WELCOME!
The Department of Anthropology is happy to welcome to our midst two new faculty members.

Jane Gibson-Carpenter

Jane Gibson-Carpenter, a Socio-cultural Anthropologist, joins the faculty as an Ethnic Minorities specialist. Her Ph.D. was awarded by the University of Florida, Gainesville. Research in Alachua County, Florida provided the data for her dissertation entitled “The Social Construction and Reproduction of Racism in Shellcracker, Florida”. Resource management and its environmental and economic impacts on impoverished communities is the primary focus of her research. In addition to working with low-income communities in

Sandra Gray

Sandra Gray is joining the Department as an assistant professor in Biological Anthropology with an emphasis in Nutrition Studies. She received her Ph.D. from the State University of New York, Binghamton. The topic of her dissertation was “Impact of breastfeeding patterns on fertility and child survival among nomadic Turkana pastoralists of northwest Kenya”.

Dr. Gray specializes in: biobehavioral research in anthropology; human reproduction; human ecology (savanna environments); evolutionary ecology;

Continued on Page 3

May, 1992
FROM THE DESK OF:

THE CHAIRMAN

Since the last Ab Origine a number of significant developments have occurred in the department. Of special importance is the addition of Jane Gibson-Carpenter and Sandra Gray, both new assistant professors in the department. In another place in the newsletter, some information about these two new faculty is given, but from the perspective of everyone in the department, we look forward to the addition of Jane and Sandra and to their important contributions to our undergraduate and graduate training. With them, the faculty now includes 16 people, an increase of four tenure-line positions in the past three years. We still hope to add one more position in sociocultural anthropology, most likely not next year, but in 1993-1994. The college office has been instrumental in helping the department in the rebuilding process and none of our new faculty would be here without the support of Dean James Muyskens and Kathleen McCluskey-Fawcett. Both of these people deserve a lot of credit for furthering anthropology at KU.

Beyond spending the semester in the recruitment process, much effort was devoted to a report prepared for Academic Affairs and the Kansas Board of Regents. Without going into the ramifications of these University-wide reports, readers might be interested in a few of our departmental statistics: over the past two years, members of the department have published (or have in press) thirteen books, thirty book chapters, eighty-five articles in peer-reviewed journals, and given 120 public presentations. Over the past five years, members of the department have generated more than $700,000, not including the recent grants acquired by John Hoopes and Jack Hofman. Anthropology has some of the highest enrolled courses in the University of Kansas. For professional service two faculty continue to edit important journals/monograph series, and several faculty serve on national boards in anthropology/linguistics or occupy elected positions in professional organizations. The final report clearly shows that faculty and graduate students in this department are making crucial contributions to the University of Kansas.

Finally, we are now attempting to put together a fund to support “small ticket” items for undergraduate and graduate student research. Mainly, we hope to generate money from current/emeritus faculty and former BA, BGS, MA, PhD students to be used exclusively in supporting small stipends for student research. If you are contacted by the Endowment Association, you might consider earmarking some of your KU contribution to GUF (the General University Fund), specifically designating the Department of Anthropology as the recipient. If you are not contacted by the Endowment Association and wish to donate to this new fund in Anthropology, please forward your contribution to the Endowment Association, specifying the GUF and Anthropology. Personally, I have never been very good at asking people for money (except my parents!), but getting this fund established for the students in the department is important and I hope there will be some response. More and more students in the department are involved in independent research projects and a little money to help cover expense for film, supplies, travel would be of real benefit to them.

David W. Frayer

THE PRESIDENT

I would like to thank the graduate students for their attendance at the graduate student sponsored lectures. Even with the grad student’s hectic schedules, they realized how important it is to expand their education beyond the classroom. Thank you for the support. We look forward to seeing all of you at the lectures next year.

Lisa Walawender, President, Graduate Students

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STAFF
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Kathleen Fuller, Editor
Bill Ranney, Co-editor
Chris Nicolay, Art

May, 1992
Florida, Dr. Gibson-Carpenter has also done field work in Mexico and Honduras and served as an election observer in Nicaragua.

Dr. Gibson-Carpenter received the Outstanding Anthropology Student Award in 1983; the Outstanding Research Award, Environmental Studies in 1984; was listed in Who’s Who Among Students in American Colleges and Universities in 1985; and was a Presidential Graduate Research Fellow at the University of Florida, Gainesville from 1986-1989.

Besides working as a teaching assistant and lecturer, Dr. Gibson-Carpenter has also been a freelance photo-journalist, publishing several articles/photos in the Gainesville Sun and other local publications. She also was a consultant to the Florida Game and Fresh Water Fish Commission concerning a survey related to alligator management.

Dr. Gibson-Carpenter is a member of the Society for Economic Anthropology, Society for Applied Anthropology, and the American Anthropological Association. Jane Gibson-Carpenter brings to the Department a unique and stimulating perspective on ethnicity and the roots of racism and will be a welcome addition to the faculty.

demography (human fertility, child survival); maternal health and nutrition; and child growth and nutrition. She is also interested in hunter-gatherer archaeology: Upper/ Middle Paleolithic transition; anthropology and performance; biosocial perspectives on human origins; and language and literary criticism. She has presented papers and published on many of these topics.

A member of the American Association of Physical Anthropologists, Dr. Gray is also a member of Actors’ Equity Association. She received her B.F.A. in Theatre (Acting) from the Goodman School of Drama of the Art Institute of Chicago in 1974. From 1974 until beginning her graduate studies in Anthropology in 1985, Dr. Gray acted with the Boston Shakespeare Company, the New Jersey Shakespeare Company, the New York Renaissance Festival, and Theatre West Virginia.

Dr. Gray has done extensive field work with the Turkana in Kenya and plans to continue her work with them. She is also interested in starting a research study in the Lawrence area. Sandra Gray is enthusiastic and innovative and will be a welcome addition to the faculty.

The department is setting up a fund to support student research (see page 2 for more details). If you would like to contribute to this fund, please send your contribution to the the Endowment Association and earmark it for GUF and for Anthropology.
March 26, 1992

The Golfito Archaeological Project, coordinated by the Department of Anthropology and the Office of Study Abroad, has almost reached its third month under the supervision of John (El Cacique) Hoopes. The archaeological site consists of a large shell midden pertaining to a prehistoric culture of southern Costa Rica known as Aguas Buenas (100-700 A. D.). The Aguas Buenas people’s subsistence strategy consisted of exploiting both marine and tropical rain forest resources.

The students are attempting to determine the interaction between the prehistoric inhabitants and their environment. The large shell midden, along with a smaller shell midden on the site, were probably refuse dumps for a large village. A shell midden provides an excellent opportunity for archaeologists to determine resources utilized by the early villagers. The calcium carbonate in the shells neutralize the natural acidity of the tropical soil, thus faunal remains, macrobotanical remains, and ceramics are well-preserved.

The site is located at the south end of the Bay of Golfito on a large hill overlooking the Bay. The panoramic view from the hilltop site allows one to see nearly the entire Bay of Golfito, the Pacific Ocean, and the valleys and hills to the south and east. The location of the site suggests a defensive factor was involved in selecting the position of the village. It also makes it much more difficult for late 20th century archaeologists to excavate. The site can only be reached by boat at high-tide, followed by a grueling ten minute hike up the steep ninety meter hill.

Besides providing information regarding the ancient environment, the site is yielding a large quantity of pottery in the form of large storage vessels and highly decorated tripod bowls. At the same time, bones pertaining to both fish and mammals have been recovered. Lithics from the site have been mostly ground stone implements such as celts, manos, and pieces of metates. The soil samples coming from each stratigraphic layer will provide a great deal of information regarding the diet of the people and possibly the first evidence of maize agriculture in southern Costa Rica.

Different scholars have already visited the site: Frederick Lange, from the University of Colorado, an expert on Lower Central American archaeology;
Francisco Corrales, the Director of Anthropology at the National Museum of Costa Rica; Jeff Quilter, an archaeologist from Ripon College in Wisconsin who has been excavating near San Isidro, about three hours north of Golfito; and Deborah Pearsall from the University of Missouri, one of the foremost authorities on macrobotanical and phytolith analysis.

The five graduate students and twelve undergraduates each have an independent project according to his or her special interest, in addition to excavating. The crew consists of archaeology, cultural anthropology, physical anthropology, museum studies, and Spanish majors, and a geographer. Steve Bozarth, from KU's Dept. of Geography, is helping with phytolith analysis. Cydney Generaux, a student in the MHAMS program, has been running the field lab. Bill Doonan, a Ph.D. candidate from Tulane University, is second in command and wields an iron fist. Enrico Dal Lago, a Fulbright graduate student from Italy, has been studying the mysterious stone spheres of the region. Nason Kloppenborg, an M.A. student, is working with the ceramics, and having a lot of fun, too. The students participating in the program are acquiring an appreciation of Costa Rican culture and learning archaeological field methods necessary for excavating in a tropical environment. The latter consists basically of how to deforest dense tropical vegetation with a machete and holding the stadia rod steady on steep slopes.

The field laboratory is located on the second floor of the old banana company headquarter's building in Golfito. Lab work and artifact analysis have been ongoing since the beginning of field work. The participants of the project are living in apartments across the street from the lab. The apartments contain three rooms a piece and are very comfortable, if one can overlook the cockroaches and the ants. The neighborhood we live in is one of the most beautiful in Costa Rica, containing

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MEETINGS

49th Plains Anthropological Conference, November 13-16, 1991; Lawrence, Kansas.

The 49th Plains Anthropological conference was held in Lawrence for the first time since the late 1960's, hosted by the Kansas State Historical Society, the University of Kansas Museum of Anthropology, and the University of Kansas Department of Anthropology. The total number of registrants was 378, and included participants from Canada to Texas, Iowa to Wyoming, and as far as Arizona and New Mexico. Approximately 20 exhibitors representing publishers, professional organizations and amateur organizations were present. For a change of pace, entertainment at the Thursday night party was provided by a jazz band (although there was nothing wrong with the C & W band last year, or the C & W band the year before, or the C & W band the year before that, or ...). Papers presented by persons associated with the University of Kansas are listed below. Special thanks to Mary Adair of the Museum of Anthropology and Bill Lees of the Kansas State Historical Society for organizing a good conference, and although space does not permit listing each one, thank you to all the volunteers from KU who assisted.

Ann P. Schlager - Poster Session - North American Indian Ethnographic Statewide Survey.

Dixie West - Faunal Analysis - The Sutter Site Revisited: The Faunal Analysis.


William H. Ranney - Southern Plains and Texas - Relationships Between the Pratt Complex and the Great Bend Aspect as Evidenced at the Lewis Site, Larned, Kansas.

AMERICAN ASSOCIATION OF ANTHROPOLOGISTS
November 20-25, 1991; Chicago

James Mielke was the Program Chair for the Biological Anthropology Section. The Program included the following areas:

1 - RACE, ETHNICITY, AND APPLIED BIOANTHROPOLOGY
Organizers: Claire C. Gordon and Thomas M. Greiner

2 - MORTUARY STUDIES AND THE EMERGENCE OF COMPLEXITY IN SOUTHERN PERU
Organizer: Jane E. Buikstra

3 - JOINT USSR - USA SYMPOSIUM
Organizer: Christy Turner

4 - SESSION ON HUMAN BIOLOGY

5 - RECENT REFLECTIONS ON THE CONCEPT OF RACE
Organizers: C. Loring Brace and Donald E. Tyler

"Oh man, how cool!" I said to myself upon learning that my paper on phonesex was accepted for the 90th annual meetings of American Anthropological Association. Immediately, I referenced the images of the conference which I had already fabricated. Over the next few months, I elaborated the reverie, supplementing its original contents with new and improved scenarios. When I finally arrived in Chicago last November, however, my initial impressions dissolved. A variety of experiences and encounters restructured my interpretations of the conference. Indeed, a mixture of contradictory feelings mingle when I think back on the
AAA meetings.

To be sure, it was thrilling. My presentation as it happened was a moment of unparalleled intensity. Psychically, my emotions ranged from anxiety to almost sheer terror. After I had adjusted to the microphone, my rhythm and the audience, confidence swept across me. In spite of stumblings and other minor errors, it felt outstanding — I had done it, I had actually made a contribution to the anthropological community — WOW! The meetings involved much more than the fifteen minutes of my talk. Throughout the conference, a busy blur of people, colors and activities besieged me. Saturating this exuberant montage, a cacophony of words, voices and ideas vibrantly accompanied the scholarly — and social — spectacle; they resonate even today in my mind. Numerous individual sessions and papers demonstrated a great deal of intellectual aptitude, imagination and innovation, inspiring me to think seriously about the current — confused — trajectory of sociocultural anthropology.

Perhaps in a more marked fashion though, disillusionment overwhelmed me, crushing my pristine ideals. As an excited yet unknown graduate student, isolated and uncertain, the conference at times devoured me. Broken promises and associated frustrations shattered the delicate images I had so carefully constructed. Boring talks, not to mention poor scholarship, were all too common, and indeed utterly depressing. Marginality — a condition of always being on the outside and looking in — shaped my actions. At times, my cynicism got the best of me. Despite its academic pretenses, AAA seemed to be little more than a social occasion, a carnivalesque exhibition of competing paradigms.

Certainly, I let my imagination get the best of me: the idea reigned supreme — and in some sense still does. The annual AAA meetings never could have duplicated my prefigured images of it, but then, I would not have wanted it any other way.

RICHARD KING

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
February 6 - 11, 1992, Chicago

DAVID FRAYER:
I have presented the research results at national meetings on the following topics: 1) Cranial evolution in the Upper Pleistocene of Europe: Neandertals and their successors (with R. Caspari), AAAS Annual Meeting, Chicago. [Abstract AAAS 92 Abstracts p. 61] (February); 2) New evidence on language capability in European Neandertals, AAAS Annual Meeting, Chicago. [No abstract since this was a late addition to the session.] (February); and 3) Cranial base flattening in Europe: Neandertals and more recent Homo sapiens. American Association of Physical Anthropologists, Las Vegas. [Abstract AJPA (Supplement 13): 77] (April).

The American Association for the Advancement of Science (AAAS) meetings were interesting for a number of reasons. The session entitled "The Fate of European Cave-People" was organized by Milford Wolpoff (Michigan) and Alan Mann (Pennsylvania) and included them, me, Rachel Caspari (Michigan), Jakov Radovcic (Croatia), Anne-Marie Tillier (France), Fred Smith (Illinois), and Janet Monge (Pennsylvania). It was good to see these friends again and the papers were all pretty good. Bernard Vandermeersch (France) was also supposed to present a paper, but cancelled at the last minute. Ten days before the session, Wolpoff and Mann asked me to prepare a separate paper on language in Neandertals. Since I was to give a similar paper in April, most of the research was done, but there was a mad scramble to get some slides made and the talk prepared. Presenting papers at these meetings is always a challenge since the audience is primarily composed of the press and "amateurs" who ask questions like, "Does your research mean that my grandmother was a Neanderthal?" or, "Do you think maybe some Neandertals are still alive somewhere in eastern Siberia?" At the annual physical anthropology meetings, people stand up and say things like, "Your sample stinks", or, "You forgot to cite my important work in this area", or, "If you had done a multivariate analysis, inverted the matrix and divided by the negative eigen value, you would have found completely different results." I can never anticipate any of these questions and am uncertain whether it is easier to answer queries about Neandertals still living in Siberia or defend my "stinking" sample. Anyway, the AAAS

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lush tropical vegetation and well-manicured lawns. However, we tend to forget how beautiful it is here while attempting to escape the tremendous heat, which has been reaching 105 degrees F. for the past week.

In one week, the group will begin excavating another shell midden at a different site. This site is associated with the Chiriqui culture (800-1500 A.D.) and is located on the coast of the Bay of Golfito. We will also begin a survey of the caves and rockshelters of the region looking for possible traces of paleoindian occupation. Field work will cease on April 17th, and the last two weeks of the field season will be devoted to artifact analysis and independent study projects.

Nason Kloppenborg
Enrico Dal Lago

Nothing could be more remote from eastern Kansas at this time of the year than Golfito, Costa Rica. The seventeen member archaeological crew from the University of Kansas has been excavating a 1500-year-old shell mound on a small peninsula in the Golfo Dulce, a small body of water in southwestern Costa Rica. The weather has been sunny and hot everyday with temperatures reaching 95 degrees F everyday with 90% humidity. No rain is in the forecast for the foreseeable future and the only respite from the inhospitable climatic conditions is periodic clandestine swims in the nearby hotel pool and nightly beer parties at local bars.

Climatic conditions aside, the group has made significant discoveries of elaborately decorated ceramics and copious quantities of the remains of what must have been the equivalent of prehistoric clam bakes and fish fries. The monkeys howl at 5:00 a.m.; so does the crew. But, after all, beans and rice three times a day, every day, isn't so bad.

The lodging would delight Indiana Jones. The project members are installed in the old offices and residences of the United Fruit Company which held extensive banana plantations in the area in the past. Creaking wooden doors and screened porches help the tepid air to circulate while the occasional killer bee nest must be smoked out from underneath the floor boards. Various exotic tropical plants, some brought from Southeast Asia by the banana company, lend a pleasant air to the surroundings. But a stretch-out on the grass might be regretted when the chiggers from the lawn get active in the evening.

A ceramic whistle was found which project chief John Hoopes uses to rouse sleepy students at 5:30 a.m. every morning for the monotonous breakfast fare of beans and rice. The people of Golfito, who rarely wear clothing, are very friendly and tell stories of how their friends or relatives have found stone metates, pieces of jade, or complete ceramic vessels. Archaeologically, this region is very ripe, and seeing iguanas dart out of hedgerows constantly reminds one of where one is.

But despite the heat, humidity, dust and intense sun of a tropical dry season,
when asked how they are enjoying themselves, every member of this happy crew will raise their sunburnt, dust-and-sweat-covered face and cheerfully say, "Pura vida", the local equivalent of "Outta sight!"

The Undergraduates

Golfito Quotations:

"The fish last night was exquisite."
N. Kloppenburg

"This is an experience I hope everyone would be able to have at least once in their lifetime." B. Kweskin

"All this and language too!" K. Lawrence

"The jungle is not so bad if you're inside it everyday." E. Dal Lago

"Work is real hard, but we're learning so much. With the jungle as a classroom it's not hard to go to class everyday."
Andy Kenniff

APPLIED ANTHROPOLOGY OPPORTUNITY!

The KU Coalition is one of several action coalitions within The Lawrence Alliance. The overall agenda of the Alliance is to create a discrimination-free environment within the Lawrence community through understanding and celebration of our diversity. The Alliance and its coalitions seek to address discrimination based on race, gender, sexual orientation, nationality, age, mental or physical condition and religious affiliation. The KU Coalition needs students, faculty and staff volunteers. Please contact Ann Weick, Dean of the School of Social Welfare, 212 Twente Hall, 864-4720.

The strongest drive is not Love or Hate.

It is one person's need to change another's copy.
A PROMISING PRACTICE IN THE TEACHING OF ANTHROPOLOGY

Mary Ann Domico

While at the AAA meetings in November, I heard a paper presented which I think has considerable merit for the teaching of introductory anthropology and for improving education generally. Robbins and Armstrong (1991) point out that the culture of the classroom often bears little resemblance to the cultures in which students will ultimately participate. Teaching methods and classroom activities give the student little experience of the methodology a practitioner actually uses or the context in which such work occurs. Worse, the way students are taught may be anti-ethical to the practices of a particular discipline.

In the introductory anthropology classroom, we tell students that data is gathered through “participant observation.” But their understanding of this methodology is abstract at best. They are seldom invited to examine the conflicts which exist in anthropology (or any discipline) or to participate in the “process by which ideas, explanations and analysis are exchanged in order to assess their adequacy and appropriateness (Robbins and Armstrong 1991:2).” Traditionally, lectures feed topically organized ethnographic or theoretical data to students that is concretized, normatizing, and often static (taxonomy such as “social organization,” “world view,” “religion,” or “social class”). This format conveys neither the methodology nor the spirit of contemporary anthropological inquiry or its current paradigms, which emphasize reflexivity, dialogue and constantly transforming polyphonic narratives.

Discussion is often in the form of objective student responses to first-order teacher questions, and only rarely engages students in discussion among themselves or in collaborative activities which foster higher order analysis.

Lecturing has its place, especially for giving students organized information, such as the specialized vocabulary needed to understand anthropological inquiry. But the teacher-centered atmosphere of the traditional lecture class stresses passive, rote learning, promotes peer rivalry rather than interaction, and discourages critical thinking and synthesis, goals for which equitable education strives. Its effects are especially pernicious in a discipline such as anthropology, which requires scientific inquiry, personal interaction, higher order analysis of complex data and dialogical relationships among subjects and professional colleagues.

As an alternative, Robbins and Armstrong propose a solution called “situational learning.” Designed to moderate the topic-oriented, individualistic, objectivizing nature of the traditional classroom, situational learning involves activities and methods which are problem-centered, collaborative and reflexive. Proponents of this pedagogical method share a primary assumption with contemporary anthropology: that “knowledge is embedded in the activity, context and culture in which it is used (1991:3).” That solutions are defined and negotiated socially—and they frequently involve asymmetrical power relationships, in the “real” world and especially in the classroom.

A problem-centered approach stresses that an anthropological researcher sets out to solve a problem or to answer a question, and shows students the kinds of questions and problems we
address. Funding is given typically not to study "world views" but to answer specific questions: What is the nature of relations among established residents and new immigrants in Garden City? Is there evidence of hookworm infestation in the New World prior to Columbus? Is anthropological analysis inherently antithetical to the political struggles of indigenous peoples?

By using a problem-centered approach, instructors and students may examine the "complex, contradictory and value-laden nature of the problems and issues that motivate anthropological research (Robbins and Armstrong 1991:3)." They may apply these analytical tools to any body of knowledge, whether in the classroom, political arena, or the work place. It is not necessary, for example, to toss Columbus out of the history curriculum as a European imperialist, but to encourage students to examine the values and motives of both the proponents of "traditional" histories, and the revisionist histories of today.

The development of interactive skills is the objective of the collaborative element of situated learning. Students are required to work together to identify problems, agree upon procedures to solve the problems, and assess the efficacy of their proposal. They must exchange ideas, examine and modify their beliefs through dialogue. These skills are invaluable tools in personal and public life, and are often inhibited by traditional schooling.

To promote inter-ethnic and -racial understanding and tolerance, Kansas University requires students to take courses about non-Western peoples. Many anthropology classes fill these requirements. Most traditional classrooms devalue expressions of students' experiences and feelings, the products of students' self-reflection. The reflexive element of situated learning promotes tolerance by encouraging students to examine their own experiences, feelings and values directly.

Contemporary anthropology is also undergoing a period of reflexivity as we try to identify our discipline's strengths and weaknesses. Stressing the objectivity of the fieldworker in their writings, past generations of ethnographers have relegated their emotional and psychological experiences to discussions in the hotel lounge after the day's session of annual professional meetings. Now these experiences are more often made explicit and examined critically to better frame the anthropologist's analysis.

Robbins and Armstrong recommend several strategies for turning the traditional classroom into a situated learning experience. They stress learning students' names (to de-emphasize asymmetrical power relationships in the classroom); group inquiry; writing; student research; computer simulations; and films and videos. One classroom activity focuses on the concept of ethnocentrism. In groups or individually, students discuss whether they agree or disagree with various statements designed by the teachers to represent ethnocentric views. They soon realize not only that their opinions may be ethnocentrically grounded in the values and customs of (stereotypical WASP) American culture, but that individuals within that culture often have contradicting values.

While a didactic, teacher-centered mode is necessary and useful when subject matter is outside the students' experience or intuitive understanding, much of introductory anthropology does not fall into this category. We study culture, and each of us is enculturated. The lecture format presents material for students to absorb and recall, usually as if it were tangible and quantifiable, with clear boundaries. This is not usually the case with much anthropological data. The typical objective testing format (multiple choice, true/false, fill-in) may result in student and teacher frustration.

The kinds of activities suggested by Robbins and Armstrong are promising for anthropology because they create in the classroom an atmosphere which is more nearly that which an anthropologist faces: they require participation and analysis of ongoing activities and issues.

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May, 1992
Situated learning also gives students more responsibility for their education, as advocated by Adler (1984), because students feel the immediate consequences of their level of effort. It increases motivation as students find applications for classroom concepts in their lives. It encourages students to trust their own observations, to ask questions and to follow up with more investigation. These must be the goals of post-secondary education.

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1991 Personal Correspondence.

Robbins, R. and James Armstrong

OPINION OF A WOMAN AND A GRADUATE STUDENT

When I was asked to write about my problems as a woman in Anthropology, I at first responded that I would not stoop so low as to whine publicly about what I feel to be problems I have because I am a studying (unfortunately not yet working) mother and wife. I also did not want to complain about my problems as a graduate student with a family to care for. But a recent incident seems to stress that women students are still forced to make that choice, be either a student or an adult with responsibilities, and I wonder if there is anybody else out there with similar problems. In a time where women have supposedly achieved equal chances to get an education, some of us seem to be more equal than others. So allow me to introduce you to some of my problems.

Let’s talk about schedules. No, we are not lazier than others to come in late in the morning and avoid those 8:30 am classes - public schools don’t accept their students to arrive before 8:25am. The same in the afternoon: we cannot take a class which goes longer than 3:30pm - we need to pick up our kids 15 minutes after that. And after dark? Not many women can afford to hire a baby-sitter for evening talks and classes, and not all of us have husbands (at least not the kind who is home every night). We do not take half and full days off to lounge around the house - public schools take half days off from teaching, and kids have this habit of getting sick, especially when you really need them to be taken care of by somebody else because you have a test. And those once-a-week classes set you up for either missing out on a whole week’s worth of material (and your professor’s wrath), or having to take your kid(s) along (something most faculty do not tolerate). And trust me, vacations and weekends are not the classless time you wish for to hole up in the library and finally get all those 500+ articles read - kids don’t think that mom sitting at her desk means she’s working, only washing windows qualifies as work.

Those are the little things. We all have learned how to read that assignment for the next class while stirring the dinner on the stove, and I can compose whole papers while hanging up the
laundry. During any normal semester we can fake it and pretend that we have the same time to work than any non-married, childless, under thirty man - apparently the ideal student on whom graduate school was modelled. But especially for us Cultured, excuse me, Cultural people, there is FIELDWORK, not just with a capital F. And since traditionally men and women without families have done it, it seems that the one year minimum has become a law of nature. I only did six months, and several two week tours, because not only would I like my children to still remember me when I come back, I also question the necessity of a whole year’s immersion for each and every anthropological study. Most fundamental ethnographic work which justifies such a length of time has been done, and especially applied anthropologists are hard pressed to learn to work a little faster so their data still has some up-to-date worth. In my case, I doubt that “my” Peace Corps Volunteers would have tolerated me sitting around in their communities for a whole year, and giving all of us a break of five months between interviews has been more revealing than hindering. As for immersing oneself into a foreign culture - after more than eight years in your country I still haven’t figured out why barbecuing is the only time when it’s o.k. for men to cook.

My family may slow me down, and, on the other hand, having a student mother may be difficult for my children. But until now I just worked my way through, no matter how long it took. Now, however, I am getting scared. I'll start looking for a job next year, and all I have to show for all my years are two academic degrees (one of which I haven’t earned yet) - nothing else. Oh yes, I have also raised two children, have supported a husband in his academic career by trying to be an efficient faculty wife, and have worked in “outside” jobs waiting for his career to determine where I can go to school and, in the future, find work. But when I am being compared to others without all these responsibilities, the result will be that I am much less qualified, because only my transcripts and my “professional” life count.

No, I am not whining. All these are very real problems, and sometimes I wish I had a “wife” so I could work just like everybody else. Or maybe - let’s daydream a little. How about adjusting class and meeting times so that all of us can attend? Or help us to pressure our community to lengthen the school day of our children? (They could certainly profit from some more study topics!) Why not stop harassing women who have to miss out on departmental and university functions as if they had a choice in the matter? Why not put an end to those three hour classes which are certainly not in the students’ interest? Why not adjust a system designed for singles and married men only, to one that more realistically takes into account that all of us (and yes, men have children, too) have outside responsibilities, which, in the end, are not a handicap, but help us develop into more tolerant, experienced human beings?

I realize that I am not alone with these problems. My husband spent a whole semester frustrating an all-male faculty by insisting that all meetings were held between 9 am and 3:30 pm, so he could work and still care for his children. Having worked in a “normal” job, I know that as a student I can arrange my schedule much more easily now. Dual-career couples have become the norm - I wish the university would take a look at the “real” world and realize its responsibility to all its faculty, staff, and students - not just those without other responsibilities.

Barbara Tsatsoulis
Frustrated mother, wife, and graduate student
GRA, GSC, GSO, GRADEX, MCK

Alphabet soup, a pleasant memory from childhood. All those letters floating around in the bowl and you and your trusty spoon trying to catch letters and make words out of them. Oh, sweet childhood. Now your are given all the letters, but they still don't make words that you can understand! As a public service, I will try to explain the ones on the top of the page.

GRA = Graduate Representative Assembly—this is what replaced the GSC. It is made up of elected members. The GRA has the power to set up committees to address graduate concerns, such as health insurance, fees, and child care, which report back to the GRA. The GRA is overseen by GRADEX. Both GRA and GRADEX members sit on University standing committees as well as University-wide committees. However, any graduate student may sit in on GRA meetings. (Times and meeting places are posted on the wall between 630 and 632 Fraser.) Any graduate student may voice his/her concerns and opinions on any subject that is before the GRA or introduce any subject that is of concern to the graduate student body. The GRA handles the budgeting of funds to the GSOs. There is now a standing FIN COM (finance committee). Only the GRA representative may cast a vote. Who are the GRA representatives? They are elected by the GSOs and each GSO has only one representative.

GRADEX = Graduate Executive Committee—it has seven members. One member will serve as Chair. Each member is elected from the voting members of the GRA. GRADEX has three employees: executive coordinator (Chris O'Brien), executive assistant (Tony Whalen), the gnp (graduate newspaper) editor (Susan Loyacono).

GSO = Graduate Students Organization. An example would be the Graduate Students of Anthropology: a group you may have heard of ?????. There are 29 GSOs registered with the GRA.

By many standards, this bureaucracy is straight-forward and simple. A graduate student can make a difference: all you need is time and energy to invest towards the future of KU and yourself.

Oh, yes, what is MCK? Well, that's me. I sit on the GRA as the representative from the Graduate Students of Anthropology. I am a member of GRADEX and the Chair of FIN COM.

Mary Catherine Keslar
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meetings were fun. Before and after the session, there was a lot of press coverage, including a long article in the New York Times, and a recent article in Science.

I will be doing research on some early Neolithic teeth from Czechoslovakia this summer. In addition, there is an international congress on human paleontology in Jerusalem in mid-August. This will be a nice way to end the summer and prepare for the start of another academic year.

AMERICAN ASSOCIATION OF PHYSICAL ANTHROPOLOGISTS
April 1 - 4, 1992, Las Vegas

When I arrived in Las Vegas, I exclaimed, "How tacky!" Las Vegas was an experience! I was totally exhausted from going to the meetings all day. I was amazed at how many interesting people were there. However, there were some very poor presentations. I gave a poster presentation on Friday entitled "A Quantitative Analysis of T4 Concentrations from Three Mennonite Populations: A Preliminary Report". After having spent too much money to attend the meetings, I still must say it was worth it to go. For all who are considering going, do it. It will expand your horizons so much and that is what we are here to learn.

LISA WALAWENDER

Attendance at the AAPA meetings continues to be an enjoyable experience. I love the clash of personalities at the Paleo sessions. The session to subsume H. erectus into H. sapiens was especially enjoyable. This year I presented a poster entitled "The Improbability of Multiple Australopithecine Taxa at Swartkrans and Kromdraai". It generated a fair amount of interest and mostly favorable comments. Unfortunately, my poster session was scheduled for Saturday, so as soon as the clock struck 12:00, I had to tear my poster down and dash for a cab to get to the airport in time to make my flight. I arrived back in Lawrence tired, but happy.

KATHLEEN FULLER

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Mary Adair and Rose Estep - Kansas River Valley Symposium - The Archaeobotanical Record from Kansas River Basin Sites.

Steven R. Holen - Kansas River Valley Symposium - A Review of the Late Wisconsin Human Occupation of the Kansas River Basin.

Jack L. Hofman - Paleoindian - Agglomerations in Folsom Time and Space.

Jeff T. Williams - Paleoindian - Lindenmeier: Spatial Structure and Activity Organization.


Brad Logan and Lauren Ritterbush - Kansas River Valley Symposium - Plains Village Cultural Relationships in the Lower Kansas River Basin.

Alfred Johnson and Carlyle S. Smith, Discussants--Kansas River Valley Symposium.

Opinion II

Grad students with families simply have difficulties getting through school. My mate, also in grad school, has been working full time for the last two years; one of those years I also was working full time (but there are no leaves-of-absence for M.A. students - both of us have had to apply for extensions). This last year has been my turn to keep up the house. Somehow there doesn't seem to be enough time for everything: going to school yourself, getting two kids off to school, mowing the grass, keeping the cars running, repairing various things, cooking, cleaning, and on and on the list goes. But I'm not complaining, I enjoy being a house husband. We made the choice early on that we would take our time, giving our children time to make friends in Lawrence and providing a house rather than an apartment, with the extra time a house requires. I came to KU to prove to myself I could get an M.A. I'm amazed I made it this far. I know of at least two students in archaeology who had to quit before they could get their M.A.s because of family and economics. Essentially, my agenda has not been quite the same as the department's, and I make no apologies for it.

William Ranney

May, 1992
INVITED LECTURERS DURING THE ACADEMIC YEAR: 1991-92


Dr. Juan Jose Hurtado, Consultant for the League of International Red Cross Societies in Latin America: "Marginalization of the Poor: Cholera and AIDS in Latin America"; November 13, 1991.

Valeri A. Tishkov, Director, Institute of Ethnography USSR Academy of Science, Moscow, USSR: "Ethnicity and Conflict in the Soviet Union"; November 26, 1991.

Dr. Fran Markowitz: "I Was a Teenage Immigrant—Or Was It Werewolf?: Making Sense of Cultural Disjunctions"; January 23, 1992.


Dr. John Sheets, Central Missouri State: "15 Years in Scotland's Hebrides: From Twins to Biography"; January 30, 1992.


Dr. John Speth, University of Michigan: "Neanderthal: Hunter or Scavenger? The Evidence from the Kebbara Cave in Israel"; February 27, 1992.


Dan Wildcat, Haskell Indian Junior College: "Why Is This the Year of the American Indian?: An Examination of the Issues and Concerns"; April 16, 1992.


May, 1992