

ANTHROPOLOGY EDUCATION COMMITTEE REPORT, 2007

The Anthropology Education Committee (AEC) met as a whole by telephone conference about every two months over the year to advance our work on behalf of anthropology education in three major areas identified in our original charge as significant issues needing most immediate attention:

- **review and develop a greater anthropology educational presence in all forms in K-12 schools;**
- **review and encourage development of anthropological curricula and increase professional faculty presence in community colleges and increase involvement of anthropology faculty in the SACC/AAA;**
- **review and develop anthropology educational outreach to the public at large.**

The AEC co-Chairs, Kathryn Borman and Mark Lewine interacted frequently between meetings by email and telephone along with other committee members, Catherine Emihovich, Beverly Chiarulli, Guven Witteveen and Colleen Popson. Guven Witteveen was particularly active in K-12 education and his term was extended for one year by unanimous recommendation of the Committee and acceptance by Alan Goodman, AAA President during this year.

The year's work can best be accounted for in a summary of the three hour AEC business meeting at the 2007 AAA conference in Washington, as our work for each year is geared toward our one extended face time together in sessions, in informal discussions and in our three hour business meeting:

1. The minutes of our September 28 phone conference meeting were approved.
2. Discussion of membership, officers and replacement of same:
 - a. Mark Lewine and Beverly Chiarulli were selected as Co-Chairs for 2008 after thanking Mark and Kathryn Borman for serving successfully as our first Co-Chairs in 2007.
 - b. Discussion of membership terms indicated that Kathryn Borman's term was to expire at the end of the 2007 meeting as well as the term of Guven Witteveen. The Committee recognized the good work done by both Kathryn and Guven on many issues and they in turn expressed continued interest in AEC affairs as informal participants in ongoing projects. The following names were brought up as replacements who would add to the Committee's expertise: **Elizabeth Ten Dyke** was suggested by Beverly as she has both teaching and school administration experience and had contributed significantly to our work in helping to develop the K-12 Anthropology Scope and Sequence with Beverly; **Sally Booth**, a teacher who had been suggested by incoming AAA President Setha Low for AEC/AAA representation to Simon Coleman's invitation to the Royal Anthropology Institute's session on pre-College anthropology, "Pathways to Anthropology" with AEC member Guven Witteveen and with whom Guven has interacted on this issue at some length, and Mark suggested two possible members from SACC for eventual consideration as they gain experience as members of a new SACC Working Group for Educational Issues (see next item): **Laura Gonzalez**, new SACC Vice President, and **Barry Kass**, former SACC President and experienced college administrator and faculty member. Guven indicated that he would resign his approved extra year of 2008 if we found that it was important to keep staggered replacements of members in the committee mix.
 - c. A discussion of ways to solve the need for more participants in AEC work and form closer relationships to other education-oriented sections of AAA took place. We agreed to encourage the CAE, SACC and COTA/GAD from our contacts with the leadership of each organization within the AAA to develop a *Working Group of members most interested in educational issues* related to our AEC charges

noted above. We all agreed that there were many overlapping interests and sources of expertise in these and other sections of the AAA, but that historically, the major focus of AEC had been K-12 anthropology educational issues, while SACC has been mostly concerned with community college issues, and COTA has continuously provided concerned four field work on university teaching and educational issues. We all agreed that there were other sections and groups within AAA that would offer expertise, but that these three groups were a good start for increasing the flow of ideas, information, and experience with AEC and its work. *We agreed also that our phone conferences would include at least one of the working group members during the year along with former AEC members who would participate if interested as informal discussants.* Of course, voting on issues would occur among the official members only. We all agreed that the working group concept would help by acquiring experienced future members drawn from the plural AAA community with the added benefit of varied experience and perspectives on our issues as well as giving the AAA educational community more and direct communication with AEC issues and outcomes. Catherine and Kathryn agreed to help develop *the AEC Working Group*, Mark reported *that SACC had agreed to form its Working Group*, and Mark had also made an initial contact with James Coggeshill at a COTA session, and that he had expressed his interest in forming a *COTA Working Group on Educational Issues*. He also discussed his interest in finding out more about the work of the AEC and was pleased that the AEC was proactively reaching out to COTA and other educational areas of AAA.

3. **AEC sessions** at AAA 2007 included a *discussion forum* “Anthropology Goes to High School” that was fairly well attended. Guven made an audio recording to give to presenters and with their permission to put online at <http://anthroview.googlepages.com/2007k12aaa>. The links cited at this session will be gathered at a blog, <http://k12anthrolinks.blogspot.com>, so that participants can add more as they relate to the issues. He also asked participants to contribute copies of syllabi for creation of a reference library online.
4. The **Poster Session** related to the above High School issue was fairly well attended and productive discussions among participants were in evidence. Guven made some *video introductions with poster authors* which may appear at the web page cited above once permissions are secured.
5. Mark Lewine reported on the **AEC/SACC Poster Session** that he Chaired on “Issues of Educational Equity and Justice in Community College Anthropology”. Though the hotel renovation relegated the Poster area to a remote location without much hotel signage for this first Poster session of the AAA meeting, a fair number of participants and visitors managed to find it and contribute to a lively discussion. In addition to Mark’s and Robert Muckle’s Posters on Historical Archaeological Research opportunities for Urban Community College students in Cleveland and Vancouver respectively, Kathryn and graduate student assistants reported on their leading research work on STEM and STEP programs for minority student inclusion in significant college educational pathways. Anthony Balzano also presented his unique anthropological research opportunities available to his community college students in New York City and from his own work in Haiti.
6. In the AEC business meeting the **AEC hosted a lively cross-cultural discussion** of anthropology education with invited members of the Royal Anthropological Institute. Hilary Callan, the RAI Director, was accompanied by Simon Coleman, convener of the RAI meeting attended by Guven for the AEC, and Judith Okely of Oxford all joined the discussion. We learned that the RAI mandate from the past few years is to expand the general awareness of anthropology to the public and to see that it is taught more widely as expansion of higher education occurs to more nontraditional students. As they do not have community colleges in Britain, they were interested in the ‘further and continuing education’ ideas that come out of our programs as they build such programs. *We found some similar themes in our issues:* how anthropology is involved mostly in their wealthier community school programs but not in the mass high school curricula; that

- they plan for a dual approach of curricula with *anthropology as such* along with *infusion of anthropology in general educational curricula*. We also discovered some interesting differences such as the British view that anthropology must center on social class issues while in the US it is the subject of sociological study, rarely involved as such in anthropology. The “Pathways” proceedings of the RAI will appear in 2008 publication in the RAI journal “Anthropology in Action” and may include Guven’s paper, “Talking Trash with Teens” which involves the issues of precollege anthropology and the work of the AEC. Guven’s capsule summary of their day-long workshop is online at <http://anthroview.googlepages.com/precollege-uk> (agenday, audio recordings, images).
7. We discussed the emerging role of the AEC to form **working relationships between American anthropology educators and international anthropology education organizations, like the RAI**. The RAI leadership is very interested in an ongoing interactive working relationship with the AEC and we will explore this further with them and with the AAA leadership. We also discussed making contact with other such *organizations in other countries*. Mark volunteered to initiate contact with such organizations in India as he has contacts there from previous Fulbright Research work and community college outreach programs.
 8. The AEC role in helping with the **educational outreach potential of the AAA RACE project** was discussed. We agreed to help gather “best curricular and instructional methods for teaching race and racism” to share with the Race Project educational packages for outreach as it travels around the US. Mark agreed to discuss this further with Peggy Overby and Yolanda Moses with whom he has kept in contact for this work. The Committee agreed that it would initiate a discussion with the RAI and the RACE Project leadership about future international exposure of the RACE project concept to international venues. We concluded that it would add much to the concept to have a global discourse stimulated by this project on race and racism, global similarities and differences.
 9. Bev discussed the **Scope and Sequence Project** that she and Liz Ten Dyke developed. There is agreement on the central issues and elements of a model anthro course but diversity of views concerning definitions of ‘boundary’ curricular elements. The recommendation therefore is to create a heuristic device that is more of *an outline with a matrix of curricular elements to include rather than a blueprint of a model course* to achieve. (Catherine and Mark added the applicability of this work to community colleges as the trend continues to have high school dual programs within community colleges. Catherine noted that this is the trend in Florida right now.) Next steps will have Bev and Liz form a working group that will build the draft outline with scope and sequence. Taking advantage of Liz’s position within the important NCSS organization for social science school curricula, the AEC agreed that we should encourage a special interest group for this project with the NCSS. Secondly, Bev and Liz will create a ‘business plan’ that gives a budget and products that will come out of the Scope and Sequence Project to present to the AAA Executive Committee to discuss possible support for this work.
 10. Colleen discussed the **digital Anthropology Educational Outreach Center project**. We had agreed over the past year that the long-discussed idea for such a Center would be best started as a digital product and service due to limited resources of our organization. Colleen Popson and Mark Lewine have been discussing the use of an NEH planning grant for such digital educational projects. The AEC agreed that this was an important project for the AEC, the AAA and the US educational system. Colleen reviewed the project and its formative issues. *We agreed to issue her an affirmative commitment to go ahead with the project and for her to be the Project Director*. If necessary, Bev and Mark both suggested that their colleges would provide an institution of record if needed.

Respectfully submitted:

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