

Application for UCSC DCG Funds
Submit to the Academic Senate Office, c/o Susanna Wrangell
swrangel@ucsc.edu
by December 19, 2014 or March 20, 2015

Proposals must be approved by the department or program chair and Dean. They are due in the Academic Senate Office by Friday, December 19, 2014 or March 20, 2015 at 5 p.m. submitted by email to swrangel@ucsc.edu.

1) Proposed title for Disciplinary Communication Grant (DCG)?

The Anthropology Department Writing Assistant Center Program

2) Department/Program:

Anthropology

3) Amount requested:

\$12,000

4) Number of students affected:

Writing Assistants = 6-12

Students visiting center = potentially all students enrolled in anthropology courses **400-500 majors and others enrolled for GEs**

5) Overview of the program's DC requirement:

Anthropology's DC requirement aims especially at cultivating high-level skills in critical and ethnographic writing. To satisfy the DC requirement students must: a) complete an Anthropological Theory Course (chosen from ANTH 100, 150, 152, 170, 270) and; b) complete a Senior Seminar or complete an Independent Senior Thesis, following the guidelines of the senior exit requirement. Students who take 270 to fulfill the theory/DC requirement may not use the course to satisfy the senior exit requirement.

6) What is proposed?

We would like to continue to grow our already successful Writing Assistant (WA) Program. We believe that excellent writing is essential to critical thinking. As such, we have put in place a support program and administrative structure that we think is effective in producing positive changes in student comprehension of anthropological ideas and written communication about those ideas. Every fall we identify a cadre of juniors, and occasionally sophomores, who are recruited into the WA program on the basis of a faculty recommendation. These students take a class, ANTH 113, which introduces them to the peer-engagement process, a variety of writing assistance techniques, and serves as a supportive environment for them to discuss challenges and

successes throughout their first quarter as WAs. WAs read widely on topics related both to the techniques of writing and to strategies for engaging their peers in discussion and reflection; faculty also provide guest workshops on topics such as proper citation. Historically, the cost of this course has been borne by the Anthropology Department.

In our first four years of operation, WAs were assigned to specific classes and worked with individual faculty members. Given ongoing scheduling issues, however, in the fall of 2014 we switched to a Drop-In Center in the department, which gives both students and WAs greater freedom to participate in the program despite a full class schedule, jobs, and commuting. So far we are pleased with this change; one notable development is that studying student outcomes has been made far easier by having all students who work with WAs documented in one place (see below).

The Anthropology Department has given the WA program its own office in Social Sciences 1, 235, where the meetings are held. WAs work with students at a variety of stages throughout the writing process, from the initial brainstorming of ideas to polishing a final draft. Students can and do return at a later stage in the writing process or with additional assignments.

7) What problem will this proposal solve?

Our WA Program began in 2010 as an effort to provide additional support for anthropology students' writing based on a strong, shared sense among the faculty and graduate students that quality of undergraduate writing was deteriorating, with fewer resources available on campus for writing support. This sense has only grown over the last five years; we are now working to educate the first generation of students educated entirely under the auspices of the No Child Left Behind initiative. The policy's heavy emphasis on test scores and quantitative educational measures means that writing skills and awareness of writing as a process have been compromised in California and across the country. This is an especially acute problem in Anthropology, which is in essence a discipline that requires critical thought, careful argumentation, and descriptive skill – primarily communicated and assessed through written work.

8) How does the DC fit within your program's learning outcome goals?

Written Communication is one of the program's learning outcome goals. We expect that students will demonstrate the ability to write clearly and to formulate well-organized arguments that are grounded in supporting evidence while countering evidence that contradicts the students' claims. Having now run this program for five years, we are beginning to amass empirical evidence that the WAs' work makes an important contribution to student success in Anthropology. We anticipate that this program will yield reduced time-to-degree for anthropology majors, who have now a three-tiered support structure for their academic achievement. We also expect that the confidence gained by students who participate in this program can only result in improved student retention, especially among transfer and first generation college students.

In 2013-2014, one of our outstanding graduate students, Suraiya Jetha, received the Chancellor's Graduate Internship (CGIP) to study the educational outcomes of our WA Program. Some of Jetha's notable findings were:

- Students who participate in the WA Program in an anthropology class report that they are more aware of writing as a process than before their work with WAs
- Students who see WAs are likely to report that they have skills that could be improved (i.e. have a better sense of their own writing challenges than those who do not reflect on the writing process with WAs)
- Students report that seeing a WA helped them in time management. The attention to writing as a process and the incentivization provided by faculty (in the past) for working on multiple drafts of a project means that they get started earlier and have more time for revision (*note: per union rules, faculty can no longer mandate WA sessions for students in their classes)
- Students who work with WAs attribute increased confidence in their writing skills to the WA program. Even in classes where WA visits were not mandatory, students use the WAs to help structure the completion of written assignments and state that this helped prevent procrastination and end-of-quarter stress.
- Some students, including transfer students and students of color, report that meeting with a WA helps them prepare for or feel less intimidated by meeting with faculty or graduate student teaching assistants. This finding enhances our sense that the WA program can have direct, positive impacts on student retention.

We have also found that one of the true successes of this program pertains to the WAs themselves. WAs continue to be recruited exclusively through faculty nomination. Several of the selected students were surprised at their nomination, but program participation gave them a new level of confidence and, they reported, significantly improved their own writing. As one WA put it:

Being invited to participate in the writing assistant program took me by surprise. Sincerely, I was not aware of my potential and competence to work with my classmates' writing. However, I [knew this was an] opportunity, and I decided to accept the invitation and see how it unfolded. Little did I know it [would become] one of the most rewarding experiences of my undergraduate career. As a transfer student coming from a non-native speaking background, I believed that the way I expressed myself... was nothing more than average... [I realized that] I had the capacity to [bring topics to the table] in a clear manner.

By far our most striking finding so far, however, has been that

- **Students who see a WA tend to become what we call “frequent flyers.” That is, they recognize a high value in the interaction and seek out support repeatedly throughout the quarter.**

We think this is clear evidence that we are so far very successful in building a lateral support structure – a community – that supports student writing. We are working to produce far-reaching

changes in department and academic *culture* in the Anthropology program that may not be quantitatively measurable for a few more years but that we on the faculty have all certainly experienced on an anecdotal level.

9) Detailed budget: (you may attach additional spreadsheet)

Salary for Writing Assistants	\$10,250 (approx. 225 hr/quarter)
Training Materials	\$250
Faculty Stipend*	\$1500
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TOTAL:	\$12,000

*This is a new addition to our budget this year. One of the struggles we face in running the WA program is that it has created a new and intensive service position that has to be filled every year. A modest stipend will help offset some of the sacrifices that Faculty Coordinators make, in terms of their own research time, to run the program.

Please note that the Anthropology Department's annual contribution to the WA Program is \$18,766.16, a figure that includes the department's contribution and supplement for the CGIP, as well as the cost of running ANTH 113.

10) Assessment plan. How will the effectiveness of this change be measured?

This year, another of our stellar graduate students, Rebecca Feinberg, has been awarded a CGIP to study the Writing Assistant Program. Working with Feinberg, we have developed a nuanced evaluation system that will be implemented this year. After each meeting with a student, WAs fill out a log form (please see Appendix A). This allows us to track the number of students visiting the center, times of heavy traffic, and the kinds of assistance they seek. We also present an outtake form (please see Appendix B) to each student who visits the Center, which they may opt to fill out and drop, anonymously, in a designated box next to 235.

Feinberg is also undertaking extensive, in-depth interviews with the WAs themselves, students who use the WA Center, and faculty members, as well as creating an institutional map of writing support services available for various groups of students at UCSC. We think that putting our departmental data within a broader campus context will yield a robust picture of student writing challenges and the best avenues for writing improvement. Feinberg and Moodie will be writing a report for the VPDUE outlining our assessment studies so far; this report should be available in May 2015.

11) Sustainability. How will this innovation be continued without DCG funding?

As our department gains more secure funding for all our operations we would expect to see this program become part of our normal operations. Yet we are also aware it could be the perfect focus of an endowment from our alumni. The Department of Anthropology has been proactive in seeking alternative means of funding this program. We have included information about our Writing Assistant Program in outreach efforts to prospective donors (<http://anthro.ucsc.edu/news-events/anthropology-chronicle/2014-chronicle/WA-gratitude.html>). We included a special insert on the Writing Assistant Program in the annual newsletter that is distributed to students, parents, and alumni at our graduation ceremony (please see Appendix C), and the Writing Assistant Program will be featured in the brochure that the Anthropology Department is creating with the Dean of Social Sciences and Fly Communications to be distributed to “high capacity” donors (please see Appendix D). Faculty Coordinator Megan Moodie has also met at length with Anne Hayes of the Social Sciences development team to discuss the program and highlight reasons it may be an attractive option for donors. We are also investigating the prospects for foundation support for this program, given its relevance to our commitment to empowering students from underrepresented groups and preparing them for careers in our field.

We are currently researching our options for more crowd-sourced funding for this program. We are weighing the relative benefits and drawbacks of a public service website like Kickstarter.com and have submitted a proposal for the campus-based Crowdfund UC Santa Cruz (<https://crowdfund.ucsc.edu>). Photos of our recent “Write-In,” in which WAs, professors, and graduate students offered public writing consults and spent time writing together in public spaces in the Social Sciences 1 building were also posted to our Facebook page, along with a request to visitors and alums for WA Center support.

Recommended by (or attach dated email approval):



Dept. Chair or Program Director

March 20, 2015_____
Date

Dean

Date

Appendix B

Writing Assistant Center Log Sheet

Name:

Time In:

Time Out:

Number of students assisted:

Any students who could not be accommodated? How many?

Did you refer any students to their TA? How many? Professor? How many?

Memorable successes or challenges? (Please refer to writing issues, not individual students).

Other comments:

Appendix C

Anthropology Writing Assistant Center Post-Meeting Questionnaire

Thank you for visiting the Anthropology Department's Writing Assistant (WA) Center. We are interested in assessing and improving our efforts to assist our students with the craft of anthropological argumentation and hope that you will take a few moments to fill answer the following questions. Participation is not mandatory, but greatly appreciated. Feel free to leave questions blank or add your own comments. Please do not refer to the WA with whom you worked by name. Responses will be read and analyzed by Professor Megan Moodie (mmoodie@ucsc.edu) and Doctoral Student Rebecca Feinberg (rfeinber@ucsc.edu).

1. What kind of assignment were you seeking assistance with today?
 - a. Course/Professor:

 - b. Reading Response? Essay? Research Paper? Thesis? Other?

2. At what stage in the writing process were you when you came to the Center?
Brainstorming? Outlining? Working with rough draft? Editing and polishing a draft?
Other?
3. What was most useful about your session?
4. Have you worked with a Writing Assistant in the past, either in a single course (prior to Fall 2014) or in the Center?
5. Do you feel confident – in general – about your writing? Why or why not?
6. Would you be willing to be contacted by a graduate student researcher to discuss your experiences writing in anthropology and working with the WAs? If so, please provide your contact e-mail here:
7. Would you be willing to document your writing experiences over the course of the 2014-2015 academic year to help us improve the WA program and ensure its continued financial support?
8. Other comments:



UCSC Anthropology Chronicle

Spring 2014



Chair's Greeting

Danilyn Rutherford, Professor and Chair

Five words. That's all I allow my colleagues to use every time I ask them to contribute to this newsletter. It always includes a column where each of us on the faculty describe our year. Brevity isn't easy for academics. We tend to be prolix – and to use words like “prolix,” a fancy way of describing the tendency to ramble on and on. Somehow boiling our passions and activities down to five short words brings our lives into focus. It forces us to get more real – to tag the things that have really mattered to us. If we had to agree on five words for what matters to the department as a whole, we probably would rank our students first on the list. I could write a book on why UC Santa Cruz is a very special place to teach anthropology. It's not just the secret footpaths and the tame deer; it's our majors and the graduate students who teach their sections and mentor them. But why ramble? Let me sum it up in five words.

Our students are **curious**. They read the recommended readings. They attend campus events. They care about facts that

are not on the final. They draw connections: between osteology and authority, between cross-cousins and climate change, between our bond with other species and our understandings of what it is to inhabit a social world.

Our students are **compassionate**. They help their classmates improve their writing skills. They serve as peer advisors to help new majors make their way. They pitch in on behalf of the environment, of labor rights, of gender rights. They care about victims of injustice, here on campus or abroad. They care about one another. In my experience they are friendly, appreciative, polite. They are, in a word, nice.

Our students are **committed**. They are not just nice; they are also fierce. This year, they worked hard to master difficult subjects: from French structuralism to the intricacies of French secularism, from Marxism to the ontological turn. They give their all to their studies at the same time they are working multiple jobs to make ends meet. They aren't afraid of set-backs; they are suckers for a grudge match. They don't give up.

Our students are **collaborative**. They work hard together. This year, they worked hard together organizing conferences: from “Matters Out of Place” to “Anthropocene: Arts of Living on a Damaged Planet” to “Brain, Mind, and Consciousness.” They threw parties, including a very scary Halloween party in our labs. They worked hard together on group projects and informal study sessions, in their offices on campus, at coffee houses downtown, and on the benches in front of Social Sciences I.

Our students are **creative**. They draw new connections: between science fiction and biology, between economics and ethics, between public events and the tiny dramas that make up everyday life. They have an eye for the quirky detail. They

CHAIR

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Professor Susan Harding “Rearranges” Her Schedule After 25 Years at UCSC

Casey Dayan, Class of 2014



I took my first cultural anthropology course, with Professor Susan Harding, in the spring of 2012 in the Media Theatre—I vividly remember walking up that windy hill by the art buildings, grumbling to myself about the sheer uselessness of introductory classes, especially considering the terrible cost of tuition, which I didn't even pay—and after day one, I'd never felt so unimpressed. The enrollment was large—some three-hundred-or-so prospective anthropology majors were sardining into the room, overflowing the seats, barricading the stairs—and I was

HARDING

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Weekends in the Field: The Cowell Lime Works Field Internship Program Experience

Victoria Feeney, Class of 2014

This spring quarter I worked with Pat Paramoure at the Cowell Lime Works Field Internship. The class was a crash course of field work in archaeology, and, while it passed quickly, the experience left me more prepared for what's to come. Every Saturday I headed to campus and worked in the field stewarding, surveying, digging, mapping, cleaning artifacts, doing data entry, and filling out the requisite paper work for an archaeological dig. The conditions weren't always great; sometimes it was hot, and the ground was so dry you could barely make progress in your unit. Other times I dealt with chilled bones and draining my unit because it was full of rain water.

But I came to learn the joys of using a breaker bar and pick axe. I also came to learn the horrors of ticks and blisters. And it was well worth it. The weekend digs taught me enough that field school doesn't seem all that intimidating anymore. I learned how to use new databases for artifact entry. I learned how to spot charcoal in a screen, and I learned that archaeologists can and will use whatever tools they can when in the field (peach pitters, clay loops, dental picks). The Lime Works internship taught me the value of working in teams (something I never really liked) and how absolutely vital it is to keep a field journal on top of the regular paper work.

On top of all that, I learned that the outdoors isn't all that terrible. I'm a lab junkie. Dissections? Human remains? No problem. But there was something about bugs and sunshine that seemed daunting. I began to remember to wear sunscreen. I let the lizards scurry away from the pick axe wielding girl instead of doing the "eek



The author sets a pick (axe).

“eek yucky” dance. I brought a bandana when it gets too dusty, and I came to love my ridiculous safari hat for keeping my head protected from the sun. I have a newfound respect for nature...and two-handed pick axes.

The Lime Works allowed me to learn more about our campus' historic district. I toured the historic sites and heard the history of Henry Cowell. I saw the lime kilns. Through the artifacts found at our dig, I learned about the historic hay barn. We uncovered tools, animal bones, glass panes, broken bottles, bullet casings, ceramics... It was fascinating learning about the goings-on at the hay barn. The ceramics were especially fascinating as the glaze and shape suggests a platter of some sort – something you certainly wouldn't find in a barn!

All in all, this field internship was a great learning experience. The skills I learned will be vital to any future field work I do and I'm looking forward to getting to use them again. Dirt and bugs no longer phase me.

CHAIR

Continued from page 1

write dissertations in new languages; they write undergraduate papers on new themes. They do research projects on topics ranging from donor siblings to happy cows. They design websites and make films; they conjure up interventions. They mix genres, methods, and paradigms; they put old concepts to work in new ways.

It's not surprising that our undergraduate and graduate students win accolades for their achievements: from the Chancellor's Award for Outstanding Undergraduate Research to the National Science Foundation Graduate Research Fellowship. But prizes are only part of our story. As part of the RSVP for our year-end celebration, we asked our graduating seniors to tell us where they hoped to go and why, and how their education in anthropology would help them on the trip. Some of our students were terse (the opposite of prolix!): "Work part time and apply to graduate school," "find a job." Others offered expansive descriptions of what they hoped to do and why, and how their education in anthropology would help them on the trip. Even as we wish our graduates well in the adventures ahead, we'd like to pause to thank them for what they have given the program: our fabulous students are what make our job so fulfilling and fun.

Thank You Anthropology Peer Advisors

Peer advisors are junior and senior anthropology majors who are trained to answer a variety of questions related to the anthropology undergraduate program. Peer advisors speak from their own experience and are an excellent resource for students. We'd like to take the opportunity to recognize our 2013-14 Peer Advisors:

Wendy Bruns	Briana New
Jennine Grasso	Mary Pfeiffer
Maria Kovach	Angie Tang
Omar Lopez	Nancy Torres
Clarissa Munoz	Renee Worley
Jared Ferrell	
Brittany Christian	

Most archaeological field schools occur during the summer, are expensive, and don't qualify for federal student aid.

The Cowell Lime Works Field Internship Program takes place during the academic year, and enrollment is covered by regular student fees and tuition.

Anthropology Writing Assistant Program: A Model for Undergraduate Writing Support for the Campus

Assistant Professor Megan Moodie



When our students leave UCSC and step out into the “real world,” they take with them the skills they have mastered during their time as anthropology majors. None of these is as important as

the ability to write well. Our students go on to careers in world-changing non-profit organizations, life-saving public health initiatives, and democracy-building local government. In each and every one of their chosen fields they must write well, whether it is in the form of grant applications, business correspondence, or press releases. In the Department of Anthropology, we value writing deeply, both for its own sake – one of our departmental mottos is “Clear grammar is clear thinking” – and as one of the skills that will separate our students from the pack when they apply for post-graduate jobs, internships, and graduate study.

This year I had the pleasure of serving as the faculty coordinator for our Writing Assistant Program. The only in-house, departmental writing support initiative of its kind at UCSC, the Writing Assistant Program was founded in 2010 to train a cadre of strong writers to serve as a peer-to-peer support system for student writing. We had an amazing bunch of writing assistants in 2013-2014. They worked closely with their fellow anthropology majors at every stage of the writing process, from brainstorming ideas for an assigned essay to polishing the punctuation and grammar of a major research paper.

Since its inception, student response to the Writing Assistant Program has been overwhelmingly positive. This year, we had the great fortune to be able to document some of our successes. One of our outstanding anthropology graduate students, Suraiya Jetha, received a Chancellor’s Graduate Internship to conduct qualitative research over the course of the year to evaluate the Writing Assistant Program. Through surveys, class visits, and interviews with writing assistants, students, and faculty, Suraiya assessed, among other things, student satisfaction with the program, particularly as it relates to student outcomes –which, as it turns out, goes far beyond only grades.

The students Suraiya studied this year found that participating in the Writing Assistant Program helped them improve their study habits and increased their confidence in their writing skills. Even in classes without mandatory consultations, students used the writing assistants to develop a schedule for completing written assignments, which, they reported, helped them avoid procrastination and end-of-quarter stress. Students also reported that taking a class with a writing assistant helped them improve their study habits in other classes and in later quarters.

One unexpected finding of Suraiya’s study is that some students, including transfer students and students of color, found that meeting with a writing assistant helped them feel less intimidated when meeting with faculty or graduate student teaching assistants. This is an important outcome for students who might otherwise have had difficulty accessing instructors

and building mentoring relationships.

It is also an important outcome for the department and the university, given that we have the largest number of students who are the first in their family to attend university in the entire UC system – a fact of which we are quite proud.

None of our studies could completely capture, however, the important peer-to-peer relationships that arise between writing assistants and the students with whom they work.

Other departments across campus have noticed that we are doing something special in Anthropology. We are very pleased that we are becoming the campus model for well-supported undergraduate writing and intend to carry our program on into the future. Next year, we will open a drop-in center to open up the possibility of even more students taking advantage of this fabulous resource. We are so grateful to them for all they have given us this year.

A Letter of Gratitude for the Writing Assistant Program

Billierae Engelman, Class of 2014

My name is Billierae, and I am a graduating senior in the anthropology department. I just wanted to write to you to express my overall gratitude for the writing program.

I, myself, am a writing tutor for freshman core courses so I know the value in this type of program for college campuses. What the anthropology department program allowed me to do was to strengthen my writing within my discipline. The anthropology writing tutors were a blessing for me and I honestly would not have gotten any better without their guidance. Having tutors not only familiar with the general structures of writing but also the professors, past classes, and department was incredibly important to me. I could trust that these tutors had first hand knowledge about how to make my paper stronger both grammatically and content-wise. Not only that, but many of them are excellent brainstorming partners, a skill not many possess.

As I exit the safety bubble of UCSC, I realize just how important it is to be able to write effectively, concisely, and cor-

2013-14 Writing Assistants

Catherine Asmus Omar Lopez
Sofia Carrol Elena Staley

Jasmine Embry
Lorena Garcia Zermeno

Savannah Goodwin

Hana Keefe-Guerrero

Savanna Sandusky

Olimpia Vazquez Ojeda

rectly. I am about to write countless cover letters, statements of intent, and general professional written communications. I can trace directly how the writing program will put me above the curve in my chosen career and future graduate school endeavors.

Please do everything you can to keep this program alive and well. I have always regarded the faculty, graduate students, and administration of the UCSC anthropology program to be top-notch. But there's nothing quite as devastating to a high-calibre department as producing graduates who cannot communicate their ideas well.

Thank you for your time and your dedication to this program.

Five(ish) Words

The Anthropology Faculty

Mark Anderson

grad director, Boas, Harlem Renaissance, jazz, soul

Chelsea Blackmore

Mid-career, Mission fauna, Belize pirates

Don Brenneis

new knee, collaborative improvisation, meetings

Melissa Caldwell

New book, food hacking, book contract, impending sabbatical

Nancy Chen

eldercare, bioinsecurity volume, being present

Jon Daehnke

Chapters, beginnings, green chilies, new colleagues, cat-shuttling

Shelly Errington

breathing/moving, cartoons, photos, documentary, manuscript

Lars Fehren-Schmitz

Bureaucracy, Climate Change, Migration, Gratefulness, Ipayhalfamonthsalaryto-the-person-inventing-a-more-than-twenty-four-hour day

Mayanthi Fernando

book in press, Oakland, TENURE

Alison Galloway

Strategic plan, negotiations, new faculty, exhaustion

Diane Gifford-Gonzalez

Bookwork³, SAA President, move, garden

Judith Habicht-Mauche

Learning how to do NAA (Neutron Activation Analysis)

Susan Harding

Always start in the middle.

Andrew Mathews

Sabbatical, climate change, Italy, chestnuts, pine nuts

Cameron Monroe

Sabbatical, Bristol UK, slave trade, final monograph, Haiti.

Megan Moodie

Bipedalism restored. Manuscript finished. Smile

Olga Najera-Ramirez

Two Ph.Ds., Mom, Mejicas, MSW

Triloki Pandey

Too tired to say anything.

Renya Ramirez

Finished film documentary, advised grads

Lisa Rofel

Talk, Teach, Talk, Teach, Talk!

Danilyn Rutherford

self-study edited, teaching enjoyed, plans made, letters written, back to the Stone Age book

Anna Tsing

Anthropocene conference: a new humanities-sciences bridge?

Matthew Wolf-Meyer

trains, Tonka, puzzles, Transformers & Legos.

Thinking About Saving the World: A Student's Perspective on the Anthropocene Conference

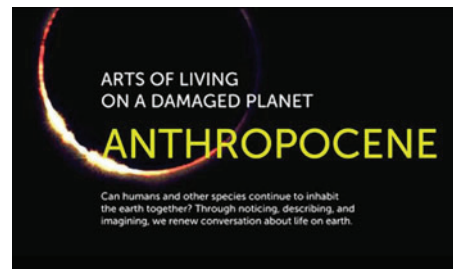
Marjorie Langdon, Anthropology Major

Attending UC Santa Cruz's Anthropocene conference was like opening the pages of a story book. A diverse group of participants from various pockets of the world were brought together to narrate and hear stories about the *Arts of Living on a Damaged Planet*.

It was a weekend of meaningful discussions, positive and critical thinking, great people, hard work, and good fun. Ursula Le Guin, James Clifford, and Donna Haraway were a pleasing introduction to what the conference held in store. They introduced us to the power of and need for story telling. The narrations flowing in and through the air that weekend challenged

us to consider the inevitable entanglement between humans and non-humans, and to understand the potential impacts that each has on the other. Understanding life in this way allows us to imagine how we can all inhabit the world together, instead of destroy it.

It is hard to express in words alone how grateful I am for being able to be a part of this weekend. To see so many smart and caring and active people in the same room, discussing and thinking critically about our future not only as a collective human species, but in relation to other species as well—including wolves, ants, and lichen, among many more—was indispensable to a budding anthropologist. The Anthro-



cene conference portrayed anthropology as a profession that critically considers the intertwining destinies of humans and non-humans alike as a way to avoid inadvertent destruction of either side.

The meshwork of panelists, discussants, and audience members told a story of our care and respect for the natural world around us.

Anthro Society Facilitates Extra Curricular Activities for Students

Briana New, Class of 2014 & Anthro Society President

This year, Anthro Society has hosted numerous tea times with faculty, graduate students, and alumni. We have held our Annual Undergraduate Research conference, an Anthropology Trivia Night, and hosted an anthropology T-shirt fundraiser.

When asked to write about my experience in Anthro Society, it didn't feel right for one person alone to detail their experience when Anthro Society is entirely a community endeavor. Therefore, I asked my fellow officers to describe their experience and what their involvement

in Anthro Society has provided them. The comments were unanimous. Anthro Society builds a close knit community while providing students with professional skills that will supplement whatever their future careers may be. Personally, my three years of involvement with Anthro Society have defined my college experience. Our events have fostered an arena for great friendships, closer relationships with faculty and graduate students, and guided undergrads through the ins and outs of the professional world. It has given me the tools and the

confidence to succeed in academics and to constantly pursue greater things.

Thank you to all those who participate in Anthro Society and to the anthropology department for an amazing four years.

2013-14 Anthro Society Officers

Briana New	Katie Fernandez
Angie Tang	Anne Ghiozzi
Brandy Howard	Sierra Plush

Thought for Food: *Gastronomica* Lives at UCSC

Omar Lopez, Class of 2014



During my first quarter as an Anthropology transfer student, I took Ethnography of Russia with Professor Melissa (Lissa) Caldwell. Although the class material was fascinating (mostly because I had no prior knowledge about Russia), the most memorable moment of the class was when I walked into Lissa's office hours for the first time. It was actually my first time ever for any class. I immediately confessed to her that I did not have the slightest clue as to what was expected of me in her class and during office hours. She smiled, told me to take a seat, and helped guide me to understand her role as my professor. We talked about her work and her research interests as well as my intellectual background and reasons for majoring in anthropology. Our conversation that day eased my nerves about my ability to talk and build a relationship with professors. Lissa's welcoming attitude and presence allowed me to feel comfortable with my decision to take her class and to continue talking to her. I am sure that my time as an undergraduate would not have been the same if not for this experience.

Her class had an immediate and profound impact in my intellectual interests. At the time, I didn't know which area of anthropology I wanted to study the most. However, after taking her class, I was sure I wanted to focus on the cultural track. This prompted me to take another class with her: the Anthropology of Food. Taking this course, I acquired a passion for studying food as a site for culture and cultural practice. It was in this class that I also learned of her position as the editor-in-chief of *Gastronomica: The Journal of Critical Food Studies*.

This year, at the end of the Fall quarter, I asked Lissa if there were any opportunities available for an undergraduate such as myself to research or intern for *Gastronomica*. Without hesitation, she told me I could research new and interesting projects about food and culture being done by professors and graduate students. I spent the last few weeks and the entire winter break searching through a large catalog of food studies and related programs to find new ways to think about and with food.



Gastronomica is a quarterly journal published by the University of California Press. Professor Melissa Caldwell has served as Editor-in-Chief since 2012, and the editorial office is located in the department.

The following quarter, I presented to her a list of department websites and emails of graduate students and faculty with descriptions of the kinds of food related projects they were working on. She was surprised and pointed out to me that one of the websites I found was a page that was lost to her from previous years.

This was really important to me because I felt that I could accomplish more than what was expected of me as an undergraduate. With her help, I gained the skills needed to research and investigate projects that are relevant to the journal's mission and the ability to collect and present the information in a timely manner. Her positive feedback instilled in me a confidence that I rarely experienced. Shortly thereafter, I asked her if I could continue working for *Gastronomica* for school credit, to which she agreed.

Lissa assigned me a second project. Initially, I intended to collect information on rising trends in technology related to food. More specifically, she wanted me to research a mobile app called *Traceable Meat*. At first, I only collected articles, blog journals, and videos about *Trace-*

able Meat. I soon realized that the social implications that come with a digital information app, like *Traceable Meat*, had to be written as an analytic paper, not just a basic report. I wasn't just satisfied with *Traceable Meat*, however. That's when I started to research other new food technologies. I soon found out about 3D food printing! The articles that I read and the videos that I watched convinced me that it had to be included in my analysis.

When I first presented my initial write up to Lissa she expressed joy in reading it and requested to consider publishing it in *Gastronomica*. I was shocked, but immediately agreed to her request. Despite her praise, she also pointed out to me that I would have to edit it in order to reach the intended audience of the journal. I had to learn how to write for a reader that did not have a background in anthropology. I thought to myself that I wouldn't be able to write to a non-anthropology audience, especially because I've been trained to write anthropologically from the moment I started taking classes, beginning with her class. Lissa took this into consideration and told me that she would ask Rebecca Feinberg, an anthropology PhD student, to help me write in a more accessible manner.

Rebecca really made a difference because she spent a considerable amount of time reading my paper and commenting on it. She also met with me to go over her comments and gave me suggestions on ways to write and present information without using too much jargon. This was extremely helpful because I was able to make the transition to write for different audiences, which is an important skill to have.

Thanks to Rebecca and Lissa, I finished editing my paper in time to submit it for review. A quarter's worth of research, writing, editing, and signing paperwork culminated in a long wait to see my brief in the journal. I told some of my friends about my accomplishment as a published writer. I was met with excitement and an overwhelming amount of congratulatory remarks. Now, as a graduated student, I look back to this experience as an important piece to my diploma. I couldn't have done it without all of the people I got to work with over these past two years. I especially wouldn't have been able to if I didn't have that initial conversation with Lissa.

HARDING

Continued from page 1

one of those undergrads who had fallen under the impression that I knew everything about everything, university matters included, and so I sat with the sardines on the stairs by the door, audibly sighing.

I can't remember the particulars of that first lecture; I only know that there was nothing showy about Susan's lecturing. She seemed playful and goofy, and lacked the air of authority I'd become accustomed to believing in. I had been infatuated with another professor in another department at the time whom I had begun placing in contradistinction to Susan. His lectures were big, loud, grand-sweeping narratives, highly articulate, packed with obscure stories from antiquity and strange etymological evolutions; her lectures were quaint. For somebody looking to be awed, Susan did little. She welcomed questions from the classroom, listened, and generally, socratically, responded with more questions: there wasn't a brick of ivory in the tower, so to speak, and I hadn't yet drowned in ivory.

Last week, I gave a presentation in one of my classes. Somehow, we were short a computer-projector adapter, so I ran like a crazy person through the social sciences courtyard, up the stairs of Social Sciences I, red and sweating, and into the department office to ask if anybody might have a similar cable. Out of breath, I turned the corner into the office and asked the first person I saw, who I hadn't noticed was talking to Susan.

"I'm so sorry!" I said, interrupting, "I didn't mean to interrupt." Susan didn't say anything.

Our department manager Fred Deakin checked me out a cable from the adjacent room. On my way out I interrupted Susan's conversation again (I should probably make note of the fact that I had been a couple days into not sleeping). "I. Just. Wanted. To. Tell. You," I said gracefully, "that you are the reason I decided to study anthropology."

To my surprise, a week or so later, Fred sent me an e-mail asking if I would like to submit a short blurb about how, exactly, Susan's lectures converted me to the major. One thing led to another, and I offered to write what you're reading now. When I asked Fred about the tone of the piece, he reminded me that "this department prides itself on its irreverence, but do

it in a way that is respectful." Which is a good metaphor for, I think, why, exactly, Susan's class made such an impact on me that I felt compelled to interrupt and tell her in that moment.

My whole image of Susan came undone when she had us read an article of hers, "Convicted by the Holy Spirit." I was surprised—to my own embarrassment—to find that it gave me the chills. I can't stress enough how much that surprise was born out of my very own, twenty-something-year-old mistake. Craig Schuetze, a PhD student working with Susan, recalls her telling him, just before going into the field, "Your problem is you already know what you think." It deeply resonated with Craig, and it does with me also, when I think about Susan. She went on to say to Craig, "You see, in the field, you can't ever fit your thoughts into pre-fabricated discourses. You can't jump to conclusions. You can't really know anything, you have to constantly hallucinate reality. It's crazy-making, but it's where I have been living for the last forty years."

When spring quarter ended, I left happy with the class, but I didn't have a semblance of what I really learned in her class. Only in retrospect can I see how significant it was for me, as someone interested in anthropology, sure, but also as a writer, and a musician, and a student, and a twenty-something-year old, and a secular person. It's difficult to explain why, to anybody who hasn't taken a class from her or read her work, but Susan's methodologies with regards to both writing and teaching—as well as the content of what she writes and teaches—have come back like ghosts since taking Introduction to Cultural Anthropology.

Here's this from my correspondence with Craig, I think it helps explain:

Susan chose a role as casting director rather than acting. Whether discussing God or porn, she was rarely the protagonist in her stories, skillfully stepping out of the limelight to shine it on something bigger and noisier than she could ever be, and yet something no one was talking about. Susan both thinks out and speaks out (loud) but she doesn't call attention to herself. Rather she plays host to an imminent arrival in the conversation; she opens the door to let the elephant in the room and then yells "charge," "stampede," or more often than not, "there's an elephant in

the room."

"Perhaps the essence of spectacle," Susan wrote in "The Born-Again Telescandals," "is the loss of a unitary authorial point of view, a proliferation of points of view such that stories pile up fantastically, realities clash and mingle indiscriminately, and the total effect of everyone vying for narrative control is an irrepressible sense of events-out-of-control, of confusion, disorder, and a constant instability of genres, borders, roles, rules" (1994: 548). These words were my first encounter with Susan, in an undergraduate anthropological theory class in Florida. "You don't write an essay knowing that it is going to be famous," she later told me. "If someone had told me that, I would have written something else."

My whole experience with cultural anthropology—by "experience" I mean my intellectual experience, whatever that means, but I also mean the ways it has impacted me, the ways I've incorporated it and believed in it and acted on it—is symbolized by my brief experience with Susan Harding. Like in "Hills Like White Elephants," or *The Old Man and the Sea*, what's happening in Susan's work is bubbling up from underneath, quietly; too quietly to notice, sometimes, unless you are really paying attention. Only, whereas with Hemingway it's for drama's sake, with Susan it's for her students' (and readers') sakes. I won't speak for anybody, but I imagine Susan, like our department, priding herself on being human, genuine: being irreverent, and cultivating that same attitude in her students (in a respectful way, of course). In her classes, you won't find a lot of obscure stories from antiquity. Only someone who will make you ask yourself, "Why in the hell do I want to hear obscure stories from antiquity?"

Professor Susan Harding recently announced her "retirement" effective at the end of the 2013-14 academic year. However, Professor Harding is planning to continue to teach and remain active in the department. Practically speaking, she is actually just rearranging her schedule.

Learning on the Cutting Edge

Abel Rivas, Class of 2014

A few years ago, I started worshipping bones. I was coming out of my first lab when I spotted a flyer with a crafty skeleton near the elevator. I remember being tempted in taking the flyer home so I could cut out the skeleton to add it to my collage. I looked around me to see if anyone was looking; I was ready to take it home. I remember thinking: “Victory is mine!” Without even placing a hand on it, I started feeling guilty and instead I read it. That was the actually best decision I could have made because it led me to contacting Richard Baldwin. Richard directs a lab tutorial course designed for students interested in learning the principal functions inside the anthropology labs—learning about proper protocols, biohazardous wastes, cataloging skeletal material, 3-D scanning, dissections, and much more. It is a valuable course because students learn skills that can be applied inside and outside anthropology.

A few weeks later, after the course had started, he said to me, “let’s go to the anatomy lab.” Dun, dun, dun, the anatomy lab! I did not think he was taking to me to the lab to degrease recently dissected material. Neither did I expect to observe the human cadavers or dissect them, but I simply did not know what to expect. Since that first time inside the anatomy lab I have degreased, dissected, catalogued cadavers, and also been inside the freezer room. After the quarter ended, I was away from the labs for a few months. Later that year, I started volunteering inside the anatomy labs by merging the new and original skeleton collection into a new room. Eventually, I asked Richard if I could dissect anything from the freezer room because I wanted to practice my dissection skills. We went into the anatomy lab, and we started dissecting a bird. He gave me a one-on-one lesson that I found extremely useful because I needed practice and I did not know which field of anthropology I wanted to pursue.

After that time, I began dissecting other specimens, including my personal favorite, a coyote. I believe the coyote was found dead on the road, and a graduate student brought it to the lab to have all soft tissues removed to study its teeth for isotopic analysis. I also remember dissecting this coyote because I was



leading a dissection tutorial. Two of the students inserted their blades incorrectly and I remember seeing myself in their shoes when I first started dissecting. I gave another demonstration and since my blade was no longer sharp, I asked one of them to replace my blade. The goal was to make sure they felt comfortable using a scalpel—since that is one of the main skills to practice in the tutorial course. They learned and felt comfortable using scalpels, and I could tell once they would start talking about their classes or something on television. That is how I actually met some of my closest friends.

My friends and I would think about which classes we should take next quarter, perhaps forensic anthropology, paleopathology, or something totally different. This quarter I am finishing my first molecular anthropology course, which is extremely different from studying human bones or human diversity. Molecular anthropology is mostly a genetic based course, so our course applied the different lab methods that our discipline adopts from biology and forensic labs. For example, replicating and purifying our DNA and using genetic browsers to figure out what our DNA can tell us about our class group versus population genetics. The course was also seminar based, so I was assigned a reading on European impact on Native Americans. It was interesting to read how by tracing mitochondrial DNA, molecular anthropologist Fehren-Schmitz and his colleague O’Fallon were able to reconstruct a demographic population decline just as the historical narrative we have learned in anthropol-

ogy. Professor Fehren-Schmitz has been incredibly patient and helpful throughout the course and gave us the chance to practice these methods that are relevant in anthropology. Someday I hope to pipette like him—he is, like, a Jedi Master in pipetting, and I am one of his Padawans. I am humbled by everything I have learned and grateful that I was able to meet staff members that cater to students’ interests. I am not entirely sure which direction I am going this summer, but I have found a passion, and I have gathered a set of tools that make me a stronger applicant for graduate school or a job.

Abel Rivas Receives Chancellor’s Award for Undergraduate Research



Abel Rivas (pictured here with Professor Nancy Chen and Chancellor George Blumenthal) received the Chancellor’s Award for Undergraduate Research for his paper, “The Bittersweet Truth of Strawberries Among Farmworkers in Watsonville” which was submitted for his Advanced Topics in Medical Anthropology senior seminar.

You Can Help Us Build Skills for Living in an Interconnected World

The department is widely acknowledged as a site for pushing the boundaries of traditional study. With our talent for transcending old boundaries and sparking new conversations and collaborations, we hold the key to the future of our discipline in these changing and challenging times. To make good on this promise, we are currently seeking donor assistance in the following areas:

- **Undergraduate Field Experience.** Archaeological field schools and overseas programs are expensive. We are seeking support for scholarships that would give more of our students access to these life-changing opportunities.
- **Writing Assistant Program.** Writing is a critical component of all these forms of research: we have founded a Writing Assistant Program that trains our students to work with their peers. For the last two years, the Anthropology Writing Assistant Program has been funded entirely through a pilot program sponsored by the Division of Undergraduate Studies to assist with instructional improvement focused on Disciplinary Communication. The availability of this source of funding in the future is in doubt. You can help ensure the future of the Writing Assistant Program by pledging your support.
- **Anthropology Labs.** The UCSC Anthropology Laboratories provide an excellent venue for research and instruction. Our faculty and teaching labs need help maintaining state of the art facilities covering broad areas of research:

o ceramic and lithic analysis	o zooarchaeology
o landscape and household archaeology	o ancient DNA
o cultural heritage management	
- **Advances in the Study of Emerging Worlds.** The department is seeking support to develop new tools for exploring Emerging Worlds. In addition to creating an interdisciplinary Center for Archaeological Research, we are launching what we are calling Bateson Initiative. Named in honor of the anthropologist, psychologist, and biologist Gregory Bateson, who taught at UCSC during the mid-1970s, the initiative will bring together people inside and outside the university to consider complex issues and stimulate new habits of mind, research, and action. This year's Anthropocene Conference is the first example of this. Our long-term goal is to establish a Center for the Study of Emerging Worlds that would bring together scholars from UCSC and around the world for collaborative projects and public conversations. Your donations would first and foremost help us support our graduate students as they undertake exciting new projects on Emerging Worlds.

How to Give to the Anthropology Department at UCSC

- (1) Give online. Go to: <http://anthro.ucsc.edu/> and click on the "support" link.
- (2) Give by check or credit card. Use the form below to make your donation.
- (3) Call or email our development office. Please contact Anne Hayes at (831) 502-7274 or adhayes@ucsc.edu

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APPRECIATE THE NUANCE

ANTHROPOLOGY

UCSC (LOGO)

SECTIONS	MISSION
Title	Our Mission
Inside left	The problems the world is facing are complicated. Yet people see these problems differently, influenced by their location, background, psychology, socioeconomic status, and a myriad of other factors. In the UCSC Anthropology Department, we look at things in a nuanced, empirically rigorous, and inter-disciplinary way in order to develop uniquely informed solutions that have a much better chance of making a real difference.
Inside left	<p>Anthropology Department by the Numbers</p> <p>3500 Students enrolled in the Anthropology Department 447 Anthropology majors 43 PhD candidates 22 Full-time Anthropology faculty</p> <p>**Rankings of note?</p>

SECTIONS	OUR WORK
Title	Our Work
Inside right	<p>In the UCSC Anthropology Department, we don't study vanishing cultures – we study emerging worlds. We span the subfields of our discipline, including physical anthropology, cultural anthropology, and archaeology. We look to primate anatomy for clues to the course of human evolution; we investigate the cultural borderlands performed in Mexican folkloric dance; we study the bones of long-dead sea creatures to learn how European colonialism transformed Monterey Bay and the lives of its indigenous inhabitants. We share a concern with real life problems: from the plight of ethnic minorities to the spread of GMOs.</p> <p>Our primary areas of strength range from environmental anthropology to food studies, archeology sciences, feminist archaeology, and the development of</p>

	entirely new research methods. Unlike at many other institutions, each of our subfields work together to develop multi-faceted anthropological theory and research.
Inside right	<p>Our Goals</p> <p>To best support our students while producing high-quality research with real-world resonance, we have identified specific needs to be addressed over the next three years:</p> <p>Enhancing the undergraduate experience, including:</p> <ul style="list-style-type: none"> • Expanding field study opportunities • Establishing internships overseas at field sites • Growing the writing tutoring program • Creating smaller class sizes, promoting more direct engagement in the field <p>Increasing resources for attracting and retaining top PhD students and for establishing an MA program in Archeology.</p> <p>Building new state-of-the-art labs for biological anthropology.</p> <p>Building an archeological research center.</p> <p>Establishing endowed chairs in each of our three core disciplines.</p>

SECTIONS	YOU CAN HELP
Title	You Can Help
Copy	We depend on personal and institutional donations to fund the vital work happening here in the UCSC Anthropology Department. Please help us continue to provide outstanding opportunities for students while achieving our research and infrastructure goals.

SECTIONS	QUOTE
Copy	Through noticing, describing, and imagining, we renew the conversation about life on earth.

