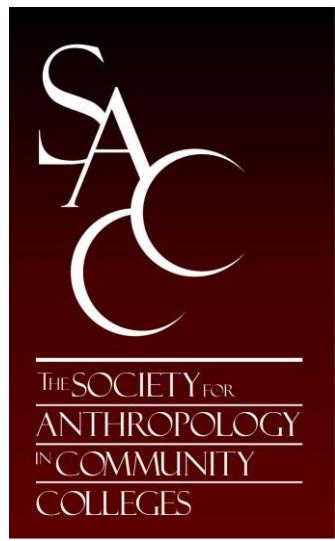


# **ANTHROPOLOGY UNLIMITED**



**The Society for  
Anthropology in  
Community Colleges**

**Annual Meeting  
April 10-13, 2013  
Austin, Texas**

## **MESSAGE FROM THE SACC PRESIDENT**

Welcome to SACC-Fest 2013, in Austin, Texas! This year's Society for Anthropology in Community Colleges promises to be full of some inspirational presentations on teaching, including methods and technologies, as well as great intellectual discussion, connecting and re-connecting with friends, old and new, and strengthening our professional network. This has always been one of my favorite conferences for all the reasons mentioned above, and I look forward to another great one.

This year's SACC meeting theme, "Anthropology Unlimited," is both a continuation of last year's theme, "Teaching R/evolution" and Austin's 'outlaw music' past, which challenged conventions and revolutionized the music industry. Situated at a nexus for educational institutions, as well as disciplines, community college anthropologists are uniquely positioned to offer their own brand of 'outlaw anthropology' to a hungry new audience. We have been challenged by state governors and college administrators alike to demonstrate our worth for students pushed to graduate into an uncertain job market. While I am certain we can do this, I also believe we can not only challenge the rules, but rewrite them! The papers from colleagues and our presenters offer some ideas for how might do just that.

Our hotel, the Embassy Suites Arboretum (aka 'The Swan' hotel for its local residents), is located in northwest Austin. There are several nearby eating/drinking establishments within easy walking distance from the hotel, including Bucca di Beppo (Italian), Baby Acapulco (Margaritaville) and Sushi Sake (Japanese). A bit further (10-15 minutes), walk, are the North by Northwest Restaurant and Brewery (self-explanatory) and the Iron Cactus Grill (Tex Mex). The hotel provides free transportation up to 10 pm each night within a 3- mile radius, including the Cap Metro Braker Station, where you can catch high-speed rail service to and from downtown within 30 minutes for a modest \$1 to \$2 ticket.

About Austin: There is a reason for the motto: "Keep Austin Weird." Located in the Texas Hill Country, Austin is a beautiful, complex mix of southwest tradition, hipster culture, Tex-Mex food, and, of course, music. Known as the live music capital of the world, it offers several venues for live music seven days a week. Home to the University of Texas and the state capital, it is also center for 'all things Texan,' including cowboy boots, cowboy hats, and football.

Austin offers some unique adventures for those wanting to explore. You might try one of the Duck Tours, a view of Austin from the Colorado River. Not to be missed are the bats that stream out from under the Congress Avenue Bridge around sunset each night, when the weather begins to warm. The center of downtown, from 2nd to 6th Street offers shopping, music, and food for all tastes and budgets. You might catch one of the many pedicabs, bicycle riders with seats that will take you down the block, across the street or up to the state capital, and 'you name the price.'

Our conference features some exciting speakers including Drs. Caroline Brettell, John Kappelman, and Jim Bruseth. A pre-conference workshop, "The Case of the Missing Face", will be led by Forensic Artist, Suzanne Baldon. We will be touring Austin on Thursday evening, and allowed some time in downtown to shop and eat, and then brought back to the hotel. On Saturday, we will travel to the famous Gault Site, an incredibly rich prehistoric site, which has

the largest collection of Clovis artifacts in North America, and may hold evidence for a ‘pre-Clovis’ occupation.

I would like to thank many who have aided in helping to plan and put this conference together: Special gratitude goes to Conference Program Chair Dianne Chidester, Past-President (and Media Chair) Laura Tubelle de Gonzalez, Treasurer Mel Johnson, Web Committee Chair Autumn Cahoon, Vice President for Membership, Tad McIlwraith and special assistance from Leatha Johnson. All of these persons have provided invaluable support, advice, and expenditures of time, assisting with the conference as well as the first half of my year as SACC President. Finally, I am indebted to my wife, Patricia, who – as always – has supported the journey.

Timothy L. Sullivan, Ph.D.  
Professor of Anthropology  
Richland College  
12800 Abrams Rd.  
Dallas, TX 75243



**View of the 1930 excavations at Gault under the direction of James E. Pearce. Pearce focused on one of the most obvious archeological features at the site—a massive burned rock midden—the thick rocky layer extending from the surface to below the workmen's waists. (Used with permission.)**

## **2013 SACC MEETING OVERVIEW**

### **Wednesday, April 10**

9:00 am-12:00 Noon	Forensic Art Workshop, Suzanne Baldon (optional/ \$25 Fee)
3:00 – 5:00 pm	Executive Business Meeting
5:30-7:30pm	Reception at Embassy Suites

### **Thursday, April 11**

7:00 – 8:45	Breakfast (Hotel Atrium) and Registration
8:45 -9:00	Welcome, Tim Sullivan, SACC President
9:00-9:45	Discussion Session
9:45-10:00	Break
10:00-10:45	Paper Session
10:45-11:00	Break
11:00 – 11:45	Paper Session
11:45 – 12:00	Break
12:15 – 1:45	Lunch and Speaker, Caroline Brettell
1:45 – 2:00	Break
2:00 – 2:45	Paper Session
2:45 – 3:00	Break
3:00 – 4:10	Paper Session
4:15 – 4:30	Prepare for tour
5:30-10:00	Pick up by bus for Tour of Austin and drop off downtown. Bus will return to pick up and return to hotel at 10:00 pm Dinner on own

### **Friday, April 12**

9:00 – 9:45	Paper Session
9:45 – 10:00	Break
10:00 – 10:45	Paper Session
10:45– 11:00	Break
11:00 – 12:00	Speaker, John Kappelman
12:00 – 12:15	Break
12:15 – 1:15	Lunch
1:15 – 2:15	General Business Meeting
2:15 – 2:30	Break
2:30 – 3:40	Paper Session
3:45 – 4:00	Break
4:00 – 4:50	Discussion Session
4:50 – 5:00	Drawing *Dinner on own

## **Saturday, April 13**

8:00 am	Pick up for Gault Site tour
1:30 pm	Arrive back at hotel
1:30-5:00 pm	Time to explore Austin
5:30	Farewell Dinner and Speaker, Jim Bruseth



**Embassy Suites Austin-Arboretum**



**Austin Skyline**

## **MEETING SCHEDULE**

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9:00 am-12:00 Noon Forensic Art Workshop, Suzanne Baldon (optional/ \$25 Fee)

3:00-5:00 pm Executive Business Meeting

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7:00 – 8:45 Breakfast (Hotel Atrium) and Registration

8:45-9:00 Welcome, Tim Sullivan, SACC President

9:00-9:45 **DISCUSSION 1: OPEN ACCESS TEXTBOOK PROJECT**

**Discussion Chair: Nikki Ives**

9:45-10:00 Break

**SESSION 1: ACADEMIA UNLIMITED**

**Session Chair: Ann Bragdon**

10:00-10:20 Nikki Gorrell, *How Can Our Students Help Us Teach Anthropology?*

10:25-10:45 Deborah Weber, *A Silverback Speaks: Stories from Forty Years in Academia*

10:45-11:00 Break

## **SESSION 2: SUBJECTS UNLIMITED**

**Session Chair: Lloyd Miller**

11:00-11:20	Philip L. Stein, <i>Why Do We Continue to Teach Mendelian Genetics in the Age of Genomics?</i>
11:25-11:45	Scotty Moore, <i>Earning a Seat at the Big Kids' Table: How Houston Community College is establishing an Archaeological Field School.</i>
11:45-12:00	Break
12:15-1:45	Lunch and Speaker, Caroline Brettell, <i>Anthropology Engages Immigration: Key Concepts and Core Issues</i>
1:45-2:00	Break

## **SESSION 3: PLACE UNLIMITED**

**Session Chair: Rebecca Frank**

2:00-2:20	Kristine Djerf, <i>Short-Term Study Abroad Programs: From the Student Perspective</i>
2:25-2:45	Paul McDowell, <i>A Self-Directed Series in Ethnographic Studies</i>
2:45-3:00	Break

## **SESSION 4: ETHNOGRAPHY UNLIMITED**

**Session Chair: Linda Light**

3:00-3:20	Carol Hayman, <i>Artisanal Gold Mining In Peru</i>
3:25-3:45	Sarah Cowles & Dona Lee Davis, <i>Krusty and Other "Old Broads": Self-Stylings of Aging among a Sample of Equestrian Time Rebels</i>
3:50-4:10	Laura T. Gonzalez, <i>Re-Arranging Marriage in India</i>

**DISCUSSION 2: “VOLUNTOURISM” & UNLIMITED OPPORTUNITIES**

4:15–5:00

**Discussion Chair: Diane Levine**

5:00-5:30

Break & Prepare for tour

5:30–10:30

Pick up by bus for Tour of Austin and drop off downtown. **Bus will return to pick up at 10:30 pm and return to hotel.**  
Dinner on own

**Friday, April 12**

**SESSION 5: UNDERSTANDING UNLIMITED?**

**Session Chair: Dorothy Davis**

9:00–9:20

James Thomas, *The Anthropological Blind Spot of Racism: Applied Solutions to an Understudied Cultural Process*

9:25–9:45

Jo Rainie Rodgers, *Anthropology and the Road to Cultural Competency*

9:45–10:00

Break

**SESSION 6: ENVIRONMENTS UNLIMITED**

**Session Chair: Chuck Ellenbaum**

10:00–10:20

Alison Diefenderfer, *Creating Informal Learning Environments for Anthropological Education*

10:25-10:45

Dorothy Davis, *Anthropology and the Outer Limits: Creating the Apeman to Spaceman Learning Community*

10:45–11:00

Break

11:00–12:00

Speaker, John Kappelman, *Virtual Labs in Biological Anthropology*

12:00–12:15

Break

12:15-1:15

Lunch

1:15-2:15

General Business Meeting

2:15–2:30

Break

## **SESSION 7: APPLICATIONS UNLIMITED?**

**Session Chair: Carmen Cuellar**

2:30–2:50	Gerald Sullivan, <i>Of Second Degree Learning and Life Space, or On Gregory Bateson Reading Kurt Lewin and I. P. Pavlov in 1940</i>
2:55–3:15	Cynthia Ninivaggi, <i>Making a Difference but Disdaining Politics: Why “Engaged” Students Still Don’t Vote</i>
3:20–3:40	J. Gregory Smith, <i>Trash Talk: Garbology at Northwest College</i>
3:45-4:00	Break

## **DISCUSSION 3: TECHNOLOGY UNLIMITED**

**Discussion Chair: Phil Stein**

4:50–5:00	Drawing *Dinner on your own
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## **Saturday, April 13**

8:00 am	Pick up for Gault Site tour
1:30 pm	Arrive back at hotel
1:30-5:00 pm	Time to explore Austin
5:30	Farewell Dinner and Speaker: Jim Bruseth <i>Mysteries of the La Salle Shipwreck</i>

## GUEST SPEAKERS

**Baldon, Suzanne** (McLennan Community College, Waco, TX)



### *The Case of the Missing Face*

Suzanne Baldon teaches for the Criminal Justice Department, as well as Physical Anthropology for our Anthropology Department, at McLennan Community College. She studied forensic art with Karen T. Taylor and Betty Pat. Gatliff and, since 1996, has worked with Dr. Dana Austin, Forensic Anthropologist and Senior Criminalist for the Tarrant County Medical Examiner's office. Her facial reconstructions have resulted in the identification of numerous Jane and John Does.

Previously, she taught Forensic Art as an upper level Anthropology course at the University of Texas at Arlington. In 2009, she began teaching at McLennan Community College. In a section of her Criminal Justice Forensic Art course at MCC, students can learn about several of her cases, solved and unsolved, and the techniques she uses to reproduce the facial appearance of persons severely injured during the death process or whose remains have been skeletonized. Making a facial reconstruction of a deceased person and publicizing the results can lead to establishing an identity for that person, which can be beneficial to law enforcement and provides closure for families who are missing loved ones.

Here are two of the websites where you can search for missing and unidentified persons.

<http://namus.gov/>

<http://www.txdps.state.tx.us/mpch/index.htm>

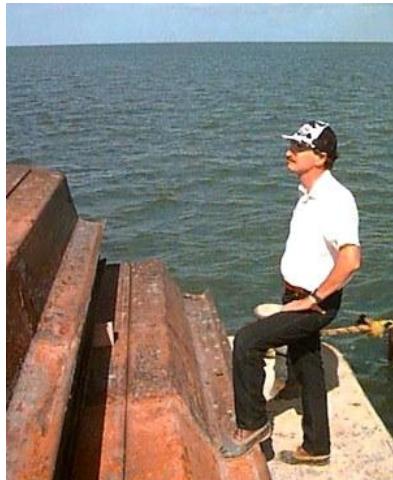
**Brettell, Caroline** (Southern Methodist University, Dallas, TX)



***Anthropology Engages Immigration: Key Concepts and Core Issues***

Caroline Brettell is University Distinguished Professor of Anthropology and Ruth Collins Altshuler Director of the Dedman College Interdisciplinary Institute at Southern Methodist University. She has spent her career studying the immigrant populations in Europe, Canada, and more recently the United States. In addition to numerous journal articles and book chapters she is the author, co-author/editor or co-editor of 14 books. Her most recent books are *Civic Engagements: The Citizenship Practices of Indian and Vietnamese Immigrants* (co-authored with Deborah Reed-Danahay, Stanford), *Citizenship, Immigration and Belonging: Immigrants in Europe and the United States* (co-edited with Deborah Reed-Danahay; Rutgers), *Gender in Cross-Cultural Perspective* (6th edition; co-edited with Carolyn Sargent); *Twenty-First Century Gateways: Immigrant Incorporation in Suburbia* (co-edited with Audrey Singer and Susan Hardwick); *Crossing Borders/Constructing Boundaries: Race, Ethnicity and Immigration*; and *Anthropology and Migration: Essays on Transnationalism, Ethnicity and Identity*.

**Bruseth, James** (Archaeology Division at the Texas Historical Commission)



### *Mysteries of the La Salle Shipwreck*

Dr. Jim Bruseth is a professional archeologist and is currently the Guest Curator of the Belle exhibit at the Bullock Texas State History Museum. He also serves as a Research Archeologist for the Friends of the Texas Historical Commission. Until his retirement from the Texas Historical Commission in 2011, he served as the agency's Director of the Archeology Division and was appointed a Deputy State Historic Preservation Officer. While at the Commission, he directed to excavation of the Belle shipwreck, recognized as one of the most important wreck recoveries in the world. Dr. Bruseth has been active in the field of archaeology for 40 years. His projects have been covered in national magazines such as National Geographic and Smithsonian Magazine. He has written several books and papers on archeology. His 2005 book From a Watery Grave (authored with his wife Toni Tuner), recounts the discovery and excavation of the French explorer's ship the Belle; the book has won two national book awards.

**Kappelman, John** (University of Texas at Austin)



### ***Virtual Labs in Biological Anthropology***

Dr. Kappelman is Professor of Anthropology at the University of Texas at Austin. His interest is in the evolutionary history of primates and especially hominoid evolution and hominid origins. He currently directs an ongoing field project in the latest Oligocene/earliest Miocene of northwestern Ethiopia and participates in field projects in Turkey and China. He is also the principal investigator on a web-based comparative primate osteological database, The eSkeletons Project, and also the PI on a project for developing customizable multimedia exam delivery software, The Virtual Exams Project. His research interests include paleoecology, functional morphology, stratigraphy, paleomagnetism, and computer imaging. Advances in multimedia software and new technologies now permit the digitization of a broad range of materials that can be integrated into interactive virtual laboratories in biological anthropology. Materials include color images, movies, 3D animations, interactive maps and timelines, and pronunciation glossaries. Unlike a formal once per week hands-on lab, students completing virtual labs have 24/7 access to the materials and exercises and can do and redo exercises for improved learning outcomes. Exercises include data collection with, for example, on-screen measuring tools and data analysis with plotting exercises. All of these concepts and digitized materials including other materials presented during lecture can be included in course examinations using VExams, a multimedia testing program. Because the number of students who can be tested at any given time is limited by the number of available computers in any testing lab, it is possible to develop large question banks sorted by content as well as level of difficulty. The testing program randomly selects from among the various categories of questions so that each student receives a "unique" but uniform exam. The grade is calculated automatically and reported to the student immediately upon completion of the exam. A separate program permits the student to review his or her responses. Because each exam is "unique," it is no longer necessary to have a fixed date and time for the midterm simply to ensure the security of the exam. Instead, students are encouraged to test at their convenience and/or when they feel that they have fully mastered the material, and can retest for higher mastery of the content. Given the ubiquity of digital materials in the lab and classroom, it is anticipated that computer-based multimedia examinations will soon become the standard for university-level testing.

## **ABSTRACTS**

(alphabetical by first author's last name)

**Cowles, Sarah and Dona Lee Davis** (University of South Dakota, Vermillion, SD)

### *Krusty and Other 'Old Broads': Self-Stylings of Aging among a Sample of Equestrian Time Rebels*

Analysis of narrative data collected from a sample of older women equestrians in the US Midwest demonstrates the different ways that they interweave depictions of horses and their lives as horse-women into their sexagenarian and septuagenarian stylings of self. Perspectives from the anthropologies of sport, aging, and gender, combined with multi-species ethnography demonstrate how this sample of 21 women phrase their self-styling as "time rebels" in tropes reminiscent of the humble hero tales described by folklorists. Special attention is paid to how participation in the different horse-sports of endurance riding, eventing, dressage, and pleasure riding affect alternative constructions of gendered self and radical reconstructions of horse and human as co-heroes in the aging process.

**Davis, Dorothy** (University of North Carolina-Greensboro, Greensboro, NC)

### *Anthropology and the Outer Limits: Creating the Apeman to Spaceman Learning Community*

Anthropology is an eclectic discipline drawing from and feeding into all sources of knowledge. In this proposed learning community a colleague and I are adding fantasy and imagination into the mix. We are creating a learning community for freshmen that requires the participating students to take three coordinated courses their first semester at UNCG. Two of the courses are entry level anthropology courses in biological and cultural anthropology. The third one will be Anthropology and Science Fiction. The first two courses are linked by themes of biology, culture and environment. The science fiction class will allow us to explore these three themes in both real and imaginary worlds.

**Diefenderfer, Alison** (Northampton Community College & University of Pennsylvania, Bethlehem, PA)

### *Creating Informal Learning Environments for Anthropological Education*

Regardless of how few formal learning opportunities an academic institution offers when it comes to anthropology, there is no need to limit the possibilities for any potential students at the institution and within the community. My paper demonstrates effective ways of promoting public informal learning environments that are portable and malleable in form and in creativity, and can extend anthropological learning across campuses and communities. These approaches are inclusive of formation of campus clubs across majors, service-learning endeavors with K-12 students, and ways to collaborate through teleconferencing and/or online learning platforms.

**Djerf, Kristine** (University of South Dakota, Vermillion, SD)

***Short-Term Study Abroad Programs: From the Student Perspective***

This study was conducted to understand the benefits of short-term study abroad programs from the perspective of the student with the intent of improving the teaching that takes place before, during and after such programs are executed. This anthropological study is based on forty questionnaires completed by students participating in three short-term study abroad programs organized by the University of South Dakota. Participants demonstrated that their backgrounds and generational perspectives played heavily on their experience and that study abroad trips prompted self-reflection rather than critical thinking. Based on this study, the perspective of the student is a critical factor to be considered in order to refine the learning of students who participate in short-term study abroad programs.

**Gonzalez, Laura T.** (San Diego Miramar College)

***Re-Arranging Marriage in India***

This semester I was granted a sabbatical to undertake a study of modern arranged marriage in India with a brief fieldwork component. I spent three weeks in Mumbai, conducting interviews with young middle-class women in order to learn their expectations and experiences regarding marriage. While arranged marriage is still very common, there are many ways in which a match can come to fruition, including the use of marriage bureaus, marriage meet-ups, online matrimonial services, or a self-initiated love match sanctioned by parents. Most young women hope to meet someone – through whatever means – who will understand and support them. This paper intends to update our understanding of marriage today in the largest city in India, where change is occurring among a diverse and educated population.

**Gorrell, Nikki** (College of Western Idaho, Nampa, ID)

***How Can Our Students Help Us Teach Anthropology?***

Students can sometimes be our most informative sources of knowledge and indeed guide our pedagogy itself. When I decided to present a workshop on the diverse groups of refugees in my community, I soon learned that my own refugee students could provide authentic and nuanced analysis. My students informed me about their own experiences of acculturation, culture shock, ethnocentrism, and linguistic, political, and subsistence struggles they knew first-hand. In this presentation I will demonstrate how our own students can in fact be our best teaching tools if we provide them the forum and confidence to speak their truth. How can we help them, advise them, and provide them opportunities to share their experiences with the class for the betterment of everyone?

**Hayman, Carol** (Austin Community College, Austin, TX)

***Artisanal Gold Mining in Peru***

Artisanal gold mining is one of the world's worst pollution problems. Small scale mining exposes miners, their families, and their domestic animals to mercury, which is a potent neurotoxin, and other toxic materials which are released into the environment. The miners live in impoverished communities and the gold is an important source of income. The Peruvian Amazon is known for its informal gold mining which damages the river system, but it also occurs in backyard ore-processing factories near tourist areas like the Nazca lines. The ore is crushed and turned into an amalgam with mercury, which is burned off. The mercury vapor is breathed in by the extractors and settles on houses and the nearby soil and water sources.

**McDowell, Paul** (Santa Barbara City College, Santa Barbara, CA)

***A Self-Directed Series in Ethnographic Studies***

A common complaint among students is the shortage of course offerings beyond biological (physical) and cultural anthropology and sometimes archaeology, magic and religion, and linguistics. An inexpensive yet comprehensive course is offered at Santa Barbara City College. Titled "Cultures around the World," the course offers up to 44 cultural modules in the face-to-face version, ranging widely in culture areas, levels of sociocultural integration, and subsistence/economic strategies. Recently, an online course has been added with 20 cultural modules, and enrollment has soared to 150 students plus the 50 taking the face-to-face version. Comprising a series of six cultures of one unit each, the courses require no attendance or midterms yet offer in-depth ethnographic case studies with demanding requirements. Recent additions include China, India, the Trobriand Islands, Japan, and Native Peoples of the Pacific Northwest. Reasons explaining the courses' success are provided, including transferability to four-year colleges, revenue generation, variety of ethnographies, minimum cost, and student engagement at each chat room. The series also provides a variety of both cases and topical domains, addressing the low diversity of anthropology offerings that plague many community colleges. A companion reader accompanies the online version of the course. Implications are discussed.

**Moore, Scotty** (Houston Community College, Houston, TX)

***Earning a Seat at the Big Kids' Table:  
How Houston Community College is establishing an Archaeological Field School***

In the summer of 2012, Houston Community College partnered with the Yates Community Archaeological Project to offer the first full-time archaeological field school for anthropology students. Over the course of five weeks students excavated portions of an early 20th century shotgun house in the historic Freedman's Town Community of Houston. Students were not only exposed to field methods but learned about historic preservation and were instrumental in raising public awareness for a critical component of the city's history. This pilot program demonstrated the importance and feasibility of a field school run at the community college level.

**Ninivaggi, Cynthia** (Georgian Court University, Lakewood, NJ)

***Making a Difference but Disdaining Politics:  
Why "Engaged" Students Still Don't Vote***

This paper presents the results of a study on the factors that predict women students' levels of political engagement and sense of political efficacy. Ethnographic and quantitative data show that leadership training and experiential learning programs have not significantly impacted students' sense of political efficacy. Research suggests that universities can effectively increase political engagement through programs specifically targeted to do so, and that students would welcome the information these programs could provide.

**Rodgers, Jo Rainie** (Ohlone College, Freemont, CA)

***Anthropology and the Road to Cultural Competency***

To better serve today's diverse student populations, colleges are placing greater emphasis on the concept of cultural competency. Although most of the dialogue centers on diversity issues and understanding American ethnic groups, a common theme of cultural relativism permeates efforts to build awareness and sensitivity towards others. Trainers and researchers often cite anthropology and the need to understand the concept of culture in their workshops and academic writings. Yet, anthropologists remain silent on issues related to multicultural curriculum and intercultural skills in the classroom. While basic concepts in anthropology increase in relevance to mission statements and faculty development programs, anthropologists and the discipline of anthropology may not participate in, or benefit from, this focus on cultural competency.

**Smith, J. Gregory** (Northwest College, Powell, WY)

***Trash Talk: Garbology at Northwest College***

In 2012, the Department of Anthropology at Northwest College in Wyoming launched a garbology project. The project involves conducting periodic waste stream audits on campus and delineating how much recyclable material is being thrown away with the regular garbage. The project's primary academic goal is to better understand recycling behavior on campus. Participating students gained practical experience in using the scientific method and a heightened awareness of the life cycle of garbage. A fortuitous by-product is that the project functioned as a major campus publicity campaign for anthropology and recycling. This paper will discuss the utility of garbology projects and suggestions on how to start one on campus.

**Stein, Philip L.** (Los Angeles Pierce College, Los Angeles, CA)

***Why Do We Continue to Teach Mendelian Genetics in the Age of Genomics?***

The typical course in physical anthropology usually contains a major unit in Mendelian genetics. This paper questions the usefulness of Mendelian genetics to the understanding of evolutionary theory as well as the validity of 150-year-old classical genetics in light of recent advances in the science of genetics. This presentation is a progress report of a project being conducted by anthropologists from 2 community colleges attempting to develop a new model course outline incorporating a modern approach to genetics in introductory physical anthropology.

**Sullivan, Gerald** (Collin College, Plano, Texas)

***Of Second Degree Learning and Life Space, or  
On Gregory Bateson Reading Kurt Lewin and I. P. Pavlov in 1940***

In 1940, having just returned to New York City with Margaret Mead, Gregory Bateson began writing a never published book. He set himself a series interrelated problems concerning education in this and various other associated published and also unpublished materials. Different groups of people learned in accordance with differing patterns of social and bodily relations. This was primarily a matter of how people learned, hence how they learned to learn. For Bateson, there were perhaps two areas of the social sciences which were sufficiently well developed to be of assistance: the stimulus-response work traceable to I. F. Pavlov and Kurt Lewin's topological psychology. This paper will explore Bateson's use of Lewin's concept of "life world" as a way to refine notions of stimulus and response.

**Thomas, James E.** (Texas State University, San Marcos, TX)

***The Anthropological Blind Spot of Racism:  
Applied Solutions to an Understudied Cultural Process***

Anthropology has done much in the way of studying the concept of race but has devoted little comparative time to racism. Racism, as a cultural process, has historically been a blind spot in the anthropology literature. Anthropology is uniquely poised to make contributions to the studies of racism and participate in applied scenarios. One approach is investigating phenomena of 'cultural diversity' in the workplace. What employers and employees infer from the term 'cultural diversity' or 'cultural sensitivity' in relation to their work is both a cultural practice and linguistic phenomenon that explains an everyday and institutionalized way in which racism is produced and reproduced. Investigating media environments as spaces of cultural image reproduction has potential to make profound contributions in an applied manner.

**Weber, Deborah** (The University of Akron, Akron, OH)

*A Silverback Speaks:  
Stories from Forty Years in Academia*

Based on my years as a faculty member, department chair, and a dean, the presentation focuses on the high points and low points of a life spent in higher education. It includes reflections on generational issues, technology, retention, and the art of teaching.

## **DISCUSSION TOPICS**

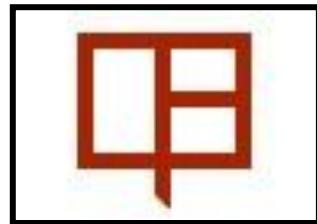
**TOPIC 1: The Open Access Textbook Project** is a new SACC initiative with the goal of creating an open-access anthropology textbook. A call for volunteers to create an Editorial Board for the book went out in February and seven members volunteered to serve. At this point, the project is just getting started with the first meeting taking place at SACCfest Austin. In this session we will provide an overview of some of the responsibilities of the Editorial Board members and seek input and advice from the greater SACC community.

**TOPIC 2: “Voluntourism” & Unlimited Opportunities** Volunteering and touring are good work-study abroad possibilities. Opportunities are available in Spain, Louisiana, Habitat for Humanity in the U.S. and abroad, Earth-watch type projects. This discussion will bring more ideas and opportunities. Do you have a voluntourism project available?

**TOPIC 3: Technology Unlimited** Adaptive Learning, MOOCS , SLOs, Flipped Classrooms, Assessment, Lecture Capture, California proposals, etc. will be open for discussion. This continues the discussions being held on the SACC listserve and other venues.

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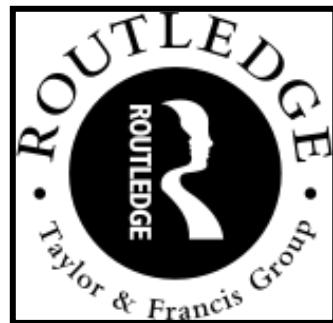
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## **The Society for Anthropology in Community Colleges**

The Society for Anthropology in Community Colleges (SACC) is a section of the American Anthropological Association that was founded in 1978. SACC's mission is to encourage dialogue and collaboration among teachers of anthropology across sub-disciplines and institutional settings, and to promote excellence in the teaching of anthropology. Our publication, *Teaching Anthropology: SACC Notes*, may be accessed at our website, [www.saccweb.net](http://www.saccweb.net).

### **Previous SACC Annual Meeting Locations**

- 1987 Ft. Lauderdale, Florida
- 1988 San Diego, California
- 1989 El Paso, Texas
- 1990 Merida, Mexico
- 1991 Akron, Ohio
- 1993 Washington, D.C.
- 1995 San Antonio, Texas
- 1996 Santa Monica, California
- 1997 Toronto, Ontario
- 1998 Santa Fe, New Mexico
- 1999 Boston, Massachusetts
- 2000 Seattle, Washington
- 2001 Oaxaca, Mexico
- 2002 Ft. Lauderdale, Florida
- 2003 Vancouver, British Columbia
- 2004 Montréal, Québec
- 2005 Savannah, Georgia
- 2006 Mérida, Yucatan, Mexico
- 2007 Monterey, California
- 2008 Washington, D.C.
- 2009 Tucson, Arizona
- 2010 San Francisco, California
- 2011 Omaha, Nebraska
- 2012 San Diego, California

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