

**Society for Anthropology in Community Colleges, Biennial National Conference
April 23-24, 2021**

Friday, April 23

(All times PDT, GMT -7)

- 8:00 – 8:15 Kickoff: John Norvell, SACC President and Conference Chair
- 8:15 – 8:30 Welcome: Irene Malmgren, Vice President, Instruction, Mt. San Antonio College
- 8:45 – 10:45 Panel: Innovations in Teaching Anthropology (John Norvell, moderator)
- 11:00 – 12:30 Keynote address: Michael Wesch: “The Elements of a Transformational Anthropology Class: Courage, Connection, Relevance and Radical Honesty”
- 1:00 – 2:00 Roundtable: Perspectives, Explorations, Traces, Beliefs – A SACC OER Update and Panel Discussion (Jenn Zovar, moderator)
- 2:00 – 3:00 Coffee Hour: Check-in and Community Building
- 3:00 – 4:00 Option A – Demos: Anthropology Teaching Tools (John Donahue, moderator)
 Jeff Shaw (Bone Clones, Inc), Virtual Tour; Michelle Tabencki (Bone Clones, Inc.), 3D Osteoviewer demo; Reveilee Lanning (Kendall Hunt Publishing Company, she), Virtual Laboratories for Biological Anthropology 5.0, demo
 Option B – Panel: Landing a Full-Time Job in Anthropology in Community Colleges (Laura T. González, moderator)
- 4:30 – 5:30 Option A – Panel: Lessons from Teaching Anthropology in Prisons, (Alec Griffin and Sean Martin Cranley, moderators)
 Option B – Workshop: {Digging into Archaeology, title TBD} (Amanda Wolcott Paskey and AnnMarie Beasley Cisneros)
- 6:00 – 7:00 Social Hour

**Society for Anthropology in Community Colleges, Biennial National Conference
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Saturday, April 24

(All times PDT, GMT -7)

- 8:00 – 8:15 Day Two Welcome and Announcements: John Norvell, SACC President and Conference Chair
- 8:15 – 10:15 Panel: Teaching in a Time of Crisis (John Norvell, moderator)
- 10:30 – 11:30 Option A – Workshop: Excited About a Syllabus (Laura T. González)
Option B – Workshop: eHRAF (Francine Barone and Matthew Longcore)
- 12:00 – 1:30 Keynote address: TBD
- 2:30 – 4:30 Panel: How Are Anthropologists Uniquely Prepared to Lead as Equitable Educators? (Amy Carattini, Amanda Zunner-Keating, and Katie Nelson, moderators)
- 5:00 – 6:00 Panel Discussion: Student Participation in OER Research, (Amanda Zunner-Keating, moderator)
- 6:00 – 7:00 Social Hour

Session Descriptions

Panel: Innovations in Teaching Anthropology. Moderator, John Norvell (Mt San Antonio College)

Friday, 8:45 – 10:45am

The individually submitted papers in this session all present ideas, tips, and innovations for student success in the anthropology classroom.

Arianna Huhn (Cal State San Bernardino, she/her/hers): Pass the Popcorn: Feature Films, Twitter, and Active Online Learning

Francine Barone (Human Relations Area Files at Yale University, she/her): OER Adventures in Anthropology: Ethnographic Insights and Nascent Worlds

Neri de Kramer (University of Delaware, Associate in Arts Program, she her hers): Engaging the Virtual Classroom: Lessons from the Drama Department

Nikki Gorrell (College of Western Idaho, she/her): The Benefits of an Anthropology Capstone Course

Yasmine Shereen (Mt. San Antonio College, she/her): Perusall as a Tool for Accomplishing Reading Apprenticeship Goals

Roundtable: Perspectives, Explorations, Traces, Beliefs – A SACC OER Update and Panel Discussion. Organizer: Jenn Zovar (Whatcom Community College)

Friday, 1:00-2:00 pm

The current pandemic and the associated switch to online learning has highlighted preexisting inequities in student access to many classroom resources, including textbooks. OER textbooks provide free access to any student who can reach the internet and are easy to integrate into an online learning platform. Over the last five years, the Society for Anthropology in Community Colleges has been at the forefront of the development of high quality OER in Anthropology. *Perspectives*, a cultural anthropology text, is now in its second edition. *Explorations*, a biological anthropology text, was released last year. There is a pilot version available for *Beliefs*, an introduction to the anthropology of religion and magic. *Traces*, an archaeology text, is currently in development. And work on a Linguistics Anthropology text is also planned.

This 1-hour panel will provide a general introduction to the broader history and context of OER and some short updates on the status of current SACC OER resources. This will be followed by an open panel discussion focusing on the challenges and benefits of putting together and using OER resources in a variety of anthropology classroom contexts.

Madlen Aveyan (Los Angeles Valley College)

Kirsten Bell (University of Roehampton)

Tad McIlwraith (University of Guelph)

Katie Nelson (Inver Hills Community College)

Ian Ray (Red Rock Community College)
Beth Shook, (California State University, Chico)
Amanda Zunner-Keating, Los Angeles Valley College

Panel: Anthropology Teaching Tools: Demos. (Moderator TBD)

Friday, 3:00-4:00 pm (Option A)

Representatives from a publisher and a manufacturer of osteological reproductions give tours of their products for the teaching of anthropology.

Jeff Shaw (Bone Clones, Inc.): Bone Clones, Virtual Tour

Michelle Tabencki (Bone Clones, Inc.): 3D Osteoviewer demo

Reveilee Lanning (Kendall Hunt Publishing Company, she): Virtual Laboratories for Biological Anthropology 5.0 Demo

Panel: Landing a Full-Time Job Teaching Anthropology in Community Colleges. Organizer: Laura T. González (San Diego Miramar College, she/her)

Friday, 3:00-4:00 pm (Option B)

Looking for a full-time position in a community college? This panel brings together a group of full-time faculty with experience on hiring committees with tips on how to make yourself an excellent candidate for a contract position.

Laura T. González (San Diego Miramar College)
Lynn O'Brien (Montgomery County Community College)
Isabel Scarborough (Parkland College)

Panel: Lessons from Teaching Anthropology in Prisons. Organizers: Alec Griffin (Cerro Coso Community College, he/him/his) and Sean Martin Cranley (Cerro Coso Community College, he/him/his)

Friday, 4:30-5:30 pm (Option A)

Community colleges service the most diverse student populations within higher education, serving as the educational access point of benefit for many learners, particularly those from marginalized and underserved communities in the United States. Increasingly, community colleges across this country have been empowered by diverse social and political institutions and groups to work with incarcerated students within state correctional facilities. Cerro Coso Community College's Incarcerated Student Education Program began in 2015, following the passage of California Senate Bill 1391, shifting the apportionment for colleges and allowing face-to-face programs to begin teaching inside prison classrooms. This opportunity has provided insights into the cultural dynamics of this educational initiative and the transformative effect the field of anthropology can have on incarcerated people.

Jason Bartholomew Scott (Milwaukee Area Technical College, he/him): How the Incarcerated Experience a Pandemic: An Ethnographic and Pedagogical Model for Understanding the COVID-19 Outbreak in Prisons

Additional presenters TBA

Workshop: Digging into Archaeology, Amanda Wolcott Paskey (Cosumnes River College, she/her/hers) and AnnMarie Beasley Cisneros (American River College, she/her/hers)

Friday, 4:30-5:30 pm (Option B)

Join us as we explore the first ever free, comprehensive, peer-reviewed online archaeology text combining brief chapters on major topics covered in introduction to archaeology courses and pairing them with hands-on activities authored by experienced community college faculty. In this workshop, participants will be introduced to *Digging into Archaeology: A Brief OER Introduction to Archaeology with Activities* and will get an interactive experience with the content and the range of activities available to adopt in whole or in part. We will share successful ways this text has been utilized for online courses and brainstorm additional ways to adapt this text and its activities for use in a variety of modalities. Finally, we will solicit new ideas and activities for an in-progress second edition.

Panel: Teaching in a Time of Crisis. Moderator: John Norvell (Mt San Antonio College)

Saturday, 8:15-10:15

The individually submitted papers in this session reflect on aspects of pedagogy for anthropology in a time of crisis: disease pandemic, political polarization, rampant racism.

Alison Diefenderfer (Muhlenberg College, she/her): Agility and Affective Labor: An Anthropology of Higher Education Exploration

Amy Carattini & Maria Sprehn (Montgomery College, she/her/they): Using Anthropological Methods to Impact College Student Understandings of Race & Ethnicity

Evin Rodkey (Muskegon Community College): On Teaching COVID-19 and the Pandemic Within Anthropology

Ian S. Ray (University of Denver/Community College of Aurora/Red Rocks Community College, he/him/his): {Intersectionality and the Post-Millennials, title TBD}

Lee B. Kraljev and Dr. Anastasia Panagakos (Cosumnes River College, she/her): Interning During a Pandemic: Perspectives on Equity and Online Teaching

Tyler Cardenas (Mt. San Antonio College): New Norms, Old Obstacles: An Ethnographic Look at How the Agency of Disadvantaged Students Is Impacted by the COVID-19 Pandemic

Workshop: When was the last time you were excited about a syllabus? Organizer: Laura T. González (San Diego Miramar College, she/her)

Saturday, 10:30-11:30 am (Option A)

Join Laura T. González for an interactive workshop on creating an equity-minded syllabus. Guided by "warm demander" pedagogy/andragogy and the importance of belonging, we'll talk about some of the larger issues to consider as well as easy tips to foster instant engagement. Have a copy of your syllabus handy!

Workshop: Enhancing Community College Teaching and Learning with eHRAF Workbooks for Anthropology and Archaeology. Organizers: Francine Barone (Human Relations Area Files at Yale University, she/her) and Matthew Longcore (HRAF at Yale University)

Saturday, 10:30-11:30 am (Option B)

This presentation will explore the eHRAF Workbooks and how they can be used to enhance online teaching and learning for introductory anthropology and archaeology. Building open access teaching resources has long been a collaborative endeavor at HRAF. Our Teaching eHRAF platform has provided eHRAF member faculty with open access sample syllabi and activities for many years. Since early 2020, we have concentrated our efforts to meet the needs of instructors pivoting online due to the pandemic. Amidst campus closures and other related challenges, we have produced classroom-ready workbook activities designed to complement any textbook or anthropology curriculum. eHRAF Workbook activities are presented as PowerPoint slideshows that instructors can freely modify, share, and upload. There are currently over 35 workbooks with more topics being produced weekly.

Panel: How Are Anthropologists Uniquely Prepared to Lead as Equitable Educators? Organizers: Amy Carattini (Montgomery College), Amanda Jayne Zunner-Keating (Los Angeles City College District, she/her), and Katie Nelson (Inver Hills Community College)

Saturday, 2:30-4:30 pm

This presentation will connect anthropology's unique background in deconstructing power structures with new, emerging trends in open education that aim to decentralize power in the classroom. Join us to discuss the theories that fuel the movement toward equitable education, to explore some of the vast resources available to instructors, and to hear about the equitable changes that have actually been implemented in anthropology courses. Participants will walk away with concrete tools that can immediately be applied in the classroom.

Kirsten Bell (University of Roehampton)
Amy Carattini (Montgomery College)
Tracey Graham (Horry-Georgetown Technical College)
Katie Nelson (Inver Hills Community College)
Val Schweigert (University of Washington)
Amanda Zunner-Keating (Los Angeles City College District)

Panel Discussion: Student Research with OER Textbooks, {title TBD} (Amanda Zunner-Keating, moderator)

Saturday, 5:00-6:00 pm

Join us as seven anthropology students reflect on their own experience conducting research for OER projects. In this discussion, the student researchers will reflect on representation in the classroom, the unique information that they uncovered throughout their research, and their role in our ever-changing field.

Individual Presentation Abstracts

Alison Diefenderfer (Muhlenberg College, she/her): Agility and Affective Labor: An Anthropology of Higher Education Exploration

This presentation explores the varying trajectories of higher education cross-sections (public, private, 2 or 4 year, residential) since COVID-19's arrival in the U.S., specifically through the concepts of agility, affective labor, and an educational anthropology lens. Some institutional types, missions, institutional staffing priorities, and distribution of work result in different cultures, nodes, and communities of practice/engagement, and as such, different consequences in times of crisis. Ultimately, can we learn to lean into one another's planning conversations to become more agile and more suited for shifts to affective labor to mitigate the stressors in times of crisis in the future, and can agility and affective labor to come out of the margins when it comes to contingency and proactive planning for future pivots?

Amy Carattini (Montgomery College, she/her/they) and Maria Sprehn (Montgomery College, she/her/they): Using Anthropological Methods to Impact College Student Understandings of Race & Ethnicity

This presentation explores community-college student understandings of race and ethnicity as they practiced various anthropological methods within their social circles. The methods included: interviewing, digital photography, collecting and analyzing data, producing physical and virtual exhibits, designing exhibit-viewer feedback surveys, and presenting findings. By the end of the course, students demonstrated a more complex narrative about people in their communities--a narrative that diverted from anachronous knowledge of race and ethnicity as biological realities toward one that reflected a more accurate and current understanding of race and ethnicity as social and cultural constructions.

Arianna Huhn (Cal State San Bernardino, she/her/hers): Pass the Popcorn: Feature Films, Twitter, and Active Online Learning

As anthropology instructors we often use documentary films to teach and illustrate major disciplinary concepts. In this presentation, and following in the footsteps of John Weakland, I make the case that feature films can do the same. I discuss over a dozen tried and true (and easily streamed) feature films for teaching topics like relativism, personhood, gender, progress myth, globalization, social hierarchy, and violence. I also introduce best practices for using Twitter to lead both synchronous and

asynchronous film discussions to encourage active engagement with films for online learners. This is useful for both feature and documentary films, as an alternative to platforms like PlayPosit and EdPuzzle that require a public film url, or limit functionality to paid users.

Evin Rodkey (Muskegon Community College): On Teaching COVID-19 and the Pandemic Within Anthropology

After 2020, teaching anthropology should never be the same as before. Indeed, the impact of the COVID-19 pandemic provides instructors with many crucial opportunities to engage at the intersection of biology and culture central to anthropological analyses and insights. In this presentation, I will discuss teaching strategies rooted in specific content areas from the realms of biology and culture, including language, that instructors can use and build upon to address this game-changer to the study of humanity.

Francine Barone (Human Relations Area Files at Yale University, she/her): OER Adventures in Anthropology: Ethnographic Insights and Nascent Worlds

Forcing a transition to remote learning around the world, the pandemic has introduced myriad challenges for teaching anthropology. However, it has also brought new opportunities for improving coursework with creative digital methods and online resources. As a digital anthropologist, I asked myself: can an entire anthropology course be taught using only freely available online materials? If so, what could it look like? I am happy to share the results of my experiment. Aimed at introducing students to the fundamentals of cultural anthropology, “Ethnographic Insights Across Cultures” is an engaging 13-week syllabus supported by carefully curated readings, videos, and activities. “Nascent Worlds” is a build-your-own-culture adventure that inspires students to become ethnographers of an invented society. Both are ready to use and free to modify and share.

Ian S. Ray (University of Denver/Community College of Aurora/Red Rocks Community College, he/him/his): {Intersectionality and the Post-Millennials, title TBD}

This paper grounds a critical examination of the experience of the generations who came of age around, or after, the change in millennium (HE 12,000; CE 2,000). Collectively, these individuals have been termed Millennials and Gen Z, which I group into the “Post-Millennial” demographic. Previous iterations of social science theory, including such seminal works as Critical Race Theory (CRT) and Feminist Theory, focus on individual identities as the most salient for a given group of people. Calls to move beyond such identity prioritization have resulted in the development of intersectionality as a theoretical framework. In this paper, I apply intersectionality to (re)conceptualize variables that may be impacting the post-millennial social environment and the impacts this has on teaching and learning.

Jason Bartholomew Scott (Milwaukee Area Technical College, he/him): How the Incarcerated Experience a Pandemic: An Ethnographic and Pedagogical Model for Understanding the COVID-19 Outbreak in Prisons

Nearly half of the U.S. prison population or five times the rate found in the general population has been infected by Covid-19. Limited social distancing and loosely enforced preventative measures helped to spread COVID-19 in prisons while a lack of resources directed towards the incarcerated compounded the pandemic’s effect. Despite this concentration of coronavirus in a captured population, officials have often lacked transparency about the spread of the disease while government policies have proven apathetic to the daily needs and long-term traumas of the incarcerated ill. Addressing the shortcomings

of official reporting, this article explores how two semesters worth of anthropological self-reflection carried out by incarcerated students from an “Introduction to Anthropology” course can produce more humanistic knowledge about a pandemic in prisons.

Lee B. Kraljev and Dr. Anastasia Panagakos (Cosumnes River College, she/her): Interning During a Pandemic: Perspectives on Equity and Online Teaching

Although teaching effectively is a top priority in community colleges, faculty members often enter their positions with little formal training in pedagogy or instructional methods. In this presentation, we describe our participation as intern and mentor in the Los Rios Faculty Diversity Internship Program which trains aspiring professors to develop a teaching style that is equity focused and committed to reducing barriers to student access and success. The abrupt shift to remote instruction in March 2020 added a challenging component to our teaching partnership while the tragic killing of George Floyd prompted a renewed urgency to assess our methods and content through an anti-racist lens. In addition to sharing our experiences, we will discuss our takeaways for professors or departments interested in creating mentorship programs.

Neri de Kramer (University of Delaware, Associate in Arts Program, she her hers): Engaging the Virtual Classroom: Lessons from the Drama Department

While for certain students, online learning has provided unexpected advantages, for many, the anxieties experienced on zoom are even greater than those experienced in the face-to-face classroom. A turn to the approach and techniques of the drama department yielded a fruitful set of practices to help students stop fretting and start engaging. In this presentation, I will share and model some of the activities that helped my anthropology students this past year including storytelling, games and improv activities.

Nikki Gorrell (College of Western Idaho, she/her): The Benefits of an Anthropology Capstone Course

Many community colleges offer Anthropology classes and several have Anthropology degrees, however not all feature a capstone course. What are the benefits to majors as well as the program in offering a capstone? This presentation will highlight the ANTH Capstone course I have created and taught the last three years at College of Western Idaho. Ideas for formatting the course, creating a mini-ethnography career exploration activity, organizing the Portfolio, recommended resources, and suggestions for getting support from Administration will be covered.

Tyler Cardenas New Norms, Old Obstacles: An Ethnographic Look at How the Agency of Disadvantaged Students Is Impacted by the COVID-19 Pandemic

Mandatory distance learning as a result of the COVID-19 pandemic has created a new educational landscape for students. Students from middle class and working class families who are now largely responsible for overseeing their education have had to meet new, undefined expectations that demand more than they are ready for. This study examines student’s new agentic expressions and perception of time in this context to identify some of these expectations and to contribute to a discussion about the implications of distance learning. Through participant-observation, interviews, and guided conversations with elementary school students across four Southern California school districts, data were collected both from explicitly stated positions and sentiments, as well as tacit, observed shifts in attitudes and perceptions as compared to pre-existing literature. The study offers insights into how students conceptualize their new role in their education and concrete examples of how this manifests

day-to-day. Students learning from home, especially those with limited assistance from guardians throughout the school day have new responsibilities, a greater sense of “their time”, and thus an altered sense of agency. The effects of having participated in distance learning on student’s agency are not negligible, will continue to be seen after students return to school in person, and may alter the course of the development of their agency in various contexts as they grow older.

Yasmine Shereen (Mt. San Antonio College, she/her): Perusall as a Tool for Accomplishing Reading Apprenticeship Goals

Reading Apprenticeship (RA) is an evidence-based framework that enhances students’ metacognition via discipline specific reading strategies. RA identifies four dimensions of extensive reading: social, personal, cognitive, and knowledge, which overlap to produce a “metacognitive conversation.” To achieve extensive reading, teachers must sensitize students to these domains through specific techniques for (social) annotation and text analysis. These techniques benefit those underserved community college populations who struggle to develop basic skills as they must concurrently synthesize and assimilate new and complex knowledge systems. Incorporating RA methods within limited class time can prove difficult. Perusall, an online social annotation tool, solves this dilemma by allowing students to asynchronously practice RA methods while learning course material. This talk will demonstrate how Perusall supports the RA framework and will include anecdotal evidence.