

# AnthroNews

Volume 3 Issue 1

Fall 2006

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Our fall semester is nearing its end. The new academic year has brought many changes to our department. We have a new departmental administration, several new tenure-track faculty, as well as many new graduate students. As is customary for our first issue of the new academic year, we offer brief profiles of the new members of our community and we have some introductory remarks from our head, Steve Leigh.

In addition to the introductions, another goal of this newsletter is to highlight the roles that anthropologists are playing on campus and to learn both what being an anthropologist allows them to do in their leadership roles, and also, how these roles outside of anthropology inform their scholarship and their view of anthropology more broadly. In this issue we highlight several faculty in these leadership roles and welcome contributions from other anthropologists for future issues.

In addition, we have several articles and poems contributed by graduate and undergraduate students that speak to issues they are experiencing, from being a single parent in academia, to cross-cultural exchanges and issues of racism. The poems are from undergraduates from ANTH 104 taught by Brenda Farnell and Stan Thangaraj. We welcome these and all future contributions.

*John Polk, Stan Thangaraj*

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## Message From the Head

Dear Alumnae, Alumni, Friends, and Colleagues,

It gives me great pleasure to contribute to our Anthropology Newsletter in my new position as Department Head. In welcoming our alumnae/i and friends to this edition of our newsletter, it is important to begin by recognizing Professor Paul Garber's many significant achievements as Department Head during his five year term. Similarly, Professor Andy Orta's tenure as Director of Graduate Studies was marked by many successes in advancing our graduate program. I would also like to welcome our new administrative team, Professor Alejandro Lugo, (Associate Department Head and Director of Graduate Studies), and Professor Ellen Moodie (Undergraduate Program Director).

We begin this new year with a deep appreciation of the strengths of our department and its multifaceted subdisciplines. However, we are also just beginning to grapple with a range of new challenges that may profoundly alter how we pursue our core missions. Facing these challenges requires that we recognize the value of Anthropology in today's world. In a globalizing world, the wide-ranging importance of culture, from influencing everyday interactions to structuring international relations, must continue to receive the most rigorous theoretical and empirical attention. Anthropology departments will play central roles in preparing our students and citizenry for globalization and multiculturalism at all levels of interaction. Creating the kind of intellectually vibrant environment to meet these challenges is a major focus of our dynamic department, ultimately equipping University of Illinois students to become well-rounded, productive, and engaged citizens.

Anthropology's insights are clearly recognized in our own university, where, as John Polk's contribution reveals, many of our personnel hold key leadership roles. In addition to these positions, anthropologists contribute time, talent, and resources to many other units. These contributions range from instruction in human gross anatomy at UIUC's College of Medicine and affiliateships in UIUC's new Institute for Genomic Biology by our biological anthropologists to Professor Nancy Abelmann's stellar Ethnography of the University (EOTU) project. Numerous anthropologists reside in other campus units, including Psychology, the College of Education, International Studies, several area studies centers, and the Beckman Institute.

Within our own department, Professor Lugo has taken on the critical task of building and fostering community. We hope to encourage an intellectually rigorous, forward thinking, and hospitable environment in which community members can reach and define the leading edges of our various subdisciplines. Developing this kind of community offers tremendous synergies, not just among department members, but among our alumnae/i, and other friends.

In closing, I would like to thank our alumnae/i and friends for continued engagement and participation in our department. We look forward to a healthy future with productive interactions and friendship.

Steve Leigh

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## New Faculty

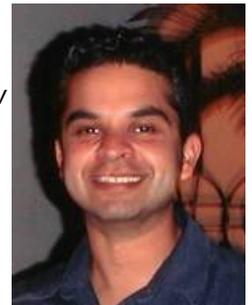
### Thomas Gillespie

*Please describe yourself in the form of a title for an academic paper.* Evolution of a functionally novel academic: implications for anthropology and veterinary medicine. *What are your research goals?* My research program uses experimental and observational approaches to examine how anthropogenic disturbance affects host-parasite interactions and disease dynamics. I pursue these questions using two complementary pathogen study systems (gastrointestinal eukaryotic parasites and bacteria) within primate metapopulations, human communities, and livestock in western Uganda. The ultimate goal is an implementable plan for protecting the health of humans and wildlife living in and around disturbed ecosystems, while simultaneously ensuring the sustainability of those ecosystems. *What courses will you be teaching next semester?* Evolution and Human Disease. *What would you have become if not an anthropologist?* Conservation Entrepreneur. *What book is on your bedside table?* Two actually- Alain Ducasse's Spoon and Martin Meredith's Fate Of Africa. *What CD is in your stereo?* Banda Eva's Alo Padcao



### Ripan Malhi

*Please describe your research in a few sentences.* I study the evolutionary history of native americans by analyzing genetic variation among human populations using population genetics, phylogenetic and ancient



DNA techniques. I am also interested in the impact of genetic ancestry testing on identity and the social and ethical implications of genetic research. *Who has been your most influential academic mentor?* David Glenn Smith. *What would you have become if not an anthropologist?* Entrepreneur. *What book is on your bedside table?* *What CD is in your stereo?* Ohfff...right now it's Richard Lewonton's "Biology as Ideology", and the Economist Magazine. I have Smog's album "Supper" in my CD player. *What would you have become if not an anthropologist?* A biologist. *What is the most surprising thing you have observed/experienced since you have arrived in Champaign-Urbana?* The lack of bike paths in this college town. *If the dead could be raised or time travel possible, what person would you most like to have dinner with?* This is a tough one.. There are many. If I could pick two, I'd say Franz Boaz and Guru Nanak Dev Ji. *What courses will you be teaching next semester?* Anthropological Genetics and Molecular Anthropology. *What is your favorite talent/ability/feature that your colleagues might not suspect?* I play the drums.

## New Graduate Students

### Jennifer Baldwin

*Please describe your research goals in a sentence or two.* I continue to be interested in how individuals with disabilities and families in India and Nepal understand and strategically use particular disability and disability rights



discourses that are produced by local and international institutions to construct particular subjectivities and negotiate individual life courses. *What would you have become if not an anthropologist?* When I was 7, I wanted to be an actress. By 9, I was on to marine biology (who wasn't?). At 20, it was a toss up between developmental biology and international health. Now it seems that I am out of time for additional options. *What is your most favorite place in the world?* This little hiking trail outside a village with no name in Northeastern Pennsylvania. It cuts up a mountain and through a little stream that turns into a waterfall that overlooks a river valley and the Catskill Mountains. Magic definitely happens up there. *What is the most surprising thing you have observed/experienced since you have arrived in Champaign-Urbana?* Hmm, a few weeks ago I did a 5.5 mile trail run out at Allerton. It felt very bizarre to be following a caravan of SUV's into the depths of a cornfield an hour after the sun rose, and to then congregate in the hundreds for a free-for-all run through the woods. Then again, it doesn't get much better than that. *What book is on your bedside table?* I knew I forgot to put out all those books that make me look smart! I usually I have a pile in which I am somewhere between page 5 and 205. The Metaphysical Club, Mendel's Dwarf, and the Plague are in my current pile. *What CD is in your disk player?* There isn't one currently. But the nearby pile has Gillian Welch, Josh Rouse, Kanye West, Utah Phillips, and a Nepalese Tibetan nun performing chants with singing bowls. *If the dead could be raised or time travel possible, what person would you most like to have dinner with?* Inspired by ANTH 105, I have been wanting to have a dinner party and invite over some Australopithecenes (it makes no difference if they are of the robust or gracile type - all are welcome), a Homo erectus living in Siberia, and those folks who left their footprints at Laetoli - just to see how related we all are. However I fear that generating an acceptable dinner menu that will satiate all appetites might be difficult - perhaps we should make it a potluck. But what to do about the silverware as it might pose a challenge for some as far as tools go.... *What is your favorite talent/ability/feature that your colleagues might not suspect?* When I was growing up my dad was a mechanic and taught auto repair at a vo-tech school. Legend has it that at the tender age of 4, I could identify and retrieve a whole host of tools and parts that he would request from beneath the hood of a car. Alas, this talent has faded from my current repertoire.

### Pilar Equez

*Please describe your research goals in a sentence or two.*

Explore gender and sexuality issues among afrodescendant population in Cuba and/or Esmeraldas-Ecuador (or do a comparative research). Another option is



look at alternative economic practices and/or symbolism around currency (ies) in the same locations. *What would you have become if not an anthropologist?* Dancer. *What is your most favorite place in the world?* Cuba / Esmeraldas-Ecuador/ Brazil. *What is the most surprising thing you have*

*observed/experienced since you have arrived in Champaign-Urbana?* Girls in bikini getting suntan in the quad area and guys not sticking around them like fruit-flies. *What book is on your bedside table?* Bible. *What CD is in your disk player?* Sintesis (fusion of afrocuban rock and hip hop) *If the dead could be raised or time travel possible, what person would you most like to have dinner with?* Jesus / Che. *What is your favorite talent/ability/feature that your colleagues might not suspect?* Salsa dance / sing

### Mark Grabowski

*Please describe your research goals in a sentence or two.*

Functional morphology, evolution of locomotion, sexual dimorphism. *What would you have become if not an anthropologist?* Music journalist / bus driver (city transit buses). *What is your most favorite place in*



*the world?* Pick a beach, any beach. But one without too many sharks. *What is the most surprising thing you have observed/experienced since you have arrived in Champaign-Urbana?* 107.1 - its the radio station I've been waiting my whole life for. *What book is on your bedside table?* Laughter in the Dark by Nabokov and Human Evolution, A Very Short Introduction by Bernard Wood. *What CD is in your disk player?* I don't own a CD player, but my latest vinyl record is Tapes 'n Tapes "The Loon" *If the dead could be raised or time travel possible, what person would you most like to have dinner with?* I am deathly afraid of zombies so the resurrection thing is out, but if a time machine could be constructed I would probably choose an artist or musician I really like, but who is the question. Hemmingway, Lennon, Nabokov, Mozart, the list goes on. *What is your favorite talent/ability/feature that your colleagues might not suspect?* Ability to withstand cathode rays. I don't own a tv, which many seem to think is heresy- I've been offered 5 in the last 4 months.

## Kate Grim-Feinberg

*Please describe your research goals in a sentence or two.* I would like to work in educational anthropology with indigenous communities in the Andes, working to bridge the gaps between home and school cultures. *What would you have become if not an anthropologist?* An English as a Second Language teacher and ballet technique teacher. *What is your most favorite place in the world?* Any mountain peak *What is the most surprising thing you have observed/experienced since you have arrived in Champaign-Urbana?* I was delightfully surprised by the endless miles of paved roads with barely any cars or stop signs, great for bike rides (at least on Sunday morning). *What book is on your bedside table?* Calvin and Hobbes. *What CD is in your disk player?* Victor Jara-Habla y Canto *If the dead could be raised or time travel possible, what person would you most like to have dinner with?* Violeta Parra. *What is your favorite talent/ability/feature that your colleagues might not suspect?* Flamenco dancing



## Katie O'Brien

*Please describe your research goals in a sentence or two.* I would like to analyze ethnic, gender, and religious identities across generations in evangelical Protestant



indigenous communities in the Ecuadorian Andes. *What would you have become if not an anthropologist?* I was a teacher for many years prior to starting this program, so I would have probably kept teaching. Being a college professor is my ultimate goal. *What is your most favorite place in the world?* I love my hometown of San Diego. I also love Costa Rica, where I lived for two years after graduating from Carleton College in 1998. *What is the most surprising thing you have observed/experienced since you have arrived in Champaign-Urbana?* Many bikers ride on sidewalks and go in the opposite direction of traffic. I thought this was strange at first, but I am starting to ride in a similar fashion. *What book is on your bedside table?* My journal. *What CD is in your disk player?* I have an iPod. I love the shuffle function. I listen to a lot of salsa and latin hip hop, but you might catch me listening to anything from Tupac to Flamenco. *If the dead could be raised or time travel possible, what person would you most like to have dinner with?* Frida Kahlo. *What is your favorite talent/ability/feature that your colleagues might not suspect?* I have played competitive ultimate frisbee internationally and nationally for twelve years. I love to salsa dance and I used to perform on a team when I lived in Tucson, Arizona.

## Nicoletta Righini

*Please describe your research goals in a sentence or two.* I would like to explore some aspects of dietary stress (for example analyzing the combined effects of nutrition and parasitism) experienced by Mexican black howler monkeys (*Alouatta pigra*) living in forest fragments in Southern Mexico. *What would you have become if not an anthropologist?* Biologist, zoologist, geologist...or anything involving traveling and doing field work! *What is your most favorite place in the world?* The Alps. *What is the most surprising thing you have observed/experienced since you have arrived in Champaign-Urbana?* The number of students wearing Illinois/Illini sweatshirts and shirts...(why do they all like to dress the same???). *What book is on your bedside table?* Conversación en la catedral, Mario Vargas Llosa. El entusiasmo, Antonio Skarmeta. Human Natures, Paul Ehrlich. *What CD is in your disk player?* Bob Marley: Uprising. *If the dead could be raised or time travel possible, what person would you most like to have dinner with?* Che Guevara. *What is your favorite talent/ability/feature that your colleagues might not suspect?* I played the piano for 8 years, but I guess that actually my talent was the amazing small amount of time it took me to forget all that I had learnt during those years....



## Genevieve Tenoso

*Please describe your research goals in a sentence or two.* My research goals are academic-activist oriented, in service to Indigenous North American peoples generally. *What would you have become if not an anthropologist?* Probably somebody else's ethnographic subject. *What is your most favorite place in the world?* An isolated stretch of interstate. *What is the most surprising thing you have observed or experienced since you've arrived in CU.* I'm sure you can guess this one, given my considerable opposition to it.... *What book is on your bedside table?* Decolonizing Methodologies. *What c.d. is your disc player?* Ahem, I have a snazzy IPOD...most listened-to tracks include Interpol and stories from This American Life. *If the dead could be raised or time travel possible what person would you most like to have dinner with?* Vine Deloria Jr. *What is your favorite talent or ability or feature that your colleagues might not expect?* I paint... canvases, of course.

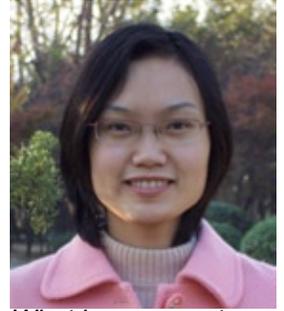


## Scott Williams



*Please describe your research goals in a sentence or two.* I am interested in postcranial functional morphology. *What would you have become if not an anthropologist?* I think I would study squirrels. I find them fascinating. *What is your most favorite place in the world?* Llanfair pwllgwyngyllgogerychwyrndrobwyll-llantysiliogogoch, Wales *What is the most surprising thing you have observed/experienced since you have arrived in Champaign-Urbana?* Illinois Anthropology *What book is on your bedside table?* The God Delusion, by Richard Dawkins. *What CD is in your disk player?* Against Me! Reinventing Axl Rose. *If the dead could be raised or time travel possible, what person would you most like to have dinner with?* Hieronymous Bosch, and we would go to the Olive Garden. *What is your favorite talent/ability/feature that your colleagues might not suspect?* I can play the piano - not well, but I can play it nonetheless.

## Yu Dong



*Please describe your research goals in a sentence or two.* Using stable isotope analysis to get to know more about what ancient Chinese eat, and what kind of life they live. *What would you have become if not an anthropologist?*

Research Assistant working in Labs. *What is your most favorite place in the world?* Xi'an in China. *What is the most surprising thing you have observed/experienced since you have arrived in Champaign-Urbana?* Very short street blocks, and more surprisingly, bus stops at each street corner. I have to say it's quite convenient. *What book is on your bedside table?* "Archaeology: Theories Methods and Practice" by Renfrew and Bahn. *What CD is in your disk player?* popular music *If the dead could be raised or time travel possible, what person would you most like to have dinner with?* Confucius. *What is your favorite talent/ability/feature that your colleagues might not suspect?* modesty?

Graduate funding remains a top priority for our department. Our students are essential to the generation of new knowledge in anthropology and the development of new research directions. Please help us to support our students with a donation\*.

\$50       \$100       \$200       \$500       Other \_\_\_\_\_

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\*Make checks payable to the "University of Illinois", and send to Donna Fogerson, Department of Anthropology, 109 Davenport Hall, 607 South Mathews Ave., Urbana IL, 61801.

# New Undergraduate Program Director

## Ellen Moodie

This year Dean Sarah Mangelsdorf approved a new, part-time administrative appointment in the Department of Anthropology: Undergraduate Coordinator, a faculty member who works along with the Undergraduate Adviser (Ph.D. student Julie Williams). I've signed up for the effort. It's something I care about not only as a member of this department but as someone who received her B.A. from a similar large midwestern state university with an "I" and a "U" in its name. I see myself in many students!

The mission is to continue efforts to improve our undergraduate program here in the Department of Anthropology at UIUC. Already, after several years of meetings, the Sociocultural Anthropology major has been added to the General Anthropology major.

Further "improvement" to me means a number of things, some complementary and some contradictory.

- It means looking for ways to better train our majors—In the curriculum, figuring out what kinds of classes we should be offering more of, whether more 300-level classes or sections in 103 or more topically oriented classes. It means seeking forms of improving our advising, mentoring and counseling of students, from those curious about the anthropology major to students seeking classes for the next term to seniors wondering what to do with their future (career and graduate school counseling). Also, we should have many more publicized possibilities for internships, opportunities for field schools, studying abroad;
- It means considering whether the classes we offer (and the way we offer them) are inclusive: Do we speak to—or effectively act to exclude—students who do not fit comfortably into an outdated profile of the "average" University of Illinois student (the imagined "unmarked" 18-to-21-year-old single, childless individual [to be blunt and perhaps unfair, the average white, middle-class male])? Statistics show that in fact most of our majors *do not* adhere to that description.
- It also means enhancing our image in the university at large, among students, faculty, administrators and also among people who counsel students—academic professionals and LAS counselors and career center counselors and professors who mentor students. Within this category is perhaps sprucing up our own appearance, publicizing what our grads and grad students as well as professors do in the world. Something as simple as including a small box in syllabi with a description of the anthropology major, and a web address, might help.
- Finally, it means expanding our numbers in terms of class size and majors, the "improvement" most avidly sought by the administration.

Many, perhaps all, of you have probably thought about these issues. As I collaborate on a plan for improvement, I have already met with a number of people, including experienced teaching assistants, professors, directors of interdisciplinary programs and, of course, undergraduate students themselves. We are also setting up a survey through Webtools that asks all department members for their input. We will ask each of you to take a few moments to look at the survey and help us brainstorm: tell us about some of the ideas that you've thought about—whether you've acted on them or not, whether they seem like fantasies or not, over the years.



## Saludos from the New Undergraduate Advisor!

Welcome new and current anthropology students! My name is Julie Williams, and I am excited to announce that I am the new undergraduate advisor for the Anthropology Department. My role is to help our undergraduate students navigate through our two NEW anthropology major concentrations and help our current students determine whether our previous course requirements or our new concentrations will be best for them. If you have questions about what an anthropology degree can do for you, course requirements, class selection, study abroad programs, field school opportunities, graduate schools, and employment opportunities after graduation, then please stop by my office at 109F Davenport Hall so we can make a successful plan for your educational goals and future. My office hours for this semester are: (Drop-ins and Appointments) Tuesdays, Wednesdays, and Thursdays from 10a.m.-2p.m., and (By appointment only) Fridays from 10a.m.-1p.m. You can make an appointment by sending an e-mail to [jwillms2@uiuc.edu](mailto:jwillms2@uiuc.edu) or you can reach me by the office telephone extension at 244-3497. I am looking forward to working with and getting to know all of our undergraduate students this academic year! Good luck to you all in your classes! I hope to see you in my office soon!

# Anthropologists are Everywhere!

It should come as no surprise that we have excellent faculty in our department. What may be less well known are the incredibly diverse roles that our faculty play on this campus. Anthropologists serve as heads of 3 academic units, and they are directors of many more programs, museums, institutes, area studies and ethnic studies programs and other campus organizations and initiatives. Beyond LAS, our faculty teach in the Colleges of Medicine, and Veterinary Medicine. Our research collaborations span the entire range of academic disciplines from sciences (isotope geochemistry, biomechanics, genome biology and endocrinology) through social science and humanistic approaches to sexuality, race, nationalism and transnationalism, class, language, history, religion, music, dance and culture. We have anthropologists in area studies and ethnic studies centers and many more in supporting roles around campus. Anthropology may well be the most interdisciplinary of “disciplines” on campus.

Anthropology has always played a role in crossing traditional boundaries, and anthropological training provides a unique set of skills that are highly relevant for bridging boundaries and cultures - whether they exist across nations, institutions, social groups or across academic disciplines. In order to provide some insight into how anthropologists approach this challenge, we have asked several of our faculty to describe their leadership roles, and the roles that their organization play on campus. Several also reflect on how these roles are influenced by their anthropological training, and how their interdisciplinary leadership influences their work as anthropologists.

*John Polk*

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## Nancy Abelmann

### Head, East Asian and Pacific Studies

In my position as director of the Center for East Asian and Pacific Studies, how does it matter that I am an anthropologist? A great question! Area studies generally and anthropology as well – as a discipline that continues to embrace area-focus and area expertise – has come under fire for many years. People charge that area classifications (e.g., "East Asia") tend to essentialize (i.e., simplify, over-generalize) peoples/cultures in ways that are at best gross and at worst pernicious or even violent. Meanwhile, however, we know that both people who live in "areas" themselves, as well as those who look in from afar, take note of continuities, similarities etc. We also know that proximity makes for real historical relations as well as oftentimes meaningful social/cultural ties. What makes sense to me is to be a critical area specialist: one who appreciates local and global discourses that demarcate cultural areas of our world, while at once being skeptical of talk of facile "cultural" continuities. We can, for example, pay equal attention to how the "Asian" popular cultural market is a political economic phenomenon that is carefully fashioned by states and economic enterprises; and to ways in which some cultural discourses do have regional legibility. In short, anthropology's sophisticated management of the area studies question/critique helps me to direct EAPS in, I hope, a mindful and thought-provoking manner.

In another vein, I would like to think that anthropology's breadth, and inherent interdisciplinarity, serves me in the job. Good anthropology moves from political economic structures to the quotidian details of daily lives; and it cautiously considers the ways in which daily lives are structured, while at once marveling at human creativity and diversity. That relationship is one that interdisciplinary conversation can handily address. I began my directorship in 2005-06 with a year-long series of panel discussions called "East Asia Undisciplined." There I aimed to engineer interdisciplinary conversation that would challenge speaker and audience notions of the subjects at hand.

Finally, I hope that years and years of ethnographic listening have helped me to appreciate how to enter people's local knowledge/meaning systems. EAPS has members from nearly every college: my goal is to listen to many people very carefully and to think hard about how to make EAPS a 'table' that is inviting/appealing to a broad array of on and off-campus constituencies.

## **Arlene Torres**

### **Director, Latina/Latino Studies Program**

Since its inception in the mid 90s, the LLSP continues to distinguish itself as an interdisciplinary campus unit that builds upon the strengths of a stellar cohort of faculty with an expertise in the field of Latina/o Studies. LLSP serves a student body that seeks to enhance their knowledge about the historical and contemporaneous contributions of the Latina/o population in the U.S. Together we explore our rich cultural diversity in locales that range from Chicago's Latino metropolis, the meat packing communities of Latina/o laborers in Nebraska, the nation's baseball fields, and the primary schools that educate future generations of Latina/o citizens. As the Program Director and a member of the faculty, Dr. Arlene Torres invites you to meet and engage the faculty, to take courses, and to participate in the wide array of conferences, lectures, and colloquia offer by the Program.

LLSP currently offers an interdisciplinary minor. Undergraduates can also major in the field via an approved Independent study major. At present, a core group of faculty are developing a graduate certificate in Latina/Latino Studies. In keeping with the demands of the 21 century, and in light of the fact that the U.S., and the state of Illinois in particular, will experience a substantial growth in its Latina/o populations, the Program introduces students to the relevant topics of the Latina/o presence in the United States. The Latina/o Studies Program aims to:

- 1) provide students with a theoretical base in academic courses and a firm background in the history and culture of Latinas/os in the United States through a balance between the humanities and the social sciences courses;
- 2) assess how historical and cultural processes affect these Latina/Latino groups in contemporary society;
- 3) to provide students with the background in issues of class, gender, sexuality, and race/ethnicity, and their relationship to the construction of Latina/o cultural identity.

Dr. Arlene Torres is an Associate Professor in the Department of Anthropology, and Latina/Latino Studies at the University of Illinois at Urbana-Champaign. In January of 2004 she was appointed Director of the Latina and Latino Studies Program at UIUC. As a cultural anthropologist who focuses on the study of race and ethnicity, Torres has conducted research in the Anglophone and Hispanic Caribbean and in the U.S. As a public intellectual, Torres serves as a member of the Advisory Board and consultant to a national project on race, "Understanding Race and Human Variation: A Public Education Program" supported American Anthropological Association and the Ford Foundation.

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## **Thomas Gillespie**

### **Director, of the Earth & Society Initiative in Disease Emergence & Ecosystem Health**

There's a growing recognition that human activities are profoundly impacting the Earth's natural processes, thereby affecting the well-being and security of individuals and nations. In recognition of these developments, the Environmental Council and Illinois-Indiana Sea Grant are leading a multi-unit effort to ensure that Illinois becomes one of the preeminent institutions working at the inter-section of environment, public health, and security. The Earth and Society Initiative in Disease Emergence and Ecosystem Health is a central component in this effort.

As Director of the initiative, I coordinate research, education, and outreach activities of a diverse assemblage of University of Illinois centers, programs, laboratories and individuals whose interests converge at the interface of emerging infectious diseases, anthropogenic environmental change, and biodiversity conservation. The initiative includes more than 60 faculty participants, with representation from 6 of UIUC's 11 colleges. In the past year, we have supported graduate research fellows from the Colleges of Liberal Arts and Science; Agricultural, Consumer and Environmental Sciences; Medicine; and Veterinary Medicine. The initiative has also been instrumental in a collaboration with the Baltic University Program to develop a graduate curriculum in Sustainable Agriculture and Ecosystem Health to be offered at universities throughout the Great Lakes Watershed of North America and the Baltic Watershed of Europe. In East Africa, we are initiating a partners-in-training program to improve human health and biodiversity conservation through capacity building in epidemiology.

As a result of these and other efforts, the initiative has been named one of only two university partners to the US Environmental Protection Agency's new program in Biodiversity and Health (<http://ex.epa.gov/need/biodiversityprograms.html>)

The initiative is a truly multidisciplinary undertaking that thrives with Anthropology at its center. Science and Engineering have long dominated society's approach to health, conservation, and the environment. Anthropology provides a natural forum for integrating broader perspectives and approaches to these global issues. To learn more or to get involved please visit [www.cvm.uiuc.edu/ecohealth](http://www.cvm.uiuc.edu/ecohealth).

# Matti Bunzl

## Director, Illinois Program for Research in the Humanities

### From Anthropology to the Humanities and Back

Why would an anthropologist become director of a humanities institute? I was trained as a cultural anthropologist in the mid-1990s. It was a time of great interdisciplinary fervor. Cultural Studies was the latest fad, and it promised to do away with traditional disciplines and substitute a collective project of politically progressive knowledge production. Like many of my fellow graduate students, I was not quite ready to abandon anthropology. But I was open to new methods and approaches, and like many of my peers, I found those in the fields of history and literary studies. The former provided temporal depth to our inquiries while the latter supplied us with a tantalizing assortment of powerful theories. Becoming a cultural anthropologist in the 1990s meant that one was conversant with such things. Without even knowing it, I was becoming a humanist.

When I arrived at UIUC in the fall of 1998, this development continued. I was drawn to the exciting interdisciplinary activities of the Unit for Criticism and Interpretive Theory and the Illinois Program for Research in the Humanities. There, literary scholars and historians were pursuing the kinds of questions I, myself, was asking: What is the status of culture? How do we think about subjectivity in a hermeneutic framework? What was the relevance of the Foucauldian revolution? Before long, I found myself deeply involved in conversations across campus. And while being an anthropologist distinguished me from some of my interlocutors, it did not slow down the debate. On the contrary, it provided a different vantage point from which to engage my colleagues.

To make a long story short: when the directorship of the Illinois Program for Research in the Humanities was advertised in the fall of 2002, I decided to give it a shot. The result has been a wonderful continuation of my decade-long trajectory.

Serving as director of a humanities institute has given me a unique chance to observe other disciplines in practice. And it has given me a front seat, the perfect ethnographic vantage point, on the process of disciplinarity itself. Along the way, I have become something like an anthropologist of the academic humanities - an observer of what unites and divides us across the spectrum of the humanistic disciplines. This has sharpened by appreciation for what anthropology has to offer: the unique set of methodological and theoretical tools, from fieldwork to structuralism, that have developed in our discipline over the last one hundred years.

The result is a bit of an irony. My sense of anthropology's disciplinary strength has been affirmed in the context of the most explicitly interdisciplinary position. Directing the Illinois Program for Research in the Humanities, in other words, has made me more of an anthropologist. But maybe this is less of a contradiction than it seems. After all, no other discipline has the same commitment to epistemic pluralism; and no other discipline has the same capacity to regard anything human as properly within its purview. My directorship has made me more of an anthropologist; but it has also made me realize that the humanities were anthropology to begin with.

Matti Bunzl is Associate Professor in the Department of Anthropology and the Director of the Illinois Program for Research in the Humanities (IPRH). He invites all who are interested, to check out the IPRH website: [www.iprh.uiuc.edu](http://www.iprh.uiuc.edu)

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#### What We've Done

This toad is a small rock  
Sitting still by the banks of the creek  
Emotionless, not caring.  
Its soul a hard stone  
With no more strength to run.

Her eggs miles away,  
Small beacons of hope, in vain.  
Never will they know her  
Or have time to care,  
Because we've taken their home.  
It should still be theirs.

*Rachel Krause*

## **Karen Kelsky**

### **Head, East Asian Languages and Cultures**

As a cultural anthropologist serving as Head of East Asian Languages and Cultures, a predominantly humanities department (composed mostly of literature, history, and religious studies faculty), I've learned a lot about the "cultural differences" between the humanities and the social sciences in terms of departmental organization, graduate training, and position in the wider university. Administratively, having institutional knowledge of a department outside of the Foreign Language Building has been tremendously helpful for me because it gives me an external "comparator." This has been important during the past several years as FLB departments have been increasingly defined as marginal to the corporatizing mission of the new university. I have used my knowledge of Anthropology as a department to attempt to fight for forms of departmental integrity and autonomy that have been increasingly reduced in the Foreign Language Building.

In addition, I believe that as a cultural anthropologist, I am focused on the contemporary scene in ways that have been energizing to the image of East Asian studies on campus. When I took over, I needed to do a full-scale PR assault on the higher administration with the message that East Asia is NOT an obscure, peripheral, exotic site of esoteric lore, but a central player in U.S. economic and security interests. Oddly, our undergraduates grasped this about a decade before the administration did. I think ultimately, occupying the subject position of a cultural anthropologist allowed me to see, and remain committed, to both missions--making EALC visible and responsive to the urgent U.S. interests in East Asian languages, business practices, and security concerns, while preserving the humanistic exploration of East Asian histories, religions, and cultures.

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## **Helaine Silverman**

### **Co-Director, Collaborative for Cultural Heritage and Museum Practices**

My interest in establishing CHAMP began long before I came to the University of Illinois. As a graduate student undertaking doctoral dissertation research in Peru I worked on an ancient culture called Nasca. My dissertation project and subsequent projects in the Nasca heartland attracted a lot of media attention as well as interest from tourists visiting the region because I was investigating the people who had made one of the world's great archaeological "mysteries" -- the huge markings (geoglyphs) on the desert plain that are frequently featured in television documentaries and in popular or cult archaeology books. As a result of many years of exposure to public interest in archaeology I became fascinated with problems such as "how and why the past is appropriated in the present", "how nation-states deploy their ancient civilizations to compete on the globalized world stage," "why the public is insatiably interested in romanticized and essentialized vanished societies," and "how archaeological/cultural tourism impacts not just the destination country in economic terms but, especially, daily life in the local communities." Like many archaeologists today, I am very concerned with the public implications and impacts of archaeological projects and the ethical and policy responsibilities we have as scholars to the communities, regions and nations in which we work: i.e., to many and varied stakeholders. Archaeology today is both a rigorous theoretical and empirical discipline and an applied field. Especially in the latter dimension archaeologists are making important contributions to the interdisciplinary study of identity formation, the representation of tangible and intangible heritage, nationalism, the production of culture, globalization, and tourism as the world's greatest global industry. This is the intersection of my work as an anthropologist and archaeologist with CHAMP, and this is what guides CHAMP's mission.

I also am the Coordinator of an IPRH reading group called "Museums Writ Large." Membership in this group has grown to over 30 faculty in a range of departments pertaining to multiple colleges: Anthropology, Art History, Art & Design, Architecture, Landscape Architecture, History, Library & Information Science, Recreation, Sport & Tourism, Education, International Programs & Studies. We are now in our fourth year and are the longest-running reading group of IPRH. CHAMP and the new heritage studies and museum studies tracks (currently under administrative review) actually emerge out of faculty interest fomented and synergized by the IPRH reading group. Anthropology has been at the forefront of these activities as a discipline that embraces, integrates, and critically interrogates areal, cross-areal, deeply temporal, and vibrantly diverse societies and cultures.

The interdisciplinarity that characterizes my research and professional activities has been nurtured and facilitated by the breadth of vision of the Department of Anthropology and the campus administration's ideology of an effective 21st century university, for which I am very grateful. With like-minded colleagues from across the university, and building on existing faculty strength and research experience, CHAMP is undertaking/coordinating significant civic commitment and public engagement projects in Illinois and internationally.

# Is “Mother” to “Scholar” as “Female” is to “Male?” On Single Moms and Academia

“Will your son be coming with you to the field?”

You can’t imagine how many times people have asked me that question. Of *course* my son is coming with me to the field, I respond: I plan to be gone an entire year, after all. Families stay together!

But do a single mother and child constitute a *family*? Apparently, for some, we do not. Since I gave birth to my son in 2003, I have encountered many people who view single motherhood as a victimized state at best, and as a flagrant defiance of society at worst. Politicians trot us out at campaign season to illustrate what’s wrong with America—whether to argue that our government doesn’t do enough to help us blameless, hardworking victim-mothers, or to argue that the absence of fathers in our children’s lives signifies the very downfall of Western civilization.

In Greece, where I will be working next year, single motherhood does not enjoy the “institutional”—albeit embattled—status it does in the United States. Greek women conceive out of wedlock at least as often as American women, but they generally avoid the perceived social stigma of these pregnancies through quick marriage or abortion.

This poses a challenge for my fieldwork: How will I present my family to the small island community in which I will be working? I could claim a husband back in the U.S., or present myself as a widow or divorcee. However, since my collaborators and I participate in many of the same cultural and religious networks, and since they may discuss me with my relatives on a neighboring island, I have chosen to adopt a strategy of frankness on this issue. (My son, for his part, has chosen a strategy of cuteness, which should work in my favor as well as his.)

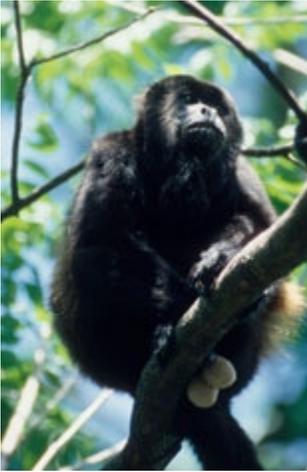
My Greek collaborators may choose to see me as a brazen hussy, a hapless victim, or a valiant mother-martyr (a Greek cultural and religious image with a long history). But I feel prepared to negotiate my identity as a single mother in the field. What surprises me more is having to negotiate within my own academic discipline, for even anthropologists ask whether I will bring my son to the field. This question sits oddly with my training in cultural relativism and with ethnographic data on the great variety of families and households in the world. Anthropologists would appear to allow for differences in “Others” that they do not accept in their own society. Or do single mothers occupy the symbolic space of the “Other” rather than of the anthropologist who, as an intellectual, should “know better?”

I suggest, rather, that *single* motherhood throws the category of “motherhood” itself into sharper relief. In academia, “mother” and “scholar” seem to be opposing, if not mutually exclusive, categories, much like “female” and “male.” Clearly, thousands of women—including in our own faculty—successfully negotiate these identities every day. But that they must negotiate them *at all* reveals one of the underlying assumptions of academic life.

At the grand opening of the Spurlock Museum in 2002, then-chancellor Nancy Cantor remarked that academics straddle “the monastery and the marketplace.” While she used this image to illustrate the challenge of moving between “pure” research and communicating that research to the public, I believe that many academics think of scholarship as *literally* monastic: that is, best conducted by young, unmarried, childless people. Motherhood signifies the messiness of the world, a messiness that appears not to invite theoretical abstraction. Perhaps my colleagues who inquire whether I will bring my son to the field cannot conceive of doing research under such “messy” personal circumstances.

But motherhood is more than just messy: it is also a form of *authority*, one gained, moreover, outside the disciplinary structures of the academy. According to the monastic model, students obtain their scholarly credentials before starting families, thus placing their scholarly identity prior to any other. Women who become mothers, single or otherwise, in the course of their graduate work, challenge the hierarchy of academia by resisting the monastic model. Personally, I look forward to a time when scholars like myself are seen not only as intellectuals *and* mothers, but perhaps even intellectuals *by way of* motherhood.

*Angela Glaros is a fifth-year doctoral student in sociocultural anthropology. Her son Dimitri will accompany her to the Greek island of Skyros in 2007-08, where he will assist his mother with her dissertation research examining women’s traditional vocal music through the lens of feminist theory.*



Tired of staying at home and watching your family over winter break?  
Study monkeys in Costa Rica and get university credit!

## **La Suerte Primatology Field School: Primate Behavior, Ecology, and Rainforest Conservation**



The course is directed to students interested in biological anthropology, tropical ecology, rainforest conservation, environmental studies, and field biology. Students work with the professor and graduate teaching assistant, attend daily lectures, and spend hours in the rainforest of northeastern Costa Rica observing primate behavior, animal-plant interactions, and gain firsthand knowledge of issues concerning the conservation, behavior, and ecology of howler and capuchin monkeys, ecotourism, agroforestry, and economic development. This course provides each student with the experience of conducting a scientific research project. With the help of the professor and teaching assistant, each student is required to write a research proposal to conduct a field project, collect the data for the project, and write a final report during the course.

When: December 2007-January 2008\*

Program Fee: \$1175\*

Includes: onsite airport transfers, housing, most meals, orientation programs, excursions, and international health insurance. Does Not Include: Airfare, Books or personal expenses.

\*Program dates and fees are subject to change due to exchange rate fluctuations and the number of participants.

Contact: Professor Paul Garber, Department of Anthropology [p-garber@uiuc.edu](mailto:p-garber@uiuc.edu)  
Applications available online: [www.lasuerte.org](http://www.lasuerte.org)



## Chinese Calculator

When you see a Chinese student in a school setting,  
You think he is sitting there all quiet and studious.  
You are stuck and you don't know how to do the calculus, physics, or  
chemistry problem,  
So an idea pops into your head...  
I know!!! You think...  
"I'll go over there and ask that Chinese kid!!!  
They're all good at math and science!!!"  
So you go over to greet yourself and ask for help on the problem...  
He looks up and says a friendly "Hello."  
So now you proceed to ask...  
But!!! He apologizes and says he does not know how to do it.  
You think that he is just being selfish and doesn't want to help you,  
So you ask  
"Why don't you know how to do it??? I thought all you Chinese kids are  
good at math and science??? I mean you guys did invent the CHINESE  
CALCULATOR."  
Now he is offended.  
Why is he offended? You think...  
Then he yells at you, saying that not all Chinese students are math and  
science studs!  
"There are many other things Chinese people are capable of  
accomplishing!" he rants.  
Get on the set and I'll show you how a film is made, he says  
referencing to Ang Lee.  
Get on the court and I'll show you how to put a ball through the hoop,  
he says referencing to Yao Ming.  
After all the ranting, you walk away ashamed.  
But, before you walk away he shouts...  
"By the way, it's not called a CHINESE CALCULATOR. It's an  
ABACUS!"  
In the end, you do not learn how to do the problem, but instead you  
learn a more valuable lesson...  
There are more to the Chinese people than just math and science.  
What you did not know was that he did know how to get the answer,  
and he had it written on the paper right in front of you, but you were too  
ashamed to notice it.

*Ronald Chin*

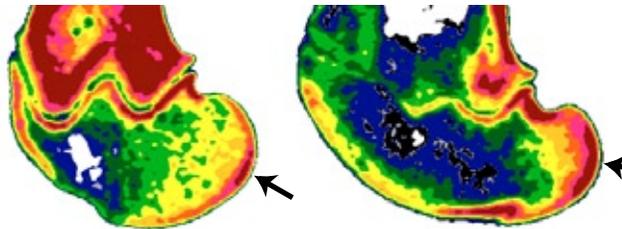
### 'Untitled'

Anthropology class went something like this one time...we were working on a project, four people, about instructors who learned English as a second language. We gave a presentation in our section, and we were invited to present it again before the whole class. It was a debate, back and forth...and in the big presentation the "opponents" were suddenly slamming my side, adding new questions we had not rehearsed. I did my best to give responses, make the whole team look prepared and so forth. It gets to the point where we "open it up for discussion" and the issue raised was "why is English our national language?" I make the usual "Native student" remarks about hegemony, privilege, power, etc. A white woman on the opposing side of my "team" says those are not the reasons, but that, "It was because we were here first." I said she was completely wrong about the order of operations there. She knows I am Native. "Well, we were here second, anyway," she says. The Professor interjected, "Actually, the Spanish were here second, the Native Americans were first" I couldn't help myself, "see, Indians first." My "teammate" then says, "Well, I'm Native American, too, at least part."

*Genevieve Tenoso*

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## Beckman Institute for Advanced Science and Technology, Imaging Technology Group. Image of the week. 17 Oct 2006



### Bone Density Differences Resulting from Different Posture

These images illustrate a method for inferring differences in habitual knee posture from bone density patterns on the joint surfaces of extant and fossil animals. Both images are oblique slices, obtained from CT data, through the medial femoral condyles (knee joints) of sheep that were trained to walk on treadmills of differing slopes. Color maps were applied using AMIRA software (Mercury Computing Systems) to reflect differences in relative density across the joint surfaces. The subject on the left used a flat treadmill and relatively extended knee postures. The subject on the right used an inclined treadmill and more flexed knee postures. The difference in posture is reflected in their bone properties by the different positions and breadths of the regions of maximum density shown in red. The sheep model was used to validate this methodology and this technique has proved useful for inferring habitual posture and locomotor behavior in extinct subfossil lemurid primates and museum specimens of extant primate taxa. We are in the process of applying this method to infer locomotor patterns used by human ancestors. This work is being conducted by Dr. John Polk in the Evolutionary Biomechanics Laboratory in the Department of Anthropology at the University of Illinois.

# Faculty and Student Presentations

Compiled by Lance Larkin and Krista Milich  
(UIUC contributors listed in bold font)

## **Aide Acosta and Alyssa Garcia**

"Latinas Playing the Field: Ethics, Fieldwork and Power Dimensions in Applying Anthropology"  
American Anthropological Association annual meeting,  
San Jose, CA, November 17, 2006

## **Alleen Betzenhauser**

"Mississippian Farmsteads of Greater Cahokia: the Case for Integrated Rural Populations"

Midwest Archaeology Conference Champaign, IL, October 13, 2006 (entered in Student Paper Competition)

"Greater Cahokian Farmsteads: A Qualitative and Quantitative Analysis of Diversity" Southeastern Archaeology Conference, November 11, 2006, Little Rock, Arkansas

## **Kjersti Emerson**

"Preliminary Observations on Continuity and Variation in Fisher Phase Ceramics" Annual Midwest Archaeological Conference Friday, October 13, 2006.

## **Christopher Fennell**

"From the German Palatinate to Loudoun Valley: Communities, Conflicts, and Cosmologies," invited lecture scheduled to be presented December 6, 2006, at the Loudoun Museum, Leesburg, Virginia.

"Multivalent Histories of the Recent Past: Archaeology and Racialization in the American Midwest," Conference on Contemporary and Historical Archaeology in Theory, University of Bristol, England, November 10, 2006

"Creolization and Ethnogenic Bricolage in African Diasporas," invited lecture scheduled to be presented October 26, 2006, to the Department of Anthropology's Archaeology Workshop, University of Virginia, Charlottesville, Virginia.

## **Angela Glaros**

"The Domestication of Passion: Transforming Dangerous Women's Voices in the Smyrneiko Song" 105th Annual Meeting of the American Anthropological Association, San Jose, CA, November 19, 2006

Co-chair of the session in which the paper appears, "In and Out: Identity, Inclusion and Exclusion."

## **Alison D. Goebel**

"Where are Small Cities in Urban Anthropology?: Developing a Small Cities Theory" American Anthropological Association, Wednesday November 15<sup>th</sup>, 2006 Session: City, Suburb, Shantytown and Enclave, Assessing the Range of Urban Forms

## **William Hope**

"A Social History of La Guajira Guantánamera" North Central Council of Latin Americanists (NCCLA) on Friday, November 3, 2006.

## **Janet Dixon Keller**

"Nokonofu Kitea: We Keep On Living This Way." After 26 years: Collaborative research in Vanuatu since Independence Port Vila, Vanuatu, November 8, 2006.

"Literacy: A Tool of Modernity and Community in Vanuatu." American Anthropological Association annual meeting, San Jose, CA, November 16, 2006 Session: "Engendering Textual Authority."

"Geographies of memory and identity in Oceania." Intangible Heritage Embodied: The second annual workshop of the Collaborative for Cultural Heritage and Museum Practices, March 30 and 31, 2007, Urbana, IL.]

## **Tzu-kai Liu**

"Contending for Discursive Authority: Wa Buddhists' Practices of Ritual Chants on China's Borderlands." The 2006 American Anthropological Association Annual Meeting Session's Title: Engendering Textual Authority

## **Ellen Moodie**

Discussant for "Aftermath: Memory, Violence, and Citizenship" American Anthropological Association, Wednesday November 15<sup>th</sup>, 2006

"Belonging in a State of Exception" American Anthropological Association, Thursday November 16<sup>th</sup>, 2006 Session: "Beyond National Citizenships: Articulating Belonging Across Transnational Social Fields"

**Bruno Nettl**

“Music and Religion in Blackfoot Indian Culture.” International Cultural Forum 2006, Osaka, Japan, November 5, 2006.

“On the Concept of Improvisation in World Music.” Keynote lecture. 9th International Conference of the Dutch-Flemish Society for Music Theory. Groningen, Netherlands, February 24, 2007.

“Music and ‘That Complex Whole’”. Keynote lecture. College Music Society Middle Atlantic Chapter. Westminster Choir College, Princeton, N.J., March 23, 2007.

“Revisiting the Heartlands” (about the anthropological study of midwestern music institutions). Keynote lecture. Society for Ethnomusicology Allegheny Chapter, Indiana University of Pennsylvania, March 30, 2007.

“The Changing Value of Improvisation in Persian Music.” Keynote lecture, Slovenian Musicological Society, Ljubljana, Slovenia, April 25, 2007.

“The Role of Migration and Minorities in the History of Music Research.” Keynote lecture. Conference of the ICTM Study Group on Mediterranean Ethnomusicology. Venice, Italy, June 29, 2007.

**Polk, JD, Schwarz J, Godfrey LR**

“Subchondral bone density and joint posture in subfossil Malagasy lemurs.” Midwest Primate Interest Group. Oct 13-14, 2006, Urbana, IL.

Also presented at Society of Vertebrate Paleontology. Oct 18-21, 2006, Ottawa, ON, Canada.

**Polk JD** “Comparative analyses of body support and joint posture in primates.” American Association of Physical Anthropology. March 2007 Philadelphia PA

**Teresa Ramos**

“Talking Race at the Edge of Higher Education” American Anthropological Association annual meeting, San Jose, CA, November 17, 2006

**Nicoletta Righini and Rodolfo Martínez-Mota**

“Proximity patterns of wild black howler monkeys (*Alouatta pigra*) in Southern Mexico” 3rd Annual Meeting of the Mid-West Primate Interest Group (MPIG), October 2006.

“Spatial proximity and association patterns in four groups of wild black howler monkeys (*Alouatta pigra*) in Southern Mexico” 76th annual meeting of the American Association of Physical Anthropologists, March 2007.

**Charles Roseman**

“The genetic basis of phenotypic integration in baboon and mouse craniomandibular morphology with implications for human cranial evolution.” American Association of Anthropological Genetics/American Association of Physical Anthropologists, March, 2007.

**Joy Sather-Wagstaff**

“Constructing a Heritage that Hurts: The Narrative, Visual, and Material Culture of Tourism and Memoryscapes of Violence.” American Anthropological Association annual meeting, San Jose, CA, November 15, 2006  
Panel: “Aftermath: Memory, Violence, and Citizenship”

**Scott J, Polk JD**

“In vitro study of shock absorption in simulated intervertebral disks and the implications for bipedal distance running.” American Association of Physical Anthropology. April 2007 Philadelphia PA

**Akiko Takeyama**

“Affect Economy: Seduction in Tokyo Host Clubs.” 105th Annual Meeting of American Anthropological Association, San Jose, CA, November, 2006. Panel “Critical Intersections of Neoliberalism in Japan.”

**Nicole Tami**

“‘Cheating is Like Eating’: The Politics of Romance Tourism in Kenya” American Anthropological Association annual meeting, San Jose, CA, November 2006  
Panel: “Visible/Invisible: Women’s Work, Pain and Pleasure in Public and Private.”

**Norman E. Whitten, Jr.**

“The *Longue Durée* of Racial Fixity and the Conjunctures of Racial Fluidity.”

Panel: “Entre ‘Lo Indio’ y ‘Lo Negro’: Interrogating the Effects of Latin America’s New Afro-Indigenous Multiculturalisms” American Anthropological Association annual meeting, San Jose, CA, November 17, 2006

Discussant for “Ambivalent Engagements: Economic Crisis, State Cultural Politics and Tourism in Latin America.” American Anthropological Association annual meeting, San Jose, CA, November 15, 2006

## *AnthroNews*

is compiled and edited by John Polk, and Stan Thangaraj. Submissions, ideas and assistance are all welcome. Please send me an email, drop things in my mailbox or come and see us. John can be found in:

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Urbana IL 61801  
email: jdpolk@uiuc.edu

## Department of Anthropology

We Know People

### Incomplete List of Teachers Ranked as Excellent

MATTI BUNZL ANTH 290  
ALMA GOTTLIEB ANTH 267 & 511  
KAREN KELSKY ANTH 508  
R. BARRY LEWIS ANTH 478  
ALEJANDRO LUGO ANTH 472  
ANDY ORTA ANTH 430  
TIM PAUKETAT ANTH 449  
CHARLES ROSEMAN ANTH 241  
SARAH ROWE (TA) ANTH 102  
STAN THANGARAJ (TA) ANTH 270  
ARLENE TORRES ANTH 259

### Community Action Website Project Winners

**Andrew Baker, Nina Gupta, and Rene Esparza**

For the second year in a row, students in Prof. Ellen Moodie's Anthropology in a Changing World class were among the eight winners in the Yanomami Community Action Website Project. Four hundred, twenty-one students participated in the Project from five different schools: Notre Dame, University of North Texas, CSU - Northridge, Pierce College, and University of Illinois.

If you are interested in learning more about the Community Action Website Project, please talk to Ellen or, if you want a quick overview, you can click on the "flash" video at: [http:// www.publicanthropology.org/](http://www.publicanthropology.org/) preview

### Awards and Milestones:

#### Laurel Monnig

Laurel won the first annual David M. Schneider award. It is given each year to a doctoral candidate in anthropology in recognition of innovative work in the fields of kinship, culture theory, and American culture. It is awarded through the Cultural Anthropology section of the AAA. The prize amount was \$1,000.00.

This essay reworks, in the colonial context of Guam, David Schneider's insight that kinship, racial and national discourses are entwined. Focusing on public articulations of *poksai* (Chamorro adoption), ancestors and the Chamorro *familia* as the key narratives, this paper traces how Chamorros (the indigenous population of Guam) are establishing a claim of political legitimacy – for the purposes of winning rights of self-determination, decolonization and U.S. citizenship – that configures racial and cultural "authenticity" in terms of *mestizo* identity rather than one of "pure types." In the process, this paper shows how Chamorro notions of kinship conform to and resist hegemonic American ideas in the context of U.S. empire.

### Recent Degree Recipients

#### May 2006

Jennifer Hardin - MA  
Eva Pajuelo - MA  
Sujeje Vega - MA  
So Jin Park - PhD

#### August 2006

Alleen Betzenhauser - MA  
Jennifer Young - MA

### Preliminary Exams Completed

Eva Pajuelo - 04/04/06  
Elizabeth Spreng - 04/24/06  
Ethel Hazard - 04/28/06  
Melissa Raguet - 04/28/06  
Dana Beehr - 05/10/06  
Frank Tortorello - 05/12/06  
Jin-Heon Jung - 06/12/06  
Petra Jelinek - 11/12/06