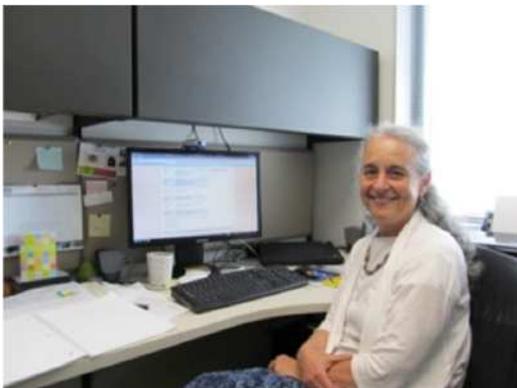


SfAA President's Column



Merrill Eisenberg

By Merrill Eisenberg [Merrill@u.arizona.edu]
University of Arizona

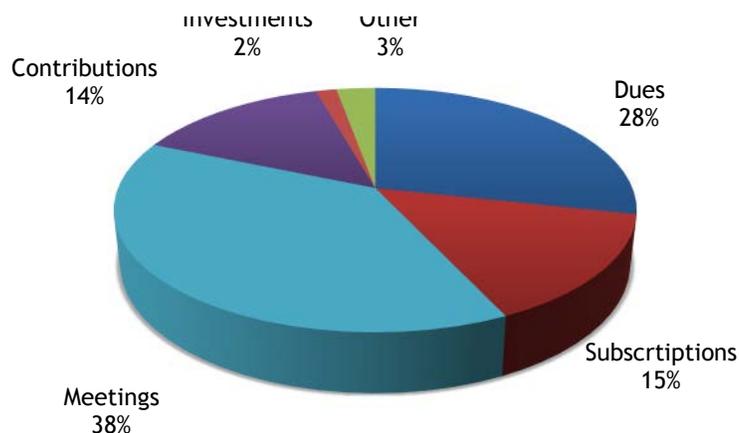
As I complete my first year as your President, I am happy to report that our organization is on solid footing and is poised to tackle the challenges of a rapidly changing environmental context. Our membership has grown 22% in the past 10 years, with students accounting for more than a third of our total membership. Thanks to the hard work of Tom May and the staff at Professional Management Associates (PMA), our contracted business office, we now have 10 student travel awards. Our meetings are well known as being informative, productive and fun, and attendance at the meetings is growing. For those who missed the Business Meeting, here is a “short version” summary of my presentation and an update on issues discussed by the Board in Baltimore. This is followed by some information about the labor issues we were all concerned about at the hotel in Baltimore.

A look at current finances: Understanding where our money comes from and where it goes is one way to assess the state of the SfAA. Our annual operating budget is just under \$440,000. Our revenues come from a variety of sources, with the annual meetings, and dues contributing the highest percentage, followed by library subscriptions and contributions, most of which were made to support our various awards. We derive a small amount of revenue from money set aside as an investment, from the sale of back issues of our journals and other minor sources.

Our expenses are a bit more complicated to explain. While our operating budget is about \$440,000, that does not include monies contributed to our award trusts. All award contributions are placed in trusts—one for the Peter K. New award, and one for all of the other awards. The revenue from these trusts funds awards. Our greatest expenses are related to the general operation of the Society, through our contract with PMA and other administrative expenses such as rent, utilities, and bank fees that are related to our everyday operations.

Our current financial situation is solid, but there are several issues that are on the horizon that will create a challenge. One of these is the prospect of “open access” journals. Our subscriptions account for 15% of our revenues and 21% of our expenses. What a bargain the libraries are getting! However, with library budgets generally declining and the advent of open access journals (see the J. Freidenberg article below), we need to re-think our revenue sources if we want to continue to provide the current service level. Additionally, we need to consider the services we currently provide in light of broader changes in the world, in our

SfAA Revenue Estimates for 2011: ≈\$496,000



professions, and in the needs of our members as we move forward.

Looking toward the future: As we approach our 75th anniversary in 2015, we have been thinking seriously about how to position the SfAA to thrive in the future environmental context. The Board has started a strategic planning process by

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conducting a procedure to identify internal strengths and weaknesses, as well as external opportunities and threats. Some external challenges in addition to open access that we anticipate include shrinking academic employment, growing international interest in applied social science, growing need for applied social science practitioners, and the emergence of new issues. Generally the questions we need to address include 1) how can we ensure that SfAA is financially viable?, and 2) what services should we keep, drop, or develop to best meet the needs of applied social scientists in the future?

We will be taking this process to the membership starting this summer when you will be asked to respond to an online survey seeking your input. At our 2013 meeting in Denver we will report on the survey findings and provide opportunities for members to provide insight and ideas. By our 2014 meeting in Albuquerque we will have prepared a document outlining any changes in our mission, vision, values, goals, objectives, organizational structure, and services for members that arise from the strategic planning process for our membership to consider.

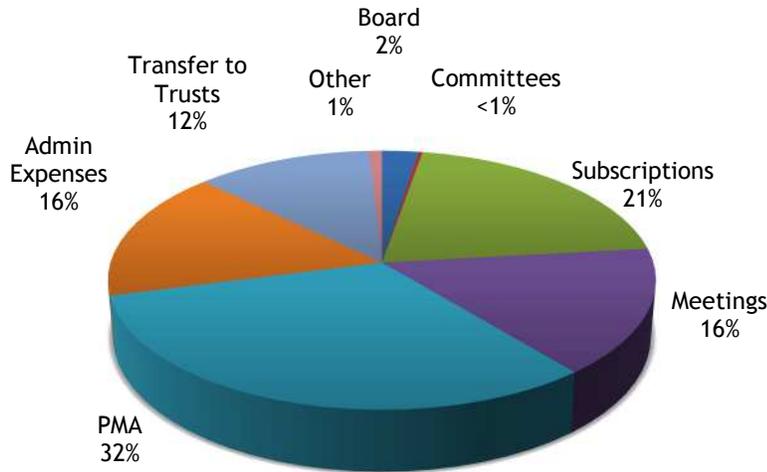
In the meantime, we have appointed an ad hoc committee, headed by Allan Burns, to explore ways to increase our international reach. Other members of this committee include Peter Kunstadter, Lenore Manderson, and Jeanne Simonelli. Additionally, with the help of SfAA member Teresa Trustee, we are exploring ways to fund travel awards for international annual meeting participants. The Board also recently approved a pilot "Institutional Membership" category to provide affordable access to our journals for small organizations in international contexts. Finally, we adopted a "title" to describe ourselves in a way that clarifies that we are an international organization and that although "anthropology" is in our name, we are not necessarily all trained as anthropologists. So we will now be known as: "SfAA, A Worldwide Organization for Applied Social Science."

To make better use of electronic media, we have also assigned an ad hoc Information Technology committee to

assess our current resources and use, and to suggest changes that will increase our productivity, visibility, and access to information for our members. Some items we hope to work out include a revamping of our website, developing a secure database of our members, and conducting elections online rather than by paper ballot. We are very lucky that two relatively young members, Rey Villanueva, a student member, and Andrew Mathis, a young practitioner, who are IT "savvy", have volunteered for this committee. Rey and Andrew join Neil Hann, our Associate Director, who has developed all of our IT resources to date, and Zachary Naiman, an IT professional who just happens to be my son, as members of this committee.

Labor issues at the SfAA: Many of us were very surprised to learn about a labor action that had evidently been going on for many years at the Sheraton hotel in Baltimore, where we held our recent meetings. Here I would like to clarify what occurred and what the SfAA is doing to ensure that we avoid these situations in the future.

SfAA Expense Estimates for 2011: ≈\$499,000



First, the SfAA has always been sensitive to fair labor practices and as a policy, we always conduct our meetings at unionized hotels. Arrangements are made for our annual meeting several years in advance. Our PMA staff members always inquire about the labor situation at any hotel we are considering, and we always include a "Forces Majeure" clause in our contract which permits us to terminate the contract if certain conditions emerge, one among which is a strike or labor dispute. At the time that we signed the contract for Baltimore, the management company at the Sheraton assured our staff that there was no labor dispute, saying that they were in contract

negotiations which they expected to go on smoothly. The announcement of the meeting site was made public many months prior to the meetings, and we had no reason to believe there would be any problems.

About 10 days prior to the meetings, some of us received phone messages from the union alerting us to the fact that workers at the Baltimore Sheraton had been working without a contract for many years. We immediately contacted our business office and asked Tom May to look into this. He was again assured that contract negotiations were going on smoothly. At that point it was not feasible to switch to a different hotel or cancel the meetings. I remind you that our meetings produce about 38% of our annual revenues, that most of us had already made travel arrangements, and that we had contracts with other vendors in Baltimore that we needed to fulfill. So we decided "the show must go on."

We were not surprised that upon learning about the dispute, many of our members expressed emotions ranging from displeasure to outrage. Members of the Board shared those emotions, and we have taken the following steps to help us respond more appropriately in the future:

Our staff will not only ask management about the labor situation at any hotel we are considering, but also contact the union involved to ensure that we are getting accurate information. We are writing to the corporation that owns the Sheraton to express our displeasure with the management company in Baltimore that gave us inaccurate information. We have asked the Human Rights and Social Justice Committee to review the contract language we have been using and recommend changes that might better protect us. We also have asked them to suggest scenarios and timetables for alternative actions we can take if a labor dispute arises between the time that we sign the contract and the meeting dates. Such actions might include hosting an open forum, addressing the labor situation, conducting a labor "teach in," and/or some other type of activity to highlight the dispute and show our support for labor.

These actions will help us identify and react appropriately to any labor issues that come up in the future. I would also encourage our members and any involved unions to assist us in identifying potential problems that we might have missed well before the date of our annual meeting so that we can plan appropriately. For example, had the union contacted us in the fall rather than 10 days prior to the meetings, we would have responded differently. This is not meant to place blame on our staff, or on the union, or on our members who are union supporters. We are all seeking the same, just outcome and need to work together.

SfAA Elections Results

Nominations and Elections Committee:

Retiring members:

David Groenfeldt
Terre Satterfield

Newly elected

Kathleen DeWalt
Kerry Feldman

Continuing

Alicia Re Cruz, Chair
Peter J. Brown

Executive Board

Retiring members

Allan Burns - Past President
Peter Kunstadter
Shelby Tisdale
Lucero Radonic - Student
Sharon Morrison -Treasurer (appointed)

Newly Elected

Robert Alvarez - President Elect
Joe Heyman
Lois Stanford
Rebecca Crosthwaith - Student
Jennifer Wies - Treasurer (appointed)

Continuing

Merrill Eisenberg - President
Michael Paolisso
Susan Charnley - Secretary
Claire Sterk
Nancy Schoenberg
Tom Leatherman

The Methods in the Middle: Resources for Applied Qualitative Researchers

By Greg Guest [GGuest@fhi360.org]
Kathleen MacQueen [KMacQueen@fhi360.org]
Emily Namey [ENamey@fhi360.org]
FHI360

Anthropologists, along with researchers in other disciplines, have spent significant effort over the past decades trying to distinguish academic and applied forms of research. Discussions typically center on the types of research questions that drive each, how study results are used, or for whom the results are intended. One often overlooked difference between these two forms of research is the piece that falls in the middle -- the choice of methods and procedures used in data collection, management, and analysis.

So what exactly is *applied* research? The three of us currently work in the Behavioral and Social Sciences department at FHI 360, a large nonprofit human development organization headquartered in Durham, NC. FHI 360 operates from 60 offices around the world and translates the results of its work into publications, tools, and training materials. These resources are made available for use or adaptation by policymakers, healthcare providers, community leaders and others involved in improving lives through human development. As applied anthropologists within this organization, we are responsible for the design, management, and implementation of public health research initiatives across a wide range of countries and research contexts. Our research projects often involve multiple sites and data sources and are always carried out in teams. We have consistently observed in our day-to-day work (at FHI 360, and in other applied research organizations where we have worked) that many of the concepts, methods, and procedures developed for traditional, academically-oriented anthropological research are impractical for applied research.



Greg Guest hands out certificates of completion after doing a qualitative methods training for the FHI360 Uganda field team.

Take, for example, the use of theoretical saturation as a benchmark for establishing non-probability sample sizes. In long-term ethnographic research, which is highly inductive and flexible, determination of sample size via saturation works extremely well. In applied settings, however, inductive sampling is typically not feasible. Shorter timelines and funding constraints often don't permit the iterative process required to truly assess theoretical saturation. Instead, the applied qualitative researcher needs to consider upfront the likely sources of variability in the area of inquiry and then design a sampling strategy accordingly.



Kate MacQueen sitting in the "Dream Chair" in Durban, South Africa

Another example of the difference in academic and applied research implementation is the issue of teamwork. Traditionally, academic anthropological fieldwork features a lone anthropologist heading off to an "exotic" location for an extended period of time. In many cases, ethnographic researchers are intimately familiar with 'their' field site(s) and speak the local language fluently. In this lone ethnographer model, all of the study components - data collection and management, analysis, and write up - are designed and carried out by one individual.

Contrast this scenario with the types of projects that we and other applied anthropologists often work on. Most of our studies involve multiple field sites and languages, two or more types of data collection methods (often including a quantitative component), and a combined study team of more than a dozen individuals. If we're working in concert with another study, such as a clinical trial or epidemiologic assessment, this complexity is compounded. The research design and procedures must be communicated to all parties involved and study documents must be translated and back-translated into local languages. Detailed operating manuals and hands-on training of field teams are needed to minimize confusion and errors as numerous physical and electronic documents are translated, transferred, stored, and retrieved across multiple locations.

Similarly, data collection, management, and analysis procedures must be rigorous and consistent across individuals and sites if meaningful syntheses and comparisons are to be made. Traditional qualitative data analysis approaches (e.g., grounded theory or discourse analysis) are often not practical methods for handling the diversity and volume of data collected in applied, multi-site studies. Specific data management and data reduction techniques are often required to help parse, organize, and make sense of the various pieces.

The differences in academic and applied research are perhaps *most* important, then, in the methods used to get from research questions to results -- the essential middle step in the process that encompasses data collection, management, and analysis. These methods, fortunately, are very skills-based and teachable. Yet a review of current textbooks on qualitative research methods reveals a decidedly academic presentation of methods: many texts devote a quarter to half of their material to epistemology, reflexivity, and other theoretical matters, and fill the remainder with a grand tour of methods that serves more as a philosophical treatise than a practical handbook. For applied researchers concerned with generating credible results that will be useful for program and policy, traditional qualitative methods textbooks provide little instruction on how to get from research question to useable finding via systematic data collection and analysis.



Emily Namey, second from top left, with training participants in Soshanguve, South Africa.

In the absence of such a text, we and our colleagues have been providing this type of step-by-step instruction to our domestic and international research teams for many years. In discussing our combined lessons learned on a Nigerian highway after one of these trainings, we became inspired to document and impart to other researchers what we felt were useful and practical procedures for larger, team-based qualitative research initiatives. Our first applied methods book was born, *Handbook for Team-based Qualitative Research* (AltaMira, 2008). The eleven chapters in this edited volume cover the most commonly encountered challenges of working in qualitative research teams: ethics, politics, data preparation and analysis, and quality control and assurance.

At the same time we were putting together the team-based book, we began to receive requests for qualitative methods training from a number of different applied research organizations. In response, we created and implemented (and modified multiple times!) intensive training courses in qualitative data collection and analysis. Student feedback not only improved the content and delivery of our courses over the years, it also made clear to us that many academic research programs were not teaching students how to actually collect or analyze qualitative data, especially in applied contexts. The positive and often enthusiastic response of our students inspired us to transform our trainings into a format that provided broader and deeper coverage than a 2-day workshop. The result is a set of two in-depth how-to books that offers researchers procedures, tips, tools, and templates to collect and analyze qualitative data in a rigorous, ethical, and efficient manner.

The first of these books, *Applied Thematic Analysis* (Sage 2012), provides instructions for conducting inductive thematic analyses on textual data. The contents cover the entire analysis process: planning and preparing analyses, coding, comparing and reducing data, and writing up results. The book also contains dedicated chapters on enhancing validity of results, supplemental techniques (e.g., word searches, deviant case analyses, enhancing focus group data), integrating qualitative and quantitative datasets, and choosing data analysis software.

The prequel to this analysis book is currently in press and expected to be available in June of this year. *Collecting Qualitative Data: A Field Manual for Applied Research* (Sage 2012) adheres to the same hands-on, practical philosophy as its predecessors. Using diverse real-world examples, step-by-step instructions, and practice exercises, the field manual guides researchers through the three most commonly employed qualitative data collection methods - participant observation, in-depth interviews, and focus groups. The book also includes detailed chapters on sampling, research ethics, qualitative data management, and supplemental data collection methods, such as listing/categorizing, creating timelines, visual techniques, ethnographic decision modeling, and document analysis.

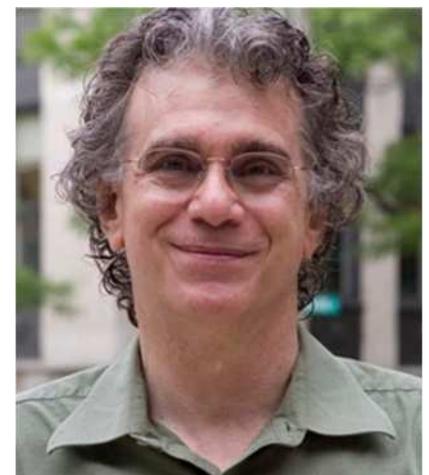
As study managers and scientific directors of applied research, we are responsible for ensuring a study's scientific and ethical integrity. We can bolster both of these by training researchers who are not only adept at designing epistemologically and theoretically sound research, but who also have a firm grasp of the essential skills and steps necessary to conduct (or supervise) rigorous qualitative data collection and systematic thematic analysis. We've made plenty of mistakes in our research projects over the years, and hope that these books, by conveying the practical lessons we've learned in the field, will help other researchers avoid making the same mistakes in the critical "middle" of a project. In the process, we hope to begin closing the instructional gap for applied qualitative researchers.

The DePaul Model of an Applied Orientation across the Anthropology BA

By Robert Rotenberg [rrotenbe@depaul.edu]
Department of Anthropology, DePaul University

The anthropology department at DePaul University in Chicago began in 1998 and awarded its first BA in 1999. At the time there were just three full-time faculty, all of whom had an urban focus and appreciation/interest in applied practice in urban settings. Because of our late development, we were able to rethink the curriculum of the BA in ways that may have eluded other departments. We decided early on that an applied focus was essential. Our university has a tradition of social action. Our program was approved with the understanding that we would contribute to that tradition. Within the first year, we hired an archaeologist as our fourth member. That colleague clearly understood that archaeology in our department must emphasize a community focus through a local urban field school.

In 2004, we had grown to the point where we needed to increase the number of required courses to better use faculty resources and provide a stronger identity for our students. Three of us, Sharon Nagy, Jane Baxter and myself, developed a



Robert Rotenberg

model of distributing an applied focus throughout the curriculum. Instead of having a single course in community-based research, say, we would forefront professional skills early in the curriculum, building research projects into as many courses as possible. We felt that an undergraduate curriculum that emphasized skills over reading lists was a better preparation for our students, the vast majority of whom were not going to graduate school. As for those few who did want graduate education, diverse, completed research projects would set their applications apart. We believe that in creating a 'hands-on' major, we would attract students who yearned for more active forms of learning. We also believed this approach would suit the needs of student activists and service learners.

The model we devised is structured as follows: research methods in ethnography and archaeology (local, community-based field school), and professional studies, including human subjects research certification are the first courses students take. These are followed by a survey of the culture concept in the 20th century. The middle of the curriculum is filled with a mix of literature-based and research-based courses that emphasize reading, writing and speaking skills across a variety of genres. We also established ties to co-curricular programming that helped students project their learning in internships, service learning programs, student organizations, and study abroad. The final phase of the curriculum included two required applied practice courses in which the instructor organized a single project, often involving a local community organization in the client role, and contracted the ethnography or archaeology out to the students. Finally, our capstone seminar focused on anthropology as life-long learning, enabling the students to reflect both on the experiences in their major and general education curriculum, and on the ways in which their lives as anthropologists might unfold after graduation. As this seminar has evolved, it commonly features visits from practicing anthropologists.

To support this broad model, we created a grid with our desired learning outcome categories as columns and our course offerings as rows. The individual boxes were then filled with the ways the courses fulfilled specific outcomes within the category. Among the learning outcome categories, we list the following: experiential, collaborative, literacy, writing, speaking, research, evaluation, reflection, and professional socialization. A specific course, say ethnographic research methods, would then be described as follows: experiential = yes; collaborative =yes; literacy = methods manual, ethnographic articles, research reports; writing = fieldnotes, field diary, interview transcripts, IMRAD-formatted report, ethnographic-based argument; speaking = informal and formal research presentations, talking with power point slides; research = data gathering and analysis; evaluation = yes; reflection = yes; and professional socialization = implementation of a HSR protocol. Ideally, a new colleague could use the grid to fashion a course that immediately met the requirements for its slot in the curriculum. The grid directed us to recognize the redundancies and gaps in the curriculum. This, in turn, helped us to use our requirements and our faculty in more effective ways. Perhaps most importantly, the grid showed us how to explain to students what they were learning and why these skills, genres, or learning situations were important. Faculty are asked to include a statement in their syllabi explaining how the course fits into the major curriculum.

On the whole this approach has been successful for several reasons. First, we are in a school in which first generation college students represent almost 40% of the student body. These students discover that they can explain anthropology to their parents and community members as a reasonable preparation for their life after college. Indeed, their fellow students may be doing research in their community at that very moment.



Eric Gordon, Tessa Ferraro, and Hannah Gunning dig in Maywood as part of DePaul's Urban Historical Archaeology Field School to find the house of Zebina Eastman, a famous abolitionist. (source: The DePaulia Jan 17, 2012)"

Second, our university is resource rich. We had a period of 15 years of extraordinary growth in student enrollments, faculty size and new buildings. Student services include a well-functioning career office with an active and successful internship program. Study Abroad, led by anthropologists, offer a large number of language-based and non-language based programs at cost for our students to sample. We encourage this by making the second year of our language requirement 'fulfilled' if a student attends a language-based program for at least ten weeks.

Third, thanks to an endowment from a trustee, our community-based service-learning center (Steans Center), directed by a professional anthropologist, has become an award-winning national model of how this function can be best

integrated into university curricula. They maintain all the liaisons with the communities. Our faculty activate their ties when developing a project, but can also feel free to let their personal ties attenuate, knowing that our Steans Center will keep the institutional ties vital and open. Thus, there is very little community 'burn-out' from student-based projects. In fact, our partner organizations invite us back to work with them again whenever we express an interest in doing so.

Finally, there is little opposition among the faculty to maintaining this model because each was hired with the understanding that we are this kind of department and have no desire to be a different kind of department. This is not to say there are no differences of opinion about how best to implement our design. That stimulating conversation keeps us all thinking and reflecting on what we do. It led us to liberalize our requirements as our total number of majors grew. Throughout this process, the principles that shaped our initial approach did not change. Departments with a different mix of students, a university with fewer resources, or a faculty hired under a different understanding of the department's role could find adopting our principles difficult.

We have lived with this curriculum for eight years. Over time, new faculty were hired. We have not been especially diligent in explaining the fine structure of the curriculum as we might have. This has led to misunderstandings and a degree of divergence from the original concept. New courses have been added in archaeology and biological anthropology without checking the learning outcomes against the original grid. Courses that were required of all students in 2004 are now electives in the more liberal requirements of 2012, again, compromising the balance of outcomes we originally achieved. In maximizing the teaching and scholarly quality of our department we have chosen new colleagues who do not readily contribute to the original model. Finally, those colleagues who were tasked with offering the field-based courses have understandably begun to burn-out on the extra effort involved in the courses.

This has opened opportunities to bring in adjuncts from the professional community, but has also weakened the consistency of students' experience with the curriculum. We have become complacent with our original achievement. These experiences of living with the curriculum demonstrate the importance of refreshing the conversation every two years, or so. We are currently engaged in doing just that.

In a recent session on applied programming at the undergraduate level, panel members of whom I was one, were asked to address two questions directly pertinent to undergraduate applied anthropology programs: how does one prepare undergraduates to successfully market their degree, and how does one argue for resources and approval for an applied curriculum beyond the department? We all struggle with the tension between our championing of liberal learning as a rich and multi-purpose activity, and our students' need to find a viable path toward an independent adulthood. Our university



Ian Natanek, Natalie Berrera, Tori Duoos, and Elli Brodsky present their research findings at LVELO, an environmental justice NGO in Chicago's Little Village neighborhood in 2010.

tends to balance the two with a slight tilt towards the students' perceptions. As a result, our career center is well developed and sophisticated. We address the first question by introducing professionalism, including self-marketing, early in the curriculum. Everyone develops a resume. Everyone can identify a person in the career center they have met in our classroom. Everyone understands how the internship program works. Next, we take the contribution of the co-curriculum seriously. We have met with the internship office, the study abroad office and the community-based service learning center as a department. That conversation resulted in these services having a deeper understanding of the range of skills and knowledge our students were developing. It also empowered our faculty to speak authoritatively and accurately about the co-curriculum with students, encouraging them to invest in these experiences and linking them to the students' desired outcomes. Finally, we maintain ties to both local practitioner organizations, to understand who is contracting for which research services, and COPAA, to monitor the growth and development of

applied graduate programs. Hopefully, those programs are keeping their eyes on the services contracted for nationally. This effort helps the faculty communicate to students what services might be in demand during the first few years of their post-BA career.

As to the question of successfully arguing for resources and approval beyond the department, we have had success with the following argument:

Universities faces serious challenges: the economic stress that results from the growing shortage of traditional-aged students, constrained revenue growth and increasing costs, demands for greater accountability by accrediting agencies, competition from for-profit professional schools and the challenge of continuously enhancing quality. The institutions best positioned to meet these challenges are those that, as the late Ernest Boyer (SUNY Chancellor; President of Carnegie Foundation) suggested, serve not just the private interests of their students and faculty but the public good as well. One serves the public good by staying student centered, by promoting excellence in teaching and scholarship, and **by reinforcing rather than retreating from community partnerships** and a commitment to diversity and accessibility. This is the contribution of an applied anthropology program to the campus mix.

However, such a formula will not work at every school. What successful arguments have in common, though, is that they link the university's challenges to the solutions provided by the applied BA program.

Applied Archaeology and Community Engagement

By Robert P. Connolly [rcnolly@memphis.edu]
Nash Museum at Chucalissa and University of Memphis

Over the past five years the C.H. Nash Museum at Chucalissa (CHNM) in Memphis, Tennessee, U.S., has employed an applied archaeology approach to engage residents of the adjacent community. The engagement includes the co-creation of museum exhibits, consultation on museum redesign, along with hosting community events, projects and programs. Simon (2010:187) writes the purpose of co-creative community projects is to “To give voice and be responsive to the needs and interests of local community members; to provide a place for community engagement and dialogue; and to help participants develop skills that will support their own individual and community goals.” The CHNM considers community engagement as the driving force behind such projects. Today's level of engagement stands in sharp contrast to the relationship with the surrounding community when the Museum was founded in the 1960s.



Robert Connolly

The Mississippian culture (A.D. 1000 - 1500) temple mound complex, today known as the Chucalissa Archaeological Site, was “discovered” in the 1930s through a Jim Crow era Civilian Conservation Corps (CCC) project to construct a segregated park for the African American community of Memphis. However, when evidence of the prehistoric occupation was encountered, the area judged to contain the rich prehistoric deposits was removed from the park project to become a tourist destination and research focus for the academicians. These revised plans did not consider the needs of the adjacent community that is 95% African-American.

In the summer of 2010, after a two-year period of increasing community collaboration, the CHNM partnered with the Westwood Indian Hill Neighborhood Association and received a Strengthening Communities Initiative Grant to create a Museum exhibit on the African American Cultural Heritage of Southwest Memphis. The exhibit proposal centered on a 1920s era African American farmstead excavated at the Chucalissa site in 2002. The CHNM had curated seven cubic feet of artifacts, field notes, and plan maps from the farmstead excavation. The excavation remained unreported at the museum because of an interpretive focus solely on the Native American occupation of the site.

To holistically interpret the built environment of Chucalissa, the historic era also needed to be included. In so doing, the Museum would incorporate a voice not heard in any other cultural heritage venue in Memphis—the African American community of southwest Memphis. Nine area high school students were selected to create the exhibit from an application pool of 35. The selection criteria required that the students live in the zip code surrounding the Chucalissa site, be enrolled in an area high school, and complete an essay on why knowing about the cultural heritage of their community was important. The essays were reviewed by area teachers, nonprofit administrators, and the staffs at T.O. Fuller State Park (TOFSP) and CHNM.

Samantha Gibbs, coordinated the project for her M.A. practicum in the Anthropology Department at the University of Memphis. Emily Schwimmer assisted Sam through an internship for the Museum Studies Graduate Certificate Program. Sam and Emily were the facilitators who worked with the high school students on a daily basis.

The high school students spent thirty hours per week for five weeks in the summer of 2010 creating the exhibit. From the outset, the students made the key decisions in the project. The museum staff and graduate students played only a support role. The first two weeks of the project were spent in team building exercises, discussing applied archeology methods, brainstorming, and visiting area museums to view collections and exhibit creation processes.



Jasmine Morrison, Tabitha Barlow, and Davarius Burton discussing the exhibit design.

None of the high school students had participated in a similar project previously, so there was a good bit of uncertainty on their part. In the first week, one of the students, Jasmine Morrison, asked what the museum staff intended to do with the exhibit after the students left. We replied that the exhibit was to be permanently on display and that if she brought her children to visit 20 years in the future, the exhibit might be updated, but would still be in place. Jasmine’s question was a turning point for the project. The answer demonstrated to the high school students that we were serious about the exhibit and the creation was an opportunity to tell the story of their community.

The students decided which artifacts would be placed in the exhibit. They visited a local CRM firm where an historic archaeologist identified and contextualized the materials for them. The students performed archive research, wrote labels and didactic panels, and chose photographic images for the exhibit from digital collections curated at the University of Memphis. Initially, the farmstead exhibit was the project’s sole intended product. However, because the students were the decision makers in the project, they chose to create much more.

The students also created six 2 x 6 ft. banners that formed a timeline tracing the history of the African American community in southwest Memphis from the early 1800s to the present day. Then they created a series of “Did you know?” wall placards that recounted important historic facts about their neighborhood. The students also recorded over 30 hours of oral history interviews with leaders of their community from which they created a 20-minute documentary. Finally, the students began a resource center at the Museum to curate the documents they obtained over the course of the five-week project.

As one of the students, Davarius Burton, noted at the exhibit opening “It was all on us to decide what was going to be in the exhibit.” The only criterion the facilitators insisted on was that the exhibit must be focused on southwest Memphis. At first, when discussing the Civil Rights Movement, the student’s default was the National Civil Rights Museum at the Lorraine Motel in downtown Memphis. Similarly, the default for music was to consider Beale Street instead of southwest Memphis. When refocused to southwest Memphis, the students interviewed their own pastors and elders who were active in the Civil Rights Movement, participated in bus boycotts, and went to jail with Dr. King. Similarly, the musicians they explored included legends such as Al Green, who the students often observe in their community today. The soundtrack for their documentary was performed by Mrs. Bobbie Jones, Stax recording artist Isaac Hayes’ high school music teacher.



C.H. Nash Museum Graduate Assistant LaKenya Smith at African American Cultural Heritage exhibit.

Now completed, the community residents of southwest Memphis see the exhibit as an important asset. Westwood Neighborhood Association (WNA) President Robert Gurley commented at the exhibit opening, "We need to let more community residents know about our exhibit at the Museum."

The Museum staff view the exhibit creation as a node on a continuum of long-term reintegration and relationship building of the CHNM with its neighbors. Since the exhibit creation, the CHNM hosted the first ever Black History Month celebration in the community. Of importance, for the past two years the celebrations are organized and presented by the community. The Museum functions only as a venue and community partner.

In a recent collaborative venture, the WNA, TOFSP, and the CHNM were invited to submit a joint AmeriCorps proposal for an eight-week community service learning team to live and work in southwest Memphis. The proposed AmeriCorps projects include collaborating with the Westwood residents to address code violations and present long-term sustainable solutions, maintenance activities at TOFSP, construction of a replica prehistoric house at Chucalissa, and archaeological testing of the 1930s era CCC camps located on the grounds of TOFSP.

This latter project is of particular interest to all three collaborating agencies. The 1930s CCC camp was a segregated Jim Crow era African-American camp that constructed the TOFSP for the African-American community of Memphis. This aspect of the community's cultural heritage receives little formal acknowledgment though the community is well aware of and proud of this legacy. At the Friends of T.O. Fuller meetings, members speak of this important legacy and are anxious to have it documented in a formal exhibit. Using the farmstead exhibit project as a model, the AmeriCorps team will work with area residents to insure an engaging community based project. The AmeriCorps Team will serve as another node on the continuum of relationship building for collaborating agencies in southwest Memphis.

Most recently, University of Memphis graduate student Mallory Bader conducted focus groups and interviews to obtain stakeholder and visitor input on anticipated upgrades to all exhibits in the main hall of the CHNM. One of the focus groups consisted of WNA leaders. Mallory recorded that although the focus group expressed interest in the Museum exhibit redesign, they were even more interested in creating a food and herb garden that reflects the traditions of their community. The WNA could not identify a safe and suitable location in their residential community for the garden. The CHNM will provide a space in an open meadow area at the Chucalissa site. The WNA Executive Board, approved the proposal and are anxious to begin the garden process.

Applied archaeology has proved a useful means for exploring the cultural heritage of the African American community in southwest Memphis. Chambers (2004:194) notes "What is important to recognize here is that what makes this work applied is not the knowledge itself, which certainly can be relevant to the interests of others, but the act of engagement with others who are trying to make decisions related to particular heritage resources." In this capacity, applied archaeology has played a pivotal role in forming a collaborative relationship between the C.H. Nash Museum and community partners in southwest Memphis.

Robert Connolly is the Director of the C.H. Nash Museum at Chucalissa and an Associate Professor in the Department of Anthropology at the University of Memphis. His blog *Archaeology, Museums and Outreach* is at rcnolly.wordpress.com

Chambers, Erve, 2004, Epilogue. In *Places in Mind: Public Archaeology as Applied Anthropology*. Paul A. Shackel and Erve J. Chambers, eds. pp.193-208. London: Routledge.
Simon, Nina, 2010, *The Participatory Museum . Museum 2.0*. Santa Cruz, CA.

Open or closed access?

By Judith N. Freidenberg [jfreiden@umd.edu]
SFAA Publications Committee Chair
University of Maryland

A recent controversy has emerged in the academic publishing world, one that fits anthropologists' zeal in collaboration and engagement with study populations; this time, however, we are not referring to engaging the public through oral or written means but in cyberspace. The internet has freed us in an unprecedented manner to communicate with anybody who wants to engage—provided, of course, that they have access to the Internet. Narrowing the digital divide is as laudable a goal as is free access to information (open access). But the restrictions imposed by the financial structure of publishing stand in the way of open access initiatives.



One crucial question we as members of the Society for Applied Anthropology must consider is how do we provide open access to our publications without affecting our responsibility to keep our organization solvent? Should we share our written findings only with subscribers to our journals, or should we make them freely accessible to the public. The STEM (Scientific, Technical, Engineering and Medical) and the HSS (Humanities and Social Sciences) sciences seem to part ways on this issue. Most STEM projects are federally funded. They also have been affected by the NIH's creation of PubMed. NIH requires research findings to be made accessible on PubMed to the public shortly after they are published in peer-reviewed journals. While the STEM model favors open access, many on the HSS side remain unconvinced, possibly because its members tend to publish with non-profit, scholarly publishers. *Human Organization* and *Practicing Anthropology* count themselves among the numerous other professional, scholarly publications that debate whether extending public access of their journals to the general public, and the subsequent loss of revenue, could result in the gradual death of their parent professional association.

Assessing the position that the Society for Applied Anthropology should—or could—take regarding this issue is no longer an option. We absolutely must confront what others in the US are deliberating. The debate encourages us to face a double dilemma: the advantages brought by the increased ability to exchange information provided by digitized publishing and the disadvantages of an economic recession that constrain the ability of professional organizations to maintain their membership. The way we respond to these issues will shape our libraries, universities, professional organizations, professionals themselves, as well as the larger public.

Open access—the free posting of documents on the Internet—affects numerous stakeholders: professional organizations that publish their own journals; members of professional societies; faculty members in tenure-track positions who are pressured to publish in peer-reviewed journals and, if counting on federal funding, required to publish in open access journals; and libraries confronting decreasing budgets, among others. While the controversy continues, the number of open access journals increases exponentially. For example, the Directory of Open Access Journals (<http://www.doaj.org>) listed over 5,000 titles that were submitted to the peer review process, an editorial board or an editor. The major difference between subscription journals and open access journals is how the publication is paid for: the first uses membership fees while the second uses advertisements, grants, or authors' fees. Twenty-one universities (including Harvard and Cornell, among others) adopted open access policies in an effort to disseminate their faculty scholarship to wider audiences by 2011. In the light of these recent changes, it seems critical that the SFAA should immediately begin to consider how to balance its current business model for its publications with the tides of change being brought about by the open access movement.

Although the idea of open access coincides with our views of social justice, what will happen to the SFAA's financial health if our publications adopt that model? This is a question that I invite our leadership and readers to ponder, and share thoughts on. To spur the conversation, I suggest some reading that could help contextualize the issues facing our self-publishing entity in exploring alternative paths. What we ultimately decide will affect authors, readers, and applied and practicing anthropology scholarship. I hope you can chime in!

Suggested Readings

Faran, Ellen W (2011 May). Sustaining Scholarly Publishing: University Presses and Emerging Business Models. *College & Research Libraries News*, 72 (5): 284-287. The article is free (open access) on the Web site for ACR: <http://www.ala.org/acrl/publications>.

National Humanities Alliance, 2009. The Future of Scholarly Journal Publishing among Social Science and Humanities Associations. Report on a study funded by a planning grant from the AM Foundation (www.nhalliance.org).

Willinsky, John: Scholarly Associations and the Economic Viability of Open Access Publishing. *Journal of Digital Information*, June 2003, vol. 4 (2).

How the Praxis Award was Created: An SfAA Oral History Interview with Robert M. Wulff

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At the 2011 annual meeting of the SfAA in Seattle, the Washington Association for Professional Anthropologists organized a panel as an observation of the 30th anniversary of the Praxis Award. Since the first award in 1981, WAPA has recognized outstanding achievement in translating anthropological knowledge into action. Further information about WAPA and the Praxis Award can be found at the WAPA web site. This interview taps the knowledge and viewpoints of Robert M. Wulff who originally designed the award and was one of the principals in achieving its promise. He served as president of WAPA in 1980 - 1981. Wulff received his PhD in anthropology from University of California, Los Angeles in urban anthropology in which he focused on planning and housing. He uses his training in anthropology as a senior vice president at the B. F. Saul Company real estate management and investment firm, headquartered in Washington, D. C. The interview and editing for accuracy and continuity were done by John van Willigen. The transcript and audio recording are archived in the SfAA collection at the Louie B. Nunn Center for Oral History at the University of Kentucky Libraries.

WULFF: I maintained the identity [as an anthropologist when I started to work in Washington] because I was proud of



1982 Praxis Award Recognizes Anthropology in Action

The 1982 Praxis Award, sponsored by the Washington Association of Professional Anthropologists, was presented to Gerald F. Murray in a special event scheduled during the annual meeting of the American Anthropological Association last December. Given for successful applications of anthropological knowledge to "real world" problem-solving, the award to Murray recognized his work on the Haitian Agro-forestry Outreach Project. Murray designed and administered the project, which succeeded in convincing Haitian peasants to reforest their land; in less than a year, 2500 peasant households in more than a hundred communities planted over one million trees. Murray conducted the project under the auspices of the Pan American Development Foundation, with significant funding from the US Agency for International Development.

Because of the generally high quality of entries, the Praxis Award directors announced a second level of recognition by awarding certificates of honorable mention to nine other participants in the competition: Margaret S. Boone (DC General Hospital Georgetown U. Ctr for Population Resl), research and public liaison on the sociocultural causes and prevention of infant mortality; Judith R. Davidson (US AID/Peru Ministry of Hlth), a client-oriented evaluation of the national midwife training program which provided solutions to the problem of training indigenous health providers; George S. Ester (Miami), culturally sensitive design of housing and community facilities in an Apache community; Edward C. Green (Acad for Educ Dev/Swailand

Ministry of Hlth), a culturally appropriate health education strategy for Swaziland; Institute for Development Anthropology and Michael Horowitz, development of pastoral livestock production systems in Africa and the Near East; William L. Leap (American), restoring the language fluency by integrating tribal priorities/institutions and structural and social linguistics; Stephen C. Mack (St Paul City Planning Dept), qualitative and quantitative measurement and public dissemination of the socioeconomic impacts of residential displacement caused by inner city revitalization; John P. Mason and the Cooperative Housing Foundation, a demonstration program to illustrate the mesh of technical, social and financial elements needed for the successful production of self-help housing in Botswana; Allen C. Turner (Idaho State), creation of a comprehensive community planning process on the Katabo-Palude reservation which maximized citizen participation and cross-cultural and intra-community conflicts.

The Praxis Award jury was composed of George Foster (California-Berkeley), Eric Chambers (Editor, Practicing Anthropology), Annetta Cheek (US Dept of Interior), Betha Low (Pennsylvania), and James Wherry (Malaisee Tribe of Maine). Shirley Flake and Bob Wulff administered the selection process as co-directors of the competition.

Information about the 1983 Praxis Award competition can be obtained by writing to WAPA, Box 23262, L'Enfant Plaza Sta., Washington, DC 20024.



Gerald Murray accepts the 1982 Praxis Award, shown here with Award Co-directors Shirley Flake, Robert Wulff (right) and WAPA President Kirk Gray (far right).

was blown away by what I found. I thought I'd find 30-40 people max. I found 99. I wish it had been 100. I delayed—we turned it into a directory, and I delayed for two months trying to find the 100th anthropologist. Ninety-nine successful practitioners of anthropology in Washington.

VAN WILLIGEN: And they were mostly working for?

WULFF: I've got the directory and I laid it all out by subject area and organization.

VAN WILLIGEN: Yes.

WULFF: Most of them were in the federal government. Many, of course, in non-profits. But many in the private sector. For profit, private sector and all through government. Almost every executive branch agency was represented. Many in Congress. A lot of commissions and study areas. The depth of talent and the breath of talent was unbelievable and these were all [full-time practitioners]—no students, no faculty, no part-time people. I was very rigid in my criteria. I wanted people who were making a living as an anthropologist in government and industry.

VAN WILLIGEN: Yes.

WULFF: And so there were some hard feelings about people who didn't get into the directory. Some faculty members who were doing applied research wanted to be in it. I said "No, it's not what this is. Make your own directory. You're not in this directory." So I made this directory and we published it and I have a copy here and blew everybody away. I'm saying, "This is huge. This is critical. This is probably more anthropologists than anywhere else in the world. This is a critical mass that is unique. We've got to be able to do something with this. This is pretty amazing." And a lot of them ended up joining WAPA which really took WAPA off. Before that happened, WAPA was a little, sort of, tiny group, and two years later it had 250 members from around the country because we published the directory and sold it for \$4.50 in 1981. I decided we needed a way to sell it because this is a way to make money for WAPA so we put a little tag line on the cover as a way to entice people to buy it. What did I do with it? [Looking for it in his documents.] Here it is. So it wasn't just a directory of practicing, it was a--oh yeah, here you go [reading]-- "Directory of Practicing Anthropologists in the Nation's Capital. Tap into a network of Anthropologists that can provide access to Washington's contracts, grants and employment." So we're going "Ah! Now they'll buy it." And it worked. We sold a ton of them. So it sort of raised everybody's consciousness level about WAPA and Washington and people joined from all over and then a lot of people from Washington joined and it really changed the nature of WAPA. It also interestingly changed how anthropologists saw themselves in Washington. Most of these people didn't know the other ones existed.

VAN WILLIGEN: Right.

WULFF: At AID I think there were 14 anthropologists at the time. I don't think there's that many now. I haven't talked to Joan Atherton in a while. Most of—I think three knew about each other and they formed their own little group as a result of this brown bag lunch group where they all met and started talking as anthropologists inside AID. Other little subgroups started too as everybody became aware of all the anthropologists. So it was—calling it a watershed is too extreme, but it changed the game in Washington—at least for a while. And so I'm thrilled because I'm finding people

who are like me. All of them don't quite think like me in the sense that they didn't wear anthropology on their sleeve, but they were doing anthropology in a professional practitioner role.

VAN WILLIGEN: This is real interesting. And so it's in this context that the Praxis Award was developed and what was your original thinking about the point of the Praxis Award?

WULFF: Very specific.

VAN WILLIGEN: Yes.

WULFF: I did the Praxis Award work for one reason only. I wanted to start anthropology down the path to create a professional practice arm within the discipline.

VAN WILLIGEN: Yes.

WULFF: I felt we could over time [establish a professional practice arm in anthro], it would, take a long time, we could be like [the] architects. We could be like an urban planner. Maybe even be like a lawyer. I mean things are on a spectrum of professional expertise. And



Praxis 30th Anniversary meeting.

Left to right: Barbara Pillsbury, Bob Wulff, Niel Tashima, Erve Chambers, Judith Freidenberg, Shirley Fiske, Cathleen Crain, Ed Liebow, John van Willigen at the 2011 SfAA meetings in Seattle. (Source: WAPA website.)

we have the skills and the knowledge if we could find a way to focus it. So I said to myself, "Why don't we have this?"

VAN WILLIGEN: Uh-hm.

WULFF: Well one reason is that the people who are actually making a living as professional practitioners, they're not really professional yet, because there is no profession of practicing anthropology. And let me give you my definition of profession because that's important—which I learned at School of Architecture & Planning cause I'm saying to myself while I'm there I said, "How are these guys doing this? How did they get themselves to a position where they could make a living as an architect? Or are they making a living as a planner? Or as me, as an anthropologist? I can't make a

living selling my anthropology. I can do it, but I can't sell it." And it was three things. The most important one was they had clients who would pay money for a set aside of problems that the architect or the planner [who] had specific unique skills could solve. So there are clients, a problem set aside, and unique skills to solve those problems. And the client recognized that and so if you break your leg, you know to go to a doctor. If you break the law, you know to go to an attorney. But that's what professionals do. They isolate—they find a problem set, they make sure that no one else can solve that problem set, except with their knowledge, then they restrict access to the knowledge, and if they're really smart, they certify so that they create a monopoly and exclude people. Those are the really successful professions.

VAN WILLIGEN: Right.

WULFF: Okay. I had a very clear model of what a profession should be—a practice profession. And I said how do we move anthropology in that direction? And I thought the simplest way to start would be to find people who are doing this and get their stories.

VAN WILLIGEN: Yes.

WULFF: And find out how they're doing it. And over time with a bunch of case studies, we could build up what are we selling that's unique. Who are the clients that are most likely to buy? We could figure out how to best position ourselves in the problem-solving world to isolate our own set aside of problems, skills, and clients.

VAN WILLIGEN: So one aspect of [the Praxis Award planning] was that it was a way of collecting the stories?

WULFF: Case studies are the whole reason. It was number one to collect the case studies, but number two, the real problem was getting those people to tell their stories.

VAN WILLIGEN: Yes.

WULFF: Because they had no incentive to do that.

VAN WILLIGEN: Right.

WULFF: They were not rewarded for coming to anthro meetings and giving lectures or being in seminars because their job promotion [wasn't dependent on such activities]. Publishing wasn't benefiting—in fact, they were looked upon as weird if they published in many cases. So these people were hidden. When I created the directory, I was literally networking this underworld of anthropologists in Washington because they didn't know each other, they didn't advertise who they were, and they certainly weren't bragging about all the things they were doing with their anthropology knowledge. Many of them, you had to convince them because some of them would say "Well, I'm not an anthropologist anymore. Why do I want to join WAPA." I'd say "Well, what do you do?" I'd say "Here's why you're an anthropologist." And you would almost have to remind them. I was proselytizing. So I said we've got to bring these people out of the woods and tell their story and I only want the best ones and I want them only in a certain way because I have an idea of how this should happen. I thought, "How am I going to do this? Well, what do they respond to?" Money, right? That's simple. So we'll give a prize. And that means we have to have an award. We have to create an award with a prize. Well I only want certain people to come out of the woods. Some of the people I don't want to come out of the woods because they are not good models for what I want the [practice] discipline to become." So I wrote a set of guidelines and then I wrote a set of—well, I'll show you. A set of questions you had to answer to get the reward.

VAN WILLIGEN: Yes.

WULFF: The questions would be judged by a jury that we would pick. Right? So those questions and those guidelines were very carefully crafted to get the people out of the woods I wanted and who did I want? Well, I wanted them to have a client. If they didn't have a client, I didn't want to hear from them. So one of the very first questions [in the entry form] is "Who's the client?" And, if the people couldn't answer that question, well they probably weren't going to win the award and that was fine with me.

VAN WILLIGEN: Yes.

WULFF: The other question was, "What was your role? Tell us what you did as an anthropologist?"—"As an anthropologist, what was your role?" And then the third most important question—there were 10 questions, but these were the three key. "What was the anthropological difference?" That is, if you had not been involved, how would the project had been different and how did you make it better? How did the outcome benefit from anthropological knowledge and your participation?" That to me was just as important as the client because the other part of my version of a professional practice arm was clients and then a set aside of problems and skills and the anthropological difference question was sort of my way of starting a list of those unique anthropological skills.

VAN WILLIGEN: So it was the award was also a research tool...

WULFF: Exactly.

VAN WILLIGEN: ...because you wanted to find out what in fact it was.

WULFF: Yeah. You're successful. How are you doing it? What are you selling? Who are you selling it to and why is it working?

VAN WILLIGEN: Yes.

WULFF: And why is anthropology [uniquely useful]—could an attorney have done the same thing? Could a sociologist have done the same thing? And if the answer is yes, than I wasn't very interested, because it didn't add to my cause.

VAN WILLIGEN: Right—right—right.

WULFF: So I had these documents that I worked very hard on. This was 1980. I had just become President of WAPA and

so I'm thinking we have to call the award something and somebody has to sponsor it. It can't be Bob Wulff's award for practicing anthropology. It probably wouldn't have gotten very far. So I'm thinking maybe SfAA, maybe AAA, and I'm thinking to myself because I had just been through this with PA—with Practicing Anthropology. I was the founding editor of Practicing Anthropology while in my last year at South Florida in 1977 and there was a huge battle with SfAA on who would control it because we brought them the idea. "We" being a couple of us at South Florida brought the idea to SfAA, and said "We think this is good idea. Would you give us a seed money grant to do it and run it out of South Florida?" SfAA said "We'll give you money, but it's going to be published under our monogram."

VAN WILLIGEN: Yes.

WULFF: And we battled and negotiated and negotiated and finally we walked away because we felt they would take it over. I had that in the back of my mind and I thought I don't want to go to SfAA or AAA because they'll try to take the award over and I lose control. I had a very precise goal here so I'm thinking well maybe WAPA hadn't really achieved national distinction yet, but I said maybe WAPA should do it. So I talked with the board and they agreed. We still didn't have a name and I had used "practicing" with Practicing Anthropology so I couldn't do that even though I liked it. And I'm looking, looking and looking and I'm reading this book, one of my mentors was a man named John Friedman who was a sort of Marxist planner out of UCLA.

VAN WILLIGEN: Yes.

WULFF: A very brilliant man.

VAN WILLIGEN: Right.

WULFF: And John had just written a book and in the introduction was the word praxis. And, of course, it has a very clear Marxist meaning. A dialectic and—but I loved the word and I looked it up in the Oxford English Dictionary, the big thick one, and the Greek root is knowledge into action. [Snaps fingers]. That's it. That's what we're all about here. If we're going to create this professional practice arm, it's knowledge into action and practice means knowledge into action. So we're going to call it a Praxis Award.

VAN WILLIGEN: It has a narrower meaning in Marxism and a broader meaning prior to its—

WULFF: Yes, and I was worried that people would see that and not enter because they thought it was some sort of Marxist award or something so I called up John and I said "John, I'm thinking of doing this. What do you think? Are people going to view it as Marxist award? He said "No, I don't think so. Most people don't really know Marxism that well. And the ones that do will be flattered. Marxists are easily flattered these days. They don't get much." I said, "Okay John, you're my sample of one. I'll go with *Praxis*." So I went with *Praxis*. So we had an award. We went with \$200 and WAPA was going to sponsor it and I said "Well, I can't do this myself. This is a very long-term labor-intensive effort. I need help." So I looked around WAPA and I decided to recruit two people and in my mind they had to be articulate and practitioners and successful and hardworking and I picked Shirley Fiske and Carol Tyson. I sent them a letter saying I've got this idea and I sent them all the guidelines and the form, the entry form that I had already worked out and I said, "Let's meet. You guys look at this and if you're in, let's do it. Let's do the first one in 1981." This was April 1981. I've still got the original memo I sent out to them and notes from the meeting. In May, we all met and they said, "This is great, we're in." So we started and we did the first press release in June of 1981. We worked hard to put press releases out and sent flyers to every university to stick on the bulletin board. This was pre-internet. It was primitive, very primitive. And then made tons of personal calls to people and said, "You know, I think you should enter our award competition." Oh, another important part of this was it should be self-nominating.

VAN WILLIGEN: Yes.

WULFF: This was the biggest problem in [promoting] the awards because most of the anthropology awards were not self-nominating. Someone called you up and said "We'd like to nominate you for Mead Award and they did all the work. You fed them some basic information and you got the award. So even though we said [self-nominating], people didn't get it and most people won't nominate themselves. It's just not in their nature. So we figured out early on that we had to literally call people and say "We saw your work. It's really good. It fits the Praxis Award. Nominate yourself."

VAN WILLIGEN: You recruit for self-nomination?

The best way to teach practice is through case studies... And so I wanted project stuff. I didn't want awards for lifetime achievement because that didn't make for the case study project orientation I thought would advance the cause.

WULFF: Yes we did. I would rather not have done that, but we just weren't getting the kind of response we wanted.

VAN WILLIGEN: Yes.

WULFF: And a lot of people said "No, I don't have time." I said "Look, it's only a 10-page [entry from]. You can fill it out in a day easily." And that helped. So we got eighteen entries that first year. Really good ones.

VAN WILLIGEN: Yes.

WULFF: Cause there was a, if you want to say, pent up demand. It had to be project oriented, and Shirley now believes this is not a good thing. In that I wanted case studies from this. My view was sort of like business school where it's taught through case studies.

VAN WILLIGEN: I see.

WULFF: The best way to teach practice is through case studies and so I wanted a lot of really good ones. Harvard's got a center called The Case Study Institute. All they do is generate Harvard Business School case studies which other business schools use. There's an inventory of 700 of them in all different categories. Professors pick and choose and use them in their courses. Now this was sort of my down-the-road view of this. And so I wanted project stuff. I didn't want awards for lifetime achievement because that didn't make for the case study project orientation I thought would advance the cause. So those were all the criteria that went into the award and then the rest is history. We just kept promoting it every year. And then we ran into competition from, was it the AAA or SfAA?

VAN WILLIGEN: AAA. The Kimball Award.

WULFF: The Kimball Award. Yeah. And so then we went to every other year as a way to make peace with them.

VAN WILLIGEN: I see. That's very much a lifetime achievement award though.

WULFF: It is and we told them that. They said "Well we're creating an award that competes with the Praxis Award." We looked at their criteria and we said "No it doesn't." They said "Well, we'd really like it if you'd do something different." We said "No, we'll just do it every other year." And so that solved that problem. Anyway, so then it became biennial. Which was fine.

VAN WILLIGEN: So you mentioned two people who were key players.

WULFF: Yes. Shirley Fiske and Carol Tyson. Shirley was a very outgoing successful practitioner at NOAA [National Oceanic and Atmospheric Administration] which was a domestic agency and Carol Tyson was very successful in her own right at USAID and so I thought that was a good balance. Carol moved away within a year. She relocated.

VAN WILLIGEN: Yes.

WULFF: So then it was just Shirley and I that carried on.

VAN WILLIGEN: And were there any objections to any of this by WAPA members?

WULFF: No. WAPA liked it because it gave them some visibility. I think it was very well received within WAPA. A lot of members applied for the award and we had to be very careful about that. Oh! The jury. I forgot all about the jury. At the beginning of the award, of course it had no credibility because no one had ever heard of it.

VAN WILLIGEN: Yes.

WULFF: So we wanted to get credibility. We really need a jury to make sure it's objective. It just isn't Bob and Shirley picking the winner. It's going to be jury of respected practitioners both in and outside of academia and hopefully they'll be so well-known, at least some of them, that it will give credibility to the award. We'll bask in the reflected glory of our jury members.

VAN WILLIGEN: I see.

WULFF: So I called Sol Tax who I had come to know and I told him what I was doing. I said, "Would you be on the first jury? We need you for credibility." He said, "I get it. Okay I'll do it." And so I sent him the entry [form]. The 10 pages with the questions and Sol read it and wrote me back a letter and he said, "Before I agree to do it, I want to see what the material is." So I sent him the guidelines. And he said, "Well, I like your guidelines, but your entry form seems way too restrictive to me. I'm particularly bothered by the client question." Which, of course, is the most important question. He said, "There's a lot of good work out there that doesn't have a client." And I said "Yes, but it's not the work I want to recognize because I don't think it's the work that will build the professional practice arm?" And he said, "Why do you want to build a professional practice arm?" And we chatted about that because he did the Fox project, but was basically an academic.

VAN WILLIGEN: Yeah, and there, to start at least, wasn't any clear client. It was just—the client—the initial client in the Fox Project were the graduate students that participated in it.

WULFF: Exactly. Now I couldn't say that to Sol. I mean, I respected him and I didn't want to get in an argument but I just kept saying to him "Well these are the types of projects we think will advance the practice."

VAN WILLIGEN: Right.

WULFF: And he never got that. He always said, "Nah, I don't agree with that." But he was a gentleman and he said, "I will do it because I said I would do it and I think it's a good idea in general." And, at the end, once he had rated them all, because we sent him 18 applications. When he got the score sheet, the client question was [worth] 25 points. A quarter of the [total] score was the client. He called me up and said, "You really put me in a box." I said, "Yeah I did." He said, "I'm going to do it. I'm going to do it." So at the end of it and he was very rigorous—he graded all of them, had marginal comments. He said, "This was the hardest thing I've ever done. Don't ask me to do it again." But it was the "old" up against what I thought was the "new." I had a direction I thought that [the discipline] should go and it was

very different than what Sol Tax thought, and I'm sure it was very different than what a lot of people like Sol Tax would have thought. Now, not only did it did not bother me. It made me think I'm on the right track. So the jury was an important part of the first award. We always called them juries. I didn't call them judges. Although sometimes in press releases we'd call them judges. We were schizophrenic about this. But they were called jurors because we wanted to be able to actually decide who won. The jury would do score sheets and then we would take all the score sheets and rank them.

VAN WILLIGEN: Oh I see.

WULFF: For the first three awards, the jury was unanimous. That same person was ranked one. So that was easy. There was no controversy. But I was always worried that here again I would lose control because I knew what I wanted. So rather than calling them judges, we'd call them the jury so that the people at WAPA, the directors of the award, could always say, "Well, the jury said this but we think the award should go to this person." As far as I know, that never happened.

VAN WILLIGEN: Uh-hm, but it could possibly happen.

WULFF: Could happen. I mean the jury doesn't know what the whole jury said. All they know is how they ranked them. We assembled all the jury sheets together and then picked the winner.

VAN WILLIGEN: I see. Has the process of, of course, you're less involved in it now—

WULFF: Yeah.

VAN WILLIGEN: —and so you may not know, but the process of recruiting submissions, has that changed?

WULFF: Well, I think over the years some of the directors became less aggressive about going out and recruiting people and relied simply upon sending out press releases and flyers and the internet and hoping that people would on their own nominate themselves and that led I think to a period where there were fewer self-nomination that we would have liked.

VAN WILLIGEN: Yes.

WULFF: But that's changed. Charlie Cheney took over the awards several years ago and he's very, very aggressive about finding people and cajoling them.

VAN WILLIGEN: Yes. One of the things that occurred to me that was important was to make the discipline itself more aware of this kind of anthropology and so the dissemination process of the awards, the work behind the awards, the people associated with the work behind the awards, I thought was especially important. I mean, there is this encouraging effect too that is also important.

WULFF: Yeah.

VAN WILLIGEN: You know when you award the individual and he or she will feel better about what they're doing.

WULFF: Right. Right.

VAN WILLIGEN: And do more of it.

WULFF: Yes. Yeah.

VAN WILLIGEN: But the impact on the discipline is another dimension of it that I think is really important especially given your preamble about all of this and so what are your thoughts and experiences associated with dissemination?

WULFF: I think it's the one failure in my mind in that I thought we would advance the cause of a professional practice arm in a lot of ways. One was pulling people out of the woods and then recognizing them but then it was important to feed that back into the discipline. Feed those success stories, those case studies back into the discipline not only just because it gives people role models, but we would hopefully create case studies that would be used to train anthropologists at the university level.

VAN WILLIGEN: Right.

WULFF: And we failed there. By this time I would have thought that we would had 50, 60, 70 high quality case studies from praxis, and all we have are 12 that Shirley and I published in the book *Anthropological Praxis*.

VAN WILLIGEN: Yes.

WULFF: And that's just because I got lazy and generating good case studies is really hard. You've got to spend full-time almost doing it.

VAN WILLIGEN: There has to be a consistency formatting and the materials that people submit are inconsistent and then some are short and others are detailed and the detail is not interesting sometimes. This is a complicated process where it looks like their writing it, but in fact you have to slave over data.

WULFF: You've done this. You must have done this, because you have exactly have pinned down how difficult it is and I didn't really understand. I understood it was difficult but it became far more rigorous and difficult than I thought and I just simply didn't have the time. So that never happened. So that to me is a big disappointment.

VAN WILLIGEN: You envisioned more of these books.

WULFF: Or simply independently produced case studies that people could buy, professors could buy. For example, here's a group of cases in international development. Here's a group in nutrition. Here's a group, you know, that they could pull off the shelf and feed into their courses.

That I thought would be invaluable.

VAN WILLIGEN: Yes.

WULFF: Not only to the professor, but of course to the student that would learn from this.

VAN WILLIGEN: Yes.

WULFF: And we didn't generate that and I don't know how to do that except to find enough money to pay someone to just work full-time at it. I'm disappointed in that lacking, but can't do everything.

VAN WILLIGEN: I don't know if you'll feel comfortable answering this question, but do you have cases or awards that you thought were really on the money? You know, personal favorites?

WULFF: Yeah I do. And I have some that I thought, "Why did they rank it that way." But in fact, funny, my favorite one is the one we gave last year.

VAN WILLIGEN: Uh-hm.

WULFF: The Associated Press for the group out of Baltimore, anthropologists doing marketing research in application changed the way the Associated Press delivers news on the internet. The Associated Press [executive] who came to the award dinner and wrote a letter said just that. "These people were so brilliant and gave us information so counter-intuitive that we never could have gotten from anybody else and it changed the way we deliver news on the internet." It was mind blowing what they did.

VAN WILLIGEN: That's astounding.

WULFF: And it was classic anthropology. They did ethnographic stuff. I've always thought when you're trying to figure out what we do that is unique that other disciplines don't do, and of course other disciplines keep stealing our stuff, beginning with the culture concept, so it's harder and harder to find unique things but anthropologists have this almost naive but valuable, firm grasp of the obvious. They see things others don't see in our own culture. And I don't know who said this first, but it's true. "If there were a school of fish and they were each a different behavioral scientist and they were swimming in the sea, the anthropologist fish would be the first one to discover they were swimming in water." It's that ability to pull back and see things that nobody else can see because of our training that these guys did with the Associated Press where everybody thought they knew how kids look and read the internet. AP changed what they did. That's my favorite one, probably because it's recent.

VAN WILLIGEN: Um--let's see.

WULFF: That should be disseminated as a case study. People would go "Wow, man, anthropology, look at that!" But, whose got the time? And the people that did it don't have the time. They use it, but they use it to get their next piece of work. They don't publish it in a way that is accessible.

VAN WILLIGEN: The Harvard Business case studies are real firms aren't they?

WULFF: Oh yes. Absolutely. In fact, it's an honor to be chosen for a Harvard case study.

VAN WILLIGEN: I see.

WULFF: They've got an assembly line. They've been doing this for 100 years and they've got a lot of money. If we could do that in anthropology, that would be nice. Half a million a year could probably do it?

...the guidelines and the entry material hasn't changed in 30 years except for a word here or a word there. The award amount has changed. Now it's a \$1000, not \$200.

VAN WILLIGEN: So, how would you summarize, looking a little bit more abstractly at the award, what are some of the changes that occurred in the way the award was done?

WULFF: Actually I think the good part about it is that it's been really consistent. The entry material I wrote in 1980 has almost not changed one word.

VAN WILLIGEN: Oh I see.

WULFF: Which I think is good. I mean number one personally I like it because it suggests that my vision had some validity.

VAN WILLIGEN: Right.

WULFF: But it also means that if we ever do case study stuff, we can more easily abstract from it because the knowledge is all in the same chunks.

VAN WILLIGEN: Uh-hm.

WULFF: So that part of it, the guidelines and the entry material hasn't changed in 30 years except for a word here or a word there. The award amount has changed. Now it's a

\$1000, not \$200. The way the jury is treated has changed. It's gone back and forth. The first few awards based on what I thought was the model was that they would add credibility and therefore should be publicized. At some point, I don't know exactly when, people feared that if people knew who the jury was it would influence who would enter. "Oh, that guy doesn't like me. I'm not going to enter." So they started hiding or not publicizing who the jury was and keeping it anonymous... Recruiting [applicants] has vacillated between being aggressive and not being aggressive and we've learned that you better be aggressive or you don't get good nominations.

VAN WILLIGEN: Well, some people are very prone to self-nomination than other people.

WULFF: Yes. Right.

VAN WILLIGEN: And so they might—some people, the very thing that keeps them from being aggressive, self-

nominated might also relate to their effectiveness as a certain kind of practitioner.

WULFF: Yeah.

VAN WILLIGEN: It's not a random exclusion. It's very structured.

WULFF: Yes. I agree with you and we now believe we have to be more aggressive. What other changes? We used to do—the very first ones the jury graded the entry anonymously. That is, they didn't know who it was. And the 10 page entry form was filled out, but we blocked out the name when we sent it to the jury and that was my idea and I don't think it was correct, but to make sure the jurors didn't judge the person rather than the content. Now we're back to the jury knows who the person is and everybody knows who the jurors are. So it's total transparency as opposed to hiding one or the other from each other.

VAN WILLIGEN: I see.

WULFF: And I'm a believer. I believe in the principle of transparency and if a judge feels that they can't judge someone objectively, they should excuse themselves from judging that entry for whatever reason.

VAN WILLIGEN: Sure.

WULFF: But we vacillate back and forth how much transparency there should be.

VAN WILLIGEN: And you don't have a personal program for transforming the award in any major way? I may be putting words in your mouth, but the question is about, how should it be changed in the future?

WULFF: Well, in my opinion it's still a valid set of questions to produce the kind of case study material I would want. Shirley [Fiske] has a slightly different view now. She feels that maybe the client orientation is excluding some valuable practitioner work that isn't client driven.

VAN WILLIGEN: I see.

WULFF: And she hasn't convinced me of that yet, but Shirley's a bright person whose far more knowledgeable now about what anthropologists are doing than I am and she may have a point. So we may need to rethink that. I don't think we would ever take clients out because I think they're so essential to practice but maybe we'll de-emphasize it, or find a way to build in other models of practice that aren't client-oriented. I don't even know enough about them to say what they are. She seems to think there's a whole group of public interest anthropologists who don't have clients but are doing good work.

VAN WILLIGEN: Yes, I see what you mean.

WULFF: I don't know how one can make a living without clients, but I'm willing to learn about it.

VAN WILLIGEN: Someone funds public interest anthropologists.

WULFF: And then the client is the funding agency. We go around and around on this and a lot of people say "What? I don't know who my client is?" People get confused about that sometimes, particularly anthropologists, particularly if it's research-oriented. That was another thing, I don't like research-oriented work. I was trying to take anthropology in this award out of the backroom in that as academicians we are taught that research is sort of your highest and best use, and the best researchers get promoted, the best researchers get their work published and they make the most money and have the most esteem. In government and industry, researchers are backroom people paid less than everyone else and it's the administrators and regulation makers and directors who do well and are promoted. And so while I have no trouble with good research, it's absolutely invaluable and we ought to train people to do it, I want to wean anthropology away from the sort of exclusive idea that research is the end-all and be-all and we all should be good researchers. So I really liked entries that did that. That helped show another role for anthropology that wasn't just research or that brilliantly took the research and shoved it into the board room and made people look at it and change the way they worked.

VAN WILLIGEN: Uh-hm.

WULFF: So who's the client? People who do research a lot think the client is the person or people they're doing research on.

VAN WILLIGEN: Yes.

WULFF: I said, "No, that's not the client." The client is who signs your check. And if they don't sign your check, they're not the client and I would always get push back from that. They'd say: "Well, I'm the client. I'm responsible." I'd say "No, you're not responsible." We would argue this. But that's my view of it.

VAN WILLIGEN: Right.

WULFF: The client is who signs your check and if you're not aware of that, you might not last long.

VAN WILLIGEN: And then there's a structural problem because the client is almost never the poor, disorganized of the world.

WULFF: Yes.

VAN WILLIGEN: It's the organized and wealthy who may be thinking on behalf of others.

WULFF: And the image of anthropologists is we have our eyes and ears down and our palm up. We're getting money from the upper classes to study the lower classes. That's sort of who we are. And I wanted to get away from that too. That we're not just a champion of the underdog. That's a valid role, but we can do a lot more than that.

VAN WILLIGEN: Yes. So do you have any parting statements?

WULFF: I don't think so. I've think I've gotten most everything off my chest. [Both laugh]

Further Reading on Cases in Practice

Paul, Benjamin. 1955. *Health, Culture and Community: Case Studies of Public Reactions to Health Programs*. New York: Russell Sage Foundation.

Spicer, Edward H. 1952. *Human Problems in Technological Change*. New York: Russell Sage Foundation.

Van Willigen, John, Barbara Rylko-Bauer and Ann McElroy. 1989. *Making our Research Useful: Case Studies in the Utilization of Anthropological Knowledge*. Boulder, CO: Westview Press.

Wulff, Robert M. and Shirley J. Fiske. 1987. *Anthropological Praxis: Translating Knowledge into Action*. Boulder, CO: Westview Press

An Invitation from on the Society for Applied Anthropology Oral History Project

Readers are invited to suggest persons to be interviewed for the project to members of the Oral History Committee (Martha Bojko, Carol E. Hill, Barbara Rylko-Bauer, Don Stull and John van Willigen). I (van Willigen) can be reached at (ant101@uky.edu) or 859.269.8301. Think of the anthropologists that made a difference in places where you live and work. Often the person making the suggestion is asked to do the interview. The collection of SfAA recorded interviews and transcripts is archived in the SfAA collection at the Louie B. Nunn Center for Oral History at the University of Kentucky Library. Their url is: http://www.uky.edu/Libraries/libpage.php?lweb_id=11&lib_id=13

Teaching Anthropology inside a Women's Prison: Critical Pedagogy on the Edge of a \$100 Million Sex Abuse Scandal

By Brian McKenna [mckenna193@aol.com]
University of Michigan-Dearborn

Every prison has a story. At the Robert Scott Correctional Facility, in Michigan, the women were not allowed to touch one another or risk a "major misconduct." Sharing, even a small piece of candy, was against prison policy and women were written up for lending a smoke.

Surveillance was 24/7, and when you got the snow detail, you could expect to be awakened at 2:30 AM for a three hour stretch out in the freezing cold picking ice with a plastic shovel. The work, when they could get it, was virtual slave labor with full day shifts making dental materials.

The Governor, Jennifer Granholm, ordered the Christmas lights off the year I taught there to save money. Christmas exploded when one prison guard brutally murdered another guard at the gas station across the street. Many prisoners heard the fatal bullets. It turns out the shooter had been bullied severely by the victim and took out his recourse in this violent way. Later he shot himself in the chest but recovered. Needless to say the women were highly distressed by all this. Not only did they know the guards (and sympathies went different ways), but the killing brought back tough memories of other shootings, often of abusive husbands. There was no counseling for the women.

Lie Upon Lie

I learned the above as a teacher of anthropology there in 2007-2008. Formally my job was to teach Introduction to Anthropology. I covered the usual: culture, linguistics, archeology and evolution (Ember and Ember 2007). But that was not my chief focus. As always, following Paulo Freire, I seek to help empower my students by interrogating, through critical dialogue, the lived experiences of everyone in the class. I unraveled the "cultural capital" of students and codify "dangerous words" for critical discussion. It's part of a Pedagogy of the Oppressed (Freire 1970). You never know where things will go.



Brian McKenna

In discussing the War in Iraq, for example, I discovered that some women were military veterans. When asked about her military experiences one said, "It was lie upon lie upon lie. I was promised I'd have a safe job but the next thing

you know I was ordered into a combat zone." She feared for her life. And yet, felons, like these women, are now eligible to enlist. Even though she was against the war, one inmate was thinking about it, since it's so hard for a convicted felon to get a decent job.

A key message is that "To exist you must resist." And they did. The blue-suited women (with an orange stripe down the side) resisted the formal prison pedagogy of discipline and punish (with my encouragement) and talked about "How People die in here from lack of health care," "How we are political prisoners," and "How people don't know what goes on in here," and "how we need a revolution in this country."

It was the women who taught me much more anthropology than I taught them. I learned about the culture of the prison, the language of oppression, the archaeology of knowledge and the evolution of their fates. But I never learned the horrific depth of suffering that went on there until I left.

Michigan's Abu Ghraib?

Two Decades of Rape, Tyranny & Retaliation against 500+ Women Prisoners in Michigan

I was recruited to teach at Scott Prison in 2007 by sociologist Lora Lempert, a colleague at the University of Michigan-Dearborn. Lora began organizing and teaching volunteer courses there in 2004. She's been working as a prison advocate since 1997 through the American Friends Service Committee. Her intent was to give a voice to women who were invisible and silenced and to educate them. She faced enormous obstacles. But she is an indefatigable fighter for social justice who has succeeded in establishing an effective prison education program in Michigan (which I'll discuss below). Her favorite motto is, "Forgiveness is not for sissies." It is hard to forgive what I am about to relay.

On July 15, 2009, the state of Michigan agreed to pay \$100 million to over 500 plaintiffs in a settlement stemming from ongoing rape, sexual abuse, harassment and retaliation from male prison guards (Anderson 2009, Levy 2009, Neal 2009). Importantly, I knew nothing about this until it was revealed in the media. The agreement ended 13 years of stays, appeals and delays. The lead litigator on the suit was Deborah LaBelle. One of the team's lawyers, Michael Pitt, said that the plaintiffs first reported abuses back in 1991. He also said that one reason the state settled was because ongoing trials from other victims could have cost Michigan in excess of one billion dollars. Most of the victims were from the Robert Scott Prison.

It took enormous courage for women to speak out because when they did there was retaliation from the guards. As Pitt told Douglas Levy, "You have to imagine what it would be like to make a claim against the guards when they control every aspect of your life (Levy 2009)."

That is probably the key reason why my own Scott students did not venture into these issues in my class. According to Pitt, most women said nothing until they were released. That put them in a double bind because the State of Michigan claimed that they could do nothing legally until a woman spoke up, but if a woman spoke up she suffered badly, unprotected by the state.

The world's eyes had long been on Scott prison with reports filed by Human Rights Watch (1998), the ACLU and Amnesty International who called Scott one of the worst prisons in the U.S. (Amnesty International 1999).

Dr. Lempert put me in touch with Carol Jacobsen who directs Michigan Women's Justice and Clemency Project. Jacobsen is a tenured professor in the School of Arts and Design at the University of Michigan. She has made several films about Michigan prisons, including Scott. One film, *Segregation Unit* (2000), depicts a woman being tortured by the guards, repeatedly chained, screaming and pepper sprayed. The footage was shot by the guards and released under the Freedom of Information Act. The woman sued the State of Michigan and won a \$92,000 verdict for torture.

Jacobsen was at the forefront of appealing to Governor Granholm to grant clemency to scores of women who had served long sentences unjustly. Many were there for defending themselves against an abusive husband and/or trying to protect their children. It's a fair observation to note that many would be free had they been able to afford a good lawyer. Still, the weight of gender discrimination and ignorance about domestic violence and women's strategies for survival heavily biases prosecutors, judges and juries who continue to blame women for their own abuse, according to Jacobsen. One clemency petition was for Delores Kapuscinski who has been in prison since 1987. She was one of my brightest students. According to the petition (Kapuscinski Petition 2011), Delores "was convicted of first degree murder and sentenced to life in prison for killing her abusive husband. Delores had suffered years of emotional and sexual abuse at the hands of her husband and [feared] that her husband was also sexually abusing their two children. She planned to take her own life, but in fear for her children, turned the gun on her abuser. Her record is exemplary. She

has earned a college degree while incarcerated and serves as a paralegal, assisting other inmates with their appeals.”

Granholm denied Kapuscinski’s petition upon leaving office. Few deserving women get clemency.

Scott was closed in 2009 and all of the women prisoners were moved to Huron Valley Prison. Jacobsen regularly visits local prisons as part of her job as a legal assistant and in her role as Director of the Clemency Project. She reported that when the women arrived there one of their first jobs was to clean feces off the walls of many of the cells from the male prisoners who had slept there previously.

“Huron Valley is even worse there than Scott,” said Jacobsen. She reported four suicides over the past 2 years (three by hanging and one suffocation with a plastic bag) and said that there are at least three prisoners who appear to have died from medical neglect. Just last month Huron Valley was ordered to stop routine strip searches on the women which were described as “sexually humiliating” (Anders 2012). According to Jacobsen, “They still have strip searches of the women at Huron Valley. They were ordered to stop only the vaginal cavity searches.”

In comparing Michigan’s prisons to the rest of the world, Jacobsen is frank.

“Abu Ghraib has nothing on Huron Valley or Michigan prisons. Our prisons in Michigan have torture going on every day.” She pointed out that “and a number of those soldiers involved in Abu Ghraib were former prison guards.” Jacobsen wants the prisons abolished.

The Inside-Out Prison Exchange: A Resource of Hope

The national security state has stripped college from the prison. The collapse started in 1994 when the Clinton Administration denied prisoners access to federal Pell Grants. Most states eliminated state tuition grants for prisoners as well. The number of college programs in prisons went from around 350 in the early 1980s to just a handful by 2001 (Fine 2001). And then funding for higher education plummeted. Consider this: Today, Michigan (with 44,000 inmates) spends over \$2 billion a year on corrections (up from \$1.7B in 2005), and only \$1.4 billion on colleges and universities (down from \$1.7B in 2005), making it one of only four states that spend more on prisons than it does on higher education (Snyder 2012).

But there is hope: The Inside-Outside Prison Exchange Initiative. Begun by Temple University’s Lori Pompa in 1997 the program has 15 Inside (incarcerated) prisoners take classes with 15 Outside college students. The program stresses face-to-face collaborative projects. The college students also get credit. Different states have different policies on whether the Inside students also get credit. The I-O Exchange now has over 400 teachers in 37 states.

As with my approach, the Inside Out experience is influenced by Paulo Freire. Pompa explains the effort this way: “What makes the Inside-Out program transformative is the emphasis on learning within a collaborative environment where the subject matter is not only present in books, but in peoples’ lives as well; that is, half the students in any class are living the daily realities of the contemporary U.S. criminal justice system and the other half arrive with any number of assumptions about this system and the individuals involved in it. As Outside and Inside students begin to share their perspectives and knowledge with one another, the abstract becomes concrete, the concrete is understood within a larger framework, and strangers begin to perceive each other as neighbors caught within the same interlocking systems of power, prejudice and privilege” (Pompa 2011:262).

In 2007 Lora Lempert took her prison pedagogy to a whole new level when she began implementing Pompa’s Inside-Out Prison Exchange work at Ryan Prison in Michigan. Lempert is working hard to spread the program throughout the state. For her work Lempert won the Distinguished Service Award from the University of Michigan-Dearborn in March 2012. In an interview with UM-D’s Reporter, Patricia Caruso, former director of the Michigan Department of Corrections said of Lempert, “It would be impossible to detail for you the obstacles she faced in getting this off the ground. From an absolute prohibition on any MDOC dollars being involved, to complicated schedule and security adjustments, to staff distrust, this became a huge undertaking.”

Anthropologist Susan Hyatt is doing the same for Indiana (IU News 2009). Hyatt and her colleague from Criminal Justice, Roger Jarjoura, took the Inside-Out week long preparatory seminar in 2006 in Philadelphia and then together established the first I-O course at a men’s re-entry facility in the Summer of 2007. In Summer 2008, they brought the program to the Indian Women’s Prison and taught a course on the topic “Women and Social Action.” Students do observations, reflection papers and group assignments. It was a huge success. Hyatt and Jarjoura are currently recruiting new faculty from around the state even as they extend the programs into other domains. This past Spring 2012 she co-taught an Inside/Out class titled, “Ain’t No Power Like the Power of the Youth! Young People, Crime and

Activism” at the Indianapolis Men’s Reentry Facility. They are also using the I-O model in housing for women overcoming addiction settings and at a work release facility. In May Hyatt was the recipient of Indiana University-Purdue University Indianapolis’s (IUPUI) prestigious Chancellor’s Award for Excellence in Civic Engagement for Faculty.

Liberating the Dungeons

“The premier demand of all education is that Auschwitz not happen again.”

Theodor Adorno, *Education After Auschwitz*

We live in dangerous times. Education is on the run and fear is on the rise. We have become a race of debtors living on borrowed time (Bauman 2010). The harsh pedagogy of neoliberalism resounds in our souls: we are disposable. There are 2.3 million citizens housed in prisons (the highest rate in the world), 8.1% unemployed and the rest of us are subject to massive surveillance and invasions of privacy, all in the name of security.

Yet it is the corporate state which creates the conditions of insecurity even as it profits from the chaos. In an inverted totalitarian age (Wolin 2008), the government has merged with corporations in an almost seamless fashion, displacing education and the “social state” for the prerogatives of capital. Prison labor now employs more workers than any corporation in the Fortune 500 (except GM). Wages average from \$0.23 to \$1.25 an hour in federal prisons. Inmates are employed by “IBM, Boeing, Motorola, Microsoft, AT&T, Wireless, Texas Instrument, Dell, Compaq, Honeywell, Hewlett-Packard, Nortel, Lucent Technologies, 3Com, Intel, Northern Telecom, TWA, Nordstrom’s, Revlon, Macy’s, Pierre Cardin, Target Stores (Khalek 2011).”

Colleges should adopt their local prison. Professors and students should work with inmates to write critical histories of their punishing institutions. What kinds of work are the prisoners doing? How do they feel about it? What local corporations benefit? Would they like college courses? Is there torture going on? Have suicides spiked? How is the medical care? Civic Engagement is a name for this. We can work on interdisciplinary teams to draw the links between capital, repression and education. This is a form of critical pedagogy.

“The Other” is right in here in our backyards. And yet, “It’s been hard recruiting liberal arts students and anthropology students for this venture,” says Hyatt.

Prisoner solidarity work requires more applied anthropology. We need teachers, critical pedagogues, investigative journalism, ethnographies and participatory action research (PAR). PAR must be especially attuned to the ethics required of this intervention (see Fine 2006 for a critical discussion of her work).

Many prison educators are influenced by Freire, but there is no cookie-cutter formula for critical pedagogy. As Freire said, one must situate transformative education within its own historical contexts. All educators struggle with the “line of un-freedom (McKenna 2011) in their pedagogy. This issue addressed by James Kilgore, a Freirian math teacher who notes, “I could have embarked on a more radical course from the outset, abandoning the syllabus and linking mathematical understanding to a range of issues such as distribution of wealth, surplus value, and comparative wage rates for different races and countries. With such an approach I would not have survived for long. One of the learners would have either complained to the authorities, or a full-time staff member would have found out through the grapevine. The Federal System had long since figured out how to handle such subversion and make sure it does not spread among the population. In the absence of a significant political movement pressing for not only transformation of the prison system but also greater social justice in the country as a whole, there was little chance of swimming against the tide of prison authority (Kilgore 2011).” I myself taught the labor theory of value and class analysis to my students at Scott Prison. The strategies and approaches for “transformative pedagogy” are always up for debate. Every prison has a story. We need prison stories (ethnographies) for every town in America. And we need more prison teachers. The Inside/Out Initiative is a vital step in this direction.

For More Information:

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SfAA News

SfAA Public Policy Committee

Saving Ethnic Studies—Update

By Merrill Eisenberg [Merrill@u.arizona.edu]
SfAA President and SfAA Policy Committee

Arizona's infamous ethnic studies law, adopted in 2010, prohibits a school district or charter school from including in its program of instruction any courses or classes that:

- Promote the overthrow of the United States government.
- Promote resentment toward a race or class of people.
- Are designed primarily for pupils of a particular ethnic group.
- Advocate ethnic solidarity instead of the treatment of pupils as individuals.

Arizona's Superintendent of Education, Tom Horne, was the architect of the bill. It was adopted to target the Tucson Unified School District's (TUSD) Mexican American Studies Program as a result of an incident that occurred in 2006. Dolores Huerta, a well-known Hispanic civil rights activist, was a guest speaker in a TUSD school and said "Republicans hate Hispanics." Huerta has said that she meant her comment as an expression of her personal views, not those of the school district.

In October 2010 TUSD students and teachers filed a federal lawsuit, *Acosta v Horne* (http://saveethnicstudies.org/assets/docs/litigation/Complaint_CD_No.1_10-18-2010.pdf), to challenge the



constitutionality of the law. That November, Horne was elected as Arizona's Attorney General and John Huppenthal took his place as Superintendent of Education. As Attorney General, Horne has represented the State's interest in the Federal lawsuit, while Huppenthal has continued Horne's assault on the program. Huppenthal engaged The Cambium Learning Group, Inc. to conduct an audit to determine if the TUSD program violates the law. The TUSD Program was the only ethnic studies program in the state that has been audited for compliance with the law.

The May 2011 audit report (<http://www.scribd.com/doc/58025928/TUSD-ethnic-studies-audit>) found that (1) the program ...” is designed to improve student achievement based on the audit team's findings of valuable unit and lesson design, engaging instructional practices, and collective inquiry strategies through values of diversity and intercultural proficiency, although a more comprehensive curriculum framework is needed; (2) the program facilitates student achievement; and (3) no observable evidence was present to suggest that Arizona Revised Statutes 15-112(A) is in violation of the law within any observed classroom in the Tucson Unified School District. Nevertheless, on June 15, 2011, Huppenthal, found the program to be out of compliance with the law. TUSD appealed the decision and in August 2011 an administrative judge found that the Superintendent did have the authority to do so. (http://www.tucsonsentinel.com/documents/doc/122711_tusd_mas_doc/)

On March 8, 2012, the National Association for Chicana and Chicano Studies (NACCS), SfAA, and 25 other education and civil rights organizations (listed below) filed an *Amicus Curiae* (“Friend of the Court”) (<http://www.vincerabagolaw.com/wp-content/uploads/2012/03/MAS-BRIEF-FILED.pdf>) brief in support of the plaintiffs in the federal case, which is now *Acosta v Huppenthal*. The brief argues that:

- The law is an unconstitutional targeting of Mexican American students and teachers, violating the 1st and 14th amendments and resulting in discriminatory treatment and improper viewpoint censorship based on suspect classifications.
- Chicana/o Studies is an integral part of American education and their field has established global academic importance and respect.
- It is in everyone's best interest to reduce racial isolation, and provide a diverse curriculum.

United States Circuit Court Judge A. Wallace Tashima found that “...permitting NACCS to file such a brief is likely to assist in this case, which is of general public interest” and accepted the brief. Motions to dismiss the case have also been filed by proponents of the law. In the coming months we will learn if these motions to dismiss are accepted. If so, the case will end, but if not, the case will be heard in Federal court and our brief will be considered.

Other organizations that have joined us in the *Amicus Curiae* include:

Association for Asian American Studies (AAAS); Hispanic Association of Colleges and Universities (HACU); the National Latino/a Education Research and Policy Project; Mexican American Studies Department of San Jose State University; Chicano Studies Department of California State University-Northridge; League of United Latin American Citizens (LULAC), a national 501(c)(3) organization; Association of Raza Educators (ARE); Aztlán Libre Press; California Faculty Association (CFA); Coalición México- Americana (MXAC); Esperanza Peace and Justice Center (EPJC); For Chicana/Chicano Studies Foundation (FCCSF); Georgia Latino Alliance for Human Rights (GLAHR); Indigenous Women's Network/Alma de Mujer Center for Social Change; Latino Education and Advocacy Days (LEAD Organization); Mujeres Activas en Letras y Cambio Social (MALCS); Mujeres Activas en Letras y Cambio Social - Tejas (MALCS-Tejas); American Studies Association (ASA); South Central Farmers (SCF); SouthWest Organizing Project (SWOP); Texas Association of Chicanos in Higher Education (TACHE); Texas League of United Latin American Citizens (Texas LULAC); Acequia Institute (TAI); Unitarian Universalist Association - Pacific Southwest District.

Human Rights and Social Justice Committee

The Human Rights and Social Justice Committee has been tasked by the board to assess the situation of the Baltimore Sheraton union boycott and recommend appropriate action, not just for this year's situation but draft a policy and procedure to proactively address potential problems in the future. Betsy Taylor, who is from the area, assembled this history for the benefit of the Committee and the overall SfAA membership.

Background on the Baltimore Hotel / Labor Issue

By Betsy Taylor [betsy.taylor@gmail.com]
Virginia Tech University

SfAA met this year in a Baltimore hotel which unions have boycotted for years because of widely publicized and serious labor problems.ⁱ In early November 2007, workers at the Baltimore Sheraton voted to call for a boycott of their own workplace. The workers were represented by two unions - UNITE HERE Local 7 and the International Union of Operating Engineers (IOUE). These unions kicked off the boycott campaign on Nov 18, 2007 with a rally at Baltimore's City Hall, followed by a march to the Baltimore Sheraton with hundreds of people from over 30 social justice organizations and unions.ⁱⁱ Within a year, the boycott had been endorsed by the Baltimore City Council, several members of the Maryland State General Assembly, the Women's Law Center of Maryland, and other prominent local organizations. The unions estimate that the hotel lost \$2.2 million in revenue by the end of 2008, as major organizations canceled events - including the Democratic National Committee National Convention, NAACP, and United Way. By July 2010, the AFL-CIO - the official national umbrella organization for American unions - had endorsed the UNITE HERE boycott.



In annual rallies, the breadth of this boycott campaign can be seen, as UNITE HERE workers have come to support their colleagues in Baltimore from Nevada, Atlantic City, Philadelphia, Virginia, California, Alaska and many other union locals around the country.ⁱⁱⁱ The hotel had been unionized since the 1970s under previous ownership. Many workers had worked there for decades under good conditions. In 2006, the hotel was bought by William Yung III - a Kentucky-based speculator in casinos, land and hotels. Negotiations over labor contracts quickly broke down over health insurance and pension coverage, workload and wages (e.g., whether workers would get a 50c or 35c hourly wage increase on annual wages of just over \$18,000, whether workers would get only 60% of the 21% gratuity charged on banquets).

Anthropologists converged on the Baltimore Sheraton in March 2012, 4 ½ years after it became a nationally watched battle ground for workers' rights. A line had been drawn at that site by a many-stranded and multi-scalar coalition of groups concerned about social justice. On one side was William Yung III, whose labile empire of hotels and casino made the Forbes list of America's largest private companies (at #281) for the first time in 2007 with annual revenues of \$2.7 billion. On the other side was the new national coalition of hotel workers whose battle cry is "Lifting One Another Above the Poverty Line" (a portal website for this coalition is <http://www.hotelworkersrising.org/>). As an SfAA member who was not involved in planning and organizing the 2012 meetings, it has not yet become clear to me why the SfAA did not support the boycott. The SfAA collectively spent hundreds of thousands of dollars at the Baltimore Sheraton. As we go forward, it will be helpful if we can reflect together about why this happened and whether it accords with our individual and collective values.

From a bottom up perspective, the past years of struggle around the Baltimore Sheraton exemplify vibrant new cultural processes for political identity formation - that join difference and unity in complex and supple ways to forge united, political, collective identity out of tapestries of difference. Watch the video of the Nov. 18, 2008 rally (<http://www.youtube.com/watch?v=nvm3WjrZ5qg>), and observe the class-based solidarity being constructed by celebrating individual identities and difference (ethnic, racial, gender or place-based). The hotel industry is ground zero for this new kind of politics. Hospitality is a major sector in many American cities now. It is the second largest industry in Baltimore—so its wage and unionization trends will have significant impacts across the city and on other sectors. Nationally, the hotel industry is showing unexpected growth—with 8% annual growth appearing sustainable for several years. Felicia Hendrix of Barclays Capital wrote that “The domestic industry is at the cusp of a protracted recovery period that should be bolstered by a dearth of new supply.”^{iv} UNITE HERE researchers argue that this is because “hotel companies have seized on economic downturns as an opportunity to extract more out of their workers” for two decades. They say “In 1988, nearly 71 workers were employed to service 100 occupied guestrooms. Last year, that number was down to 53—a 25% reduction. During this time, hotels have added more amenities and heavier linens to the rooms - increasing the workload, even as the number of workers doing it has fallen.”^v Robert Reich says “one of the most striking legacies of the Great Recession has been the decline of full-time employment...typical workers are either unemployed or underemployed, or else getting wages and benefits whose real value continues to drop. The portion of total income going to capital rather than labor is the highest since the 1920s.”^{vi}

The political line that UNITE HERE and its justice allies drew at the Baltimore Sheraton runs along some of the most significant political fault lines of our time - where vast tectonic shifts in the global economy are fundamentally altering macrostructures of class and inequality in the US. Higher paying union jobs have been in steep decline. An important source of leverage for this activism has been the willingness of many groups and individuals to support boycotts and strikes of hotels - see, for instance, the well-established networks for solidarity among professional (and other) societies for sharing resources and strategies in making ethical choices of meetings (e.g., the Informed Meetings Exchange <http://www.inmex.org/>).

Members who wish to participate in formulating a response to this issue, both SfAA's past and future actions, are invited to contact Human Rights and Social Justice Committee chair Mark Schuller: mschuller@york.cuny.edu

ⁱ For a list of hotels boycotted by the major union representing hotel workers, see http://www.hotelworkersrising.org/HotelGuide/boycott_list.php (accessed May 3, 2012).

ⁱⁱ For local descriptions of this event, see: Ken Morgan. "Hotel workers say: people should not eat, meet or sleep at the Sheraton Center City". *Baltimore Times*. 11/30/2007; Ron Kipling Williams. "Unite Here! March and Food Drive For Baltimore Hotel Workers". *Independent Reader*. November 14, 2008.

ⁱⁱⁱ For 2008 rally see: "Sheraton City Center Hotel Workers Fight On". *Inmexnews* (the newsletter of the Informed Meetings Exchange). Vol 3, No. 2 (December 2008). For 2009, see: Ron Kipling Williams. "Unite Here! Rallies City Council Support for Sheraton Boycott". *Independent Reader*. March 10, 2009; For 2010, see: http://www.youtube.com/watch?v=cT2oXZSu_Fc; for 2010, see: "Rally to Support Baltimore Hotel Workers" <http://www.youngtradeunionists.org/2010/01/rally-to-support-baltimore-hotel-workers/>; for joint 2011 rally with Baltimore Sheraton workers, Occupy Baltimore and workers at Baltimore Convention Center, see <http://www.youtube.com/watch?v=WHEX1bQHJvc> (all internet sites accessed May 3, 2012).

^{iv} "Analyst upgrades lodging, sees signs of recovery" April 27, 2010, Associated Press, *Bloomsburg Week*. <http://www.businessweek.com/ap/financialnews/D9FBI6QOO.htm> (accessed May 3, 2012).

^v See UNITE HERE fact sheet at <http://www.hotelworkersrising.org/Campaign/> (accessed May 3, 2012).

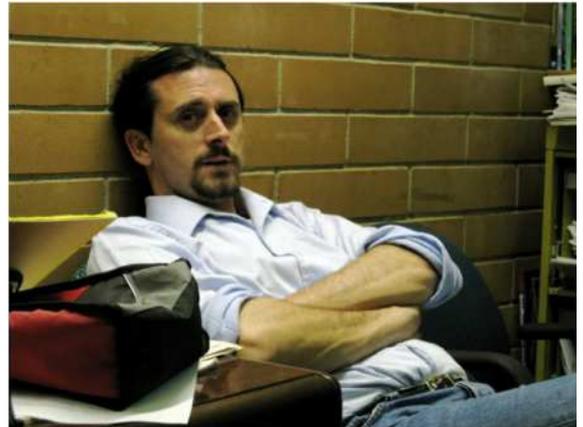
^{vi} Robert Reich. "The Tinder-Box Society". *Reader Supported News*. May 2, 2012. <http://readersupportednews.org/opinion2/279-82/11241-the-tinder-box-society> (accessed May 3, 2012).

Human Rights and Social Justice Committee at the SfAA meetings

By Mark Schuller [mschuller@york.cuny.edu]
Chair, HRSJ Committee

Trainings—expanding the 'activist toolkit'

The Human Rights and Social Justice Committee and our members have been active this year. We have an active and growing membership, with some great ideas coming from the membership about building on and expanding our activist toolkit: in 2010, we organized a workshop on working with the media. Last year was a roundtable on lessons learned through advocacy. This year we had a workshop on working with IRBs, attended by 14 people: "Beyond the IRB: Expert Advice on the Realities, Risks, and Benefits in Performing Human Rights and Social Justice Research" - Carla Pezzia and Cheryl McClary organized the session that included Barbara Rose Johnston, Bill McKinney, Mark Schuller, Susan Stonich, and Betsy Taylor.



Business meeting

We also had a lively discussion and planning session at the committee meeting. At the business meeting, people had some great ideas about topical sessions. The Committee will help promote the work of human rights and social justice panels. Some suggested also doing webinars for journalists on a particular issue. Someone suggested organizing a workshop on how to do research on your communities—to write technical reports, such as the UN Treaty Body reporting. It was also suggested that we organize a workshop on blogs and the new media.

A member suggested organizing fact-finding missions—inviting members to accompany them in investigating particular issues—for example, going to Arizona to talk with the school boards about the new law banning ethnic studies.

A couple of people suggested having travel money for the SfAAs to facilitate bringing in grassroots activists. The Society has endowed several travel awards for students; it might be useful to organize one for non-academic, grassroots activists. Several people also suggested bringing local activists into the meetings. For example, SfAA staff has already been in touch with former committee chair Peter Van Arsdale, who is in Denver, to activate the local community.

Given the context of the UNITE-HERE boycott, some of the conversation was about how to be proactive regarding union issues and what can the SfAA do to support the hotel workers given the situation (See story by Betsy Taylor in this issue).

The Committee also organized a **roundtable** discussion, “**Mic check! Implications of #Occupy for Social Justice Advocacy and Roles of an Activist Anthropology.**” The conversation swirled around local issues, the power of symbols and new language (e.g. the 99%), the organizing rhetoric, facilitating technology, and the roles for anthropologists in the movements connecting global and local, such as Occupy. Two journal editors (Peter Van Arsdale of *Applied Anthropology* and Mark Moberg of *Human Organization*) specifically welcomed submissions for articles discussing the Occupy movement.

Sessions at the SfAA annual meeting

In addition, members organized an active array of panels during the meeting. Here is a listing of some of those panels:

- WEDNESDAY 10:00-11:50 – Disasters without Borders
- WEDNESDAY 12:00-1:20 – Building Walls, Tearing Down Tents: Applied Research in Haiti’s IDP Camps
- THURSDAY 8:00-11:50 – Activism Beyond the Classroom: Student Reflections on Activist Work
- THURSDAY 10:00-11:50 – Applied Human Rights: Theory, Methods and Approaches for Disciplinary Collaboration
- THURSDAY 3:30-5:20 – ~~UN~~ Documenting the Lives of Dreamers: Transgressing Borders and Boundaries towards an Engaged Activist Anthropology
- SATURDAY 10:00-11:50 – Indigenous Rights and Human Rights in the Americas and Nepal

Awards

We would also like to announce the second annual winner of the Human Rights Defender Award. The Human Rights Defender Award was made possible by a generous contribution from Michael Cavendish, a Sustaining Member of the Society who is a practicing attorney in Florida and a strong advocate for human rights. As a graduate student, he was first exposed to the link between applied anthropology and disciplines like law, journalism and social work.

We received many good applications, which bodes well for the future of human rights activism within anthropology. We are pleased to announce that **Jonas Ecke of Purdue University** is the recipient of the 2012 Human Rights Defender Award. Mr. Ecke delivered a paper, “Pentecostal Conversions in a Liberian Refugee Camp in Ghana” at the Baltimore meetings.

Interview project

Students are interviewing leaders within Human Rights and Social Justice advocacy about the lessons learned, challenges, experiences, advice, and skills. The first interview has been transcribed and was published in the February SfAA newsletter. Student Member Carla Pezzia has been coordinating the student interviewers. As the project moves forward the group is looking for avenues for publication.

Issue Briefings

The Committee also commissions Issue Briefings: short, pithy, timely analyses of hot-topic items with an anthropological grounding. This is a service to members of the Society as teachers looking for materials and as citizen-activists trying to understand our world. They are on the website. The goal is to have many such materials that go on the website so that the Society would eventually be one of the groups consulted on issues. If you’re interested in writing an Issue Briefing, please consult the webpage to see two examples and contact chair Mark Schuller:

menschuller@york.cuny.edu. The two that have been written so far have been by Josiah Heyman on Arizona's immigration law and Hsain Ilahaine on the Arab Spring.

The SfAA Podcast Project in Baltimore, Maryland

By Megan Gorby [megangorby@my.unt.edu]
Associate Chair, SfAA Podcast Project
University of North Texas

Yumiko Akimoto [YumikoAkimoto@my.unt.edu]
Chair, SfAA Podcast Project
University of North Texas

The SfAA Podcast Project continued into its sixth year at the 2012 Annual Meeting in Baltimore, Maryland. The project recorded a total of 18 sessions, including the Malinowski Lecture (see the list below). These, along with 70 other sessions from the 2007-2011 Annual SfAA Meetings, are uploaded on our website as podcasts, which are free audio files that can be played from the browser. They can also be downloaded and played from iTunes or a media player. Check out the website at www.sfaapodcasts.net for updates, or to subscribe for automatic updates via RSS Reader or email. Each session has a blog post where listeners can post their thoughts, opinions, and questions so that other listeners and even session speakers can have a forum for discussions.



UNT team members: Steve, Jo, Brittany, Megan, audio professional, Tommy, and Yumiko.

The 2012 SfAA Podcast Team consisted of four University of North Texas (UNT) master's students, Yumiko Akimoto (Chair), Megan Gorby (Associate Chair), Jo Aiken (Communication Coordinator), Steve Wilson (Social Media Coordinator), and Brittany Donnelly (Session Selection Coordinator). We also had one local master's student, Alex Carson from the University of Maryland, on our Team. In addition, our audio professional was Tommy Wingo from www.Wing-O.com. This was Megan's second year on the team, Yumiko's third, and Tommy's fourth.

This year marked the Project's second year of having co-leaders. Yumiko and Megan worked together with the SfAA Podcast Project Team Members, the SfAA office, and Project advisors, Dr. Christina Wasson (UNT), Neil Hann (SfAA), and Jen Cardew Kersey (Sapient). In Baltimore, Yumiko and Megan received the opportunity to report on past activities, accomplishments, and future plans of the Project to the SfAA Executive Board. They also met with the IT Task Force to discuss future plans for podcasting future SfAA meetings. We will also begin liaising with the SfAA Student Committee as well.

Having co-leaders is just one component of the Project's overall goal of making the project sustainable. The project is to have a UNT student run the project for one or two years, then train a new leader who will carry on the project for the following year. Along with this, Team positions for UNT team members have each been defined with specific tasks and they are to commit to training incoming positions as well. In addition, UNT and the SfAA will continue to field a group of local students to work along with the Team at the Annual Meetings.

With that said, the SfAA Podcast Project Team would like to give a special thanks to our 2012 Project Chair, Yumiko. After her first year as a volunteer, she stepped forward to take on the task of being the Project's first co-leader with Jen Cardew Kersey in 2011 and then managing the Project as Chair in 2012. Thanks to all her time and energy, we have had a very successful year, have been able to provide valuable statistics on Project accomplishments, and are being left with a formalized, sustainable Project. We would also like to congratulate Yumiko on her graduation from the University of North Texas this month!

We would also like to thank all those who also contributed to our success this year including, The University of North Texas who has sponsored the project since year one by providing funds and guidance—and has committed to do so in

the future years—and the SfAA, which has equally supported the Project through both monetary and in-kind contributions to the Team members.

Thank you to all the participants who were part of this year's Podcast Project and to the SfAA Office, especially Neil Hann, Melissa Cope and Trish Colvin, who were our SfAA contacts with which we coordinated to make this all possible.

2012 SfAA Podcasts <http://sfaapodcasts.net/short-cut-to-podcasts/>

- Malinowski Lecture: Dr. Clifford Barnett
- Addressing the Impacts of/on Tourism
- State Promotion and Control of Violence
- Images and Impacts of Tourism
- Who Controls Your Food System?: Local People, Consumers, and Family Farmers vs. Multinational Corporations, Part I & Part II
- Women, Empowerment and Health in Urban India (SMA)
- Anthropologists as Advocates for Immigrants and Refugees
- What Are NGOs Really Doing?
- Involving Communities through Participatory Research
- Applied Anthropologists at the Boundaries: Theory and Practical Outcomes (WAPA)
- Applied Anthropology, Poverty Research, and Welfare Policy in the Post-Welfare Reform Era
- Medical Anthropology and Its View of the Patient (SMA)
- Story Making, Telling, and Sharing (SMA)
- Digital and Virtual Communities
- NGO Practices and Their Consequences
- Space, Place, and Cultural Impacts
- Addressing Human Trafficking

SfAA Wired: Have You Visited the SfAA Online Community Recently?

By Neil Hann [neil@hann.org]
SfAA IT Coordinator

If it has been awhile since you last visited the SfAA Online Community, you should swing by and see what is happening.

During the 2007 annual meeting in Tampa, the SfAA Office presented an alternative to a membership directory. This alternative in effect accomplishes the same goal as an online directory by allowing users to describe themselves (education, expertise, etc.), while at the same time providing more opportunities to highlight specific interests and accomplishments by allowing the uploading of photos and videos. Since its launch, the SfAA Online Community has grown steadily. It now has 1,340 members making it the largest applied social science network on the Internet. When you visit, you will notice active blogs, forum discussions, and topical interest groups.



If you have not joined the community yet, simply go to the SfAA web site at:

<http://www.sfaa.net>

Then, click on “community” and follow the simple instructions. The most important part of joining is fully describing yourself and your research or practice activities. Once your information is entered, you will be able to create your own personalized home page where you can highlight your work, load photos, start discussions, or reach out to other who may have similar interests.

One of the best tools on the SfAA Online Community is its robust search capability. To find others who might have interests similar to you, click on the members tab, and then click on advanced search. Here you can type in key words

in the “About Me” field or the “Area(s) of Expertise” field. You can also click on the various options listed under “Area(s) of Training.” Then, simply click search, and you will get listing of people based on the search criteria you entered. It is very easy to use, but a very powerful way to find individuals who you might be able to collaborate with.

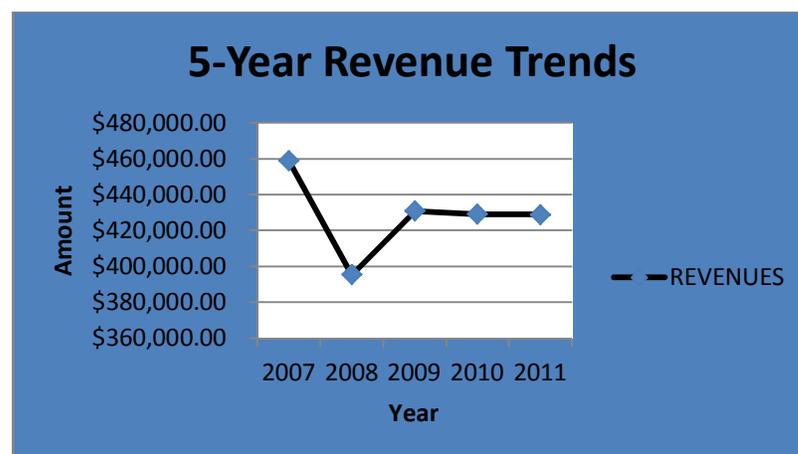
The SfAA Online Community is open to all applied social scientists. When launched in 2007, the SfAA Board saw the SfAA Online Community as a way to reach non-members and highlight the benefits of SfAA membership. And, indeed the Online Community has become an inviting place where member and non-member applied social scientists interact with one another.

Treasurer’s Report

By Sharon D. Morrison [sdmorri2@uncg.edu]
SfAA Treasurer
University of North Carolina-Greensboro

Dear SfAA Members,

This is my third and final Treasurer’s report to the Board and the Society and I want to thank both the membership and Board for allowing me to serve you in this capacity. As Treasurer of this internationally recognized Society, it was my responsibility to oversee the financial health of SfAA and keep you informed of its status in a timely and efficient manner. The strategy has been to provide updates and opportunities for feedback through the Society’s business meetings, newsletters and online and community media. The ideas and suggestions forwarded by SfAA members, the Board and Finance Committee as well as the assistance of a very knowledgeable and efficient SfAA staff have all facilitated my oversight of a process that has allowed the Society to remain in very good financial standing, despite tough economic times. Our income generating activities (i.e. the annual meeting registration, membership dues and publication subscriptions) and contributions from members and generous donors have continued to provide us with a strong revenue base. The first figure captures the revenue trend over a 5-year period. In fact, we have seen a steady increase in contributions over time indicating that the strategies being employed to promote “giving” are paying off. This is an exciting time for the Society as it nears the 75th anniversary of its existence.

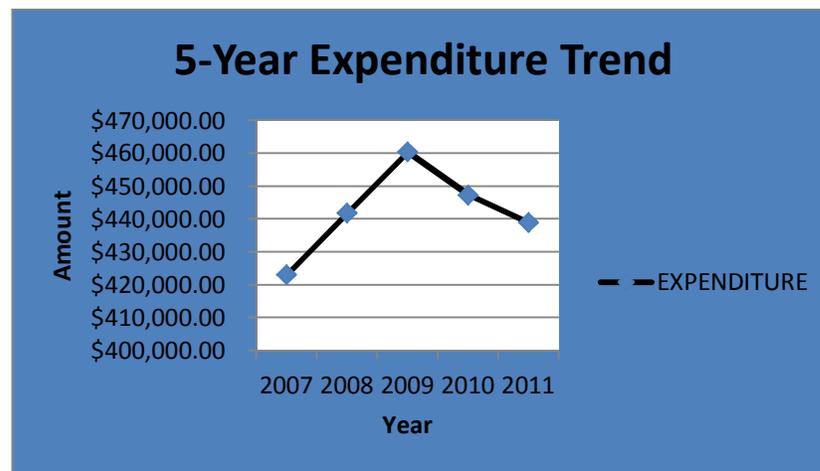


Current Financial Status

The following paragraphs provide you with a breakdown of the Society’s assets, expenditures and revenues generated over the past year. A brief discussion of the budget projections for 2012 is also included.

Assets: At the end of 2011, the Society's assets totaled \$209,107. This includes \$132,406.26 in cash or liquid assets. The Society also has \$2,873.25 in furniture and equipment and \$73,828.49 in investment assets. The total assets are fewer than those held by the Society at the end of 2010 when the Society had \$213,381.27 split between liquid assets (\$71,931.82), furniture and equipment (\$2816.63) and investments (\$138,632.82). . The anomaly in 2011 can be attributed to early receipt of payments for *Human Organization* subscriptions.

Expenditures: The SfAA board made a policy to always have a financial reserve that is twice or the overall expenditure. In 2011, annual expenditures were \$438,991 which was slightly less (by \$8335) than the annual expenditure (\$447,326) for 2010. The 2011 expenditure sum was also less than the proposed budgeted amount of \$463,671 (the difference being \$24,680). The next figure captures the 5-year trends in expenditures. As a rule of thumb, the Society must generate significant surplus revenues to create a reserve that equals annual expenditures. Per the Board's policy, a line item in the budget was added for transfer to the reserve fund. By Board agreement, any surplus from revenues is to be reallocated to the reserve fund. We received a total of \$70,637 in contributions during 2011 (\$50,220 plus \$20,417 for Kushner Memorial Award). Approximately \$59,509 of this total was transferred to the Awards Trust for associated projects.

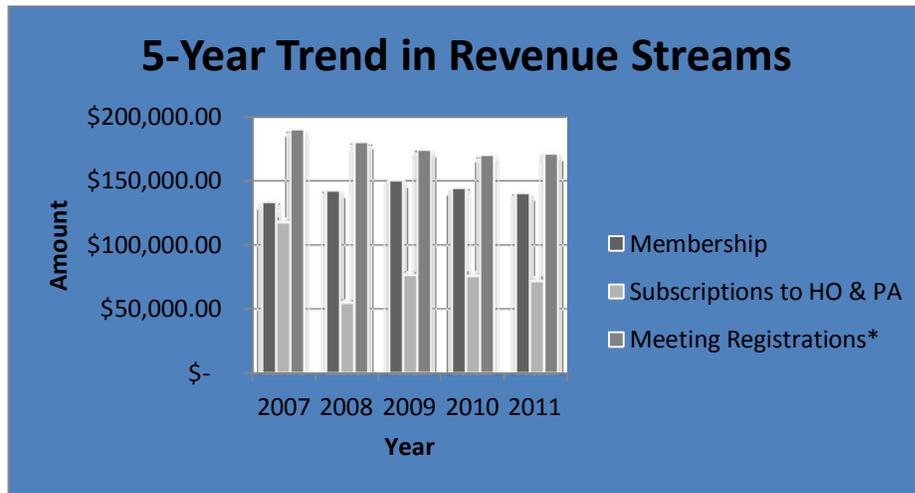


2011 Revenue Report

During 2011, total revenue generated was almost equal to that of 2010 with only a slight difference of \$220. However, overall revenues were lower than projected in the annual budget set in Fall 2010. We projected an annual revenue of \$475,385 but only brought in \$428,901.26 The Society therefore took in a total of \$10, 090.53 less than the projected revenue for 2011. The difference can be attributed to early (2010) payment of subscriptions to *Human Organization*. When the interests and dividends are taken into account, overall receipts were below budget projections (See attached sheet with comparisons to budget).

Revenues: The Society has three major revenue streams: annual meetings, membership dues, and publications. Revenues for annual meetings (\$190263.44) were below the projected (\$197,160) but higher than in 2010 (\$186,820). This increase was due to a fairly robust registration for the Seattle meeting. Membership dues (\$140,927.86) were lower than the 2010 levels (\$144,879.24) and was under the budgeted amount (\$153,200). It is important to note though that SfAA has a generally robust membership renewal history. There was also new membership increase associated with the 2011 Seattle meeting.

Actual receipts for subscriptions to *Human Organization* (\$54,077.50) were less than budgeted for 2011. Revenues from *Practicing Anthropology* (\$18428.98) were substantially above those budgeted for 2011 (\$8526). Revenues for monographs (\$315.74) were also below what was projected. It is again important to note here that in terms of revenues, contributions directly to the Society have significantly increased going from \$21,783.78 in 2010 to \$ 50,220.11, a difference of \$28,436.33.



With regard to the performance of dividends and interest from the reserve fund, the 2011, dividends and interest was offset by a gain (\$2015) in the sale of investments.

2012 Budget

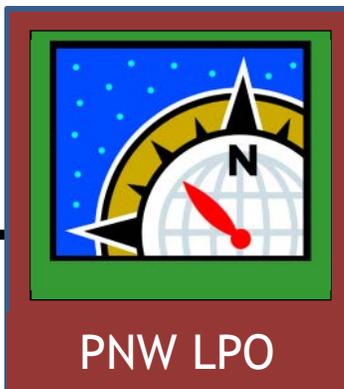
The 2012 budget adopted by the Board of Directors in December projects an increase in revenues over the 2010 budget but fairly the same expenditures as budgeted for in 2011. This includes total expected revenues of \$484,697, including interest and dividends, and total expected expenditures of \$463,210. This is on target given that we are looking forward to a very well attended and productive 2013 annual meeting in Denver.

The combination of the fresh ideas and talent of your new treasurer, Jennifer Wies combined with the careful Board oversight and the institutional knowledge of the SfAA staff working will continue to guarantee that financial viability will exist at the highest level.

Thank you again for this opportunity to serve you these past 3 years.

Sincerely,

Sharon D. Morrison



Pacific Northwest Local Practitioner Organization: Meeting at SfAA 2012-Baltimore

By Emilia Clements [emiliagonzalezclements@gmail.com]
Fifth Sun Development Fund

The Pacific Northwest Local Practitioner Organization (PNW LPO) held its first annual meeting at the 2012 SfAA annual conference in Baltimore in March.

Since the organizational meeting in Seattle in 2011, co-founders have been working to build the organization. One challenge is communicating with its 40+ members. We are improving our member list with the help of the SfAA and NAPA. Another challenge is the sheer geographical size of the region. Charter members suggested that the first event should be located in Portland, stating that it was fairly easy to get to this central location. The LPO is in the planning stages of its Portland event.



Baltimore attendees recommended that the LPO work closely with the Northwest Anthropology Conference. This group is headed by a co-founder, Darby Stapp, who coordinates an annual conference in the region. This year:

“The Past Is Present” is this year’s theme for the Northwest Anthropological Conference hosted by the Confederated Tribes of the Umatilla Indian Reservation in Pendleton, Oregon. We look forward to exploring the theme in terms of both time and space. The Cayuse, Walla Walla, and Umatilla Tribes have lived on and shared a connection with this land since time immemorial. The past is literally all around us and our lives are informed by everyone and everything that has gone before. Cultural anthropology, archaeology, linguistics, paleoanthropology, and primatology all ask and answer questions about how human beings relate to the past. We encourage presenters to consider the various ways in which the past is with us and shapes the present, focusing on topics such as cultural continuity, people’s connection to the landscape, first foods, cultural perspectives on time and place, and other ways in which people relate to the past. However, submissions on all topics, subfields of anthropology, related fields, and geographic areas are welcomed.

New Members

We are pleased to welcome three new members:

Susan Charnley, Ph.D., U.S. Forest Service, Portland
Michael Giulietti, Oregon State University student
Erve Chambers, Ph.D., University of Maryland

Join us to help shape LPO activities in our unique region!

Our Vision: A Pacific Northwest Local Practitioner Organization (LPO) serves the interests of practicing anthropologists who either reside in the area or work in the area by offering venues for professional reflection and development. Such venues may include:

- Yearly or quarterly gatherings for socializing, sharing information, and discussing the issues in our field;
- Seminars or learning events on topics of interest to the membership;
- Sponsoring an in-depth exploration of topics of interest which may yield to individual and group publications;
- Strategy sessions on being effective in the policy arena.

Local Practitioner Organizations (LPOs) are regional professional organizations of practicing anthropologists, university and college professors, students, and others interested in the anthropological perspective and using the tools of anthropology and related disciplines to help solve contemporary human problems. LPOs come in many forms and may hold conferences, meetings, special events, publish journals and always, provide opportunities for professional and social interaction. LPOs are affiliated with the SfAA.

A Society board member serves as liaison with LPOs.

Contact: emiliagonzalezclements@gmail.com, kpreister@jkagroup.com

SfAA TIGs

American Indian, Alaskan and Hawaiian Native, and Canadian First Nation Topical Interest Group

By Peter N. Jones [pnj@bauuinstitute.com]
Director: Bauu Institute and Press

In recent months several important issues have arisen that impact American Indians, Alaskan Natives, and Canadian First Nations that may be of interest to TIG members.

Groups Appeal Arctic Oil Drilling Decision In Chukchi Sea

A coalition of groups filed an appeal on April 12, 2012 in the Ninth Circuit Court of Appeals challenging the approval of Lease Sale 193, which opened for oil



Peter N. Jones

drilling the remote Chukchi Sea, home to iconic species such as polar bear, bowhead whale, and walrus and to a vibrant indigenous subsistence culture.

The appeal, filed by Alaska Native and conservation groups, represented by Earthjustice, is the next step in their long-standing effort to ensure that decisions about the Chukchi Sea are based on sound science and precaution. The lease sale was originally held in 2008 by the Bush administration. The Alaska Federal District Court in 2010 determined that the original lease sale violated the National Environmental Protection Act, one of the nation's bedrock environmental laws, and required the Department of Interior to reconsider the decision. Last fall, the Obama administration affirmed the decision to offer millions of acres of the ocean for sale to oil companies despite widely recognized gaps in what we know about nearly every species in the Chukchi Sea. Even though this critical missing information prevents adequate analysis of the effects of oil drilling in the Chukchi Sea, the administration concluded that none of it, including information about what areas are important to species such as bowhead whales, walrus, and beluga whales, is essential to the lease sale decision.

The groups filing the appeal are the Native Village of Point Hope, Inupiat Community of the Arctic Slope, Alaska Wilderness League, Center for Biological Diversity, Defenders of Wildlife, National Audubon Society, Natural Resources Defense Council, Northern Alaska Environmental Center, Oceana, Pacific Environment, Resisting Environmental Destruction on Indigenous Lands (REDOIL), Sierra Club, The Wilderness Society, and World Wildlife Fund. The full [appeal can be read here](#).

Attorney General Holder and Secretary Salazar Announce \$1 Billion Settlement Of Tribal Trust Accounting And Management Lawsuits Filed By More Than 40 Tribes

Attorney General Eric Holder and Secretary of the Interior Ken Salazar announced on April 11, 2012 the settlement of lawsuits filed by 41 federally-recognized tribes against the United States, in which the tribes alleged that the Department of the Interior and the Department of the Treasury had mismanaged monetary assets and natural resources held in trust by the United States for the benefit of the tribes. The announcement followed a 22-month-long negotiation between the tribes and the United States that has culminated in settlements between the government and tribes totaling more than \$1 billion.

These settlements resolve claims dating back more than 100 years and will bring to an end protracted litigation that has burdened both the plaintiffs and the United States. Ending these long-running disputes about the United States' management of trust funds and non-monetary trust resources will allow the United States and the tribes to move beyond the distrust exacerbated by years of litigation. These settlement agreements represent a significant milestone in the improvement of the United States' relationship with Indian tribes. More on the [settlement, and a list of the 41 tribes can be found here](#).

Health Canada Cuts National Aboriginal Health Organization Funding

The National Aboriginal Health Organization has lost all of its funding and will wind down by June 30, 2012. NAHO has been in operation for 12 years with all of its funding coming from the Federal Government. NAHO employs over 30 specialists in health care research and has holdings of over \$60 million in knowledge-based research to improve the health outcomes of First Nations, Inuit and Métis peoples, which include:

- Over 200 health reports, guides and fact sheets
- Rare video footage and audio tapes of Aboriginal Elders' indigenous knowledge
- The only public available databases on Métis health
- 12 issues of the Journal of Aboriginal Health
- Thousands of copies of research and holdings

The closing of NAHO is the result of Health Canada cutting all funding for projects aimed at improving the health of Aboriginal women in Canada as part of the 2012 Federal Budget. This will have a major impact on Aboriginal people across Canada.

Judge Awards Tribe, Conservation Groups Right to Defend Grand Canyon In Court Case *Coalition Will Defend Interior Department Mining Ban That Protects Water, Wildlife, Sacred Lands*

Judge Frederick Martone of the U.S. District Court for the District of Arizona issued an order Friday, April 20 that allows the [Havasupai tribe and four conservation groups to defend](#) the U.S. Department of the Interior's January 2012

decision to ban new uranium mining claims for 20 years across 1 million acres of public lands adjacent to the Grand Canyon.

Earthjustice and the Western Mining Action Project, both public-interest law firms, will represent the Havasupai tribe, Grand Canyon Trust, Center for Biological Diversity, Sierra Club and National Parks Conservation Association to defeat a lawsuit filed in November by uranium prospector Gregory Yount. “Friday’s decision means we’ll have a seat in the courtroom to protect the Grand Canyon region’s life-giving waters and deer, elk, condors and other wildlife, as well as the tremendous cultural resources so important to the Havasupai tribe,” said Ted Zukoski, an Earthjustice attorney who is representing the coalition.

Uranium pollution already plagues the Grand Canyon and surrounding area; proposals for new mining have prompted protests, litigation and proposed legislation. Because dozens of new mines threaten to industrialize iconic and sacred natural areas, destroy wildlife habitat and pollute or deplete aquifers, scientists, tribal and local governments, and businesses have all voiced support for the new protections enacted by Interior Secretary Ken Salazar. A copy of the [court order can be read here](#).

Winnemem Tribe Demands Forest Service Respect Native Women’s Rights

- Agency Refuses to Provide Closure of McCloud River Necessary for Girls’ Traditional Coming of Age Ceremony
- Winnemem Women and Chief Demand Face-to-Face Meeting With Regional Forester at Vallejo Headquarters
- Winnemem Men and Supporters Picket with Signs

On Monday, April 16 members of the Winnemem Wintu Tribe challenged U.S.F.S. Regional Forester Randy Moore at his Vallejo office on the issue of protecting Indigenous Women from racial slurs and physical harm during their coming of age ceremonies. The Tribe is demanding that the Shasta-Trinity National Forest provide a four-day mandatory closure of a quarter mile stretch of the McCloud River during a coming of age ceremony for a teenage girl, which is planned for late June. The Tribe’s past two Coming of Age Ceremonies have been disrupted by racial slurs, alcohol use, and indecent exposure from passersby in motorboats who refused to honor a voluntary closure. These boaters also endanger the physical safety of young tribal members who swim across the river as part of the ceremony.

Winnemem tribal members and their supporters will picket the Forest Service office while tribal women seek a face-to-face audience with the Regional Forester. Tribal members will form a picket line at 9 a.m. Winnemem Tribal Chief and Spiritual Leader Caleen Sisk will hold a press conference at 11 am to discuss the Tribe’s demands and the outcome of the meeting with Mr. Moore.

“Since 1941 most of our ceremonial sites have been buried beneath the still waters of Lake Shasta,” according to Chief Sisk. “We ask that the Forest Service grant us this one small dignity by allowing our girls to enter womanhood in privacy at one of our last remaining traditional ceremonial sites.”

The Tribe has requested for the past several years that the Forest Service close this stretch of river during their Coming of Age Ceremonies, which is held in an area accessible on Lake Shasta by boat. Although the Forest Service has issued “voluntary closures,” which discourage most boaters from entering the area, several times during each ceremony groups of individuals powered into the ceremonial area, often with beers in hand and music blaring as they verbally insulted members of the Tribe. During a Coming of Age Ceremony in 2006, an individual “flashed” the ceremonial participants with naked breasts and yelled racist insults. “If someone did this during Mass, they would be arrested,” says Sisk, who notes that there were no authorities present to cite the individual for public indecency. A mandatory closure was issued later at this same ceremony by the Shasta County Sheriff after a Forest Service District Ranger’s kayak was rammed by a boat.

For the Winnemem Wintu Tribe, this is about respecting and protecting Native women while they pass on traditional ways to the next generations. According to Sisk, “Like many traditional people, we hold our women in high regard. This beautiful ceremony is vital to our girls’ transitioning to womanhood with confidence, grace and knowledge. We must hold this ceremony for our tribe to survive.”

Learn more about the Winnemem Wintu at <http://www.winnememwintu.us/> 

Learn more about the ceremony at <http://www.saveourceremony.com> .

Watch [video of motorboats speeding past ceremony and flashing the participants here](#).

Supreme Court in Canada Rules that Judges Must Consider Aboriginal History in Sentencing

The Supreme Court decision on Ipeelee released on March 23 states that judges must consider “such matters as the history of colonialism, displacement, and residential schools and how that history continues to translate into lower educational attainment, lower incomes, higher unemployment, higher rates of substance abuse and suicide, and of course higher levels of incarceration for Aboriginal peoples.”

The 1998 Gladue decision, the subject of today’s ruling, called on judges to consider creative and sensitive approaches to sentencing, other than imprisonment, that will help rehabilitate Aboriginal offenders and reduce the vast over-representation of Aboriginal people in prison. Gladue provided the courts with latitude to inquire into the causes of First Nation over-representation and provide remedies to this problem. The Supreme Court of Canada regrettably notes that Aboriginal over-representation in the criminal justice system has worsened since the Gladue decision.

The Assembly of First Nations National Chief said: “First Nations are the youngest and fastest growing population in Canada, the future of this country, yet right now they are more likely to go to jail than graduate from high school. This situation requires a national commitment to reconciliation including a more fair and balanced approach to Aboriginal people in the justice system...”

The complete [decision can be read here](#).

Echo Hawk Issues Final Determination Regarding Central Band of Cherokee Petition

Assistant Secretary-Indian Affairs Larry Echo Hawk on March 26 announced he has issued a final determination (FD) regarding the petition of the Central Band of Cherokee (Petitioner #227) for federal recognition as an Indian tribe. The final determination found that the petitioner, located in Lawrenceburg, TN, did not meet the mandatory criteria for acknowledgment under the Code of Federal Regulations.

The March 23, 2012, ruling is consistent with the Assistant Secretary’s proposed finding, issued in August 2010, that recommended against acknowledgment, because Petitioner #227 did not demonstrate that its members descend from a historical Indian tribe or historical Indian tribes that combined.

The evidence shows the petitioner, with 407 members on its 2007 membership list, is a voluntary association formed of individuals who claim but have not documented Indian ancestry. There is no evidence that Petitioner #227 existed under any name prior to its emergence in 2000 as the “Cherokees of Lawrence County, TN Sugar Creek Band of the Southeastern Cherokee Confederacy, Inc.” Under the regulations, the Department may not acknowledge associations, organizations, corporations, or groups of any character formed in recent times.

The petitioner claims its members are descendants of Cherokee Indians who remained in Tennessee after 1806 when the historical tribe ceded its lands by treaty, or from Indians who returned to “their traditional lands” in the area of Lawrence County, TN, after evading or escaping from the Cherokee removal in the late 1830s. There is no primary or reliable secondary evidence to validate these claims. Instead, the evidence shows that the group’s ancestors were consistently identified as non-Indians, primarily White settlers coming to Tennessee in the early and mid-1800s from disparate locations. At no time were they identified as Indians or living in an Indian community. The evidence submitted in response to the proposed finding does not support the petitioner’s claims about its origins and do not demonstrate that Petitioner #227’s members descend from a historical Indian tribe or tribes that combined.

The FD will become final and effective as provided in the regulations 90 days from publication in the Federal Register, unless a request for reconsideration is received by the Interior Board of Indian Appeals under the procedures set forth in Section 83.11 of the regulations within that time.

The Assistant Secretary-Indian Affairs has responsibility for fulfilling the Interior Department’s trust responsibilities and promoting self-determination on behalf of the 566 federally recognized American Indian and Alaska Native tribal governments. The Assistant Secretary also oversees the Bureau of Indian Affairs, which is responsible for providing services to the tribes and their members, approximately 1.9 million individual American Indians and Alaska Natives, and the Office of Federal Acknowledgment, which administers the federal acknowledgment process. The final determination and Federal Register notice will be posted to the Office of Federal Acknowledgment section of the Indian Affairs web site at: <http://www.indianaffairs.gov/WhoWeAre/AS-IA/OFA/RecentCases/index.htm> .

I would like to remind everyone that if they would like to share announcements, calls for papers, or other news with the TIG email list to do so. You can send it to sfaa-native-tig@googlegroups.com.

As usual, if anyone is interested in joining the TIG email list, you can go to <http://groups.google.com/group/sfaa-native-tig> and join.

Gender-Based Violence TIG: “Being Men” at Take Back the Night



David Nevins

By David Nevins [donevins@hotmail.com]
Fairfield University

David Crawford [dcrawford@fairfield.edu]
Fairfield University,

In September 2011, young women at Fairfield University in Connecticut organized a “Take Back the Night” event. It was a drizzly, grim evening and a group of about 40 undergraduates assembled then with lit candles walked to a series of stations around campus where volunteers read narratives of rape and sexual violence. Each narrative was written in the first person. Many were graphic and specific. Some focused on crimes committed in the exact spot on campus where we were standing. All of the talks were beautifully rendered and excruciatingly moving. It was unclear whether the stories were “true,” whether they were things that happened to the readers themselves or to other people, but each was wrenchingly real for somebody and was made real for us, the audience. Between soliloquies, the crowd moved solemnly between stations, speechless or muttering, candles guttering in wind. There were very few men in the group, maybe five total, but both of this article’s authors were there—one as a speaker (Nevins) and the other in the audience (Crawford).

There were several things that struck us about the event that we thought were worth sharing. These are not necessarily coherent opinions or suggestions; these are not the words of specialists in the topic of gender-based violence, but observations from the perspective of a class of persons—men—who are generally absent or radically underrepresented at events focused on violence against women.

First is the general question of the role of men at such an event. Should we be there? If so, how should we be there? What ought we do or not do? Each of the readings (except the one performed by Nevins) featured a man or men as perpetrators, so there is an odd feeling of being there representing (literally) the bad guys. It is hardly necessary to do deep sociological analysis to understand that men are overwhelmingly the perpetrators of violence. This is not to say that women are naturally pacific, but that the majority of all violent crime is undertaken by men and this includes rape, abuse, and gender-based violence. What, then, is my role as a man, as a member of the group perpetrating the violence, in attending a group bearing witness to the human costs of this same violence? What does it mean to “be a man” when it is men causing the pain? Perhaps all men *should* attend such events. Perhaps young men, especially, should be required to gain a visceral understanding of the impact of date rape, physical violence, misogynistic jokes, and the trauma produced by American sexual norms. But they are not. There are a few of us scattered in the crowd, usually at the back, and we’re unsure of what exactly we should be doing.

What should we be doing? It is not as easy as it sounds. When one author (Nevins) was asked to speak and agreed to do so, his performance became a focus of media attention. There was minimal coverage of the Take Back the Night event in the school paper, but the one published picture was—embarrassingly—of David Nevins. The embarrassment sprang not from being involved in a “women’s event” (though he got plenty of ribbing from his classmates and friends), but rather that in an attempt to play a positive role he instead became a focus. Does men’s involvement necessarily segue to centrality in a project not rightly theirs? Is it better to remain on the sidelines and allow for a space where white men are—just once!—not the center of attention? How do we become productively involved and on the sidelines at the same time?

And from a professor’s perspective, Crawford wonders whether both his sex and status were unsettling to the spirit of the evening. Crawford had several students in the event, at least two speaking and several others organizing and supporting it. Does it make it harder to talk about painful events with your professor in the crowd? It felt awkward to be standing in the night listening to the most brutal events a person could endure while knowing that the next day we

would be back in “Introduction to Cultural Anthropology” pretending all was normal. Is a Take Back the Night organized by students really for students? Can professors “show support” without upsetting the student-teacher dynamic?

We want to be clear that both authors were encouraged to attend and participate. We didn’t show up unannounced. The feedback we had from other participants was wholly positive. Still, if there is a general consensus that men should be more involved in preventing violence against women (which makes sense because it’s men who are primarily doing it), how do we involve them in prevention? Part of attending Take Back the Night is precisely about being uncomfortable with the levels of sexual violence in our lives and on our campuses, so this is not a call to make men “comfortable” at such events. Rather, how do we encourage more men to be productively uncomfortable? How do we define their participation? How can we “be men” and still “Take Back the Night”?

Grassroots Development Topical Interest Group: Meeting-Baltimore, 2012

By Emilia González-Clements [emiliagonzalezclements@gmail.com]
Fifth Sun Development Fund

The Grassroots Development TIG met during the SfAA annual conference in Baltimore on March 29, 2012.

United Nations Rio 2012 Conference on “Green Economy”

Probable change of dates:
Rio de Janeiro, Brazil,
June-22, June 2012

The United Nations General Assembly decided in December 2009 to hold the United Nations Conference on Sustainable Development (UNCSD) in 2012—also referred to as “Rio+20... It will have two themes:

1. Green Economy within the context of sustainable development and poverty reduction, and
2. Institutional Framework for Sustainable development, and will also discuss emerging issues. (www.uncsd2012.org/)

Members of the TIG received handouts on the “7 Critical Issues at Rio+20”:

1. Jobs - Currently 190 million unemployed, over 500 Million job seekers over the next 10 years...economic action and social policies to create gainful employment ...critical for social cohesion and stability...also crucial that work is geared to...needs of the natural environment. “Green jobs”...that contribute to preserving or restoring the quality of the environment.

2. Energy - ...central to nearly every major challenge and opportunity the world faces today...jobs, security, climate change, food production or increasing incomes, access to energy for all is essential. Sustainable energy is needed for strengthening economies, protecting ecosystems and achieving equity...

3. Cities - ...hubs for ideas, commerce, culture, science, productivity, social development...enable people to advance socially and economically. However, many challenges exist to maintaining cities in a way that continues to create jobs and prosperity while not straining land and resources.

4. Food - It is time to rethink how we grow, share and consume our food. If done right, agriculture, forestry and fisheries can provide nutritious food for all and generate decent incomes, while supporting people-centered rural development and protecting the environment...

5. Water - Clean, accessible water for all is an essential part of the world we want to live in. There is sufficient fresh water on the planet to achieve this dream. But due to bad economics or poor infrastructure, every year millions of people, most of them children, die from diseases associated with inadequate water supply, sanitation and hygiene.



6. Oceans - The world's oceans - their temperature, chemistry, currents and life - drive global systems that make the Earth habitable for humankind...Careful management of this essential global resource is a key feature of a sustainable future.

7. Disasters - ...resilience - the ability of people and places to withstand these impacts and recover quickly - remains possible. Smart choices...how we grow our food, where and how we build our homes, how our financial system works, what we teach in schools...a smart future means planning ahead and staying alert.

Read more about these issues on the Rio+20 website and follow the links to the United Nations Department of Economic and Social Affairs (UNDESA) to find briefing papers. See also the World Economic and Social Survey 2011 "The Great Green Technological Transformation".

Very simply stated, sustainable development now incorporates "green jobs" in a "green economy" approach that includes poverty reduction as a main goal.

Internship Opportunities

TIG members Art Campa and Jack Schultz discussed initiatives to provide internship opportunities for students. The very successful five-year old Ute Mountain Internship Program headed by Dr. Jack Schultz has trained 150 students and is expanding to include another regional university. This internship provides research opportunities for B.A.-level students.

Dr. Schultz announced a new program in collaboration with the Swahili Research Institute in Mombasa. This program will currently focus on livelihood enhancement.
(schultzj@mscd.edu)

Dr. Art Campa, who founded the P.E.R.U. Program in 2000, reported that current projects in Peru will focus on improving water systems. So far, the program has helped create two small textile cooperatives to produce alpaca wool, sheep's wool and cotton for the local market.
(campaa@mscd.edu)

New Collaboration

Dr. L. Davis Clements, TIG member and adjunct professor in the Renewable Energy Engineering Program at Oregon Institute of Technology, has arranged for his students to assist the P.E.R.U. Program by providing practical designs for the water filters required for the water system.
(ldcrpdl@gmail.com)

One of Dave's students has designed a school complex for a project in Africa, which includes a renewable energy system. The system component is his senior thesis. The school complex is a personal project he is working on. TIG member Andrea Schuman and her brother, an architect, will review his overall plan for human factors and cultural issues.
(ashuman@CTripleS.org)

Dr. Emilia Gonzalez-Clements is currently developing a program for applied anthropology and renewable engineering students to learn to work in multidisciplinary teams. The first training project will assist a small producer in central Oregon identify alternatives for income-generation activities and will optimize a mechanical process the family uses in a cottage industry income-generating activity.
(emiliagonzalezclements@gmail.com)

Open Invitation

If you are interested in development work, join us at the 2013 annual conference in Denver. We plan to hold an open forum in conjunction with our official meeting. Meanwhile, contact me at emiliagonzalezclements@gmail.com.

Students are always welcome.

Tourism and Heritage Topical Interest Group

By Melissa Stevens [melissa.stevens7@gmail.com]
University of Maryland, College Park

The SfAA Annual Meeting Report: Baltimore

Building off of the momentum generated during last year's SfAA Annual Meeting in Seattle, the Tourism and Heritage TIG continued to have a strong and active presence this year in Baltimore. In one year's time, the TIG proposed, organized, and administered the first annual Tourism and Heritage TIG Student Paper Competition, the success of which led to the creation of a special tourism-themed issue of *Practicing Anthropology* and the proposal of a tourism symposium to be held during the 2014 SfAA meetings. This year's SfAA meeting also saw the largest number of submissions for the sixth annual Valene Smith Student Tourism Poster Competition.

The Valene Smith Tourism Poster Competition is endowed through the generosity of Valene Smith, one of the founders of the study of tourism. Dr. Smith's groundbreaking book, *Hosts and Guests: The Anthropology of Tourism* established the foundation for the study of this topic. The award is given to support the research of future leaders in the field of tourism studies, and this year's submissions represented an interesting variety of topics by many promising students. This year's Valene Smith Tourism research Poster Award winners were:



FIRST PLACE: Elizabeth McCoy (University of South Florida) Rethinking Florida's State Parks: Strategies for Surviving the "New Normal" Economy

Referred to as the "New Normal," the economic climate for the foreseeable future will require states to cut funding to numerous programs. The Florida Park Service is one such program, having already lost over \$10 million in funding. Park closures have been considered, threatening the future of 25 National Register archaeological sites. An integrated management plan including the identification of park stakeholders and visitor sectors, multi-scaled outreach strategies, and an ecosystem approach to heritage management will be explored as a way for Florida's state parks to operate more effectively within current economic realities.

FIRST RUNNER-UP: Carla Pezzia (University of Texas at San Antonio) Image and Reality in Travel Decision-making: A Case from Lake Atitlán, Guatemala

Drug-related violence, climate change, and political insecurities seem to be working against tourism futures in the Lake Atitlán watershed, the second most visited tourist destination in Guatemala. Our question is what is the actual effect of these insecurities on travel decision making? Civil War, drug-related crime, devastating hurricanes, and global recession have effects on travel dependent communities. Do these problems create long-term consequences or produce only short-term blips in a long relationship with tourism? Lake Atitlán has been a tourist destination since at least the 20's; thus, it makes an excellent site for evaluation of this important element in planning tourism futures. This poster presents initial findings from an online survey on how these factors have influenced tourist decision-making.

2ND RUNNER-UP: Kristin M. Sullivan (University of Maryland, College Park) Exploring Traditional Use and Association through the Ethnographic Overview and Assessment for Assateague Island National Seashore

Part of the National Park Service's Park Ethnography Program, the ethnographic overview and assessment is used to examine traditional uses of and associations with park resources. What constitutes traditional use or association? How, for example, might we consider Native American presence without federal recognition, or involve underrepresented groups such as African American watermen? As an assistant on the overview and assessment for Assateague Island National Seashore the author examines these questions, the ways in which a range of communities and other stakeholders involved have responded to the project, and the ways in which individuals understand their heritage tied to place.

The Tourism and Heritage TIG Student Paper Competition was established to recognize student contributions to the anthropology of tourism and heritage. We received 25 abstract submissions from students all over the world, which was remarkable for a competition in its first year. Out of these submissions, nine were selected for inclusion in a special double paper session held during the meetings in Baltimore entitled *New Trends in Tourism and Heritage Studies* at the *Global-Local Nexus*, Part I and Part II. The paper session was well attended and the student papers were enthusiastically received by audience members.

The papers selected for inclusion in the paper session constitute a diverse array of topics, including explorations of the politics of competing constructions of heritage and identity in the context of tourism, the role of art and visual culture in recording and representing both local and tourist perceptions of heritage, and the development of heritage tourism in conflict zones and disaster areas. The students presenting this work represent a new generation of tourism and heritage scholars making significant contributions to the theoretical discussions that are shaping the very nature of the domain. The three winning student papers present case studies illustrating how tourism is an important part of the dialectic processes of identity and heritage construction and relationships of power, particularly between government institutions and the citizenry. I am pleased to announce the winners of the First Annual Tourism and Heritage TIG Student Paper Competition:

1ST PLACE WINNER: Qiaoyun Zhang (Tulane University) Phoenix Out of the Ashes: Convergence of Disaster and Heritage Tourism in Jina Qiang Village, Sichuan Province, China

This paper offers an ethnographic account of the socio-cultural contexts in which disaster tourism and heritage-based tourism symbolically converge in representations created or used by Qiang people after an 8.0-magnitude earthquake in 2008. Analyzing the transition to the new “thriving” of the previously “disappearing” Qiang culture as portrayed in or impacted by the disaster and subsequent heritage tourism, this paper discusses the historical contingencies and the politics of authority and authentication within the emerging Qiang tourism. It contributes to the presentation and problematization of the dynamic impact of heritage and disaster tourism on marginalized, disaster-stricken areas in China and globally.

1ST RUNNER-UP: Matthew LeDuc (George Washington University) Discourses of Heritage and Tourism at a World Heritage Site: The Case of Hampi, India

In Hampi, India - a UNESCO World Heritage Site - residents have lived and worked for generations in centuries-old stone mandapas lining both sides of the town’s main street. In July 2011, these residents were forcibly removed from their homes. This episode illustrates two discourses of cultural heritage. For the people of Hampi, heritage is inextricably linked to the activities of daily life. In contrast, local government officials regard heritage as primarily a visual resource. A lack of meaningful dialogue among the site’s stakeholders has precluded mutual understanding of these discourses and significantly hindered the effective management of Hampi’s rich cultural heritage.

2ND RUNNER-UP: Kristin M. Sullivan (University of Maryland, College Park) Carving Chincoteague

Chincoteague, Virginia decoy carvings have assumed a representational role for locals and visitors alike, as identity markers in art galleries and tourist shops. Their carvers provide a unique view into the island’s history. These veterans of a rural lifestyle continue a vernacular craft that reflects local values associated with work, the environment, and other forms of heritage despite the decline of traditional employment, land access, and lifestyles. The author will explore the history of tourism development on Chincoteague vis-à-vis government presence and regulation, particularly the ways in which adaptation, accommodation, and resistance to related changes may be seen through wildfowl carvers.

Call for Abstracts: The 2013 Paper and Poster Competitions

The Tourism and Heritage TIG Student Paper Competition: Student papers should entail original research on the themes of “tourism” and/or “heritage” broadly defined, including topics such as heritage, archaeology and tourism, ecotourism, and cultural resource management. Top papers will be selected for inclusion in an organized session at the 2013 SfAA annual meeting in Denver, and an award will be presented to the best paper in the session. Eligible students must be enrolled in a graduate or undergraduate degree program at the time they submit their paper. Submission must be original work of publishable quality. The work may be undertaken alone or in collaboration with others, but for papers with one or more co-authors, an enrolled student must be the paper’s first author.

The competition involves a two-step process. Step one involves the solicitation and selection of expanded paper abstracts (of 500 words or less) for the organized session. Abstracts must be submitted by SEPTEMBER 1, 2012 to Melissa Stevens at melissa.stevens7@gmail.com. Students selected for participation in the session will then submit full papers for judging by the February 1, 2013 deadline. The winning paper will receive a cash award of \$500 and will be honored at the 2013 SfAA meetings in Denver.

The Valene Smith Tourism Poster Competition: This is a special competition for the best posters on the theme of “tourism,” broadly defined, including topics such as heritage, archaeology and tourism, ecotourism, and cultural resource management, during the annual meeting. Posters are an excellent means of communicating your research and allow you to interact directly with others interested in your work. Three cash prizes will be awarded - \$500 for first

prize, \$300 for second prize, and \$200 for third prize. Poster abstracts are submitted directly through the SfAA website (www.sfaa.net). Please go to the SfAA web site for additional information on the Meetings and the poster abstract submission process. You will also find a more detailed description of the Competition as well as information on the winners from previous years (click on "Awards" and go to "Valene Smith Prize"). The deadline for the receipt of poster abstracts for the 2013 Competition is OCTOBER 15, 2013.

Special Tourism Issue of Practicing Anthropology

Practicing Anthropology is a career-oriented publication of the Society for Applied Anthropology. It focuses on the work that anthropologists do outside of academia and endeavors to encourage a bridge between practice inside and outside the university. Practicing Anthropology occasionally publishes special issues centered on a theme or topic. The tourism issue will be published July 2012 (vol. 34, Issue 3), and will consist of four sections. The first section is edited by Sharon Gmelch and features papers that were presented at the conference "Reflections and New Directions: A Conference on the Anthropology of Tourism in Honor of Valene L. Smith," held March 4-5, 2011 at the Valene L. Smith Museum of Anthropology at California State University, in Chico. The second section is edited by Melissa Stevens (co-chair of the Tourism and Heritage TIG) and features the three winning student papers from the 2012 SfAA Tourism and Heritage TIG Student Paper Competition. The third section is edited by Heidi Nichols and features the winning posters from the 2012 Valene Smith Student Poster Competition. The issue's introduction will be written by the issue's guest co-editors, Sharon Gmelch and Tim Wallace (co-chair of the Tourism and Heritage TIG), and a concluding article discussing the future of anthropology's engagement with tourism and ethics has been written by TIG member Quetzil Castañeda.

Future Columns Call for Papers

The Tourism and Heritage TIG would like to see your work published here! Please send us your travel and research stories, book and film reviews, or general tourism and heritage-related musings to Melissa Stevens (melissa.stevens7@gmail.com) for consideration for inclusion in future newsletter columns. Pieces should be no more than 1500-1750 words in length, including references. Please do not use endnotes or footnotes. Submissions for the August newsletter must be received by July 15, 2012.

Stay connected to the Tourism and Heritage TIG through:

TourismTIG List-serve: to subscribe, contact Tim Wallace (tmwallace@mindspring.com) or Melissa Stevens (melissa.stevens7@gmail.com)

Facebook: www.facebook.com/pages/SfAA-Tourism-Topical-Interest-Group/139663493424

Twitter: www.twitter.com/sfaatourismtig

Student Corner

The Student Corner: Introduction

By Lucero Radonic [radonic@email.arizona.edu]
University of Arizona

Since the 1999 publication of Setha Low's masterful review of urban anthropology's contributions to understanding the city, a growing number of anthropologists now work in urban areas. With over fifty percent of the world's population living in cities, analyzing urban exclusion and innovative forms of inclusion has never been more important. Urban space and citizenship are constantly being produced, delimited, and contested through a dizzying array of processes, including informal settlers' struggles for municipal infrastructure, movements for public green space, the proliferation of gated communities, and the work of city planners. By studying these processes, researchers can simultaneously interrogate the character of urban spaces and the interactions they create—both among people and between people and non-human nature.



Lucero Radonic

The work of James Holston and David Harvey encourages young urban scholars across academic disciplines to take a normative position and question: who has the right to produce and inhabit the city? And, how is this right challenged

and redrafted? In this issue Oren Kroll-Zeldin, an anthropology student, and Sarah Launius, a geography student, stand on common ground in exploring the right to the city from an ethnographic perspective. Kroll-Zeldin outlines the Separation Wall and its network of checkpoints to address the spatial fragmentation of Jerusalem and its impact on Palestinian livelihoods. Sarah Launius engages with the ongoing debate around the Mexican American Studies Program in Southern Arizona to illustrate how the school district and activist groups are battling to redefine what and who constitutes the Tucson community. These essays demonstrate the potential for cross-pollination between urban anthropology and geography, and illustrate the different avenues that researchers may take to explore how cities are produced in both exclusionary and integrative ways.



Oren Kroll-Zeldin

Cultural Survival in East Jerusalem: The Exclusion of Sheikh Sa'ad

By Oren Kroll-Zeldin [orenkrollzeldin@gmail.com]
California Institute of Integral Studies, San Francisco

The first Israeli militarized checkpoints in East Jerusalem were erected during the Second Intifada in September 2000. They were intended to protect Israeli citizens from Palestinians and used as a method of controlling the movement of Palestinians while simultaneously increasing Israeli state security. According to Helga Tawil-Souri, who has written extensively on various aspects of Palestinian society, the Israeli military created

checkpoints to control the population, minimize the flow of Palestinians between different areas, separate and

segregate Palestinians and Israelis, and to fragment Palestinian land (Tawil-Souri 2009: 229). For similar reasons the Israeli security establishment decided to build a wall that would separate Israeli and Palestinian land and people in the West Bank and Jerusalem. In a twist of great irony, construction of the Israeli Separation Wall began on August 13, 2002, which was exactly forty-one years after construction began on the Berlin Wall (Backmann 2006: 17). Today military checkpoints and the Separation Wall are ubiquitous markers of the Israeli occupation of Palestinian land in East Jerusalem and beyond. The effects of these state policies of separation and exclusion have had a profound impact on Palestinian physical and cultural survival in Sheikh Sa'ad and many other Palestinian villages and neighborhoods in East Jerusalem.

Sheikh Sa'ad is a Palestinian village in southeast Jerusalem whose residents are struggling for cultural survival as a direct result of the construction of the Separation Wall and military checkpoint. These physical structures have severed the residents' access from their village to the rest of Jerusalem since 2002. The village has been geospatially cut off from Jerusalem, which is the cultural, economic, and religious center of their lives. The Separation Wall and checkpoint have prevented the village residents from gaining easy access to family, jobs, property, health care facilities, schools, even their cemetery, all of which are located in other parts of the city of Jerusalem. Many residents do not have a Jerusalem municipality ID and are therefore forbidden from crossing the checkpoint without a permit from the Israeli Civil Administration. Consequently, they are unable to access Jerusalem and the city's resources. These residents of Sheikh Sa'ad are completely excluded from a city that only a decade ago sustained their lives and livelihoods and enabled cultural survival.

Residents of Sheikh Sa'ad are subject to the difficulty of entering Jerusalem based on the color of their identification card or permit. The villagers possess either orange West Bank Palestinian ID cards or blue Israeli Jerusalem ID cards (Lein 2004; Ir Amim 2006). Those holding the orange IDs are considered West Bank residents and must obtain a permit to enter Jerusalem and cross the Sheikh Sa'ad checkpoint. Those with blue IDs are considered "permanent residents" of Israel and are residents of the municipality of Jerusalem. They are not considered citizens of Israel, but since they are permanent residents of the Jerusalem municipality, they are permitted to enter the city and may cross the Sheikh Sa'ad checkpoint. People with orange IDs, however, face a significant challenge in their everyday lives. Since they can only enter Jerusalem with a permit, and since the only feasible and safe way to access the permit offices is by going through Jerusalem, they are stuck in a paradoxical situation. Either they enter Jerusalem illegally and risk serious reprisal, or they must travel the arduous path on a dirt road to a neighboring village and go from there by public transportation or taxi to the Civil Administration office to obtain the permit. Even if they make it to the permit office, there is always a chance they may be denied a permit or will be told to return the following day or week.

The fact that access to an ID card constitutes an obstacle for everyday subsistence indicates that Sheikh Sa'ad's dependency on Jerusalem and its resources is a critical issue. Shifting borders and the lack of easy access to Jerusalem have impacted the people of Sheikh Sa'ad because village residents depend heavily on access to the city in their everyday lives. The imposition of the Wall and daily checkpoint crossing causes a serious predicament regarding issues of survival. Sheikh Sa'ad is dependent on Jerusalem for all of its municipal services because after the 1967 war—which resulted in remapped borders and boundaries—Israel took over the responsibility of providing these services from the Jordanians (Segev 2005: 434). After the war, residents in Sheikh Sa'ad and other Jerusalem neighborhoods that were previously under Jordanian control came to rely for services on the State of Israel and the Jerusalem municipality. Since then, the Jerusalem municipality has been responsible for providing basic urban infrastructure and sanitation services to the village—water, electricity, telephone wires, and garbage collection. The Jerusalem municipality also provides social services, such as education, unemployment benefits, health care, and social security. Yet as a direct result of the separation and exclusion of Sheikh Sa'ad from Jerusalem residents, these vital social services are not always accessible to people in the village.

The intricate network of checkpoints and the meandering of the Separation Wall act as major constant physical reminders of the fragmentation and exclusion of Palestinian life in Jerusalem. Through this network Israel shapes the physical environment of the Palestinians while also exerting psychosocial control over them. Produced by the Israeli-Palestinian conflict, checkpoints and the Wall are public spaces where the spatial organization of the Israeli occupation is visible for all to see. As these structures enact their power over the Palestinian population, the center of Jerusalem and its resources have become increasingly unavailable to them. One result of this exclusion and the Israeli monopoly on public space in Jerusalem is a protracted struggle for cultural and physical survival in Palestinian neighborhoods of East Jerusalem like Sheikh Sa'ad.

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Slow Burn: Arizona, Ethnic Studies, and the Struggle Over the City

By Sarah Launius [slaunius@email.arizona.edu]
School of Geography and Development, University of Arizona

The city is the battleground through which groups define their identity, stake their claims, wage their battles, and articulate citizenship rights, obligations, and principles.

—Engin F. Isin in *Being Political* (2002; 284)

May 3, 2011
1010 E 10th Street at the intersection of Park Avenue
Tucson Unified School District Governing Board Meeting

As I stood outside the Governing Board chambers listening to the meeting projected on overhead speakers, I was not alone. Hundreds of students, educators and residents of Tucson had turned out to defend the district's Mexican American Studies program, which was under attack and facing a complete dismantling on the part of politicians at the state capitol in Phoenix, Arizona. Under debate were questions of ethnic solidarity or "ethnic chauvinism," which predominantly Anglo politicians used to frame the critical pedagogy used in Mexican American Studies as a threat against American individualism. At its core, the debate around Mexican American Studies in Tucson calls into question whose historical contributions have the right to be recognized, and in what ways.



It was turning into a balmy evening and while I was surrounded by many who had long-time personal and familial connections to each other, the air was anything but hospitable. The School District had put the building and surrounding streets on lock-down for hours prior to the meeting, even when the call to the public was still in process. They claimed this was necessary to protect the community. However, that evening the intense use of force by the Tucson Police Department called this into question and rendered bare whose security truly mattered in the eyes of the Governing Board, and who may in turn claim the right to be present and to be heard.

I recall hearing a woman, a resident from outside of the district, relay how she, being an immigrant from Peru, would never expect the local educational system to educate her children on the cultural traditions of her people. She went on to adamantly argue that Mexicans have ill-conceived notions of the role of education and their role in society if they expect the local school district to teach their history. She implied that the alien “Other”—which in her construct would include both peruanos and mexicanos—should teach their customs at home, and not through the public schools. As I listened to this woman’s argument I felt agitation rise in my body. I could not help but observe an exchange between two Chicanas to my left, seemingly in their 50s or 60s, as they sharply responded to the woman from Peru. One of the women turned to the other, to loudly declare, “We don’t expect them to teach our kids about indigenous Peru either! But we are *from* here!”

The Simmer

The heat had been coming for a long time. Tucson, AZ had been set at a simmer ever since SB 1070, the now infamous anti-immigrant legislation, was signed by Governor Jan Brewer on April 23, 2010 amidst violent and hyperbolic debates around (in)security with strong racial undertones woven throughout. Of particular concern to critics was the widespread mandate forcing local law enforcement to police, detain and ultimately assist in removing unauthorized immigrants from the state of Arizona, and what this may mean regarding the scale of white supremacist attacks amid the economic recession.

Codified in the law is “Attrition through Enforcement,” a suite of practices that seeks to make life so unbearable and harassment so severe that immigrants will decide to simply pick up and leave. The mechanism for targeting individuals is stated on page 1, section 2 of the statute:

FOR ANY LAWFUL CONTACT MADE BY A LAW ENFORCEMENT OFFICIAL OR AGENCY OF THIS STATE OR A COUNTY, CITY, TOWN OR OTHER POLITICAL SUBDIVISION OF THIS STATE WHERE *REASONABLE SUSPICION* EXISTS THAT THE PERSON IS AN ALIEN WHO IS UNLAWFULLY PRESENT IN THE UNITED STATES, A REASONABLE ATTEMPT SHALL BE MADE, WHEN PRACTICABLE, TO DETERMINE THE IMMIGRATION STATUS OF THE PERSON.

(A.R.S. Ch. 113, § 1., emphasis added)

What qualifies as reasonable suspicion? What types of sensory gauges could possibly aid law enforcement to determine whether someone had papers in their wallet or not? Is there a particular type of music to listen for over car and house stereos? Is it the smell of “ethnic foods” or a non-native English accent or a non-white body?

But we are *from* here!

To draw upon Engin Isin, whose quote opens this piece, Tucson is a battleground through which claims over legitimate belonging have fallen into sharp relief. While SB 1070 caused many throughout North America to question the foundational role of race in the United States, the subsequent outlawing of Mexican American Studies a mere two weeks later set Arizona as a focal point for the intermeshing of immigration, criminality and racial exclusion in the U.S.

I argue that SB 1070 and the outlawing of Mexican American Studies are part-and-parcel of a move to cast non-White bodies and non-Anglo-American histories in Arizona as an overt threat to white Anglo supremacy within the state. The very premise of Attrition through Enforcement requires that widespread harassment be capable of—or at least raise great fear of—capturing more and more bodies into the criminal justice system. This is made possible by a loosening of juridical definitions of criminal conduct, casting portions of the population as always-already criminal by their very presence in space.

What I argue is that it is precisely through the production and expansion of criminality that the proximate, immanent “Other” which produces alterity within the City of Tucson is mutated into a distant, subhuman and alien “Other.” As I have maintained elsewhere, immigrant bodies have increasingly been encoded as inherently “illegal,” leading mainstream immigrant rights advocates to argue for legitimate belonging by casting immigrants as hard-workers,

devoted family members, homeowners—in short, normatively White (Boyce, et al., 2012; Boyce and Launius, 2011). This move has caused Martha Escobar to equate good immigrant/bad immigrant binaries deployed by many immigrant rights advocates as directly playing into a non-criminal white / criminal black-brown-red imaginary (Escobar, 2008).

SB1070 served as a rallying cry for grassroots mobilizations and organizing efforts across Arizona, and beyond. Much like the massive marches and protests against the Sensenbrenner Act of 2006, throughout the summer of 2010 Tucson, Flagstaff and Phoenix residents participated in numerous forms of active resistance including: mega-marches, student walk-outs, traffic shut-downs on freeways and major intersections, jail blockades, and a suite of community-based know-your-rights and organizing sessions to seek to undermine the fears and impacts of the law.

These mobilizations took place in what Isin might describe as a moment: “when new spaces open up and allow agents to constitute or reconstitute themselves as political, as legitimate agents of their own formation and their relationships with others” (2002; 284). Following this line of thinking, I argue that the most provocative social movement responses to SB 1070, the outlawing of Mexican-American Studies, and the on-going racialized attacks at play across Arizona have been those that have abandoned “immigrant-rights” as a framework, and instead have sought to redraw what and who constitutes the community. The argument is not so much about welcoming the ‘alien’ as it is of mutual respect and solidarity for the imminent other.

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News and Announcements

A Word from COPAA

By Nancy Romero-Daza [daza@usf.edu]
University of South Florida

The Consortium of Practicing and Applied Anthropology programs (COPAA) welcomes its new student representative, David Colon-Cabrera, a PhD candidate at the University of Maryland. David has been actively involved in a variety of research projects with diverse populations in Maryland, Puerto Rico, and Central America, and has held leadership positions in several student organizations. David will soon be starting his doctoral research on HIV transmission and attitudes toward male circumcision in Prince George’s County, MD. In his position as student representative, David will advise COPAA members on student issues, help guide the development of SfAA sessions relevant to COPAA’s mission and student interests, and will help to increase overall student involvement with the consortium.



Nancy Romero-Daza

We are pleased to announce that the 2012 Visiting Fellow Program has been awarded to the University of North Texas, which will use the funds to host a visit by Mary Odell Butler. Mary Odell Butler is currently contributing to the establishment of a on-line, non-credit certificate on evaluation anthropology, and along with Sue Squires, has been working on the development of an on-line course in environmental anthropology. COPAA continues to encourage its member departments to apply for the VFP, which can provide a rewarding experience for both the host department and the visiting fellow.

The Consortium welcomes our newest department member: Portland State University. We would like to continue expanding our membership, and thus, invite applied anthropology departments and programs to become involved. This is a great opportunity for both faculty and students to network and share experiences with other applied and practicing anthropologists throughout the country.

Finally, we want to encourage students, faculty, and practitioners to visit our web site, which offers lots of useful information for individuals and programs. The web site is maintained throughout the year, and modified in the fall, as needed. We would like to remind our member programs to make sure their Web sites are kept up-to-date. For more information, please check <http://www.copaa.info/>.

PESO 2013 Eric Wolf Prize

The Political Ecology Society (PESO) announces the 2013 Eric Wolf Prize for the best article-length paper. We seek papers based in substantive field research that make an innovative contribution to Political Ecology. To be eligible for the competition, scholars must be ABD or have received their Ph.D. within the three years prior to publication of this announcement. A cash prize of \$500 accompanies the award, which will be presented at the 2013 Annual Meeting of the Society for Applied Anthropology. The paper will be published in the Journal of Political Ecology.

The preferred format for papers is electronic, but CDs and paper will also be accepted. Please use the style guidelines provided on the Journal of Political Ecology webpage: <http://jpe.library.arizona.edu/>. Electronic copies should be sent to Dr. María L. Cruz-Torres (maria.Cruz-torres@asu.edu<<mailto:maria.Cruz-torres@asu.edu>>) and paper and CD copies to María L. Cruz-Torres: The School of Transborder Studies, Arizona State University, Po Box 876303, Tempe, AZ 85287-6303. The deadline for submission is August 1 2012.

Internship Opportunity with the Woodrow Wilson International Center

The Latin American Program of the Woodrow Wilson International Center for Scholars seeks spring, summer, and fall interns with an interest in, coursework related to, and/or experience working on Latin American issues.

About the Woodrow Wilson Center: The Woodrow Wilson Center is the living, national memorial to President Wilson established by Congress in 1968 and headquartered in Washington, D.C. It is a nonpartisan institution, supported by public and private funds, engaged in the study of national and world affairs. The Woodrow Wilson Center establishes and maintains a neutral forum for free, open, and informed dialogue. The Center commemorates the ideals and concerns of Woodrow Wilson by providing a link between the world of ideas and the world of policy and fostering research, study, discussion, and collaboration among a full spectrum of individuals concerned with policy and scholarship in national and world affairs.

About the Internship: This internship is designed to provide the individuals selected with the opportunity for practical experience in an environment that successfully mixes academic study with public policy. Interns will gain valuable experience in a variety of projects such as conference organization, library and Internet research, assistance with the preparation of publications, and administrative assignments in support of Center activities. Internships also provide opportunities to attend events within the Woodrow Wilson Center and around Washington. This is a paid internship.

Qualifications: Successful applicants should have strong research and/or administrative skills, be detail-oriented, be able to work independently and collectively as part of group, and be currently enrolled in an undergraduate/graduate degree program, a recent graduate (within the last year), and/or have been accepted to enter an advanced degree program. Strong writing skills, language ability in Spanish, and translation experience are preferred. We are looking for either one person who will work on a full-time basis or two interns to work on a part-time basis.

How to Apply: Send your resume, a letter describing how you could contribute to our team and what you are looking to gain from the internship, and a 3-5 page English writing sample in one Word file. Clearly state your availability and desired schedule in your application. All materials should be submitted together by the dates below to lap@wilsoncenter.org. In the subject line, please use the following format: Last name, graduate or undergraduate (choose one) internship application. Late or incomplete applications will not be considered. Due to the number of applications received, only short-listed candidates will be contacted. For more information about the Latin American Program and the Woodrow Wilson Center, see our website at www.wilsoncenter.org/lap.

Deadlines:

- Fall Semester: July 15
- Spring Semester: November 15

- Summer: March 15

International Development Law Organization Releases Compendium of Legal Best Practices on Climate Change Policy

The International Development Law Organization (IDLO) in collaboration with the Centre for International Sustainable Development (CISDL) is proud to release its Compendium of Legal Best Practices on Climate Change Policy. The Compendium highlights the challenges that domestic governments face in implementing their international commitments to climate change policy and the means through which those challenges can be overcome. It gathers 12 best practices in legal and institutional reform that exemplify promising methods of addressing mitigation, adaptation and finance at the domestic level.

Authors: Sarah A Mason-Case, Liliana del Villar, Damilola Olawuyi, Benoit Mayer, 2011, Compendium of Legal Best Practices on Climate Change Policy, IDLO Reports Series, International Development Law Organization (IDLO), Rome, Italy. The Compendium can be downloaded from the following link:

<http://www.idlo.int/Publications/ClimateChangeCISLMay2011.pdf>

For further information regarding this and other publications please contact Keeley Bell at kbell@idlo.int.

From the Editor... Open Access: A Bitter Fruit?

By Tim Wallace [tmwallace237@gmail.com]
North Carolina State University

For many of our colleagues in academia open access seems like a good idea now that universities across the country are taking big budget hits and many faculty are getting pay cuts. But, can this idea really be workable? Judith Freidenberg, the Chair of the SfAA Publications Committee, laid out some of the issues that are in play in a piece earlier in this issue of *SfAA News*. In my opinion, however, we had better carefully examine what we want before we make our wish. It is possible, instead, that open access is like the proverbial Trojan Horse or a bitter fruit, because from the outside it looks like a great idea, but upon closer examination there are lots of possibilities that the end result will have an undesirable outcome.



I recently saw a colleague write in one of the listserves I subscribe to write what I thought to be a succinct analysis. I want to share it with you.

"I'm sure everyone out there in trinet [the listserve] land (and beyond) has heard a lot recently about the 'evils' of publishers who charge high fees for people to access journals and the articles within them and on the flip side the idea of 'open' access. The debate goes that user-pay journals bar people from seeing research and effectively charge tax payers to see research often paid for by tax payers. Yet 'open' access is not 'free' access (I'll get to that in a second); instead 'open' access signifies journals that require authors to pay the costs of publication. This, in effect, simply shifts the economic problem rather than solving it. If we all shift to 'open' access publishing someone will have to

pay to publish the material (the tax payer comes to mind however indirectly) and those who can't afford to publish will not be able to disseminate their material. So, what is resolved; nothing as far as I can see - the costs are still there and the barrier to dissemination is still there (all that is achieved is changing the image). 'Free' access (which in my naivety I used to think was open access) is, as far as I have been told, reserved for those journals run by independent groups of academics who charge nothing for publishing material and charge nothing for people to view it. I myself am involved with a couple of these journals. They are not of course cost free at all. Rather they are dependent on the good will of individuals to do for free what publishing houses charge for and do not have the professional support a publishing house can call on. I make no statement about what is the answer to current debates on publishing (I'm not convinced free access publishing journals is a

large scale viable option - the demands on the volunteers who run them would be too big I feel). Rather, I just encourage discussion beyond the mirage of 'open' access being 'the' solution (Niel Carr, Trinet, 5/19/2012)."

The SfAA is now faced with considering the pros and cons of open access. On the one hand, it is certainly a boon to those who cannot afford the fees, but if the SfAA were to give free access to all our publications, we would have a huge revenue loss. Of course, affordability is difficult to define. Another problem is that many academic departments don't consider online-only publications to carry the same peer review weight as ones that have a print version.

The SfAA Executive Board is beginning to take up the task of evaluating the feasibility of open access to our publications. Of course, this publication you are now reading is already an open access journal, and is, if I do say so myself, a very useful and valuable one for our members and beyond SfAA. I strongly encourage you to make your thoughts known to the SfAA President and the other Executive Board members before they meet again in the Fall in San Francisco.



By the way, this issue marks the end of my 5th year as the editor of the *SfAA News*. The SfAA will soon begin an editor search for this publication. So, if you are interested, please make that known to Judith Freidenberg [jfreiden@umd.edu], Chair of the SfAA Publications Committee. Finally. I hope you will send me your own comments about this issue or any of the items you have read here. Better yet, send me one an article or news item of your own you want to see in the *SfAA News*. Let's keep this publication as open and accessible as possible for your news.

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