Program

SACC San Diego Regional Conference
San Diego Miramar College/Holiday Inn Express Sorrento Valley
April 13-14, 2018

**Friday, April 13**

San Diego Miramar College

Building K, Room K1-107

8:00 am **Gathering and Introductions**

8:45 am **Alec Griffin, Cerro Coso Community College**

*Prison Education as a Culturally Valuable and Viable Solution to Recidivism*

Armed with hard data to show that prison recidivism rates drop with increased education, California passed Senate Bill 1391 in 2014, which enabled community colleges to scale up course offerings to incarcerated individuals.  This opportunity has provided insights into the cultural dynamics of a policy itself and the transformative effect the field of anthropology can have on incarcerated individuals.

9:15 am **Sean Martin Cranley, Antelope Valley College**

*Prison Education: Teaching Biological Anthropology inside California State Prison, Los Angeles County*

From April 3rd to August 4th, I taught biological anthropology to Antelope Valley College-Prison Program students/inmates at California State Prison, Los Angeles County in Lancaster. Thus, I led four six-week terms with AVC-PP students on the A and B-yards of this facility.

Within this prison environment, andragogy methods and principles were used to encourage AVC-PP students to engage with scholarly articles, textbook materials, educational videos, and PowerPoint lectures in relatable and relevant frameworks of understanding. Problem-based learning facilitated discussions about human bio-cultural complexities.

The research question was: Will AVC-PP students reflect on themselves and other students differently as they learn about Biological Anthropology? I attempt to respond to this query by reviewing AVC-PP student’s written assignments, reflections, and my fieldnotes that record in-class discussions.

9:45 am **Q&A**

10:00 am **Dr. Laura Pecenco, San Diego Miramar College (Sociology)**

*PAINT in the Can: Creating Project PAINT, a Prison Arts Program, as Ethnography*

This talk will focus on the creation of Project PAINT: The Prison Arts INiTiative (projectpaint.org), a visual arts program at the Richard J. Donovan Correctional Facility in San Diego that is now part of California's renowned Arts-in-Corrections program and which started as research for my dissertation. I will detail the intricacies of founding such a project and the importance of prison ethnography. My findings focus on how arts programs provide safe spaces for incarcerated artists to assume a new "artist" identity, allowing them to drop the hypermasculine imperative that exists elsewhere in the prison; this can lead to numerous positive benefits that have been well-documented in prison research. I will also argue that the arts are an important component in research dissemination.

Artwork will be available for purchase at Lunchtime.

10:30 am **Q&A**

10:45 am **Break**

11:00 am **Urban Scholars Union (USU) Panel**

Panelists: Cesar Ramon Garcia, Barbara Lasure, Arturo Benitez, Eduardo Bueno

 Facilitator: Dr. Laura Pecenco

The Urban Scholars Union is an organization of formerly incarcerated students who have come together to support one another in their transition from incarceration to education. Committed to dismantling the vicious school-to-prison pipeline, they support and advocate for change. This panel will focus on student perspectives and what faculty and institutions can do to support this diverse student population.

11:45 am **Robert (Bob) Gumpert, Photographer, and Sandy Cate, Anthropologist**

Collaborators on [“Breaking Bread with a Spread” in a San Francisco County Jail (2008) in *Gastronomica: The Journal of Critical Food Studies*.](http://gcfs.ucpress.edu/content/8/3/17.full.pdf%2Bhtml)

*Spread as Noun and Verb: Cuisine of the Incarcerated*

Faced with a boring and unappetizing diet, inmates in the San Francisco County jails routinely “spread” or create a cuisine particular to their jail setting. Using snack items bought from the Commissary and supplementing those with food saved from their meal trays they create an array of “spreads”: sweet and sour rice bowls, burritos, nachos, cakes and pies that they often share with other inmates. Specific inmates earn recognition as experts in a particular genre of spreading.

Spreading can be expensive; the making and sharing of spreads illuminates ways in which inmates provide for each other, in an economic and political context of institutional hostility, cutbacks, and restrictions.

Photographer Robert Gumpert, who has spent twelve years in the San Francisco County jails exchanging inmate portraits for the stories, and Sandra Cate, an anthropologist/folklorist, discuss “spread” as a noun and a verb. Their presentation includes time for participants to exercise their own creativities in creating “cuisine of the incarcerated,” using some of the ingredients commonly used in the jails.

12:45 pm **Lunch from Addis Market, Ethiopian Cuisine** (Local, woman-owned business)

 **Project Paint Art Sale**

1:30 pm **Campus Vernal Pools Walk**

2:00 pm **K. Elizabeth Soluri, Ph.D., Cabrillo College**

*Capstone Projects to Correct Common Misunderstandings*

For many years, my Biological Anthropology students completed final projects where they explored a course topic in greater depth and conveyed the information in a poster at a mock conference-style poster session. However, I found that despite this assignment and numerous other interventions throughout the course, some students still maintained troubling preconceived misunderstandings about human evolution. To address this issue, I have recently been implementing a new capstone project that asks students to research the realities behind a common misunderstanding and then design public education materials that creatively teach these realities to a general audience. This presentation explores the structure of the assignment, the skill set it builds, and the success it has had in reshaping my students’ own misunderstandings.

2:15 pm **Dr. Lauren McKown, San Diego Miramar College**

*Building Bridges beyond the Dome and the Steeple: How Interfaith Dialogue Can Deconstruct Cultural Myths and Forge Student Growth*

At the conclusion of a yearlong ethnographic study in Bergen, Norway focused on political participation among Sunni Muslims and Lutheran Christians, I hosted an interfaith dialogue session – bringing together my two student-based informant groups for the first time. Inside the large University of Bergen conference room, curious members from both the Muslim and Christian faith gathered for what transpired to be a transformative experience. This paper will use the words and lived experiences of the religious participants present that day to focus on how interfaith dialogue as praxis can both deconstruct preconceived cultural myths about religious groups and forge student growth through exposure to respectful, honest discussion about the diversity of beliefs.

2:30 pm **Arianna Huhn, Cal State San Bernardino**

*Finding and Using Primary Source Material for Teaching Anthropology*

Introducing undergraduates to primary source material is often touted as a way to increase student engagement, understanding, and critical thinking. But, what primary sources exist in the field of cultural anthropology? And, how can students access them? In this presentation I make the case for including museum and archival material in teaching, and provide tips for finding materials to use in the classroom. I also share a case study that I developed for my students using materials related to a collection of material culture and facial casts gathered in South Africa for the Panama-California Exposition in San Diego (1915). I use hands-on activities with primary source material (accession file, photos, artifacts, catalog cards, correspondences, etc.) to teach about the history of anthropological thought (related to racial typologies and colonization) and research methods. These materials were developed in association with the Summer Institute for Museum Anthropology (SIMA), and are available to share for instructional purposes.

2:45 pm **Q&A**

3:00 pm **Break/Snacks**

 **ANTHRO Swap**

3:15 pm **Activity: The *Shaadi* Game (Laura González)**

This classroom activity for Cultural Anthropology uses field research collected in Mumbai in 2013 on the process of arranging a marriage (*shaadi*). Students use three sets of cards to try to make a match for their child. All materials are online and free for use at sacc.americananthro.org > About > Teaching Resources > Teaching Activities <http://sacc.americananthro.org/teaching-activities-sacctivities/>.

4:00 pm **Roundtable Discussions**

4:30 pm **Report Out from Discussions**

5:00 pm **End of Day**

6:30 pm **Optional Activity: Meet at Karl Strauss Brewery restaurant for dinner**

Karl Strauss Brewery Gardens, 9675 Scranton Rd. San Diego, CA 92121

On Yelp <https://www.yelp.com/biz/karl-strauss-brewery-gardens-san-diego>

If walking from hotel, we will leave at 6:15 pm from hotel lobby.

**Saturday, April 14**

Holiday Inn Express San Diego - Sorrento Valley

5925 Lusk Blvd
San Diego, CA 92121

8:00 am **Greetings and Coffee**

8:15 am **Karen Lacy, Museum Anthropologist, Muse Curatorial Consulting Group**

*Decolonizing Anthropology and Museums*

Collections, object care, and education are integral to the decolonization process.  Karen Lacy of Muse Curatorial Consulting Group discusses aspects of the decolonization process through her own experiences as well as in the Anthropology and Museum fields.

9:00 am **Q&A**

9:15 am **Scott A. Suarez, San Diego Mesa College**

*3D Models as an Alternative to Casts for Teaching Biological Anthropology*

Biological Anthropology laboratory classes should emphasize investigative hands-on learning opportunities for students. Yet limited institutional funds often mean that resources such as human skeletons, primate skeletons, and casts of human ancestors are often unavailable, or only available in limited numbers. Recently, several web sites have made publicly available 3D models of materials useful for biological anthropology laboratory exercises and lectures. These models can be easily incorporated into a laboratory course, either filling in the gaps in a sparse bone collection, or as a complete set of materials for instruction, increasing the pedagogical value of the class. I discuss the diversity of materials available for classrooms, the pros and cons of each 3D model resource, and suggest how they might be used in a classroom.

9:30 am **G. Timothy (Tim) Gross, San Diego City College**

*Training Archaeological Technicians at the Community College*

An archaeological certificate program prepares students to become field and laboratory technicians, providing them with preparation for going on with their education or allowing them to enter the job market before completing an AA or BA. The challenge in developing a certificate program is to provide the students with the practical skills they will need in the working world of cultural resource management. This paper, based in part on years of experience hiring archaeological technicians, examines some of those challenges. It also examines the benefits for students who don’t go on in the field, but who have a chance to experience archaeological field and laboratory research first hand.

9:45 am **Q&A**

10:00 am **Break/Snacks**

10:15 am **Janni Pedersen, Ashford University**

*Female Primates and the 21st Century University*

The ability of anthropology to deconstruct notions culturally established as “natural” has application both inside the classroom and outside at our institutions at large. Doing so requires a historical and cross-cultural lens and adaptation to the experiences of the audience. This presentation will discuss how a deconstruction of societal gender norms can be made relevant for institutions of higher learning, including faculty, staff, and students not majoring in anthropology. Using both ethnographic lessons and evidence from human evolution and prehistory, from out primate cousins to origin of agriculture, there is little evidence for biologically determined gender roles, which can be a surprise for many not trained in anthropology. The challenges and benefits of applying this approach to both students and staff will be discussed.

10:30 am **Arianne Schulz, Ph.D.**

*Making the Strange, Familiar and the Familiar, Strange: The Role of Anthropology in Community College International Study Exchange*

What role does international study exchange play in community college students' career? Study Exchanges are an exhilarating, inspiring, maturing, and, often, life-changing time periods. As these incoming-& outgoing-students live & learn to understand different cultures, they are confronted to re-examine themselves, their attitudes, & their studies. They experience tremendous personal growth & engage in the methods & experiences of an anthropologist in the field-some of those being the following: culture shock, participant observation, self-reflection, & reverse culture shock.

In this paper presentation, I propose that anthropology is highly relevant to international study exchanges & offers unique insights to create community. Finally, I discuss the ways that anthropology & international offices can collaborate & help students achieve their personal & educational goals, increasing multicultural awareness, & fostering inclusivity & respect.

10:45 am **Q&A**

11:00 am **The Reciprocity Game (Erik Ozolins, Mt. San Jacinto College)**

I have restructured my Intro to Cultural Anthropology class to incorporate more hands-on learning to allow students to gain a stronger grasp of challenging material. One example of an active learning exercise that I employ to teach economic systems and their role in building and maintaining relationships between participants is the Reciprocity Game. During this game, participants will exchange pigs in order to have sufficient wealth to go through several different rituals including puberty and marriage and will have an opportunity to discuss the exercise at the end.

11:45 am **Closing Remarks/Evaluations**

12:00 pm **End of Day**

Additional Information – San Diego Regional Meeting 4/13 - 4/14/18

Contact Person: Laura González

Cell (619) 701-0217 Please text

**Conference Locations**

* Friday’s meeting will be at San Diego Miramar College (8 am – 5 pm).

10440 Black Mountain Road

San Diego, CA 92126, in the Mira Mesa area

Building K1 (Student Services), Room K1-107

* One-day parking permits will be sent to you in advance over email.

**Hotel**

* Saturday’s meeting will be in the Holiday Inn Express hotel meeting room (8 am – 12 pm).

Holiday Inn Express San Diego - Sorrento Valley
5925 Lusk Blvd
San Diego, CA 92121

**Things to Do on Saturday afternoon or Sunday**

* Balboa Park <https://www.balboapark.org/> -- San Diego’s home to museums, botanical gardens, and restaurants, originally built for the 1915 California-Panama Exposition (World’s Fair)
* Hotel Del Coronado and Coronado <https://hoteldel.com/> -- beach, restaurants, the hotel is a destination in itself
* San Diego Zoo <http://zoo.sandiegozoo.org/> or Safari Park (formerly the Wild Animal Park) <http://sdzsafaripark.org/>
* Seaport Village <http://www.seaportvillage.com/> -- waterfront dining, shopping, fun
* Old Town San Diego <http://www.oldtownsandiego.org/> and <http://www.oldtownsandiegoguide.com/> -- Mexican dining and shopping, historic buildings, including the Whaley House, “America’s Most Haunted House” <http://whaleyhouse.org/>
* And there’s always that place with the big fish...

**About the Featured Speakers**

**Robert Gumpert**, a California-based photographer with extensive international experience, documents social issues and institutions, including service and industrial work, jails, and the criminal justice system, and emergency rooms and paramedics. His collaborative [Take A Picture/Tell a Story](http://takeapicturetellastory.com/%22%20%5Ct%20%22_blank) project in the San Francisco County jails exchanges inmates’ portraits for their stories.

Like an ethnographer, Bob asks each person to “tell me a story” and by sharing these online, provides a deeply immersive moment for the viewer. Please visit his photos at <http://takeapicturetellastory.com/>. He and his wife Sandra Cate, an anthropologist who is Emeritus Faculty at San Jose State University, collaborated to produce the ethnographic article about the informal food economy in a SF jail, “Breaking Bread with a Spread,” published in *Gastronomica: The Journal of Critical Food Studies* (2008). (<http://gcfs.ucpress.edu/content/8/3/17>).

**Dr. Laura Pecenco** is Sociology faculty at San Diego Miramar College. Her dissertation research at UCSD focused on arts in corrections and led to the founding of PROJECT PAINT <https://www.projectpaint.org/>, a program at the Richard J. Donovan Correctional Facility in South County, San Diego. Project Paint creates collaborative projects, such as murals, conducts visual arts and fine crafts workshops, and provides informative lectures for inmates as rehabilitation. Laura visits the prison weekly to run classes and workshops.

PBS May 2017 Article: Teachers Beat the “Macho Culture” in Prisons Through Art Programs

<http://www.pbs.org/independentlens/blog/teachers-beat-macho-culture-prisons/>

**Alec Griffin** is a career educator who has taught every grade level from kindergarten through community college.  He has taught special education, regular education, and high achieving high school students who have gone onto Ivy League schools.  He has a Masters degree in both Cultural Anthropology and Public Policy.  Alec also worked in Seoul, Korea for three years as a High School Social Sciences teacher.  His current area of interest is the Anthropology of Policy.  Policy like SB 1391 has the unique ability to change micro, sub, and macro culture through the policy implementation process. He currently teaches at the [California Correctional Institution in Tehachapi](https://en.wikipedia.org/wiki/California_Correctional_Institution), CA.

The **Urban Scholars Union** is an organization of student advocates in the San Diego Community College District with lived experience committed to empowering all cultures transitioning from incarceration to education. Their goals are to cut recidivism rates through empowerment, leadership development, and reconstruction of social and personal narratives. USU is currently empowering students at San Diego City College, Southwestern College, and San Diego Continuing Education. 10 News San Diego video <https://www.10news.com/news/ex-cons-help-other-ex-cons-get-through-college>

**Karen Lacy** has over 18 years of museum experience with a Master’s degree in Museum Science, a Master's degree in Anthropology, and a Bachelor’s in History with minors in Art History and Anthropology. Throughout her career, she strives to combine her love of anthropology, history, collection care, and teaching. She has worked, volunteered, and interned at a number of history, art, science/technology, and anthropology museums both in California and in Texas.  Recently, Karen co-founded Muse Curatorial Consulting Group, offering a broad range of services for clients, aimed at supporting the preservation, conservation, assessment, and respectful care of historic and cultural materials, artifacts, and archival records.

Conference Host: Laura T. González, San Diego Miramar College Lagonzal@sdccd.edu

A huge **thank you** to everyone who helped with the preparation and running of this conference! Kelsie Aguilera and Shannon Mills from SACC, Alana Mallory at the AAA, Joan Mize and Lily Cava at Miramar for swag, the Anthro Club for their help with errands, all the wonderful presenters, and anyone else that I may have forgotten. I’m deeply grateful for your support and enthusiasm!