



NORTHERN ILLINOIS UNIVERSITY

Department of Anthropology

College of Liberal Arts and Sciences

Undergraduate and Graduate Programs of Study

niu.edu/anthro

Revised December 16, 2023

Northern Illinois University

Northern Illinois University is a state-supported, comprehensive university, located 65 miles west of Chicago's lakefront, in the city of DeKalb (population 35,000). Founded in 1895, NIU now ranks as Illinois' second-largest state university, with an enrollment of approximately 19,000 students in the Colleges of Business, Education, Engineering and Engineering Technology, Health and Human Sciences, Law, Liberal Arts and Sciences, and Visual and Performing Arts. NIU boasts a state-of-the-art computer system, a two million volume library, and all the cultural, social, and intellectual features characteristic of large, mid-western universities. The university's proximity to Chicago, Rockford, and the Fox Valley provides additional resources within easy driving distance.

Anthropology at NIU

In 1971, the Department of Anthropology was established as an academic department in the College of Liberal Arts and Sciences. The anthropology program now offers both the Bachelor of Arts and Bachelor of Science undergraduate degrees, as well as the Master of Arts. The anthropology faculty numbers 9 full-time, three part-time scholars, and a museum director all of whom hold a doctorate. Faculty research and teaching interests span all four sub-disciplines of anthropology (archaeology, linguistic anthropology, biological anthropology and social/cultural anthropology), as well as applied anthropology. The department boasts excellent research programs and research and teaching collections. Several faculty members play central roles in NIU's Cognitive Studies Initiative, the Center for Southeast Asian Studies, the Center for Women, Gender and Sexuality, the Center for Non-profit and NGO Studies, the Center for Latino and Latin American Studies, and the Institute for the Environment, Sustainability and Energy. Another integral aspect of anthropology at NIU is the Pick Museum of Anthropology, which provides student experience and training in anthropological museology.

The undergraduate anthropology program at NIU has approximately 60 anthropology majors working on either a B.A. or B.S. degree. The graduate program enrolls approximately 20 students working toward the M.A. During the last five years, the department has produced 63 M.A. and 107 BA/BS degrees. In the past decade our graduates have been accepted at universities such as the City University of New York, University of South Florida, University of Florida, University of Virginia, Wayne State University, University of California Santa Barbara, and Arizona State University. During this same period, our graduates have been hired at several area community colleges (Kishwaukee, Waubensee, College of DuPage, William Rainey Harper), several contract archaeology companies and several museums (including the Logan Museum of Anthropology, The Burpee Museum of Natural History, and American Museum of Natural History).

Faculty Research and Teaching Interests

Linguistic Anthropology

Giovanni Bennardo (Ph.D. University of Illinois, 1996) is a linguistic and cognitive anthropologist. His primary focus is Western Polynesia, the Kingdom of Tonga, where he conducted extensive fieldwork. Research and interests are interdisciplinary; he brings together linguistic, psychological, and anthropological perspectives to cognitive science. His specific interest is the investigation of intra-modular and inter-modular conceptual structures such as cultural models of spatial relationships, social relationships, and currently of nature and the environment with special attention to their internal causal structure. He teaches courses in linguistic anthropology, cognitive anthropology, and cognitive science.

Selected Publications

Cultural Models of Nature: Primary Food Producers and Climate Change. Abingdon, UK: Routledge, 2019.

Disciplining Culture: A Socio-Cognitive Approach. *Current Anthropology*, 2019, 60 (2): 174-193. (with Victor C. de Munck)

Cultural Models: Genesis, Methods, and Experiences. Oxford: Oxford University Press, 2014.

Language, Space, and Social Relationships: A Foundational Cultural Model in Polynesia. Cambridge: Cambridge University Press, 2009.

Biological Anthropology

Mitchell Irwin (Ph.D. Stony Brook University, 2006)

Professor Irwin is a biological anthropologist specializing in primate ecology and behavior. His research focuses on the ecological adaptations of Madagascar's lemurs, and how habitat disturbance affects the ecology, behavior and health of individuals and populations. He has studied feeding ecology, nutrition, body mass and condition, and parasitology, and is also interested in how Madagascar's abiotic and biotic environment has influenced the evolution of key lemur traits such as low activity levels, cathemerality and female dominance. Professor Irwin has an ongoing field project in [Tsinjoarivo](#), eastern Madagascar, and co-founded an NGO, "[SADABE](#)", dedicated to promoting research, conservation, and development.

Selected Publications

Irwin MT, Samonds KE, Raharison JL, et. al. (2019) Morphometric signals of population decline in diademed sifakas occupying degraded rainforest habitat in Madagascar. *Scientific Reports* 9, No. 8776.

Irwin MT, Raharison JL, Junge RE, Chapman CA, Rothman JM (2017) Minerals in the foods and diet of diademed sifakas: Are they nutritional challenges? *American Journal of Primatology*. DOI: 10.1002/ajp.22623 (featured article)

Irwin MT, Raharison JL, Raubenheimer D, Chapman CA, Rothman JM (2015) The nutritional geometry of resource scarcity: Effects of lean seasons and habitats on nutrient intakes and balancing in a wild sifaka. *Plos One* 10(6):e0128046.
doi:10.1371/journal.pone.0128046

Irwin MT, Raharison JL, Raubenheimer D, Chapman C, Rothman J (2014) Nutritional correlates of the “lean season”: Effects of seasonality and frugivory on the nutritional ecology of diademed sifakas. *American Journal of Physical Anthropology* 153:78-91.

Leila M. Porter (Ph.D., Stony Brook University, 2000) is a biological anthropologist with particular interest in primate behavior and ecology. She has done fieldwork in Madagascar and Bolivia, and her current research focuses on the small-bodied tamarins of Bolivia. She has studied dietary strategies, ranging behavior, reproductive strategies and parental care, and is interested how the environment has shaped the evolution of primate social behaviors. In addition, she is interested in disease transmission between humans and non-human populations and is involved in conservation efforts in this region. She teaches introductory classes in physical anthropology, as well as upper level classes in primate behavior, sexuality, ecology and conservation.

Selected Publications

Garber, Paul A., Mallott, Elizabeth, **Porter, Leila M.**, Gomez, Andres (2019) The gut microbiome and metabolome of saddleback tamarins (*Leontocebus weddelli*): Insights into the foraging ecology of a small-bodied primate. *American Journal of Primatology*. DOI: 10.1002/ajp.23003

Erb Wendy M., **Porter, Leila M.** (2017) The littlest helpers: what we know (and don't know) about cooperative infant care in callitrichine primates. *Evolutionary Anthropology* 26: 25-37.

Porter, Leila M., Gilbert, Christopher C., Fleagle, John (2014) Diet and phylogeny in primate communities. *International Journal of Primatology*. 35:1144-1163.

Garber, Paul A., **Porter, Leila M.** (2014) Navigating in small-scale space: the role of landmarks and resource monitoring in understanding saddleback tamarin travel. *American Journal of Primatology* 76:447–459.

Social and Cultural Anthropology

Judy L. Ledgerwood (Ph.D., Cornell University, 1990) is a cultural anthropologist whose current research interests include gender, diaspora communities, transnational movements of people and ideas, and the construction of cultural identity. Professor Ledgerwood's dissertation was on changing Khmer conceptions of gender in Khmer refugee communities in the United States. After she completed her degree, she taught and conducted research in Cambodia from 1989-1993. She taught as a visiting professor at Cornell University and the Royal University of Fine Arts in Phnom Penh. From 1993 to 1996, Professor Ledgerwood was a research fellow at the East-West Center in Honolulu. Her current research is focused on Cambodian Buddhism and ideas of cultural identity.

Selected Publications

Ledgerwood, Judy (2018) Introduction, *Svay, A Khmer Village in Cambodia* by May Mayko Ebihara, Ithaca, NY: Cornell University Press, pp. xi-xxxii.

Ledgerwood, Judy (2016) Rebuilding Temples after War: Grandfather Pait. In: *Figures of Buddhist Modernity in Asia*. Jeffrey Samuels, Justin McDaniel and Mark Rowe, eds. University of Hawai'i Press, p. 48-50.

Ledgerwood, Judy (2012) Buddhist Ritual and the Reordering of Social Relations in Cambodia. *South East Asia Research*, 20(2): 191:205.

Ledgerwood, Judy (2011) A Tale of Two Temples: Communities and their Wats. In: *Village Community and the Transforming Social Order in Cambodia and Thailand: Essays in Honor of May Ebihara*. John Marston, ed. Melbourne: Monash University. 2011.

Emily McKee (Ph.D. University of Michigan, 2011) specializes in environmental and Middle East anthropology, with a particular focus on political ecology. She is jointly appointed with the Anthropology Department and the Institute for the Environment, Sustainability & Energy. Before joining NIU, she held postdoctoral appointments at Yale University and Brandeis University. In the Middle East, Professor McKee researches land conflict and socio-environmental movements. Two years of fieldwork in the Negev/Naqab region investigated how Jewish and Bedouin Arab citizens and governmental bodies vie over access to land for farming and homes and over the status of unrecognized Bedouin villages. She also examines cross-border water use and conservation among Palestinian, Jordanian, and Israeli water conservationists, as well as the reactions of local residents to water scarcity, resource competition, and conservation campaigns. Closer to home, Professor McKee is conducting ethnographic research to learn about farming, sustainability, and agricultural economics. She researches small-

scale and sustainable agriculture in the American Midwest and plans future studies of local and national environmental justice campaigns. Across these field sites, Professor McKee is interested in the drawing and policing of group boundaries; experiences of agriculture, urbanization, and environmental change; and environmental sustainability activism.

Selected Publications

McKee, Emily. 2019. "Water, Power, and Refusal: Confronting Evasive Accountability in a Palestinian Village." *Journal of the Royal Anthropological Institute* 25 (3): 546–65.

McKee, Emily. 2018. "Environmental Framing and Its Limits: Campaigns in Palestine and Israel." *International Journal of Middle East Studies* 50 (3): 449–70.

McKee, Emily. 2016. *Dwelling in Conflict: Negev Landscapes and the Boundaries of Belonging*. Stanford: Stanford University Press.

McKee, Emily. 2015. "Trash Talk: Interpreting Morality and Disorder in Negev/Naqab Landscapes." *Current Anthropology* 56 (5): 733–52. doi:10.1086/683198.

Micah F. Morton (Ph.D. University of Wisconsin-Madison, 2015) Originally from Philadelphia, I am an incoming Assistant Professor of Anthropology and Southeast Asian Studies at Northern Illinois University and Faculty Associate in Research at Cornell University's Southeast Asia Program. My scholarship focuses on transnationalism, state-minority relations, social movements, religious and spiritual ecologies, religion and politics, ethnicity and nationalism, and the global Indigenous Peoples' movement. My work highlights the multiple and shifting discursive forms and meanings of the categories of ethnicity, religion, and Indigeneity as they travel and encounter diverse interlocutors. Geographically, my work focuses on Mainland Southeast Asia and its overlapping borderlands with southwest China. My work further examines various dimensions of the sociocultural impacts of China's rise on Southeast Asia.

Selected Publications

Wang, Jianhua and Micah F. Morton. Forthcoming. "Where the Rubber Meets the Road: Shifting State-Society Relations and Emerging Resource Frontiers in China's Southwest Borderlands," *Asian Ethnology*.

Morton, Micah F. and Ian G. Baird. 2019. "From Hill Tribes to Indigenous Peoples: The

"Localization of a Global Movement in Thailand," *Journal of Southeast Asian Studies* 50 (1): 7-31. <https://doi.org/10.1017/S0022463419000031>

Morton, Micah F. 2017. "Reframing the Boundaries of Indigeneity: State-based ontologies and assertions of distinction and compatibility in Thailand," *American Anthropologist* 119 (4): 684-696.

<http://onlinelibrary.wiley.com/doi/10.1111/aman.12948/full>

Morton, Micah F. 2017. "The Rising Politics of Indigeneity in Southeast Asia," *Institute of Southeast Asian Studies Trends* 14/2017.

https://www.iseas.edu.sg/images/pdf/TRS14_17.pdf

Morton, Micah F., Jianhua Wang, and Haiying Li. 2016. "Decolonizing Methods: Akha Articulations of Indigeneity in the Upper Mekong Region," *Asian Ethnicity* 17 (4): 580-595. <http://dx.doi.org/10.1080/14631369.2016.1150775>

Mark Schuller (Ph.D. University of Santa Barbara, California) Originally from the Chicago area, Mark Schuller is Associate Professor of Anthropology and Nonprofit and NGO Studies at Northern Illinois University and affiliate at the Faculté d'Ethnologie, l'Université d'État d'Haïti. Supported by the National Science Foundation Senior and CAREER Grant, Bellagio Center, and others, Schuller's research on NGOs, globalization, disasters, and gender in Haiti has been published in over three dozen book chapters and peer-reviewed articles as well as public media, including a column in [Huffington Post](#). He is the author of two monographs, including *Humanitarian Aftershocks in Haiti* (Rutgers, 2016) and co-editor of five volumes, including *Tectonic Shifts: Haiti since the Earthquake* (Kumarian Press, 2012). He is co-director / co-producer of documentary [Poto Mitan: Haitian Women, Pillars of the Global Economy](#) (2009). Schuller is co-editor of Berghahn Books' *Catastrophes in Context: a Series in Engaged Social Science on Disasters* and University of Alabama Press' *NGOographies: a Series of Ethnographic Reflections of NGOs*. Recipient of the [Margaret Mead Award](#) and the Anthropology in Media Award, he is active in several solidarity efforts.

Selected publications:

2017. David Lewis and Mark Schuller. "Engagements with a Productively Unstable Category: Anthropologists and Nongovernmental Organizations," *Current Anthropology*, Volume 54, Number 5: 634-651.

2016. *Humanitarian Aftershocks in Haiti*. New Brunswick, NJ: Rutgers University Press.

2014. "Being an Insider Without: Activist Anthropological Engagement in Haiti after the Earthquake." *American Anthropologist*, Volume 116, Number 2 (June): 409-412.

2012. *Killing with Kindness: Haiti, International Aid, and NGOs*. Foreword by Paul Farmer. New Brunswick, NJ: Rutgers University Press. French edition published 2015. Winner of the Margaret Mead Award.

Archaeology

Dana N. Bardolph (Ph.D. University of California, Santa Barbara, 2017) is an anthropological archaeologist and specialist in paleoethnobotany, the analysis and interpretation of archaeological plant remains to provide information about the relationship between people and plants in the past. Her research broadly focuses on social life, political change, agricultural production, culture contact, identity, and foodways. She employs a comparative, cross-cultural approach and has conducted field and laboratory research in multiple regions, including the Midwestern United States (the area of her current field project), Peru, Mexico, and the Caribbean, to examine the sociopolitical dynamics that underpin human-ecological interactions in New World agricultural societies. She also is interested in the ethical dimensions of archaeological practice and conducts reflexive work on discipline sociopolitics and gender equity issues.

Selected Publications

2018. “A Song of Resilience”: Exploring Communities of Practice in Chumash Basket Weaving in Southern California. *Journal of California and Great Basin Anthropology* 38(2):143–168. (K. Brown, J. Timbrook, and **D.N. Bardolph**)

2016. New World Paleoethnobotany in the New Millennium (2000-2013). *Journal of Archaeological Research* 24(2):125–177. (A.M. VanDerwarker, **D.N. Bardolph**, K. M. Hoppa, H.B. Thakar, L. Martin, A. Jaqua, M. Biwer, and K. Gill)

2014. A Critical Evaluation of Recent Gendered Publishing Trends in American Archaeology. *American Antiquity* 79(3): 524(2):522–540.

2014. Evaluating Cahokian Contact and Mississippian Identity Politics in the Late Prehistoric Central Illinois River Valley. *American Antiquity* 79(1):69–89.

Pick Museum of Anthropology

Christy A. DeLair (Ph.D. Brown University, 2013). Before coming to NIU, Dr. DeLair was the curator of the Longyear Museum of Anthropology at Colgate University. Her research interests include contemporary indigenous material culture, performance, identity, social movements, and artist-museum relations with an emphasis on Native North America and Taiwan. She conducted her dissertation research with indigenous Austronesian craft workshops in Taiwan in order to investigate how communities are formed, how boundaries of inclusion are constantly negotiated, and how multiple competing perceptions and values interact to refashion indigenous and national identities. Her museum work centers on decolonizing practices, community collaboration, and engaging with contemporary social issues.

Selected Publications

(*not a costume*) exhibition catalogue, Longyear Museum of Anthropology, Colgate University, Hamilton, NY (2018).

“Unsettled Conditions: How We Talk about the Environment and Our Place in It,” in *Unsettled Conditions/Landmarked* exhibition catalogue. Longyear Museum of Anthropology and Picker Art Gallery, Colgate University, Hamilton, NY (2017).

“Representations of Indigeneity in Handicraft Ephemera” (includes French translation), Special Issue on Craft, Creative Work and Networks of Indigenous Knowledge, *Cahiers métiers d’art: Craft Journal* 5, no. 1 (2011): 83-110.

“Reconsidering Routes to Membership in the Anthropological Community” (co-authored with Kathleen Millar, Rebecca Prahl, Christine Reiser), Special Issue on Graduate Education in Anthropology, *Michigan Discussions in Anthropology* 18 (2010): 148-173.

Undergraduate Program

The B.A. and B.S. programs in anthropology at NIU emphasize a broad training in the liberal arts and in all four sub-disciplines of anthropology. The major consists of a minimum of 36 hours in anthropology (ANTH), distributed as indicated below. Please read the degree requirements in the current Undergraduate Catalog for important information on the general education and other requirements for graduation.

Requirements in the major – starting Fall 2018

Requirements within the Department are:

1. ANTH 210 (Exploring Archaeology), ANTH 220 (General Cultural Anthropology); ANTH 230 (Anthropology of Language); ANTH 240 (General Physical Anthropology). These courses are 3 semester hours each for a total of 12 semester hours. The 200-level course in each sub-discipline is a prerequisite for 300- and 400-level courses in that sub-discipline. You should take all four 200-level courses as early in your tenure at NIU as possible.
2. One upper level course in each subfield (Archaeology, Social/Cultural Anthropology, Linguistics, Physical Anthropology)
3. Four classes which may optionally be within one of the four emphasis areas:
 - a Social Complexity and Inequality
 - b Environment and Evolution
 - c Language, Culture, and Mind
 - d General Anthropology

In addition, each student must also:

1. Take nine hours of work at the 200 level or above in a single discipline other than anthropology, chosen in consultation with an anthropology adviser. These courses can also be used as a part of general education requirements or requirements for a minor or second major other than anthropology. They cannot be used toward the special requirements of the B.A. or B.S. degree.
2. Meet special requirements for either the B.A. or B.S. degree. The B.A. degree requires completion of the second year of a foreign language (see current Undergraduate Catalog for details). Special requirements for the B.S. degree involves laboratory sciences/mathematical/computational skills courses (see current Undergraduate Catalog for details).

Each student should consult with an anthropology adviser or the department chair on a regular basis to insure proper course selection for degree completion.

Anthropology Honors

Majors with at least a 3.30 overall GPA and a minimum 3.50 GPA in anthropology courses are eligible for the Anthropology Honors program. Additional requirements for earning the baccalaureate degree in anthropology with honors include taking 15 semester

hours of honors courses in anthropology, taking 6 semester hours of ANTH 498H (Senior Thesis).

Points to Remember

Points to remember about your major and undergraduate degree requirements.

1. You must have at least **120** semester hours to graduate, at least **40** of which must be at the 300 level or above. Your last **30** semester hours must be taken at NIU.
2. The department strongly recommends that majors planning to go to graduate school take appropriate mathematics courses (e.g., MATH 229 or 210 and 211) plus a statistics course (at least STAT 208 and preferably STAT 301).

Requirements for a Minor

A minor will consist of 18 hours of classes. You must take two of the following courses: ANTH 210, ANTH 220, ANTH 230, and ANTH 240. You then need to select four courses (12 hours) in anthropology in consultation with a faculty adviser. These four courses must be at the 200 level or above. Six or more semester hours in the minor must be taken at NIU.

Graduate Program

The M.A. in anthropology at NIU is intended to provide each student with a firm foundation in all four sub-disciplines of anthropology, as well as the opportunity to intensively pursue specific aspects of the field.

How to Apply

Applications for graduate study at NIU may be obtained from the Department of Anthropology or the NIU Graduate School (Adams Hall Room 210, Northern Illinois University, DeKalb, Illinois 60115-2864, Telephone (815) 753-0395). Completed applications, along with the materials listed below, should be returned to the Graduate School at the above address.

1. Two letters of recommendation.
2. Official GRE scores
3. Official transcripts from all universities or colleges attended.
4. A *detailed* statement of professional goals and interests (please be as thorough as possible).
5. Foreign students whose native language is not English must also submit an official copy of their TOEFL scores.

The Department of Anthropology's deadlines for receipt of a completed application, together with all supporting materials, are: **March 1** for the following fall semester and **October 1** for the following spring semester. Please note that these are *earlier* than the Graduate School deadlines to allow enough time for admissions decisions to be made. If you miss a department deadline, please call the department chair. Again, these materials are to be sent to the Graduate School, not to the department. Your application cannot be considered until it is complete (including all supporting materials). We recommend that students try to submit materials by February 1st to ensure the file is complete by March 1.

Applying for Financial Aid

The department has several graduate assistantships (GAs) which carry a full tuition (but not fee) waiver and a stipend based on whether the appointment is for 10 or 20 hours of service per week. To apply for a GA, you must complete an "Application for a Graduate Assistantship." This form should be sent *directly to the Department of Anthropology*. The deadline for GA applications is **February 15th**. GA's are normally awarded beginning with the fall term. To be considered for a GA, you must be admitted into the M.A. program *before March 1*. This means that you must get your application in well before the March 1st admission deadline if you wish to be considered for a GA, we recommend having all your materials to the Graduate School by **February 1st**.

Funding for students with a focus in Southeast Asia is available through the Center for Southeast Asian Studies. Information regarding Foreign Language and Area Studies Fellowships for the study of Burmese, Thai, Tagalog, Khmer or Indonesian languages and also for the Clark and Arlene Neher Graduate Fellowship in Southeast Asian Studies can be requested from the center (see page 18 for the address) or downloaded from the

Center's web-site (www.niu.edu/cseas/scholarinfo.htm). Likewise, there is the possibility of support for students available from the Center for Latino & Latin American Studies (see page 19 for their address).

Background

Applicants for the M.A. program are expected to have completed at least 15 undergraduate semester hours in anthropology and a course in statistics. However, highly motivated students without an extensive anthropology background are **encouraged** to apply. Students lacking enough anthropology background should consult with the department chair before registering for any classes at NIU.

M.A. Degree Requirements

1. Thesis students must take at least 30 semester hours of graduate work, distributed as outlined below. Non-thesis students must take an additional 6 hours of graduate work (total 36 hours). Students should choose their courses in consultation with their adviser and/or the department chair.

A. A *minimum* of one course, taken for graduate credit, from each of the four sub-fields.

Archaeology
Cultural-Social Anthropology
Linguistic Anthropology
Biological Anthropology

B. i) Thesis Students

- Must take at least 18 additional semester hours of which at least 12 must be in anthropology. Those 12 hours in anthropology must include at least 3 hours of ANTH 699 (see below).

ii) Non-thesis students

- Must take at least 24 additional semester hours of which at least 18 must be in anthropology. Independent study courses may not be substituted for required courses without the consent of the student's adviser and the department chair.

2. Each student also must demonstrate, to the satisfaction of her or his committee, proficiency in either statistics or a foreign language useful to the student's research or with the committee's approval gain efficiency in a comparable research skill. Proficiency in statistics can be demonstrated by taking STAT 301, 350 or a higher-level course at NIU. In some cases, equivalent courses from other institutions can fulfill this requirement. Foreign language proficiency can be demonstrated by successful completion of intermediate (normally second year) foreign language. Either requirement can be fulfilled based on work at the undergraduate level. Note that these courses in foreign language or statistics are normally offered for undergraduate credit only and will not count as a part of the student's graduate hour requirement at NIU. Questions about fulfillment of these requirements should be directed to the department chair.

3. Each student must choose one of the following options.

- A. **Thesis/Examination Option.** Students selecting this option must complete the departmental qualifying examination and write a thesis in his or her major sub-field of anthropology.

The **qualifying** examination is administered and graded by all the members of that sub-field of anthropology (see details in section C).

A student writing a thesis must register for at least 3 semester hours of credit in ANTH 699 (Thesis). *The qualifying examination must be passed before formal registration in ANTH 699.*

The faculty before registration in ANTH 699 must approve a thesis proposal. This proposal can be presented to the faculty at any time during the student's tenure at NIU. It should be written in close consultation with the student's adviser.

- B. **Non-thesis/Examination Option.** Students selecting this option are required to successfully complete the comprehensive examinations in anthropology. The student will take one exam in each subfield, and they will be written and graded by the faculty on the department's Examination Committee (see details in section C).

C. Rules for passing the Qualifying and Comprehensive Exams

Qualifying Exam

A student has three attempts to pass their qualifying exam.

The options for passing the exam depend on the results of the first attempt.

A. First Attempt - Unconditional Pass

If the student passes unconditionally, the process is complete.

B. First Attempt – Revise and Resubmit

If the exam has minor deficiencies, then the student can revise and resubmit the exam that same semester.

- i. If the student passes unconditionally with the revised version, the process is complete.
- ii. If the student fails with the revised version, they must wait until the next semester to retake the exam.
- iii. Second Attempt the following semester
 - a. If the student passes unconditionally, the process is complete
 - b. If the student fails, they are dismissed from the program.

C. First Attempt – Fail

If the exam has major deficiencies, then the student must wait until the next semester to retake the exam.

- i. Second Attempt the following semester
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- a. If they pass, the process is complete.
- b. If the student fails, they are dismissed from the program.
- c. If they pass with minor deficiencies, the student can revise and resubmit the exam that same semester.
 - i. If the student passes unconditionally, the process is complete
 - ii. If the student fails, they are dismissed from the program.

Comprehensive Exams

For each comprehensive exam, a student has two attempts to pass. If a student fails on their first attempt, then they may retake the exam the next semester. If they fail on their second attempt for any subfield, then the student will be dismissed from the program at the end of the semester.

Switching between Comprehensive and Qualifying Exams

Students may switch from the thesis track (with the qualifying exam) to the non-thesis track (with the 4 subfield comprehensive exams) with the consent of their advisor before their second attempt.

D. Thesis

All students must write a thesis proposal which is approved by their committee. Following committee approval, it will be sent out to all tenure/tenure-track faculty in the department for a one-week review period. After this process is complete, students may enroll in ANTH 699 – thesis hours.

The thesis may be written in monograph form with traditional chapters (Introduction, Review of Theory, Description of the Project, Methods, Results, Discussion), or it may be written as an article intended for submission to a major journal relevant to the student's research. A student, in consultation with their advisor and committee members should determine which option is most appropriate for their project.

If the student writes their thesis in article form, the student and committee should identify an appropriate peer-reviewed journal in their subfield and format their thesis according to that journal's guidelines. However, the manuscript also must follow university guidelines, so a modified version may be required for submission to the NIU Graduate School to complete their degree requirements. <https://www.niu.edu/grad/pdf/thesis/etd-guidelines-thesis.pdf>

For both options (monograph or article), once data collection is completed, and the student writes-up their results, it is expected that the advisor and committee members offer feedback, and the student must make revisions for their committee. Furthermore, all students must complete an oral defense of their work, get approval from their full committee for the final written manuscript, and submit the final manuscript to the graduate school.

Students who choose the article format can separately submit the manuscript to a journal at any time. The review and publication process of the journal is separate from the student's responsibilities to NIU. The article does not need to be accepted or published to graduate from NIU.

Important Notes on the Graduate Program

1. After passing the comprehensive (four-field) examination, a student may shift to the thesis option and write a thesis. The additional 6 semester hours required for the non-thesis option would be dropped. After passing the qualifying (single-field) examination, a student may shift to the non-thesis option by also passing the comprehensive examination in the other three sub-disciplines of anthropology and taking the additional 6 semester hours.
2. The specific course requirements for the M.A. degree are minimal in order to facilitate flexibility for students in designing their graduate program. It is important that courses be selected carefully by the student and in close collaboration with the student's advisers and/or department chair.
3. Independent study courses can be substituted for required courses only with the approval of the student's adviser and the department chair.

Related Academic Units and Projects

The Anthropology Club

The Anthropology Club is made up of both graduate and undergraduate students with interests in anthropology. It is intended to foster contact among student anthropologists on campus and between faculty and students. The club sponsors both social and professional functions each year. Professional functions include helping the Museum of Anthropology with projects and sponsorship of the Anthropology Club Colloquium. This series features presentations by NIU and other anthropologists concerning their own research or other interesting (often new and controversial) topics relevant to anthropology.

Anthropology Graduate Student Council

The Anthropology Graduate Student Council works to give graduate students a voice in the anthropology department. The purpose of the Anthropology Graduate Student Council is to facilitate communication and promote educational and professional development for the graduate students in the Department of Anthropology at Northern Illinois University. The Graduate Council meets regularly to discuss graduate student goal and priorities and works closely with faculty to ensure that graduate students have the best possible educational experience. The graduate student council encourages all interested students and faculty to participate in meetings and projects. Everyone is welcome.

The Pick Museum of Anthropology

History

The Anthropology Museum at Northern Illinois University was founded in 1964 and is operated as part of the Department of Anthropology. The museum houses over 20,000 objects comprised mostly of ethnographic material with some archaeological material. The museum specializes in cultures of Southeast Asia, New Guinea, and the Southwest and Plains Native Americans. In addition, the museum holds smaller collections from Africa, modern Greece, Mesoamerica, and South America. The museum is particularly proud of the Native American basket collection, featuring over 200 specimens, as well as the Indonesian textile collection, which contains over 600 pieces. In addition, the museum also houses about 100 different Indonesian shadow puppets, a fine collection of Thai khon masks, and important collections of Hmong and Karen artifacts. The museum has a growing collection of modern Mesoamerican artifacts reflecting the cultural and artistic changes taking place in modern Honduras, Guatemala, and Mexico.

After 50 years, the museum is proud to announce a name change in honor of NIU alumnus James Pick and his wife Rosalyn Laudati who have established an endowment for the museum. This generous gift is already transforming the museum into the cultural heart of the *communiversity*, providing dynamic opportunities for people of all ages to marvel at the world's cultural diversity, revel in the history of human innovation, and become more active citizens in our global community.

Mission Statement

MISSION: The Anthropology Museum fosters imagination, curiosity and an appreciation for cultural diversity by providing dynamic educational experiences that explore the field of anthropology.

VISION: The Anthropology Museum distinguishes itself among university museums as a groundbreaking center for creative engagement where interdisciplinary approaches to the study of humans for creative engagement unite campus and regional communities.

The Center for Southeast Asian Studies (CSEAS)

Through academic endeavor and public outreach, the Center for Southeast Asian Studies (CSEAS) at NIU is dedicated to increasing the world's knowledge and understanding of Southeast Asia's eleven countries: **Brunei, Burma/Myanmar, Cambodia, East Timor, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam.**

For those pursuing an undergraduate minor or contract major in Southeast Asian studies, or a Southeast Asia-focused graduate certificate, NIU and CSEAS offer:

- Fellowships and scholarship opportunities
 - Language training in Burmese, Indonesian, Khmer, Tagalog, Thai, and distance Vietnamese (via UW-Madison)
 - Research in a variety of disciplines
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- Cultural and networking activities
- Study abroad programs

Established at NIU in 1963, CSEAS grew out of one of the first Peace Corps training programs for Southeast Asia volunteers. Since 1997, it has been a federally funded undergraduate **National Resource Center** for Southeast Asian studies. Under the College of Liberal Arts and Sciences, it is guided by Center staff and an interdisciplinary council of faculty associates.

CSEAS supports community outreach projects and K–16 teacher training on Southeast Asian topics. It also partners with US government departments, international entities and other organizations on academic and youth leadership training programs.

Center for Latino and Latin American Studies

The Center for Latino and Latin American Studies (CLLAS) is located near the center of campus and serves the university's faculty and students through a variety of research and cultural programs. Approximately thirty faculty associates from various academic disciplines are affiliated with the Center, and numerous graduate and undergraduate students participate in its programs. Faculty associates include senior scholars with international reputations as well as junior colleagues with exciting research agendas. Students enrolled in departments in the humanities, social sciences, arts, and the sciences actively participate in Center programs.

The Center offers a minor in Latino and Latin American Studies, a graduate certificate in Latin American Studies, research grants for affiliated faculty and graduate students, undergraduate scholarships, a speaker series, cultural programming, and outreach activities. The Center moved into a new building in 1999 which it shares with the Latino Resource Center, which provides support services for Latino students. The building's architecture features a southwestern motif and ample space and facilities for staff and students. The interior includes a computer lab, a smart classroom, library, study areas, administrative offices, and an atrium suitable for art exhibits.

For more information on the center and its programs, contact the Director, Center for Latino and Latin American Studies, <http://www.niu.edu/latinostudies/>, Northern Illinois University, DeKalb, Illinois 60115. Center Telephone 815-753-1531.

Center for the Study of Women, Gender and Sexuality

The Center for the Study of Women, Gender and Sexuality (CSWGS) offers interdisciplinary academic programs that, in the analysis of human culture, focus on:

- The contributions and status of women and LGBTQ+ people.
- Understandings of love and sexuality in relationships.
- The dynamics of sex roles and gender ideals, past and present.
- The impact of race, ethnicity, age, social class, sexual orientation, ability, and other factors on women's experiences and the experiences of lesbian, gay, bisexual, transgender, and queer+ (LGBTQ+) people.
- Telephone 815-753-1038.

Center for Non-profit and NGO Studies

Combining different disciplines, theory, and real-life practice is what we do in the Center for Nonprofit and NGO Studies. Through the Nonprofit and NGO Studies major, minor, and certificate we offer NIU students with all different talents, passions, and experiences the ability to learn about the nonprofit and NGO worlds and make a difference in their communities. We are supported by and collaborate with nonprofit communities both locally and regionally and offer our students opportunities to explore diverse service organizations and find their niche in the world. The Center offers a major, a minor and a certificate in Nonprofit and NGO Studies.

The Institute for the Study of Environment, Sustainability and Energy (ESE)

The ESE exists to foster research, education and community engagement about the environment and sustainability. The institute offers two undergraduate degrees in environmental studies: a Bachelor of Science (B.S.) degree and a Bachelor of Arts (B.A.) degree. These interdisciplinary programs feature classes and research led by NIU faculty from several different colleges. Students may choose from the following five areas of emphasis:

- Biodiversity and Environmental Restoration.
- Energy Studies.
- Environmental Policy.
- Nature in Society.
- Water Sciences.

The Institute also offers a minor in environmental studies, certificate of undergraduate study in sustainable food systems, and a teacher certification program in environmental science.

Biological Anthropology Collection

NIU's Department of Anthropology houses an extensive human osteology teaching collection consisting of thousands of specimens documenting the extent of human and geographic variation, as well as a wide range of pathological conditions. The department also boasts a world-class collection of fossil human casts and is the largest university collection of its type in all the Midwest. This cast collection spans the entire epoch of human evolutionary history from the earliest bipedal hominids (*Australopithecus*, *Sahelanthropus* and many others), up through the emergence of the human lineage. Additionally, we are fortunate to have several mounted skeletons of over 20 different species of primates, ranging from the smallest prosimians to the largest of the apes. Along with primates, NIU's collection also has skeletal material of several non-primate mammals including bats, carnivores, fish, and others. All the material in the collection is openly available for undergraduate and graduate student use during class, as well as for independent research.

Digitizing Tonga: A Linguistic-Socio-Geographical Database

During academic years 2000-2005, using ArcView GIS, Dr. Giovanni Bennardo prepared a linguistic-socio-geographical database about the Kingdom of Tonga, Polynesia. It contains the map of Tonga, detailed maps of specific archipelagoes and islands, of the capital town, and of specific villages. In one village, each house on the detailed map drawn by Bennardo during his fieldwork has been linked to its photo, to a family tree of its residents, to the other houses where the relatives of the house residents live, and to the plots cultivated by the house residents and their relatives.

The database is updated during and after each of Bennardo's field visits and includes the "Synchronized Media and Visualization Analysis Tool" (SMVAT) was added to the database. This tool allows digitized clips of interviews conducted in the field (with English and Tongan subtitles) to be displayed and synchronized with related 2-D and 3-D views of the village where they took place. The central visual fields (around 30°) for specific visual takes made by the interviewees are indicated by white semi-transparent cones that extend over the territory for around 150 yards. While running the video clip, at selected points corresponding to a specific linguistic production and a visual take by the interviewee, the cones appear to highlight the extension of the visual take. Thus, a relationship can be established between a visual take and the content of a linguistic expression.

The availability of this database in the field and during the analyses serves a variety of functions. It can be used during the interviews to ask appropriate and relevant questions, to check the information provided, and to stimulate interviewees to explain their descriptions when compared to the digitized data. Similarly, during the analyses of the linguistic and social networks data, the digitized information provides the ethnographic underpinning to their interpretations. The database has already been extensively used in Bennardo's research.

Cognitive Studies Initiative

In academic year 2000-2001, four assistant professors were hired to start a Cognitive Studies Program at NIU. They are Giovanni Bennardo in Anthropology, Reva Freedman in Computer Science, Betty Birner in English (Linguistics), and Katja Wiemer-Hastings in Psychology. The four members of the group were given the task to prepare and implement a cognitive studies program.

First, they prepared a new class that could provide an entry into the program for undergraduate students. This class, ILAS 261 *Language, Mind, and Thought* is also listed as a General Education class. Now, this class is offered every fall semester and co-taught by two members of the group in rotation. Second, the group prepared a Cognitive Studies minor has now been offered since academic year 2005-2006. Soon, an interdisciplinary center for Cognitive Studies will be founded within which scholars (within NIU and across campuses worldwide) and students will exchange experiences and collaborate on new research projects.
