

GRINNELL COLLEGE ANTHROPOLOGY DEPARTMENT



Fall 2012

J. Montgomery Roper
Associate Professor, Chair

Jon Andelson
Professor

Vicki Bentley-Condit
Professor

Douglas Caulkins
Professor Emeritus

Brigitte French
Associate Professor

Cynthia Hansen
Assistant Professor

Kathryn Kamp
Professor

Katya Gibel Mevorach
Professor

Elizabeth Peacock
Visiting Assistant Professor

John Seebach
Visiting Assistant Professor

Maria Tapias
Associate Professor

John Whittaker
Professor

Sondi Burnell
Academic Support Assistant

Anthropology Department
Grinnell College
Grinnell, Iowa 50112
Tel: 641-269-4343
Fax: 641-269-4330
anthropology@grinnell.edu

Old World Prehistory

by John Whittaker, Professor of Anthropology

John Whittaker and his students pose under a “monument” constructed with mortise and tenon, and several posts with axe-carved decorations displayed for several weeks in front of Goodnow Hall.



First Row: (L to R) Claire Williams '13, Nicole Paiz '14, Anya Vanecek '15, Rebecca Salter '15, Nathan Leblanc '15, Prof. John Whittaker, Sarah Jensen '15, Amber Whisenhunt, '14, Second Row: Joan Brockenborough '15, Lydia Mills '14, Florian Perret '15, Toby Austin '14, Natalie Dokken '15, Eddie Guen-Murray '15, Roland Roger '15, Colton Feller '15, Tatiana Lowell-Campbell '13, David Brown '14.

In my Old World Prehistory class I use bronze axes to teach about the impact of early technologies. Even prehistoric tools come from complex systems. Before you have a bronze axe, you have mines and all the tools to work them, the high temperature fire technology of smelting and casting, ceramics and stone carving for moulds, and so on. For the class project, we start with the cast axe blade. I carved a wooden form copying axes from the early Bronze Age in Britain (ca 1800 BC), which was reproduced in modern bronze by MaxCast Foundry in Kalona. Each student received a bronze axe head and had a couple of days of after class work to make hafts for them. Modern tools were used, but everyone comes to see that many tools are needed to make the axe, and those tools also have a background of previous tools and technologies, ad infinitum. The complex technologies of making bronze imply the involvement of skilled specialists, and the possibility of control and exploitation by the elite of the time.

Six Grinnellians Win *Public Anthropology Award*



fostering accountability in higher education

John Seebach's ANT 104 (Introduction to Anthropology) class participated in a North American competition involving over 3,600 students from 25 schools. Six students from ANT 104 produced award winning opinion pieces; Eleanor Griggs '15, Alexa Stevens '15, Nilob Nahib '13, Harry Maher '15, Jennifer Fulton '15, and Uzma "Zeem" Daraman '15. You can view their essays at this website:

<http://www.publicanthropology.org/CAW/12-Fall/CAP-3JSGC.htm>

Dr. Rob Borofsky, Director of the Center for a Public Anthropology, Professor of Anthropology at Hawaii Pacific University, and Editor of *California Series in Public Anthropology* writes in his letter of congratulations, "Professor Seebach has played an integral part in *Public Anthropology's* online student community, showcasing the ability of Grinnell students to learn effective writing skills while being active global citizens. He demonstrates how combining technology with cultural concerns in academic courses positively engages students to participate in the broader world beyond their academic setting, while gaining the skills needed for a productive, active life after graduation."

Seebach's research focuses on the pre- and early history of the U.S./Mexico Borderlands, especially its shifting boundary through time. He is currently working on the Paleoindian occupation of the Chihuahuan Desert in far west Texas. Based on the organization of projectile point technology, Seebach believes Folsom and later Paleoindians in the Chihuahuan region were irregular inhabitants of the region. In addition to his interests in the North American Pleistocene and Early Holocene, he is designing fieldwork to document the spread of Late Prehistoric Jornada-Mogollon settlements between El Paso and Presidio, Texas. Among his recent publications are: Andrews, Brian N., Jason M. LaBelle and John D. Seebach 2008 "Spatial Variability in the Folsom Archaeological Record: A Multi-Scalar Approach." *American Antiquity* 73:464-490; Seebach, John D. 2007 "Late Prehistory along the Rimrock: The Archaeology of Pinto Canyon Ranch." *Papers of the Trans Pecos Archaeological Program, Vol. 3*, Center for Big Bend Studies, Sul Ross State University, Alpine; and 2006 "Drought or Discovery? Patterns of Paleoindian Site Discovery in Western North America." *Plains Anthropologist* 51:71-88.

Seebach is currently teaching as a term faculty member for the 2012-2013 academic year.

For more information on *Public Anthropology's* Community Action Website, please visit: (<http://www.publicanthropology.org/Yanomami/a-FAQs-Students.htm>).





Whittaker continued.....

Armed with axes, the class looked for something to cut. John McIntyre kindly allowed the class to fell a few trees on his property. At this point we quickly learned that a technology is not just material, but also involves learned skills - few of the class had ever used an axe before. For class purposes, the point was to use the axes enough to have a subjective feel for them, compare and think about the different hafts, and compare the bronze tools to modern hatchets, and to a couple of stone axes. To produce a bit of quantified data to analyze, each student chopped through a measured section of log with both their bronze axe and a modern hatchet, recording time spent, number of strokes, and amount of wood removed. For further experience, the class constructed something appropriate to the Bronze Age, but reasonably simple. This year the class built a "monument," an arch constructed with mortise and tenon, and several posts with axe-carved decoration. If you look closely at the monument, you can see some symbolic oppositions that were probably also in the minds of Bronze Age monument builders: Earth/Sky, Male/Female, Nature/Culture.



Monument building is a social event. In the Bronze Age, there was presumably religious ritual involved; they reflected on this by burying "valuables" (pennies) under the posts. A monument reflects the power and responsibilities of leadership. I provided stew for a "feast" as we sat on the lawn for the academic discussion of their project. The monument stood for a few weeks as a display; the students could "enhance their status" by pointing to a monument they helped build. The class also commemorated the event with a group photo, and the class somewhat satirically insisted on reflecting in a second photo on my powerful position as professor and Bronze Age chieftain. (See below.)



photos provided by John Whittaker





The Kitchen Fieldsite Project

“Think” like an Anthropologist and “Do” like an Anthropologist

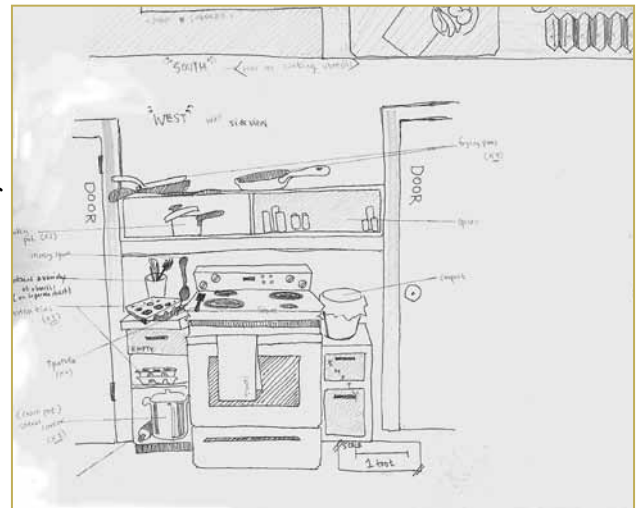
by Elizabeth Peacock, One-year visiting Assistant Professor of Anthropology

Teaching Introduction to Anthropology in fall 2012, I wanted to create a hands-on project to give students an opportunity to both “think” like an anthropologist and “do” like an anthropologist. In planning for the assignment I sought the wisdom of Dr. John Whittaker to get ideas for a manageable, interesting project students could accomplish during their 3 weeks learning about archaeology. Whittaker had the inspiration of examining kitchens. The Kitchen Fieldsite Project sought Grinnell anthropology majors to volunteer their homes for the project.

In groups of 4-5, the students were challenged to see what they could infer about the residents, based only on the material culture they found in the kitchen. Like good archaeologists, they drew maps of their kitchens and recorded significant attributes of foodstuffs or utensils and other tools for later analysis. In their group lab reports, many found the residents to be health-conscious, as shown by the abundance of fresh vegetables, organic foods, and dietary supplements. However, some also inferred that the residents did not prioritize cooking at home or keeping a spotless kitchen (aahh, 1st years...). A few groups were even able to infer the closeness of the relationship between residents based on whether owners’ names were written on food or residents had their own storage areas, and how food and tools reflected sharing behaviors. Students enjoyed the project, finding the group collaboration to be fun and challenging.

Andi Semlow ’16 commented, “The lab itself was a very different experience because you had to ignore your previous knowledge about the culture you are studying to really understand how to analyze the kitchen.” Andi’s group member, Edith March ’15, drew a stellar map of their kitchen. (Segmented images of the drawings show the extreme details of their process at this site.)

Clare Roberts ’16 made a photographic panorama (image banner above) of her group’s kitchen. Featuring (left to right), Zafeiro Chiliada ’16, house resident, and Antoinette Cudney ’16.



My spring introductory course will have students examine an entire house in small groups, and will have the homeowner visit the class after they’ve finished the lab, so students can see how accurate their inferences were and get a chance to hone their ethnographic skills. In the spring, I will also be teaching “Theories of Culture,” and a Special Topics course, “Language, Youth, and Identity” that will have students work on a semester-long project examining youth-centered reality television shows.

Emeritus Professor Research Fund Supports Innovative Research Opportunities for Anthropology Majors

With generous support from alumni, faculty, and friends of the Grinnell College Anthropology Department, five students received funding to undertake empirical research projects which were outside of the scope of regular college funding opportunities. Elena Gartner '14, Kathryn Fenster '14, Ben Shirar '13, Toby Austin '13, and Toby Cain '12 successfully completed research that gave them hands-on experience with anthropological concepts and ideas that they learned about in the Grinnell classroom. The fund, established in 2011 on the occasion of Professor Doug Caulkins' retirement to honor his commitment to supporting student research, is now in its second round of applications to support student projects during the 2012-2013 academic year. Contributions to the Grinnell Anthropology Department Emeritus Faculty Research Fund can be made by: calling the Office of Development and Alumni Relations at 866-850-1846 or on-line at <https://loggia.grinnell.edu/anthroemeritus>.

Campus Presentations supported in part by the Emeritus Professors' Student Research Fund

Family Weekend Poster Session

Elena Gartner '14 "Grassroots Resistance in Poweshiek County: Barriers to Acceptance of Large Hog Confinements"

Ben Shirar '13 and Toby Austin's '13 "Research Potential of Projectile Points in Iowa"

Grassroots Resistance in Poweshiek County: Barriers to Acceptance of Large Hog Confinements
Elena Gartner and Prof. Doug Caulkins

Concerned Community Members

In the summer of 2012, a group of concerned community members began to gather in weekly meetings in Grinnell, Iowa, to discuss the expansion of several hog confinement facilities in Poweshiek County.

The major concerns of the community members are:

- 1) NIMBY (Not in my backyard)
- 2) Decreased property values
- 3) Contamination of air, water, and ecosystems
- 4) Negative health impacts on communities
- 5) Supports a system of unsustainable agriculture
- 6) Does not benefit local economy (not labor-intensive)
- 7) Holding permits are being illegally approved due to incorrect counting of a master matrix system that is created to favor the interest of the corporation.

The movement has generated a new anti-confinement organization, CARES, which is hoping to have an impact on the decision of the state legislature the November CARES works alongside the Iowa Citizens for Community Improvement to fight the governmental favoritism of big business in the system of agriculture. The overarching goal of the organization is to encourage the legislature to change the Master Matrix, the document that assigns the appropriateness of the hog confinement proposal in a proposed location.

The Master Matrix System

The Master Matrix has an extensive list of items (requirements) that the Corporation can choose from in order to meet the minimum number of points possible in order to build a CAFO. The items fall under three categories: environmental, community, and economic. For instance, in order for a Corporation to claim environmental points, they might satisfy a certain item number simply by planting a row of trees. In Poweshiek County, Prestige Farms is claiming points for items to which CARES, the Iowa Citizens for Community Improvement, and several of the County Supervisors do not believe they have a right.

Corporate Farmers

Since the 1970s, Iowa has become the state with the most highly industrialized system of Agriculture. The overwhelming trend has been from labor-intensive, small, family-owned farms to labor-extensive, large, corporate-affiliated farms. One of the few ways of breaking into farming is by establishing hog confinements on a few acres, under contract with North Carolina industrial farms that must look for expansion in state with less burdensome environmental regulations. Many core farmers and hog farmers are CAFOs (Confined Animal Feeding Operations) as the only way to stay profitable. As Figure 1 shows, there are many CAFOs in the state of Iowa, in 2010, the state contained a total of 1,607 CAFOs that met the EPA definition under the Clean Water Act.

In Poweshiek County, Prestige Farms has been contracting with local farmers to install corporate-owned confinements in close proximity to residents of Grinnell and surrounding communities. Prestige Farms claims to help communities by paying property taxes and purchasing local supplies "wherever possible."

Destruction of Social Capital

Among the important local changes during this conflict has been the destruction of much of the social capital in the rural neighborhoods surrounding the proposed animal confinements. Most residents have taken sides in the dispute, shattering some long friendships and associations. At the same time, the anti-confinement groups have bonded in some emotional ways, rebuilding social capital in a very different configuration than previously.

"Freedom"

Both the entrepreneurs and the community members agree that the term "freedom" has positive connotations, but both sides have different definitions of it.

For the entrepreneurs it is the freedom of land owners to use their land as they prefer.

For the critics, freedom is living in one's rural home without unhealthy air, in some cases, 100+ different air pollutants.

Figure 1: (EPA 2009)

Figure 2:

Figure 2 shows that there are more non-farm rural residents than farms living in Iowa's countryside. Therefore, it is important to think of the health, air, water, and ecosystem contaminants that increase the risk of developing respiratory illnesses, economic implications for rural communities, and social consequences (loss of social capital) that will occur with many rural non-farm residents living near CAFOs.

Research Potential of Projectile Points in Iowa
Ben Shirar and Toby Austin

The Iowa Office of the State Archaeologist recently completed a digitization of archaeological site records for the entire state. This included not only official site reports, but also unpublished documents relating to archaeological sites. Using this information, we isolated sites with projectile points, and created a database containing information such as point typology, cultural period represented, site function, and site location. We believe that this database, containing upwards of 2,000 site records, has a number of potential applications including population estimates, site placement and function analysis, and site-site relationships such as trade. The four maps represent four broad chronological periods and the sites from those periods with projectile points. The oldest Mississippian period sites, as well as changes in climate and population pressures from neighboring groups, all impacted the locations of sites on the landscape. By tracking these location statements through different periods the change in occupation can be readily visualized.

The Paleoindian period (from 12,000-8,000 years before present) is characterized by large fluted lanceolate points commonly associated with a subsistence focus on large game animals. Occupation is generally scattered and large settlements do not exist. Sites are frequently as small as a single projectile point, but can occasionally be more complex large game kill sites.

The archaic period (8,000 to 3,000 years B.P.), saw a continuation of reliance on large game. However, as the Mississippian Epoch ended, the mammals and mastodons of the Paleo period were extinct leaving the flinty population to expand. Coupled with exploitation of Bison the people of the Archaic began to increase their use of glacial flint as evidenced by the appearance of grinding stones.

The Woodland period (3,000 to 1,000 B.P.) is characterized by the appearance of population centers in the form of villages as well as agriculture. The need for arable land leads to populations focusing on river and some prairie areas as opposed to the Archaic period. Occupation levels reach their maximum for prehistory.

The Late Prehistoric period (1,000 to 800 B.P.) (no European contact) continues the woodland population center trends and populations continue to increase. Large agricultural complexes such as the Oneota occupy much of the landscape when European contact occurs.

Background: This research project was made possible by funding from the Doug Caulkins Emeritus Fund, Ben Shirar, Toby Austin, and donations of materials, access to records, and archival photo assistance from the Office of the State Archaeologist.

On Campus Presentations

Toby Cain '12, "Tales from the Postal Museum: The Past and Future of Written Correspondence"

Anna Weissman '13, "Visions Service Adventures"

Toby presented on her summer at the Smithsonian National Postal Museum in Washington, DC. In addition to discussing her role as an intern in the education and history departments, she explained the Civil War research that she conducted at the National Archives and the Library of Congress.

Anna presented about her summer in Gulfport, Mississippi. *Visions* is based in Bozeman, Montana but has trips all over the world. The goal of *Visions* is to provide high-school and middle-school aged children with a fun teen-travel experience, while also providing them with knowledge about community service work, cultural immersion, and adventure. They helped the North Gulfport community by building a garden shed and doing some touch up paint jobs on houses and school buildings.

Katie Fenster '14 Publishes in *CounterPunch* **“Violation Breeds Violation: Victims’ Rights and 9/11 State Violence”**

Anthropology major, Katie Fenster’s publication began as a research paper in ANT 285: Anthropology, Violence, and Human Rights in fall 2011. Katie’s paper was first selected for presentation at the Grinnell Peace Studies Conference in spring 2012. The keynote speaker, Dr. Barbara Johnston, heard Katie’s paper and was very impressed with it. She suggested that Katie submit it to *Counter Punch*. Katie’s article can be viewed at:

<http://www.counterpunch.org/2012/06/12/victims-rights-and-911-state-violence/>

Jake Lindstrom '14 - Studies Abroad in Tanzania

Posing after a backfilling day at our excavation unit in Oltukai, Tanzania, where we were primarily looking at lithics, in particular what the site was used for and when it was used.



Top left to top right: Erin Davis '14 (Lawrence University), Jake Lindstrom '14, Clare Hoenig '13 (Colorado College), Titus Ombori, Lucas Kadelya
On the bottom row, a group of Maasai children. On the right is Walter Humphrey.

Upcoming visit

Norma Mendoza-Denton '91
Associate Professor of
Anthropology
University of Arizona

Scheduled to be on campus prior to
Spring Break 2013.

A Tutorial Excursion: Exploring the Prairie, Grinnell, and the World

-by Jon Andelson

Last summer, the college assigned twelve about-to-matriculate students to my fall first-year tutorial, “Our Prairie Town: Local, Regional, and Global Perspectives.” Earlier in the summer the students would have listed it as one of their top five tutorial picks, but as everybody knows you do not necessarily get your top pick, and I never ask – to save both their feelings and mine. One of the twelve never made it to campus, cancelling her enrollment two days before the start of New Student Days, so I was down to eleven. But what a great eleven they turned out to be. One was from Baltimore, one was from Singapore; there was a New Yorker, a Kansan, and one whose family lived most of the year on a boat. One came from China by way of two years in California, and one was from Iowa – well, Iowa City, which is not quite the same thing. They came in with excellent academic records from high school (or home school) and an impressive range of extra-curricular achievements.

First-year tutorials at Grinnell are supposed to serve many purposes. They provide entering students with a faculty advisor who gets to know them in an academic context. They assist students make the transition to college by helping them develop their analytical and critical thinking skills, written and oral communication skills, and library and research skills. They familiarize students with the standards of academic honesty and with the consequences of academic dishonesty, which as you may recall can be dire. Most importantly, each tutorial has a \$200 entertainment budget with which to have some fun.

Each tutorial also has a vehicle for accomplishing these ends, which is to say a topic that gives students something specific to chew on while developing their skills. My tutorial topic reads as follows:

Welcome to 41.45 N, 92.43 W -- Grinnell, Iowa -- founded on the prairie in 1854, population in the 2010 census: 9,218. Through the story of one small Midwestern town we will engage several large themes: the transformation of space into place, environmental destruction, persistence and change, the rise of industrial agriculture, the impact of globalization, and grassroots efforts at community revitalization. Through readings, research in archives, field trips, interviews with community members, and a required service learning component we will explore notions of place and the relationship between the local and the global. “What’s the need of visiting far-off mountains and bogs,” Henry David Thoreau wrote in his journal, “if a half-hour’s walk will carry me into such wildness and novelty.”

Conard Environmental Research Area (CERA)



Old state capitol building in Iowa City



In front of the replica of the giant sloth in the Museum of Natural History at the University of Iowa



Class of 2016: Amelia Greenberg, Glenys Hunt, Elle Duncombe-Mills, Vincent Kelley, Sophie Neems, Amy Zhou, Gracia Lee, Samuel Curry, James Marlow, Toni Androski, and Cassandra Miller. (Name order refers to the left-hand photo.)

Student News

Andelson continued

As a class we grappled with how these big themes have played out in this small place. We took field trips to the prairie at the nearby Krumm Nature Preserve, visited a farm, took in the old state capitol building and museum in Iowa City (along with a delicious lunch, courtesy of the Dean's tutorial budget, at a restaurant that specializes in serving locally-produced food).

The students also had to do individual research on a topic of their choice related to Grinnell history. One catch was that the topic had to be something that ran through the town's 158 years. Another was that they had to rely principally on primary sources. To help the students find their way to a topic, Jen Jacobson '95 visited class to discuss her experience as Professor Alan Jones's research assistant for his history of the college, "Pioneering." We visited the college archives, where Catherine Rod and Chris Jones pulled out some of the collection for students to see and draw inspiration from. We visited the Grinnell Historical Museum, where Barb Lease, Betty Moffett, and Howard McDonough shared their knowledge with them. The topics they settled on reflected their diverse interests: crop production in Poweshiek County, student organizations at the College, ground transportation, domestic architecture, locally written cookbooks (as a window into women's lives), and trees.

Trees? Yes, trees. Johanna Harris Haines (for whom Haines Hall is named) recollected her arrival in Grinnell in 1855 with the words, "In 1855 there was not a tree within three miles of Grinnell. We could see for miles, and all my longings for vast open spaces were satisfied." Starting with that quote, the student traced the arborification (I'm not sure if that's a word) of Grinnell through time, documenting efforts to plant trees, tracing the devastating impact of Dutch Elm Disease in the 1960s, noting the current threat from Emerald Ash Borers, and arguing that, through time, trees have symbolized the creation and maintenance of community in Grinnell.



The other component of the tutorial was something I had not done before: as part of the course requirement, each student had to engage in "service learning." "Service" means volunteering for some worthy cause or organization. For example, picking up trash in the city parks would be a form of service. "Service learning" involves performing service while relating it to things one is studying. What kind of trash do people leave in parks? What can we learn from the trash about consumer behavior? Are there different amounts or kinds of trash in different parks? Does the number of trash containers affect the amount of trash? With the help of Susan Sanning, the new Service Learning Coordinator for the College, the students selected sites to get involved with. The site did not have to connect directly to their research topic. They had to put in one to three hours a week after fall break and "journal" in response to questions I posed. They all felt the service learning helped connect them better to the town, and many felt it affected the way they wrote their papers.

The tutorial, now in its 42nd year at the college, is still an important part of the Grinnell Experience in my opinion. And I hope some of my students will decide to major in anthropology!



The Peoples and Cultures of the U.S./Mexico Borderlands Wiki Project

During his two years at Grinnell, Assistant Professor John Seebach has gratefully been given the opportunity to teach courses covering many of his scholarly interests beyond his specialty in Ice Age North America. During the Fall semester, for example, he taught a new course entitled “Peoples and Cultures of the U.S./Mexico Borderlands.” This class focused an anthropological lens on the international boundary between the United States and Mexico, and discussed the inherent tension(s) between an area defined geographically, yet negotiated and constructed culturally. Students learned about the borderlands from earliest prehistory to the modern day, grappling with the issues that have come to define the region in popular consciousness: the lingering effects of the Treaty of Guadalupe Hidalgo, the furor over immigration and the Mexican drug war.



John Seebach, Assistant Professor of Anthropology

Because the available information on the U.S./Mexico border is so vast, Professor Seebach implemented an innovative Wiki-based class project that allowed each student in the class to explore the things that most interested them. Wikis are collaborative, community web pages where all users can share their own stores of knowledge on any given topic. The project was nested: groups of three students tackled thematic “larger” topics, such as U.S. Involvement in the Mexican Drug Trade or Health along the Border, while each student in the group explored personally meaningful or compelling topics by composing separate Wiki pages that illuminated aspects of the larger themes. All class members were allowed to comment on anyone else’s page, and in this way the Wikis grew organically according to the desires of the students—creating a true “information commons” about the border region and its people.

This Spring, Professor Seebach will be teaching Native North American Indian Cultures. This course, like Borderlands, will cover Native American life from prehistory to the modern day, and will include discussions of the Native American Graves and Repatriation Act, the controversies over Indian gaming and political developments among several Native Nations. An educational trip to the Meskwaki settlement in nearby Tama is planned.

[Professor Seebach thanks the Anthropology Department for allowing him to follow his many muses.]



*from Maria Tapias,
Associate Professor of Anthropology; Associate Dean of the College*

The spring of 2012 turned out to be a very busy semester for me. In May I was invited to participate in a symposium entitled “Men in (E)Motion: Gendering Affect in Times of Distress” hosted by the research division of Medical Anthropology at the Institute of Social and Cultural Anthropology in collaboration with the Cluster of Excellence “Languages of Emotion” at Freie Universität in Berlin. The two day symposium brought together established and younger scholars from the social sciences and humanities as well as practitioners

Faculty News

Tapias continued...

from the field of public health and development to discuss the topics of emotion, gender, and health from a cross-cultural perspective. The symposium was very energizing with a lively exchange of ideas and opportunities to engage with scholars from around the world. Although my work has not traditionally focused on masculinity, the symposium gave me a wonderful chance to examine my research through this lens and to plan future fieldwork.

In July, I began a new appointment as Associate Dean of the College. I have several new responsibilities, some of which include: oversight of the MAP program, representing the Dean's office on a Space Planning Committee charged with helping envision the renovation of Carnegie and ARH, and co-leading the Academic Resource Centers with Richard Fyffe. The learning curve has been steep but I have really enjoyed learning more about the "larger picture" in higher education. My appointment is a part time position so I continue to teach one course a semester for the department—this semester I taught a tutorial and had a terrific group of students. In the Spring I shall be teaching my "Illness, Healing and Culture" class. I would love to hear from alumni including those who have ventured into the health professions or medical anthropology!

Welcome Aboard!

Cynthia Hansen began teaching in the Linguistics Concentration at Grinnell in January 2012. Her research focuses on the documentation and linguistic description of Iquito, a highly endangered language of the Peruvian Amazon. She teaches the core courses within the Linguistics Concentration (Introduction to General Linguistics, Syntax, Phonetics and Phonology, and the Seminar in Linguistics) as well as an anthropology course on language contact.

Hansen's research on Iquito examines an unusual word order alternation that occurs between the realis and irrealis mood. She is also a contributing member of the Iquito Language Documentation Project and has written about various aspects of Iquito syntax and morphology.

Courses:

LIN 114 Introduction to General Linguistics

LIN 295 Phonetics and Phonology

LIN 295 Syntax

LIN 395 Seminar in Linguistics (In Spring 2013: Language Change)

ANT 295 Language Contact

Academic Interests: Endangered language description and documentation (especially within Amazonia), Iquito and the Zaparoan languages, morphological and syntactic typology (especially word order alternations), numeral systems.



Cynthia Hansen, Assitant
Assistant Professor of Anthropology

from Douglas Caulkins, Professor Emeritus

I have had a busy semester finishing up the page proofs for *A Companion to Organizational Anthropology* (Blackwell, 2012), that I edited with Ann Jordan; directing Mentored Advanced Projects that will result in presentations at professional conferences; and teaching ANT 295, Social Entrepreneurship and Innovation, with 12 alumni visitors and 42 students.



Mentored Advanced Projects

“The Hog Confinement Wars: Social Capital and Resistance in the Corn Belt”

In a time of record high crop land prices, many entrepreneurial routes into farming are blocked to the young farmer. However, automated animal confinements have become a highly profitable enterprise requiring only a few acres of land. Corporations from North Carolina are flooding into states with lax regulations such as Iowa, now that animal confinements in North Carolina are tightly regulated. Resistance to these new animal confinements on the health and air pollution grounds has sparked the creation of new citizen’s organizations which demand stricter regulation and increased local control of permits to sites of new animal confinements. This controversy has shattered local patterns of social capital and polarized the formation of new lines of social capital. (Doug Caulkins and Elena Gartner ’14)

“Derry-Londonderry UK City of Culture 2013: The New Narrative?”

In the competition for the first UK City of Culture, Derry-Londonderry's proposal called for the development of a new narrative for the city to replace the fractured narratives of the 400 years of conflict. We describe the preparations for City of Culture 2013 as a cultural festival and as a plan for economic and social regeneration. We note the sources of cooperation, ambivalence, skepticism, and resistance in local organizations and institutions, as well as the efforts of the administration to manage resistance in this “post-conflict” community. (Doug Caulkins and Anya Vanecek ’15)

“Sustainable Social Entrepreneurial Models for Preserving Native Landscapes in Iowa,”

With less than one percent of Iowa’s pre-settlement landscapes still intact, two demographic trends are likely to threaten the remainder: the increase of non-farm rural residents in Iowa and the global population growth and rising prices of corn and soybean. Combined, these trends threaten to cover most of the privately-held land with either the bluegrass of a suburbanized landscape, or fence line-to-fence line row crop. According to recent projections, Iowa oak forests in private ownership will disappear by 2060 and prairie remnants will continue to be degraded. While large NGOs like the Nature Conservancy are engaged in buying up larger tracts of Iowa’s woods and prairies, private entrepreneurs can contribute to the rescue of smaller native ecosystems using a variety of corporate models. This paper describes three different projects for protection of native landscapes. It reviews the corporate structure, recruitment of share-holders, financing, and sustainability strategies for these triple bottom line social enterprises that consider the financial, social, and ecological outcomes. The models reviewed here may provide effective ways of aggregating private funding for ecological restoration and preservation in areas where the native environment is threatened. (Doug Caulkins and Tayler Chicoine ’14)

My Chicago Marathon Fundraiser

On October 7th, I completed my first-ever marathon!

By Monty Roper

(Monty and his daughter Phoenix after the Grinnell Games Half-Marathon and 5k. Learned there was a LOT of training to go.)



Prior to this past year, I was never really a runner. Three years back, I successfully trained to run a 6 minute mile to raise money for the Social Entrepreneurs of Grinnell (SEG) <http://www.segrinnell.org/>, but I didn't run before that, and I stopped running pretty much immediately after the event. The one mile event was precipitated by a poorly conceived Thanksgiving boast to some friends - something like "even my grandmother could run a 6 minute mile using her walker" – to which they rightly challenged me to prove it.

The marathon was more of a self-challenge. I think I got the idea watching the *Biggest Loser* TV show, where the contestants completed a marathon about halfway through their weight training. I thought, "Wow! if they can do it, so should I." It seemed like the kind of thing one should have on one's bucket list. So I signed up for the Chicago Marathon with a friend and started running back in late January (2012).

I decided to make it another fundraiser in order to help motivate me, and also because I strongly support the work of SEG, on whose board I sit, along with Doug Caulkins. For those who don't know the work of SEG, I strongly encourage you to check out their website (linked above). Among their services, they provide no interest loans for micro and small-scale enterprises both internationally and in Grinnell, and provide emergency loans for members of the Grinnell Community. The organization has significantly expanded its reach, and recently met with President Obama during a White House event to recognize their work.

When I began my training, I started out with the goal of finishing in 4:30 hours. But then I learned that Oprah Winfrey had done a Marathon in 4:29:15, so I pushed my goal up to 4:00. To motivate my training and SEG fundraising, I got a sponsor to agree to pay \$2,000 if I finished under 4:30, and then up to \$3000 more if I finished under 4:00, but only as a matching challenge to whatever else we could raise. I did this despite the fact that everything I was reading says not to force yourself into a time corner on your first marathon. Oh well.

By the time of the event, my training had me running 30-50 miles a week. I was regularly stopping by the office of Professor Vicki Bentley Condit, an accomplished marathoner working towards a goal of 50 marathons in 50 states, seeking advice. The morning of the marathon was perfect – mid 40s and little wind – as I joined almost 40,000 others at the start of the race. Despite two short stops to work out leg cramps, I came across the finish line in 3:52:31. (That's an incredible 2:48:34 using Paul Ryan calculations!) Thanks to generous support from the greater Grinnell community (including many of you), we raised \$8,000 for SEG.

I've really enjoyed my experience in the runner's world and have, at least for the time being, gone native. I'm looking for another marathon event that would make for a fun weekend getaway in the spring. So let me know if your town hosts one, or even better, if you'll be at the starting line!

Dean Porter '10 [porter.dean1@gmail.com] writes: For the past two years I have been working to develop my nonprofit management skills working with CAPI, a Minneapolis nonprofit that serves the immigrant and refugee community. (<http://www.capiusa.org/>). I am entering the Master's of Urban and Regional Planning Program at the University of Minnesota Humphrey School of Public Affairs. (<http://www.hhh.umn.edu/degrees/murp/index.html>).

Benjie Cantor-Jones'07 [b.cantorjones@gmail.com] received a MA in Cultural Heritage Management from the University of Minnesota, got married to Willie Skar-Jones'06, and worked at the Better Business Bureau as a historian.

Alex Woods '03 is pictured flintknapping with Mark Anderson of the Office of the State Archaeologist and some students at the University of Iowa in *Archaeology* Nov/Dec 2012 p. 6. "From the President: Strength in Numbers."

The work of **Ellery Frahm '99** is described in *Archaeology* (Jan/Feb 2013 p.13 *Obsidian and Empire*). Frahm's identification of obsidian from central Turkish sources at Urkesh in Syria demonstrates much wider trade connections for the Akkadian empire around 2400 BC.

Molly Offer-Westort '05 [mollyow@gmail.com] writes: I am currently working for the Development Impact Evaluation Initiative (DIME) of the World Bank. I am the Dakar, Senegal-based field coordinator, and I oversee impact evaluation studies that are carried out in cooperation with government partners. When I move to Mali in May, I will be doing independent consulting.



Marie Packard '12, interning at Sunset Crater National Monument, Fall 2012

Emeritus Professors Student Research Fund

The Anthropology Department has established competitive grants fostering student research experiences to honor Douglas Caulkins, Professor Emeritus of Anthropology. These grants will support outstanding students in research and travel to meetings to present research results when there are not sufficient or appropriate Collegiate funds available.

Your annual gift to the Pioneer Fund provides essential support to all areas of Grinnell's academic program, including Anthropology. In addition to your regular support of the Pioneer Fund, we invite you to support our project to honor Doug and the other emeritus faculty, support future students by sending your tax-deductible contribution to the Office of Development and Alumni Relations, 733 Broad Street, Grinnell, IA 50112. Specify its designation for the Anthropology Emeritus Professors Fund, and identify Doug as the faculty member you wish to honor. Or, you can call 866-850-1846. Make a gift on-line, and add the fund name and Doug's name in the comment box.

The Worst Major?

by Monty Roper, Associate Professor of Anthropology

In August of 2012, the well-known business magazine *Kiplinger* published their lists of the best and worst college majors. And the winner of the worst major: Anthropology (<http://www.kiplinger.com/slideshow/10-worst-college-majors-for-your-career/11.html>). Even though the projected job growth is fairly high at 21%, they purport that we are the worst. They cite a high rate of unemployment for recent grads (10.5%), a low median salary both for recent grads (\$28,000) and for the field as a whole (\$40,000), and a 2.1 times increased likelihood for anthropologists to work in retail.

As you can imagine, anthropologists were quite critical of this news. Most question *Kiplinger's* system of valuation. Is median salary what life is all about? One popular response that has been cited and forwarded many times comes from the online journal *Living Anthropologically*, and is entitled: "Anthropology: Worst Major for Corporate Tool, Best Major to Change Your Life" (<http://www.livinganthropologically.com/2012/08/21/anthropology-is-the-worst/>).

Sadly, this is not the first time that Anthropology has been singled out for its perceived uselessness. In another high-profile example, back in 2011 Florida Governor Rick Scott, in commenting on what he viewed as wasteful spending, stated: "we don't need a lot more anthropologists in the state." This precipitated statements by the American Anthropological Association, faculty at Florida universities, and many others to try to educate Governor Scott about the considerable work that Anthropology does in many research fields, critical social services, and elsewhere (e.g. see: <http://blogs.plos.org/neuroanthropology/2011/10/11/florida-governor-anthropology-not-needed-here/>). One of my favorites is a *Prezi* slide show put together by students at the University of South Florida called "This is Anthropology," which shows the contributions of anthropologists in a number of career settings. I'd also be curious how his daughter, an anthropology grad from the College of William and Mary took his comments.

It seems to me that we have several problems here. At the most basic level, there is a lack of understanding about the value of a liberal arts education. Too many believe that we need to be preparing students for specific high paying jobs, mostly in the health and technology sectors – that college should be more vocational. One problem with this, as reflected by our recent recession, is that the economy and technology are constantly changing. What we need are not lots of narrowly trained specialists prepared for a specific task in the current economy, but individuals trained as critical thinkers, prepared for a global economy and rapidly shifting realities. (I do not mean to suggest here that there is no benefit to building specialization onto a diverse liberal arts education.)

Another problem that I see is a misunderstanding of anthropology, and here I think that we all share some blame. As a discipline, we must do a better job at selling ourselves to the public and to business so that they understand the value that anthropological research and knowledge can have. This can have the combined benefit of having more institutions in society using an anthropological lens, as well as helping to raise the salaries available to those trained with such expertise. This is already happening to some degree. It is no fluke that the projected job growth for anthropology is 21%. Indeed, if economists' laws of supply and demand hold up, this should lead to higher salaries (you would think that *Kiplinger* would recognize this).

In addition, we need to better help students to understand how their anthropological training goes beyond a great liberal arts degree and really interesting areas of knowledge, and the ways that it can be applied. These students can then better recognize the opportunities that exist in the workforce that might not currently be advertising for "anthropologists" as well as serve as our best advocates to broaden the general perception I was referring to in point one, thus providing a nice positive feedback loop on raising recognition, demand, and salaries. It is partly toward this end that I have developed a new course for the curriculum on "Practicing Anthropology." I'll provide more information on this course and the projects undertaken by the students on behalf of several Grinnell service providers in the next newsletter.

In the meantime, we would love to hear from you. Tell us how anthropology has helped to inform or shape your career or your life more generally. Send your thoughts to Anthropology@grinnell.edu

ANTHROPOLOGY

Alumni and friends restricted contribution to the Anthropology Department.

Mr. R. Edward Peaco '78

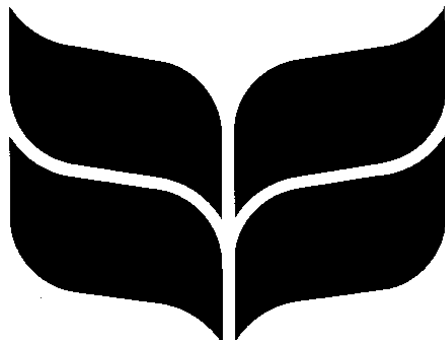
Mr. Steve C. Alderson '84

Mr. Jeremy S. Alexander '94

Mr. Andrew J. Walter '94

Ms. Anna Marie Campbell '82

Dr. Curtis L. Scribner '73



**T
H
A
N
K

Y
O
U**