Grinnell College
Anthropology Department

Spring 2005 Newsletter

2005 Anthropology Senior Majors

Anthropology Celebrates
10 - Years in Goodnow Hall
April 11, 2005
At Home: Goodnow Hall

John Whittaker

As this semester passes, Anthropology will have spent ten years in Goodnow Hall, the finest building on campus. Around us the campus has changed quite a bit. Fine Arts, Stein, and the Science complex have been remodeled and expanded, mostly successfully. However, across Park Street two old houses were replaced by the new administration building. The mendacity of the architects’ claim “it will fit in with the other buildings” is apparent to all who see the glass monstrosity. It screams a different message: “Energy conservation – who cares?” We threw away another of our nice old buildings when Darby Gym was destroyed (because it was the “only” place to put the campus center), and we keep replacing old houses all over town with parking lots. Past administrations have been little better; Goodnow outshines the pretentious junk we build now, the last survivor of a suite of fine 19th century academic buildings, but to get here 10 years ago we had to contend with decades of neglect that had wrecked the building. But for once wisdom prevailed, and instead of replacing Goodnow with something ugly and modern, the trustees seized the chance to preserve the most distinctive landmark on campus, remodeled for modern use.

Goodnow Hall was built in 1884 as part of the new campus that replaced the buildings destroyed by the tornado of 1882. Edward Augustus Goodnow was born in 1810 into a poor Massachusetts family, but made a fortune manufacturing shoes, becoming “one of the outstanding self-made men of our times” as a contemporary biography put it. His philanthropic interests included black regiments in the Civil War, town libraries, city halls, and churches. He was also an early proponent of women’s rights and education, and upon his retirement in 1865 began to vigorously fund these causes all over the country. Despite his ideals, he had a notoriously bad relationship with his wives, the last of whom he evicted from his own house. His domestic problems do not seem to have emblazoned him, and most of his major contributions to the cause of women came after his last divorce in 1883. Goodnow’s favorite method of contributing was to give buildings to women’s or co-educational colleges, and he donated to seven different institutions in his lifetime.

Goodnow heard of the disastrous tornado at Grinnell from his friend the Reverend D. Mears, who was on the board of trustees of what was then called Iowa College. Grinnell was ahead of its time in women’s education, and found favor with Goodnow, who also later donated the money for Mears Cottage as a women’s residence. In 1882 he donated $10,000 to build a library with attached observatory. Conditions included the perpetual name of “Goodnow Library and Observatory” and the college establishment of yearly scholarships of $60 to each of ten deserving women students.

Stephen C. Earle, a well-known architect, designed Goodnow as a library in the Romanesque style of H. H. Richardson. For $10,000 one could build a very fine library in 1884. The stone was red Sioux quartzite with Missouri sandstone trim and New Jersey slate on the roofs. The interior was pine with oak and chestnut paneling and trim. The exterior walls bore most of the weight, but four large pillars supported the interior as well. These are still to be seen in the back of the building. Two offices had mahogany fireplace mantels, of which one survives in second floor seminar room. The current renovation has retained the oak stair and some door frames and other trim, as well as the stained glass windows on the north, but gone are the fine doors with brass fittings, and the ornate library stacks. The original plan produced a grand building on a small footprint. Lobbies opened through double doors where the elevator is now, into a reading room on the ground floor and the mezzanine stacks for 30,000 volumes above. In remodeling, modern fire codes mandated a second stairway in the heart of the building, hugely wasteful of space, and the interior has been subdivided into offices and classroom space.

Goodnow was finished in 1885 except for the tower, which was not capped with its observatory dome until a telescope was bought in 1888. The Clark equatorial telescope with an eight-inch lens cost $2,125, raised from private donations, including the Des Moines barbed-wire magnate J. Haish. It was mounted on a six-foot iron stand, fastened to a stone cap which sat upon a brick and concrete pillar that filled the lower part of the tower.

The observatory lasted until 1928, when the dome was removed. The telescope support pillar was truncated in the renovation to allow two rooms inside the tower, one about where the telescope base had been, the other below. Of the telescope, only a few parts remain. The tower now houses a departmental library holding Ron Kurtz, who retired in 1997. The top floor, which is the highest office on campus, is used by Ralph Luebben, who retired in 1993.

In February of 1905, E.A. Goodnow died, and in the summer, Goodnow Hall was renovated to house the Mathematics and Physics department. An even richer philanthropist, Andrew Carnegie, had offered a new library, and Goodnow had become inadequate for that purpose. Inside Goodnow Hall, the library mezzanine was crudely flowered over, and smaller classrooms and offices created on all floors. Grant Gale, who taught physics here from 1928 to 1972 had his first office in what is now the second floor seminar room, and Robert Noyce was among many others who received their physics training in Goodnow Hall.

In 1954, the Math and Physics Departments moved to the new Bowen Hall of Science, and Psychology replaced them in Goodnow. Some relatively minor remodeling by Psychology was swept away by the current renovation, but older alumni remember the rat facilities on the third floor and the isolation tank in the basement. During this period the college buildings as a whole suffered from neglect, careless modification, and disdain for the college heritage that cost us most of our fine 19th century buildings. Goodnow Hall was allowed to degrade to the point that it became a fire hazard, and the Psychology Department was glad to move out.

After 1987 Goodnow Hall continued to deteriorate, being used as overflow offices and storage, with the third floor closed off for safety, until the whole building was closed in 1992. Meanwhile, the Anthropology Department had been housed for 10 years in the increasingly inadequate house at 1217 Park Street, which is currently student lodgings. In 1985, Ralph Luebben and I drew up plans to remodel Goodnow for Anthropology, which Ron Kurtz presented to a committee considering the building’s fate. President Pam Ferguson was treated to a tour of 1217 Park St, where she knocked her head on the beams in basement storage and agreed that Anthropology needed a new home. A deciding factor among the trustees who saved Goodnow seems to have been the realization that it would be fitting to leave one fragment of our past as a visible symbol for the Sesquicentennial in 1995. After a long planning process, Goodnow Hall was renovated to the plans of Brooks, Berg, and Skiles of Des Moines. Twelve offices house the Anthropology Department and a number of other faculty, with a classroom on the ground floor, an archaeology lab on the second, basement storage, seminar rooms on first and second floors, a student reading room and a physical anthropology lab.

An anthropologist like myself can hardly understand the college’s usually contemptuous attitude toward its old buildings. In the next couple of years, the library will be remodeled. The Forum will be made redundant by the new Campus Center. One would hope that the Forum, the focal point of the campus’s appearance and the Grinnell experience of 40+ years of students, would be recognized as worth saving. If you want to see that happen, it would not be a bad idea to write to trustees and President Osgood, reminding them that buildings are not just bricks and steel, they are collections of memory, an environment inhabited by generations of teachers, students, and alumni. Trustees ought to realize that many alumni find little pleasure in returning or donating to a campus where the trees that they planted their games have become uprooted and the building where they had a class that set them on their path in life has been knocked down. People tell us repeatedly that Goodnow is the finest building on campus, old or new. Even remodeled, Goodnow is full of reminders of its story, from graffiti on the stonework, to an ancient bouquet of dried flowers hidden inside the newel post of the stair. In our ten years here Anthropology has decorated the walls with posters, ethnographic art, student projects, and class photos. We have also produced some 245 graduates who return to reminisce, or ask us at meetings “What’s new in Goodnow?”
Current News

Follow-up to the Seri Ironwood Carvings
featured on the front page of the Fall 2005 Newsletter.

Seri Made Carvings: Now you see them, now you don't

(Dale B. Furnish '62, Egan Liias '05, Cristina Wood '05 and Mr. Jim Lindell)

Seri Wood Carvings donor Dale B. Furnish '62 and Co-sponsors Faulconer Gallery and Anthropology sponsored a talk by Jim Lindell, expert on Seri woodcarvings, on Tuesday, April 19th in Goodnow Hall. Mr. Lindell's talk traced the development and decline of woodcarvings in the last 40 years among the Seri People of northwestern Mexico. A full house, including our senior majors Egan Liias '05 and Cristina Wood '05, whose MAP summer research project created the Seri display in Goodnow's exhibition cases and a virtual gallery located at http://web.grinnell.edu/faulconergallery/serisite/.

Senior Thesis

"Tourism and Identity in the Amana Colonies"
Erika Doot '05

"The Vermont Welsh" "The Dynamics of the Atlatl"
Molly Offer-Westort '05 Andrew Maginniss '05

Professor Kim Jones, Erika Doot '05, and Prof. Andelson
Professor Doug Caulkins and Molly Offer-Westort '05
Professor John Whitaker and Andrew Maginniss '05

Professor Andelson and Professor Jones give their perspectives' of "What is a Senior Thesis?" on the following page.
Senior Thesis
(Perspective from Prof. Andelson and Prof. Jones)

Jon Andelson

Writing a senior thesis in anthropology is the academic equivalent (for Grinnell) of climbing Mt. Everest or competing in the Iditarod. That is, it's partly about ability, partly about training, and partly about endurance. Just hanging on until the final “i” is dotted and the final “t” crossed can seem to students who write a thesis their main achievement. That feeling comes on as they are trying to assemble a rough draft for badgering faculty supervisors, are dealing with anxiety about the impending public oral presentation of the thesis, are suffering from the normal end-of-semester crunch in their other classes, and are feeling the effects of sleep deprivation due to all of the above. Months later, looking back, they can see the experience for what it really was: a true intellectual achievement.

Every senior thesis begins with a student's interest in a topic. The topic needs to be one with which the student already has some familiarity, since the thesis is supposed to build on prior learning, either in the classroom, during off-campus study, or from an internship experience. With the help of at least one faculty member, the student must fashion a formal proposal to the department detailing the nature of the topic, the student's relevant background, and the theoretical perspectives he or she intends to employ in the study. The department faculty review the proposal and either approve it outright, send it back to the student for revision, or turn it down. If a second reader has not already been identified, the department faculty will decide that as well. The following semester, the work begins. It is always an intellectual collaboration between the student and the two faculty directors, although the student does all of the writing.

In the fall of 2004, Professor Kim Jones and I co-directed a senior thesis project by Erika Doot, '04. It was a special pleasure for me since Erika's chosen topic was the impact of tourism on Iowa’s Amana Colonies. Tourism is one of Kim's specialties, and I have been studying Amana for over 25 years, so we could bring a lot of expertise to Erika's study. Erika worked diligently at framing the analysis, conducted interviews and engaged in participant-observation in Amana, and produced an excellent analysis of representation, identity, and authenticity in relationship to tourism in the Colonies. We hope Erika will be able to share her findings with a wider professional audience at the 2005 annual conference of the Communal Studies Association. For now, her thesis shares a shelf in Goodnow Hall with others that anthropology students have written over the years.

Kim Jones

A student who wishes to undertake a senior thesis must begin the process well in advance; be able to work independently and creatively; meet numerous deadlines; and be willing and ready to spend a lot of time in the field, at the library and other archives, analyzing data, and writing a lengthy thesis based on his or her research. For example, in Erika's case, the work of the actual project came after substantial preliminary experience and planning.

Erika's work on tourism dates back several semesters. During a study abroad in Spain in fall '04, she investigated farm tourism. In spring '04 she undertook a MAP independent study on tourism with Doug Caulkins. During summer '04, she continued her work on farm tourism in Spain through an internship program. These experiences helped to prepare her for the MAP senior thesis experience. Therefore, in addition to all of the administrative deadlines one has to meet, a student who wishes to undertake a senior thesis should consider how they can begin preparing for it before or during their junior year of study. This is most successful when the senior thesis project is developed to further explore theoretical or geographic areas that were previously investigated in the field or in the literature.

As Erika consistently brought new theoretical arguments based on her explorations in the literature and field work to our weekly meetings, the sessions were very productive. She would discuss the literature on tourism, explore the history of Amana, and present the primary and secondary data she had found and her initial analysis of these sources. The three of us had lively conversations both regarding complex theoretical analysis of the data and by sharing anecdotal stories of field experiences. We also regularly set deadlines for the various stages of the project. For example, during the last six weeks of the Fall semester, Erika had to meet weekly deadlines on writing the final version of the thesis as well as plan her public presentation of findings at Grinnell that took place on December 8, 2004.

Erika has good reason to be proud of her accomplishments that have culminated in the completion of her senior thesis. Her ability to navigate this difficult process is a clear demonstration of her ability to take on any task she sets her mind to. Completing a senior thesis is certainly a task of "Mount Everest" proportions, but with early, thorough, and creative planning it can be done, as Erika has demonstrated.
Molly Offer-Westort '05 has received one of the Lesotho fellowships.

Laura Shannon '07, has written an article called *A Room Of Our Own: Girls, Schools, and Feminism*, for the journal Feminist Teacher. In it she discusses the young women's center she started in her high school.

Crissie Woods '05 has been accepted into the master's program at Brandeis in anthro and women's studies.

Matthew Pfbaum '06, Over winter break I completed my study abroad term in Tanzania and then traveled in Europe in Switzerland and Italia. I visited fellow Grinnell students studying in Roma and enjoyed the many sites and museums. I think I miss the wine, cheese, and pizza the most. For Spring Break I will be remaining in Grinnell to work on, among other projects, my research paper for Anthropology of Reproduction. During the summer I am hoping to work in a clinic to prepare me for graduate school in public health.

Erika Doot '05 has received one of the Macao fellowships.

Kelly Eldridge '07, will be spending the summer in Chicago as an intern at The Field Museum. She will be working under Dr. Stephen Nash (Grinnell '86), Head of Collections for the Museum's Anthropology Department. Kelly will be spending most of her time working on the Museum's Kish Project. The Kish Project, sponsored by the National Endowment for the Humanities, seeks to re-organize the scattered collection of artifacts from the archaeological site of Kish, a 5,000-year-old Mesopotamian city located in present-day Iraq.

Kim Mclean '05 plans on working towards a second bachelor's degree in Biology before continuing on to graduate school.

Ilana Meltzer '05 plans to begin the anthropology PhD program at Yale in the fall, focusing on the anthropology of China.

Alumnas Erin Marie Williams '00, currently working towards a Ph.D in Paleo-Anthropology at George Washington University, gives a talk on her career and life paths after Grinnell.

Erin Marie Williams '00 and Prof. John Whittaker

Constanza Ocampo-Raeder '95 was not an Anthro major while here, but took courses in the department. Today she is finishing a PhD in Anthropology at Stanford. She returned to campus in April to give a talk on "Indigenous People and the Management of Anthropogenic Forests and Game Species" describing her work with the Ese eja people in the southeastern Amazon of Peru, which reflects her backgrounds in Environmental Studies and Anthropology. She argues that the Amazon forests are not "pristine" wildernesses, but have always been shaped by the actions of their inhabitants. In this case, Ese eja gathering and swidden agriculture modifies the vegetational communities to influence the abundance and migratory routes of white-lipped peccary, an animal of major economic and symbolic importance. constanza333@yahoo.com

Katya Gibel Azoulay takes particular pride in announcing 2 new Ph.Ds from the cohort of students who welcomed her when she first arrived at Grinnell and subsequently participated in the Africana Studies Concentration courses she introduced to the curriculum. Amanda Walker '98 and Shaka McGlotten '97, Grinnell alumni with concentrations in Africana Studies (math and art majors, respectively), continued their education in the African Diaspora Graduate Program in Anthropology at the University of Texas, Austin and have both recently defended their dissertations and earned their doctoral degrees. Amanda Walker Johnson: Objectifying Measures: Mapping the Terrain of Statistical Discourse in the Hegemony and Racial Politics of High-Stakes Testing. Shaka Paul McGlotten: Queer Spaces and Sex Publics: Desire, Death and Transformation. Prof. Gibel Azoulay served as an outside member of Dr. McGlotten's PhD committee and participated in his defense on 5 April 2005.
The Grinnell College Atlatl Team hosted the fourth Raging Cow Atlatl Meet April 30 on the track. The world’s first collegiate atlatl team was joined by teams from Luther College and the University of Iowa, and various unaffiliated atlatlists from around Iowa. Of the nine teams we out won the prestigious plastic cow trophy for Intercollegiate Competition. The day was cool, and breezy, and no records were set, but about 30 throwers participated and much cardboard was punctured. Kris Hirst of Archaeology Guide on the educational webpage About.com was there to produce a short report on atlatling, and Margaret Toomey covered us for the S+B. Ron Mertz, president of the World Atlatl Association, was there from Missouri to help Coach Whittaker (VP of WAA) organize the event.

The following Grinnellians gave papers at the Society for American Archaeology annual meetings in Salt Lake City:

Aksel Casson (’96, grad program, U of Washington) “Luminescence Dating of Neolithic Sites in the Jordan Valley.”
Grant McCall (’01, grad program, U of Iowa) “Aggregation and the Relief of Social Tensions at Peet Alberts Kopje Rock Art, Namibia.”
Mike Neely (’84, Montana State University) (with others) “Thermally-Altered Stone: Experimentation and Interpretation from North-Central Montana.”
Jon Till (’89, Crow Canyon Archaeological Center) “The Cottonwood-Comb Wash Road Network”
Neil Weintraub (’86, Kaibab National Forest) (with Dan Sorrell, who was survey chief on our field school in 1996) “A GIS Model for Late Pueblo II Cohonina Multi-Directional Abandonment of the Coconino Plateau.”
Also attending were John Whittaker and Kathryn Kamp, and Alex Woods (’03, graduate program U of Iowa), Lesley Kadish (’99, just completed MA at U Texas, Austin) and Steve Nash (’86, Field Museum, Chicago).

Publications:

Clifford Geertz once wrote something to the effect that anthropologists don’t study villages, but we do study in villages. Still, all of our study on the local level has given us a particular sympathy for villages, hamlets, neighborhoods, barrios, and towns. And in recent decades, as the galloping grotesquery of globalization has swept around the world, infiltrating small communities and sucking them dry, we see their vulnerability and are moved. We at Grinnell happen to be living in one such small community, and we are experiencing some of the same issues. The most recent to rear its head is the prospect of Wal-Mart building a new SuperCenter in Grinnell.

In 1985, Wal-Mart opened a 44,000 square foot store south of town on Highway 146. Within the next five years, a dozen downtown stores closed their doors. Cause and effect? The connection is sometimes hard to make, but by now sufficient evidence has accumulated that “big box” retailers in general, and Wal-Mart in particular, since it is the world’s largest corporation, put overwhelming economic pressure on existing businesses in a community, especially the smaller, locally owned and operated variety. When downtown stores fold, wealth leaves the community, opportunities for local entrepreneurship decline, and one of the contributors building a “sense of community” — the face-to-face social interactions that accompany retail trade — weakens. Today, downtown Grinnell has far fewer retail establishments than it did twenty years ago. The majority of the businesses provide services, not goods.

Wal-Mart now wants to open a 98,000 square foot store on property currently outside the city limits. There are no guarantees about what it will contain. A grocery department probably, and possibly other departments that would compete with at least some of the remaining downtown retailers: the bike shop, the optometrist, the florist, the jewelry store. Many of the owners are friends of mine. They provide good products and good service. I’m not sure what good it does me to be greeted by name when I come into their stores, but I value it. They also embody a kind of diversity, at least in comparison to the chain retailers. We learned about Wal-Mart’s plans in the eleventh hour, which we also learned was typical of the way the company operates. Would this finish off the downtown retail trade? What to do?

As I lamented the situation to one of my friends, he said that a “good anthropologist” would seize the opportunity to study the issue in order to learn about the social, economic, and political dynamics of a small town. And he’s right. Yet I found myself drawn into a vortex of citizen activism by helping to found a group called Grinnell for Sound Growth that adopted as its initial goal to persuade the Grinnell City Council not to annex the property immediately in order to allow time for a community impact study of what effect SuperCenter would be likely to have. This is not the place to recount the details of GSG’s collective efforts. I’ll only mention that we met a lot, read a lot, placed a lot of phone calls to other communities around the country which had opposed Wal-Mart (successfully or, more often, unsuccessfully), and in two weeks had gathered over five hundred signatures on a “stop Wal-Mart” petition.

We submitted the petition to the city council and made final statements urging a delay, and the same day they voted 6-0 to annex the property and enter into negotiations with Wal-Mart. Attempting to be a “good anthropologist,” I have tried to move beyond the feeling of defeat and clarify what we learned. We learned a great deal about: the Iowa Code, city government, accountability and its lack, the role of class in small towns, the delicacy of speaking out on a divisive issue, the way in which the physical structure of the council chamber militates against the open exchange of points of view, the negative view of downtown merchants held by some of those elected to represent them, the occasional arrogance of power, and the dominance of “development thinking” in small towns. Did I learn as much as I would have had I remained a more objective observer? Perhaps not, but it doesn’t matter. What matters is the quality of life, here in Grinnell or wherever one lives. Quality of life is notoriously difficult to pin down, but the members of Grinnell for Sound Growth will be thinking hard about it in the next few years.
Great Ape Trust of Iowa

The Great Ape Trust of Iowa, a world-class research center dedicated to providing sanctuary and an honorable life for great apes, studying the intelligence of great apes, advancing conservation of great apes and providing unique educational experiences about great apes is located on 200 acres of lowlands, river, forest, and lakes located southeast of Des Moines, Iowa. When completed, the trust will be among the largest great ape facilities in North America and one of the first worldwide to include all four types of great ape: bonobos, chimpanzee, orangutans, and gorillas. Kirk Brocker, executive director, and Duane Rumbaugh, Ph.D. gave a presentation, "Great Ape Language and Cognition Research" in the Forum South Lounge on Friday, December 3. This visit was sponsored by the Department of Anthropology and the Department of Psychology.

The first non-human primate residents- the oranguans Azy and Knobi- arrived in late 2004. The first 3 bonobos (Panbanisha, Nyota, and Nathan) arrived in Des Moines in April. The remaining bonobos (Kanzi, Matata, Nathan, Elifya, Maisha, and P-Suke) will be arriving in May. All are traveling to Des Moines from Atlanta aboard a specially equipped "bonobo bus". The GAT facilities are state-of-the-art and are not only home to the previously mentioned nonhuman primates, but also to some very well-known researchers including Dr. Sue Savage-Rumbaugh, Dr. Rob Shumaker and Dr. Benjamin Beck. See the GAT website (www.greatapetrust.org) for more information and videos.

Photos from the Great Ape Trust.
The annual meeting of the Society for Applied Anthropology held in Santa Fe, New Mexico from April 5 -10, 2005 hosted a panel, Integrating Theory and Practice: An Appreciation of the Career of Doug Caulkins, reflecting upon the scholarly contributions of Professor Caulkins to anthropology. William Dressler, Grinnell alumnus ('73) and Professor of Anthropology at University of Alabama, focused the panel on Caulkins' remarkable and exemplary career: "Anthropologists working in the academy must balance the demands of teaching and their commitment to research and practice. This can be especially acute for those in liberal arts colleges. In a thirty-five year career, Doug Caulkins has successfully navigated these competing demands, making outstanding contributions in education, research, and the practice of anthropology. In this session, students and colleagues of Doug present examples of how his vision of a theoretically rigorous, methodologically sophisticated, and applied anthropology have guided their own work. These examples extend Doug's research interests in culture theory, cultural consensus analysis, tourism, social movements, and cultural identity.'"

The breadth and depth of Caulkins' influence on the field were evident in both the range of topics and variety of contributors to the panel. Caulkins' former undergraduate students who have developed impressive careers in anthropology presented theoretical papers including: William W. Dressler's essay, Consensus and Conflict in the Definition of Brazilian National Identity and Susan B. Hyatt, ('76') Associate Professor of Anthropology at University of Indiana—Purdue, who presented Radicals vs. Mainstreamers: Using Consensus Modeling to Understand Social Movements and Social Change. Christine N. Newkirk ('02), current graduate student at the University of Connecticut, gave a paper entitled, Food, Social Identity and Cultural Consensus in Southern Brazil. In addition, Carol Trossen, director of Institutional Research at Hampshire College and research collaborator, presented Why More Anthropologists Should Do Institutional Research. Michael D. Murphy and J. Carlos González Faraco, colleagues who have found Professor Caulkins' scholarship quite influential in their own teaching and research, rounded out the discussion with their presentation, Nature, Social Identity and Spectacle in Southern Spain. Those of us who have been privileged to have Doug Caulkins as a teacher, mentor, and, colleague have much to emulate in his pedagogical and intellectual service to the discipline and its students.

This semester has been incredibly busy!! I began working on some new research on breastfeeding and emotions in Bolivia while I was a research fellow at UCSD last spring. Since then I have been invited to present my work at the University of Iowa and at Illinois State University. I was also invited to serve as the coordinator of a Global Health Seminar at the University of Iowa. Each week speakers join the seminar to discuss their research relating to global health issues. It has been great to meet some of the people in the University of Iowa's anthropology department as well as other scholars working in Bolivia. I organized a session with Krisca Van Vleet, a colleague from Bowdoin College, for the American Ethnological Society Conference in San Diego and presented a paper on a pilgrimage undertaken by market women in efforts to secure healing from numerous ailments and protection from envy.

My husband Xavier has accepted a tenure track position at the University of Northern Iowa in the department of Sociology up in Cedar Falls. We have decided to move up to Cedar Falls/Waterloo so next semester I will be joining the ranks of the commuting faculty. We bought a great house in Waterloo and I plan on using the hour commute to listen to NPR, books on tape and lots of great music!
Kim Jones

I have thrived during my stay at Grinnell. It has been wonderful to come to know a different part of this country, and I have benefitted tremendously from being able to work with so many wonderful people in such a conducive environment. The many opportunities to work closely with students and well-developed community support systems have helped me grow as an educator and scholar.

Throughout this academic year Carolyn Logan (Class of ’05) has assisted me in the analysis of quantitative and qualitative data from my research on inner-city senior centers in NYC, and we are currently working with an editor to get a paper on the project published. I had the great pleasure to work with Prof. Jon Andelson on Erika’s Doot’s noteworthy MAP senior thesis on Tourism and Identity in the Amana Colonies last semester, and am thrilled to report that she has been offered a position with Grinnell Corps. next year. Jamie Zwiebel (’08) is taking an independent study with me this semester based on reading anthropology articles from Spanish language journals. Based on her language skills and familiarity with issues in medical anthropology, she has been awarded a paid internship at New York Presbyterian Hospital in New York City this summer. Meredith Groves (’08) and Rosenelly Pérez (’08), students in my group independent study on Brazilian Ethnography, have been funded through Grinnell’s Mentored Intermediate Projects program to go to Montes Claros, Brazil with me this summer. We will work with a bi-national team of researchers on a study of Women’s Work in Public Healthcare in the North of Minas Gerais. Grinnell is definitely a place where things happen!

Unfortunately, my term here is coming to an end. Fortunately, I am moving on to a position I am equally excited about. I will miss working with the unique and inspiring faculty, staff, and students here, but am looking forward to moving on to the next stage in my career as a tenure-track faculty member at Elon University in North Carolina.

New publications:


Presentations:


Workshop on the use of QRS N6 computer software for the analysis of textual data to the graduate faculty at the Weilált School of Social Work, Yeshiva University, New York, NY. December 20, 2005.


Celebrating Welsh and Irish Patron Saints’ Days

As part of a study of Celtic identities, Brigittine French, my MAP students, and I have been carrying out fieldwork at the St. David’s Day (March 9th) celebration for the Iowa Welsh Society in Indianola, Iowa, and the St. Patrick’s Day (March 17th) celebration in O’Neill, Nebraska. By proclamation of the governor and the legislature, O’Neill is the “official Irish Capital of Nebraska.” The Welsh celebration, in contrast, is about individual identity and family heritage. The closing ritual at each meeting of the Iowa Welsh Society involves asking each person to introduce themselves and briefly recite the portion of their genealogy that connects them to Wales. Of course there are people who marry into the group: “I’m sitting next to my Welsh connection” chuckles one spouse who confesses only to Scandinavian ancestry. While the St. David’s Day celebration was primarily for members of the Iowa Welsh Society, the celebration in O’Neill was for everyone—the more the merrier! Prophetically, one of our Welsh-American consultants told us, somewhat wistfully, that “the Irish have better parties.”

The O’Neill St. Pat’s “party” had something for everyone, starting with a green chili cook-off, an art show, Irish dancing on the World’s Largest Shamrock (painted on the street in the town square), a big parade, mulligan stew served at the local Catholic Church, and, of course, plenty of Guinness and other beers available from the town’s four bars. Molly and Ilena are pictured with Lester, one of the celebrants who participates in the St. Patrick’s celebrations annually. Lester’s ancestry is Norwegian, not Irish, but that doesn’t matter. The celebration is not about individual heritage but about the town’s collective identity as the Irish Capital, managed by the Chamber of Commerce, an organization of town merchants. For the duration of the weekend festival, everyone in town is an honorary Irish person, according to a mayor’s proclamation.

The St. Pat’s celebrations have drawn as many as 10,000 visitors to the town of 3,400. This is great for local businesses, and gives former residents an excuse to visit their earlier home and hang out with other returnees, as well as with family still living in O’Neill. For a small portion of the town population the event is related to their heritage, but for most it is an injection of economic and social capital for O’Neill.

Kirsten Tretbar Returns

Kirsten Tretbar ’89 returned to Grinnell in February to teach another highly successful short course on Making Documentary Films as part of the Wilson Program’s emphasis on Enterprise in the Arts. The Wilson Program in Leadership and Enterprise sponsors a variety of courses that related the liberal arts to post-Grinnell careers. Tretbar will return again in fall 2005 for a four week course in Making Documentary Films, along with Doug Caulkins’ Organizational Cultures in Business and Non-profit Organizations.
Monty Roper

This past year has been a very exciting and memorable one for me thanks to a three week trip to southern Africa and two months of fieldwork at my research site in the Bolivian Amazon. Both experiences have also enhanced my ability to get students directly involved in research. For three weeks last summer, I participated in the faculty development seminar in which 10 members of the Grinnell Faculty visited Lesotho, Namibia, and South Africa. This was a wonderful opportunity to see our two Grinnell Corps programs in action, as well as a chance to experience the varied cultures and learn about development issues affecting the peoples in these regions (e.g. education in Lesotho, aridity in Namibia, post-apartheid reconciliation in South Africa, and AIDS in all these places). The experience has enhanced my teaching in my anthropology course, “Cultural and Political Ecology,” and will be integrated into my Global Development Studies courses as well. Through the contacts that we made on the trip, Laura Mason-Marshall ’06, secured an internship with the Southern African Environment Project for this coming summer (www.SAEP.org).

After a month back in Grinnell, I then traveled to the Beni, a lowland department of Bolivia, to carry out two months of research as part of my junior leave. My goal was to follow up on my dissertation research by surveying community development activities (particularly related to natural resource management and development) in the Multiethnic Indigenous Territory and examining the advances made by the representative indigenous organization.

This was the first time that I have been back to my research site in Bolivia since my doctoral research in 1997, and I was not sure what to expect. When I was last there, the situation was chaotic. The indigenous organization was divided and illegal logging was taking place throughout the Territory. This time, I was extremely pleased to find that much has improved, and my research went as smoothly as I could have hoped. Indigenous leaders representing the territory had reunited. Logging was taking place with management plans and communities were in charge of the process and working in coordination with their representative organization. Ok, I’m sugarcoating this some. There are still some internal conflicts, the management plans don’t always work, and the coordination is limited. But, the situation is certainly a far cry from what it was in 1997.

The two big issues confronting the indigenous organization now are 1) seeing that the finalization of the state’s land adjudication process is free of corruption and fair to indigenous interests; and 2) getting more involved in municipal governance, which, since the passing of the Popular Participation law has a key role to play in regional development and the administration of state funds. While I was there, the indigenous organization representing the Territory and other Moxeño groups announced its candidacy for the municipal government and began campaigning. In December, they won! This is a truly historic event and this coming summer, I will take a two-week trip to Bolivia to see the impact that control over the Mayor’s office is having in the Territory and the regional indigenous movement.

Generally, the trip to Bolivia has reenergized my research in the region and I am now looking for ways to get students involved. This summer, Chris Street-Razbadouski ’06 will be undertaking an 8 week internship with one of the local NGOs there. Next fall we will build off this experience with a Mentored Advanced Project looking at the relationships between the NGO and the indigenous movement. Brian Berube ’07 will perform a Mentored Intermediate Project (MIP) with me this summer doing a comparative study on the role of the indigenous movement in recent municipal elections throughout Bolivia. I am also developing a seminar on “Grassroots Rural Development” that will focus on the region as a case study and I hope, within a few years, to include a trip to the region as part of the seminar.

Well, that’s it for now. I am always happy to hear from alumni that are out there working in the environmental or development field who may be able to provide connections for our students or recent graduates. Also, if you are interested in hearing more on either of my recent excursions, and seeing some pictures and brief video, I encourage you to check out my website. http://web.grinnell.edu/individuals/roperjm/
Katya Gibel Azoulay

Update from American Studies: Beginning in Fall 2005, the Africana Studies Concentration will merge into the American Studies Concentration. The Africana Studies Concentration has its roots in the 1960’s when Black Students mobilized and pushed for the establishment of an Afro-American Studies Concentration. Thus, from its inception, the Concentration was centered on the experience of African Americans in the United States. In 1997, under the rubric of a new name, Africana Studies, the scope of the Concentration expanded to include the African diaspora in countries other than the United States as well as the study of Africa itself. Since then, the Concentration also successfully initiated a broad range of innovative activities including an annual conference which was upgraded to a major event in its fourth year; it has paved the way for conversations about curricular diversity and interdisciplinarity; and it has sponsored convocation speakers and several student-faculty panels. The incorporation of Africana Studies into American Studies will provide an even broader base to continue this legacy into the 21st century. This merger will also remain faithful to the goals and objectives of the Black Students who first worked to establish an Afro-American Studies program by recognizing the important contribution of people of African descent in the formation of the United States and its peoples.

American Studies is an evolving interdisciplinary field that is anchored by the interrelated study of race, gender, ethnicities, classes, sexuality, religion, and political culture emanating from the experiences of, among others, African Americans, Native Americans, Latino/ as, Asian Americans—in brief all the populations of the United States. Past and current scholarship in the field of American Studies testifies to the importance of people of African descent in our political culture and the cultural significance of “blackness” in the American imagination. The merger of Africana Studies into American Studies reflects an institutional and intellectual recognition that the histories and experiences of people of African descent in the United States have shaped and informed the evolution of American histories and experiences. Moreover, this merger also more accurately reflects the contents and perspectives of the foundation courses in AFR (211 and 495) which have been focused on the African diaspora, especially in the United States, but have also been inclusive of other communities, including Asian Americans, Native Americans and Latino/as. The proposed new course titles will be AMS 211 The Africanist Presence in American Studies and AMS 391 Advanced Varying Topics.

Professor Craig Howe, an anthropologist (PhD, Univ of Mich) and a professor in the Graduate Studies program at Oglala Lakota College (on the Pine Ridge Reservation), will offer two (2) semester-long courses in Fall 2005: AMS 130 American Cultural Beliefs and Values and a Special Topics course, American Indians in Film and Fiction. Mega-Classes In Fall 2004, the American Studies Concentration sponsored a mega-class in preparation for the Rosenfield Symposium on Incarceration which included four students and four professors. The mega-class, convening several classes and a panel of discussants for an interactive discussion on a current topic, is gaining popularity as a model for bridging learning in the classroom and discussions about current topics in a setting which is informal yet academic. Mega-classes have successfully used “vacant” Thursday time-slot traditionally reserved for Convocations. In addition, the AMS Concentration sponsored a public screening of the PBS documentary, Slavery and the Making of America which was well attended by students, several faculty and members of the wider community.

K. Gibel Azoulay, Invited Lectures and Presentations (October ’04 - March ’05):
“Curricular and Faculty Diversity in the Residential Liberal Arts College.” Two 95 minute presentations on cultivating curricular and faculty diversity with attention to the history of race in the professionalization and compartmentalization of academic disciplines. New College of Florida, Sarasota, FL. (11 January 2005 and 12 January 2005).
Commencement speaker at the Mid-Year Graduation Dinner on 1 December.
“Race and the Politics of Identity in Higher Education,” Evergreen State College Series Placing Race at the Center of Education (w/live feed to Olympia and Reservation Based Program) – 2 presentations; 12 October 2004 (11am -1pm & 6-8pm).
Departmental Awards

Honors
Justin (Teej) A. Anspach
John C. Bacino
Erika Doot
Andrew F. Maginniss
Kimberly M. McLean
Ilana R. Meltzer
Katharine E. Smith

Asrelsky Prize
Outstanding paper written for Anthropology commemorating Rachel Asrels 89
Erika Doot
"Tourism and Identity in the Amana Colonies: Heritage Preservation and Identity Transformation"

Luebben Prize
Best all-around student(s) in Anthropology

Justin (Teej) A. Anspach
Erika Doot

Michelle D. Giles
"Diet and Aggressive Food Competition as a Cause of Male Philopatry"

Avi J. Pogel
"St. John: A Kind of British Restaurant"

Our readers and alumni’s generous contributions have given us the opportunity to honor Ralph Luebben, and recipients of the Luebben Award, with a plaque that will be displayed in Goodnow Hall.

Thank You for your restricted contribution to the Anthropology Department:

Trevis Parson ’94 (Mathematics/Economics) and Alexandra Ravits ’96 (Anthropology)
Sharon Kramer Lite ’93 (Anthropology) and Jeremy Lite
Thomas Berger ’91 (Anthropology) and Julie Rosenberg
Karl-Heinz Dukstein ’81 (Art) and Joan Clinefelter ’83 (German)
Dr. William and Seliina Woods, son Alexander ’03 (Anthropology)
Lara Ratzlaff ’03 (Anthropology)

Michael Neeley ’84 (Anthropology)
Alumni News

Louis A. Hieb '61 (LouisAHieb@hotmail.com) "I received my doctorate in Anthropology from Princeton University in 1972 following the completion of other graduate degrees at Yale and Rutgers. My dissertation, 'The Hopi Ritual Clown: Life as it Should Not Be,' was the beginning of over 30 years of research and writing on the Hopi. I taught at Washington State University, served as Head Librarian, Special Collections, The University of Arizona Library and at the University of New Mexico I was Director of the Center for Southwest Research and taught in the Honors and Religious Studies Programs. While interested in vernacular architecture and comparative historiography, most of my writing has focused on the ethnologists who worked among the Hopi between 1879 and 1894. Articles appeared in Kiva and The New Mexico Historical Review in 2004 and I am a co-editor of Travels and Researches in Native North America, 1882-1883, by Herman ten Kate (University of New Mexico Press, 2004). An article on James Stevenson's expedition into Canyon de Chelly in 1882 is forthcoming. I'm trying to become rich or famous but probably won't succeed in either! I owe everything to the education I received at Grinnell. Sheldon Zittern taught me how to read. Ralph Lubben shared and continues to share the joys of being an anthropologist.

Erica Lehrer '91 After graduating from Grinnell in 1992 with a major in anthropology, I enrolled in the graduate program in anthropology at the University of Michigan. Graduate study was a long road, but I finally defended my doctoral dissertation on November 11, 2004. My dissertation, which deals with Jewish tourism in Poland, is titled, "The Shoah: Business, Holocaust Culture, and Salvage Ethnography in a Post-Jewish Landscape: An Inquiry into the Ethnic Self after Genocide." My committee co-chairs were Ruth Behar and Janet Hart, a third UM anthropologist was Andrew Shryock, and a "cognate" member, public historian Kristin Hass. I also chose two "outside" members - Barbara Kirshenblatt-Gimblett (NYU) and Don Seeman (Emory) - for their particular expertise in tourism studies and Jewish studies, respectively. These two were present at the defense via an amazingly clear speakerphone connection. It was a very satisfactory experience, full of both praise and lots of challenging questions to consider for the next step — turning it into a book.

I'll leave details of the project for those (foo?) handy enough to read the work, which is the result of a personal mission that has more or less consumed me for the past 15 years. Let me just say that the seeds of this project were sown during a year I took off from Grinnell (1989-90), after my sophomore year, an important part of which I spent as a Jewish tourist in newly-post-communist Europe, encountering the remnants of a world deeply changed, first by Nazi genocide and then by Soviet-Marxist historiography. My sense was that there was a story worth telling in what I found was nurtured during the rest of my Grinnell education, as well as afterwards when Wayne Moyer generously supported my creating a photojournalistic exhibit about my experiences, which opened at Grinnell's secentennial in 1995 in the Forum's Terrace Gallery and then hung for years in ARH.

Grad school at a big, impersonal research university was pretty traumatic after Grinnell, but I persisted and am glad I did. If anyone out there wants to hear one person's perspective on that choice (or anything else about what I've been doing) I'd be happy to chat. I can be reached at eleanor@umich.edu.

Jonathan Van Hoose '92 and Clarissa Hoover celebrate the birth of their first child, Elmano Mira Van Hoose June 19, 2004

Sharon Kramer Lite '93 and Jeremy Lite celebrate the birth of their first child, Ari Yitzak, May 12, 2004

Christine Newkirk '92. February 2005 issue of the AAA Newsletter recognizes Christine Newkirk '92 as winner of the 2004 Christine Wilson Award given by the Society for the Anthropology of Food and Nutrition for her paper, "Social Patterning of Intercultural Diversity in Food Knowledge in Southern Brazil." (Bill Dressler, an anthropology major in the class of 1973 directed and supported Newkirk.)

Alice Rogoff '71 This year, I won Second Place in the Blue Light Book Award Contest for my poetry book Mural. The poems are about labor, homelessness, women's issues, and the environment in California. I also do workshops to create theatre pieces to educate the public about the Living Wage Law in San Francisco.

Katie Arnold '04 I am enjoying my job in the county office of Multicultural Services here in Hennepin County, MN (Minneapolis). Multicultural, in this case veils "immigrant" as termed by the government. I could talk forever about my experiences and how your instruction has helped me understand the politics of the office and the ways in which the government has chosen to reach out to the new residents of the county. My life has been enriched, and hopefully the lives others as well, by the confidence I have gained in talking about differences and power.

Lara Ratzlaff '01 (lara@homelands.org) Hi everyone - I am currently living in Ithaca, NY and working as an Associate Producer at Homelands Productions World of Difference radio series (http://www.homelands.org/worlds/) We produce radio stories from around the world about how local communities and cultures are dealing with and reacting to globalization - we've done stories from Mongolia, Greece, Mexico, and Peru to name a few and I'm currently trying to put together stories from Bali and Bhutan. I don't get to go on any of the cool trips, but I get to help think of them! Anthropology at work! This is a short term project that ends in April, so if anyone has a fun research project to work on this summer, I'm available!

Jen Robinson '04 In 48 hours I will be on a plane flying to Central America (!) and wanted to write a quick goodbye. Before I get to my final destination of Nicaragua, I'm going to spend the rest of January with my former host family in the mountains of Costa Rica. They have promised to help me with my dancing, Spanish, and parties skills and I'm excited to hang out with them after being gone for over two years. Then on February 1st I will take a bus up to Nicaragua, where I'll be living for at least the next 10 months. I'll be doing health education work with women's groups, learning from midwives and traditional healers (hopefully!), and taking some sociology courses for a Fulbright project on reproductive health services and organizations. I am very excited and very nervous, but have made lots of good contacts with people there and will be living with a really cool host family.

For those of you who don't know, I spent a few months this
past fall as a doula (childbirth coach/support person) and perinatal educator with the Providence Community Health Centers in Rhode Island. I learned that I love working with teens and immigrants from Latin America and got to use my Spanish a lot. I helped out with seven births, some of which were very long and difficult. It was amazing, frustrating, and disappointing to see in action what I learned in college about medical interventions and control over women's bodies and the natural birth process. But being able to work as a translator and help laboring women understand their options in the hospital and clinic gave me a little hope for improvement in the current system. And I got to meet some really great people through the program I was working with who like social justice, beer, and women's health too.

Katie Casas '04 [mailto:katiecasas@gmail.com] I'm sitting here in my sunny little apartment in Brooklyn, New York trying to think of what new job I want and how I'm going to get it. After graduation, I went to Guatemalan with my dad. It was great - beautiful scenery, amazing people, bright clothes, misty mountains, you know. Then I went to Mexico to meet up with Tricia Hadley. We had a grand time - got jobs and an apartment in the mountains in Chiapas, worked for a while, left the job and the apartment and hitchhiked around Central America, spending a week in Costa Rica at this hippie-fest called a Rainbow Gathering, went back to Mexico, lived on some beaches for a dollar a day and ate free, fresh fish out of the nets of local fishermen, and met up with some Mexican friends in Mexico City to finish off our trip. Then I was in Maine for the summer living at my folks' house where I worked as a landscaper/gardener most of the time and a mason tender a bit of the time. I was also a sister, daughter and auntie a lot of the time. It was a good time. Then on to the big city! Now I'm here, in New York living with Tricia, another Grinnellian, and a friend from back home. I have two jobs, both of which are fine and interesting in their own way, but neither of which are mentally stimulating. I work as a reservationist at this fancy- schmancy restaurant I can't afford to eat in and as a secretary, basically, for an aging lawyer. I love having experiences, obviously, but I'm ready to do something stable, that requires me to think. So... That's where I am now.

Nathan Weller '02, a WorldTeach volunteer living in the Napo Province of Ecuador. Ecuadorians love to copy things. Young or old, indigenous or colonial, masters candidates in biology or night school attendances in accounting, students along the equator respond most profoundly to the task of mechanically transposing information from one place to another. Almost all have immaculate script, painstakingly perfected in the art of copiar, and many utilize different colors for the various topics, sub topics, and homework that make up the organization of a class. It's really quite an amazing sight, watching a room full of thirty sixth grade boys turn from a rambunctious hornet's nest of a nightmare into a thriving and well oiled machine, through the magic of copying from blackboard to paper. The problem, however, is that copying does not equate learning, a leap in logic avoided by most of the Ecuadorian educational system. Your average Ecuadorian would make an incredible calligrapher, or court transcription, sure. But copying does not an abstract thinker make. The challenge of an educator in any part of the world is nurturing that process which makes each of us unique. And in Ecuador, I have had the privilege to show students the door to confident individual thinking, some of whom had never even thought such a door existed. For me, the joy of teaching English as a second language has many facets. I love watching groups of people organize themselves to wrap their minds around a foreign concept. I love providing an environment where a previously impossible task becomes possible and entertaining. I love watching the proverbial light bulb of one student cause others to squint and marvel at its brilliance. But most of all, I love showing my students another world of learning, not just through topic but method as well. I love molding, if only visible for split seconds at a time, an informed and critical observer of the world. As much as Ecuadorians cling to the ritual of copying, they also love and respect the luxury of an education. My efforts to impart my native tongue, a skill I unconsciously possess and others are beginning to inherently want, have been met with nothing less than unconditional admiration. My time in the Amazon has afforded me the opportunity to become a successful teacher, and in return I now consider this corner of the world my home. After a year of teaching in a small Amazonian town, I find myself not just the "teacher" who is greeted by passers-by on the street, but a respected member of the community, an experience which has no equal no matter the city, country, continent or World in which we live. For more information about WorldTeach, contact Nathan at nathanweller@yahoo.com, or visit the WorldTeach website: www.worldteach.org.

Susannah Carroll '00 [mailto:susiejive@hotmail.com] I'm back home in Philly working two part time jobs and one internship. I love it all, but I run around so much that at some point, I know I'm going to want just one full-time gig to which I can devote all my time. I work as a glorified tour guide for historical buildings in Philly on a program that is an accredited history course for 4th and 5th graders. I really enjoy working with the kids and being so connected to the history of the area in which I was raised. My other part-time is at Trader Joes, which is an "alternative" supermarket. I get along very well with the people I work for and with, and I get health care through Trader Joes. My internship is at the Franklin Institute with the head curator. I get to see all the wonderful artifacts they have and put all their archival records on the computer. I love it! Soon I will be able to work a little bit with the Anthro. Museum associated with the U. of Penn to check the condition of our objects on loan to them. I would really like to save up enough money to go on a dig through UREP. There is a specific one I am excited about, but we'll see what happens...
Alumni news continued....

Cathy Dean '01 is curating a new exhibit, Calicoe, Cambrick, and Casimir: Clothing for Work and Fashion in John Marshall’s Richmond, 1790-1835, opening in April at the John Marshall House in Richmond, Virginia. Cathy is Collections Curator at the Association for the Preservation of Virginia Antiquities.
cdean@apva.org

Carl Drexler '02 continues graduate work at the U. of Arkansas. He writes, “Doug Scott and Peter Bleed asked me to participate in a reconnaissance of the Spanish-American War (or, more properly, Spanish-Cuban-American War) sites outside of Santiago. This looks to be about a 10 year effort, and they’re bringing me on because neither one of the other two thinks he will be spry enough to finish it. I guess that’s a credit to my skills... Considering that their initial opinions of me were made based on what I learned at Grinnell, that would be a credit to you folks as well... Anyhow, we looked at four areas of conflict, of which three held promise. Kettle Hill, where Teddy Roosevelt did his thing, is basically junked. Half of it was carted away, and the other half was used as the site of a government computer school. Ironically, the extant trenches on top of the hill are not Spanish trenches meant to keep the Americans out, they’re Cuban trenches from the ’60s meant to keep the Americans out. We actually met and chatted with one of the old guard revolutionaries who had fought with Castro in Africa, been with him in Mexico, and then had come back and fought at the Bay of Pigs. cg_drexler@yahoo.com

Tammy Johnson ’96 I am currently teaching Adult Basic Education in Fitchburg, MA, at the basic literacy level. Additionally I am teaching ESOL for the same program, again at the basic level. I am tentatively branching out into the field of consulting in the areas of reading and learning disabilities. This summer I plan to look closely at the Literacy, Language and Culture program offered by UMASS Amherst, which they claim is a mix of language based study and anthropology (the culture piece). We shall see. tammy@ocj3.net

Dell McLaughlin ’02 I am now a Peace Corps volunteer in Senegal, West Africa, living in a little village of 225 Pulaar people and working with them to improve their health care and agricultural techniques. It is an amazing experience with lots of frustration, but I have made some progress in the work that I am trying to do here and my work here in the health field has motivated me to try to become a physician. dell_mclaughlin@yahoo.com

Rachel Clark ’02 has received a Fulbright scholarship to study batik in Sri Lanka and will be departing in October 2005.

Rachel Sandler ’04 I have some very good news about my future. I got into the MD/MPH program at the University of Iowa and am planning to enroll there in fall of 2006. I am deferring a year because I’m just not feeling ready to go back to school quite yet. I am looking for random stuff to do for a couple months here and there, so if you have any ideas, let me know.

Leslie Kadish ’99 has been accepted in the PhD programs at Michigan, Texas and New Mexico—no decision on where to go yet.

Jenny Haggar ’02, Three years in a nutshell: I should finish my MA at Univ Nevada, Reno in the fall, but lab work has been delaying it. I spent three summers on the staff of Don Hardey’s historical arch field school in eastern Alaska, and we had a pretty chaotic field season this summer, mainly because the site we originally planned to excavate caught fire (just one of about five million acres burned in Alaska), which means we still have dirty artifacts that haven’t been touched since they came out of the ground. But the good news is I’ve finished my coursework and my comps, so wheels are in motion despite the fires. To pay the bills I worked in the historic lab for a year, and I’ve been a TA for a semester in the UNR geography department and for a year here in anthropology. Every time I grade a paper I thank god that at least Grinnell had tutorials so we could learn how to write! Today in particular, the problem they apparently have distinguishing “it’s” and “its” has been bothering me. This summer I will spend working on my thesis and working for the Tanana Chiefs Indian Corporation, excavating some Gold Rush-era stuff on their land in Alaska. By this time next year I hope to be teaching at Northwestern Community College in San Diego. (haggiarj@unr.nevada.edu)

Nathan Gingerich ’02 (1/13/05) Since May I have been working for a company based in Brodhead, WI, whose business is ecological restoration. We are situated on a farm raising hundreds of local plant species for direct transplanting and to produce seed. That supports our rebuilding work which is mostly of prairie and wetland landscapes. I personally have been involved with quite a bit of formal landscaping using native species, including the entire new campus of a high school in Milwaukee. I do feel I have here found a field that matches my political (environmentalism), intellectual (botany, anthropology, agriculture, ecology) and personal (nature) interests well. At the moment I find myself once again a laborer/lowest-level manager, which is an enjoyable place to be. I obsessively indulged my interest in field identification of plants through the growing season and am a much more sophisticated Midwestern botanist for that. However, it galls me to be stifled now where planning and decision-making are concerned, particularly in a company at once relatively small but also built on management models taken from construction or engineering firms (rigid hierarchy, boss stacked upon boss, all the way up). Ultimately I want creative control, credit for my contributions and honest sharing of expertise—imagine that!

Though WorldTeach focuses primarily on adult education, volunteers often find themselves adapting to other types of eager pupils. Students from the Ecuadorian Amazon proudly display their official certificates of completion with their teacher.

Nathan Weller ’02