Hawaiian Archaeology Conference, 2003

Nagengast: Society for Applied Anthropology, Fellow, 2003

Rodríguez: Faculty Research Acknowledgment Award, University Libraries, UNM, 2007; Association of Latina and Latino Anthropologists Book Award, 2007

Singer: Woodrow Wilson Foundation Fellowship supported by the Rockefeller Foundation, 2000; Lincoln Center for Ethics Visiting Scholar, Arizona State University, 2004

Straus: Instituto Internacional de Investigaciones Prehistoricas, Universidad de Cantabria, Santander, Spain, “Associate Member,” 2004

Weigle: Department of Cultural Affairs, New Mexico Cultural Properties Review Committee and State Historic Preservation Division, State of New Mexico Heritage Preservation Awards, inaugural State Historian’s Award for Excellence in New Mexico Heritage Scholarship, 2005

Faculty Retention Efforts

An excellent faculty generally comes with the potential for individuals to seek positions elsewhere or to be recruited by other programs. Anthropology has experienced a rash of job offers to its faculty from other institutions. Table 6.7. lists the eight occasions (involving nine individuals) when Department faculty were offered positions elsewhere. Note that five of the individuals represented were full professors who had been at UNM for more than a decade when they were recruited.

Table 6.7. Faculty retention efforts. Data from Anthropology records.

	Rank	Subfield	Institution Offering Position	Year of Recruit	Retention Outcome	Other Qualities
Patricia Crown & W. H. Wills	Professor	Archaeology	Washington University	2003	Successful UNM counteroffer	Crown is now Distinguished Professor
Anne Stone	Assistant Professor	Evolutionary Anthropology	Arizona State University	2004	Did not request retention offer	
Jane Buikstra	Distinguished Leslie Spier Professor	Evolutionary Anthropology	Arizona State University	2005	Retention offered by UNM	Member, National Academy of Sciences
Osbjorn Pearson	Associate Professor	Evolutionary Anthropology	Victoria University, British Columbia	2006	Successful UNM counteroffer	
Magdalena Hurtado	Associate Professor	Evolutionary Anthropology	Arizona State University	2007	Did not request retention offer	Under-represented group: Latina
Kim Hill	Professor	Evolutionary Anthropology	Arizona State University	2007	Did not request retention offer	
Joe Watkins	Associate Professor	Archaeology & Ethnology	University of Oklahoma	2007	Retention offered by UNM not accepted	Under-represented group: Native American
Hillard Kaplan	Professor	Evolutionary Anthropology	University of Southern California	2007	Successful UNM counteroffer	

Of the nine who received offers, five are no longer at UNM. In three cases the faculty member did not request or seek a retention offer. In two instances, however, efforts to retain the faculty member were unsuccessful. There were four successful retention cases. Both successful and unsuccessful retention cases involved enhanced salaries, RA support, new faculty lines and research and laboratory support.

Four of the individuals who left UNM did so for positions at Arizona State University, School of Human Evolution and Social Change (formerly Anthropology). All were in the biological anthropology subfield. So many departures over such a short period of time in one subfield are problematic. Some of these faculty left for reasons unrelated to UNM's retention efforts, but the cumulative effects have been

harrowing.

The five faculty members who left UNM included a woman member of the National Academy of Sciences (and a distinguished, named professor at UNM), one Native American man and one Latina. Another woman faculty member left as well. The other male faculty member who left is a major figure in human evolutionary ecology. These losses diminished both the national reputation and the diversity of the Department faculty.

Contingent Faculty

A new Department policy to replace the 1999 one on Part Time Instructors (PTI) and other temporary, part-time faculty has been proposed for discussion in September subfield, Advisory Group and faculty meetings. A vote is expected in October.

Faculty Hiring

Hiring plans are discussed first in the subfield and subsequently in the Advisory Group and possibly a faculty meeting. The Chair writes the final Department plan that is submitted to the Dean.

In hiring, the Department scrupulously observes all the guidelines and procedures required by the University, OEO and Affirmative Action. It adopted a “Procedure for Spouse or Domestic Partner Hiring” in 2006.

The Chair appoints the hiring committee, normally with two faculty members from the potential hire’s subfield, one faculty member from outside the subfield, and one graduate student from the subfield. The committee chair is usually from the subfield for the hire.

The committee writes the job description, which, after OEO approval, is posted to University-required lists as well as Department “Recruitment Mailing Lists,” including professional publications, peer institutions, minority institutions, and institutions with specialized anthropology programs.

The committee presents a short list to the faculty for discussion and approval at a full faculty meeting. It oversees all correspondence and campus visits, which always include a public lecture by the candidate.

7. FACILITIES AND RESOURCE BASES

The University has committed substantial resources to support the Department of Anthropology although in some areas these have not increased significantly over the past five years. As a result, the Department lags in funding, particularly in replacement faculty lines, operations, and equipment. At the same time, the Department has enhanced its resource base in several ways. Much of this can be seen in the shift from guaranteed state or university allocations to more uncertain and competitive funding from private and federal sources as well as from revenues generated by the Department.

Staffing

The Department has seven staff members and a total of 6.50 FTE. These staff cover department administration (George), fiscal administration (Hathaway), graduate education (Gerety), undergraduate education (Sarracino), information technology and computer support (Tuttle), JAR editorial and administrative operations (Braswell) and reception/clerical operations (Lehman and Vacant). The Department is fortunate to have these staff members. They work tirelessly on behalf of the program, students and faculty. Both George and Gerety have received UNM awards for the quality and effectiveness of their work performance.

Two issues emerge regarding the Department staffing. First, job responsibilities for all of these positions have expanded. Many require new Banner training and support. Staff efforts are being stretched thin. Second, salaries for UNM staff remain relatively low compared to their peers and there are few ways of retaining staff members who have been offered better paying positions within other units at UNM or off campus. This problem is particularly acute for Anthropology, which has developed a highly effective group.

Facilities

Anthropology has been assigned space in four buildings on the main campus: the Anthropology Building (11) including the Patio Complex, the Anthropology Annex (12), the Frank C Hibben Center (15), and Bandelier East and West Buildings (8 and 16). The Department shares space in the Anthropology Building and the Hibben Center with the Maxwell Museum. It shares space in the Bandelier Buildings with Geography and Earth Data Analysis Center (EDAC).

The Anthropology Annex is a historic John Gaw Meem building, which is now assigned to Archaeology and Evolutionary Anthropology. It requires complete renovation to make it comply with code, ADA requirements, and to make it an effective teaching and research facility. A proposal was submitted to the UNM administration for its remodeling in 2008. Various offices and laboratories in the Anthropology Building and Bandelier East also are in need of renovation. These include several teaching and research laboratories, critical to faculty research productivity and to the instructional mission.

Anthropology has also been assigned storage and emeriti faculty office space in a building on North Campus. This building is to be torn down in the near future. The Department also manages the Young Ranch facility fifty miles north of Albuquerque in the Jemez Mountains. This complex of three pueblo-

revival-style buildings, renovated in 2007, is used for field training programs. Earth and Planetary Sciences also uses the Young Ranch for summer field training programs in geology.

Anthropology campus facilities can be sorted into the following functional categories:

Main office area: located on the second floor of the Anthropology Building and newly remodeled and refurbished in 2008. It includes a reception area (with two work stations), five staff offices, a copy/fax and computer room, storage areas (files, computers), an open work area with a student assistant work station, a small kitchen, and the chair's office. A conference and seminar room is physically part of this complex but included in the classroom space below.

Office space: Anthropology supplies office space to all its full- and part-time faculty, postdocs, TAs, and many RAs. There are three emeritus faculty offices, two in the Lomas Building and one in the Patio Complex (for an emeritus faculty who continues to teach on a regular basis). The Chair's faculty office houses two other faculty (one part-time and one emeritus). There are 17 Faculty/TA/RA offices in the Anthropology Annex, 12 in the main Anthropology building, and 3 in Bandelier West. The quality of offices varies considerably. Those in older buildings are typically in poor condition (unless they have been more recently remodeled). Many offices that might be used for full-time faculty are too small to house their research libraries and instructional materials. Ventilation and heating problems continue to plague the Annex offices.

Classroom space: The Department directly controls several classrooms, including the new seminar room (35-40 students) on the second floor of Anthropology, a first-floor classroom of about the same size, three small seminar rooms (10-12 students each), one in the Annex and two in the Hibben Center, and a small lecture hall in the Hibben Center (110 students). It also has access to the large lecture hall (290 students) in the Anthropology Building. Other classrooms are assigned to anthropology courses by the central scheduling office on the main campus.

Teaching laboratories: The Department has limited space for teaching laboratories, including two for Evolutionary Anthropology in the Main building, one for Archaeology in the Hibben Center, and a computer laboratory in the Main building. Several other teaching labs are incorporated into faculty research laboratories in Archaeology and Evolutionary Anthropology. A laboratory is under development in the main building to support the Chaco/New Mexico-based archaeological field schools; this was formerly assigned to the Chaco Center collections (now moved to the Hibben Center). Efforts are underway to identify space to convert into a small media teaching laboratory for Ethnology, where two faculty offer training in videography to advanced undergraduates and graduate students. One of the limits to offering more laboratory sections with anthropology courses is the lack of suitable teaching laboratories. With more space, more could be offered.

Research laboratories: The several research laboratories are part of, attached to, or separate from faculty offices. There are two molecular biology labs, one in the Main building and a smaller one in the Annex, an endrochrinology lab in the Patio Complex, and two archaeology labs in the Main building and Annex (that are also used when possible to support courses). Faculty whose main appointment is at the Museum have research labs assigned to them. The Department also has access to the human osteology lab and other dry and wet labs in the Maxwell Museum, as well as greater access to the Museum's collections for both research and teaching purposes on an as needed and available basis. The Office of Contract Archaeology has a large research complex that its staff and our graduate students may utilize for projects.

Discussion is underway on developing a computer research lab in population genetics for a possible future faculty hire.

Other space: The Department provides office space for the *Journal of Anthropological Research* in the Patio Complex. The Clark Field Archive and Library occupies a three-office suite in the Main building. CFAL houses more than 12,000 books and over 25 active journal titles, including a number of out of print monographs and books, and all of the anthropology dissertations since 1948. There is a graduate student meeting space in the Main building and limited office areas for the Anthropology Graduate Student Union and the Undergraduate Anthropology Society.

The Department has a Space Committee that advises the Chair on potential renovation needs, new space requirements, and policies for the allocation of space to faculty. The Committee has faculty representatives from the three subfields.

Other Campus and Regional Facilities

The UNM Libraries include the main, Zimmerman Library, plus those for Science and Engineering, Art and Architecture, Business and Management, Law, and the Health Sciences and Medical School. The Libraries hold over 2 million volumes that includes 8,000 print journal subscriptions, and nearly 17,000 electronic journals. It has major collections representing the American Southwest, Mexico, Latin America, and Iberia.

The Maxwell Museum of Anthropology has collections that are worldwide in scope, with extensive holdings from throughout North, South, and Central America, Africa, Asia, Australia and the Pacific Islands. With its primary emphasis on the Southwest, the Maxwell is world-renowned for its holdings from this region.

The State of New Mexico is widely recognized for the number and variety of museums and collections distributed throughout the state, with most in the Santa Fe and Albuquerque metropolitan areas. More than 150 facilities state-wide reflect the diverse cultural heritage, artistry, history, achievements, and expressions of the Southwest and its peoples. Collectively, these facilities possess the largest array of collections, photographs, archives, and records in the Southwest. As such they represent an unparalleled resource for anthropology students and faculty to engage in research, instruction, and outreach.

Budget

The Department receives and generates funding for its programs from a number of different sources. These can be sorted into three main categories: State funds, Extramural research and training grant and contract funds from public and private sources, and UNM Foundation funds that are raised as gifts.

The major kinds of State appropriated funds include those that are assigned to Instruction and General (I&G), Research and Special Projects (R&SP), and Indirect Cost Return from extramurally funded projects (F&A). The University or College of Arts and Sciences also reallocates State funds to cover the

costs of the Part-Time Instructional budget. I&G funding can be sorted by: faculty salaries, GA/R/TA salaries, staff and administrative salaries, and the Department’s operating budget. The R&SP budget includes the estimated *Journal of Anthropological Research* revenues and in 2008 a new allocation (of \$40,000) for the Ortiz Center.

Table 7.1 illustrates the amounts assigned to these major categories from 2003 through 2008. The overall State contribution to anthropology totaled more than \$2,600,000 in 2008, an increase of nearly \$600,000 from 2003.

Table 7.1. Amounts assigned to major budget categories, 2003- 2008. Data from Arts & Sciences and Anthropology records.

State Funded Budget	2003	2004	2005	2006	2007	2008
I&G	1,876,108	1,967,186	2,005,307	2,004,211	2,043,447	2,264,083
R&SP	55,739	53,739	74,939	72,741	74,356	116,856
F&A	13,500	9,667	8,972	12,900	16,552	12,595
PTI	81,694	110,942	99,441	126,817	177,581	244,597
Total	\$2,027,041	\$2,141,534	\$2,188,659	\$2,216,669	\$2,311,936	\$2,638,131
Percentage Increase		5.65%	2.20%	1.28%	4.30%	14.11%

The I&G component of this budget comprised the single largest category, which in 2008 totaled nearly \$2,265,000. Overall, State Funds increased by 28.9% over the six years represented here; the I&G component increased by somewhat less: 20.7%. The annual increase in state funding for Anthropology varied from a low of 1.3% (in FY 2006) to a maximum of 14.10% (in FY 2008). Much of the increase in 2008 over 2007 reflects new funding for the Ortiz Center, and increased levels of hiring PTI to cover anthropology courses.

Within the category of I&G funding, the increase in faculty salaries over this period was substantially less, 16.8%, from \$1,455,800 in FY 2003 to \$1,583,900 in FY 2008. Faculty salaries in Anthropology peaked in 2005 when the Department had nearly 29 faculty members. What stands out in these changes is the nearly 200% increase in the PTI budget assigned to Anthropology from 2003 to 2008. The operating budget for the Department has not changed substantially, except for the addition of funding for faculty travel. These funds, however, are reallocated each year to Anthropology, based on funds available to the College.

Table 7.2. I&G funded salary summary, 2002-2008. Data from Arts and Sciences and Anthropology records. Differences in total I&G funding reflect fees, non-recurring allocations, and other revenues generated directly by Anthropology.

I&G Funding	2003	2004	2005	2006	2007	2008
Faculty Salaries	1,455,837	1,571,970	1,741,494	1,531,892	1,548,762	1,583,904
GATA/RA Salaries	179,560	179,168	188,126	194,239	215,561	226,338

	2003	2004	2005	2006	2007	2008
Staff Salaries	173,156	184,541	191,973	199,077	210,709	240,263
Salaries	\$1,808,503	\$1,935,679	\$2,121,593	\$1,925,208	\$1,975,273	\$2,050,505
Operating Budget	67,575	68,415	68,415	68,415	68,415	68,415
Operating Budget: Prof Travel	10,000	10,000	10,000	10,000	20,000	20,000
I&G	\$1,886,078	\$2,014,094	\$2,200,008	\$2,003,623	\$2,043,688	\$2,138,920

There are also a few other categories of State funds that come to anthropology. The College, University, and Department use their return of F&A to provide for start up costs for new faculty hiring. Other categories of state funds are revenues generated by services and products offered, including course fees. About \$7,000 was generated for laboratory based courses, and more than \$30,000 to support summer field training programs in Belize and Hawaii. A fee schedule for the new endocrinology lab has also been established.

Extramural Funding

The Department receives substantial funding from extramural and intramural grants and contracts. Table 7.3 shows the summary, by year, totals for extramural awards from 2002 through 2008. Appendix C lists each of the grants, the PI (and Co-PI), the funding amount, the awarding agency, and the subfield represented. A total of more than 95 proposals were funded, resulting in more than \$6,500,000 in external awards received by anthropology over the past 7 years. The overall yearly total has been increasing since 2004. In 2008, it appears that extramural funding in anthropology will top \$2,000,000 as recent notification from NSF one Department faculty member as part of a research consortium from University of Oregon, UC Davis, and UNM to receive a Human Dynamics grant.

Table 7.3. Summary totals for extramural awards, 2002-2008. Data from Anthropology and Office of Research records.

	2002	2003	2004	2005	2006	2007	2008	Total
Total Value	\$564,603	\$230,336	\$792,823	\$892,894	\$978,902	\$1,200,411	\$1,971,502	\$6,631,471

There are 31 different individuals represented among lead investigators for these awards; 29 of them are previous or current faculty members. These grants represent both training and research awards and reflect an array of sponsors: NIH, NSF, NEH, National Institute on Aging, National Institute on Mental Health, the Wenner Gren Foundation for Anthropological Research, Andrew P. Mellon Foundation, National Geographic Foundation, Leakey Foundation, Templeton Foundation, Santa Fe Institute, Council for International Exchange, TIDES Foundation, McCune Foundation, and the Woodrow Wilson Foundation. While Evolutionary Anthropology has received the largest total amount of extramural funding, both Archaeology and Ethnology have received significant amounts of funding.

Intramural Awards

Anthropology has received more than \$150,000 in funding from UNM sources since 2002 (see Appendix D), mostly from the Research Allocations Committee, the Teaching Allocations Committee, or through LAII. These 35 separate awards are distributed across 18 individuals on the anthropology faculty, representing all three subfields.

Table 7.4. Summary totals for intramural awards, 2002-2008. Data from Anthropology records.

	2002	2003	2004	2005	2006	2007	2008	Total
Intramural Awards	\$9,929	\$6,009	\$14,305	\$59,582	\$13,506	\$18,063	\$12,000	\$152,012

UNM Foundation Accounts and Funding for Anthropology

Anthropology has an increasing amount of its funding, particularly for undergraduate and graduate student support, from UNM Foundation accounts. It supports 12 endowed accounts, whose total value is approximately \$1,700,000. Four of the accounts are particularly significant: three which support the Alfonso Ortiz Center and one for the Spuhler graduate fellowship in Evolutionary Anthropology. The bulk of these accounts support scholarships or small fellowships for graduate students and faculty.

These endowed accounts are supplemented by 8 non-endowed accounts, by far the largest of which is the Hibben Trust Fellows account. The Hibben Trust annually funds graduate fellowships in anthropology, with support channeled through both the Department and the Maxwell Museum. In 2008-09, a total of nearly \$200,000 was provided for graduate student training in anthropology. This funding now supports five two-year entering fellowships and another 5 advanced fellowships. Other non-endowed accounts support honoraria for speakers in the Department and in conjunction with other programs, faculty research programs, the production of the bi-annual newsletter, and undergraduate research.

In 2007-08, anthropology received approximately \$175,000 in UNM Foundation endowment support. This was expected to rise to about \$300,000 in 2008-09, prior to the downturn of the financial markets.

Table 7.5. Foundation account summary, June 30 2007-July 2008. Data from UNM Foundation.

Title	Purpose	June 30, 2007 Value for endowment	Spending Acct Balance July 1, 2007	2007-08 Expenditures	2007-08 Donations & Interest	June 30, 2008 Value
Endowment: Broilo-Basehart Graduate Scholarship	Annual award, rotates between ethnology and archaeology	\$17,495	\$1,721	\$800	\$823	\$17,475
Endowment: David Stuart Graduate Scholarship	To support UNM Alumunae	\$37,046	\$4,375	\$0	\$753	\$36,013
Endowment: Frieda Butler Graduate Award	To support a graduate student who will deliver an annual lecture	\$15,486	\$670	\$650	\$13	\$14,787
Endowment: Graduate Student Support	To support travel for establishing dissertation field research	\$62,830	\$2,444	\$2,400	\$1,676	\$61,552
Endowment: MacCaulley Undergraduate Scholarship	To support advanced archaeology student	\$23,237	\$2,060	\$1,000	\$1,027	\$23,151
Endowment: New Mexico Folklore Scholarship Fund	To support graduate student with research in folklore, rotates with English	\$15,228	\$1,660	\$0	\$31	\$14,541
Endowment: Ortiz Center-General	To support the activities of the Ortiz Center	\$461,495	\$10,964	\$867	\$204	\$441,080
Endowment: Ortiz Center-Lamphere Scholarship	To support research and programming in public policy	\$260,066	\$13,451	\$15,755	\$252	\$248,819
Endowment: Ortiz Center-NEH	To support the activities of the Ortiz Center	\$293,315	\$11,556	\$10,324	\$109	\$280,072
Endowment: Schwerin Graduate Scholarship	Annual award for ethnology graduate student	\$17,532	\$801	\$600	\$8	\$17,194
Endowment: Snead-Wertheim Lecture	Annual lecture rotates between Anthropology & History faculty member	\$90,786	\$10,700	\$3,245	\$7,054	\$93,370
Endowment: Sphuler Graduate Fellowship	To support a graduate student in Evolutionary Anthropology	\$397,878	\$16,290	\$18,482		\$380,348
Non-Endowed: General Anthropology Support Fund	To support research activities of the Department, honoraria, receptions, travel		\$2,651	\$4,858	\$2,358	
Non-Endowed: Biological Anthropology Research Fund	To support research activities by faculty in Evolutionary Anthropology		\$166	\$0		
Non-Endowed: Centennial Support Fund	To support Newsletter		\$1,685	\$1,322	\$558	

Title	Purpose	June 30, 2007 Value for endowment	Spending Acct Balance July 1, 2007	2007-08 Expenditures	2007-08 Donations & Interest	June 30, 2008 Value
Non-Endowed: Hibben Trust Graduate Fellowships-Anthropology	To support graduate recruitment for Native American, other minority and students with interest in the SW		\$27,965	\$96,203	\$80,686	
Non-Endowed: Hibben Trust Graduate Fellowships-Maxwell Museum	To support graduate recruitment for Native American, other minority and students with interest in the SW		\$1,027	\$35,236	\$40,174	
Non-Endowed: John (Jack) Campbell Undergraduate Research Scholarship Fund	To support research and travel for majors in anthropology		\$687	\$500	\$1,735	
Non-Endowed: Stone Age Research Fund	To support research on Paleolithic sites in Europe		\$39,726	\$833	\$2,668	
Non-Endowed: Ortiz Scholarship Fund	To support Native American undergraduate students		\$3,715	\$0	\$0	
	Endowed Acct Market Value	\$1,692,394	\$154,314	\$193,075	\$140,128	\$1,628,403

Summary

Anthropology has varied funding streams in place to support its programs, students, and activities. State funding, especially for faculty salaries, shows relatively little increase since 2003, an issue of concern since new faculty and competitive salaries are key to maintaining the quality of the program. Annual extramural funding has been increasing rapidly the past several years and is expected to represent approximately 25% of the total budget as all of the new projects get underway. New faculty hiring is key to increasing extramural funding for the Department. Revenues generated by fees and other services and sales will remain relatively modest but are critical in funding several of the best known programs, e.g., the *Journal of Anthropological Research* and the archaeology field schools. Foundation account payouts provide yet another revenue stream that hopefully will increase in the future as financial markets stabilize. Currently, the Department operates on approximately \$3,400,000 in annual funding from all sources (and not including fringe benefits for state funded positions), with non-state funding representing \$1 out of every \$3 in state funding. This reflects a high level of leveraging for the Department, particularly in comparison to our peers.

8. PROGRAM COMPARISONS

Since 1995, the Department has suffered the consequences of a disastrous administrative lapse in what was then the Office of the Associate Provost for Research/Dean of Graduate Studies. Sixteen of UNM's doctoral programs, Anthropology among them, were omitted from the National Research Council's rankings of *Research-Doctorate Programs in the United States*. Thus, UNM was not listed among the sixty-nine doctoral anthropology programs rated in 1995. This was a blow because the Department had fully expected to retain its campus distinction as the highest-ranked UNM doctoral program and to better its national position tied for tenth place with the University of Texas-Austin among the seventy NRC-rated anthropology programs in 1982. (There were actually 12 anthropology programs in the 1982 top 10: 1. Michigan, 2. Berkeley, 2. Chicago, 3. Penn, 4. Arizona, 5. Stanford, 6. Yale, 7. UCLA, 8. Harvard, 9. Northwestern, 10. UNM, 10. UT-Austin.) In 2006-07 both the Department and the University participated fully in the NRC evaluation process.

The only presently known national ranking of the Department is from 2006: The Center for a Public Anthropology's *National Rankings of Public Outreach Based on the Degree to Which an Anthropology Department and Its Faculty Address the Concerns of the Broader Society*.

Public outreach was defined in the Public Anthropology Assessment as addressing social concerns in the broader world beyond the university. Assessors were provided with three categories of information on each department assessed: (1) the number and types of programs associated with a particular department that focused on public issues and public outreach; (2) the number and types of public outreach activities – past and present – that individual faculty members within a department chose to describe; and (3) following the example of ISI's Social Sciences Citation Index, the degree to which individual faculty members within a department were cited in prominent printed media.

The pool of potential assessors (or sample) included all full-time faculty within American anthropology departments listed in the American Anthropological Association's (AAA) Guide. Because the assessment took more than two years to prepare, both the 2005 and 2006 AAA Guides were used. The assessment included 394 schools. The anthropology departments and programs at these schools collectively had 3613 full-time faculty members.

Out of a potential pool of 3551 Assessors, 1428 chose to participate in the Assessment, a rate of 40.21%.

UNM is tied with Indiana University for 11th place out of 47 for 83 universities. (There is also a comparison ranking of scholarly quality at the 69 universities in the 1995 NRC listing, but UNM is among the 13 listed as NA, so that is not given.)

The top 20 rankings (for 33 institutions) in The Center for a Public Anthropology's 2006 National Rankings of Public Outreach follow:

- | | |
|---|---|
| (1) Michigan State U (3.137) | (11) UNM, Indiana U (2.660) |
| (2) U of South Florida (3.078) | (12) U of Connecticut (2.647) |
| (3) U of Pennsylvania (2.922) | (13) U of Pittsburgh (2.627) |
| (4) Arizona State U (2.863) | (14) Case Western Reserve, UCLA, U of Chicago (2.620) |
| (5) UC Berkeley (2.843) | (15) Washington U (2.608) |
| (6) Emory U (2.769) | (16) U of Wisconsin Madison (2.592) |
| (7) U of Arizona (2.731) | (17) Northwestern U (2.588) |
| (8) UC Irvine, U Michigan Ann Arbor (2.712) | (18) U of Illinois Urbana, U of Oregon (2.580) |
| (9) Boston U, Harvard U, U Washington (2.686) | (19) Duke U - Cultural (2.571) |
| (10) Brown U, NYU, U of Florida, U of Hawaii at Manoa (2.673) | (20) Penn State U, U of Georgia, U Mass Amherst (2.560) |

The University of Virginia (2.200), Purdue University (1.837) and New School University (1.327) are ranked 45th, 46th and 47th respectively.

Department Comparative Programs

Comparative programs were determined through subfield discussion and voting and subsequent Advisory Group consultation. The Department chose anthropology programs at 6 public universities, 3 from among UNM's peer institutions and 3 from additional programs on our recruitment mailing lists, for purposes of comparison. All are top-ranked, successful programs, fully UNM's equal or superior.

UNM has 16 peer institutions designated by the New Mexico Commission on Higher Education. All are public institutions chosen "because they have a similar mix of programs, are comparable in size, and their missions are close to that of UNM." These are the Universities of (1) Arizona, (2) Arkansas-Fayetteville, (3) Colorado-Boulder, (4) Iowa, (5) Kansas - Main, (6) Kentucky, (7) Missouri-Columbia, (8) Nebraska-Lincoln, (9) Oklahoma-Norman, (10) Oregon, (11) South Carolina-Columbia, (12) Tennessee-Knoxville, (13) Texas-Austin, (14) Utah, (15) Virginia - Main, (16) Washington. *Chosen:* Arizona, UT-Austin, Washington.

There are 18 "Institutions with Specialized Anthropology Programs" to which the Department sends recruitment mailings: (1) Harvard U, (2) Boston U, (3) U of Michigan Ann Arbor, (4) Vanderbilt U, (5) Tulane U, (6) U of Chicago, (7) Brigham Young U, (8) UCLA, (9) UC Berkeley, (10) U of Florida, (11) Arizona State U, (12) Purdue U, (13) U of Wisconsin Madison, (14) Stanford U, (15) UC Santa Cruz, (16) UC Santa Barbara, (17) UC San Diego, (18) Pre-Columbian Studies, Dumbarton Oaks. *Chosen:* Michigan, UCLA, Florida.

Below, the 6 comparative programs will be referred to as AZ (= U of Arizona), FL (= U of Florida), MI (= U of Michigan Ann Arbor), UCLA (= U of California Los Angeles), UT (= U of Texas Austin), WA (= U of Washington).

The basic comparisons below come from the 2007-2008 American Anthropological Association (AAA) Guide in order to show comparability that is not always the case with website data.

Table 8.1. Comparative peer programs, number of faculty. Data from AAA Guide, 2007-08.

	AZ	FL	MI	UCLA	UT	WA	UNM
Full-time faculty	48	34	49	43 (+ 9 jt. appoints.)	35	27 (+ 3 research)	27
Part-time faculty	--	--	--	--	2	--	6
Anthros in other depts., schools, inst.	43	17	1	13	10	9	11

Table 8.2. Comparative peer programs, number of students. Data from AAA Guide, 2007-08.

	AZ	FL	MI	UCLA	UT	WA	UNM
Fall 2006 enrollment							
UG male	134	288	56	128	111	98	99
UG female	303	432	140	388	208	245	188
UG total	437	720	196	516	319	343	287
G male	80	61	23	20	47	28	58
G female	114	90	74	45	100	64	98
G total	194	151	97	65	147	92	156
Propor. G full-time	--	75	100	100	--	16	75
No. new G F2006	20	23	13	9	--	20	30
Degrees offered	BA, MA, PhD	BA, MA, PhD	BA/BS, MA, PhD	BA/BS, MA, PhD	BA, MA, PhD	BA, MA, PhD	BA/BS, MA/MS, PhD

Table 8. 3. Comparative peer programs, number of graduates. Data from AAA Guide, 2007-08.

Degrees granted 06-07:	AZ	FL	MI	UCLA	UT	WA	UNM
BA/BS male	25	66	0	55	42	34	26
BA/BS female	48	99	0	118	65	91	57
BA/BS total	73	165	0	173	107	125	83
MA/MS male	1	5	0	2	3	5	2
MA/MS female	10	11	0	6	7	11	17
MA/MS total	11	16	0	8	10	16	19
PhD male	4	2	4	6	4	4	3
PhD female	9	8	10	8	7	6	4
PhD total	13	10	14	14	11	10	7

Each comparative program’s 2007-2008 AAA Guide “General Description/Special Programs” reads:

AZ: Archaeological Field School; American Indian Studies; MA in anthropology with a specialization in applied anthropology, medical anthropology and culture, science, and technology, joint PhD program in Anthropology and Linguistics, MA and PhD program in geoarchaeology.

FL: Dept. Specializations in human evolution, forensics, & molecular genetics, as well as Latin America & African area studies, SE US & Caribbean arch & ethnohistory, historical archaeology, health, agriculture, legal anthropology, & applied anthropology.

MI: Near Eastern, South and Southeast Asian, Chinese, Japanese, Russian and east European, Latin American and Caribbean, Middle Eastern and North African, Afro-American and African Studies, area programs: Program in Evolution and Human Behavior, jointly with the Departments of Biology, Psychology and Psychiatry and the School of Natural Resources and the Environment. Joint PhD programs in Anthropology and History, and Social Work and Social Sciences.

UCLA: The anthropology department maintains liaison with a number of area programs: American Indian Studies Center, Asian-American Studies Center, Center for African-

American Studies, James S. Coleman African Studies Center, Center for Behavior, Evolution and Culture, Center for Chinese Studies, Center for Culture, Brain and Development, Center for Language, Interaction and Culture, Center for the Study of Evolution and the Origin of Life, Center for the study of Urban Poverty, Center for the Study of Women, Center for Southeast Asian Studies, Cesar Chavez Center for Chicana/o Studies, Chicano Studies Research Center, Institute of Archaeology, Latin American Center, Von Grunebaum Center for Near Eastern Studies, Women's Studies Program, World Arts and Cultures, and the Interdepartmental Graduate Program in Archaeology. The Archaeological Survey of the UCLA Institute of Archaeology engages in archaeological research and training which complements that of the department. In addition the department offers research programs in Applied Anthropology, Cultural Ecology, and Psychocultural Studies. Opportunities are numerous for supervised field training in all branches of anthropology in selected foreign and local areas, the locales depending upon current faculty interests and research projects.

UT: Graduate and undergraduate programs cover all sub-fields of anthropology. Special programs include Folklore and Public Culture, the African Diaspora, the Mexican-American Borderlands and Activist Anthropology.

WA: The department recognizes three principal subfields of anthropology in which a PhD may be earned: archaeology, biocultural anthropology, and sociocultural anthropology (including anthropological linguistics, medical anthropology, environmental anthropology and ethnomusicology). The MA degree may be earned while pursuing the doctoral degree. For each of the respective graduate programs, completion of the core requirements and a reading knowledge of one foreign language are required. The major areas emphasized in the faculty and curriculum are North America, Africa, China, Southeast Asia, and Oceania. The PhD programs require at least three years beyond the two-year master's level, including a year of field research and a year to organize field materials and write a doctoral dissertation.

UNM: Both BS & MS degrees offered in addition to BA & MA, historic preservation graduate certificate, summer and fall field training programs in New Mexico, Hawaii, Spain, and Bolivia. [The Department clearly needs a new entry.]

The following on each of the six comparative programs were excerpted from their department websites in November 2007:

AZ: The Department of Anthropology enjoys a long tradition of academic excellence, and today is ranked fifth in the United States. Well respected by researchers throughout the world, it is home to a diverse community of anthropologists who study all aspects of human life, from our hominid origins millions of years ago to the vast diversity of populations living in the world today.... The Department is also one of the few institutions to fully support the integrated subdiscipline approach to Anthropology, with research departments embracing Sociocultural Anthropology, Biological Anthropology, Archaeology and Linguistic Anthropology.

FL: The Department of Anthropology at the University of Florida is one of the best in the country, ranked 11th among all university anthropology departments in the last National

Research Council rating. The department maintains a holistic approach to anthropology and offers training in all fields of the discipline, including cultural anthropology, archaeology, biological anthropology, and applied anthropology.

MI: Anthropology focuses on human biological and cultural variation in time and space, with four traditionally recognized subfields: anthropological archaeology, biological (or physical) anthropology, ethnology (cultural or sociocultural anthropology), and linguistic anthropology. The Department of Anthropology at the University of Michigan has been and remains a four-field department.

UCLA: The UCLA Department of Anthropology has always taken a broad view of anthropology, maintaining both balance and integration among the four fields (archaeology, biological, sociocultural, and linguistic), which have traditionally characterized the discipline. Established in 1941, the department grew to prominence immediately after World War II and has consistently ranked among the top ten departments in the country, both for the distinction of its faculty and the quality of its teaching.

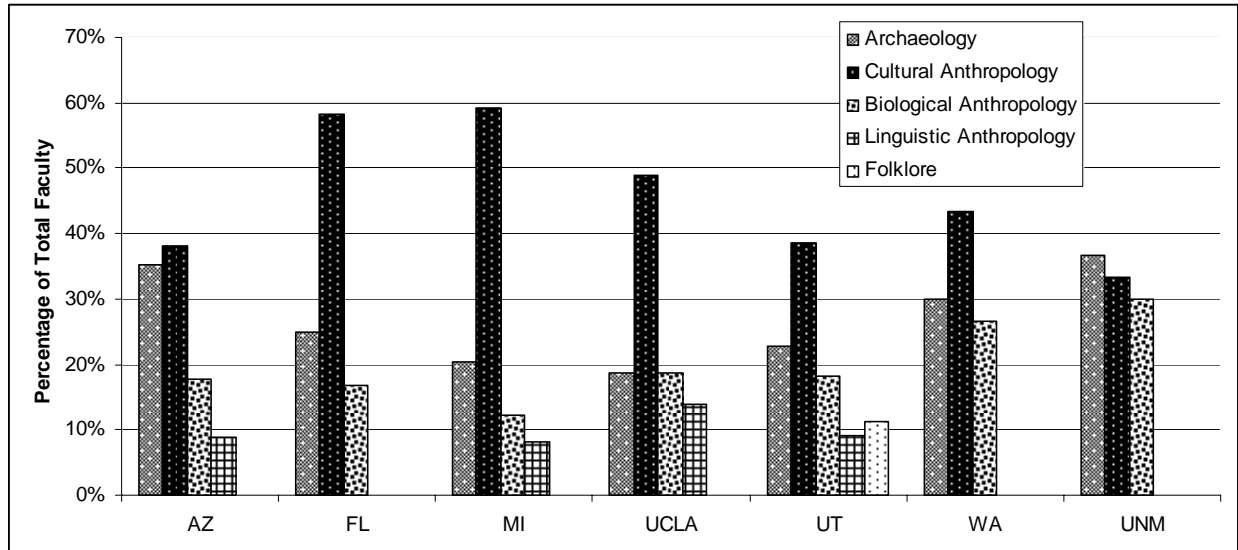
UT: The Department of Anthropology of the University of Texas at Austin offers a broad and forward-looking program of research, teaching, and community engagement that builds upon the historical strengths of archaeology, folklore and public culture, linguistic anthropology, physical anthropology, and social/cultural anthropology in order to understand and address the challenges of a culturally diverse, increasingly globalized, and rapidly-changing world.

WA: The Department of Anthropology at the University of Washington was launched in the 1920s by Leslie Spier and Melville Jacobs. Both were students of Franz Boas, as was Erna Gunther who took the reins in 1929 and under whose lively leadership the department grew for a quarter of a century. Today, we are a large, and still lively, department that...houses three academic subdisciplines: archaeology, biocultural anthropology, and sociocultural anthropology, as well as a graduate program in environmental anthropology.

Table 8.4. Comparative peer programs, number of subfield faculty. Data from 2008 websites.

	AZ	FL	MI	UCLA	UT	WA	UNM
Archaeology	12	9	10	8	10	9	11
Cultural Anthropology	13	21	29	21	17	13	10
Biological Anthropology	6	6	6	8	8	8	9
Linguistic Anthropology	3		4	6	4		
Folklore					5		
Total Faculty	34	36	49	43	44	30	30

Figure 8.1. Comparative peer programs, percentage distribution of subfield faculty



The comparative programs' configuration of subfields is of special interest. Table 8.4., based on May 2008 website figures, shows the number of subfields and the headcount of faculty within each for the six comparative departments. Figure 8.1 illustrates the percentage distribution of faculty at UNM and in the six peer programs across the subfields represented in these programs. UNM's tripartite structure differs from the peer institutions' where there are either more subfields represented and/or where one or more dominates the program's faculty. The Department at UNM has come to the decision to balance representation among the subfields and to focus only three subfields. This provides a critical mass a faculty for instruction and research for each subfield, and allows for topical (e.g., applied anthropology) or area (e.g., Latin America) interests to be distributed across the three subfield faculty. This distribution of faculty resources is designed to meet the emerging needs and opportunities in the discipline and should allow UNM to contribute its expertise in the major subfields of anthropology.

Figure 8.2. Comparative peer programs, extramural awards, 2003-2008. Data from OIR records from respective institutions.

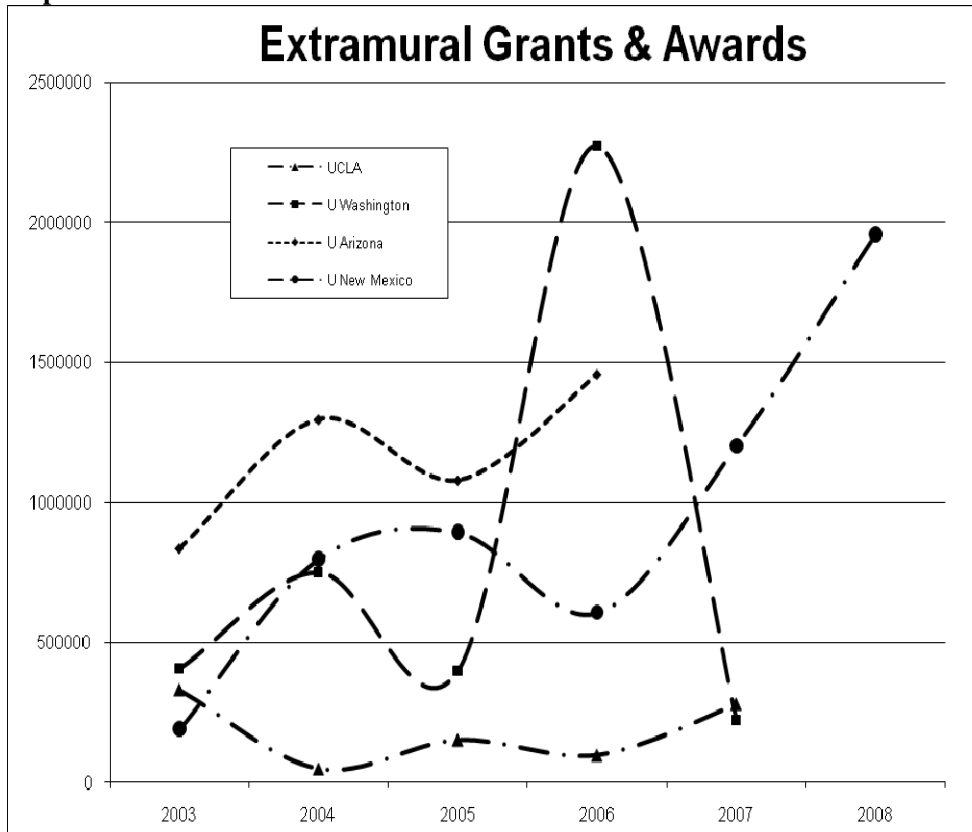


Figure 8.2. shows a comparison of extramural funding at UNM (2003-08), for three of the peer programs: UCLA and WA (2003-07), and AZ (2003-06). Anthropology at UNM compares favorably to these programs. While there is year-to-year variation across all four institutions, both UNM and AZ have robust and generally increasing extramural funded grants. The Department, in fact, is poised to maintain extramural funding levels at \$1,000,000 to \$2,000,000 annually. This would likely put it among the top five Anthropology programs in the country in external funding for research and training.

9. FUTURE DIRECTIONS

With a long and rich history in Americanist anthropology at UNM, the Department's goal is to continue as a national leader in research, instruction and public anthropology. Undergraduate students are prepared to apply anthropological concepts and perspectives to better understand the contemporary and ancient worlds and to seek meaningful careers in a variety of fields and professions. At the MA level the Department has developed applied programs in public anthropology, historic preservation, forensics, participatory community research and contract archaeology. Advanced graduate students too must be trained for a wider range of research and professional opportunities, most of which today are outside academic settings.

Anthropology is central to the liberal arts program at UNM. It is quintessentially interdisciplinary, integrating understandings of culture, society, biology and the physical environments in which humans have evolved and adapted for more than four million years. Research by UNM anthropologists covers the globe, with special emphasis in the Americas and the Atlantic and Pacific Rims. The prestigious *Journal of Anthropological Research*, initially the *Southwestern Journal of Anthropology*, has been published at UNM since 1945. *Human Nature: An Interdisciplinary Biosocial Perspective* has been edited in the Department since the journal's inception in 1989.

For eighty years the Department has provided an excellent educational program to the residents of New Mexico and to students from across the nation and throughout the world. More than 850 students have earned baccalaureate and graduate degrees in Anthropology during the last 8 years. Its alumni can be found at major universities and colleges throughout the United States.

Anthropology is one of UNM's highest ranked programs. It boasts a large undergraduate (including some 300 majors) program and the largest graduate (168 students) program in the College of Arts and Sciences. The Department offers more than 80 courses each semester, 7 of which are now part of the undergraduate Core Curriculum requirements. Anthropology's enrollments, now approaching 15,000 student credit hours per year, have increased by nearly 30% in the past 5 years.

The Department supports a robust extramural research and training program. It is also one of the largest and most successful programs in terms of fund-raising in the College of Arts and Sciences. The Department is well organized, with a superb staff that plays a crucial role in the success of all its programs and operations.

Anthropology's distinguished record is in some jeopardy at this juncture. The single gravest concern is faculty attrition. Since 2003, according to Office of Institutional Research data, there has been an absolute loss of four tenure-track faculty lines. There have been more than 20 changes in personnel, with 14 separations from UNM (resignations, retirements and one death) and 12 new hires (including 2 targets of opportunity, 2 spousal, and 1 courtesy). Among those who resigned were one Native American, one Latina and one National Academy of Sciences member.

Three senior Ethnology faculty women (Distinguished Professor Lamphere, Professor Nagengast, and Professor Rodríguez) are scheduled to retire between the end of 2008 and July 2010. Two more women (University Regents Professor Weigle in Ethnology and Associate Professor Ramenofsky in

Archaeology) have announced their intention to retire soon thereafter.

The transition to three subfields, each with full graduate and undergraduate programs, has been finalized in Fall 2008. Assuming the senior biological anthropologist is hired, completing the 2007-08 search, and the Department completes its spousal hire for an Assistant Professor in Ethnology, there will temporary balance and relative equity in faculty numbers, majors and enrollments among Archaeology, Ethnology and Evolutionary Anthropology. This balance and equity must be maintained and strengthened.

According to the May 2008 “Long-term Hiring Plan”: “There are 23 full-time tenure-track faculty in Anthropology, two part-time tenured faculty (Feld, Singer), one tenured faculty with no FTE appointment (Dixon), two temporary faculty (Brulotte, Lecturer III, and Stuart, Part-time Professor), and two non-tenure research faculty (Edgar and Huckell) who teach one class each semester or year. This amounts to a total effective FTE of 24.0, not counting the three non-tenure-track faculty.” The following figures are reported for each subfield, with Ethnology’s FTEs for 2009-10 and 2010-11 and Archaeology’s for 2010-11 added in bold:

Table 9.1. Subfield Composition, May 2008

	Archaeology	Ethnology	Evolutionary Anthropology
Tenure-track Faculty FTE	8.0 (9.0 for 08-09) [8.0 for 10-11]	9.0 [8.0 for 09-10] [6.0 for 10-11]	7.0 (8.0 for 09-10)
Graduate Students	64 (38% of total)	50 (30% of total)	54 (32% of total)
Undergraduate Concentrators	77	80	103
Undergrad Student Enrollment (no 101)	563	1,101	1,577

The Ethnology Program is now the top priority because beginning in Fall 2009 there will not be enough faculty to teach the complement of courses required for both the undergraduate and the graduate programs. That will be chronic and exacerbated whenever faculty take sabbatical (e.g. Field in Fall 2009) and/or are given a course reduction for administrative duties (e.g. Weigle, Oakdale, Singer in 2009-10). This cannot be remedied stop-gap with non-tenure-track and part-time instruction semester after semester.

Two visiting faculty positions in Ethnology are urgently needed for 2009-10 while hiring for permanent tenure-track faculty in 2010-11 takes place. The present hiring plan proposes two positions:

- (1) “Hiring at an open rank (assistant through full) professor in ethnology with specialization in ethnicity, gender, sexuality and public anthropology. Area of focus should include the American Southwest and/or Mexico. The ethnology subfield has made this position their highest priority for new hiring, given the program’s excellence in regional studies and contributions to various dimensions of political economy.”
- (2) “Hiring of an assistant professor in ethnology with a specialization in linguistic anthropology, language and culture, language revitalization and preservation. Preferred area of expertise for this position will be in the American Southwest. Anthropology has a long history of research and

distinction in linguistic anthropology. In 2006, Dr. Keith Basso, Distinguished Professor, retired from UNM. Basso's research on Apache [language and culture] garnered him numerous awards for his books. This position reaffirms the Department's commitment to linguistic anthropology...."

At least one additional hire will be needed for 2011-12.

Another Ethnology position is listed in the May 2008 long-term hiring plan. It involves converting the temporary Lecturer III position held by Dr. Ronda Brulotte into a tenure-track assistant professor line:

"Dr. Brulotte is a spousal hire, with a doctorate in Social Anthropology, Folklore and Public Culture from the University of Texas whose expertise includes tourism, material culture, expressive and popular culture, and Mexico. The Department of Anthropology agreed to assist in the recruitment of Brulotte's husband, Dr. Michael Trujillo in American Studies and Chicano Hispano Mexicano Studies, with the understanding that her position should not affect future hiring in Anthropology. While Anthropology faculty members have endorsed this request, as have the Chairs of American Studies and Chicano Hispano Mexicano Studies (where Brulotte's husband has a joint appointment), we continue to believe hiring Brulotte should not come with strings attached."

In the Department "Procedure for Spouse or Domestic Partner Hiring," adopted in 2006 at the behest and with the approval of then Associate Dean Jane Slaughter, is the statement: "Such faculty hires are unusual because they are not governed by particular curricular or other program needs. Rather, they are occasionally deemed necessary in order to hire and retain excellent faculty." The hiring plans in American Studies and Chicano Hispano Mexicano Studies are the ones affected; Brulotte's position does not affect Anthropology's long-term hiring needs.

The next priority in the May 2008 plan after the ethnology ones is the "hiring of an assistant professor in Archaeology with specialization in the Greater Southwest and period of European historical contact or bioarchaeology. Preference is for an archaeologist who can also contribute to the new Public Archaeology MA program. The archaeologists have prioritized this position that would link historical or prehistoric archaeology and/or bioarchaeology in the region for which the program has long been an acknowledged leader."

One Evolutionary Anthropology position accrues to the Department of Anthropology, Biology or Psychology: "As part of the retention offer tendered to Dr. Hillard Kaplan in 2007, the College of Arts and Sciences made a commitment to hire an assistant or associate professor with expertise in human evolutionary ecology for appointment in one of three programs: Anthropology, Biology, or Psychology. Preference will go to individuals who have an active, funded research program and whose expertise would contribute across two or more fields of study. This position would support the Center for Human Evolutionary Ecology and the Program in Interdisciplinary Biological and Biomedical Science (PIBBS)."

The subfield is not specified for two very important positions, although the first more likely would be an ethnologist:

- (1) "Hiring of a research professor (rank open) to serve as the Director of the Alfonso Ortiz Center for Intercultural Studies. This position is partly funded by the College of Arts and Sciences under an agreement signed in 2007. Additional funding for the position will come from

the Ortiz Center legislative appropriation to the Department of Anthropology and the Andrew P. Mellon Foundation grant to the University of New Mexico. This position will affirm our commitment to partnering with the Maxwell Museum and to developing programs in public anthropology.”

(2) “Native American anthropologist, subfield and rank open, to support the Department’s initiatives with [indigenous] groups throughout the US in developing better professional relations and training individuals from these groups in anthropology.”

Student support is always a paramount concern. The Department’s goals and strategies for “Creating Educational Opportunities and Success for Students” are the first of four in its “Strategic Plan for 2008-2013,” articulated in the “Executive Summary” on pages 120-121.

Improved instructional and research laboratory facilities are the subject of requests for both Major (FY 2007-08) and Minor (FY 2008-09) Capital Projects:

Major: “The proposed project is a complete renovation and expansion of the Anthropology Annex (Building 12) located in the Terrace Mall Heritage Zone. The objective of this project is to transform an old and deteriorating building into a state-of-the-art anthropology teaching and research facility. The Anthropology Annex was built in 1938 as the New Mexico State Health Laboratory, a function it fulfilled until the mid-1970s when it was transferred to the Department of Anthropology for faculty offices, archaeology laboratories, and small-class teaching. Although labeled an “annex,” Building 12 is probably inch-for-inch the most intensively used space in the Anthropology Department and has office space for nearly half the department faculty. In addition to research and teaching, space in the Anthropology Annex is used to store valuable archaeological collections, instruments and equipment. It is the only John Gaw Meem building on campus that has not had major renovations, but it has suffered a series of ill-conceived minor remodels that have created an ineffectual warren of small rooms serviced by a nearly dysfunctional heating and cooling system.”

Minor: “The proposed project will convert space in the Anthropology Department into three new teaching laboratories. Laboratory science and training is a central part of the educational mission of the department. Two of the departmental subfields (archaeology and evolutionary anthropology) have extensive course offerings that are either wholly laboratory-based, or have attached laboratory sections. Five undergraduate laboratory courses count toward concentration requirements for the BA and BS degrees, and a half dozen laboratory and field classes are offered for graduate degrees. Anthropology 121L (Archaeological Method and Theory) and Anthropology 151L (Human Evolutionary Laboratory) are among our highest enrollment undergraduate courses. The department’s commitment to laboratory and field training reflects the fundamental place that data collection and analysis has in modern anthropological research and consequently the need for our students to be taught in laboratory settings. Unfortunately, the department only has dedicated teaching laboratories for the evolutionary anthropology (biology) courses. The other laboratory and field classes are taught in regular classrooms, or in one case, a basement storage room. This request for a Minor Capital Project would create new state-of-the-art teaching laboratories for the archaeology and ethnology subfields in two locations: the main Anthropology and the Annex (Building 12) Buildings.”

The Anthropology Department figures importantly in the March 2008 UNM Strategic Framework “Environmental Assessment” statement of the “core values and institution-wide strategies we will employ

as we determine strategic priorities for 2009.” Of particular note are two of the seven “Institution-Wide Strategies”:

- (1) “**Intercultural Competency** – Actively deepen and share our understanding of the diverse cultures that come together at the University of New Mexico and the value they add to society” and,
- (2) “**Synergistic Partnerships** – Identify, nurture, and strengthen partnerships with those institutions and individuals in the community whose missions are aligned with and complement our own, with the result of becoming stronger and more successful collectively than we could have become individually.”

The first is central to the mission of the entire field of anthropology. The second is key to the public anthropology that is now a significant focus for the Department and its associated Alfonso Ortiz Center for Intercultural Studies. (It is worth recalling the Department’s crucial role in UNM’s between-wars, 20th-century strategic plans and concerns that echo these of the early 21st century, as indicated in the introduction to Chapter 1, “General Program Characteristics”: “UNM President James F. Zimmerman considered [the Department’s] establishment [in 1928] foremost among his initiatives to better address New Mexico’s cultural diversity, improve UNM’s relationship to Albuquerque and the state, and through Southwest archaeology and ethnology form the core of a regional studies program that would help earn graduate accreditation for the University.”)

The Spring 2008 version of the Department “Strategic Plan for 2008-2013” asserts: “Our vision of Anthropology articulates its long and distinguished history in New Mexico with the expectations of a modern research-intensive university that also functions as one of the leading Hispanic and Native American-serving educational institutions in the country.” Four strategic goals “that provide us with a means for organizing our ongoing efforts in Anthropology within the broader context of the University” are identified: (1) Creating Educational Opportunities and Success for Students, (2) Research Excellence and Relevance, (3) Healthy Communities, and (4) Economic Development and Community Sustainability. These goals, “several objectives that are consistent with them, and the measures and benchmarks against which we are prepared to have our efforts evaluated” constitute this final “Executive Summary.”

1. Creating Educational Opportunities and Success for Students

- Provide access to a quality education for students from diverse backgrounds
 - i: Develop effective recruitment to increase the number and proportion of students from minority and other under-represented groups in anthropology in both undergraduate and graduate programs (e.g., with the Maxwell Museum, a plan for recruitment of Hibben Fellows);
 - ii: Identify undergraduate majors earlier and provide staff advising and faculty mentoring so that they can develop their programs of study and matriculate in a timely manner;
 - iii: Ensure that all students have opportunities to engage in field and laboratory training in anthropology, followed by capstone experiences in which they apply what they have learned to problems in anthropological inquiry (e.g., archaeological and documentary field schools, museum collections in teaching, Chaco research semester, honors program, study abroad);

- iv: Encourage students to take advantage of interdisciplinary collaborations and training programs on the UNM campus, e.g., CASAA (Center on Alcohol, Substance Abuse, and Addictions), CHES (Center for Human Evolutionary Science), LAII (Latin American and Iberian Institute), the National MIND Institute (Research Network for Neurological Discovery), and PIBBS (Program in Interdisciplinary Biological and Biomedical Science); and
- v: Promote service learning and other outreach programs that link education and application (e.g., course curricula adapted to include service learning such as in Peace Studies, Sustainability Studies).
- Challenge students to assess their cultural assumptions and develop their intellectual capacity to evaluate ideas through Core Curriculum and Anthropology core courses
 - i: Integrate critical thinking skills into all these courses (e.g., assessment outcomes database);
 - ii: Increase the number of laboratories and other course delivery methods that promote problem-solving and improve technical abilities;
 - iii: Expand courses where communicative skills – writing, oral expression, video and combinations thereof – are taught as essential portions of the curricula; and
 - iv: Provide more opportunities to work and learn in different cultural and natural settings.
- Develop resources and award funding for Anthropology students that balance merit and need
 - i: Increase undergraduate and graduate student funding through scholarships and fellowships (e.g., Hibben, Mellon, Campbell, Schwerin, Graduate Student Support, Ortiz);
 - ii: Provide at least three years of financial support for top-ranked graduate students;
 - iii: Increase funding through scholarships, grants, graduate assistantships and awards to support student attendance in training and laboratory programs, on and off campus (e.g., new teaching assistantships to augment laboratory and discussion sessions);
 - iv: Develop new awards and supplement existing ones to reward student excellence and commitment to public anthropology (e.g., Stuart scholarship, Hibben senior awards); and
 - v: Train students to write proposals for nationally competitive fellowships and awards (e.g., Fulbright Fellowships, NSF graduate fellowships, NSF dissertation improvement grants and research awards from the Leakey Foundation, Rockefeller Foundation, Sigma Xi, Social Science Research Council and Wenner-Gren Foundation).
- Provide challenging degree programs which are periodically assessed and updated and in which students are reviewed and evaluated consonant with intellectual and professional development expectations
 - i: Link curricula, course expectations and completion of program requirements to the appropriate educational level and area(s) of specialization (e.g., honors theses for undergraduates;

comprehensive examinations and dissertation proposals for graduate students);

ii: Implement processes for periodic review of programs, including learning objectives, proportion, rate and number of students completing degrees and entering the workforce; and

iii: Train students for multiple career trajectories at different degree levels, both within and outside of anthropology and academe (e.g., an option for a MA in Public Archaeology which would offer specialized training for students planning to enter the expanding field of Contract Archaeology).

2. Research Excellence and Relevance

- Promote opportunities for students to develop and implement research programs

i: Increase opportunities and funding for undergraduate honors students and graduate students to undertake independent research in a variety of settings (e.g., NSF REU awards and sites);

ii: Promote collaborative research among faculty and with students at all levels (e.g., department funding for undergraduate student assistants);

iii: Reward integrative or interdisciplinary teaching and research (e.g., new course proposals linking subfields of anthropology);

iv: Integrate students into all stages of research – problem formulation, research design, data acquisition and analysis; and

v: Increase funded-research and training opportunities (e.g., expectations for new faculty hires).

- Create opportunities for technical training to prepare students for careers in research involving

i: Past environments: geoarchaeology and environmental archaeology as well as stable and radioactive isotopes;

ii: Population distribution, ethnogenesis, movements, and biological adaptations: molecular biology, genetics, osteology, bioarchaeology;

iii: Co-evolutionary relations: endocrinology, hormonal systems, genetics;

iv: Resource potential, distribution and use: geochemistry, biogeochemistry, stable isotopes;

v: Complex adaptive systems: computer modeling, including GIS

vi: Advanced technology for expressive culture: digital media, recordings, computer-assisted systems; and

vii: New and innovative software application, information management systems, desktop publishing, development of web-based materials and databases.

- Conduct and publish cutting-edge research that addresses fundamental questions regarding human nature and experience
 - i: Document, describe and analyze human cultural, social and biological diversity both past and present;
 - ii: Contribute theoretically and substantively to efforts that explain and interpret the nature of human changes from humanities, social science, and natural science perspectives;
 - iii: Provide analyses of contemporary sociocultural, political and economic concerns and problems facing peoples and countries in North, Central and South America that have broad implications for the pan-hemispheric future; and
 - iv: Support the highly ranked *Journal of Anthropological Research* and *Human Nature: An Interdisciplinary Biosocial Perspective*.

- Identify applications for anthropological knowledge that will
 - i: Improve understanding of dynamic human-environmental relations, including conservation strategies (e.g., synergies with Earth and Planetary Sciences, Biology, Health Sciences);
 - ii: Foster recognition and understanding of critical demographic developments like the Demographic Transition (the drop in completed fertility to at or below replacement level and the aging of populations leading to fewer young people relative to the elderly), the Epidemiological Transition (the worldwide shift in disease and cause of death away from communicable toward degenerative) and urbanization (e.g., synergies with Center for Human Evolutionary Science, Human Evolutionary Behavioral Sciences Network)
 - iii: Draw upon anthropological research to reinforce the values associated with respect for and preservation of cultural diversity (e.g., synergies with Native American Studies, Chicano Hispano Mexicano Studies, Linguistics); and
 - iv: Show anthropology's relevance in human rights and social justice issues (e.g., synergies with Peace Studies, Honors Program, Ortiz Center).

3. Healthy Communities

- Anthropology has participated in research on human health and we are poised now to work on the development and implementation of health policy
 - i: Increase faculty and student research and educational initiatives with the Robert Wood Johnson Foundation Center for Health Policy.

- Together with Biology and Psychology, Anthropology contributes to studies of the ecology and evolutionary dimensions of health and disease prevalence
 - i: Increase programs and funding for research that involves aging, bioinformatics, and hormonal

systems.

- Create programs for cultural competency and awareness

i: Improvements in health among diverse populations will require anthropological insights into the way in which the experience of illness and the effects of disease are mediated by culture.

4. Economic Development and Community Sustainability

- Anthropology seeks to build on a tradition of supportive relations with communities throughout the Greater Southwest, Mexico and Latin America

i: Expand Alfonso Ortiz Center projects involving collaboration between Anthropology, Maxwell Museum and communities and stimulate the development of research that addresses topics of mutual concern.

- Sustainable development requires attention to both environmental and cultural dimensions of change at local and regional scales and over longer time durations that Anthropology is well-positioned to provide

i: We expect the future will bring increasing contention over water use and other resource rights, not only in New Mexico but throughout Latin America. Historical and ethnographic anthropological research should be of increasing service and relevance in these matters;

ii: Anthropology at UNM will continue in its efforts to be of assistance on issues that pertain to land use: titles, development rights, sovereignty, conflict, and environmental impacts such as deforestation and conversion to large-scale agriculture;

iii: Anthropologists at UNM will extend their efforts to examine complex relationships involving population movements, tourism, increasing involvement in global economy and society, social movements, and identity politics, among others; and

iv: Anthropologists at UNM will extend their efforts to examine complex relationships involving climate change, anthropogenic environmental impacts and long-term human and hominid adaptations as revealed by archaeology and paleontology.

- Anthropology at UNM began as a partnership between institutions and we will continue to build on this tradition

i: National Park Service and other federal and state agencies, including the Chaco Culture National Historical Park;

ii: School for Advanced Research in the Human Experience and Santa Fe Institute provide opportunities for joint research, intensive seminars and shared colloquia;

iii: Our faculty serve at the highest levels in and have been recognized by national and international organizations in Anthropology and related disciplines;

iv: Programs in public anthropology will link the Department with tribes and other native and indigenous groups as well as with providers of archaeological, health care and social services; and

v: Private investment in Anthropology by private foundations and public organizations (e.g., Frank Hibben Charitable Trust, Andrew P. Mellon Foundation) will grow as we demonstrate the value of the education we provide, the research we conduct and our service to the community.

APPENDICES

- A. Faculty Abbreviated Curriculum Vitae**
- B. Doctorates Awarded and Graduate Placement, 1997-2008**
- C. Extramural Funding, 2001-2008**
- D. Intramural Funding, 2001-2008**

APPENDIX A

FACULTY ABBREVIATED CURRICULUM VITAE

James L. Boone
Richard C. Chapman
Patricia L. Crown
David W. Dinwoodie
E. James Dixon
Heather Joy Hecht Edgar
Steven Feld
Les W. Field
Larry Gorbet
Michael W. Graves
Frances M. Hayashida
Patrick F. Hogan
Bruce B. Huckell
Keith L. Hunley
Hillard Kaplan

Louise Lamphere
Jane B. Lancaster
Martin N. Muller
Carole Nagengast
Sherry V. Nelson
Suzanne Oakdale
Osbjorn M. Pearson
Joseph B. Powell
Keith Malcolm Prufer
Ann F. Ramenofsky
Sylvia Rodríguez
Beverly R. Singer
Lawrence Guy Straus
Marta Weigle
W. H. Wills

JAMES L. BOONE

• Education

University of Texas at Austin, English, BA 1972

State University of New York, Binghamton, Anthropology, MA 1977, PhD 1980

Dissertation: "Artifact Deposition and Demographic Change: A Case Study of Medieval Colonialism in the Age of Expansion"

• Employment

Associate Professor of Anthropology, UNM, 1992-

Assistant Professor of Anthropology, UNM, 1987-92

Curator of Collections, Texas Archeological Research Laboratory, University of Texas-Austin, 1984-87

Post-doc, Population Research Center, University of Texas-Austin, 1983-84

• Anthropology Courses Taught at UNM, 2002-07

Introduction to Anthropology (101), Archaeological Method and Theory (121L), Later European Prehistory (326), Medieval Archaeology (420), Iron Age Europe (420), Current Debates (579), Evolution of Sociality (667)

• Research

Complex societies, evolutionary ecology; Europe, Iberian Peninsula, North Africa, Medieval Period

• Selected Publications, 1997-2007

"Rural Settlement and Soil Erosion from the Late Roman Period through the Medieval Islamic Period in the Lower Alentejo of Portugal" (with FS Worman), *Journal of Field Archaeology* 32: 115-132, 2007

"Tribalism, Ethnicity, and Islamization in the Baixo Alentejo of Portugal: Preliminary Results of Investigations into Transitional Period (AD 550-850) Rural Settlements," *EraArqueologia* 4: 152-176, 2002

"Subsistence Strategies and Early Human Population History: An Evolutionary Ecological Perspective," *World Archaeology* 34 (1): 6-25, 2002

"Why Do Intensive Agriculturalists Have Higher Fertility? A Household Labor Budget Approach" (with KL Kramer), *Current Anthropology* 43 (3): 511-517, 2002

"Islamic Settlement in North Africa and the Iberian Peninsula" (with N Benco), *Annual Reviews in Anthropology* 28: 51-71, 1999

"More Status or More Children: Social Status, Fertility Reduction, and Long-term Fitness" (with K Kessler), *Evolution and Human Behavior* 20: 257-277, 1999

"Population History and the Islamization of the Iberian Peninsula: Skeletal Evidence from the Lower Alentejo Portugal" (with G McMillan), *Current Anthropology* 40 (5): 719-726, 1999

"Is It Evolution Yet?: A Critique of Evolutionary Anthropology" (with EA Smith), *Current Anthropology* 39: S141-S173, 1998

"The Evolution of Magnanimity: When Is It Better to Give Than to Receive?" *Human Nature* 9 (1): 1-21, 1998

• Selected Extramural Grants, 1997-2007

NSF Doctoral Dissertation Improvement Grant: "Tribes, States and Landscapes: Social Structure, Land Use, and Ecological Sustainability in Islamic Iberia" (PI with F. Scott Worman), 2007-

NSWF, BCS-Archaeology: "Land Use and Long-term Sustainability on a Mediterranean Landscape: An Archaeological Case Study in the Lower Alentejo of Portugal," 2004-2006

NSF Dissertation Improvement Grant: "Unreciprocated Giving: Testing theories of indirect reciprocity and

generous reputation signaling” (PI with W Allen-Arave), 2004-2006
University of Missouri-Columbia Research Reactor Center for Instrumental Neutron Activation Analysis:
“Sourcing Late Roman and Islamic Period Commonwares in the Lower Alentejo of Portugal,” 1999

- **Selected Consultancies, 1997-2007**
- **Professional Service**
- **Honors and Awards**

RICHARD C. CHAPMAN

• Education

University of New Mexico, English, BA 1966

University of New Mexico, Anthropology, MA 1969, PhD 1980

Dissertation: "The Archaic Period in the American Southwest: Facts and Fantasy"

• Employment

Director, Office of Contract Archeology, UNM, 2000-

Research Associate Professor of Anthropology, UNM, 1986-

Associate Director, Office of Contract Archeology, UNM, 1986-99

Research Assistant Professor of Anthropology, UNM, 1983-85

Assistant Director, Office of Contract Archeology, UNM, 1983-85

Project Director, School of American Research, 1979-82

Research Associate, Office of Contract Archeology, UNM, 1976-79

Research Director, Human Systems Research, 1972-73

Research Coordinator, School of American research, 1968-71

Project Director, Museum of New Mexico, 1967

• Anthropology Courses Taught at UNM, 2002-07

Southwest Archaeology (321/521), Managing Cultural Resources (420/520), Managing Cultural Resources (570)

• Research

Settlement analysis, lithic technology, cultural resources management; US Southwest

• Selected Publications, 1997-2007

Development of a Conservation Plan for the Natural and Cultural Landscapes of Fort Wingate Depot Activity, New Mexico: A Demonstration Project for the Partnership of the Navajo Nation, The Pueblo of Zuni and the Department of the Army. Report and GIS compendium prepared for Department of Army Native American Lands Environmental Mitigation Program. Office of Contract Archeology, UNM, 2007

Estimation of Archeological Value for Damaged Portions of Certain Prehistoric, Historical and Traditional Cultural Sites Located on the Pueblo of Isleta. Confidential report prepared for the Pueblo of Isleta, 2003
Bradley J. Vierra, June-el Piper and Richard C. Chapman (editors), *Searching for Piroso near the Old Socorro Mission: Phase IIB Excavation at 41EP2986 and the Phase II/IIB Monitoring Program.* OCA/UNM Report No. 185-549. Office of Contract Archeology, UNM, 1999

Jeanne A. Schutt and Richard C. Chapman (editors), *Cycles of Closure: A Cultural Resources Inventory of Fort Wingate Depot Activity, New Mexico.* OCA/UNM Report No. 185-551. Office of Contract Archeology, UNM, 1997

Bradley J. Vierra, June-el Piper and Richard C. Chapman (editors), *A Presidio Community on the Rio Grande: Phase III Testing and Historical Research at San Elizario, Texas* (Volumes 1 and 2). OCA/UNM Report No. 185-546. Office of Contract Archeology, UNM, 1997

• Selected Extramural Grants, 1997-2007

Enterprise Products Operating LP cultural resource management services for the Mid-America Pipeline Western Expansion Project, 2004-

U. S. Army Corps of Engineers, Albuquerque District cultural resource management services, 1999-2004 and 2005- (co-PI)

Shell Pipeline Co. LP cultural resource management services for New Mexico Products Pipeline Project, 2002-2004

USDI Bureau of Land Management, cultural resource management services for New Mexico, Kansas, Oklahoma and Texas, 1999-2004 (co-PI)

New Mexico State Highway and Transportation Department, statewide cultural resource management services, 1999-2004 (co-PI)

- **Selected Consultancies, 1997-2007**

Cultural resource management consultant for Albuquerque Public Schools, 2003- (new construction and facilities improvements at Alameda Elementary School, Volcano Vista High School, West Side Mid-School)
Preparation of estimates of archaeological value of damage to prehistoric, historical, and traditional cultural sites on Pueblo of Isleta lands (senior PI), 2003-2004

- **Professional Service**

- **Honors and Awards**

Master of Ceremonies, Dedication of the first Camino Real National Historic Trail Sign, Tome Hill, New Mexico, 2007

Bandelier Lecturer, Annual Meeting of the Archaeological Society of New Mexico, Albuquerque, 1999

PATRICIA L. CROWN

• Education

University of Pennsylvania, Anthropology, AB summa cum laude 1974
University of Arizona, Anthropology, MA 1976, PhD 1981
Dissertation: "Variability in Ceramic Manufacture at the Chodistaas Site, East Central Arizona"

• Employment

Distinguished Professor of Anthropology, UNM, 2008-
Professor of Anthropology, UNM, 1998-2008
Associate Professor of Anthropology, UNM, 1993-98
Associate Professor of Anthropology, Arizona State University, 1992-93
Assistant Professor of Anthropology, Arizona State University, 1991-92
Assistant Professor of Anthropology, Southern Methodist University, 1985-91

• Anthropology Courses Taught at UNM, 2002-07

Introduction to Archaeological Method and Theory (121L), Seminar in Chaco Archaeology (420/570), Field Methods in Archaeology (475/575), Ceramic Analysis (480/580), Teaching Anthropology (570), Seminar in Southwestern Archaeology (576), Proposal Writing (675)

• Research

Ceramic Analysis, gender studies, archaeology of childhood, learning; US Southwest

• Selected Publications, 1997-2007

Life Histories of Pots and Potters: Situating the Individual in Archaeology. *American Antiquity* 72: 677-90, 2007
Learning about learning. In *Archaeological Anthropology: Perspectives on method and theory*, edited by J. Skibo, M. Graves, and M. Stark, pp. 198-217. University of Arizona Press, Tucson, 2007
Ceramic Use-wear in the American Southwest. In *Inscriptions: Papers in Honor of Richard and Nathalie Woodbury*, edited by R. Wiseman, T. O'Laughlin, and C. Snow, pp. 55-66. Archaeological Society of New Mexico 31, 2005
With W. H. Wills. Commensal Politics in the American Southwest: An Introductory Review. In *Identity, Feasting, and the Archaeology of the Greater Southwest*, edited by B. Mills, pp. 153-172. University of Arizona Press, Tucson, 2004
Senior author with W. H. Wills. Modifying pottery and kivas at Chaco: Pentimento, Restoration, or Renewal? *American Antiquity* 68:511-532, 2003
With C. Jill Minar (Editors). Learning and Craft Production. *Journal of Anthropological Research* 57 (4), 2001
Women and Men in the prehispanic Southwest: gendered perspectives on labor, power, and prestige in the American Southwest, edited by P. L. Crown. School of American Research Press, Santa Fe, 2000
Socialization in American Southwest pottery decoration. In *Pottery and People*, edited by J. Skibo and G. Feinman, pp. 25-43. University of Utah Press, Salt Lake City, 1999

• Selected Extramural Grants, 1997-2007

NSF: Investigating the Material Culture of the Pueblo Bonito Trash Mounds, 2007-09
6 NSF Doctoral Dissertation Grants: various projects, 2000-07
American Philosophical Society Sabbatical Fellowship: Becoming a Potter in non-State Societies, 2000-01
National Endowment for the Humanities Collaborative Research Grant: Becoming a Potter: Situated Learning

in the American Southwest, 1998-2000

Wenner Gren Foundation for Anthropological Research, Inc.: Becoming a Potter: Situated Learning in the American Southwest, 1998-99

School of American Research Advanced Seminar: Sex Roles and Gender Hierarchies in Middle Range Societies: Engendering Southwestern Prehistory, 1997

• **Selected Consultancies, 1997-2007**

Idyllwild Arts Native American Arts and Archaeology Week Lecture Series, Senior Consultant, 1999-2007

Guest Curator, Arizona State Museum, University of Arizona "Big Pot" Exhibit, 2002-04

Gila River Indian Community peer reviewer for Bureau of Reclamation project, 1998-2003

• **Professional Service**

Head of Editorial Board, Pottery Southwest, 2006-

External Review Committee, Department of Anthropology, Brigham Young University, 2007

Society for American Archaeology, member, nominations committee for the Excellence in Archaeological Analysis Award, 2006-

Review committee for American Philosophical Society Sabbatical Fellowships, 2006

American Anthropological Association, Chair, nominations committee for Alfred Vincent Kidder Award, 200/2001, 2005/2006

American Anthropological Association, President, Archaeology Division (1400 members), 2001-03

American Anthropological Association, Section Assembly, 2001-03

Editorial Board, Archeology Papers of the American Anthropological Association, 1999-2001

American Anthropological Association, Chair, nominations committee for Gordon Willey Award, 1999-2001

National Endowment for the Humanities Panel Member, Archaeology, 1999

• **Honors and Awards**

Distinguished Professor, 2008

Gunter-Starkey Award for Excellence in Teaching, UNM, 2003

American Philosophical Society Sabbatical Fellowship, 2000-01

Gordon R. Willey Award from the Archeology Division of the American Anthropological Association, 1998

DAVID W. DINWOODIE

• Education

University of Montana, Anthropology, BA 1986

University of Chicago, Anthropology, MA 1987, PhD 1996

Dissertation: "Reserve Memories: A Study of Historical Consciousness on the Nemiah Valley Indian Reservation"

• Employment

Associate Professor of Anthropology, UNM, 2002-

Assistant Professor of Anthropology, UNM, 1996-2001

Lecturer, Indiana University, Department of Anthropology, 1993-95

• Anthropology Courses Taught at UNM, 2002-07

Language and Culture (310), Principles of Cultural Anthropology (330), Proseminar in Linguistic Anthropology (510), Language, Ethnicity, and History (530), Ethnography of Speaking of Native North America (530), Anthropology of Discourse (530), Theory in Ethnology I (546)

• Research

Linguistic anthropology, sociocultural anthropology, historical consciousness, pragmatics, Athabaskan linguistics; Native North America, contemporary North America

• Selected Publications, 1997-2007

Time and the Individual. In Sergei A. Kan & Pauline Turner Strong (eds.) *New Perspectives on Native North America*. Pp. 327-48. Lincoln: University of Nebraska Press. 2006

William Morgan (1917-2001): Navajo Linguist. *Anthropological Linguistics* 45.4:427-49. 2003

Reserve Memories: The Power of the Past in a Chilcotin Community. Lincoln: University of Nebraska Press. 2002

Textuality and the 'Voices' of Informants: The Case of Edward Sapir's 1929 Navajo Field School 41 (2): 165-192. 1999

Authorizing Voices: Going Public in an Indigenous Language. *Cultural Anthropology* 13 (2): 193-223. 1998

• Selected Extramural Grants, 1997-2007

American Philosophical Society, Phillips Fund: Land and Language in Chilcotin Ethnohistory, 2003

• Selected Consultancies, 1997-2007

Chief Roger Williams et al vs. HMQ et al, Land Claim before the Supreme Court of British Columbia, Canada, consultation on three expert statements, January 2006, June 2006, August 2006

Chief Roger Williams et al vs. HMQ et al, Land Claim before the Supreme Court of British Columbia, Canada, expert testimony presented in support of Chief Roger Williams, January 2005

Chief Roger Williams et al vs. HMQ et al, Land Claim before the Supreme Court of British Columbia, Canada, expert testimony presented in support of Chief Roger Williams, December 2004

Senate Committee on Indian Affairs, testimony presented in support of Senate Bill 575, June 2003

• Professional Service

• Honors and Awards

E. JAMES DIXON

• Education

University of Alaska, Anthropology, BA 1970, MA 1972
Brown University, Anthropology, PhD 1979
Dissertation: “

• Employment

Director, Maxwell Museum of Anthropology, UNM, 2007-
Professor of Anthropology, UNM, 2007-
Affiliate, Institute of Arctic and Alpine Research, University of Colorado Boulder, 2007-
Research Associate, Denver Museum of Nature and Science, 2007-
Graduate Director Museum and Field Studies, Professor of Anthropology, and Fellow (Senior Research Scientist), Institute of Arctic and Alpine Research, University of Colorado Boulder, 2001-07
University of Colorado Boulder, Research Affiliate, INSTAAR, 1995-2000
Curator of Archeology, Denver Museum of Natural History, 1993-2000
Director, Alaska Quaternary Center, 1992-93
Acting Museum Director and Associate Professor, University of Alaska Museum, 1988-89
Curator of Archeology, University of Alaska Museum, 1974-94 (Instructor and Curator, 1975-79, Assistant Professor and Curator, 1979-82, Associate Professor and Curator, 1982-92, tenure awarded 1984, Professor and Curator, 1992-94

• Anthropology Courses Taught at University of Colorado, 2002-07

Arctic Prehistory, Introduction to Museum Studies, The First Americans

• Research

Arctic archaeology, peopling of the New World, high altitude-highlatitude adaptations, Paleoindian archaeology, museum studies

• Selected Publications, 1997-2007

Kemp, Brian M., R. S. Malhi, J. McDonough, D. A. Bolnick, J. A. Eshleman, O. Rickards, C. Martinez-Labarga, J. R. Johnson, J. G. Lorenz, E. J. Dixon, T. Fifield, T. H. Heaton, R. World, and D. G. Smith. Genetic Analysis of Early Holocene Skeletal Remains from Alaska and Its Implications for the Settlement of the Americas. *American Journal of Physical Anthropology*. 312: 1-17. 2007.
Paleo-Indian: Far Northwest. *Environment, Origins, and Population. Handbook of North American Indians*, Vol. 3: 129-?4. Douglas H. Ubelaker, Volume Editor. Dennis Stanford, Bruce D. Smith, Douglas H. Ubelaker, and Emöke J. E. Szathmáry (associate eds.). Smithsonian Institution Press. 2006.
Dixon, E. James, William M. Manley and Craig M. Lee. The Emerging Archaeology of Glaciers and Ice Patches: Examples from Alaska's Wrangell-St. Elias National Park and Preserve. *American Antiquity* 70 (1): 129-143. 2005.
Fedje, Daryl W., Quentin Mackie, E. James Dixon, and Timothy Heaton. Late Wisconsin Environments and Archaeological Visibility on the Northern Northwest Coast, pp. 97-138 in *Entering America: Northeast Asia and Beringia Before the Last Glacial Maximum*, D. B. Madsen, ed. University of Utah Press. 2004.
How and When Did Humans First Come to North America? *Athena Review, Quarterly Journal of Archaeology, History, and Exploration* 3 (2): 23-27. 2002.
Human Colonization of the Americas: Timing, Technology and Process. *Beringian Paleoenvironments: Festschrift in Honor of David M. Hopkins*, S. E. Elias and J. Brigham-Grette, guest eds. *Quaternary Science Reviews*, London 1-3: 277-299. 2001.

Coastal Navigators: The First Americans May Have Come by Water. *Discovering Archaeology* 2 (1): 34-35. 2000.

Bones, Boats and Bison: Archeology and the First Colonization of Western North America. (Second printing 2001). University of New Mexico Press. 1999.

Loy, Thomas H. And E. James Dixon. Blood Residues on Fluted Points from Eastern Beringia. *American Antiquity* 63 (1): 21-46. 1998.

Museum Exhibits: University of Alaska Museum: Petroglyphs: Southeast Alaska, Archeological Segment Pleistocene Exhibit, Aleut Hunting Implements, Masterpieces in Early Eskimo Art, Children's Toys from Archeological Sites; Denver Museum of Natural History: A Legacy of Discovery, Anasazi Ceramics

• **Selected Extramural Grants, 1997-2007**

National Science Foundation, Ice Patch Archeology. Wrangell - St. Elias, National Park and Preserve, Alaska, 2006

National Science Foundation, Completing Archeological Research at On Your Knees Cave, SE Alaska, 2003

National Science Foundation, Archeology of Alaska Glaciers and Snowfields, Phase II, 2001

National Park Service, Alaska Region. The Culture History of Beringia: An Archeological Synthesis.

National Science Foundation, Archeology of Alaska Glaciers and Snowfields, 2000.

National Science Foundation. Late Quaternary Archeology and Paleoecology of Southeast Alaska, Phase 2, 1999.

National Science Foundation. Late Quaternary Paleoecology and Archeology of Alaska's Alexander Archipelago, 1997.

• **Selected Consultancies, 1997-2007**

Technical Advisor for Films: *In Search of History: The First Americans*. Produced by MPH Entertainment, Inc. For the History Channel, Steve Muscarella, producer, 1999; *The Mystery of the Americans*. Produced by MDTV for NOVA and the Public Broadcasting System, Mark Davis, producer, 1999; *America's Stone Age Explorers*. Produced by Providence Pictures for NOVA, 2004; (and co-producer with Terrence Fifield, Chuck Smythe, Ted Timrick, and Rosita Worl) *Kuwóot yas.éin: His Spirit Was Looking Out from the Cave*. Sealaska Heritage Foundation, the National Science Foundation, USDA Forest Service, Spoford Films, 2006

• **Professional Service**

Board of Directors, Alaska Anthropological Association, 1982-84, 1990-92.

Archaeological Geology Division, geological Society of America. 2nd Vice-Chairman (1995), 1st Vice-Chairman (1996), Chairman (1997), Ex-officio Chairman (1998)

Editorial Board, *Archaeology Magazine*, 1996-2001

Directorate Member, Institute of Arctic and Alpine Research, University of Colorado at Boulder, 2000-07

Book Review Editor. *Journal of Arctic, Alpine, and Antarctic Research*, 2002-07

Member, Board of Directors, Lamb Spring Archaeological Preserve, Douglas County, Colorado, 2007-

• **Honors and Awards**

National Endowment for the Humanities Fellow, 1996

US Department of Agriculture Forest Service Partnership Award for Innovative and Creative Partnerships and Collaborations. For building cooperative partnerships with the US Forest Service and tribal governments, 2005

Career Achievement Award, Alaska Anthropological Association, 2007

HEATHER JOY HECHT EDGAR

• Education

University of Nevada, Las Vegas, Anthropology, BA 1990
Arizona State University, Anthropology, MA 1994
The Ohio State University, Anthropology, PhD 2002
Dissertation: "Biological Distance and the African-American Dentition"

• Employment

Research Assistant Professor of Anthropology, UNM, 2004-
Curator of Human Osteology, Maxwell Museum of Anthropology, 2003-
Visiting Instructor of Anthropology, College of Wooster (OH), 2001-03
Osteologist, University of Texas, Southwestern Medical Center, 1993-95

• Anthropology Courses Taught at UNM, 2002-07

Are There Human Races? (450/550), Osteology/Odontology Practicum (450/550), Human Paleopathology (454/554), Museum Collections Management (485/585)

• Research

Bioarchaeology, osteology and paleopathology, dental anthropology, biocultural aspects of human variation, African American and Hispanic American biological anthropology, forensic anthropology

• Selected Publications, 1997-2007

Edgar HJH. 2007. Dental Morphology and the Microevolution of African Americans. *American Journal of Physical Anthropology* 132 (4): 535-544
Edgar HJH, Lease LR. 2007. Deciduous and permanent dental morphology in a European American sample. *American Journal of Physical Anthropology* 133 (1): 726-734
Edgar HJH, Jolie EA, Powell JF, Watkins JE. 2007. Contextual issues in Paleoindian repatriation: Spirit Cave Man as a case study. *Journal of Social Archaeology* 7 (1): 101-122
Edgar HJH, Sciulli PW. 2006. Comparative human and deer (*Odocoileus virginianus*) taphonomy at the Richards Site, Ohio. *International Journal of Osteoarchaeology* 16: 124-137
Guatelli-Steinberg D, Sciulli PW, Edgar HJH. 2006. Dental fluctuating asymmetry in the Gullah: Tests of hypotheses regarding developmental stability in deciduous vs. permanent and male vs. female teeth. *American Journal of Physical Anthropology* 129: 427-434
Edgar HJH. 2005. Prediction of social race category using characteristics of dental morphology. *Journal of Forensic Sciences* 50 (2): 269-273
Edgar HJH. 2004. Dentitions, distance, and difficulty: A comparison of two statistical techniques for dental morphological data. *Dental Anthropology Journal* 17 (2): 55-62
Edgar HJH, Sciulli PW. 2004. Elongated premolar: A new morphological variant. *Dental Anthropology Journal* 17 (1): 24-27

• Selected Extramural Grants, 1997-2007

National Library of Medicine, National Institutes of Health: "The impact of an ethnically diverse, web-based case file in orthodontic education," 2007
American Museum of Natural History: "Dental morphology of Eastern and Southern Europeans," 2005

• Selected Consultancies, 1997-2007

- **Professional Service**

American Association of Physical Anthropologists: Scientific Program Committee, 2006-08; Ethics Committee, 2004- , Panel participant, 2005; Career Development Committee, 1998-2004, Panel participant 2000, 2003, 2004; Local Arrangements Committee, 1999

Dental Anthropology Association: Secretary/Treasurer, 2003-06; Membership Committee, 2000-02

Paleopathology Association: Cockburn student paper competition judge, 2003; Student Concerns Committee, 2002-03; Local Arrangements Committee, 1999

- **Honors and Awards**

Dental Anthropology Association Albert A. Dahlberg student paper prize first runner-up, 2003

STEVEN FELD

• Education

Hofstra University, Anthropology and Music, BA summa cum laude 1971
Indiana University, Anthropology, Linguistics, Ethnomusicology, PhD 1979
Dissertation: "Sound and Sentiment"

• Employment

Professor II, Institute of Musicology, University of Oslo, Norway, 2007
Visiting Professor of Anthropology and Music, University of Rome, 2007
Distinguished Professor of Anthropology and Music, UNM, 2005-
Professor of Anthropology and Music, UNM, 2003-05
Professor II, Grieg Academy of Music, University of Bergen, Norway, 2001-06
Professor of Music, Columbia University, 2001-03
Professor of Anthropology, New York University, 1997-2001
Professor of Anthropology, University of California Santa Cruz, 1995-97
Professor of Anthropology and Music, University of Texas Austin, 1991-95
Associate Professor of Anthropology and Music, University of Texas Austin, 1985-91
Assistant Professor of Communications, The Annenberg School of Communications, University of Pennsylvania, 1980-85

• Anthropology Courses Taught at UNM, 2002-07

Expressive Culture (346), Anthropology of World Beat (444/554), Anthropology of Music and Sound (448/548), New Guinea Representations (449/549), Anthropology of the Senses (530), Anthropology of Place (530)

• Research

Cultural poetics and politics; aesthetics, sound, senses and media; world music; globalization, cosmopolitanisms and modernities; place; Papua New Guinea, West Africa

• Selected Publications, 1997-2007

(CD book) *Por Por: Honk Horn Music of Ghana* (Smithsonian Folkways, 2007)
Steven Feld, ed. and trans., *Ciné-ethnography: Jean Rouch* (Minneapolis: University of Minnesota Press, 2003)
(CD book) *Bosavi: Rainforest Music from Papua New Guinea* (Smithsonian Folkways, 2002)
(3-CD book) *Bosavi: Rainforest Music from Papua New Guinea* (Smithsonian Folkways, 2001)
Bambi Schieffelin and Steven Feld, *Kaluli-Tok Pisin-English Dictionary* (Canberra: Pacific Linguistics, Australian National University, 2000)

• Selected Extramural Grants, 1997-2007

Tides Foundation: Bosavi Digital Archive, 2006-07, 2007-08
VoxLox Documentary Media Arts: "Jazz Cosmopolitanism in Accra, Ghana," 2005-08
International Community Foundation and VoxLox Documentary Media Arts: "Bells for Peace," 2004-05

• Selected Consultancies, 1997-2007

• Professional Service

Board of Managers, School of American Research, now School for Advanced Research, 2004-

Board of Directors, Acoustic Ecology Institute, 2004-
Board of Advisors, Foundation for Contemporary Art-Ghana, 2006-
Coordinating Board, Critical World (Université de Montréal), 2006-

• **Honors and Awards**

J. I. Staley Prize, School of American Research, for *Sound and Sentiment*, 1991
John D. and Catherine T. MacArthur Foundation Fellowship, 1991-96
Fellow, American Academy of Arts and Sciences, 1994
Chicago Folklore Prize for *Music Grooves*, 1995
Fumio Koizumi Prize for Ethnomusicology, 2003
John Simon Guggenheim Memorial Foundation Fellowship, 2003

LES W. FIELD

• Education

Johns Hopkins University, Anthropology, BA cum laude 1979

Duke University, Anthropology, PhD 1987

Dissertation: "I am content with my art': Two Groups of Artisans in Revolutionary Nicaragua"

• Employment

Professor of Anthropology, UNM, 2007-

Associate Professor of Anthropology, UNM, 2000-07

Assistant Professor of Anthropology, UNM, 1994-2000

Visiting Assistant Professor of Anthropology, University of New Hampshire, 1991-94

Visiting Assistant Professor of Anthropology, Duke University, 1988

• Anthropology Courses Taught at UNM, 2002-07

Introduction to Anthropology (101), Cultures of the World (130), Principles of Cultural Anthropology (330), Latin American Societies and Cultures (343/543), Peoples and Cultures of the Caribbean (387/587), Honors Seminar (498), Identity: Methods and Approaches (530), Marxism, Anthropology, and Marxist Anthropology (530)

• Research

Nation-states and indigenous peoples; comparative studies of culture change and sovereignty; political economy and critical theory; collaborative research methods and goals; Nicaragua, Colombia, Ecuador, Native California

• Selected Publications, 1997-2007

2007 *Anthropology Put to Work*. Edited by Les Field and Richard Fox. Oxford, UK: Berg Publishers

2005 "Who is this Really about Anyway? Ishi, Kroeber and the Intertwining of California Indian and Anthropological Histories," *Journal of Anthropological Research* 61 (1): 81-93

2002 "Blood and Traits: Preliminary Observations on the Analysis of Mestizo and Indigenous Identities in Latin vs. North America," *Journal of Latin American Anthropology* 7 (1): 2-33

1999 *The Grimace of Macho Ratón: Artisans, Identity and Nation in Late Twentieth-Century Western Nicaragua*. Durham, NC: Duke University Press

1999 "Complicities and Collaborations: Anthropologists and the 'Unacknowledged Tribes' of California." *Current Anthropology* 40 (2): 193-209

• Selected Extramural Grants, 1997-2007

Nordic Cultural Foundation: "The Many Uses of Nicaraguan Pottery: Transformation of San Juanense Pottery in the Age of Globalization," 2006-08

National Endowment for the Humanities Extending the Reach Faculty Research Award: "The Abalone Zone: The Centrality of Abalone in California Indian Life and Symbolism," 2000-01

Wenner Gren Foundation: "The Abalone Zone: The Centrality of Abalone in California Indian Life and Symbolism," 2000

• Selected Consultancies, 1997-2007

Exhibit Lecturer: "Cerámica Nicaragüense: Tradición y Novedad," Traveling Museum Exhibit, Denmark 2006, Finland 2007, Iceland 2008

Staff Ethnohistorian, Muwekma Ohlone Tribe, 1997-

- **Professional Service**

Wenner Gren Foundation: Grant Review Panel, 2001-03

- **Honors and Awards**

Gunter Starkey Teaching Award, College of Arts and Sciences, UNM, 2000

LARRY GORBET

- **Education**

California State College, Los Angeles, Anthropology, 1968
University of California, San Diego, Linguistics, MA 1973, PhD 1974
Dissertation: "Relativization and Complementation in Diegueño: Noun Phrases as Nouns"

- **Employment**

Associate Professor of Anthropology and Linguistics, UNM, 1980-
Assistant Professor of Anthropology and Linguistics, UNM, 1976-1980
Assistant Professor of Anthropology, UNM, 1974-76

- **Anthropology Courses Taught at UNM, 2002-07**

Language, Culture, and the Human Animal (110), Language and Culture (310), Functional Syntax (514),
Cognitive Linguistics (519)

- **Research**

Semantic and syntactic theory, cognitive linguistics, language and biology; Yuman, Southwestern languages

- **Selected Publications, 1997-2007**

"Investigating Focus in Noun Phrases" (with Pamela Munro), in Jeanie Castillo, ed. *Proceedings from the Sixth Workshop on American Indigenous Languages, Santa Barbara Papers in Linguistics*, vol. 14, pp. 83-93, 2004

"Directionality and Affectedness: Semantic Extension in Chickasaw Applicatives" (with Pamela Munro), [16 pp.] in Lisa Conathan and Teresa McFarland, eds. *Proceedings of the 50th Anniversary Conference of the Survey of California and Other Indian Languages*. Reports from the Survey 12. Berkeley, CA, 2002

- **Selected Extramural Grants, 1997-2007**

- **Selected Consultancies, 1997-2007**

- **Professional Service**

Linguistic Association of the Southwest: Executive Committee, 2006-07

- **Honors and Awards**

MICHAEL W. GRAVES

• Education

University of Washington, Anthropology, BA cum laude 1974
University of Arizona, Anthropology, PhD 1981
Dissertation: "The Ethnoarchaeology of Kalinga Ceramic Design"

• Employment

Professor Emeritus of Anthropology, University of Hawai'i at Mānoa, 2008-
Chair, Department of Anthropology, UNM, 2007-
Professor of Anthropology, UNM, 2007-
Chair, Department of Anthropology, University of Hawai'i at Mānoa, 2002-06
Special Assistant, Office of the Senior Vice President and Executive Vice Chancellor, University of Hawai'i at Mānoa, 1996-2001
Professor of Anthropology, University of Hawai'i at Mānoa, 1995-2007
Associate Professor of Anthropology, University of Hawai'i at Mānoa, 1989-95
Assistant Professor of Anthropology, University of Hawai'i at Mānoa, 1986-89
Director, Micronesian Area Research Center, University of Guam, Mangilao, 1985-86
Chair, Department of Anthropology, University of Guam, 1983-85
Assistant Professor of Anthropology, University of Guam, 1981-86

• Anthropology Courses Taught at UNM, 2002-07

History of Archaeological Theory (570), Science in Archaeology (571)

• Research

Evolution of prehistoric agriculture, social organization and complexity; geospatial studies; architectural and ceramic stylistic analysis; history of archaeology; Oceania (Hawai'i, Micronesia), US Southwest

• Selected Publications, 1997-2007

Archaeological Anthropology: Perspectives on Method and Theory, edited by J. M. Skibo, M. W. Graves, and M. T. Stark, University of Arizona Press, 2007
"Modeling Agricultural Development and Demography in Kohala, Hawai'i," T. N. Ladefoged and M. W. Graves. In *Long-term Demographic Evolution in the Pacific Islands*, edited by P. V. Kirch and J. Rallu, pp. 70-89. University of Hawai'i Press, 2007
"The Formation of Hawaiian Community Boundaries," T. N. Ladefoged and M. W. Graves. In *Archaeology of Oceania: Australia and the Pacific Islands*, edited by I. Lilley, pp. 259-283. Blackwell, 2006
Na Mea Kahiko o Kaua'i: Archaeological Studies in Kaua'i, edited by M. T. Carson and M. W. Graves, Special Publication 2, Society for Hawaiian Archaeology, 2005
"Early Sweet Potato Production in Hawai'i," T. N. Ladefoged, M. W. Graves, and J. Coil, *Journal of the Polynesian Society* 114 (4): 359-373, 2005
"Soils, Agriculture, and Society in Precontact Hawai'i," P. M. Vitousek, T. Ladefoged, O. A. Chadwick, A. C. Hartshorn, M. W. Graves, S. C. Hotchkiss, S. Tuljapurkar, and P. V. Kirch. *Science* 304: 1665-1669, 2004
"Archaeological Evidence for Agricultural Development in Kohala, Island of Hawai'i," T. N. Ladefoged, M. W. Graves, and M. D. McCoy. *Journal of Archaeological Science* 30: 923-940, 2003
Pacific Landscapes: Archaeological Approaches in Oceania, edited by T. N. Ladefoged and M. W. Graves, Easter Island Foundation, 2002
"Evolutionary Theory and the Historical Development of Dry Land Agriculture in North Kohala, Hawai'i," T. N. Ladefoged and M. W. Graves. *American Antiquity* 65: 423-448, 2000

"The Study of Prehistoric Puebloan Pottery Designs: The Intellectual Tradition of Southwestern Archaeology," *The Journal of Archaeological Method and Theory* 5 (4): 309-343, 1998

• **Selected Extramural Grants, 1997-2007**

Henry Luce Foundation: "Building and Maintaining Contacts: People, Places, and Periods in South China and Southeast Asia," with M. T. Stark, 2007

Templeton Advanced Research Program: "The Ecological Evolutionary Dynamics of Hawaiian Ritual and Social Complexity, A.D. 1400-1800," with T. N. Ladefoged, 2006

National Science Foundation: "Collaborative Research: The Paleocology of Plant Use at Nu'alolo Kai, Kaua'i: An Integrative Study of Resource Change in Hawaiian Prehistory," with Terry Hunt, 2006

National Endowment for the Humanities: "An Integrative Historical and Archaeological Study of the Rise to Leadership of Kamehameha the Great, Hawai'i," with K. C. Cachola-Abad, 2005

Hawai'i Council for the Humanities: "Developing a Computerized Database System for the Excavated Materials from the Nu'alolo Kai Site, an Ancient Hawaiian Settlement on the Island of Kaua'i," 2003

L. J. Skaggs and Mary C. Skaggs Foundation: "Maritime Archaeology and History Investigation of Civil War Activity in Pohnahtik Harbor, Pohnpei, Federate States of Micronesia," with S. Finney, 2002

National Science Foundation: "Dynamic Historical Ecology of the Hawaiian Islands: Coupled and Natural Systems in Time Frame 1200-200 yr B. P.," with P. V. Kirch (PI), O. Chadwick, M. W. Graves, T. N. Ladefoged, S. D. Tuljapurkar, and P. M. Vitousek, Senior Researchers, 2001

Wenner Gren Foundation for Anthropological Research: "An Archaeological Investigation of the Development of Dry Land Agriculture in Kohala, Hawai'i Island," with T. N. Ladefoged, 2001

• **Selected Consultancies, 1997-2007**

Expert Witness for Plaintiffs in James Kelly and Protect Keopuka 'Ohana vs. Oceanside Partners, County of Hawai'i, Department of Health and Department of Land and Natural Resources, State of Hawai'i in the Third Circuit Court, Kona, Hawai'i Island, 1999-2004

• **Professional Service**

Editor, *Asian Perspectives: The Journal of Archaeology for Asia and the Pacific*, 1992-2000

External Reviewer, Department of Anthropology, University of Auckland, NZ, 1998

• **Honors and Awards**

Chancellor's Citation for Meritorious Teaching, University of Hawai'i at Mānoa, 2003

Keynote Address: "The Future of Archaeology in Hawai'i: Challenging Ourselves," Society for Hawaiian Archaeology Conference, 2003

FRANCES M. HAYASHIDA

• Education

Stanford University, Anthropology, BA with distinction 1984, MA 1984
University of Michigan, Anthropology, PhD 1995
Dissertation: "State Pottery Production in the Inka Provinces"

• Employment

Associate Professor of Anthropology, UNM, 2008-
Assistant Professor of Anthropology, University of Missouri, 2006-08
Assistant Professor of Anthropology, Pennsylvania State University, 1998-2006
Research Fellow, Department of Physics, Archaeometry Program, Technical University of Munich, 1997-98
Lecturer in Anthropology, University of Virginia, Spring Term 1997
Archaeologist, Planning Office, Stanford University, 1996

• Anthropology Courses Taught at UNM, 2002-07

(fieldwork in Peru, 2008-09)

• Research

Complex societies, political economy, political ecology, human impacts on the environment, craft production, ethnohistory, ethnoarchaeology, archaeometry; Andean South America

• Selected Publications, 1997-2007

The Pampa de Chaparrí: water, land, and politics on the north coast of Peru. *Latin American Antiquity* 17 (3): 243-264, 2006
Archaeology, ecological history, and conservation. *The Annual Review of Anthropology* 34: 43-65, 2005
Nordt, L., F. Hayashida, T. Hallmark, and C. Crawford. Late prehistoric soil fertility and agricultural production in northwest coastal Peru. *Geoarchaeology* 19 (1): 21-46, 2004
Figueroa, A., F. Hayashida. Sitios amurallados en la costa norte del Perú: Observaciones preliminares de Cerro Arena, Pampa de Chaparrí, Lambayeque [Walled sites on the north coast of Peru: preliminary observations on Cerro Arena, Pampa de Chaparrí, Lambayeque]. *Boletín de Arqueología* 8: 359-371. Special issue, Identidad y Transformación en el Tawantinsuyu y en los Andes coloniales. Perspectivas arqueológicas y etnohistóricas, edited by P. Kaulicke, G. Orton, and I. Farrington, 2004 (published in 2005)
Tellez, S., F. Hayashida. Campos de cultivo prehispánicos en la Pampa de Chaparrí [Prehistoric agricultural fields in the Pampa de Chaparrí]. *Boletín de Arqueología* 8:373-390. Special issue, Identidad y transformación en el Tawantinsuyu y en los Andes coloniales, edited by P. Kaulicke, G. Urton, and I. Farrington, 2004 (published 2005)
Leyendo el registro arqueológico del dominio inka: reflexiones desde la costa norte del Perú [Reading the material record of Inka rule: Views from the north coast of Peru]. *Boletín de Arqueología* 7: 305-319. Special issue, Identidad y transformación en el Tawantinsuyu y en los Andes coloniales. Perspectivas arqueológicas y etnohistóricas, edited by P. Kaulicke, G. Urton, and I. Farrington, 2003 (published in 2005)
Hayashida, F., W. Häusler, J. Riederer, U. Wagner. Technology and organisation of Inka pottery production in the Leche Valley. Part II: study of fired vessels. *Hyperfine Interactions* 150: 153-163, 2003
Style, technology, and administered production: the manufacture of Inka pottery in the Leche Valley, Peru. *Latin American Antiquity* 10 (4): 337-352, 1999

• Selected Extramural Grants, 1997-2007

National Science Foundation: Archaeology Grant BCS-0001290 and Research Experience for Undergraduates

Supplement, 2000-04

National Geographic Society: Research and Exploration Grant #6806-00, 2000

Wenner-Gren Foundation for Anthropological Research: Regular Grant, 2000

Heinz Family Foundation: Grant, Latin American Archaeology Program, 1999

National Science Foundation: International Research Fellowship INT-9703587, 1997-98

- **Selected Consultancies, 1997-2007**

- **Professional Service**

Committee on the Americas, Society for American Archaeology, 2005-

Editorial Board, Society for American Archaeology Press, 2005-08

Task Force on Diversity, Society for American Archaeology, 2004-05

- **Honors and Awards**

PATRICK F. HOGAN

• Education

University of Utah, Anthropology, BS 1974, MA 1977
Washington State University, Anthropology, PhD 1987
Dissertation: "Prehistoric Agricultural Strategies in West-Central New Mexico"

• Employment

Associate Director, Office of Contract Archeology, UNM, 2001-
Research Assistant Professor of Anthropology, UNM, 1994-
Assistant Director, Office of Contract Archeology, UNM, 1988-2000
Project Director, Office of Contract Archeology, UNM, 1980-88

• Anthropology Courses Taught at UNM, 2002-07

Managing Cultural Resources (420/570), Independent Studies, Archaeological Field Methods (497),
Independent Studies, Lithic Analysis (497)

• Research

Hunter-gatherer and early agricultural adaptations, cultural resources management; US Southwest, Great Basin, Intermountain West

• Selected Publications, 1997-2007

Southeastern New Mexico Regional Research Design and Cultural Resource Management Strategy. Office of Contract Archeology, UNM, 2006

Across the Caja del Rio Plateau III: Hunters and Farmers in the Northern Rio Grande. Office of Contract Archeology, UNM, 2005 (co-editor and contributing author)

Modeling Site Density in the Fruitland Coal Gas Development Area, northwestern New Mexico. Office of Contract Archeology, UNM, 2004 (senior author)

Rio de las Vacas Shelter and the distribution of Sudden and San Rafael Side-notched points: high country cultural links during the Late Archaic in the American Southwest. *The Artefact* 27: 113-122, 2004

New Mexico Army National Guard Integrated Cultural Resources Management Plan and Environmental Assessment. New Mexico Army National Guard, NMAG-FMO-EV, Santa Fe, 2002

The Boyd Land Exchange Project I: Archeological Investigation at 13 Sites in West-Central New Mexico. Office of Contract Archeology, UNM, 1998 (co-editor and contributing author)

• Selected Extramural Grants, 1997-2007

New Mexico Department of Military Affairs: cultural resource management services, 2006-08 (PI)

New Mexico Department of Transportation: archaeological data recovery for US 491 South Corridor, 2006-09 (PI)

US Army Corps of Engineers, Albuquerque District: cultural resource management services, 1999-2004, 2005- (co-PI)

New Mexico State Highway and Transportation Department: statewide cultural resource management services, 2001-04 (co-PI)

USDI Bureau of Land Management: cultural resource management services for New Mexico, Kansas, Oklahoma, and Texas, 1999-2004 (co-PI)

• Selected Consultancies, 1997-2007

Culture resources management consultant, New Mexico Army National Guard, 1995-2004, 2006-

Estimation of archeological value for damage to certain prehistoric, historical, and traditional cultural sites for the Pueblo of Isleta, 2003-04

- **Professional Service**

Peer review of books for University of Utah Press, University Press of Colorado

Peer review of articles for *American Antiquity*, *Kiva*

Peer review for National Science Foundation

- **Honors and Awards**

BRUCE B. HUCKELL

• Education

University of Arizona, Anthropology, BA 1972, MA 1976

University of Arizona, Arid Lands Resource Sciences, PhD 1990

Dissertation: "Late Preceramic Farmer-Foragers in Southeastern Arizona: A Cultural and Ecological Consideration of the Spread of Agriculture into the Arid Southwestern United States"

• Employment

Interim Director, Maxwell Museum of Anthropology, 2005-07

Research Associate Professor of Anthropology, 2000-

Senior Research Coordinator, Maxwell Museum of Anthropology, 1994-

Research Assistant Professor of Anthropology, 1994-2000

• Anthropology Courses Taught at UNM, 2002-07

Quaternary Paleoenvironments and Archaeology (373/573), Zooarchaeology (373/575), Paleoindians (450/570), Geoarchaeology (482L/582L), Lithic Analysis (570)

• Research

Hunter-gatherer paleoecology, lithic technology, geoarchaeology, Paleoindian and Archaic periods, US Southwest and Plains

• Selected Publications, 1997-2007

Clovis Lithic Technology: A View from the Upper San Pedro Valley. In *Murray Springs, A Clovis Site with Multiple Activity Areas in the San Pedro Valley, Arizona*, Bruce B. Huckell and C. Vance Haynes, Jr., eds., pp. 170-213. Anthropological Papers of the University of Arizona No. 71, University of Arizona Press, Tucson, 2007

Murray Springs, A Clovis Site with Multiple Activity Areas in the San Pedro Valley, Arizona. (Co-edited with C. Vance Haynes, Jr.) Anthropological Papers of the University of Arizona No. 71, University of Arizona Press, Tucson, 2007

Geoarchaeology of the Boca Negra Wash Area, Albuquerque Basin, New Mexico, USA. (co-authored with Vance T. Holliday, James H. Mayer, Steven L. Forman, and Leslie D. McFadden). *Geoarchaeology* 21: 765-802, 2006

The First 10,000 Years in the Southwest. In *Southwest Archaeology in the Twentieth Century*, Linda S. Cordell and Don D. Fowler, eds., pp. 142-156. University of Utah Press, Salt Lake City, 2005

The Ventana Complex: New Dates and New Ideas on its Place in Early Holocene Western Prehistory (co-authored with C. Vance Haynes, Jr.). *American Antiquity* 68: 353-371, 2003

• Selected Extramural Grants, 1997-2007

National Geographic Society: "A Cache of Clovis Artifacts near Beach, North Dakota," 2007-08

National Science Foundation: "Late Preceramic Farmer-Foragers at the Foot of the Mogollon Rim: The McEuen Cave Archaeological Project," 2001-02

• Selected Consultancies, 1997-2007

• Professional Service

University of New Mexico Press, Advisory Board, 2007

Secretary, Phi Beta Kappa, Alpha Chapter, UNM, 2005-

Cultural Properties Review Committee, State of New Mexico, 2002-03
• **Honors and Awards**

KEITH L. HUNLEY

• Education

Purdue University, Biology, BS 1980

University of Michigan, Anthropology, MA 1996, PhD 2002

Dissertation: "The Anthropological Utility of Genetic Data in Small-Scale Populations: Migration Rates and Patterns among the Yanomamö"

• Employment

Assistant Professor of Anthropology, UNM, 2005-

Visiting Assistant Professor of Anthropology, UNM, 2004-05

Faculty Research Fellow, University of Michigan, 2002-04

• Anthropology Courses Taught at UNM, 2002-07

Evolution and Human Emergence (150), Measuring and Interpreting Human Variation (450/550), Modern Human Origins (450/550), Introductory Population Genetics (450/550), Computer Aided Inferences in Natural Science (450/550), Human Molecular and Evolutionary Genetics (455/555)

• Research

Human population genetics; causes and implications of genetic and linguistic correspondence in small-scale populations; evolutionary implications of genetic patterns in small-scale groups; nature, causes and implications of global genetic pattern in humans

• Selected Publications, 1997-2007

Clark JL, Dobson SD, Anton SC, Hawks J, Hunley KL, Wolpoff MH. (2007) Identifying Artificially Deformed Crania. *International Journal of Osteoarchaeology*. DOI: 10.1002/oa.910

Hunley KL, Cabana GS, Merriwether DA, Long JC. (2007) A formal test of linguistic and genetic coevolution in Native Central and South America. *American Journal of Physical Anthropology*. 132 (4): 622-631

Hunley K, Dunn M, Lindström E, Reesink G, Terrill A, Norton H, Scheinfeldt L, Friedlaender F, Merriwether DA, Koki G, and Friedlaender J. (2007) Inferring prehistory from genetic, linguistic, and geographic variation. In *Genetics, Linguistics, and Culture History in the Southwest Pacific*. J Friedlaender (ed). Cambridge. Cambridge University Press

Cabana GS, Merriwether DA, Hunley KL, Demarchi DA. (2006) Unique patterns of regional mitochondrial DNA variation among the Gran Chaco peoples of Argentina. *American Journal of Physical Anthropology* 131 (1): 108-119

Hunley KL, Long JC. (2005) Gene Flow across Linguistic Boundaries in Native North Americans. *Proceedings of the National Academy of Sciences USA* 102 (5): 1312-7

Mulligan CJ, Hunley KL, Cole SM, Long JC. (2004) Population genetics, history, and health patterns in Native Americans. *Annual Review of Genomics and Human Genetics* 5: 295-315

Wolpoff M, J Hawks, D Frayer, K Hunley. (2001) Modern Human Ancestry at the Peripheries: A test of the Replacement Theory. *Science* 291: 293-297

Hawks J, K Hunley, S Lee, M Wolpoff. (2000) Population Bottlenecks and Pleistocene Human Evolution. *Molecular Biology and Evolution* 17 (1): 2-22

Hawks J, S Oh, K Hunley, S Dobson, G Cabana, P Dayalu, M Wolpoff. (2000) An Australasian test of the recent African origin theory using the WLH-50 calvarium. *Journal of Human Evolution* 39: 1-22

Mitani J, K Hunley, E Murdoch. (1999) Geographic variation in the calls of wild chimpanzees: A re-assessment. *American Journal of Primatology* 47 (2): 133-152

- **Selected Extramural Grants, 1997-2007**

- **Selected Consultancies, 1997-2007**

- **Professional Service**

American Association of Physical Anthropologists, Student Prize Committee, 2007

- **Honors and Awards**

Roy A. Rappaport Teaching Award, University of Michigan, 2002

HILLARD KAPLAN

• Education

McGill University, English, BA summa cum laude 1975

University of Pennsylvania, Annenberg School of Communications, MA 1980

Columbia University, Anthropology, MA 1983

University of Utah, Anthropology, PhD 1983

Dissertation: "The Evolution of Food Sharing among Adult Conspecifics: Research with Ache Hunter-Gatherers of Paraguay"

• Employment

External Faculty Member, Santa Fe Institute, 2003-

Professor of Anthropology, UNM, 1997-

Associate Professor of Anthropology, UNM, 1991-97

Assistant Professor of Anthropology, UNM, 1986-91

• Anthropology Courses Taught at UNM, 2002-07

The Human Life Course (160), Human Evolutionary Ecology (462), Human Life History Theory (562),

Human Evolutionary Ecology Research Methods (663), Data Analysis (664)

• Research

Human life course, evolutionary ecology, subsistence behavior, sex roles, hunters and gatherers; South America, Africa

• Selected Publications, 1997-2007

Gurven, M and Kaplan, H. 2007. Longevity among hunter-gatherers: a cross-cultural examination. *Population and Development Review* 33 (2): 321-365

Robson, A. and Kaplan, H. 2007. Why do We Die? Economics, Biology and Aging. *American Economic Review* 97 (2): 492-95

Winking, J., H. Kaplan, M. Gurven, S. Rucas. 2007. Why do men marry and why do they stray? *Proceedings of the Royal Society B: Biological Sciences*. Published on line May

Gurven, M, Kaplan, H, and A. Zelada Supa. 2007. Mortality Experience of Tsimane Amerindians of Bolivia: Regional variation and temporal trends. *American Journal of Human Biology* 19: 376-398

Anderson, K. G., H. Kaplan and J. Lancaster. 2007. Confidence of Paternity, Divorce and Investment in Children by Albuquerque Men. *Evolution and Human Behavior* 28 (1): 1-10

Gurven, M, Kaplan, H, and Gutierrez, M. 2006. How long does it take to become a proficient hunter? Implications on the evolution of delayed growth. *Journal of Human Evolution* 51:454-470

The Life History of a Foraging Species. 2006. *Daedalus (On Aging)*, Winter: 48-57

Robson, A. And Kaplan, H. 2006. The Economics of Hunter Gatherer Societies and the Evolution of Human Characteristics. *Canadian Journal of Economics* 39 (2): 375-398

Kaplan, H, and Gurven, M. 2006. Determinants of Time Allocation Across the Lifespan: A Theoretical Model and an Application to the Machiguenga and Piro of Peru. *Human Nature* 17 (1): 1-49

Robson, A. And Kaplan, H. 2003. The evolution of human life expectancy and intelligence in hunter-gatherer economies. *American Economic Review* 93 (1): 150-169

• Selected Extramural Grants, 1997-2007

National Science Foundation, Research Experiences for Undergraduates Supplement: "Grandparenting and the evolution of post-menopausal lifespan" (co-PI, 0% time, with Michael Gurven), 2006

Mellon Foundation (subaward from the University of Pennsylvania): (Jere Behrman, Beth Soldo, PI's) "Alternative Field Methods in Collecting Biomarkers" (PI, 10% time, on subaward), 2005

National Institute on Aging: "The Human Life Course and the Biodemography of Aging (PI, 50% time, with Michael Gurven), 2004-09

National Science Foundation: "Grandparenting and the evolution of post-menopausal lifespan" (co-PI, 20% time, with Michael Gurven), 2004-09

National Institute on Aging, Population Grant Supplement: (Eileen Crimmins, USC, Caleb Finch, PI's) "Inflammation and Metabolic Risk and the Aging Process: Diet, Disease, and Development" (co-Investigator, 0% time), 2004

National Science Foundation, Research Experiences for Graduate Students Supplement: "Growth, development, aging and sociality among the Tsimane of Bolivia" (PI, 0% time, with Michael Gurven), 2003

National Science Foundation, Research Experiences for Undergraduates Supplement: "Growth, development, aging and sociality among the Tsimane of Bolivia" (PI, 0% time, with Michael Gurven), 2003

National Science Foundation: "Growth, development, aging and sociality among the Tsimane of Bolivia (PI, 50% time, with Michael Gurven), 2002-05

National Science Foundation, Research Experiences for Graduate Students Supplement: "Growth, Development, aging and sociality among the Tsimane of Bolivia (PI, 0% time, with Michael Gurven), 2002

- **Selected Consultancies, 1997-2007**

- **Professional Service**

National Science Foundation, Cultural Anthropology Senior Review Panel

National Institute on Aging, Reviewer

- **Honors and Awards**

LOUISE LAMPHERE

• Education

Stanford University, Anthropology, BA 1962

Harvard University, Anthropology, MA 1966, PhD 1968

Dissertation: "Social Organization and Cooperation in a Navajo Community"

• Employment

Visiting Professor of Anthropology, University of California-Berkeley, Spring 2004, Spring 2006

Distinguished Professor of Anthropology, UNM, 2001-

University Regents Professor of Anthropology, UNM, 1999-2001

Professor of Anthropology, UNM, 1986-99

Professor of Anthropology, Brown University, 1985-86

Adjunct Associate Professor of Anthropology, UNM, 1979-85

Associate Professor of Anthropology, Brown University, 1979-85

Associate Professor of Anthropology, UNM, 1976-79

Assistant Professor of Anthropology, Brown University, 1972-75

Academic Visitor, Anthropology, London School of Economics NSF Postdoctoral Fellowship, 1971-72

Assistant Professor of Anthropology, Brown University, 1968-71

Visiting Assistant Professor of Anthropology, University of Rochester, 1967-68

• Anthropology Courses Taught at UNM, 2002-07

Cultures of the World (130), Critical Social Issues (340), Women, Culture and Society (380), Public Policy and Anthropology (530), Theory in Ethnology I (546)

• Research

Social organization and kinship, theory, political economy, gender, women and work, urban anthropology; US Southwest

• Selected Publications, 1997-2007

Weaving Together Women's Lives: Three Generations in a Navajo Family. With Eva Price, Carole Cadman, and Valerie Darwin. UNM Press, 2007

Providers and Patients Respond to Medicaid Managed Care: Ethnographic Insights from New Mexico, editors Louise Lamphere and Nancy Nelson. *Medical Anthropology Quarterly.* Special Issue, 19:1, March 2005

"Unofficial Histories: A Vision of Anthropology from the Margins," 2001 American Anthropological Association Presidential Address. *American Anthropologist* 106 (2004): 126-39

"Perils and Prospects for an Engaged Anthropology: A View from the U.S.," 2002 Plenary Address of the Meetings of the European Association of Social Anthropology. *Social Anthropology* 11 (2002): 13-28

"Rereading and Remembering Michelle Rosaldo." Pp. 1-15 in Alejandro Lugo and Bill Maurer, eds., *Gender Matters: Rereading Michelle Z. Rosaldo.* Ann Arbor: The University of Michigan Press, 2001

"Gender Models in the Southwest: Sociocultural Perspectives." Pp. 379-402 in Patricia L. Crown, ed., *Women and Men in the Prehispanic Southwest.* Santa Fe: School of American Research Press, 2001

Situated Lives: Gender and Culture in Everyday Life. Edited with Helena Ragoné and Patricia Zavella. New York: Routledge Press, 1997

• Selected Extramural Grants, 1997-2007

National Institute of Mental Health, Senior Anthropologist: "Multi-Method Ethnographic Assessment of

Behavioral Health Reform in New Mexico” (Cathleen Willging, PI), 2006-11
National Institute of Mental Health, Co-Investigator/Senior Anthropologist: “An ethnographic study of the mental health needs and the help-seeking processes of lesbian, gay, bisexual, and transgender people in rural and urban regions of New Mexico” (Cathleen Willging, PI), 2003-05
Agency for Health Care Policy and Research/NIH, Coordinator for Ethnographic Team and Co-PI: Multi-method Assessment of Medicaid Managed Care” (Howard Waitzkin, co-PI), 1998-2000

• **Selected Consultancies, 1997-2007**

Review Committee, Department of Anthropology, University of Oregon, 2006
Review Committee, Department of Anthropology, University of Nevada-Reno, 2006
Review Committee, Department of Anthropology, University of Michigan, 2000

• **Professional Service**

President, American Anthropological Association, 1999-2001
President Elect, American Anthropological Association, 1997-99
Chair, Association for Feminist Anthropology, 1995-97
President, American Ethnological Association, 1987-89
Chair, AAA Labor Relations Commission, 2005-09
Interim Editor, *American Anthropologist*, 2002
Culture Contact Committee, Russell Sage Foundation, 2001-
AAA Commission on Status of South American Indigenous Peoples, 2001-05
SfAA/AAA Commission on Applied Practicing Anthropology, 2001-05
Editor, *Frontiers: A Journal of Women Studies*, 1990-93

• **Honors and Awards**

Distinguished Professor, 2001
University Regents Professor, 1999
The Squeaky Wheel Award, American Anthropological Association Committee on the Status of Women in Anthropology, 1998
Annual Research Lecture, UNM, “From Mill Town to Multinational: Gender, Family and Policy in U.S. Working Class Communities,” 1997
SANA Prize for Critical Study of North America, Executive Board of the Society for the Anthropology of North America, 1995
Conrad Arensberg Award, Society for the Anthropology of Work, 1994
Snead-Wertheim Lectureship, 1993-94

JANE B. LANCASTER

• Education

Wellesley College, English, BA cum laude 1958

University of California, Berkeley, Anthropology, PhD 1967

Dissertation: "Primate Communication Systems and the Emergence of Human Language"

• Employment

Professor of Anthropology, UNM, 1985-

Acting Chair, Department of Anthropology, University of Oklahoma, Norman, 1984-85

Professor of Anthropology, University of Oklahoma, Norman; Joint appointments in the Department of Zoology and the Women's Studies Faculty, 1982-85

Associate Professor of Anthropology, University of Oklahoma, Norman, 1979-82

Assistant Professor of Anthropology, University of Oklahoma, Norman, 1977-79

Research Affiliate, Delta Regional Primate Center, Covington, Louisiana; Special Lecturer in Anthropology, University of New Orleans, 1973-77

Associate Professor of Anthropology, Livingston College, Rutgers - The State University, New Brunswick, New Jersey, 1969-72

Postgraduate Research Anthropologist, University of California, Berkeley, 1969

• Anthropology Courses Taught at UNM, 2002-07

Primate Social Behavior (363/563), Behavioral Ecology and Biology of Sex Roles 363/661), Great Apes:

Mind and Behavior (363/662), Seminar: Human Reproductive Biology and Ecology (561)

• Research

Primate social behavior, evolution of human behavior, reproductive biology, parental investment, life history

• Selected Publications, 1997-2007

A Theory of Human Life History Evolution: Diet, Intelligence, and Longevity. H. Kaplan, K. Hill, J. Lancaster, A. M. Hurtado. *Evolutionary Anthropology* 9 (4): 156-185. 2000

An evolutionary approach to below replacement fertility. H. Kaplan, J. Lancaster, W. T. Tucker and K. G. Anderson. *American Journal of Human Biology* 14:233-256. Special issue on Evolutionary Approaches to Population. 2002

Embodied Capital and the Evolutionary Economics of the Human Life Span. Kaplan, H., Lancaster, J, and Robson, A. In: JR Carey and S Tuljapurkar (eds), *Life Span: Evolutionary, Ecological and Demographic Perspectives*. *Population and Development Review* 29: 152-182 (supplement). New York, The Population Council, 2003

An Evolutionary and Ecological Analysis of Human Fertility, Mating Patterns, and Parental Investment. Kaplan, HS, and Lancaster, JB. In: KW Wachter and RA Bulatao (eds.), *Offspring: Human Fertility Behavior in Biodemographic Perspective*. Washington, National Academies Press, pp. 170-223, 2003

The Evolution of Life History, Intelligence, and Diet Among Chimpanzees and Human Foragers. J. B. Lancaster, H. Kaplan, K. Hill and A. M. Hurtado. *Perspectives in Ethology: Evolution, Culture and Behavior*, F. Tonneau and N. S. Thompson, Eds. Vol. 13: 47-72. Plenum, NY, 2000

The Embodied Capital Theory of Human Evolution. H. Kaplan, K. Hill, A. M. Hurtado and J. Lancaster. In: *Reproductive Ecology and Human Evolution*, P. T. Ellison, Ed. NY: Aldine de Gruyter, Pp. 293-317, 2001

Neural Capital and Life Span Evolution among Primates and Humans. Kaplan, HS, Mueller, TM, Gangestad, S, and Lancaster, JB. In: CE Finch, J-M Robine, and Y Christen (eds.) *Brain and Longevity*. New York: Springer-Verlag, pp. 69-97, 2003

Chimpanzee and Human Intelligence: Life history, diet and the mind. Jane B. Lancaster and Hillard Kaplan
In: Steven W. Gangestad and Jeffrey A. Simpson (eds.), *The Evolution of the Mind: Fundamental Questions and Controversies*. NY, Guilford Press, pp. 111-120, 2007

Brain Evolution and the Human Adaptive Complex. Hillard S. Kaplan, Michael Gurven, and Jane B. Lancaster. In: Steven W. Gangestad and Jeffrey A. Simpson (eds.), *The Evolution of the Mind: Fundamental Questions and Controversies*. NY, Guilford Press, pp. 269-279, 2007

- **Selected Extramural Grants, 1997-2007**

National Science Foundation Dissertation Improvement Grant: "Modeling the Trade-off between Energy Acquisition and Predation Risk: Effects on Individual Variation in Growth and Mortality among Baboons," with Sara E. Johnson, 1997

National Science Foundation Dissertation Improvement Grant: "The Effects of Socio-Ecological Variables on the Timetable of Reproductive Maturation in Captive Female Baboons," with Tanya Mueller, 2001

L. S. B. Leakey Foundation: "Electroencephalography and cognition across the lifespan among the Ache of Paraguay," 2005

- **Selected Consultancies, 1997-2007**

- **Professional Service**

Scientific Editor, *Human Nature: An Interdisciplinary, Biosocial Perspective*, a quarterly journal published by Aldine/Transaction Publishers, 1989-

Member, Publications Committee, Human Behavior and Evolution Society, 1990-

Elected Council Member, Human Behavior and Evolution Society, 1992-98

Advisory Board, UCLA NSF Training grant in Relationship Science Interdisciplinary Doctoral Program, 2003

At-Large Board Member, Evolutionary Anthropology Society, American Anthropological Association, 2003-07

- **Honors and Awards**

MARTIN N. MULLER

• Education

University of Southern California, Anthropology, BA summa cum laude 1994, PhD 2002
Dissertation: "Endocrine Aspects of Aggression and Dominance in Chimpanzees of the Kibale Forest"

• Employment

Assistant Professor of Anthropology, UNM, 2007-
Assistant Professor of Anthropology, Boston University, 2004-07
Postdoctoral Fellow, Department of Anthropology, Harvard University, Spring 2004
Visiting Research Investigator, Department of Anthropology, University of Michigan, 2003
Postdoctoral Fellow, Department of Anthropology, Harvard University, 1999-2002

• Anthropology Courses Taught at UNM, 2002-07

Evolution and Human Emergence (150), Human Biology (350)

• Research

Primate behavioral ecology, reproductive ecology, behavioral and reproductive endocrinology

• Selected Publications, 1997-2007

Chimpanzee violence: femmes fatales. *Current Biology*. 17: 365-366. 2007
Muller, M. N., Kahlenberg, S., Emery Thompson, M., and Wrangham, R. W. Male coercion and the costs of promiscuous mating for female chimpanzees. *Proceedings of the Royal Society B: Biological Sciences*. 274:1009-1014. 2007
Muller, M. N., Emery Thompson, M., and Wrangham, R. W. Male chimpanzees prefer mating with old females. *Current Biology*. 16: 2234-2238. 2006
Muller, M. N., and Mitani, J. C. Conflict and cooperation in wild chimpanzees. *Advances in the Study of Behavior*. 35:275-331. 2005
Muller, M. N., and Wrangham, R. W. Testosterone and energetics in wild chimpanzees. *American Journal of Primatology*. 66: 119-130. 2005
Muller, M. N., and Wrangham, R. W. Dominance, cortisol and stress in wild chimpanzees (*Pan troglodytes schweinfurthii*). *Behavioral Ecology and Sociobiology*. 55: 332-340. 2004
Muller, M. N., and Wrangham, R. W. Testosterone, dominance and aggression in wild chimpanzees: A test of the challenge hypothesis. *Animal Behaviour*. 67:113-123. 2004
Muller, M. N., and Lipson, S. F. Diurnal patterns of urinary steroid excretion in wild chimpanzees. *American Journal of Primatology*. 60: 161-166. 2003
Agonistic relations among Kanyawara chimpanzees. Pages 112-124 in C Boesch, G Hohmann and L Marchant (eds.) *Behavioral Diversity in Chimpanzees and Bonobos*. Cambridge: Cambridge University Press. 2002
Muller, M. N., and Wrangham, R. W. Sexual mimicry in hyenas. *Quarterly Review of Biology*. 77: 3-16. 2002

• Selected Extramural Grants, 1997-2007

National Science Foundation, "Ecology and endocrinology of aggression in chimpanzees," with R. W. Wrangham and I. Gilby, 2004
National Institutes of Health, "Molecular epidemiology and natural history of SIVcpz," with Beatrice Hahn, 2004
L. S. B. Leakey Foundation, "Testosterone and paternal care in Hadza foragers, northern Tanzania," 2002

Arthur Green Fund, "Testosterone and paternal care in Hadza foragers, northern Tanzania," 2002
National Science Foundation, "Endocrine aspects of aggression and dominance in chimpanzees," with R. W. Wrangham and P. T. Ellison, 1998
L. S. B. Leakey Foundation, "Endocrine aspects of aggression and dominance in chimpanzees of the Kibale Forest, Uganda," 1997

- **Selected Consultancies, 1997-2007**

- **Professional Service**

Reviewer: Harvard University Press, Oxford University Press, 2002-

Reviewer: *Current Biology*, *Animal Behavior*, *Behavioral Ecology and Sociobiology*, *American Journal of Primatology*, *American Journal of Human Biology*, *Human Nature*, *Biology Letters*, 2002-

Reviewer: Leakey Foundation, 2002-

- **Honors and Awards**

CAROLE NAGENGAST

• Education

University of California, Riverside, Anthropology, BS summa cum laude 1974, MA 1978
University of California, Irvine, Anthropology, PhD distinction 1985
Dissertation: "Poles Apart: Class Culture and the Polish State"

• Employment

Director, Peace Studies Program, UNM, 2007-
Chair, Department of Anthropology, UNM, 2002-05
Professor of Anthropology, UNM, 2001-
Associate Professor of Anthropology, UNM, 1993-2001
Visiting Assistant Professor of Anthropology, University of California Santa Cruz, 1986-90

• Anthropology Courses Taught at UNM, 2002-07

Cultures of the World (130), Human Rights in Anthropology (339/539), Transnationalism (540), Proposal Writing (540/631), Theory in Ethnology II (547)

• Research

Class, nationalism, ethnicity and culture, political economy, transnationalism, human rights, public policy; east-central Europe, Mexico, US-Mexico border

• Selected Publications, 1997-2007

The Scholar as Activist: Human Rights, Power and Difference. Carole Nagengast (ed.) with Carlos Vélez-Ibáñez. Society for Applied Anthropology Monograph Series, 2004
Poland Beyond Communism: Transition in Critical Perspective. University Press, Fribourg, Switzerland. Edited with Michal Buchowski and Edouard Conte, 2001
Universalism and Cultural Relativity, Carole Nagengast and Terence Turner (eds.). A Special Issue of the *Journal of Anthropological Research*, Vol. 53, No. 2, 2001, second ed., 2005
Mixtec Ethnicity: Social Identity, Political Consciousness, and Political Activism," in Michael Whiteford and Scott Whiteford (eds.), *Crossing Currents: Continuity and Change in Latin America*, Upper Saddle River. (With Michael Kearney), 1998

• Selected Extramural Grants, 1997-2007

• Selected Consultancies, 1997-2007

• Professional Service

Society for Applied Anthropology, Program Committee, 1997, 2004
American Association for the Advancement of Science, Committee on Scientific Freedom and Responsibility & Committee on Science and Human Rights, 1998-2002
American Anthropological Association, Public Policy Committee (chair), 1999-2000
American Anthropological Association, Committee for Human Rights, 1993-99

• Honors and Awards

University Regents Lecturer, UNM, 1997-2000
Society for Applied Anthropology, Fellow, 2003-

SHERRY V. NELSON

• Education

Duke University, Biology/Biological Anthropology and Anatomy, BS cum laude 1994

Harvard University, Anthropology, PhD 2002

Dissertation: "Faunal and Environmental Change Surrounding the Extinction of *Sivapithecus*, a Miocene Hominoid, in the Siwaliks of Pakistan"

• Employment

Assistant Professor of Anthropology, UNM, 2007-

Assistant Professor of Anthropology, Boston University, 2005-07

Department Affiliate, Department of Anthropology, Harvard University, 2004-

Postdoctoral Research Associate, Museum of Paleontology, University of Michigan, 2002-04

• Anthropology Courses Taught at UNM, 2002-07

Evolution and Human Emergence (150), Human Origins (357), Topics in Human Behavioral Evolution (450/550)

• Research

Paleoecology of Miocene apes, hominids; stable isotopic and dental microwear analyses; Asia, Africa, Europe

• Selected Publications, 1997-2007

Isotopic reconstructions of habitat change surrounding the extinction of *Sivapithecus*, a Miocene hominoid, in the Siwalik Group of Pakistan. *Palaeogeography, Palaeoclimatology, Palaeoecology* 204:204-222. 2007
Paleoseasonality inferred from equid teeth and intra-tooth isotopic variability. *Palaeogeography, Palaeoclimatology, Palaeoecology* 222: 122-144. 2005

Habitat requirements and the extinction of the Miocene ape, *Sivapithecus*. In *Interpreting the Past: Essays on Human, Primate and Mammal Evolution in Honor of David Pilbeam. American School of Prehistoric Research Monograph*. Boston: Brill Academic Publishers. 2005

Nelson, S., C. Badgley, and E. Zakem. Microwear in modern squirrels in relation to diet. *Paleontologica Electronica* vol 8, issue 1, 14A, 15p. 2005

Badgley, C., S. Nelson, J. Barry, A. Behrensmeyer, and T. Cerling. Testing models of faunal turnover with Neogene mammals from Pakistan. In *Interpreting the Past: Essays on Human, Primate and Mammal Evolution in Honor of David Pilbeam. American School of Prehistoric Research Monograph*. Boston: Brill Academic Publishers. 2005

Bernor, R., T. Kaiser, and S. Nelson. The oldest Ethiopian Hipparion (Equinae, Perissodactyla) from Chorora: systematics, paleodiet, and paleoclimate. *Senckenberg Courier Special Volume* 246: 213-226. 2004

The Extinction of *Sivapithecus*: Faunal and Environmental Changes Surrounding the Disappearance of a Miocene Hominoid in the Siwaliks of Pakistan. *American School of Prehistoric Research Monograph* 1. Boston: Brill Academic Publishers. 2003

• Selected Extramural Grants, 1997-2007

Women's International Science Collaboration (underwritten by NSF): Dental microwear and analyses of Hadza diets, 2003

Scott Turner Award in Earth Science: Intra-tooth isotopic variability of modern equid teeth, 2003

• Selected Consultancies, 1997-2007

Consultant for television series: "Miracle Planet II – the Evolution of Our World," 2003

- **Professional Service**

Reviewer: *Anthropological Science, Paleobiology, Journal of Mammalogy*, 2003-

Reviewer: grant evaluations for the Academy of Finland and the National Natural Science Foundation of China, 2003-

- **Honors and Awards**

American School of Prehistoric Research Award for Outstanding Ph.D. Thesis, 2002

SUZANNE OAKDALE

• Education

University of Chicago, Anthropology, AB cum laude 1985, MA 1987, PhD with distinction 1996
Dissertation: "The Power of Experience: Agency and Identity in Kayabi Healing and Political Process in the Xingu Indigenous Park"

• Employment

Associate Professor of Anthropology, UNM, 2005-
Assistant Professor of Anthropology, UNM, 1998-2005

• Anthropology Courses Taught at UNM, 2002-07

Cultures of the World (130), Indigenous Peoples of South America (332/532), Ritual and Symbolic Behavior (333/530), Theory of Symbolic Action (536), Life History Methods and Approaches (540), Theory in Ethnology II (547)

• Research

Sociocultural anthropology, personhood and agency, ritual and religion, autobiographical narrative; Amazonia, Brazil

• Selected Publications, 1997-2007

"I Foresee My Life": The Ritual Performance of Autobiography in an Amazonian Community. Lincoln: University of Nebraska Press, 2005

"Forgetting the Dead, Remembering Enemies." *Interacting with the Dead: Perspectives on Mortuary Archaeology for the New Millennium*, Gordon F. M. Rakita, Jane E. Buikstra, Lane A. Beck, Sloan R. Williams, eds. Pages 107-123. Gainesville: University Press of Florida, 2005

"The Culture-Conscious Brazilian Indian," *American Ethnologist* 33 : 60-75, 2004

"Creating a Continuity between Self and Other: First Person Narration in an Amazonian Ritual Context," *Ethos* 30: 158-175, 2002

"History and Forgetting in an Indigenous Amazonian Community," *Ethnohistory* 47: 381-401, 2001

• Selected Extramural Grants, 1997-2007

• Selected Consultancies, 1997-2007

• Professional Service

Book review editor, *Journal of Anthropological Research*, 2002-

Advisory Board member, *Tipiti: Journal of the Society for the Anthropology of Lowland South America*, 2007-

At-large Board member, Society for the Anthropology of Lowland South America, 2007-

• Honors and Awards

Snead-Wertheim Lectureship, 2006-07

OSBJORN M. PEARSON

- **Education**

University of Texas at Austin, Anthropology, BA 1990

State University of New York at Stony Brook, Anthropological Sciences, MA 1995, PhD 1997

Dissertation: "Postcranial Morphology and the Origin of Modern Humans"

- **Employment**

Associate Professor of Anthropology, UNM, 2005-

Assistant Professor of Anthropology, UNM, 1999-2005

Postdoctoral Research Associate, Department of Anthropology, George Washington University, 1998-99

Adjunct Instructor, Department of Anatomy and Cell Biology, George Washington School of Medicine and Health Sciences, 1998-99

Postdoctoral Associate, Department of Anthropology, Rutgers University, 1997-98

- **Anthropology Courses Taught at UNM, 2002-07**

Introduction to Anthropology (101), Evolution and Human Emergence (150), Human Evolution

Laboratory (151L), Human Biology (350), Anthropology of the Human Skeleton (351), Human Origins

(357), Paleoanthropology (457/557), Reconstructing Life from the Skeleton (458), Inferring Behavior

from the Skeleton (556), Seminar (with Lawrence Straus): The Middle to Upper Paleolithic Transition (577)

- **Research**

Paleoanthropology, origin of modern humans, skeletal biology, functional morphology, quantitative methods; Africa, Europe

- **Selected Publications, 1997-2007**

Carlson, K.J., Grine, F.E., and Pearson, O.M. Robusticity and sexual dimorphism in the postcranium of modern hunter-gatherers from Australia. *American Journal of Physical Anthropology* 134: 9-23. 2007.

Pearson, O.M., Cordero, R.M., and Busby, A.M. How different were Neanderthals' habitual activities? A comparative analysis with diverse groups of recent humans. In K. Harvati and T. Harrison, (eds.): *Neanderthals Revisited: New Approaches and Perspectives*, 89-111. New York: Springer. 2006.

Pearson, O.M. and Busby, A.M. Physique and ecogeographic adaptations of the Last Interglacial Neandertals from Krapina. *Periodicum Biologorum* 108: 449-455. 2006.

Pearson, O.M. and Buikstra, J.E. Behavior and the bones. In J.E. Buikstra and L.A. Beck (eds.): *Bioarchaeology: The Contextual Analysis of Human Remains*, 207-225. New York: Elsevier. 2006.

Lam, Y.M. and Pearson, O.M. Bone density studies and the interpretation of the faunal record. *Evolutionary Anthropology* 14:99-108. 2005.

Pearson, O.M. and Lieberman, D.E. The aging of Wolff's "Law": Ontogeny and responses to mechanical loading in cortical bone. *Yearbook of Physical Anthropology* 47: 63-99. 2004.

Pearson, O.M. Has the combination of genetic and fossil data solved the riddle of the origin of modern humans? *Evolutionary Anthropology* 13: 145-159. 2004.

Lieberman, D.E., Pearson, O.M., Polk, J.D., Demes, B., and Crompton, A.W. Optimization of bone growth and remodeling in response to loading in tapered mammalian limbs. *Experimental Biology* 206:3125-3138. 2003.

Lieberman, D.E., Devlin, M.J., and Pearson, O.M. Articular surface area responses to mechanical loading: Effects of exercise, age, and skeletal location. *American Journal of Physical Anthropology* 116:266-277. 2001.

Pearson, O.M. Activity, climate, and postcranial robusticity: Implications for modern human origins and scenarios of adaptive change. *Current Anthropology* 41: 569-607. 2000.

- **Selected Extramural Grants, 1997-2007**

National Science Foundation, "Doctoral Dissertation Improvement: Population Dynamics in Prehispanic Northern Mexico," Sophie Kohn, Co-PI, 2006

Wenner-Gren Foundation, "The Biological Evidence of the San Pau Chu Site, Taiwan, and its Association with Austronesian Migration," Hsui-man Lin, Co-PI, 2005

National Science Foundation, "Doctoral Dissertation Improvement: Taxonomic Implications of Basicranial Variation in *Australopithecus africanus*," Timothy R. Petersen, Co-PI, 2005

- **Selected Consultancies, 1997-2007**

- **Professional Service, 1997-2007**

Member, Board of Directors, New Mexico Museum of Natural History and Science, 2003-06

Editorial Associate, *Human Nature*, 2003-

International Referee, *Journal of Anthropological Sciences*, 2007-

Reviewer: *American Journal of Human Biology*, *American Journal of Physical Anthropology*, *Collegium Antropologicum* (Croatia), *Current Anthropology*, *Evolution*, *Evolutionary Anthropology*, *Journal of Anatomy*, *Journal of Anthropological Research*, *Journal of Anthropological Sciences* (Italy), *Journal of Human Evolution*, *Journal of Taphonomy*, *Nature*, *Paleoanthropology*, *Proceedings of the National Academy of Science*, *yearbook of Physical Anthropology*, 2002-

Reviewer of grants: Leakey Foundation, National Science Foundation, Wellcome Trust, 2002-

- **Honors and Awards**

JOSEPH F. POWELL

• Education

Eastern Kentucky University, Anthropology, BA cum laude 1985
University of Texas at Austin, Anthropology, MA summa cum laude, 1989
Texas A&M University, Biological Anthropology, PhD 1995
Dissertation: "Dental Variation and Biological Affinity among Middle Holocene Human Populations in North America"

• Employment

Associate Professor of Anthropology, UNM, 2001-
Assistant Professor of Anthropology, UNM, 1995-2001
Curator of Physical Anthropology Collections, Maxwell Museum of Anthropology, UNM, 1995-
Forensic Anthropologist, State of New Mexico, Office of the Medical Investigator, 1995-2000

• Anthropology Courses Taught at UNM, 2002-07

Evolution and Human Emergence (150), Human Osteology (351L/551), Topics: Dental Anthropology (450/550), Topics: Quantitative Genetics (450/550), Topics: Paleoindian Bioarchaeology (450/550), Advanced Quantitative Methods in Anthropology (651)

• Research

Skeletal biology, peopling of the New World, dental anthropology, quantitative methods, forensics; North and South America

• Selected Publications, 1997-2007

V. Cassman, N. Odegaard, and J. F. Powell, eds. *Human Remains: A Guide for Museums and Academic Institutions*. AltaMira Press, Lanham, MD. 2006
The First Americans: Race, Evolution and the Origin of Native Americans. Cambridge University Press. 2005
Paula D. Tomczak and Joseph F. Powell. Postmarital residence practices in the Windover Population: Sex-based dental variation as an indicator of patrilocality. *American Antiquity* 68: 93-108. 2003
C. B. Bousman, M. B. Collins, P. Goldberg, M. Masson, P. Dering, S. Dial, D. Wilson, J. Guy, D. G. Steele, V. Holliday, G. Freidlund, and J. F. Powell. The Paleoindian-Archaic Transition: New Evidence from Texas. *Antiquity* 76: 980-990. 2002
Yoder, C. A., D. H. Ubelaker, and J. F. Powell. Examination of variation in Sternal Rib End Morphology Relevant to Age Assessment. *Journal of Forensic Science* 60: 223-227. 2001
Powell, J. F. and W. A. Neves. Craniofacial Morphology of the First Americans: Pattern and Process in the Peopling of the Americas. *Yearbook of Physical Anthropology* 42: 153-188. 1999
Neves, W. A., J. F. Powell, and E. G. Ozolins. Extra continental morphological affinities of Palli Aike, Southern Chile. *Interciencia* 24: 27-37. 1999

• Selected Extramural Grants, 1997-2007

National Science Foundation, (co-PI with Jerry Rose) Analysis of trauma and cranial morphology of skeletal remains from the Egyptian Pre-dynastic, Hierakonpolis, middle Egypt, 2003
Fundação de Amparo à Pesquisa do Estado de São Paulo, Brazil Grant No. FAPESP 97/3210-1, Dental Variation in Early Human Remains from South America: Implications for the Peopling of the Americas, 1997

- **Selected Consultancies, 1997-2007**

Forensic consultant, State of New Mexico, 1997-2002

Forensic consultant, Federal Bureau of Investigation, 2003

- **Professional Service**

Member, Board of Trustees, New Mexico Museum of Natural History, 2003-

Reviewer: *Journal of Anthropological Research*, *American Journal of Physical Anthropology*, *Current Anthropology*, *Journal of Human Evolution*

Fellowship and research proposal reviewer: National Science Foundation

- **Honors and Awards**

ANN F. RAMENOFSKY

• Education

Arizona State University, Anthropology, BA cum laude 1965, MA 1968

University of Washington, Anthropology, PhD 1982

Dissertation: "The Archaeology of Population Collapse: Native American Response to the Introduction of European Disease"

• Employment

Associate Professor of Anthropology, UNM, 1990-

Associate Professor of Anthropology, Louisiana State University, 1988-89

Assistant Professor of Anthropology, Louisiana State University, 1983-88

• Anthropology Courses Taught at UNM, 2002-07

Method and Theory in Archaeology (121L), Research in Anthropology (304/504), Strategies of Archaeology (320), Eastern Woodlands Archaeology (323/523), Archaeological Field School (375), Historical Archaeology of the Spanish Borderlands (421), Archaeology Measurement and Laboratory Analysis (473L), History and Theory of Archaeology (574)

• Research

Analytical methods, Spanish colonization, epidemic disease; US Middle West and Southwest

• Selected Publications, 1997-2007

Ramenofsky, A. F. and Patricia Galloway. Disease and the Soto *Entrada*. In *The Hernando de Soto Expedition: History, Historiography and "Discovery" in the Southeast*, ed. Patricia Galloway, pp. 259-279. University of Nebraska Press, 2005

Ramenofsky, A. F. and C. D. Vaughan. "Jars Full of Shiny Metal": Analyzing Coronado's Visit to Yunque-Yunque. Richard C. Flint and Shirley C. Flint, eds., *The Coronado Expedition from the Distance of 460 Years*, pp. 116-139. University of New Mexico Press, 2003

Ramenofsky, A. F., A. K. Wilbur, and A. C. Stone. Native American Disease History: Past, Present, and Future Directions. *World Archaeology* 35: 241-257, 2003

Haag, William, George I. Quimby and A. F. Ramenofsky. Excerpts from "Bringing the Past Alive: Conversations with William Haag and George I. Quimby." Shannon Tushingam, Jane Hill and Charles H. McNutt, eds., *Histories of Southeastern Archaeology*, pp. 3-12. University of Alabama Press, 2002

Ramenofsky, A. F. and J. K. Feathers. Documents, Ceramics, Tree-Rings and Luminescence: Estimating Final Native Abandonment from the Lower Rio Chama. *Journal of Anthropological Research* 58: 121-159, 2002

Ramenofsky, A. F. and A. Steffen. *Unit Issues in Archaeology: Measuring Time, Space and Material*. University of Utah Press, 1998

• Selected Extramural Grants, 1997-2007

National Science Foundation, Early Contact Period Interaction in the Western Spanish Borderlands - A Ceramic Technological Study (Jennifer Boyd), 2005-07

Wenner-Gren Foundation, Learning Lineages as Reflected in Ceramic Production in Early Historic Northwest New Mexico (Jonathan VanHoose), 2003-06

Wenner-Gren Foundation, Mining, Colonialism, and Interaction on the Western Spanish Borderlands (David Vaughan), 2001-03

McCune Charitable Foundation, San Marcos Metallurgy, 2001-04
Standard Products Foundation, Columbus, Ohio, Aerial Photogrammetry of San Marcos Pueblo, 1999
Valley Improvement Association, Comanche Springs Excavation and Mapping, 1998

- **Selected Consultancies, 1997-2007**

- **Professional Service**

State of New Mexico Cultural Properties Review Committee, 1996-2002

- **Honors and Awards**

Snead-Wertheim Lectureship, 1998-99

SYLVIA RODRÍGUEZ

• Education

Barnard College, Columbia University, Anthropology, BA cum laude 1969
Stanford University, Anthropology, MA 1970
Stanford University, Graduate Special Studies (Interdepartmental, Anthropology and Psychology), PhD 1981
Dissertation: "Ecstasy: Map and Threshold: A Cross-Cultural Study of Dissociation"

• Employment

Professor of Anthropology, UNM, 2006-
Associate Professor of Anthropology, UNM, 1992-2006
Assistant Professor of Anthropology, UNM, 1988-92
Assistant Professor of Anthropology, UCLA, 1983-88
Assistant Professor of Anthropology, Carleton College, 1981
Instructor of Anthropology, Carleton College, 1978-81

• Anthropology Courses Taught at UNM, 2002-07

Principles of Cultural Anthropology (330), The Anthropology of Water (340/530), Comparative Ethnic Relations (344), Spanish Speaking Peoples of the Southwest (345), Honors Seminar (498), The Anthropology of Tourism (530), Southwestern Ethnology (537)

• Research

Ethnicity and ethnic relations, tourism, ritual drama, land and water issues; US Southwest, Mesoamerica

• Selected Publications, 1997-2007

Honor, Aridity, and Place. *Expressive Culture in the Hispanic Southwest*, ed. Philip González, pp. 25-41. University of Arizona Press, 2007
Acequia: Water Sharing, Sanctity, and Place. School for Advanced Research Press, 2006
Tourism, Difference, and Power in the Borderlands. *The Culture of Tourism, the Tourism of Culture*, ed. Hal Rothman, pp. 185-205. University of New Mexico Press, 2003
Procession and Sacred Landscape in New Mexico. *New Mexico Historical Review* 77: 1-26, 2002
Tourism, Whiteness and the Vanishing Anglo. *Seeing and Being Seen: Tourism in the American West*, ed. David M. Wrobel and Patrick T. Long, pp. 194-210. University of Kansas Press, 2001
Fiesta Time and Plaza Space: Resistance and Accommodation in a Tourist Town. *Journal of American Folklore* 111:39-56, 1998
The Taos Fiesta: Invented Tradition and the Infrapolitics of Symbolic Reclamation. *Journal of the Southwest* 39: 33-57, 1997

• Selected Extramural Grants, 1997-2007

Clements Center for Southwest Studies, Southern Methodist University, Residential Research Fellowship, 2003
School of American Research, Ethel-Jane Westfeldt Bunting Summer Scholar Fellowship, 2004

• Selected Consultancies, 1997-2007

Research consultant and expert witness for Abeyta case, Taos Valley Acequia Association, 1997-2000
Research consultant, Advisory Board for "A Qualitative Study of the Influence of Religious and Cultural Traditions of Hispanic Communities in Northern New Mexico and Southern Colorado on Decisions about Medical Genetics Services and Related Ethnical Concerns" (aka "Rec 8 Syndrome Study"), Regis University,

1999-2000

Consultant for Army Corps of Engineers, Acequia Video-Documentary Project, 2001

Consultant for Water in the West Radio Project, KGNU, Boulder, Colorado, 2003

Cerro Community Ditch Association, Acequia custom and practice, Affidavit (pro bono), 2004-05

• **Professional Service**

Program Committee, Annual Meeting, Society for Applied Anthropology, 2005

Editorial Board, *Journal of the Southwest*, 1989-

Editorial Board, *Cultural Anthropology*, 1996-2000

Editorial Board, *Aztlán*, 1997-2000

• **Honors and Awards**

Snead-Wertheim Lectureship, 1996-97

Chicago Folklore Prize for *The Matachines Dance: Ritual Symbolism and Interethnic Relations in the Upper Rio Grande Valley*, 1997

Border Regional Library Association, Southwest Book Award for *The Matachines Dance*, 1997

Faculty Research Acknowledgment Award, University Libraries, 2007

Association of Latina and Latino Anthropologists Book Award, 2007

BEVERLY R. SINGER

• Education

College of Santa Fe, Social Welfare, BA cum laude 1975

University of Chicago, Social Service Administration, MA 1977

Anthropology Film Center, Santa Fe, Documentary Filmmaking Certificate, 1984

University of New Mexico, American Studies, PhD 1996

Dissertation: "Film and Video Made by Native Americans: A Cultural Examination of Native American Participation in Film and Video Production"

• Employment

University Regents Lecturer, UNM, 2007-10

Associate Professor of Anthropology and Native American Studies, UNM, 2002-

Director, Alfonso Ortiz Center for Intercultural Studies, UNM, 2000-02

Assistant Professor of Ethnic Studies, California Polytechnic State University, 1997-98

Research Officer, Columbia University, 1991-96

• Anthropology Courses Taught at UNM, 2002-07

Indigenous Peoples of North America (331/531), Intercultural Legacies of New Mexico (340), Culture Study of Indigenous Video (341), Introduction to Field and Laboratory Research (399), Indigenous Self-Representation (530), Video Methods (540)

• Research

Anthropology and Native American Studies, Director of the Institute for American Indian Research; indigenous film and video, critical studies of images and narratives produced and written by indigenous peoples

• Selected Publications, 1997-2007

"Introduction." *Husk of Time Photographs by Victor Masayesva, Jr.* Tucson: University of Arizona Press, 2006

"Native American Cinema." In *Schirmer Encyclopedia of Film*. Farmingdale, MI: Thomas Gale Publishing, 2006

"The Making of 'Who We Are' Now Showing at the NMAI Lelawi Theater." *American Indian Quarterly* 29, 2005

Wiping the War Paint Off the Lens: Native American Film and Video. Minneapolis: University of Minnesota Press, 2001

"Video America Indigena/Video Native America." *Wicazo Sa Review* 16: 35-53, 2001

The Answers Lie Within: The Institute of American Indian Arts in Southern Africa. 28 min. video, Kellogg Foundation and IAIA, 2007

Season of Transformation: Decolonized Education at the University of New Mexico. 24 min. video, Native American Studies, 2006

Who We Are. 10 min. orientation film for the National Museum of the American Indian, Smithsonian Institution, Washington, DC, 2004

Desert Rainwater Harvesting. 24 min. video. University of New Mexico and the Woodrow Wilson Foundation, 2002

• Selected Extramural Grants, 1997-2007

New Mexico Department of Higher Education, "Film & Media Boot Camp," 2007

New Mexico Public Education Department, Division of Indian Education, "Indian Education in New Mexico, 2025," 200?

- **Selected Consultancies, 1997-2007**

Indigenous Film and Video, UNESCO ICT for Intercultural Dialogue, Developing Communication Capacities of Indigenous Peoples, 2006-

- **Professional Service**

Native American Public Telecommunications, grant proposal reviewer, 2004

- **Honors and Awards**

University Regents Lecturer, 2007-09

Lincoln Center for Ethics Visiting Scholar, Lincoln Center for Ethics, Arizona State University, 2004

Woodrow Wilson Foundation Fellowship supported by the Rockefeller Foundation, 2000

MARTA WEIGLE

• Education

Harvard University, Social Relations, AB cum laude 1965
University of Pennsylvania, Folklore and Folklife, MA 1968
University of Pennsylvania, Folklore and Folklife, PhD 1971
Dissertation: "Los Hermanos Penitentes": Historical and Ritual Aspects of Folk Religion in Northern New Mexico and Southern Colorado"

• Employment

Chair, Department of Anthropology, UNM, 1995-2002
University Regents Professor of Anthropology, UNM, 1993-
University Regents Professor of American Studies and Anthropology, UNM, 1990-93
Professor of American Studies and Anthropology, UNM, 1987-93
Chair, Department of American Studies, UNM, 1984-93
Professor of Anthropology, English and American Studies, UNM, 1983-87
Associate Professor of Anthropology, English and American Studies, UNM, 1982-83
Associate Professor of Anthropology and English, UNM, 1977-82
Assistant Professor of Anthropology and English, UNM, 1972-77

• Anthropology Courses Taught at UNM, 2002-07

Cultures of the World (130), Oral Narrative Traditions (312), New Mexico Lore and Lure (340/530), Women and Oral Tradition (340/530)

• Research

Folklore, mythology, ritual, narrative, women studies, tourism; US Southwest

• Selected Publications, 1997-2007

Brothers of Light, Brothers of Blood: The Penitentes of the Southwest (1976; Southwest Heritage Series rpt. with new foreword, Santa Fe: Sunstone Press, 2007)
(comp.) *A Penitente Bibliography* (1976; Southwest Heritage Series rpt. with new foreword, Santa Fe: Sunstone Press, 2007)
(and Peter White) *The Lore of New Mexico, Abridged Edition* (UNM Press, 2003)
"Women's Expressive Forms," pp. 298-307 in John Miles Foley, ed., *Teaching Oral Traditions* (NY: Modern Language Association, 1998)
"Canyon, Caverns, and Coordinates: From Nature Tourism to Nuclear Tourism in the Southwest," *Journal of the Southwest* 39 (1997): 165-82

• Selected Extramural Grants, 1997-2007

• Selected Consultancies, 1997-2007

Task Force on Documentation and Preservation, National Endowment for the Humanities Southwest Humanities Center, Arizona State University, 2000
Educational and Interpretive Advisory Committee, New Mexico History Museum, Museum of New Mexico, Santa Fe, 2004
Editorial Group for "Telling New Mexico: A New History" (book in press for Spring 2009), New Mexico History Museum, Museum of New Mexico, Santa Fe, 2005-

• **Professional Service**

American Folklore Society: Chair, Centennial Coordinating Council for 1988-89 programs, 1983-85; Executive Board, 1984-86

Editor: *Folklore Women's Communication*, 1977-79; Publications of the American Folklore Society, n.s., 1977-82

Editorial Boards: *Western Folklore*, 1983-88; *Journal of Anthropological Research*, 1984-94; *Journal of American Folklore*, 1985-90; *Journal of the Southwest*, 1987-2007; *Encyclopedia of American Folklore*, 1991-96; *Journal of the West*, 1996-97; *Mythosphere: A Journal for Image, Myth, and Symbol*, 1996-2001

• **Honors and Awards**

(for *Brothers of Light, Brothers of Blood*) Award of Honor, Cultural Properties Review Committee, State of New Mexico, 1976; Honorable Mention, Chicago Folklore Prize, 1976; Zia Award for outstanding New Mexico author, New Mexico Press Women, 1977

Fellow of the American Folklore Society, elected October 1987

(and Peter White, for *The Lore of New Mexico*), Ralph Emerson Twitchell Award for "a significant contribution to the field of history," Historical Society of New Mexico, 1989

(for chapter 7, *Creation and Procreation: Feminist Reflections on Mythologies of Cosmogony and Parturition*) Elli Kögäs Maranda Women and Folklore Prize, Women's Section of the American Folklore Society, 1989

University Regents Professor, 1990

(and Donna Pierce, for *Spanish New Mexico*) Ralph Emerson Twitchell Award for "a significant contribution to the field of history," Historical Society of New Mexico, 1997

Snead-Wertheim Endowed Lectureship, 2004-05

State of New Mexico Heritage Preservation Awards: inaugural State Historian's Award for Excellence in New Mexico Heritage Scholarship, The New Mexico Cultural Properties Review Committee and the State Historic Preservation Division, Department of Cultural Affairs, 2005

W. H. WILLS

• Education

University of New Mexico, Anthropology, BA cum laude 1977
University of Michigan, Anthropology, MA 1980, PhD 1985
Dissertation: "Early Agriculture in the Mogollon Highlands of New Mexico"

• Employment

Professor of Anthropology, UNM, 2001-
Visiting Associate Professor of Anthropology, University of Virginia, 2000-01
Associate Professor of Anthropology, UNM, 1993-2001
University Regents Lecturer, UNM, 1992-94
Assistant Professor of Anthropology, UNM, 1986-93

• Anthropology Courses Taught at UNM, 2002-07

Introduction to Archaeological Method and Theory (121L), World Prehistory (220), Southwest Archaeology (321), Field School (375), Seminar in Chaco Archaeology (420/520), Field Methods in Archaeology (475/573L), Current Debates in Archaeology (579)

• Research

Foraging and early farming societies, economic organization, religion and emergent social complexity, 19th-century Spanish colonial archaeology; US Southwest

• Selected Publications, 1997-2007

Economic Competition and Agricultural Involution in the Precontact North American Southwest. In *Catalyst for Ideas: Anthropological Archaeology and the Legacy of Douglas W. Schwartz*. Edited by V. Scarborough, pp. 41-68. School of American Research Press. Santa Fe. 2005
Complex Societies of North America (George Milner and W. H. Wills). In *The Human Past: World Prehistory and the Development of Human Societies*. Edited by C. Scarre, pp. 678-715. Thames and Hudson. 2005
Commensal Politics in the Prehispanic Southwest: An Introductory Review (W. H. Wills and Patricia L. Crown). In *Identity, Feasting and the Archaeology of the Greater Southwest*. Edited by B. Mills, pp. 19-44. University of Arizona Press. 2004
Modifying Pottery and Kivas at Chaco: Pentimento, Restoration, or Renewal? (Patricia L. Crown and W. H. Wills). *American Antiquity* 68: 511-532. 2003
Ritual and Mound Formation during the Bonito Phase in Chaco Canyon. *American Antiquity* 66: 433-452. 2001
Political Leadership at Chaco Canyon, New Mexico, AD 1020-1140. In *Alternative Leadership Strategies in the American Southwest*. Edited by B. Mills, pp. 19-44. University of Arizona Press. 2000

• Selected Extramural Grants, 1997-2007

National Geographic Society: "Continuing Excavation at Chaco Canyon, New Mexico," 2006
National Science Foundation: "Archaeological Investigations at Chaco Canyon, New Mexico," 2005-07
National Geographic Society: "Reinvestigation of Archaeological Trenches Excavated by the National Geographic Society in Chaco Canyon, New Mexico," 2004
Western National Parks Association: "Chaco Culture Collections Data Base Development," 2003-06

• Selected Consultancies, 1997-2007

- **Professional Service**

External Peer Review for Eastern New Mexico University, Department of Anthropology, 2006
Editorial Board, *Journal of World Prehistory*, 1996-2005

- **Honors and Awards**

Snead-Wertheim Lectureship, 2002-03
United States Department of the Interior, Excellence of Service Award, 2001
Smithsonian Institution Short-Term Visitor Award, 2000
University Regents Lecturer, 1992-94
Presidential Recognition Award, UNM, 1988

APPENDIX B
DOCTORATES AWARDED AND GRADUATE PLACEMENT, 1997-2007

Last Name	Dissertation Titles	Entered Program	Subfield:	PhD graduation Date	Current situation
Abbott, A	"Effects of Evolutionary Processes on Lithic Raw Material Procurement and Use During the Puebloan Period at Bosson Wash, Zuni, NM"	Fall 91	A	2003	Archaeological Consultant, Abbotek, Santa Fe, NM
Allen, A	Making Whiteness: Contested White Hegemony in the Late Twentieth-Century Madison, Wisconsin`		E	2000	
Anderson, K	Paternal Care, Divorce and Step Fathers: Analyses of Parental Behavior by Anglo, Hispanic, and Xhosa Men in Albuquerque, New Mexico and Cape Town, South Africa	1994	EA	1999	Asst Prof, Anthropology, University of Oklahoma, Norman 2002 to date, Project Director, National Research
Bagwell, E	"Domestic Architectural Production in Northwest Mexico"	Fall 96	A	2006	Project Director , Desert Archaeology, Phoenix, AZ
Baker, J	The Evolutionary Ecology of Thrifty Metabolism: Early-Life Signals of Environmental Instability and Later Body Composition in Humans	Fall 00	EA	2006	Res scientist III, Lead Estimates Demographer, Bureau of Business and Economic Research, UNM
Baker-Cristales	The Evolutionary Ecology of Thrifty Metabolism: Early-Life Signals of Environmental Instability and Later Body Composition in Humans		E	1999	Asst Prof, Anthropology, California State University, Los Angeles
Barrett, T	"Tuxtlas Obsidian: Organization and Change in a Regional Craft Industry."	Fall 90	A	2003	Archaeologist, Greenhome & O'Mara Associates, Greenbelt, MD
Benedict, K	"Settlement and Subsistence in the Western Anasazi Core Area: Development and Assessment of a Risk-Response Model"	Fall 93	A	2004	Director and Research Associate Professor, Earth Data Analysis Center, UNM
Benn-torres, J	African Ancestry and Admixture Estimates throughout the Anglophone Caribbean	Fall 99	EA	2006	Post-doc Res, Genetic Medicine, Department of Medicine, University of Chicago
Boehm, D	"De Ambos Lados/From Both Sides": Gender, Family and Nation Among Transnational Mexicans	Fall 97	E	2005	Asst Prof, Anthropology & Women Studies, University of Nevada Reno, NV

APPENDIX B
DOCTORATES AWARDED AND GRADUATE PLACEMENT, 1997-2007

Buchanan, B	Cultural Transmission and Stone Tools: A Study of Early Paleoindian Technology in North America	Fall 97	A	2005	NSF Post doc, University of British Columbia, Canada
Burke, N	"Cuban Refugees, Strategies of Incorporation, Santeria Religious Practice	Fall 95	E	2001	Research Scientist/Project Director, Cancer Center, University of California--San Francisco
Bustard, W	Chacoan Space As Place: Small and Great House Spatial Organization A.D. 1000-1150		A	1997	National Park Service, Chaco Center Director
Carson, Elizabeth	"Genetic and Environmental Components of Human Microevolution in Pleistocene and Holocene Australia"	Fall 96	EA	2006	Postdoctoral Research Associate, Department of Anatomy and Neurobiology, Washington University
Carter, T	Playing Hardball: Constructions of Cuban Identity		E	2001	
Chapin, N	Hunter-Gatherer Technological Organization: The Archaic Period in Northern New Mexico	Fall 91	A	2005	Vice President, Galaxy Goo, San Francisco?
Chino, M	The Determinants and Outcomes of Age at First Reproduction Among a Cohort of American Indian Women	1988	H	1997	Associate Professor, Department of Environmental and Occupational Health, University of Nevada, Las Vegas, School of Public Health
Cooper (Evans), A	Status, Alliances, and Health in the Workplace	Fall 00	E	2007	Assistant Professor, School of Humanities, San Juan College, Farmington, NM
Cristiani, M	A Life-History Perspective on Dating and Courtship Among Albuquerque Adolescents	Fall 97	EA	2003	Part-time Instructor, for the Developmental Education Department at Portland Community College
Crumley, D	"Reproductive Competition and Maternal Fat Utilization in Provisioned Vervet Monkeys (<i>cercopithecus aethiops sabaeus</i>)"	Fall 87	EA	2000	Yolo County Resource Conservation District, Woodland, California
Dehaas, J	Negotiating Harmony: Women, Family and Work in Taiwan	Spr 89	E	2006	Visit Asst Prof, Anth, Western Washington State University
Dello-Russo, R	Climatic Stress in the Middle Rio Grand Valley of New Mexico: An Evaluation of Changes in Foraging Behaviors During the Late Archaic/Basketmaker II Period		A	1999	Res Assoc, Maxwell Museum of Anthropology, UNM
Dominguez, S	"Analyzing The Hydrologic Functions Of Some Prehistoric Agricultural Features"	Fall 92	A	2000	Adjunct Asst Prof, Anthropology, University of Colorado-Boulder

APPENDIX B
DOCTORATES AWARDED AND GRADUATE PLACEMENT, 1997-2007

East, A	Reproduction and Prenatal Care in Arizona Prehistory: An Examination of Patterns of Health in Perinates and Children at Grasshopper, Point of Pines, and Turkey Creek Pueblos	Fall 99	EA	2008	
Estenson, T	Functional Constraints on Morphology of the Pharynx	Fall 91	EA	2004	Director, Anatomical Facilities, Health Sciences Center, UNM
Estes, J	"Middle-Range Research into the Organization of Production and Product Standardization in Mata Ortiz, Chihuahua."	Fall 90	A	2003	archaeologist, El Paso, TX ?
Fullerton-Gleason, L	Intimate Partner Assault: Trade-off for Protection from Non-mate Assault?	1988	H	1998	Research Scientist, Injury Prevention; UNM HSC Department of Emergency Medicine
Gartner, J	"An Ethnography of Art Photography in New York"	Fall 98	E	2002	Adjunct Instructor, Social Sciences, FIT-SUNY, NY
Getrich, C	"American by Birth, Mexican by Blood": Cultural Citizenship and Identity among Second-Generation Mexican Youth"	Fall 02	E	2008	Post Doctoral Fellow, Department of Family Community Medicine, Health Sciences, UNM
Goodman, E			EA	2002	Joint POW.MIA Accounting Command, Hickam AFB, HI
Greaves, Russell	Ethnoarchaeological Investigation of Subsistence Mobility, Resource Targeting, and Technological Organization Among Pume Foragers of Venezuela		A	1997	
Griffin (Salvador), J	Pregnancy and Parenting Among Albuquerque Teens: A School-Based Ethnography	Fall 92	E	2001	Program Coordinator, Border Health Initiative, San Diego
Gurven, M	"Hunter-Gatherer Food Sharing Ecology"	Fall 96	EA	2000	Asst Prof, Anth, University of California-Santa Barbara
Hamilton, M	"Quantifying Clovis Dynamics: Confronting Theory with Models and Data Across Scales"		A	2008	
Harmon, M	Centralization, Cultural Transmission, and "The Game of Life and Death" in Northern Mexico	Fall 96	A	2005	Partner, Human Inquiry
Hicks,	Authoring Place: Computer-Mediated Textx and the Dynamics of Place at a Genomics Software Company	Fall 95	E	2004	Living in Santa Fe
Hill, Erica	The Art of Political Discourse: Ideology and the Sacrificial Ritual Among the Moche		A	1999	
Hilton, C	Hominid Groups: Sedentary Americans and Mobile Venezuelan Foragers		EA	1997	Asst Prof, Anthroplogy, Western Michigan University, Kalamazoo
Hohmann, B	Preclassic "Maya Shell Ornament Production in the Belize Valley, Belize"	Fall 92	A	2002	Curator, Fernbank Museum of Natural History, Atlanta GA

APPENDIX B
DOCTORATES AWARDED AND GRADUATE PLACEMENT, 1997-2007

Horton, S	"The Santa Fe Fiesta, Rinveted: Sacralizing Ties to a Disappearing Homeland"	Fall 97	E	2003	Asst Prof, Anthropology, University of Montana
Howe, C	Strategizing Sexualities, Relmaging Gender and Televisionary Tactics: The Cultural Politics of Social Struggle in Neoliberal Nicaragua	Fall 97	E	2003	Asst Prof, Anthropology, American University
Hudspeth, W	The Evolutionary Ecology of Behavioral Response to Risk Among Prehistoric Agriculturalists of the Lower Rio Chama, New Mexico		A	2001	
Johnson, S	"Modeling the Tradeoff Between Energy Acquisition & Predation Risk-Effects On Individual Variation In Growth & Mortality Among Baboons"	Fall 90	EA	2000	Associate Prof and Vice Chair, Anthropology, California State University, Fullerton
Jones-Engel, L	"Bidirectional Pathogen Transmission Among Humans and Nonhuman Primates on the Indonesian Island of Sulawesi"	Fall 98	EA	2002	Research Associate, National Primate Research Center, University of Washington, Seattle
Khachadorian, A	Adaptive Strategies at the Southwestern Indian Polytechnic Institute	Fall 95	E	2005	Indian Polytechnic Institute, Albuquerque
Kiefer, T			E		Instructor, Truckee Community College
Kies, T	Labor Process, Ethnoaesthetics, and The Political Economy of Guitar Artisans in Paracho, Michoacan	Fall 00	E	2006	Instructor, Astoria College, OR
Kilby, J	An Investigation of Clovis Caches: Content, Function, and Technological Organization	Fall 96	A	2008	Asst Professor, Anthropology & Applied Archaeology, Eastern New Mexico University
KING	The Organization of Production of Chuska Grayware Ceramics for Distribution and Consumption in Chaco Canyon, New Mexico	Fall 89	A	2003	School counselor, Ramah School District, NM
Kinsella, J	"Carving Identity: Artistic Traditions and Aesthetic Knowledge in Contemporary Zimbabwe"	Fall 96	E	2005	Study Abroad Program, Depaul University, Chicago IL
Klein, K			E	1997	Curator, Maxwell Museum of Anthropology, UNM
Klimentidis, Y	"Using Genetic Admixture to Examine Social and Phenotypic Aspects of Ethnicity Among New Mexican Hispanics and Native Americans"	Fall 00	EA	2008	Part-time Instructor, UNM
Kludt, T	Bath Processing and Bulk Acquisition of Agave in the desert SW	Fall 94	A	2006	Consulting Archaeologist, Lone Mountain Archaeological Services, Albuquerque?

APPENDIX B
DOCTORATES AWARDED AND GRADUATE PLACEMENT, 1997-2007

Kramer, K	Variation in Children's Work Among Modern Maya Subsistence Agriculturalists	1990	EA	1998	Associate Professor, Department of Anthropology, Harvard University
Laadt	Impact of Perterm Birth and Child Condition on Maternal Reproductive Behavior	1985	H	1997	Independent author, lecturer, and consultant with US and International programs. (based out of Denver, Co)
Lally, James	Reconstructing the Cause and Origin of Structural fires in the Archaeological Record of the Greater Southwest	Fall 99	A	2004	Bureau of Land Management, Dept Interior, Albuquerque
Lambert, R	"Investigations of Small Structures in the Citadel District of Wupatki National Monument"	Fall 92	A	2006	Cultural Program Director, San Juan Mountains Association, Durango, CO
Lambourne, C.	"Early Socioecological Determinants of Adolescent Behavioral Strategies"	Fall 98	EA	2007	Research Asst Professor, Department of Family Medicine, Practice Partner Research Network Medical University of South Carolina
LeTourneau, P	Folsom Toolstone Procurement in the Southwest and the Southern Plains		A	2001	
Lewis, C	Intercontinental to Intrasite Genetic Analyses of Ancient and Contemporary Native American Communities	Fall 98	A	2005	Post doc, Human Genetics/Anthropology, University of Michigan
Lockard, G	Political Power and Economy at the Archaeological Site of Galindo, Moche Valley, Peru	Fall 97	A	2005	Senior Archaeologist, URS Corporation, Gaithersburg, MD
Lopez, L	"Taking Back the Word: Defining Public Service and Democracy through Community Radio in Latin America"	Fall 96	E	2008	
Mahony (Muller), M	Conflict and Control: Intimate Partner Violence and Reproductive Control	Sum 93	EA	2005	Child-rearing?
Martin, A	Enchantment and Colonization: Modernity and Lifestyle Migrants in a New Mexico Town		E	1998	
Martinson, E	"Researching the Etiology of Cribra Orbitalia and Porotic Hyperostosis: A Case Study of the Chiribaya of the Osmore Drainage, Peru"	Fall 95	A	2002	Research Assoc, U of Alaska
Maxwell, T	Looking for Adaptation: A comparative and Engineering Analysis of Prehistoric Agricultural Technologies and Techniques in the Southwest		A	2000	Director Emeritus, Office of Archaeological Research, Museum of New Mexico
McCabe, T	Implications of Intermixture on Human Cranial Morphology		B	1997	

APPENDIX B
DOCTORATES AWARDED AND GRADUATE PLACEMENT, 1997-2007

Mc Millan, G	"Elements of Ache Sociality"	Fall 91	EA	2002	Statistician, Portland VA Medical Center, National Center for Rehabilitative Auditory Research; Clinical Assistant Professor, Dept. of Public Health and Preventative Medicine OHSU
Mc Namara, L	Ways of Knowing about Weapons: The Cold War's End at the Los Alamos National Laboratory	Fall 93	E	2001	Principal Member, Exploratory Simulation Technologies, Sandia National Laboratory, Albuquerque
McIlwraith, T	But we are Still Native People: Talking about Hunting and History in a Northern Athapaskan Village	Fall 99	E	2007	Instructor, Douglas College, New Westminster and Coquitlam, British Columbia, Canada. Also professional consultant
McReynolds, MJ	Hitting the Mountain: Educational Success Among Native American Women in Albuquerque, NM		E	1997	
Meredith Hess, J	"Tibetans in Exile: Local Meanings, National Belonging, and Cultural Politics in Diaspora"	Fall 95	E	2003	PTI, Anthropology, UNM
Mikulak, M	"The Social Construction of Disposable Children: Street & Working Children in Brazil"	Fall 93	E	2002	Asst Prof, Anthropology, University of North Dakota
Miller, R	"Patterns of Raw Material Utilization in the Early Upper Paleolithic in Belgium."	Fall 91	A	2000	Ethnographic Insight, Bellingham, WA
Montoya, Phillip	Social Cultural Capital: Empowerment for Sustainable Development in the Mountains of Escazu, Costa Rica		E	1999	
Morales, T	Glazeware Pottery Production and Distribution in the Upper-Middle Rio Grande Valley, New Mexico		A	1997	
Mueller, T	The Effects of Socio-Ecological Variables on the Timetable of Reproductive Maturation in Captive Female Baboons (<i>Papio hamadrayas anubis</i>)	Fall 97	EA	2005	PTI , Anthropology, UNM
Munson, M	On Boundaries and Beliefs: Rock Art and identity on the Pajarito Plateau	Fall 94	A	2002	Assoc Prof, Anthropology, Trent University
Nakazawa, Y	"Hearth-Centered Spatial Organization: A comparative Approach to the Study of Palimpsests in Late Upper Paleolithic Sites in Hokkaido (Japan) and Cantabria(Spain)"	Fall 01	A	2007	Archaeologist, Office of Contract Archaeology, UNM
Niewoehner, W	The Functional Anatomy of Late Pleistocene and Recent Human Carpometacarpal and Metacarpophalangeal Articulations		EA	2000	Asst Prof, Anthropology, California State University, San Bernardino

APPENDIX B
DOCTORATES AWARDED AND GRADUATE PLACEMENT, 1997-2007

Nunez-Janes, M	"Education, Culture, and Ethnic Identity: Constructing Constructing Chicano and Mexican Ethnicity in Bilingual Classrooms"	Fall 95	E	2003	Asst Prof Anth, Co Dir Ethnic ST, University of North Texas
Nystrom, K	The Biological and Social Consequences of Inka Conquest of the Chachapoya Region of Northern Peru	Fall 97	EA	2005	Asst Prof, Anthropology, SUNY-New Paltz
Ogilvie, MD	"Bioarchaeology of the Foraging to Farming Transition in the Southwestern United States"	Sum 87	EA	2000	Research Associate, Maxwell Museum, UNM Albuquerque
Olsen, N	"Potters' Choices: The Social Construction of Pottery Making Technologies at Acoma and Laguna Pueblos, NM"	Spr 91	E	2002	Intercultural Studies Division & Anthropology, DeAnza College, Cupertino, Ca
Payne, M	Valley of Faith: Historical Archaeology in the Upper Santa Fe River Basin		A	1999	
Penman, S	"Colonowares as Evidence of Acculturation at Pecos Pueblo, New Mexico"	Fall 88	A	2002	GIT Analyst, Earth Data Analysis Center, UNM
Perry, M	Health, Labor and Political Economy: A Bioarchaeological Analysis of Three Communities in Provincia Arabia"	Fall 95	EA	2002	Asst Prof, Anth, East Carolina University
Pinson (Oberling), A	Foraging in Uncertain Times: the Effects of Risk on subsistence Behavior During the Pleistocene-Holocene Transition in the Oregon Basin		A	2000	
Pochron, S	Tests of Food Selection Models - Yellow Baboons (<i>Papio cynocephalus cynocephalus</i>), Ruaha National Park, Tanzania	1989	EA	1999	Adjunct Prof, Institute for the Conservation of Tropical Environments, SUNY-Stony Brook Writer/Novelist Children's non-fiction for Boyds Mill Press, Science News for Kids, and Highlights and Romance Novels
Powell, M.	The Organization of Ceramic Production in the Upper Pecos Valley, New Mexico, A.D. 1200-1400	Fall 92	A	2002	Curator, Archaeology, Museum of New Mexico, Santa Fe
Powers, W	The Harvard Five Cultures Values Study and Post War Anthropology		A	1997	
Rakita, G	"Social Complexity, Religious Organization, and Mortuary Ritual at the Prehispanic Site of Paquime, Chihuahua, Mexico"	Fall 95	A	2001	Assistant Professor, Anthropology, University of North Florida
Ramierz de Arellano Pagan	"Voice and Identity in Legal Narratives of Gender Violence and Sexual Torture in the Southwestern United States"		E	2008	PTI, Women's Studies & Political Science, UNM

APPENDIX B
DOCTORATES AWARDED AND GRADUATE PLACEMENT, 1997-2007

Rapaport	Food Sharing in Golden Lion Tamarins (<i>Leontopithecus rosalia</i>): Provisioning of Young, Maintenance of Social Bonds, and Resource Constraints	1988	H	1997	Assistant Professor, Biological Sciences Department
Reycraft, R	The Termanal Chiribaya Project: The Archaeology of Human Response to Natural Disaster in South Coastal Peru		A	1998	Res Assoc, Maxwell Museum of Anthropology, UNM
Rhoads, M L	Population Dynamics at the southern Periphery of the Ancient Maya World: Kinship at Copan	Fall 96	EA	2003	Assoc Prof, Anthropology, Crown College, Tacoma WA & statistician, Microsoft Systems
Rioux, J	"Ayurvedic Practic, Alternative Modes of Knowing and Social Transformation"	Spr 93	E	2002	Board Member, National Ayurvedic Association
Romero, Francine	A population Genetic Study of Athabaskan-Speaking Populations in the American Southwest	1989	H	1998	Executive Director, Albuquerque Area SW Tribal Epidemiology Center Albuquerque Area Indian Health Board
Rucas, S	Female Intrasexual Behaviors Among the Tsimane of Bolivia	Fall 00	EA	2004	Assistant Professor, Social Sciences Department, Cal Poly State University- San Luis Obispo, CA
Ruttenberg, A	The Coordination of foraging and Vigilance between the Sexes in Free-Ranging Rufous-Naped Tamarin Monkeys (<i>Saguinus Geoffroyi</i>)	Fall 95	EA	2005	Investor/Trader of securities, self-employed
Schillaci, M	"The Effects of Hybridization on Craniofacial Growth Allometry Among the Macaques of Sulawesi"	Fall 96	EA	2002	Asst Prof, Anthropology, University of Toronto
Schmidt, K	"An Assessment of the Settlement and Subsistence in Emergent Agricultural Economies in the Tucson Basin, United States, and Chihuahua, Mexico."	Fall 98	A	2008	Archaeologist, Statistical Research Incorporated, Albuquerque
Schwendler, R	"Hunter-Gatherer Social Interactions In Magdalenian Western Europe"	Fall 95	A	2004	Project Director, SWCA, Inc, Albuquerque
Sossis, R	The Collective Action Problem of Male Cooperative Labor on Ifaluk Atoll	1992	EA	1997	Assoc Prof, Anthropology, University of Connecticut, Storrs 2003 to date
Sprehn, M	"Social Complexity and the Specialist Potters of Casas Grandes in Northern Mexico."	Fall 93	A	2003	Adjunct Asst Prof, Montgomery College, MD
Stefan, V	Craniometric Variation and Biological Affinity of the Prehistoric Rapanui (Easter Islanders): Their Origin, Evolution, and Place in Polynesian Prehistory		EA	2000	Assoc Prof, Anthropology, City University of New York

APPENDIX B
DOCTORATES AWARDED AND GRADUATE PLACEMENT, 1997-2007

Steffen, A	The Dome Fire Obsidian Study: Investigating the Interaction of Heat, Hydration, and Glass Geochemistry	Fall 90	A	2005	Cultural Resources Manager, Valles Caldera Reserve
Stocker, K	"The Dynamics of Discrimination in a Costa Rican High School Setting"	Fall 97	E	2001	Asst Prof, Anthropology, California State University, Bakersfield
Stojanowski, C	"Cemetery Structure, Population Aggregation, and Biological Variability in the Mission Centers of La Florida"	Fall 97	EA	2001	Asst Prof, Anthropology (SHESC), Arizona State University, Tempe
Sumi, A	Competition or Cooperation: Organizational Practices and the Relations of Power in Japanese Transplants in the United States		E	1997	
Sussman, A	"Re-Imagining the Garden City: The Politics of Place in Missoula Montana."	Fall 92	E	2003	Scientist, MCRP, Department of Family and Community Medicine, University of New Mexico, Albu-
Thompson, I	Chahta Intikba Im Aiiikhvna (Learning from the Choctaw Ancestors): Integrating Indigenous and Experimental Approaches in the Study of Mississippian Technologies	Fall 03	A	2008	
Tomczak, P	"Prehistoric Socio-Economic Relations and Population Organization within the Osmore Valley of Southern Peru"	Fall 95	EA	2001	Sr Lecturer, Anthropology, Vanderbilt University
Tucker, W	Childless Among American Men: A Life-history Perspective	1988	H	1998	Research Scientist, RAMAS Software, Applied Biomathematics, Stony Brook, NY
Van Hoose, J	Learning Lineages as Reflected in Ceramic Production in Early Historic Northwest New Mexico	Fall 94	A	2008	Cultural Resources Officer, Army Corps of Engineers, Albuquerque
Vanpool, C	Symbolism of Casas Grandes	Fall 96	A	2003	Asst Prof, Anthropology, University of Missouri-Columbia
Vanpool, T	Explaining Changes in Point Morphology: A Case Study from Ventana Cave, Arizona	Fall 93	A	2003	Asst Prof, Anthropology, University of Missouri-Columbia
Vaughan, D	Taking the Measure of New Mexico's Colonial Miners, Mining and Metallurgy	Fall 94	A	2006	Project Director, Zia Engineering,
Vince, A	Cultural Estrangement: The Experiences of Physicians Caring for American Indian Patients	Fall 92	E	2004	Dir, University Health Professions, University of Texas-San Antonio

APPENDIX B
DOCTORATES AWARDED AND GRADUATE PLACEMENT, 1997-2007

Walker, R	"Evolution of the Human Life History: Ontogeny and Behavior in two South American Indigenous Populations"	Fall 99	EA	2004	Postdoctoral Researcher, Integrative Primate Socio-Ecology, Max Planck Institute for Evolutionary Anthropology
Waynforth, D	Male Mating Strategies Among the Mayas of Belize	1993	EA	1999	Senior Lecturer in Human Behaviour, School of Medicine, Health Policy and Practice, University of East Anglia, UK 2006 to date
Weaver, A	"Cerebellar Volume in Pleistocene and Modern Homo"	Fall 93	EA	2001	writer in Santa Fe
Wilbur, A	Genetics of Host Susceptibility/Resistance to Tuberculosis in Aché and Avá of Paraguay	Fall 97	EA	2005	Postdoc Research Assoc. Center for Bioarchaeology, SHESC, Arizona State University, Tempe
Winking, J	Fathering among the Tsimane of Bolivia: A Test of the Proposed Goals of Paternal Care	Fall 00	EA	2005	Assistant Prof. Department of Anthropology, Texas A&M University
Zaro, G	Human Ecology and Ancient Agrarian Land Use at Wawakiki Spring, South Coast Peru, AD 1000-2000	Fall 98	A	2005	Asst Prof, Anth & Climate Change, University of Maine, Orono

APPENDIX C

EXTRAMURAL FUNDING, 2001-2008

Agency	Name	PI	Co-PI	Budget	Start date	End date
National Science Foundation	Tardiglacial Human Adaptations	Straus		143,984	9/1/1998	8/31/2005
National Endowment for Humanities	Ortiz Center Challenge Grant	Lamphere		144,881	12/1/1998	7/31/2007
National Park Foundation	Dome Fire Effects Study	Ramenofsky		75,000	9/14/2000	4/15/2004
McCune Charitable Foundation	Ortiz Center Operations	Lamphere		150,000	2001	2006
Chamiza Foundation	Chamiza-Ortiz Center	Singer		\$5,000	4/2/2001	12/31/2004
National Institute of Health	Health and Economic	Hurtado		188,550	7/20/2001	4/30/2005
National Science Foundation	Investigation of Small Sites	Crown		75,000	9/15/2001	9/14/2004
Woodrow Wilson National Foundation	Rainwater Harvesting Project	Singer		10,000	2002	
National Science Foundation	REU Supplement: Tardiglacial	Straus		7,000	2002	6/25/1905
University of Arkansas	Craniometric Analysis of Predynastic	Powell		9,670	2002	
Wenner Gren	Bio Affinity at Chen Chen, Peru	Stone	Cecil Lewis	24,550	5/16/2002	11/30/2004
National Science Foundation	Skill Investment and Subsistence	Hill	Robert Walker	10,000	2002	
Department of Health and Human Services	DHHS/NIMH-Golden Lion	Rapaport		379,183	6/1/2002	5/31/2005

Agency	Name	PI	Co-PI	Budget	Start date	End date
National Science Foundation	Growth Develop, Aging and Sociality	Kaplan		150,709	6/1/2002	5/31/2005
National Science Foundation	REU:Growth Develop, Aging and Sociality	Kaplan		19,400	6/1/2002	5/31/2005
Western National Parks Association	Chaco Collections Database	Wills		7,200	1/1/2003	12/31/2005
Smithsonian Institute	Ancient Biomolecules Tuberculosis	Buikstra		80,000	2/1/2003	12/31/2006
National Science Foundation	Reproduction and Prenatal Care in Arizona Prehistory	Buikstra	East	10,000	2003	
National Science Foundation	Genetic History of Peru	Stone		79,986	3/15/2003	2/29/2004
Wenner Gren	Learning Lineages	Ramenofsky	van Hoose	24,860	2003	
McCune Charitable Foundation	San Marcos Metallurgy	Ramenofsky		11,000	4/11/2003	4/30/2004
National Science Foundation	Genetics of Susceptibility	Stone	Alicia Wilbur	20,578	6/10/2003	9/30/2005
National Science Foundation	Settlement & Subsistence Anasazi	Huckell	Karl Benedict	4,357	7/1/2003	6/30/2005
National Science Foundation	Biological Evidence from San Pau Chu Site	Stone		5,984	9/1/2003	8/31/2005
Univ of Southern California	Inflammation and Metabolic Risk	Kaplan		31,746	9/30/2003	6/30/2004
University of Arizona	Nutritional Status of Navajo Women	McCloskey		42,000	2004	
McCune Charitable Foundation	Indigenous Film Series	Singer	Ramenofsky	8,000	2004	

Agency	Name	PI	Co-PI	Budget	Start date	End date
National Geographic Society	Reinvestigation of Arch Trenches	Wills		25,000	5/3/2004	12/3/2005
National Science Foundation	Cultural Transmission and Stone Tools	Huckell	Briggs Buchanan	11,832	5/15/2004	8/31/2006
Univ of California - Santa Barbara	Grandparenting and Evolution	Kaplan		209,103	8/1/2004	7/31/2009
Santa Fe Institute	Human Life Course and Biodemography	Kaplan		1,620,770	10/1/2004	4/30/2009
National Geographic Society	Middle-Upper Paleo El Miron	Straus		17,000	2004	
National Science Foundation	Late Pleist Mobility	Straus	Risetto	11,958	2004	
Univ of Pennsylvania	Collecting Biomarkers	Kaplan		49,500	1/1/2005	12/31/2005
Leakey Foundation	EEG & Cognition	Lancaster	John Wagner	11,438	1/21/2005	5/30/2006
National Science Foundation	Convivencia, Politics	Nagengast	Gabriel Torres	9,466	3/15/2005	2/28/2006
National Science Foundation	Taxonomic Implications	Pearson	Tim Petersen	8,665	3/15/2005	3/28/2006
National Science Foundation	Impermanent vs Intensive Agric	Huckell	Bob Powers	11,998	4/1/2005	3/31/2009
National Science Foundation	Role of Standardization	Crown	Kari Schleher	11,800	5/1/2005	4/30/2007
National Science Foundation	Arch Investigations at Chaco Canyon	Wills		219,995	6/1/2005	11/30/2008
National Science Foundation	REU:Chaco Canyon	Wills		3,750	6/1/2005	11/30/2007

Agency	Name	PI	Co-PI	Budget	Start date	End date
National Science Foundation	Why Pointed Pots?	Crown	Kathy Helton	6,865	6/15/2005	11/30/2007
National Science Foundation	Techno Org & Thermal Eff Grayware	Crown	Marianne Tyndall	11,468	6/15/2005	5/31/2008
Wenner Gren	Biological Evidence	Pearson	Hsiuman Lin	24,801	7/1/2005	12/31/2006
National Science Foundation	REU Supplement: Landuse in Portugal	Boone		7,953	2005	6/28/1905
National Science Foundation	Early Contact Period	Ramenofsky	Jennifer Boyd	11,980	8/1/2005	7/31/2007
Leakey Foundation	Prevalance of Osteoarthritis	Pearson	Demelza Poe	11,404	1/1/2006	12/31/2007
National Geographic Society	Glacial Adaptations	Straus		20,020	1/9/2006	6/16/2007
National Geographic Society	Arch Invest Chaco Canyon	Wills		28,000	6/1/2006	12/30/2007
TIDES Foundation	Bosavi Digital Archive	Feld		8,000	6/1/2006	12/31/2006
National Science Foundation	Investigating Cultural Citizenship	Lamphere	Christina Getrich	11,690	6/15/2006	5/31/2007
Sandia National Laboratory	Organic Residues on Po+B73ttery	Crown		5,000	2007	
Metanexus Institute on Religion & Science	TARP-Ecological Evolutionary Dynamics	Graves		50,000	1/1/2007	12/31/2008
National Science Foundation	Woodland Mortuary Practices	Oakdale	Jason King	11,997	1/1/2007	12/31/2008
Wenner Gren	Ethnic Identity	Komar		22,931	1/3/2007	7/31/2008

Agency	Name	PI	Co-PI	Budget	Start date	End date
National Science Foundation	Population Dynamics	Pearson	Sophie Kohn	10,829	1/15/2007	12/31/2007
National Science Foundation	Cholo Site Variability	Bawden	Roberto Herrera	14,985	3/1/2007	2/28/2009
National Science Foundation	REU Supplement: Grandparenting	Kaplan		4000	2007	
National Science Foundation	Tribes, States, Landscapes	Boone	Scott Worman	15,000	5/1/2007	4/30/2009
National Geographic Society	Origins of Cantabrian Madgalenian	Straus		22,000	5/15/2007	1/31/2009
National Science Foundation	Conflict & Cooperation in Families	Kaplan	Jon Stieglitz	15,000	8/1/2007	1/31/2009
National Science Foundation	Late Upper Paleolithic	Straus	Elisabeth Stone	14,997	8/15/2007	1/31/2010
National Science Foundation	Investigating Trash Mounds	Crown		328,510	8/15/2007	7/31/2009
National Institutes of Health	Molecular Epidemiology	Muller		12,594	9/1/2007	8/30/2008
National Science Foundation	Uxbenka Arch Project	Prufer		83,507	9/18/2007	11/30/2009
TIDES Foundation	Bosavi Digital Photo Archive	Feld		10,000	2007	7/1/1905
National Endowment for the Humanities	Ortiz Center Match	Lamphere		215,747	2007	
	Regents-Singer	Singer		2,900	11/6/2007	12/31/2008
Mellon Foundation	Building Future Leadership	Lamphere	Graves	700,000	1/1/2008	7/31/2013

Agency	Name	PI	Co-PI	Budget	Start date	End date
University of New Mexico	Cost Share for Mellon Building Future Leadership	Lamphere	Graves	270,000	1/1/2008	7/31/2013
National Science Foundation	REU: Hawaiian Landscapes	Graves		116,450	4/1/2008	3/31/2009
National Science Foundation	Political Ecology of Late Prehispanic Agric	Hayashida		259,048	6/15/2008	6/14/2010
Wenner Gren	Ynalche Project Water, Land, Politics	Hayashida		24,997	8/10/2008	1/31/2009
National Science Foundation	Maya Resilience and Complexity	Prufer		274,305	2008	2011
National Endowment for the Humanities	Integrative History of Kamehameha	Graves		80,000	2008	2009
National Science Foundation	Paleoecology of Nualolo Kai	Graves		60,000	2008	2009
			TOTAL	\$6,707,891		

APPENDIX D

INTRAMURAL FUNDING, 2001-2008

Sponsor	Name	PI	Co-PI	Budget	Start date
RAC	Archaeological	Crown, P	Wills, W	\$ 3,416	2002
RAC	Final Research and Manuscript Development of Abalone Tales	Field, L		\$ 1,446	2002
RAC	Archaeological Investigation of the Gorgora Stone Age Site, Ethiopia	Pearson, O		\$5,067	2002
RAC	Archaeological Analysis of Materials from Pueblo Alto, Chaco Canyon	Boone, J		\$ 3,500	2003
RAC	Ceramics and Rituals	Crown, P		\$ 2,901	2003
RAC	Tuberculosis Susceptibility in Paraguay	Stone, A		\$ 2,916	2003
LAI	Kayabi Perspectives on Twentieth Century Brazilian Indian Relations	Oakdale, S		\$ 1,300	2004
RAC	Kayabi Perspectives on Twentieth Century Brazilian Indian Relations	Oakdale, S		\$ 1,505	2004
Harwood	Research Support	Rodriguez, S		\$ 4,000	2004
RAC	Archaeological Field Studies in Chaco Canyon	Wills, W		\$ 7,500	2004
RAC	The Time of Bells	Feld, S		\$ 3,530	2005
RAC	Cognitive Function in Ache Hunter-Gatherers	Hill, K		\$ 3,113	2005

Sponsor	Name	PI	Co-PI	Budget	Start date
RAC	Linguistic and genetic coevolution and implications for human evolution	Hunley, K		\$ 7,185	2005
Cross Campus Collaboration in the Life Sciences	Population stratification in New Mexican Hispanics and implications for medical and anthropological genetic research.	Hunley, K		\$ 21,214	2005
RAC	Establishing Autopsy Morphological Classes for Human Skeletal Remains for Use in Mass and Natural Disasters and War Crimes Investigations	Komar, D		\$ 6,540	2005
Harwood	Research Support	Rodriguez, S		\$ 4,000	2005
RAC	Lower Magdalenian Archeological Excavations in El Mirón Cave	Straus, L		\$ 8,000	2005
LAI	Lower Magdalenian Archeological Excavations in El Mirón Cave	Straus, L		\$ 3,000	2005
Provost Ofc	Lower Magdalenian Archaeological Excavations in El Mirón Cave	Straus, L		\$ 3,000	2005
RAC	The Potters of San Juan de Oriente, Nicaragua in 2006	Field, L		\$ 1,100	2006
LAI-Tinker Foundation	The Potters of San Juan de Oriente, Nicaragua in 2006	Field, L		\$ 866	2006
RAC	Hosts, Pathogens, and the Reemergence of Tuberculosis	Hurtado, A		\$ 4,000	2006
Harwood	Research Support	Rodriguez, S		\$ 4,000	2006
RAC	High Resolution Topographic Mapping at Chaco Canyon, New Mexico	Wills, W		\$ 3,540	2006
RAC	Paleodiet at Pueblo Bonito, Chaco Canyon, New Mexico	Crown, P	Fulgum, J. & S. Cabniss	\$ 9,998	2007

Sponsor	Name	PI	Co-PI	Budget	Start date
TAC	Enhancing Graduate Training of Future Anthrpology Professors	Crown, P		\$ 984	2007
RAC	The Oblate Mission Records in the Analysis of Tsilhqot' in Ethnohistory	Dinwoodie, D		\$ 2,436	2007
RAC	San Rafael Oral History Project	Lamphere, L		\$ 3,660	2007
TAC	Development of Laboratory Materials for Biological Anthropology Courses	Nelson, S		\$ 4,980	2007
RAC	Kayabi Perspectives on Twentieth Century Brazilian Indian Relations	Oakdale, S		\$ 1,715	2007
Regents Fund	Research Support	Singer, B		\$ 2,900	2007
Harwood	Research Support	Rodriguez, S		\$ 4,000	2007
TAC	Anthropology of Water	Rodriguez, S		\$ 2,700	2007
RAC	Tracking the Prehistoric Development of Agricultural Strategies in Tropical Island Environments: A Case Study from Kohala, Hawaii Island	Graves, M		\$ 8,000	2008
RAC	The Solutrean-Magdalenian Transition in Cantabrian Spain	Straus, L		\$ 4,000	2008