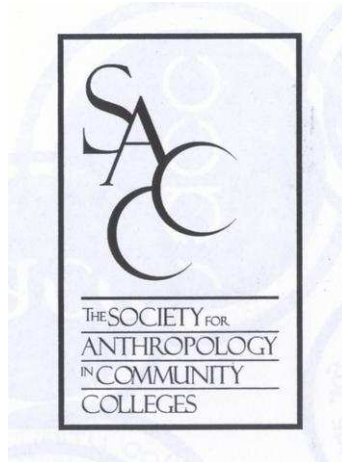


The Society for Anthropology in Community Colleges



Annual Meeting

San Francisco, CA

March 17-20, 2010

Meeting Themes

**Sustainable Teaching in the 21st Century: Can
Anthropology Have an Impact on Environmental
Stewardship?**

Teaching Anthropology

Message from the SACC President

I would like to welcome all of you to our annual meeting of the Society for Anthropology in Community Colleges (SACC). This year's meeting, which we refer to as SACCFest, is being held in the beautiful City of San Francisco. The SACCFest is an annual event where we renew old and lasting friendships and form bonds with new SACC members through our mutual love of teaching Anthropology. Our annual meeting acts as a clearing house where we exchange ideas and teaching techniques and gain a unique international perspective on the teaching of Anthropology from our Canadian SACC members.

Rebecca Stein-Frankle has put together another great program. The papers look fantastic and we would like to thank all of you who have volunteered to present at this year's SACCFest.

At this year's meeting, we are honored to be joined by Dr. Virginia Dominquez, the President of the American Anthropology Association. We will have a round table discussion with Virginia about the AAA, SACC and the state of anthropology. In addition to having the President of the AAA with us, we are fortunate to have, as our Thursday keynote speaker, world renowned anthropologist, researcher and teacher Dr. Laura Nader of U.C. Berkeley.

Each year, SACC recognizes teachers who have had a profound impact on the teaching of Anthropology in the Community Colleges. This year, the Teacher of the Year awards goes to two outstanding practitioners of our profession, Laura T. Gonzalez and Tad McIlwraith. On Saturday Laura will present a paper on being her campus's Sustainability Coordinator and Tad will be talking about his Canadian First Nation's People's Hunting Camps. Congratulations Laura and Tad for a job well done.

In addition to our Teacher of the Year awards, it has been our tradition for the President of SACC to present an award to a person who has not only contributed to the overall success of SACC over the years but has exemplified excellence in teaching - a person whose student's say, "Hey that's my Anthro. Teacher!" This year's Presidential award goes to Rob Edwards, former SACC president and founder of the Archaeology Technician Program at Cabrillo College in Aptos (near Santa Cruz), California.

For those of you who are new to SACC, one of the highlights of our annual conference is the field trip. Our trips are designed to provide an insight into the area's history, culture and science. This year is no exception. We will journey to the famous Golden Gate Park for a behind the scenes tour of the California Academy of Sciences Anthropological Research Division. The Academy is one of this country's premiere research facilities and living museum. This will be followed by a short walk to another famous museum, the DeYoung Museum of Art. There we will tour the King Tut exhibit. This is the last time that the exhibit will be out of Egypt. Just think, SACC will be one of the last groups to view the Tut treasures in the U.S. Our tour to and from the Golden Gate Park will include the sights and sounds of San Francisco narrated by archaeologist and local tour guide Keith Oshins.

Putting together a conference is never a one person endeavor. I would like to give special thanks to the following SACC members who have helped me meander through the quagmire of conference planning: Autumn Cahoon, Rob Edwards, Laura Gonzalez, Mel Johnson, Ann Kaupp, Jo Rainie Rodgers, Rebecca Stein-Frankle and all of our past Presidents for their sage advice and guidance.

For me this has been a journey of discovery. I look forward to sharing our mutual experiences, learning new things and eating Dungeness crab along Fisherman's Wharf.

George Rodgers, SACC President

2010 SACC MEETING OVERVIEW

Wednesday, March 17, 2010

- 5:00-7:00 PM Registration and Welcome Reception
7:00-8:00 PM SACC Board Meeting

Thursday, March 18, 2010

- 7:00-8:00 AM Breakfast
8:00-8:30 AM Welcome and Introductions
8:30 AM-12:00 PM Paper Presentations
12:00-1:30 PM Lunch and Guest Speaker, Dr. Laura Nader
1:30-2:30 PM Fulbright Workshop
3:00-4:30 PM Film Screening: Herskovits at the Heart of Blackness
5:00-7:00 PM SACC Business Meeting
7:00-8:00 PM Dinner on your own

Friday, March 19, 2010

- 7:00-8:30 AM Breakfast on your own
8:30 AM-7:00 PM Field Trip: California Academy of Sciences, DeYoung Museum
7:00-8:00 PM Dinner on your own

Saturday, March 20, 2010

- 7:00-8:30 AM Breakfast
8:30-11:30 AM Paper Presentations
12:00-1:30 PM Lunch and Conversation with Virginia Dominguez, AAA President
1:30-4:30 PM Paper Presentations
4:30-5:30 PM Film Screening: Buried Stories
6:00-8:00 PM Dinner at Fog Harbor Fish House, Pier 39

Note: Meeting fees include planned activities such as breakfast, lunch or dinner, field trips and reception for each day of registration.

Meeting Schedule

Thursday, March 18

Breakfast

7:00-8:00

Welcome and Introductions

8:00-8:30 George Rodgers, SACC President

SESSION 1 CULTURAL ISSUES

Session Chair: Deborah Shepherd

8:30-8:45 John Alan Cohan, *Defense and Honor Killings*

8:45-9:00 Dianne Lynn Chidester, *I Can't Believe It's Not Better! American Views of Veiling*

9:00-9:15 Bob Muckle, *The 2010 Winter Olympics, Anthropology and Aboriginal People*

9:15-10:00 Discussion

Break

10:00-10:30

SESSION 2 TOOLS AND TECHNIQUES FOR TEACHING ANTHROPOLOGY, part 1

Session Chair: Dianne Chidester

10:30-10:45 Autumn Cahoon, *Resources for the Virtual Classroom*

10:45-11:00 Leanna Wolfe, *Visual Projects for Introductory Cultural Anthropology Courses*

11:00-11:15 Gretchen Siegler, *Experiencing Culture in the Classroom: A Simulation*

11:15-11:45 Discussion

Break

11:45-12:00

Thursday, March 18, continued

Lunch and Guest Speaker

12:00-1:30 Dr. Laura Nader, *Energy, Environment and the Commons: Specialist vs. Generalist*

SESSION 3 *FULBRIGHT WORKSHOP*

Session Chair: Ellen C. K. Johnson

1:30-2:30 John Holian, *Is a Fulbright Right for Me?*

Break

2:30-3:00

SESSION 4 *FILM SCREENING*

Session Chair: Representative from California Newsreel

3:00-4:00 *Herskovits at the Heart of Blackness*

4:00-4:30 Discussion

Break

4:30-5:00

SESSION 5 *SACC BUSINESS MEETING*

Session Chair: George Rodgers

5:00-7:00 SACC Business Meeting

Dinner on your own

Friday, March 19

Breakfast on your own

7:00-8:30

Field Trip

8:30-7:00

8:30 – Meet in the hotel lobby

9:30-12:30 – Behind the scenes tour of the California Academy of Sciences
Anthropological Research Division

1:00-2:00 – Lunch at the DeYoung Museum in Golden Gate Park

Friday, March 19, continued

2:30-5:30 – Tour of the King Tut exhibit at the DeYoung

5:30-7:00 – City Tour

7:00 – Return to hotel

Dinner on your own

Saturday, March 20

Breakfast

7:00-8:30

SESSION 6 TOOLS AND TECHNIQUES FOR TEACHING ANTHROPOLOGY, part 2

Session Chair: Chuck Ellenbaum

8:30-8:45 Philip Stein, *Wither Goes the Textbook*

8:45-9:00 Laura Bathurst, *Kolb's Learning Cycle and the Teaching of Anthropology*

9:15-9:30 Robert Whitman, "Now I Want To Talk To Your About Social Capital:"
Scaffolding Student Discourse into Complex Thinking in an Anthropology Class

9:30-9:45 Phillip Naftaly, "A Few and New Observations upon Academic
Assessment: The Most of Them Certain, the Rest Probable, All Harmless, Strange and Rarely Heard of Before"

9:45-10:30 Discussion

Break

10:30-10:45

SESSION 7 DISCUSSION BREAKOUTS

10:45-11:45 Phillip Naftaly, *The Good, the Bad, and the Ugly: A Discussion of Anthropology Course Assessment*

Dianne Smith-Benson, *Still Just "Dating" Environmental Issues? Physical Anthropology and Environmental Studies Make a Natural Curriculum Marriage*

Saturday, March 20, continued

Break

11:45-12:00

Lunch and Conversation

12:00-1:30 Virginia Dominguez, AAA president

SESSION 8 SACC TEACHING AWARD RECIPIENTS

Session Chair: Rob Edwards

1:30-1:45 Dianne Chidester, Presentation of the Teacher of the Year Awards

1:45-2:00 Laura T. González, "*Green Queen*": *The Role of the Campus Sustainability Coordinator*

2:00-2:15 Tad McIlwraith, *Why Aboriginal Hunting Camps Can't Be Moved and Other Reflections on Field Work in British Columbia*

2:15-2:30 Discussion

Break

2:30-2:45

SESSION 9 TOOLS AND TECHNIQUES FOR TEACHING ANTHROPOLOGY, part 3

Session Chair: Lloyd Miller

2:45-3:00 Amanda Paskey and Anastasia Panagakos, *What's the Problem? Addressing Ethical Dilemmas in Student Research*

3:00-3:15 Aurora Bautista, *Will you be my Partner? The Value of Pairing/Clustering an Introductory Cultural Anthropology Course - A Personal and Professional Journey*

3:15-3:30 Frank Lagana, *No More Cowboys and Indians: Teaching a Native American Studies Course to 21st Century Students*

3:30-3:45 Mark Lewine, Elizabeth Hoag and Mallory Haas, *Action Learning in the Community: Anthropology as the Core, Archaeology as the Catalyst*

3:45-4:15 Discussion

Saturday, March 20, continued

Break

4:15-4:30

SESSION 10 FILM SCREENING

Session Chair: Rob Edwards

4:30-5:10 *Buried Stories: A Native American Preserves Her Heritage*

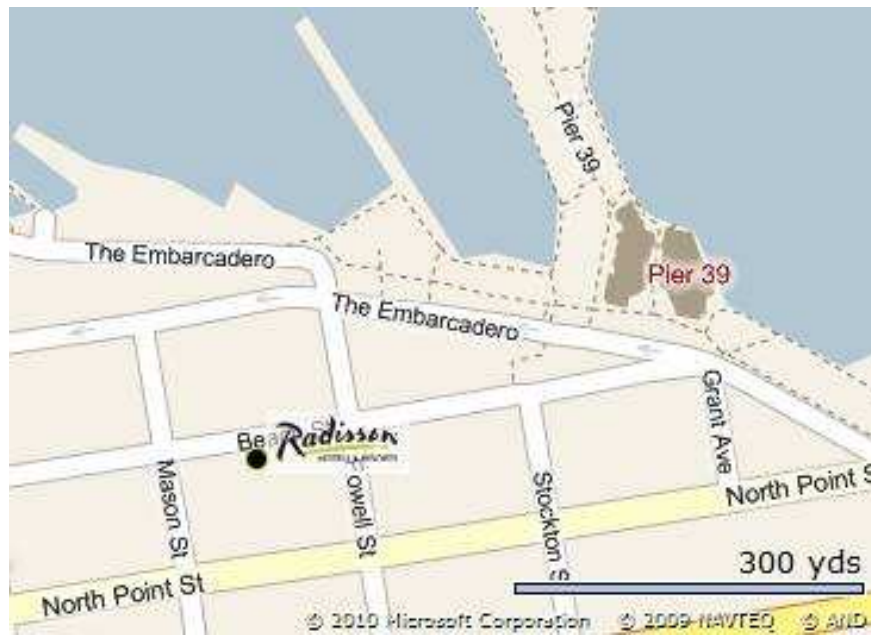
5:10-5:30 Discussion

Break

5:30-6:00

***Farewell Dinner at the Fog Harbor Fish House on the Water Front's famous Pier 39
(short walk from the hotel)***

6:00-8:00



Abstracts

Bathurst, Laura (University of the Pacific; California)

Kolb's Learning Cycle and the Teaching of Anthropology

In this paper, I explore David Kolb's experiential learning cycle and its implications for the teaching of anthropology. This learning cycle is the basis for Kolb's model of individuals' learning styles, which explains learner preferences for specific types of learning. In contrast, Kolb's learning cycle is applicable to all learners; indeed, Kolb posits that learners learn better if they progress through a complete four-stage cycle, despite likely preference for a subset of these stages. For teachers of anthropology, Kolb's learning-cycle model provides a structure for strategically "mixing it up" pedagogically, simultaneously targeting different kinds of learners with distinct sorts of learning activities, contributing to increased long-term retention of course material by facilitating its acquisition through multiple learning modes, and helping students "learn how to learn" in their less preferred styles.

Bautista, Aurora (Bunker Hill Community College; Massachusetts)

Will You Be My Partner? The Value of Pairing/Clustering an Introductory Cultural Anthropology Course - A Personal and Professional Journey

This presentation is a sharing of my personal and professional experience of four semesters of pairing my Introduction to Cultural Anthropology with an ESL Level III Reading course at Bunker Hill Community College. Pairing is a response to sustainable teaching given 15 years of teaching this course. This was supported by BHCC's 5 year Title III grant to create Learning Community Clusters that enable students to take two or more courses together, and learn and study with the same group of students. Both myself and the ESL faculty member planned our courses together around common theme "American College Culture". Pairing has invigorated and allowed me to be creative and on a larger scale supports the goal of our student success. Studies show that students who enroll in Learning Community Clusters are more likely to stay in school, maintain higher GPAs, and achieve their goals.

Cahoon, Autumn K. (Sierra College; California)

Resources for the Virtual Classroom

Web 2.0 has allowed for a more dynamic interface in online teaching strategies. While teaching online used to be more of a "correspondence" style learning environment, now students have much more ability to interact with the material, the instructor, and each other. Colleges in the 21st century are encouraging faculty to make use of the online resources in their traditional classes at the same time they are increasing the number of fully online and hybrid classes. The use of online systems reduces the impact of education on the environment. This paper will discuss some of the current programs and websites that can be useful in the online classroom and show how these have been implemented in online and traditional classes at Sierra College.

Chidester, Dianne Lynn (Greenville Technical College)

I Can't Believe It's Not Better! American Views of Veiling

I have been interested in the lives of women in the Middle East, North Africa, and the Islamic World for over thirty years and, like so many others, I've tried to inform Americans about the lives of these women through forums from academics to entertainment. Recently, however, I have become acutely aware that in spite of the efforts of many people, the stereotype of the veiled and, therefore, oppressed Muslim woman persists. This presentation addresses those stereotypical views through the words of Middle Eastern, American and Muslim women and addresses the core questions: "What counts as religious freedom?" and "What is modesty?"

Cohan, John Alan (Western State Law School; California)

The Cultural Defense and Honor Killings

Culture shapes the identity of individuals, influencing their reasoning, perceptions, and behavior. The cultural defense, an emerging doctrine in American jurisprudence, allows defendants to introduce evidence that their behavior was a customary way of dealing with certain situations that are criminalized in this country. The defense has been used in murder cases where expert testimony by anthropologists explains that honor killings are a longstanding cultural practice in which family members will attack a female relative—by stoning, stabbing, beating or shooting, in order to kill her for bringing dishonor to her family or clan. The idea is that a defendant's cultural background may be relevant to the question of his or her mental state at the time of a crime.

González, Laura T. (San Diego Miramar College; California)

"Green Queen": The Role of the Campus Sustainability Coordinator

College campuses across the country are increasingly forming sustainability committees and hiring coordinators to guide the college along an environmentally-sound path. What exactly does a Sustainability Coordinator do? Having just spent my first year in this role on my campus, I've come to see the role of the sustainability coordinator largely as an ethnographer of campus cultures. My presentation will explore the role of the campus sustainability coordinator, and suggest an affinity between this role and that of an anthropologist.

Holian, John (Fulbright Ambassador)

"Is a Fulbright Right For Me?"

Undertaking a Fulbright is a major project. What country do I want to go to? Should I apply for a whole year or just one semester? How will I get around if I don't know the language? What about my children, my spouse? Even thinking about applying can be a daunting task. To help you with these issues, Dr. John Holian, former Cuyahoga Community College sociology professor, will share his experiences and answer your questions. John was awarded two Fulbrights to Ukraine, one for teaching and one for research, and will discuss the issues anyone needs to consider in undertaking a Fulbright.

Lagana, Frank (Queensborough Community College, New York)

No More Cowboys and Indians: Teaching a Native American Studies Course to 21st Century Students

This paper discusses some of the challenges of teaching a Native American studies course to 21st century community college students. Since I started teaching the course in 1973, images of native peoples in popular culture have changed in a number of ways. The frontier has passed beyond memory; cowboys and Indians are no longer staples of TV and film as they were for much of the 20th century. The 1960s counterculture, with its elevation of the Indian into a paragon of spiritual and ecological virtue, is irrelevant in this digital age. Student perceptions of native peoples and cultures, the ideas students bring with them, and the reasons why they take the course, have changed as well. The stories we tell in class have to change too.

Lewine, Mark, Elizabeth Hoag, Mallory Haas (Cuyahoga Community College, Ohio)

Action Learning in the Community: Anthropology as the Core, Archaeology as the Catalyst

This past summer, Elizabeth Hoag led an interdisciplinary team of faculty and student interns from Tri-C's Center for Community Research in a new student research project. Eleven high school students from the Design Lab Early College High School were involved in a 4-week intensive archaeological and historical survey of the running track area on our urban community college campus. This collaboration between the college and the Design Lab resulted in a unique process of student engagement. In this presentation, we discuss some of the practices and techniques that we used to help students make connections between anthropology, archaeology, history and other academic disciplines. Archaeological work is by nature a hands-on field, requiring group work and close interaction among students as they engage the challenging work. We highlight how this all played out during our field session. We discuss how the interdisciplinary nature of our work helps students develop skills important for college work.

McIlwraith, Tad (Douglas College; Vancouver, British Columbia)

Why Aboriginal Hunting Camps Can't Be Moved and Other Reflections on Field Work in British Columbia

Drawing on experiences and examples from ethnographic field work in different parts of British Columbia, I consider the multiple voices that inform community-based research. I consider more broadly different motivations for field work in anthropology in British Columbia. In doing so, I relate how my research informs my teaching.

Muckle, Bob (Capilano University; Vancouver, British Columbia)

The 2010 Winter Olympics, Anthropology, and Aboriginal People

The 2010 Winter Olympics were held in Vancouver, Canada where aboriginal peoples are major players on the local and national stages. For the first time in Olympic history, aboriginal people were included as official partners in the games. This presentation describes the build-up to the games as seen through the lens of anthropology, with a particular focus on the aboriginal component. It includes aspects of cultural appropriation, silly comments, media bias, authenticity, mascots, stereotypes, resistance, and conflict. The information is contextualized within the anthropological study of the Native Peoples of North America and the Olympic Games as an object of academic enquiry.

Naftaly, Phillip (Adirondack Community College, New York)

*“A Few and New Observations upon Academic Assessment: The Most of Them Certain, the Rest Probable, All Harmless, Strange and Rarely Heard of Before”**

Last year at the Annual Meeting of the Society for Anthropology in Community Colleges a paper titled “Toward an Anthropology of Assessment” was presented and followed by a lively interchange during a planned discussion session. This presentation seeks to continue to examine the intersection between anthropology and academic assessment as well as to investigate the assessment process in American higher education by examining the construct of the formation of a “culture of assessment” which is a major aspect of an anthropology of assessment.

*Title adapted from the name of a treatise authored by John Lightfoot during the 1640s that stated that the earth was between 5000 and 6000 years old.

Naftaly, Phillip (Adirondack Community College, New York)

The Good, the Bad, and the Ugly: A Discussion of Anthropology Course Assessment

This session will provide an opportunity for sharing both the successful and unsuccessful experiences that we have had while assessing anthropology courses.

Paskey, Amanda and Anastasia Panagakos (Cosumnes River College; California)

What’s the Problem? Addressing Ethical Dilemmas in Student Research

Anthropology is a discipline that is not without its own ethical considerations that arise during fieldwork. While many of us ask students to complete some form of fieldwork, how many of us, however, ask students to evaluate the ethical dilemmas encountered during their own fieldwork? We realized that we were missing a perfect teaching moment. This presentation will outline methods we use to teach ethics in a cultural anthropology course (although this can be applied to any area within anthropology). We have developed an in class activity that helps students identify types of ethical dilemmas anthropologists often find themselves in, and discuss possible courses of action referencing the AAA Code of Ethics. After completing this assignment, students are better able to identify ethical and unethical behavior within anthropology, as well as apply the principles to their own participant observation research.

Siegler, Gretchen (Westminster College; Utah)

Experiencing Culture in the Classroom: A Simulation

A simulation was carried out in four introductory cultural anthropology classes for two semesters. Each semester consisted of two classes, one of only freshmen and one of mixed undergraduates. Four groups of five chose a subsistence pattern--foraging, pastoralism, horticulture, or non-industrialized agriculture--and a specific ecosystem. Each week, after reading a chapter from the text, the groups discussed possible cultural traits compatible to their environments and added to a growing repertoire of integrated behaviors for their respective cultures. While all of the classes had some similar problems with the simulation, those containing all freshmen had considerably more difficulty than those containing mixed students. The reasons for these results point toward the development of new refinements in this simulation for future success as a teaching tool.

Smith-Benson, Dianne (Santa Rosa Jr. College; California)

Still Just “Dating” Environmental Issues? Physical Anthropology and Environmental Studies make a natural curriculum marriage.

In physical anthropology, students study evolution, adaptation, mutation, race, primate social behavior/survival, fossil hominids, and the impact of disease on human groups. These terms challenge all faculty to learn and teach with an environmental perspective and understanding. If these topics are in your syllabi but you are not receiving acknowledgement or credit for the value anthropology can bring to environmental issues, you should consider how anthropology and environmental studies can interconnect as curriculum partners and in your classroom. For planning in this area, anthropology at SRJC offers a very successful role model for study.

Stein, Philip L. (Pierce College, emeritus; California)

Wither Goes the Textbook

In spite of the increased use of new educational technologies and continuing predictions of the demise of the textbook, the textbook remains central to most classes. Yet the high price of textbooks has caused students to attempt classes without the textbook, has resulted in an increase in student protests over textbook prices, and in some cases has caused politicians to consider possible legislation to regulate the textbook market. The latter has serious implications for academic freedom. This paper will feature suggestions on how instructors can minimize the cost of textbooks to their students.

Whitman, Robert L. (Bunker Hill Community College; Massachusetts)

“Now I Want To Talk To You About Social Capital:” Scaffolding Student Discourse Into Complex Thinking In An Anthropology Class.

Reading, writing, thinking, and speaking about sustainability from an Anthropological perspective is a complex process. Students need to be able to engage with thinking processes where they actively inquire about new concepts. They need to construct appropriate questions, interpret and evaluate arguments and evidence, and form reasoned arguments. In research they need to know what information is needed, sort and organize it, and evaluate and apply what is selected from a range of source material. They need to make connections between classroom learning and the local and global community. However Tinto’s research into community college students (1998, 2008, 2009) illustrates that community college students rarely come to the classroom able to engage in these kinds of thinking processes. Using excerpts from one extended turn of talk this paper presents a community college anthropology classroom where the central concept of social capital is presented, then connected to a series of other concepts and concrete examples including race, class, leadership, and sustainability through care of the body. Scaffolding of talk allows students to enter into successful interaction with complex concepts and concrete examples, building a beginning cultural model of social capital and sustainability in relation to other concepts from an anthropological perspective.

Wolfe, Leanna (Los Angeles Valley College; California)

Visual Projects for Introductory Cultural Anthropology Courses

In a world where a photograph is worth at least a thousand words, projects that enable anthropology students to record, describe and analyze culture through the use of digital photography can be a powerful learning tool. Drawing from the work of visual anthropology pioneer John Collier, I've adapted four of his photography research methodologies into digital photography assignments. These include a photo field observation, a photo inventory, a photo interview and a photo social interaction. For each of these assignments students go out into the field and gather data with their digital cameras. Upon returning, they present their discoveries to the class in the form of 10-image power point shows. Instructions for completing the assignments will be discussed and samples of student work will be shared.

Biography of Guest Speaker



Laura Nader

University of California, Berkeley

Laura Nader is Professor of Anthropology at the University of California, Berkeley. Her current work focuses on how central dogmas are made and how they work. *Energy Choices in a Democratic Society* (1980) is a multidisciplinary collaborative effort of the National Academy of Sciences. *Harmony Ideology – Justice and Control in a Zapotec Mountain Village* (1990), and *Essays in Controlling Processes* (1994, 1996, 2002) emerge from a theoretical perspective that crosses disciplinary boundaries. *Naked Science – Anthropological Inquiry into Boundaries, Power and Knowledge* (1996) provides a framework for understanding power arrangements in global science. *The Life of the Law* (2002) is a book about the interface between law and anthropology with an argument that the plaintiff is the life of the law. Her films *To Make the Balance* and a later PBS film *Little Injustices* are widely disseminated. Her most recent book (with Ugo Mattei) is *Plunder – When the Rule of Law is Illegal* (2008). Her most recent publication *The Energy Reader* is scheduled for publication May 2010 (Wiley-Blackwell). In 1995 the Law and Society Association awarded her the Kalven Prize for distinguished research on law and society. Nader is a member of the Academy of Arts and Sciences.

Film Screenings

Herskovits at the Heart of Blackness

California Newsreel

*Winner, 2009 John O'Connor Film Award of the American Historical Association
Winner, Best Documentary, Hollywood Black Film Festival*

Is there a politics of knowledge? Who controls what knowledge is produced and how it will be used? Is there “objective” scholarship and, if so, how does it become politicized? These questions are examined through this groundbreaking film on the life and career of Melville J. Herskovits (1895-1963), the pioneering American anthropologist of African Studies and one of the most controversial intellectuals of the 20th century. How did this son of Jewish immigrants come to play such a decisive role in the shaping of modern African American and African identities? Herskovits emerges as an iconic figure in on-going debates in the social sciences over the ethics of representation and the right of a people to represent themselves.

<http://www.newsreel.org/nav/title.asp?tc=CN0224>

Buried Stories: A Native American Preserves Her Heritage

Filmakers Library

Buried Stories reveals the life story of a Native American (Ohlone/Esselen) Ella Rodriguez, who, in her seventies, still resents that she was taken from her rural California home at age thirteen and sent to an Indian boarding school. After running away from the school and becoming ensnared in the juvenile justice system, she was forced into marriage by a parole officer at eighteen, then labored as a migrant worker. In the 1970s, when Ella was 44, she protested for weeks to stop the destruction of a Native American cemetery site and dedicated her life to preserving her heritage.

After two decades of working on endangered construction sites to oversee and protect Native American burial grounds, Ella obtained an informal but comprehensive education about her ancestors. Ella's later years bridged her Native American past and modern archaeological research. A resilient and wisecracking woman in a hard hat, Ella fought to preserve her ancestors' history. In the process, she connected with her painful personal past as she unearthed troubling official documents relating to her youth. Told through Ella's charismatic and poignant lens, her story incites curiosity about the historical and cultural forces that shaped her destiny and identity

<http://www.filmakers.com/index.php?a=filmDetail&filmID=1620>

2010 SACC Teacher of the Year Awards

The SACC Awards Committee received nominations for two outstanding candidates who are considered exceptional by their peers and students as teachers, colleagues, and confidants. After careful and thoughtful deliberation the Awards Committee felt that the best and most fair decision was to recognize BOTH Laura Gonzalez of San Diego Miramar College in San Diego, CA, and Tad McIlwraith of Douglas College, New Westminster, BC, Canada, for the Teachers of the Year award. This award comes to each of them with a \$500 prize and registration waiver to the 2010 SACC annual meeting.

The nomination materials received by the Awards Committee for Laura and Tad were most impressive, expressing their great enthusiasm for teaching and for their students and in so many words their boundless energy in pursuing their professional interests. Laura and Tad possess sensitivity, creativity, and connectivity in teaching students of diverse backgrounds; inspire, challenge, and maintain thoughtful communication with their students in and out of the classroom; generously share their teaching experiences with colleagues; and are committed to sharing their enthusiasm for the field of anthropology to those within and outside the discipline, and in making a significant difference within their respective communities.

Student letters were part of the nomination materials for Laura. Their letters wrote of Laura as being an approachable, creative and engaging teacher who has had a positive influence on their lives. One student remarked that her classes “are very 2010. She uses a mix of PowerPoint lectures, her prized skull and bone collections, and field trips to share her knowledge with each class.” Another wrote that “Professor Gonzalez consistently provides opportunity for community college students by encouraging honors course work, scholarship and student participation on campus.”

Laura has taken on the responsibility of being the de facto spokesperson for anthropology on her campus, educating faculty with seminars on how to answer students’ questions about evolution and on the significance of new finds such as *Ardipithecus*. Laura’s fund raising abilities has enabled her to secure \$20,000 to build up the college’s physical anthropology collection. She also obtained funding for an organic garden on campus. She is co-chair of the Environmental Stewardship Taskforce at her college and established the Miramar College Food and Culture Club. This is no surprise to SACC members who have accompanied Laura to SACC restaurant dinners and heard her go over the menu and talk about food with gusto.

We can speak just as enthusiastically for Tad. We received strong letters of support from Tad’s colleagues who expressed his innovative and sensitive approaches to teaching students of different academic skills and learning needs. One colleague wrote how Tad used oral traditions in his First Nations of British Columbia course as a way to frame each lecture. This resonated with and enthralled students who did not hesitate to ask questions or add their own interpretations and observations, which Tad welcomed. He inspired one of his students on academic probation to make the Dean’s honor role.

2010 Teaching Awards, continued

Tad is technologically savvy and uses social media such as blogs, websites, and twitter to ease communication with students and colleagues and to track current events to help students understand anthropology's relevance in today's world. Some of his teaching material, which is available online, led to a recent communication from one new teacher who wrote to say how helpful she found his detailed instruction for a course and would be incorporating it for her class as it would better communicate the material to her students.

Tad also makes important contributions to the regional community that help raise awareness of Native culture and issues and the role anthropology can play. He organized a speaker series on aboriginal reconciliation, designs programs to assist native researchers working in their home communities, including introducing them to research methods; and maintains his own research programs on the First Nations in addition to teaching eight courses a year.

Laura and Tad's passion for their careers can also be noted by their vision for continuing to improve upon their activities and breadth of their teaching. Laura plans to create an archaeology course once the California budget recovers and Tad was asked by a First Nation's community to start a field school and bring Douglas students to live on their reserve. He is hopeful the first session will take place in 2011.

SACC is very proud to have identified two outstanding and worthy teachers, both SACC members, to be recognized by our community. We wish them continued success.

2010 Awards Committee

Ann Kaupp, chair

Beverly Bennett

Dianne Chidester

Nikki Ives

The Society for Anthropology in Community Colleges

The Society for Anthropology in Community Colleges (SACC) is a section of the American Anthropological Association that was founded in 1978. SACC's mission is to encourage dialogue and collaboration among teachers of anthropology across sub-disciplines and institutional settings, and to promote excellence in the teaching of anthropology. Members receive the publication *Teaching Anthropology: SACC Notes*.

Previous SACC Annual Meeting Locations

- 1987 Ft. Lauderdale, Florida
- 1988 San Diego, California
- 1989 El Paso, Texas
- 1990 Merida, Mexico
- 1991 Akron, Ohio
- 1993 Washington, D.C.
- 1995 San Antonio, Texas
- 1996 Santa Monica, California
- 1997 Toronto, Ontario
- 1998 Santa Fe, New Mexico
- 1999 Boston, Massachusetts
- 2000 Seattle, Washington
- 2001 Oaxaca, Mexico
- 2002 Ft. Lauderdale, Florida
- 2003 Vancouver, British Columbia
- 2004 Montréal, Québec
- 2005 Savannah, Georgia
- 2006 Mérida, Yucatan, Mexico
- 2007 Monterey, California
- 2008 Washington, D.C.
- 2009 Tucson, Arizona

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