

M.A. IN ANTHROPOLOGY

GRADUATE STUDENT HANDBOOK

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PROGRAM PHILOSOPHY

In the study of humans, past and present, anthropology builds on knowledge from both the social and biological sciences and from the humanities. Traditionally, anthropologists were trained broadly in the one of the four sub-disciplines: sociocultural anthropology, biological anthropology, archaeology, and linguistics. Anthropology graduate programs focused on preparing graduate students for academic careers upon completion of either the M.A. or Ph.D.

In recent years, anthropology degree programs must prepare their students to use their anthropological knowledge, training, and perspectives across disciplines and often outside of the academy. This recognition and commitment to interdisciplinary intellectual development influences the direction of the graduate program of the Department of Anthropology at New Mexico State University. At the graduate level, Ph.D. anthropology programs have become increasingly restrictive, accepting fewer students into their programs. As well, universities are hiring fewer anthropology academics, and an estimated 50% of anthropology Ph.D. graduates will be hired in non-academic positions. For departments such as our own that offer only M.A. degrees in anthropology, this bottleneck presents opportunities. The traditional distinction between the terminal M.A. and Ph.D. program is fuzzier. In recent years, the quality of applicants to our M.A. program has increased, as these students now must first complete M.A. degrees before applying to competitive Ph.D. programs. Our M.A. program serves as a niche to prepare these students to be competitive in Ph.D. applications. At the same time, the additional specializations (such as certificates and minors, discussed below) that make our prospective Ph.D. students more competitive provide the same training and intellectual development opportunities for those students looking to use the M.A. degree to enter a professional career as an anthropologist (i.e., as a terminal M.A. program).

Finally, as a Hispanic-serving and land-grant institution, New Mexico State University is committed to providing an affordable, quality public education to graduate students. Across the US, rising tuition and general college costs threaten to undermine the opportunity of lower income, middle income, and minority students to achieve socio-economic mobility through higher education. For the Department of Anthropology, faculty and staff work closely with students to complete their education. At the same time, NMSU costs remain low in comparison to many other private and public universities in other states. As a result, the M.A. program in anthropology draws heavily from out-of-state students seeking advanced degrees in anthropology at reasonable costs.

PROGRAM FOCUS

The Department's strength lies in its regional focus that is integrated in both research and teaching. Instead of trying to cover the world of anthropology, we have chosen to develop a research and teaching mission grounded in the cultural heritage and ethnic diversity of the region. In addition, our focus inherently links with the land grant mission of New Mexico State University, that is, to serve the educational needs of the diverse cultures and social groups of New Mexico.

Location

New Mexico State University is situated uniquely in the US Southwest, renowned for its cultural heritage, and along the US-Mexico border, granting faculty and students relatively easy access to research and study in Mexico. The location of NMSU provides opportunities for both faculty and students to readily access a multitude of archaeological sites, different ethnic communities, federal lands, and international settings. Situated within this context, Department faculty have developed regionally focused research, local contacts, teaching opportunities, among other linkages, that enable students to obtain a deeper understanding of the region's cultural diversity and training opportunities unlike other anthropology departments around the United States.

Regional Focus

Departmental research is concentrated on the US Southwest and Mesoamerica. Archaeological research has targeted distinctive prehistoric sites, included the Four Corners area, the Mimbres region, and the Jornada Mogollon region, that demonstrate the breadth and depth of Southwestern archaeology. As well, the archaeology faculty have offered classes and archaeological field schools that expose students to the ancestral diversity of the region. In both archaeology and cultural anthropology, department faculty maintain continuing research in Mesoamerica, including the states of Michoacán, Yucatán and Campeche, broadening both the research mission of the department and offering students the opportunity to develop international research experiences and educational opportunities.

Cultural and Ethnic Diversity (Local)

Reflecting the cultural and ethnic diversity of the region, department faculty capture this breadth in both research and teaching. The cultural anthropology faculty are engaged in research on social and health issues in Mexico, with Hispanic populations along the US-Mexico border, linguistic conservation among Native American peoples, and educational experiences by Native Americans in higher education. This research is further integrated into teaching, broadening student awareness and understanding of the cultural and ethnic diversity in the region, socio-cultural issues that challenge the region, and the persistence of cultural and ethnic diversity in the Southwest.

Technical Diversity and Training

Trained in a wide range of technical fields, department faculty bring this applied and technical training to the undergraduate teaching and the training of graduate students. In archaeology, faculty provide graduate level training in lithic, zooarchaeological, and ceramic analysis and lab methods training, in addition to archaeological field training. In biological anthropology, faculty train students in paleoanthropology (especially Miocene era monkeys and apes), contemporary primate behavior and ecology, and human skeletal biology, including dental anthropology and human osteology. In cultural anthropology, faculty oversee students in applied field experiences, qualitative research methods, medical anthropology, nutritional anthropology, and food security assessments.

In summary, the Department of Anthropology has focused the program on regional depth, drawing faculty whose research interests complement each other. These complementary research foci both foster intra-departmental collaboration and strengthen the educational mission. As well, the program supports the development of analytical, methodological, and technical skills that strengthen the undergraduate and graduate education programs.

UNDERGRADUATE DEFICIENCIES

Students who have been admitted with departmental deficiencies may be required to make up undergraduate course deficiencies as prescribed by the department responsible for the graduate program.

Once in the program, students can enroll in ANTH 502: Fundamentals in Anthropology, a variable credit course. Students enroll in 1 credit hour of ANTH 502 for each undergraduate deficiency. Students sign up with the professor responsible for the undergraduate course indicated.

With the permission of the student's adviser and the head of the department, courses to meet undergraduate deficiencies may be taken under an S/U option (with S being a grade satisfactory to the professor). These courses will not affect the maximum number of S/U graduate credits permitted.

It is important that you take care of these deficiencies as soon as possible. Completing these courses will enhance your performance at the graduate level and allow you to focus on your graduate courses.

NONDEGREE COURSEWORK/TRANSFER CREDIT

The NMSU Graduate School catalog allows students to enroll in graduate classes under non-degree status. Under these conditions, students are allowed to take a maximum of six credits (i.e., 2 three-credit classes) non-degree status which they may then transfer into the anthropology graduate program and count toward fulfilling their course requirements. Students may take electives or required courses (such as ANTH 501) and have these courses count toward their anthropology graduate program.

The NMSU Graduate School catalog allows students enrolled in similar degree programs in accredited programs at other university to request permission to transfer graduate credits into NMSU graduate programs. In these situations, the anthropology program may allow a maximums of six credits (i.e., 2 three-unit classes) taken by students enrolled in an anthropology graduate program at an accredited university. In these cases, students may only request permission to transfer only elective credit. All required courses (i.e., the theory seminars and ANTH 505) must be taken at NMSU.

In both cases noted above, the anthropology program requires that students have earned a minimum of a B in the graduate level course for the student to apply the respective class toward his/her program. If a student wants to take course work elsewhere after the student has begun the anthropology graduate program, the student must obtain prior approval by the graduate advisor, department head, and Dean of the Graduate School if such work is to be transferred.

“Request for Transfer of Credit” forms are available in the Graduate School offices and on the web at: <http://gradschool.nmsu.edu/> .

GRADUATE ASSISTANTSHIPS

The department has graduate assistantships available. The deadline for submitting an application for an assistantship is February 1st for fall admission. Award of an assistantship is not made until after admission to the department graduate program. The following criteria are normally used for awarding assistantships: (1) academic grade point average, (2) letters of recommendation, and (3) other evidence of professional promise. Preference is given to students who are admitted to regular, rather than provisional graduate status. Financial need is not a consideration in awarding graduate assistantships.

The Department of Anthropology has a limited number of G.A. positions. However, faculty and the department head actively search for financial support of graduate students, either through grants, other campus programs, etc. Therefore, it is in your interest to apply for a G.A. position. These applications provide the department with the pool for which we continue to advocate and support.

Full-time assistantships are 20 hours per week. Half-time assistantships are 10 hours per week. Work assignments are developed through joint consultation among the department head, faculty members, and teaching assistants. All Graduate Assistants are expected to develop a work schedule, including regular office hours. Each Graduate Assistant should apprise the department of this schedule each semester.

Assistantships are normally awarded for one academic year (9 months), but in some instances the awards are on a semester by semester basis. Assistantships may be renewed for a second academic year if funding is available, but there is no guaranteed support for two years. In all cases, departmental support is limited to two academic years (4 semesters). Renewal of an assistantship is not automatic. Students who wish to renew their assistantship must submit an application to the graduate advisor before February 1st. Generally, graduate assistantships are not awarded or renewed for students who are entering their third year in the MA program.

GRADUATE FELLOWSHIPS AND GRANT OPPORTUNITIES

Mike Watts Outstanding Leaderships

Faculty or graduate student may nominate graduate assistants for a Mike Watts Outstanding Leadership award. The fellowship is made available through the family and friends of Michael E. Watts. The Watts fellowships have a spring deadline and are available in the subsequent fall. Recipients of the Watts Fellowship receive a \$1000 award.

Outstanding Graduate Assistant and Merit-Based Enhancement Fellowships

The NMSU Graduate School offers Outstanding Graduate Assistant and Merit-Based Enhancement fellowships for graduate assistants for the second year at New Mexico State University. The Outstanding Graduate Assistant award is \$2000 and the Merit-Based Enhancement award is \$4000. The purpose is to reward graduate assistants who have demonstrated outstanding service to New Mexico State University. The Department nominates several graduate assistants from our program each year.

Travel Awards

Graduate students who will be presenting at a conference are eligible to apply for funds to help defray travel expenses. Students can seek funds from the Department of Anthropology, Associated Students of New Mexico State University (ASNMSU), the NMSU Graduate School, and the College of Arts and Sciences. Information and applications to secure travel funds are available through the Department Graduate Student Organization, Anthropology GSO.

Indigenous Nations for Community Action (INCA) Scholarship Fund

Initiated by Dr. Don Pepion in 2006 from private donation, this fund provided three awards of \$500 each to Native American students in 2014.

Charles M. Gunn and Barbara L. Parker Memorial Scholarship

Earnings from this trust are used to support students in Archaeology and Geology. The awards alternate every other year between the Department of Anthropology and the Department of Geological Sciences. In Spring 2016, the awards will be made in anthropology. Scholarships usually fund about 4-6 students.

Fred Plog Archaeological Laboratory Scholarship.

The fund from this trust provides one scholarship/year, awarded to a graduate student performing archaeological laboratory research for an M.A. thesis.

Southwest Border Cultures Institute, NMSU College of Arts and Sciences.

These endowments were established through a National Endowment of Humanities Challenge Grant. Applications are accepted every Spring for graduate research in the humanities related to the Southwest and Border region. On an average, 4-5 anthropology graduate students receive support each year to pursue their M.A. thesis research.

In addition, graduate students are encouraged to apply for state and national level scholarships, including the following.

Archaeological Society of New Mexico Scholarship

This scholarship is awarded by the Archaeological Society of New Mexico to graduate students for research; in 2015, 8 NMSU graduate students were awarded fellowships for thesis research.

Sigma Xi Grants-in Aid of Research

Since 2013, 2 NMSU graduate anthropology students have been awarded research grants.

The Society for Applied Anthropology

The SfAA provides travel scholarships (such as the Beatrice Medicine Award, the Peter K. New Award, and the Tourism and Heritage Student Paper Competition, among others) for graduate students to attend and present at the annual SfAA meetings. Those faculty actively involved in the SfAA work closely with students to encourage them to apply for appropriate scholarships.

DEGREE REQUIREMENTS

Curriculum Requirements

The 33 hours of basic course work for students selecting either the thesis or nonthesis options are distributed as follows:

	# units
Any two out of the following theory seminars	6
ANTH 500: Seminar in Anthropological Theory	Cultural
ANTH 585: Method and Theory in Archaeology	Archaeology
ANTH 513: Biological Anthropology	Biological
ANTH 505: Issues in Anthropological Practice	3
Students take additional electives, i.e., 7 classes of which 5 must be in anthropology	24
Then student have two options:	
1. Thesis (ANTH 599)	6
2. Non-Thesis (internship or additional courses)	6

Students may obtain in-depth training in particular areas through readings, special topics, and special research courses (ANTH 596 or 598). Students are only allowed 6 credits of ANTH 596 (i.e., 2 classes) to

count toward their degree program. Be careful how you use the 596 option so that you do not end up registering for hours that will not count toward your degree program.

Students may also take up to six credit hours (i.e., 2 classes) outside the department in related fields such as history, linguistics, biology, geology, geography, and computer science. This is intended to let the student take advantage of inter-disciplinary requirements of their thesis or internship interest.

In planning course work, students will want to consult with the graduate advisor and/or their committee advisor to strategically design their program. Students should plan to focus their graduate program, i.e., with an emphasis in biological anthropology, cultural anthropology, Mesoamerican anthropology and archaeology, Southwestern anthropology and archaeology, historical archaeology, or museum studies. Focusing the program allows the student to develop the specialized training and skill expertise that are critical to obtain employment and/or entrance into Ph.D. programs. Students should also explore other options, such as minors and certificates that will enhance their respective M.A. degree.

Minors

The Department of Anthropology offers graduate level minors in Native American Studies, Food Studies, and Anthropology.

Native American Studies. The graduate minor in Native American Studies focuses on Native American cultures and societies, contemporary and historical experiences of American Indians, and the contributions of indigenous peoples to life in the United States and other American nations. Graduate students are required to complete 3 classes of a core curriculum on issues in Native American Studies, indigenous ways of knowing, and federal Indian policy. A Native American Studies minor prepares students for professional careers in teaching, environmental sciences, community development, health sciences, and historic preservation.

Food Studies. The Graduate Minor in Food Studies examines the complex, dynamic and integral relationship between food and culture. Graduate students are required to complete 3 classes out of a select core curriculum on issues in food studies. Classes explore the conservation of food traditions, the impact of factors such as globalization and technology on our modern food system, and the issues of food security, food sovereignty, and food justice. A Food Studies minor prepares students for professional careers in food security, food justice, and Ph.D. programs in food studies anthropology.

Anthropology. The Department of Anthropology offers a Graduate Minor in Anthropology, for those students in other M.A. programs. Students are required to complete 3 graduate level classes in anthropology. A minor in anthropology provides a useful minor for graduate students in teaching, environmental sciences, international business, community development, public health, art, and historic preservation.

Other minors might include Women's Studies, Government, History, Geology, Soil Science, among others. The graduate student should select and complete minor requirements under the direction of his/her graduate advisor.

Certificates

At the graduate level, our certificate programs are represented by Museum Studies, and Cultural Resource Management (CRM). As well, outside of our department, cultural anthropology graduate students may complete certificates in Public Health, and some archaeology students complete certificates in Geographic Information Systems (GIS).

Museum Studies. The Graduate Certificate in Museum Studies is a 3 semester program designed for students or professionals who want to develop their understanding and training in museum work. The certificate program is available for NMSU anthropology graduate students, NMSU graduate students in other departments (Art History or Public History), or professionals working outside the university. The Certificate requirements include 18 credits, 12 of which are required and 6 that are selected from a list of elective courses. The Museum Studies Certificate Program was approved in 2014. By 2015, 16 students have enrolled in the program, and 5 students have completed the requirements. Of the 16 graduate students enrolled in the program, 9 are graduate students in Anthropology, 6 are in Art History, and 1 is in History.

Cultural Resource Management (CRM). The Graduate Certificate in Cultural Resource Management (CRM) is a 3 semester program designed for students or professional archaeologists who want to develop their understanding and training in museum work. The certificate program is available for NMSU anthropology graduate students, NMSU graduate students in other departments (in particular Public History), or professional archaeologists working outside the university. The Certificate requirements include 18 credits, 9 of which are required classes and 9 credits selected from a list of elective courses. The Cultural Resource Management (CRM) Certificate Program was approved in 2014. By 2015, 24 students have enrolled in the program, and 7 students have completed the requirements. At this time, all students have been graduate students in anthropology.

As well, depending on the academic interests and professional plans of our graduate students, we will recommend that graduate students apply for and complete certificates offered by other NMSU departments, in particular the Geographic Information Systems (GIS) certificate offered by the Department of Geography and the Public Health Certificate offered by the Department of Health Science.

Public Health Certificate. The Department of Public Health Sciences offers a Public Health Certificate. Students are required to complete a total of 15 credit hours in designated classes that focus on community public health, health services, and environmental public health. For our graduate students working in medical anthropology, the certificate in Public Health provides an important certificate and evidence of their public health expertise.

Geographic Information Science and Technology (GIS&T). The Department of Geography offers a graduate minor in geographic information science and technology. Students are required to complete 12 credits in indicated classes that train students in remote sensing, GIS modeling, and GIS design. In particular, for graduate students in archaeology, GIS training helps them professionally when they are seeking positions after graduation.

RESEARCH PROJECT: THESIS OR INTERNSHIP

There are two options:

1. Thesis. If you plan on applying for a Ph.D. program, we recommend a thesis
2. Internship. If you plan on applying for a federal job or other professional employment, then the internship may serve your future career plans.

The implication is that the internship represents a terminal M.A. program.

Research Opportunities for Students

Across the department, faculty remain committed not only to pursuing their individual research agenda but to integrating students into these research projects. The regional focus of the Department of Anthropology provides critical and accessible opportunities for students in archaeology, cultural anthropology, and biological anthropology to obtain the field experiences that in other US regions would be much more difficult and costly.

Research Opportunities with Faculty. In archaeology, under the supervision of Dr. Arakawa and Dr. Walker, students have ready access to different archaeological field locations, encompassing a range of different stages in the archaeological history of the Southwest, from Dr. Walker's research on the Jornada del Muerte to Dr. Arakawa's work in the Mimbres region. As well, Dr. Alexander has provided international opportunities for undergraduate and graduate students to work on field sites in the Yucatan, Mexico or to work with data collections from Maya archaeological sites.

In cultural anthropology, regional opportunities are particularly rich in applied medical research, through Dr. Scott, food studies research, through Dr. Stanford, and applied linguistic work, through Dr. Rushforth. In all cases, both undergraduate and M.A. level students have the opportunity to develop important field experience and cross-cultural research skills at an early point in their academic career.

In biological anthropology, Dr. Benefit and Dr. McCrossin provide students with critical access to collections and paleoanthropological sites through their own research and contacts with other colleagues and museums. They also involve students in their research on captive primate populations in local zoos and in conservation areas in Belize.

Internship Opportunities for Students

NMSU offers an M.A. in Anthropology, and anthropology graduates may use our program as a springboard to an anthropology Ph.D. program or to a professional career as an anthropologist. Recognizing this set of double objectives, the department encourages some students to develop and complete internship projects rather than thesis research. The department faculty recognize that, in some cases, federal or state agencies may view student internships as more appropriate preparation for a professional track. Thus, the Department actively supports both undergraduate and graduate anthropology students in pursuing internships, acknowledging the important role that this training can provide for students as they seek post-graduate employment. At the undergraduate level, students sign a contract and are closely supervised by a faculty advisor. Students document their experiences through a log and submit a final report. At the graduate level, if the student intends to use the internship as his/her M.A. project, the graduate program requires a formal proposal, proposal hearing, and formal internship report that is housed in the department.

Federal Agencies. NMSU's location in southern New Mexico provides excellent field training opportunities for students. Given that 50% of the state of New Mexico is held in federal or state lands, federal agencies continue to provide internship and employment opportunities for our students. White Sands National Monument, White Sands Missile Range, and Fort Bliss have historically provided internship opportunities to our students, many of which led to subsequent employment following the student's graduation. The state of New Mexico is home to 5 National Forests, and these Forests also provide summer temporary employment, cooperative opportunities, and permanent employment. Most recently, Angel Peña, an archaeology graduate student, worked on the campaign for the Organ Mountains-Desert Peaks National Monument, leading to establishment of more protected lands that require natural and cultural resource management. The archaeology students who pursue internship options for their M.A. projects often combine this applied training with specialized certificates, such as

Cultural Resource Management (CRM) or Geographic Information Systems (GIS). As well, archaeology and cultural students working with federal agencies such as the National Park Service recognize that managing heritage and cultural resources often requires collaboration with American Indian groups who continue to use these resources as traditional cultural properties. In these situations, students may find that a minor in Native American Studies provides them with the knowledge, sensitivity, and cross-cultural training critical to a career grounded in collaboration with living peoples.

State Agencies. State land agencies and state parks also offer archaeology students opportunities for internships and future employment as well. In applied cultural anthropology, students may find opportunities in state health agencies, medical clinics, or other social service agencies. In these cases, cultural students bring with them the training in cross-cultural research and qualitative methods that often enhances their contribution to the agency's operations.

Local Agencies. Local agencies also provide important internship and job training experiences for undergraduate and graduate students. For museum studies students, volunteering opportunities in the local museums have led to post-graduate employment at local museums or at external agencies. Internships with local agencies, such as the Sustainability Office of the City of Las Cruces, can provide students with the interdisciplinary experience, training, and job skills that will distinguish them once they graduate.

Thesis Proposal

Under the thesis option, each graduate student must submit an acceptable thesis proposal to his or her graduate advisory committee. There will be an oral presentation of the proposal (technically referred to as a hearing) to the advisory committee. Any interested faculty member may attend. The development and presentation of the proposal typically takes place after completion of 18 credit hours. Although your advisor committee chair likely will offer specific instructions for preparing your proposal, the following guidelines are suggested for the student's use:

State the premise of the thesis.

1. Discuss the major hypotheses or problem domains involved in the proposed thesis.
2. State what has been done by other investigators in the field so that the committee can see how your proposed contribution relates to existing knowledge.

Indicate the types of data that will be used in the thesis and provide some indication of their availability. Some comment should be made about the relevance of the data, their completeness, and their representation.

Identify the methodology and techniques to be used in the study and their probable validity and reliability.

Provide a statement of what the thesis may be expected to contribute to knowledge.

Compile a reference bibliography.

Conclude with a tentative timetable leading to thesis completion and the oral examination.

Internship Proposal

The purpose of the internship is to provide anthropology graduate students with a structured experience that combines participant observation research with practical, on-the-job training within a private group or public agency. The internship is open to any area which can be structured around previous course work to help a student develop an applied perspective in the discipline. A graduate student choosing the internship option has the following obligations:

Select a faculty member to serve as an internship advisor, decide on an organization or agency, and obtain permission to participate in that organization.

Develop a detailed outline of the kinds of experiences expected to be furnished by working within the selected group or agency. This is comparable to a thesis prospectus and should include a solid review of literature relevant to the agency activity or programs.

1. Develop a time schedule of activities.
2. Take adequate notes during the internship for writing the evaluation report and passing the oral examination.
3. In the final semester, establish a graduate internship committee within the department and meet with the committee to discuss the internship experiences. An agency representative may be invited to attend any meetings; the representative should be invited to participate in the final oral examination.
4. Write the Departmental Internship Evaluation Report upon completion of the internship experiences. The style and format may follow closely that in use by the internship agency. The report should include: (a) A concise statement explaining specific activities, (b) A discussion that integrates course work and internship experiences, and (c) a precise evaluation of the strengths and weaknesses of the internship experiences, including any recommendations for the agency or department. The report may be viewed as the kind of evaluative writing that would be required if the student were a full-time employee of the agency and asked to evaluate the internship experience. Although the report is not written in the scholarly style of a thesis, it must reflect a serious academic effort grounded in a literature review and/or theoretical foundation.
5. Schedule the oral examination and distribute copies of the evaluation report to committee members.

Thesis Writing

In the preparation of a thesis, students should refer to a copy of the "Guideline for Preparing a Thesis or Dissertation," which can be acquired from the Graduate School. Following this guide in writing your thesis will reduce the amount of revision that you will need to do when you submit it to the Graduate School. The Graduate School editor is a stickler for details; if you do not follow the guidelines, you will spend a lot of time making editorial revisions and formatting changes after completing your thesis.

The Graduate School will accept the format of the American Anthropological Association as the proper style for writing an anthropology thesis. The student should use this format in writing both the proposal and the thesis. The thesis editor in the Graduate School is responsible for reviewing the thesis for style and format. If the student has any questions about style, it is strongly recommended that such questions be clarified before preparing the final copy. It is recommended that the student see the thesis editor with a typed, draft copy of the thesis. The thesis editor can reject a thesis if it does not meet Graduate School standards. The choice of a thesis subject is up to the student, under the guidance of the advisor. A student may write a thesis on an applied topic or write an empirical-quantitative thesis, a theoretical thesis, a historical thesis, or a library thesis integrating the literature on a particular topic. The student is encouraged to select a thesis topic early in the program to facilitate its integration with course work.

At this time, students register for ANTH 599: Master's Thesis. Faculty vary as to whether or not they allow their students to register for ANTH 599 hours before completing their thesis proposal. Please remember that thesis hours are intended for completing a thesis, thesis credits cost more than other 500

level courses, and once you register for ANTH 599, you must continue to register for at least 1 credit hour of 599 until you complete your thesis and graduate.

EVALUATION OF STUDENT PROGRESS

Annual Report

Each spring, graduate students will receive a Graduate Student Annual Progress Report form that they will complete and submit to the Department. In this report, students will document courses completed, their progress through the M.A. program, status of their graduate advisory committee, status of research or internship project, and research and teaching activities, among other activities.

Department Letter

Following submission of the Graduate Student Annual Progress Report, the Department will respond with a letter to each graduate student, noting their progress through the program and recommending steps and activities to move through the program in a timely manner.

Mentoring/Advising

A new graduate student is initially assigned to a Graduate Student Advisor, who serves as a temporary advisor. As you develop your ideas, you will want to select an advisor who will work closely with you in selecting courses and developing your thesis or internship proposal. Do not wait several semesters before making this decision. Seek out the faculty member with whom you want to work and identify potential thesis topics. Find out what the faculty member's plans are, i.e., sabbaticals, research projects, etc. Work closely with the advisor in developing your ideas for your thesis. As well, work with your advisor in selecting your elective classes; make your graduate course work look like a coherent, thematically structured program. You should complete and submit your Departmental Candidacy Signature form (see Appendix A) the semester that you complete courses and begin your thesis or internship.

Working with your advisor, you will then select other members to be on your advisory committee. Generally this committee will be composed of one other anthropology faculty member and one faculty member from another department. You need a minimum of three members, two inside and one outside. The outside member can serve as the Graduate School representative at the time of the thesis defense.

All members of the advisory committee should be members of the Graduate Faculty. The earlier such a committee is established, the better it is for you. Your advisor serves as a thesis advisor, thus providing assistance in preparing both the thesis proposal and the final thesis. Occasionally the advisor or members of the committee must ask for a substitute. This may occur in cases where a faculty member takes a sabbatical leave or is off campus for an extended period of time.

POLICIES AND PROCEDURES

Advancement to Candidacy

After your first 12 hours of Master's work you need to file with the Graduate School an Application for Admission to Candidacy for Master's Degree found at:
<http://prospective.nmsu.edu/graduate/forms/index.html>

This form lists all the classes that you have taken and that you plan to take while at NMSU. You may wish to wait and file this at the end of your second semester or beginning of your third, i.e., when you know exactly what classes you are taking in the program. Once you submit it, it is written in stone, and the graduate advisor will need to submit a memo to the graduate school requesting changes if you decide to take other classes. There is a change form available at http://prospective.nmsu.edu/graduate/forms/Program%20of%20Study_change%20form.pdf. Nevertheless, do not wait until the end of your program before submitting.

Filing to Graduate

You must file an Application for Degree form at the beginning of the semester that you plan to graduate. This form may be found at <http://prospective.nmsu.edu/graduate/forms/index.html>. Check the graduate school catalog for dates, and make sure that you take care of this the semester that you plan to graduate (<http://gradschool.nmsu.edu/deadlines/index.htm>). You should have already filed your advance to candidacy by the time that you file to graduate.

Thesis Defense/Oral Examination

A final oral examination is required for all students receiving a Master's degree from NMSU, including those who write a thesis. The examination must be taken after the student has filed for candidacy and before the last date allowed by the graduate school. The examining committee shall consist of at least three voting members, including at least two faculty members from the Anthropology Program and an additional committee member from outside the Anthropology Program. Each Master's examination is held under the scrutiny of a graduate faculty member assigned by the Dean of the Graduate School. One purpose of this oral examination is to test the candidate's general knowledge about anthropology. For persons who have written a thesis, much of the examination will be about the research topic.

As noted above, a final oral examination is required for all students receiving a Master's degree from NMSU, including those who select the non-thesis option. The examination must be taken after the student has filed for candidacy and before the last date allowed by the graduate school. The examining committee shall consist of at least three voting members, including at least two faculty members from the Anthropology Program and an additional committee member from outside the Anthropology Program. Each Master's examination is held under the scrutiny of a graduate faculty member assigned by the Dean of the Graduate School. One purpose of this oral examination is to test the candidate's general knowledge about anthropology. For persons who have completed an internship, much of the examination will be about that experience and its integration into the student's program of study.

Scheduling oral defense Committee for **Final Examination**. You must schedule your defense with the graduate school at least ten days before examination by handing in a Committee for Final Examination form found at http://prospective.nmsu.edu/graduate/forms/ExamForm_Masters%20revised.pdf at least ten working days before the date.

FACULTY

Department faculty cover the three major subfields of archaeology, cultural anthropology, and biological anthropology.

Archaeology

Rani Alexander (PhD U New Mexico, Professor and Department Head), is an archaeologist who specializes in the complex societies of Mesoamerica, colonial archaeology of the Yucatan peninsula, colonialism and ethnohistory, archaeological households and site structure, agrarian ecology, fauna analysis, and quantitative analytical methods. As well, Dr. Alexander collaborates with the National Park Service. From 2013-2015, she has consulted with the National Park Service on two contract projects, Cultural Resource Support for White Sands National Monument (\$42,335) and the Archaeological Overview for White Sands National Monument (\$30,798).

Fumiyasu Arakawa (PhD Washington State, Assistant Professor; Director of the University Museum) is an archaeologist who studies southwestern archaeology, particularly the Mesa Verde and northern Rio Grande Regions. His specialization lies in geology and lithic analysis, ceramic analysis, and archaeological method and theory. In 2013, he collaborated on an NSF Major Research Instrumentation Program, with colleagues in the NMSU Biology, Geology, and Soil Science Departments (\$490,869), and in 2014, he partnered with Washington State University and Crow Canyon Archaeological Center's NSF Coupled Natural and Humans Systems-Funded Village Ecodynamics Project (\$3,750). As well, he has collaborated with the National Park Service on a Heritage Partnerships Program in Alkali Ridge, Utah (\$12,343).

Kelly Jenks (PhD U of Arizona, Assistant Professor) is an archaeologist specializing in the historical archaeology and late prehistory of the American Southwest and Southern Plains. Her research focuses on the construction of social and political identities and influence of interregional trade in New Mexico. She joined the faculty in fall of 2015.

William Walker (PhD U Arizona, Professor), is a southwestern archaeologist whose research focuses on the development of archaeological method and theory for the study of prehistoric ritual and religion. Drawing on archaeological investigation of the Casas Grandes Culture of Northern Chihuahua and Southern New Mexico, Dr. Walker explores ritual activities, including pilgrimage, ritual persecution and ritualized abandonment and discard of artifacts and architecture.

Biological Anthropology

Brenda Benefit (PhD New York U, Professor), is a biological anthropologist whose research focuses on the evolution of Miocene, Pliocene, and Pleistocene catarrhine primates (Old World monkeys and apes) in Africa, paleoecology, dental variation, and dental correlates of diet (including functional morphology and enamel microwear) in living and fossil primates.

Monte McCrossin (PhD UC Berkeley, Associate Professor), is a biological anthropologist whose research explores the phylogenetic relationships, adaptations, and ecology of African ape from the middle and late Miocene. His interests include: fossil evidence for human evolution; paleoanthropology of Africa (study of human origins that comes from integration of evidence from biological anthropology and paleolithic archaeology); the ecology,

behavior, and adaptive history of non-human primates; dietary and locomotor adaptations; paleoecology. Dr. McCrossin is the former director of the University Museum (2007- fall 2014).

Cultural Anthropology

Miriam Chaiken (PhD UC Santa Barbara, Professor), NMSU Distinguished Achievement Professor, conducts research on the changing status of women in developing countries, participatory development, resettlement, and rural health and nutrition. Most recently, in collaboration with humanitarian non-governmental organizations, she has developed strategies to address food insecurity, health care systems, and improving living standards in rural Africa, focusing in particular on Kenya and Mozambique. Dr. Chaiken currently holds the position of Dean of the NMSU Honors College.

Thomas Conelly (PhD UC Santa Barbara, College Professor), is a cultural anthropologist whose research focuses on visual anthropology, Amish communities, and the rural Southwest.

Donald Pepion (EdD Montana State, College Professor), conducts research and teaches classes in Native American studies, indigenous knowledge systems, and indigenous healing systems. In his ethnohistorical research, he has focused on the indigenous Blackfoot peoples of Canada and the United States.

Scott Rushforth (PhD U Arizona, Professor), is a cultural and linguistic anthropologist whose research focuses on American Indian language, culture, and society. Dr. Rushforth worked on language preservation projects at the Mescalero Apache Reservation in southern New Mexico.

Mary Alice Scott (PhD U of Kentucky, Assistant Professor) is a medical anthropologist who conducts research on health inequalities in both southern Veracruz, Mexico and the US-Mexico border region. Her most recent research focuses on the biomedical contexts of health care and health care access in southern New Mexico, as she studies the strategies, social networks, and other resources marginalized populations draw on to obtain health care and navigate illness experiences. In her qualitative, ethnographic research on marginalized populations, she most recently collaborated on analysis and publication with colleagues in the NMSU Department of Public Health and the Fred Hutchinson Cancer Research Center, U of Washington.

Lois Stanford (PhD U Florida, Associate Professor; Graduate Director) is a cultural anthropologist whose research focuses on food studies, food security, and food production systems in Mexico and the Southwest. On the board of directors of La Semilla Food Center, a non-profit food organization, she is directing service learning classes and student field training in support of La Semilla's project, Cultivando la Cosecha in the Paso Del Norte Region, funded at \$350,000 in 2015 by the USDA National Institute of Food and Agriculture, Community Food Projects Program.

Adjunct/Affiliated Faculty

Anna Maria Strankman (MA U Washington - Seattle; Curator, University Museum [exempt staff position]) oversees the collections at the University Museum, Kent Hall. Her area of research focuses on Native American art, including indigenous peoples of the Pacific Northwest Coast and the American Southwest. In addition to collection management, Anna Strankman supervises Museum Studies students in the development and installation of museum exhibits.

Silvia Marinas-Feliner (MA NMSU; Adjunct Assistant Professor) is the Director of the Museum Conservation Program at NMSU housed in the Department of Art. She oversees curation and object conservation, in particular the Retablo Collection of NMSU Art Museum.

Jennifer Robles (PhD U of Australia, Affiliated Faculty) is the Museum Collections Curator for the Las Cruces Museum System. In this capacity, she directs the collections curation and management for all the museums in the city system. As an affiliated faculty, Dr. Robles teaches NMSU classes in museum studies, serves on graduate committees, and assists Museum Studies students in project and exhibit development. She is the former curator of the University Museum.

**APPENDIX A
DEPARTMENTAL CANDIDACY SIGNATURE FORM**

Name: _____
Phone: _____

e-mail: _____

Graduate Committee (by end of 2nd semester)

Advisor/Chairperson: _____

2nd Department member: _____

Other committee member/s: _____

Outside committee member: _____

Catalog entered Program: _____

Semester entered Program: _____

Courses to complete undergraduate deficiencies	Semester completed
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Department Requirements:	Semester completed
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Theory courses

ANTH 505

Program of Study submitted (date): _____

Thesis/Internship title (or focus): _____

Proposal Meeting (date): _____

Signature of Committee Advisor/Chairperson:

Advisor

Date

APPENDIX B
CHECK LIST FOR STUDENTS

1. Departmental application submission with 3 letters of recommendation
2. Meet with Graduate Advising Coordinator before first registration.
3. Selection of Graduate Committee Chair, preferably by the end of the second semester
4. Formation of an Advisory Committee for thesis or internship, preferably during the second or third semester.
5. Change from provisional to regular status (if applicable) upon satisfactory completion of 8 hours of graduate work with at least a 3.0 average.
6. Submit thesis prospectus to the Advisory Committee during the second or third semester. (Option 1 students.)
- 7 Application for Admission to Candidacy after removal of any deficiencies, after 12 hours of course work, and prior to last registration day in last semester before graduation.
3. Informal thesis format approval from the graduate school prior to final typing of the thesis. (Option 1 students.)
9. Application for Committee for Final Examination; student initiates at least 2 weeks prior to oral exam, coordinates time and place with committee members and according to schedule announced each session by the graduate school.
10. Final draft of thesis to Advisory Committee at least one week prior to final oral exam. (Option 1 students.)
11. Submission of Departmental Internship Report at least one week prior to final oral exam. (Option 2 students.)
12. Final oral examination at least 10 days prior to commencement or according to schedule announced each session by the graduate school.
13. Make any corrections on thesis; obtain signatures on signature page of thesis according to Graduate School schedule . (Option 1 students.)
14. Deposit 3 copies of signed thesis at the library See schedule announced. (Option 1 students.)

**APPENDIX C
PROGRAM CHECKLIST**

1. Core Theory Courses (6 credits total)

ANTH 500: Seminar in Anthropological Theory (3) _____

ANTH 513: Biological Anthropology (3)

ANTH 585: Method and Theory in Archaeology (3) _____

2. ANTH 505: Issues in Anthropological Practice (3)

3. Elective Classes (24 credits total/8 classes; students may take 2 classes outside of anthropology)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Thesis/Internship Credits (6 credits total)

ANTH 599: Thesis Credits (6 maximum) _____

ANTH 597: Internship (6 maximum) _____

Other: _____

Total (39 Credits total)