

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 VWRQH D[HV 7R SURGXFH D ELW RI TXDQWL¿HG GDWD 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 proba-

Emeritus Professor Research Fund Supports Innovative Research Opportunities for Anthropology Majors

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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, 9LROHQFH DQG +XPDQ 5LJKWV LQ IDOO .DWLH¶V SDSHU
nell Peace Studies Conference in spring 2012. The keynote speaker, Dr. Barbara Johnston, heard Katie
paper and was very impressed with it. She suggested that Katie submit to Counter Punch. Katie’s
article can be viewed at:

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

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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.

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

-by Jon Andelson

prairie Town: Local, Regional, and Global Perspectives.” Earlier in the summer the students would have never made it to campus, cancelled enrollment two days before the start of New Student Days, so I was down to eleven. But what a great they turned out to be. One was from Baltimore, one was from Singapore; there was a New Yorker, and one whose family lived most of the year on a boat. One came from China by way of two years in Florida, 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.

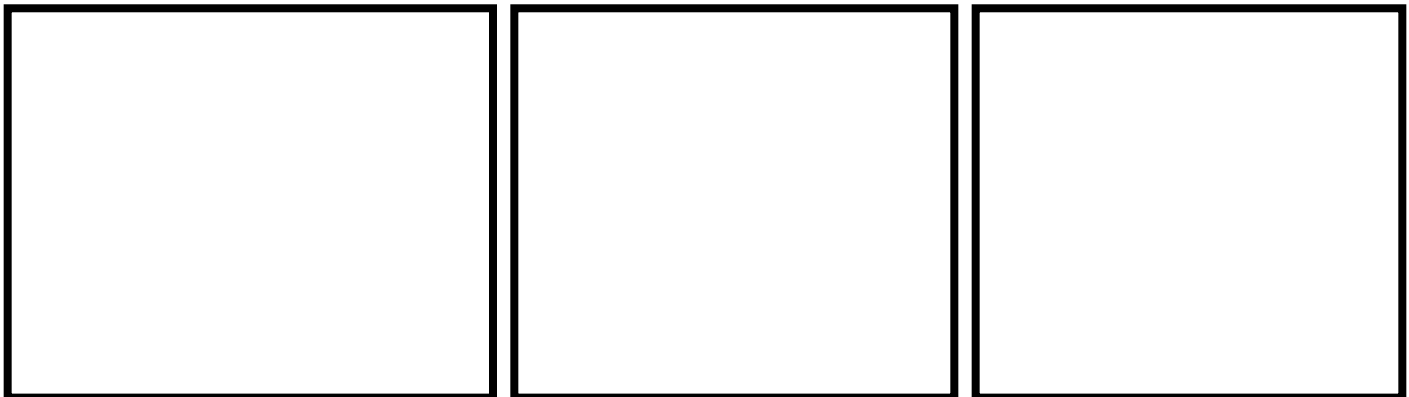
First-year tutorials at Grinnell are supposed to serve many purposes. They provide entering students with a faculty advisor who gets to know them in an academic context. They assist students make the transition to college by helping them develop their analytical and critical thinking skills, written and oral communication skills, and library and research skills. They familiarize students with the standards of academic honesty and 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 to think about. 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 industry, agriculture, the impact of globalization, and grassroots efforts at community revitalization. Through readings, films, and fieldwork, we will explore notions of place and the relationship between the local and the global. “What’s the point 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 C. James Marlow, Toni Androski, and Cassandra Miller. (Name order refers to the left-hand photo.)

Student News

Andelson continued

\$V D FODVV ZH JUDSSOHG ZLWK KRZ WKHVH ELJ WKHPHV KDYH 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 category was that the topic had to be something that ran through the town's 158 years. Another was that they had to research a topic that was discussed in her experience as Professor Alan Jones's research assistant for his history of the college, "Pioneering Grinnell." We visited the college archives, where Catherine Rod and Chris Jones pulled out some of the collection for the students to see and draw inspiration from. We visited the Grinnell Historical Museum, where Barb Lease, Bethany, and I discussed 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) recorded 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 prairie (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 requirements, 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 city 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, geographically, yet negotiated and constructed culturally. Students learned about the borderlands from earliest prehistory to the modern

John Seebach, Assistant
Professor of Anthropology

Faculty News

Tapias continued...

IURP WKH ¿ HOG RI SXEOLF KHDOWK DQG GHYHORSPHQW WR GLV cultural perspective. The symposium was very energizing with a lively exchange of ideas and opportunities engage with scholars from around the world. Although my work has not traditionally focused on masculinity, th V\PSRVLXP JDYH PH D ZRQGHUIXO FKDQFH WR H[DPLQH P\ UHVF

In July, I began a new appointment as Associate Dean of the College. I have several new responsibilities, so RI ZKLFK LQFOXGH RYHUVLJKW RI WKH 0\$3 SURJUDP UHSUHVH tee charged with helping envision the renovation of Carnegie and ARH, and co-leading the Academic Resour Centers with Richard Fyffe. The learning curve has been steep but I have really enjoyed learning more about “larger picture” in higher education. My appointment is a part time position so I continue to teach one course VHPHVWHU IRU WKH GHSDUWPHQW² WKLV VHPHVWHU , WDXJKW 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

Cynthia Hansen, Assitant
Assistant Professor of Anthropology

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.

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(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

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In a time of record high crop land prices, many entrepreneurial routes into farming are blocked to the

My Chicago Marathon Fundraiser

2Q 2FWREHU WK , FRPSOHWHG P\ ¿ UVW HYHU I
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.)

Dean Porter '10 [porter.dean1@gmail.com] writes:
For the past two years I have been working to develop



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

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 whole (\$40,000), and a 2.1 times increased likelihood for anthropologists to work in retail.

A n t h r o p o l o g y

Alumni and friends restricted contribution
to the Anthropology Department.

Mr. R. Edward Peaco '78

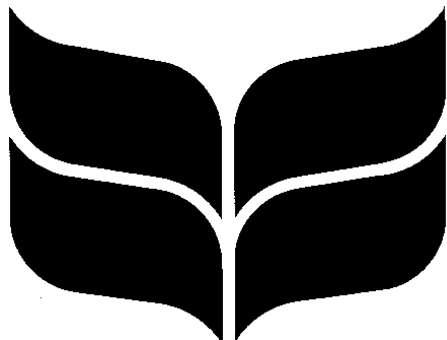
Mr. Steve C. Alderson '84

Mr. Jeremy S. Alexander '94

Mr. Andrew J. Walter '94

Ms. Anna Marie Campbell '82

Dr. Curtis L. Scribner '73



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