

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: _____

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: Stuart Parker

I have reviewed the attached material/proposal

Signature, LA Chair Committee Chairperson: _____



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.
*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	Behavioral Science
Course Designation/Prefix:	ANT
*Course Number:	4000
Course Title:	Environmental Anthropology
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	The course introduces students to the biological, cultural, and environmental issues impacting the world we live in locally and globally. Using various methodological and theoretical approaches, the course investigates issues and links between cultures, environment, and environmental justice. Focus issues include water, fires, melting glaciers and sea ice, droughts, environmental toxins, and shrinking of habitats and resources for humans and non-human species. As some communities and countries are more affected by these changes than others, the class will provide students with critical and applied skills for looking at human cultures within a wider ecosystem and provide the opportunity to create solutions for meaningful as well as equitable sustainability.
Prerequisite(s):	SOC 3100
Corequisite(s):	n/a
Pre-/Co-requisite(s):	n/a
Open ONLY to Select students (Specify Population):	n/a
Frequency course is to be offered (Select All that Apply)	X <input type="checkbox"/> Fall <input type="checkbox"/> Winter X <input type="checkbox"/> Spring <input type="checkbox"/> Summer
Suggested Class Limit:	35

Indicate if a special space, such as a lab, and/or special equipment will be required:	No
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2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check ONE box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
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More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____
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3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Liberal Arts
<input type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

<input type="checkbox"/> Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. 2. <p>Select ONE of the following:</p> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
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***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
 30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
 20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Develop and demonstrate critical thinking by analyzing and evaluating the complex interactions between the environment and human sociocultural systems at local and global levels.
2. Identify and apply environmental anthropology concepts, research, and methods to address and analyze the relationship between individuals and society at large.
3. Produce an online evaluation and analysis of environmental issues from cultural, ecological, and environmental justice perspectives on a student-created website.
4. Articulate ethical uses of data and other information resources to respond to local and global environmental problems and questions.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading.
REMINDER - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Develop and demonstrate critical thinking by analyzing and evaluating the complex interactions between the environment and human sociocultural systems at local and global levels.	50%	Student Group Presentations. Quizzes. Midterm Rural to Urban Migration Process and Challenges. Self-Reflective Contextual Research Journals.
2. Identify and apply environmental anthropology concepts, research, and methods to address and analyze the relationship between individuals and society at large.	20%	Student Research Papers. Quizzes. Group Work Presentations.
3. Evaluate and analyze environmental issues from cultural, ecological, and environmental justice perspectives on a student-created website.	10%	Student Online Research Work.
4. Evaluate and articulate ethical uses of data and other information resources to respond to local and global environmental issues and challenges.	20%	Final Urban to Rural Migration Collaborations and Solutions. Quizzes. Self-Reflective Contextual Research Journals.

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Students interested in either academic or career opportunities in Ecological or Environmental Anthropology, Urban Sustainability, Forestry, Geographic Information Systems (GIS) and Remote Sensing Analysis, Urban & Rural Planning, Resource Management and Conservation Planning, Conservation Science, Circular Systems Economy Planning, Industrial Ecology, USA Corp of Engineers, USA National Park Service- Department of Interior, New York State Office of Parks, Recreation & Historic Preservation, and Environmental Protection Agency.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

This course fills a lack in Kingsborough's current offerings for students interested in career opportunities in one of the fastest growing economic sectors in the U.S., environmental sustainability. CUNY senior colleges offer a variety of degrees in or related to this field, and as an anthropological discipline at the intersection of social and physical/biological sciences, environmental anthropology will serve as a holistic **introduction** to wide-ranging and expanding paths of study in, human ecology, environmental justice and sustainability. The course has been designed to work with the urban sustainability concentration being developed at KCC and to fulfill a required course for the Urban Sustainability program at Brooklyn College. It will also qualify to transfer as the specific anthropology and environmental studies course-credits listed in the next section or as anthropology elective credits at the other CUNY colleges that offer B.A.s in anthropology.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

The primary transfer institution for KCC students is Brooklyn College where it directly transfers into two programs. (See attached draft articulation agreement)

Brooklyn College, Urban Sustainability B.A. required course, (SOC 2201, Environmental Sociology)
Brooklyn College, Dept. of Anthropology, major or minor elective (ANT 3430, People, Nature, Culture)

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

No

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Required Texts: Townsend, Patricia K. 2018. *Environmental Anthropology: From Pigs to Policies* (Paperback-3rd edition). Prospect Heights, Ill. Waveland Press, Inc. 2018. | ISBN 10: 1-4786-3613-0 | ISBN 13: 978-1-4786-3613-7. Price: \$22.95. You can also rent the book on Amazon for \$4.83. I will also have the book on reserve at the KCC Library. All other class readings will be provided for free and will be found on Blackboard (Brightspace) under “Course Content.”

On Reserve and available on Brightspace, are readings from the following books or on reserve at the KCC Library. You do not need to purchase articles/or books. We will be reading excerpts from various books. You can look up articles on JSTOR: <https://www.jstor.org/>

A wonderful place to look at current environmental anthropology research can be found at the American Anthropology Association-Anthropology and Society BLOG-*Engagement*.
<https://aesengagement.wordpress.com/>

Ecological research articles can also be found at the Land Use Environmental Change Institute (LUECI) website under publications. <https://lueci.clas.ufl.edu/>

Adler Lomnitz, Larissa. 1977. *Networks and Marginality: Life in a Mexican Shantytown*. Academic Press.

Gilio-Whitaker, Dina. 2019. *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Beacon Press.

Haenn, Nora, Richard R. Wilk, and Allison Harnish, eds. 2016. *The Environment in Anthropology (2nd edition): A Reader in Ecology, Culture, and Sustainable Living*. NYU Press,
<http://www.jstor.org/stable/j.ctt180410k>.

Hardin, Garrett. 1968. *The Tragedy of the Commons*. *Science* 162, no. 3859 1243–48.
<http://www.jstor.org/stable/1724745>.

Hodell, David, Curtis Jason, and Mark Brenner. 1995. *Possible role of climate in the collapse of Classic Maya civilization*. *Nature* 375, 391–394. 1995. <https://doi.org/10.1038/375391a0>

Lockyer, J. and Veteto, J. 2013. *Environmental Anthropology Engaging Ecotopia: Bioregionalism, Permaculture, and Ecovillages*. New York, Oxford: Berghahn Books. <https://doi.org/10.1515/9780857458803>

Moran, Emilio F. 2022. *Human Adaptability: An Introduction to Ecological Anthropology (4th edition)*. Routledge. <https://doi.org/10.4324/9781003175575>

Nussbaum, Martha. 2001. *Women and Human Development: The Capabilities Approach*. Cambridge University Press.

Ostrom, Elinor. *Tragedy of the Commons*. The New Palgrave Dictionary of Economics. Second Edition. Eds. Steven N. Durlauf and Lawrence E. Blume. Palgrave Macmillan, 2008. The New Palgrave Dictionary of Economics Online. Palgrave Macmillan. 23 June 2010 doi:10.1057/9780230226203.1729(available via <http://dx.doi.org/>)

Rawls, John. 1971. *A Theory of Justice*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

Sen, Amartya. 2000. *Development as Freedom*. Anchor Publishers.

Southworth, Jane, Matt Marsik, Youliang Qiu, Stephen Perz, Graeme Cumming, Forrest Stevens, Karla Rocha, Amy Duchelle, and Grenville Barnes. 2011. *Roads as Drivers of Change: Trajectories across the Tri-National Frontier in MAP, the Southwestern Amazon, Remote Sensing* 3, no. 5: 1047-1066.
<https://doi.org/10.3390/rs3051047>

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

Attached

12. Selected Bibliography and Source materials:

Attached

Kingsborough Community College, CUNY
Environmental Anthropology 4000

Fall 2025: 3 credit hours.

Days/Times | TBD

Room TBD

In-Person Class Syllabus

Professor: Luz Martin del Campo, Ph.D.

Email: Luz.MartinDelCampo@kbcc.cuny.edu (General Questions/Homework)

Please note that you can reach me by email, I check my email Monday – Friday from 9 am-5 pm.

Mentoring Office Hours: TBA in Room (D-303) | 718.368.5278

Soundscape: <https://youtu.be/3pNpHZ1yv3I> | https://youtu.be/4VXErA63_eg?si=zOUxaM0U81VFHujw (Mindful music)

You can request at the beginning of the semester (no later than week three) to complete an Honors Enrichment Component Research Project, completing and submitting your certificate of completion for taking “Native Roots Greener Futures Walking The Kálhaculture Way.” <https://www.cwis.org/study-with-us/our-courses/native-roots-greener-futures/> The extra honors research project is not mandatory, but to receive Honors Credit on your transcript, you must have at least an overall GPA of 3.2 to undertake the additional work, and you must go to the Honors Office (Room M-377) register to be an Honors student first.

Successful completion of this course satisfies Flexible Core: Individual and Society. Refer to the college catalog year you entered.

Pre-/Co-requisite(s): SOC 3100

Course Description: The course will introduce you to the biological, cultural, and environmental issues impacting the world we live in, locally and globally. The course investigates focus issues and links between cultures, environment, and environmental justice using various methodological and theoretical approaches. Focus issues include water, fires, melting glaciers and sea ice, droughts, environmental toxins, and shrinking habitats and resources for humans and non-human species. As some communities and countries are more affected by these changes than others, the class will provide students with critical and applied skills for looking at human cultures in a broader ecosystem and provide the opportunity to create solutions for meaningful and equitable sustainability.

Our class will provide you with critical thinking tools for examining human cultures within a wider ecosystem. Our learning space will be a safe place to explore all your curiosities (the “what if” questions in the world) and reflect meaningful, sustainable solutions about environmental sustainability and your place in the world. Through your classwork, you and your classmates will go from consuming knowledge to being knowledge producers.

Technical Requirements: Before class starts, please check to see if you can access a computer, laptop, or phone to complete the work on Brightspace. This also includes setting up your KCC Email Address. If you are not familiar with Brightspace and need additional help, please contact the student Helpdesk at Library Room 106, email them at helpdesk@students.kbcc.cuny.edu, or call 718-368- 6679. The IT team is super friendly and helpful.

Emails: Please check your Kingsborough emails every day. Many students use their regular email (Gmail, Yahoo, AOL, etc.), but you are highly encouraged to read your KCC emails to receive vital information from me and the college. There may be scholarship information or other vital information that you are missing. If you need a CUNYFirst email address, please go to the following link: <https://www.kbcc.cuny.edu/cunyfirst/students/index.html>

FERPA General Information:

“In this class, our use of technology will sometimes make students' names and Internet IDs visible within the course website, but only to other students in the same class. Since we use a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about your Internet ID's visibility, please contact me for further information." Please be assured that at no time will any of our in-class or ZOOM meetings be recorded unless specified at the beginning of class.

Course Learning Outcomes	Percentage of Grade	Assessment	Class-Career Connectivity	Self-Reflexivity
1. Develop and demonstrate critical thinking by analyzing and evaluating the complex interactions between the environment and human sociocultural systems at local and global levels.	50%	Student Group Presentations. Quizzes. Midterm-Rural to Urban Migration Process & Challenges. Research Reviews.	Students will learn about careers related to environmental/ecological anthropology, environmental agencies, government, non-profit, and non-governmental agencies.	Readings, videos, and films related to the weekly topics will center on “How does this topic impact me and my community, and what types of solutions can I create?”
2. Identify and apply environmental anthropology concepts, research, and methods to address and analyze the relationship between individuals and society.	20%	Student Research Papers. Quizzes. Group Work Presentations.	Students will learn about careers related to environmental/ecological anthropology, environmental agencies, government, non-profit, and non-governmental agencies. Students will also have access to the Anthropology Café Guest Speakers’ series online, where they get to hear/or meet scholars speak about their research and work projects.	Readings, videos, and films related to the weekly topics will center on “How does this topic impact me and my community, and what types of solutions can I create?”
3. Evaluate and analyze environmental issues from cultural, ecological, and environmental justice perspectives on a student-created website.	10%	Student Online Research Work.	Students will learn about careers related to environmental/ecological anthropology, environmental agencies, government, non-profit, and non-governmental agencies.	Readings, videos, and films related to the weekly topics will center on “How does this topic impact me and my community, and what types of solutions can I create?”
4. Evaluate and articulate ethical uses of data and other information resources to respond to local and global environmental issues and challenges.	20%	Final-Urban to Rural Migration Collaborations and Solutions. Quizzes. Self-Reflexivity Reading Reviews.	Students will learn about careers related to environmental/ecological anthropology, environmental agencies, government, non-profit, and non-governmental agencies.	Readings, videos, and films related to the weekly topics will center on “How does this topic impact me and my community, and what types of solutions can I create?”

Required Texts: Townsend, Patricia K. 2018. Environmental Anthropology: From Pigs to Policies (Paperback-3rd edition). Prospect Heights, Ill. Waveland Press, Inc. 2018. | ISBN 10: 1-4786-3613-0 | ISBN 13: 978-1-4786-3613-7. Price: \$22.95. You can also rent the book on Amazon Prime for \$4.83. I will also have the book on reserve at the KCC Library. All other class readings will be provided for free and will be found on Brightspace listed as “Environmental Anthropology-Readings.”

A wonderful place to look at current environmental anthropology research can be found at the American Anthropology Association-Anthropology and Society BLOG-Engagement. | <https://aesengagement.wordpress.com/>

Ecological research articles can also be found under publications at the Land Use Environmental Change Institute (LUECI) website. <https://lueci.clas.ufl.edu/> and reports from the United Nations Development Programme at <https://www.undp.org/publications>

Selected Bibliography and Source Materials: On reserve and available on Brightspace. The readings from the following books/articles will be on Brightspace or the online link for the articles will be provided below. You do not need to purchase articles and books listed below. We will be reading excerpts from various books. You can look up articles for free on JSTOR using the KCC-Online Library. <https://www.jstor.org/>

- Cronon, William, ed., “The Trouble with Wilderness; or, Getting Back to the Wrong Nature (williamcronon.net)” *Uncommon Ground: Rethinking the Human Place in Nature*, New York: W. W. Norton & Co., 1995, 69-90).
- Davis, Charlotte A. 1999. *Reflexive Ethnography: A Guide to Researching Selves and Others*. New York: Routledge.
- Del Campo-Hermosillo, Luz Martin. 2010. “Methods as a Process: The Accidental Tourist Researcher.” *Journal of Contemporary Anthropology*: Vol. 1: Issue 1, Article 6. <https://docs.lib.purdue.edu/jca/vol1/iss1/6>
- Fennal, Catherine. 2017. “Are We All Flint?” *Limn 7: Public Infrastructures/ Infrastructural Publics*. <https://limn.it/articles/are-we-all-flint>
- Gilio-Whitaker, Dina. 2019. *As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock*. Beacon Press.
- Haenn, Nora, Richard R. Wilk, and Allison Harnish, eds. 2016. *The Environment in Anthropology (2nd edition): A Reader in Ecology, Culture, and Sustainable Living*. NYU Press. <http://www.jstor.org/stable/j.ctt180410k>.
- Hardin, Garrett. 1968. “The Tragedy of the Commons.” *Science* 162, no. 3859 1243–48. <http://www.jstor.org/stable/1724745>.
- Helmreich, S. (2011), “Nature/Culture/Seawater. *American Anthropologist*,” 113: 132– 144. Doi: 10.1111/j.1548-1433.2010.01311.x <http://hdl.handle.net/1721.1/61766>
- Hodell, David, Curtis Jason, and Mark Brenner. 1995. “Possible role of climate in the collapse of Classic Maya civilization.” *Nature* 375, 391–394. 1995. <https://doi.org/10.1038/375391a0>
- Krishna, Sumi (ed.). 2004. *Livelihood and Gender-Equity in Community Resource Management*. New Delhi: Sage Publications.
- Lockyer, J. and Veteto, J. 2013. *Environmental Anthropology Engaging Ecotopia: Bioregionalism, Permaculture, and Ecovillages*. New York, Oxford: Berghahn Books.
- <https://doi.org/10.1515/9780857458803>
- Marvin Harris. 2008 (1966). “The Cultural Ecology of India’s Sacred Cattle.” In *Environmental Anthropology: A Historical Reader*. Blackwell.
- Moran, Emilio F. 2022. *Human Adaptability: An Introduction to Ecological Anthropology* (4th edition). Routledge. <https://doi.org/10.4324/9781003175575>
- Nussbaum, Martha. 2001. *Women and Human Development: The Capabilities Approach*. Cambridge University Press.
- Ostrom, Elinor. *Tragedy of the Commons*. The New Palgrave Dictionary of Economics. Second Edition. Eds. Steven N. Durlauf and Lawrence E. Blume. Palgrave Macmillan, 2008. The New Palgrave Dictionary of Economics Online. Palgrave Macmillan. 23 June 2010 doi:10.1057/9780230226203.1729 <http://dx.doi.org/>
- Rawls, John. 1971. *A Theory of Justice*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.
- Sen, Amartya. 2000. *Development as Freedom*. Anchor Publishers.

- Singh R, Sharma RK, Bhutia TU, Bhutia K. and Babu S. 2021. “Conservation Policies, Eco-Tourism, and End of Pastoralism in Indian Himalaya.” *Frontiers in Sustainable Food Systems* 5:613998. Doi: 10.3389/fsufs.2021.613998
- Southworth, Jane, Matt Marsik, Youliang Qiu, Stephen Perz, Graeme Cumming, Forrest Stevens, Karla Rocha, Amy Duchelle, and Grenville Barnes. 2011. "Roads as Drivers of Change: Trajectories across the Tri-National Frontier in MAP, the Southwestern Amazon." *Remote Sensing* 3, no. 5: 1047-1066. <https://doi.org/10.3390/rs3051047>
- Weiss, Brad. 2011. “Making Pigs Local: Discerning the Sensory Character of Place.” *Cultural Anthropology*, 26(3), 438-461. <https://doi.org/10.1111/j.1548-1360.2011.01106.x>

Classroom and Career Success Connections: The following is a list of career choice areas that may spark your interest during and after taking environmental anthropology. We will be connecting the dots between class content and career options in the areas of Ecological or Environmental Anthropology, Agroforestry, Forestry, Geographic Information Systems (GIS) and Remote Sensing Analysis, Biodiversity, Urban and Rural Planning, Resource Management and Conservation Planning, Climate and Sustainability Planning, Conservation Science, Circular Systems Economy Planning, Industrial Ecology, Environmental Finance, Environmental and Water Engineering. The USA Corp of Engineers, USA National Park Service-Department of Interior, New York State Office of Parks, Recreation & Historic Preservation, Environmental Protection Agency (EPA), and United Nations Development Programme (UNDP) have lists of potential student internships and career opportunities available to you after graduating with a four-year degree. Imagine the possibilities! *“The true sign of intelligence is not knowledge but imagination,” – Albert Einstein.*

How Does Introduction to Anthropology Prepare You for Career Readiness? Please read *“What Can You Learn from an Anthropology Major”* (I will provide a copy on Brightspace) and also read: <https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf>

What Is Career Readiness? Career readiness is a foundation to demonstrate requisite core competencies that broadly prepare the college-educated for success in the workplace and lifelong career management. By the end of the class, you will master NACE competencies and skills that connect to environmental anthropology, and you can add your completed NACE competencies to your resume. According to the 2024 “NACE Job Outlook,” survey employers rated the top five competencies’ skills for hiring staff: 1. Communication, 2. Critical Thinking, Teamwork, Equity and Inclusion, Professionalism, Technology, Career and Self-Development, and Leadership. Our coursework in environmental anthropology will address the career readiness skills listed below.

During the class term, you will strengthen your NACE Career Competencies:

Critical Thinking: Clearly and effectively exchange information, ideas, facts, and perspectives with people inside and outside an organization. Identify and respond to needs based on understanding situational context and logical analysis of relevant information. (By completing the Research Paper, Brightspace Discussion Questions/Group Work, and Reading Reviews, Mapping Sustainability).

Communication: Clearly and effectively exchange information, ideas, facts, and perspectives with people inside and outside an organization. (By completing Brightspace Discussions Questions/Group Work, KCC-Confidential Career Coach Assessment, Mapping Sustainability, and the Research Paper).

Diversity, Equity, Inclusion, Access, and Belonging: Demonstrate the awareness, attitude, knowledge, and skills required to engage equitably and include people from different local and global cultures. (By completing the Research Paper, Brightspace Discussion Questions/Group Work, and Reading Reviews).

Professionalism: Understanding how work environments differ, understanding and demonstrating effective work habits, and acting in the interest of the larger community and workplace (by completing the Research Paper, Brightspace Discussion Questions/Group Work, Reading Reviews, Mapping Sustainability, and meeting deadlines on time).

Technology: Understand and leverage technologies ethically to enhance efficiency, complete tasks, and accomplish goals. “Navigate change and be open to learning new technologies. (By becoming familiar with various environmental technologies, conducting peer-review research online, using the KCC-Confidential Career Coach Assessment, and keeping track of your discussions, assignments, and grades on Brightspace).

Syllabus Course Schedule Fall 2025	Topical Course Outline	In-Class Individual & Group Exercises:	Due Dates on Assignment/s
<p>Week One What is Environmental Anthropology?</p> <p>Read Chapters 1 and 2 of Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend and other readings via Brightspace under “Readings.”</p> <p>Read Excerpts: Chapter 1: People and Ecosystems of Moran, Emilio F. 2022. Human Adaptability: An Introduction to Ecological Anthropology. Read Excerpts: Chapter 1: The Standing Rock Saga in Gilio-Whitaker, Dina. 2019. As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock.</p> <p>Watch: Ted Talks: https://ted.com//talks 1. Why is the world warming up? 2. What is net zero? 3. Where does all the carbon we release go? 4. Why is 1.5 degrees such a big deal? 5. New York-before the City. 6. The Standing Rock resistance and our fight for Indigenous rights.</p>	<p>Discussion Focus On: The Field of Anthropology.</p> <p>A Short History of Environmental Anthropology / Cultural Ecology/Evolution in Cultural Anthropology / Cultural Ecology and the Last Northern Cod. What is the concept of ecosystems and how do they impact global change?</p> <p>Introduction: The Standing Rock Saga.</p> <p>Three Mile Island accident in Pennsylvania.</p>	<p>What did you think about Environmental Anthropology?</p> <p>Define the following terms and give current examples for each term.</p> <ol style="list-style-type: none"> 1. Adaptation. 2. Anthropogenic. 3. Anthropocene. 4. Applied Anthropology. 5. Ecological Anthropology. 6. Environmental Anthropology. <p>Write a definition of what they think environmental anthropology is in the form of a tweet of no more than 140 characters. Share and compare tweets with a classmate.</p>	<p>Sunday: Date/Time Submit on Brightspace your Reading Review.</p> <p>Tuesday: Date/Time Individual work is due at the end of the class.</p> <p>Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>
<p>Week 2: Ethnoecology & Distributive Justice/Freedoms</p> <p>Read Chapter 3: The Study of Traditional Environmental Knowledge (TEK). In Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend.</p> <p>Read Excerpts: Rawls, John. 1971. A Theory of Justice. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.</p> <p>Read Excerpts: Sen, Amartya. 2000. Development as Freedom. Anchor Publishers.</p>	<p>Discussion Focus On: The Study of Traditional Environmental Knowledge / Ethnoecology and Landscape / Nature and Culture: A Universal Dichotomy?</p> <p>Philosophical treatments of distributive justice by John Rawls, and Robert Nozick along with Simon Smith Kuznets’ model (Inverted-U</p>	<p>Define the following terms and give current examples for each term.</p> <ol style="list-style-type: none"> 1. Agriculture. 2. Aquifer. 3. Archeology. 4. Semantic Domain, 5. Linguistics. 	<p>Sunday: Date/Time Submit on Brightspace your Reading Review.</p> <p>Tuesday: Date/Time Individual work is due at the end of the class.</p> <p>Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>

<p>Read Excerpts: Krishna, Sumi (ed.). 2004. <i>Livelihood and Gender-Equity in Community Resource Management</i>. New Delhi: Sage Publications.</p> <p>Watch: Ted Talks: https://ted.com//talks 1. A new social contract for global climate justice. 2. How to find your voice for climate change. 3. An economy powered by sun & and wind-it's here.</p>	<p>Model) for explaining the relationship between income inequality and income growth.</p> <p>The Impact of Gender on economic growth and livelihoods in environmental policies.</p>		
<p>Week 3 Pigs for the Ancestors Read Chapter 4: Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend and other readings via Brightspace under "Readings."</p> <p>Read Excerpts: Weiss, Brad. 2011. "Making Pigs Local: Discerning the Sensory Character of Place." <i>Cultural Anthropology</i>, 26(3), 438-461. https://doi.org/10.1111/j.1548-1360.2011.01106.x</p> <p>Watch: Ted Talks: https://ted.com//talks 1. Africa's great carbon valley-and how to end energy poverty. 2. How to build an equitable & and just climate future. 3. How to be a good ancestor. 4. Eco-creators are helping the climate through social media. 5. How hip-hop can male climate action cool.</p>	<p>Discussion Focus On: A New Guinea Ecosystem. Critiques of Rappaport's Work / The Ecosystem Concept in Anthropology.</p> <p>Rural to Urban Migration Process & Challenges.</p>	<p>Define the following terms and give current examples for each term.</p> <ol style="list-style-type: none"> 1. Carry Capacity. 2. Circumscribed. 3. Cognitive. 4. Cultural Ecology. 5. Culture. 	<p>Sunday: Date/Time Submit on Brightspace your Reading Review.</p> <p>Tuesday: Date/Time Individual work is due at the end of the class.</p> <p>Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>
<p>Week 4 Amazonian Hunters Read Chapter 5: Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend and other readings via Brightspace under "Readings."</p> <p>Watch: Ted Talks: https://ted.com//talks 1. The forest is our teacher. It's time to respect it. 2. The Amazon belongs to humanity; let's protect it together. 3. The future of the food ecosystem and the power of your plate. 4. The global food waste scandal. 5. The powerful women on the front lines of climate action. 6. Women and girls, you are part of the climate solution.</p>	<p>Discussion Focus On: Amazonian Game Animals. Managing the Forest / The Evolution of Social Complexity within Amazonia.</p>	<p>Define the following terms and give current examples for each term.</p> <ol style="list-style-type: none"> 1. Ecosystem. 2. Ecological Footprint. 3. Ethnoecology. 4. Equilibrium. 	<p>Sunday: Date/Time Submit on Brightspace your Reading Review.</p> <p>Tuesday: Date/Time Individual work is due at the end of the class.</p> <p>Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>
<p>Week 5 Complex Societies Read Chapter 6: Environmental Anthropology: From Pigs to Policies</p>	<p>Discussion Focus On: The Ecology of States /Indonesian Agriculture</p>	<p>Define the following terms and give current examples for each term.</p>	<p>Sunday: Date/Time Submit on Brightspace your Reading Review.</p>

<p>by Patricia K. Townsend and other readings via Brightspace under “Readings.” Watch: Ted Talks: https://ted.com//talks 1. Conserving the canopy. 2. How to grow a forest in your backyard. 3. Why wildfires have gotten worse & what we can do about it. How trees talk to each other.</p>	<p>/ Villages in the Alps / Industrial Farming</p>	<p>Feedback. Feral. Foraging. Fossil Aquifer. Historical Ecology. Horticulture.</p>	<p>Tuesday: Date/Time Individual work is due at the end of the class. Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>
<p>Week 6 The Underground Environment: Minerals Read Chapter 7: Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend and other readings via Brightspace under “Readings.” Watch: Ted Talks: https://ted.com//talks 1. Why Indigenous forest guardianship is crucial to climate action. 2. A modern argument for the rights of animals. 3. Jane Goodall: Every day you live, you impact the planet.</p>	<p>Discussion Focus On: The Ok Tedi Mine, Papua New Guinea / Impact of the Mine on the Landowners / Downstream Impact of the Ok Tedi Mine / Indigenous People and Environmental Human Rights.</p>	<p>Define the following terms and give current examples for each term. Landscapes. Niche (ecological). Optimal Foraging Model. Political Ecology.</p>	<p>Sunday: Date/Time Submit on Brightspace your Review. Tuesday: Date/Time Individual work is due at the end of the class. Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>
<p>Week 7 Warfare Ecology Read Chapter 8: Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend and other readings via Brightspace under “Readings.” Watch: Ted Talks: https://ted.com//talks 1. Lessons from the past on adapting to climate change. 2. The Hidden World of Shadow Cities. 3. Sanitation is a basic human right. 4. My architectural philosophy is to bring the community into the process. 5. Better toilets, better life.</p>	<p>Discussion Focus On: Small Wars: Large Damage / The Chemistry of War / Nuclear War / Environmental Causes of War.</p>	<p>Define the following terms and give current examples for each term.</p> <ol style="list-style-type: none"> 1. Population. 2. Resilience (ecological). 3. System. 4. System Theory. 5. World System. 	<p>Sunday: Date/Time Submit on Brightspace your Reading Review. Tuesday: Date/Time Individual work is due at the end of the class. Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>
<p>Week 8 The Climate Is Changing Read Chapter 9: Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend and other readings via Brightspace under “Readings.” Read Excerpts: Fennal, Catherine. 2017. “Are We All Flint?” Linn 7: Public Infrastructures/ Infrastructural Publics. https://linn.it/articles/are-we-all-flint Read Excerpts: Cronon, William, ed., “The Trouble with Wilderness; or,</p>	<p>Discussion Focus On: Rising Oceans, Disaster-Displaced People / Skepticism and Denial / Mountain Glaciers / Disaster, Hazard, and Risk / Coping with Drought. The Question of the Commons.</p>	<p>Define the following terms and give current examples for each term.</p> <ol style="list-style-type: none"> 1. Environmental Refugees. 2. Anthropogenic. 3. Hazard. 4. Rick. 5. Droughts. 6. The Tragedy of the Commons. 	<p>Sunday: Date/Time Submit on Brightspace your Reading Review. Tuesday: Date/Time Individual work is due at the end of the class. Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>

<p>Getting Back to the Wrong Nature (williamcronon.net)” Uncommon Ground: Rethinking the Human Place in Nature, New York: W. W. Norton & Co., 1995, 69-90).</p> <p>Read Excerpts: Ostrom, Elinor. <i>Tragedy of the Commons</i>. The New Palgrave Dictionary of Economics. Second Edition. Eds. Steven N. Durlauf and Lawrence E. Blume. Palgrave Macmillan, 2008. The New Palgrave Dictionary of Economics Online. Palgrave Macmillan. 23 June 2010 doi:10.1057/9780230226203.1729 http://dx.doi.org/</p> <p>Read Excerpts: Hardin, Garrett. 1968. “The Tragedy of the Commons.” <i>Science</i> 162, no. 3859 1243–48. http://www.jstor.org/stable/1724745.</p> <p>Watch: Ted Talks: https://ted.com//talks 1. What would happen if you didn’t drink water? 2. Are we running out of clean water? 3. Detroit’s climate crisis & how to build a resilient future everywhere. 4. We need to track the world’s water like we track the weather. 5. A creative solution for the water crisis in Flint, Michigan. 6. Who owns the wilderness?</p>	<p>Why does the wilderness matter at all?</p>		
<p>Week 9 Population and Environment Read Chapter 10: Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend and other readings via Brightspace under “Readings.”</p> <p>Read Excerpts: Hodell, David, Curtis Jason, and Mark Brenner. 1995. “Possible role of climate in the collapse of Classic Maya civilization.” <i>Nature</i> 375, 391–394. 1995. https://doi.org/10.1038/375391a0</p> <p>Read Excerpts: Singh R, Sharma RK, Bhutia TU, Bhutia K. and Babu S. 2021. “Conservation Policies, Eco-Tourism, and End of Pastoralism in Indian Himalaya.” <i>Frontiers in Sustainable Food Systems</i> 5:613998. Doi: 10.3389/fsufs.2021.613998</p>	<p>Discussion Focus On: Collapse / Demographic Anthropology / Population Growth and Environmental Degradation in Honduras.</p> <p>How did climate change impact the collapse of the Classic Maya in Mexico?</p> <p>What is the role of ecotourism in India? Select one other example from the world.</p>	<p>Define the following terms and give current examples for each term.</p> <ol style="list-style-type: none"> 1. Deforestation. 2. Population Growth. 3. Maya. 4. Ecotourism. 5. Environmental Collapse. 	<p>Sunday: Date/Time Submit on Brightspace your Reading Review.</p> <p>Tuesday: Date/Time Individual work is due at the end of the class.</p> <p>Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>

<p>Watch: Ted Talks: https://ted.com//talks 1. What happens if you cut down all of a city's trees? 2. An engineer's vision for tiny forests everywhere. 3. A garden in my apartment. 4. One seed at a time, protecting the future of food.</p>			
<p>Week 10 Biodiversity and Health in the Anthropocene Read Chapter 11: Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend and other readings via Brightspace under "Readings."</p> <p>Watch: Ted Talks: https://ted.com//talks 1. How to stop the next pandemic? Stop deforestation. 2. The global movement to restore nature's biodiversity. 3. The city planting a million trees in two years.</p>	<p>Discussion Focus On: Threats to Biodiversity / Medicinal Plants / Emerging Infectious Diseases / Assessing Risk.</p> <p>How do threats to biodiversity impact all living life?</p>	<p>Define the following terms and give current examples for each term.</p> <ol style="list-style-type: none"> 1. Biodiversity. 2. Reservoirs. 3. Emerging Diseases. 4. Bacteria. 5. Syndemics. 6. Vector. 7. Virus. 8. Zoonotic Diseases. 	<p>Sunday: Date/Time Submit on Brightspace your Reading Review.</p> <p>Tuesday: Date/Time Individual work is due at the end of the class.</p> <p>Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>
<p>Week 11 It Isn't Easy Being Green: Influencing Environmental Policies Read Chapter 12: Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend and other readings via Brightspace.</p> <p>Read Excerpts: Southworth, Jane, Matt Marsik, Youliang Qiu, Stephen Perz, Graeme Cumming, Forrest Stevens, Karla Rocha, Amy Duchelle, and Grenville Barnes. 2011. "Roads as Drivers of Change: Trajectories across the Tri-National Frontier in MAP, the Southwestern Amazon" Remote Sensing 3, no. 5: 1047-1066. https://doi.org/10.3390/rs3051047</p> <p>Read Excerpts: Del Campo-Hermosillo, Luz Martin. 2010. "Methods as a Process: The Accidental Tourist Researcher." Journal of Contemporary Anthropology: Vol. 1: Iss. 1, Article 6. https://docs.lib.purdue.edu/jca/vol1/iss1/6</p> <p>Watch: Ted Talks: https://ted.com//talks 1. Why isn't the Netherlands underwater?</p>	<p>Discussion Focus On: The Indonesian Forest Fires of 1997–1998 / Animal Rights in the North / Environmental Movements / Parks and People.</p> <p>Urban to Rural Migration Collaborations and Solutions.</p>	<p>Define the following terms and give current examples for each term.</p> <ol style="list-style-type: none"> 1. Shifting Cultivations. 2. Green, Brown, and White Environmentalism. 3. National Parks. 4. Protected Areas. 5. Fortress Conservation. 6. Community-Conservation. 7. Biospheres. 	<p>Sunday: Date/Time Submit on Brightspace your Reading Review.</p> <p>Tuesday: Date/Time Individual work is due at the end of the class.</p> <p>Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>
<p>Week 12 Holy Ground & Consumer Cultures Read Chapters 13 and 14: Environmental Anthropology: From Pigs to Policies by Patricia K. Townsend and other</p>	<p>Discussion Focus On: Sacred Groves / Cree Hunters / The Ganges River: Raw Sewage or Spiritual Power /</p>	<p>Define the following terms and give current examples for each term.</p> <ol style="list-style-type: none"> 1. Angry Rock. 2. Sacred Groves. 3. Tallyman/Steward. 	<p>Sunday: Date/Time Submit on Brightspace your Reading Review.</p>

<p>readings via Brightspace under “Readings.”</p> <p>Read Excerpts: Marvin Harris. 2008 (1966). “The Cultural Ecology of India’s Sacred Cattle.” In <i>Environmental Anthropology: A Historical Reader</i>. Blackwell.</p> <p>Read Excerpts: Nussbaum, Martha. 2001. <i>Women and Human Development: The Capabilities Approach</i>. Cambridge University Press.</p> <p>Watch: Ted Talks: https://ted.com//talks</p> <p>1. The architectural wonder of impermanent cities. 2. The ancient ingenuity of water harvesting in India. 3. The warmth and wisdom of mud buildings. 4. How sci-fi informs our climate future – and what to do next. 5. Meet a young entrepreneur, cartoonist, designer, activist...</p>	<p>Environmental Justice in the United States & Globally.</p> <p>Ecological Footprint Analysis / European and American Consumers.</p> <p>Urban to Rural Migration Collaborations and Solutions.</p> <p>Artificial Intelligence (AI)-at what costs to energy and water resources?</p>	<p>4. Fecal Coliform Bacteria.</p>	<p>Tuesday: Date/Time Individual work is due at the end of the class.</p> <p>Thursday: Date/Time: Finding Solutions Group work is due at the end of the class.</p>
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Expectations for Out-of-Class Study Time: For everyone’s instructional credit hour in class, students should spend at least two hours of class studying, reading, writing, researching, working on projects, and preparing for exams. In other words, for our three-credit class that meets for three hours each week, you should spend at least 6 hours outside of class time doing related coursework.

To complete all assignments in this course, you will read 15-25 pages and watch at least 4-5 videos (4-10 minutes long each) per week. Weekly PowerPoint/Canva presentations will be listed on Brightspace for your review.

If you do not have time to complete the readings and review the lecture PowerPoint presentations needed to complete all your weekly course assignments, research papers, group work, journals, and exams/quizzes, please remember that the last day to change a class or add a class for the spring session is listed on the KCC-CUNY Calendar. If additional assistance is needed, don't hesitate to contact me so I can provide you with additional resources on campus and attend my tutoring office hours after class.

Total Possible Points: Grade Calculation: Earned % of points: Remember That You Earn 4 Points Per Assignment.

A+	= 100-97%	C-	= 72-70%
A	= 96-93%	D+	= 69-67%
A-	= 92-90%	D	= 66-63%
B+	= 89-87%	D-	= 62-60%
B	= 86-83%	F	= below 60%
B-	= 82-80%		
C+	= 79-77%		
C	= 76-73%		

Grading Scale Per Assignment:

4 points=A grade	1 point=D grade
3 points=B grade	0 points=F grade
2 points=C grade	

Building a Class Community:

An honest effort, enthusiastic curiosity, and work reflective of thoughtful and mindful familiarity with readings and course material will be expected. A close and attentive reading of all course texts before our class (as indicated in the syllabus) is essential to and required for your successful learning and engagement in class.

Civic Knowledge: You will demonstrate an understanding of how a dominant perspective shapes social authority and patterns of power. You will incorporate this intersectional framework in your weekly Chapter Discussion Questions, *Words Matter Café*, and Discussions Forum Group work.

Social Responsibility: You will demonstrate an understanding of the importance and/or lack of importance for individuals and organizations to behave ethically and with due sensitivity toward social, cultural, economic, and environmental issues. You will incorporate this intersectional framework in your weekly Chapter Discussion Questions, *Words Matter Café*, and Discussions Forum Group work.

Optional Mentoring Sessions (“Mentee 15”) In Person/or ZOOM: I will be selecting (by alphabetical order) four students who will meet with me for fifteen minutes in person via ZOOM or via email/phone, where we will discuss any topic or concern, they may have in class or life in general. We will learn to lean on each other for support. We may not have the answers, but it will help us build a community in the class. We will work together to create and maintain an environment where everyone can safely discuss and learn from each other.

Special Guest Panels: The Anthropology/Research Café Series: I will host short-form panel presentations and lectures in class via Zoom with local and global scholars representing the different topics in anthropology/research, along with community organizers working on the ground to eliminate various forms of systemic structural dissemination.

Academic Tools: Do you wonder how many pages a given number of words is? This website converts the number of words to the number of pages, online and free. When writing essays at university, this tool is useful to determine how many pages you must write. <http://wordstopages.com/>

[Robert J. Kibbee Library at Kingsborough Community College](https://library.kbcc.cuny.edu/homepage)
<https://library.kbcc.cuny.edu/homepage>

[The Purdue Online Writing Lab](https://owl.purdue.edu/index.html)
<https://owl.purdue.edu/index.html>

[Grammarly: Free Writing Assistant](https://www.grammarly.com/)
Millions trust Grammarly's free writing app to make their messages, documents, and posts clear, mistake-free, and effective.
<https://www.grammarly.com/>

[JSTOR is a digital library of academic journals, books, and primary sources.](https://www.jstor.org)
<https://www.jstor.org>

Student Resources:

- **Academic Integrity Policy Kingsborough Community College:** Strives to promote academic integrity among students to help prepare them for their future endeavors. The International Center for Academic Integrity defines academic integrity by five core values. These values are as follows: 1. Honesty: The quest for truth and knowledge requires intellectual and personal honesty in learning, teaching, research, and service 2. Trust: Academic institutions must foster a climate of mutual trust to stimulate the free exchange of ideas. 3. Fairness: All interactions among students, faculty, and administrators should be grounded in clear standards, practices, and procedures. 4. Respect: Learning is acknowledged as a participatory process, and a wide range of opinions and ideas are respected. 5. Responsibility: A thriving community demands personal accountability from all members and depends upon action in the face of wrongdoing. Please note the Kingsborough Community College Academic Integrity Policy: https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html
- **Access-Ability Services (AAS) Statement:** serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. You must go to the Access-Ability Office on campus for classroom accommodation. I will arrange the accommodation once I have documentation from the Access-Ability Office. The Access-Ability Office is located in Suite D- Building Room 205; Tel: 718-368-5175; Email: AAS@kbcc.cuny.edu | <https://www.kbcc.cuny.edu/access-ability/index.html>
- **The Center for Career Development & Experiential Learning:** <https://www.kbcc.cuny.edu/career/career/student-services.html>
- **Academic and Student Resources:** <https://www.kbcc.cuny.edu/AcademicProbation/Useful-Academic-Student-Resources.html>
- **Tutoring through the Kingsborough Learning Center:** Website: <https://kingsboroughcc.okta.com/> Phone: 718-368-6679, Email: helpdesk@kbcc.cuny.edu
- **The Women's Center:** 718-368-4700 or email: frances.robinson@kbcc.cuny.edu
- **The Health Center:** Now, we require appointments for the free vaccines offered in our office. For (Hep B, Flu, MMR, and T-dap) vaccines, please call 718-368-5684 or email dgale@kbcc.cuny.edu for an appointment.
- **Counseling and Health Services:** call 718-368-5975 or email Counselingandhealth.Services@kbcc.cuny.edu. For more details on how to schedule an appointment, <https://www.kbcc.cuny.edu/counselingservices/CounselingAppointment.html>
- **Student Athletics:** Students on a sports team must give me a letter/memo from their coach stating the dates/times they will be absent from my class during the term. Otherwise, the absences will count against you and result in a lowered grade by the end of the semester. Academic dishonesty (e.g., cheating, fabrication, plagiarism, etc.) will not be tolerated, and anyone caught engaging in such activities is subject to disciplinary measures by the University. Plagiarism and other forms of academic dishonesty are defined in the University's Student Code of Conduct.
- **The Military and Veteran Affairs Office (MAVA):** Office Location: C106. Call 718-368 5472 or email, mava.kcc@kbcc.cuny.edu