

# ANTHROPOLOGY NEWSLETTER



Biological Anthropology Work Lab

## This Issue:

Spring 2024 Course Preview    December 2023 Graduates  
Meet your Fall 2023 SEPC    Student Summer Research  
Faculty Research    Alumni Updates    Class Activities



# Spring 2024 Course Preview

ANTHROPOLOGICAL INQUIRIES

## FAMILY

Prof. Kulstad

ANT-104-01 • M/W/F 8-8:50 AM

This course examines the social institution and symbolic meaning of family from an anthropological perspective. First, we examine how our early human ancestors and primate relatives form and perform "family." Subsequently, we analyze how family, gender roles, sexuality, and child-rearing practices vary cross-culturally and historically. In particular, we consider how recent developments in reproductive technology, cloning, adoptions, and same-sex marriage are reshaping the way we understand relatedness. Finally, we explore notions of "belonging" by looking at the relationship between family, race and nation. **Prerequisite:** none.



The arrival of Keame Nkrumah in 1946 to the Non-Aligned Conference. Source: Historical Archives of Belgrade

## ANT 104: Empire and Class-ification

This introductory course invites students to consider anthropology as a set of power-laden analytic tools. How do archaeology, biological, linguistic, and sociocultural anthropology deploy interdisciplinary techniques for studying today's most pressing problems from ecological devastation to racialized hierarchy? How are the discipline's traditional "4 fields" embedded in histories of imperialism, capitalism, and attendant discontent? Empirical classification—e.g., of primate behavior or material remains—is both at the heart of anthropological practice and also a deeply political endeavor. Assignments focused on ethnography and multimedia will prepare majors for continued exploration and valuable inquiry, including in non-academic professional careers.

## ANT 104-03 ANTHROPOLOGICAL INQUIRIES HUMAN MIGRATIONS

How has migration shaped human history? This class introduces students to the four subfields of anthropology (linguistic anthropology, cultural anthropology, archaeology, and biological anthropology) by exploring human mobility from our origins as humans to the present-day.

Professor Laura Ng  
Mon., Wed., & Fri.  
1:00-1:50pm  
Room HSSC S1330

Grinnell College



## ANTHROPOLOGY OF BORDERLANDS

Prof. Kulstad

ANT-233-01 • M/W/F 11-11:50 AM

The purpose of this course is to introduce students to the anthropological study of borders and borderlands. Drawing from interdisciplinary and cross-cultural source material, we will examine the sociocultural, political, and historical construction of borders and borderlands. Among the topics addressed in this course are: nation-building processes, border enforcement, human rights, symbolic borders, how people and ideas travel across borders. In addition, we will focus on the ways in which borders and borderlands are used in identity creation and contestation processes. **Prerequisite:** ANT 104.



## ANT 265: ETHNOGRAPHY OF COMMUNICATION

Professor Kohli MWF 1-1:50

This course explores human communication from an ethnographic perspective. It does so in a way that conceptualizes language and other semiotic forms as tied to meaningful social action situated in particular contexts used strategically by social actors. Building upon this framework, we will engage the ethnography of communication as both a particular theoretical orientation and a specific methodological approach to the use of language and other media channels. We will highlight relationships between linguistic and other communicative forms as they relate to (state) power, ideology, perceived competence, performances of self and identity, polyvocality/heteroglossia, and diverse performer/audience relationships.

## ANT 263-01 HISTORICAL ARCHAEOLOGY



Historical archaeology is the archaeological study of societies from CE 1500 to present. Readings will trace the development of historical archaeology as a discipline and cover a range of important theoretical topics, including colonialism, gender and sexuality, and race and racism. The final archaeology project will be on the Evanston & Rock Springs Chinatowns.

Prof. Laura W. Ng  
M & W 10:00 AM - 11:20 AM  
HSSC S1332







## Skeletal Forensics

Prof. DeMars

ANT-295-06  
T / TH 1-2:20

This course discusses how human skeletal remains can be used in a forensic context. We will explore how the methods and skills used within forensic anthropology are relevant to other fields of anthropology, demonstrating the integrative basis of anthropological investigation. More specifically we will draw on parallels in bioarchaeology (and other subfields) to provide additional anthropological context. During the semester we will cover topics including mapping, excavation and recovery of remains, bone identification, skeletal trauma, postmortem damage and taphonomic processes, estimation of age, sex, ancestry, and stature, as well as individual identification and circumstances of death. Prerequisite: ANT-104 or BIO-251 or permission.



Forensic anthropologists work to identify human skeletal remains and uncover the stories of the unknown dead

## ANTHROPOLOGICAL INQUIRIES

### HUMAN VARIATION

Prof. DeMars

ANT 104-05 T/Th 8:30-9:50

Variation is the driving force of natural selection and the reason for ongoing change and diversity in our world. If everything were the same the world would be intensely boring. A broad field of study, anthropology is often split into four main subcategories. Each subfield serves as an umbrella for additional specialization. These include biological anthropology, archaeology, cultural anthropology, and linguistic anthropology. In this course we will examine each subfield and how variation plays a pivotal role in our understanding and investigation of human biology, behavior, evolution, language, culture, and more. Prerequisite: None.



## GRAPHIC MEDICINE

Prof. Tapias

ANT-295-01 •  
T 10-11:50 AM / TH 10-10:50 AM

This course explores the burgeoning field of graphic medicine through the lens of cultural anthropology. Targeting an audience of physicians, patients, and caretakers, medical comics provide insights into the culture of biomedicine, including language and power dynamics and the cultural constructions of illness. In addition to learning how to read comics critically, students will interview a patient, write a "pathography" and produce a comic of their own. This course fulfills the Cultural Anthropology subfield requirement. Prerequisite: ANT-104.



ANT295

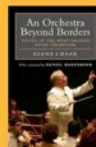
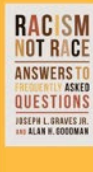
## Racism and Anti-Racism in Global Perspectives

Prof. Hana Cervinkova

Tues and Thurs 8:30-9:50

April 1-26, 2024

1 Credit (short course)



What is race and what is racism?  
How does racism structure our social imagination and how can we contest it?

This short course will provide you with knowledge to recognize and confront racism in your everyday lives and across transnational fields on belonging in an interconnected world.

The course is global in scope and builds on examples from Africa, Australia, Canada, Europe and the United States. We will focus on resistance against racism and the courage of inspirational individuals and groups that stood up to injustice. We will also consider the role of collective memory and arts in inspiring the ongoing critique of racism in different historical and geopolitical contexts.

For more information, email:  
Hana.Cervinkova@mu.ie

# December 2023 Graduates

**Emily Anderson** – I am an Anthropology major, and I studied abroad in Mexico and Chile during my time at Grinnell. After graduation, I plan on moving back home to Minneapolis while I look for jobs this spring. I'm really interested in ethnography and cultural anthropology, and I hope to work at a nonprofit with a focus on immigration, food security, or human rights. Thank you so much to the whole Anthropology department for your help and support during my time at Grinnell, especially SEPC members and my advisor Monty Roper.



**Rachel Woock** – Upon graduation, I will be spending some time traveling before getting my master's degree in gerontology or death studies. In the near future, I also plan on attending medical school to pursue a career in primary care.

**Will Gresham** – I'm planning on working as an archaeologist field tech, with a plan to eventually teach. I also plan to continue working with Makerspaces and help bring powerful tools to the creative people who can make something amazing with them. Honestly though, who knows what the future holds!



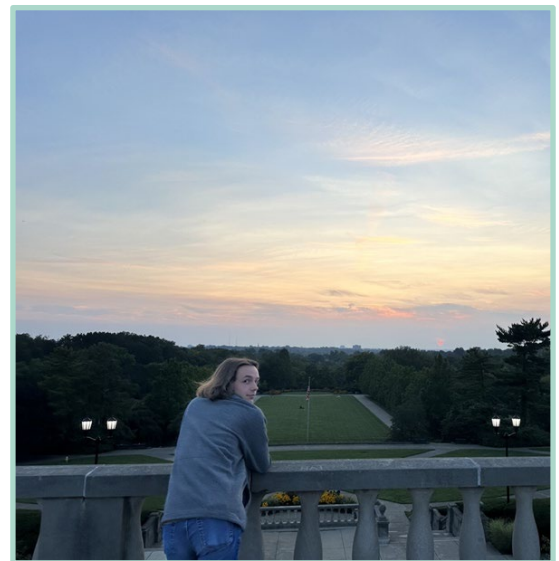


# Meet the SEPC



**Rachel Woock '23.5** – I'm an Anthropology/General Science-Biology major graduating in December 2023. I've really enjoyed continuing to build community through the department's biweekly lunch sessions along with completing my senior thesis!

**Hamilton Peacock '25** – I'm 3<sup>rd</sup> year Anthropology and French double major who mostly writes papers about highways and modernity. I will be studying abroad in Nantes, France this spring, and look forward to eating copious amounts of bread.

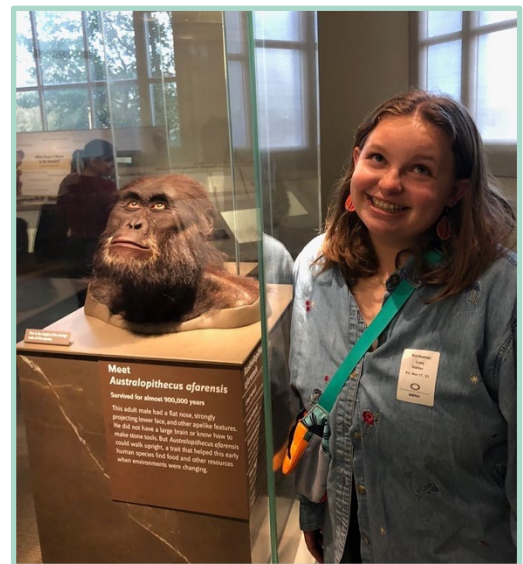


**George Matthes '25** – Hi, I'm George! am a 3<sup>rd</sup> year Anthropology major, and something I am excited for next semester is Professor Ng's seminar on the Archaeology of Racialized Communities.



**Harvey Wilhelm '24** – I am an Anthropology major with a policy studies concentration graduating in May! This semester I really enjoyed doing a research project in Iowa city with my housing policy seminar, and next semester I am looking forward to working on my Anthropology senior thesis on substance use care providers!

**Lucy Suchomel '24** – I'm a 4<sup>th</sup> year Anthropology and Biology major! This semester, I enjoyed working on the start of my senior thesis on lithic analysis methods, which I'll be completing next semester. I'm also very excited to take a class with the new biological anthropologist!



**Delaney Owens '25** – I am a 3<sup>rd</sup> year Anthropology major and environmental studies concentrator. This semester, I am studying abroad in Chiang Mai, Thailand, have the amazing opportunity to do fieldwork on indigenous land rights with a local NGO. Next semester, I am excited to start my term as an SEPC member and help our department and community grow!

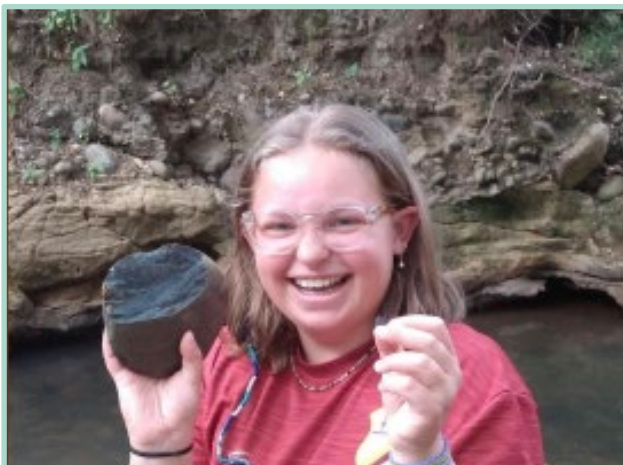
# Student Summer Research

*Special thanks to our donors for funding these amazing opportunities!*

## Lucy Suchomel '24

This summer, Lucy Suchomel went all the way to Kenya for an archaeology program at the Koobi Fora Field School (KFFS) through George Washington University. Lucy went into this program hoping to experiment with paleoarchaeology and ecology while also getting more experience in cultural anthropology, and this checked all her boxes.

Surrounded by passionate Archaeology Professors and students, Lucy travelled along the Turkana Basin ending at Sibiloi National Park. Professors gave a crash course on the Turkana Basin, covering geology, paleoecology, lithics, primatology, and more. Once they reached the park, each student was matched with a mentor to develop an independent project that they would focus on for the rest of the program.



Lucy's project involved ethnoarchaeology of the Daasanach people, investigating the relationship between culture and stone tool variability, while asking "are traces of culture detectable in stone tool technology?". The Daasanach people still use the same hand tools as their ancestors on a day-to-day basis. Her data collection involved talking to Daasanach people and looking at the production of cores from these tools versus random tools from field sites. Each day, Lucy

got up early, some days going directly to the lab to make 3D scans of specimens, others going out to do butcher experiments giving her plenty of opportunities to connect with



the local people. She summed up her conclusions to me as, “I don’t think we’ve changed as much as we think we have.”

You may be wondering; how can I be like Lucy? How do you even FIND these opportunities? For Lucy, the desire to return to Africa came from her study abroad experience in Tanzania. She did a quick Google search for archaeology programs in Africa, found the KFFS, applied for the program as well as for funding from the college, and was on her way. And the benefits from this program did not end once she left Kenya, they opened up the whole world of paleoarchaeology for her. Lucy attended an Archaeology conference in November, will attend another in the spring, and has turned a continuation of her summer research into her senior thesis. This experience connected her with Archaeologists around the world and established her as a young scholar in the field. On a scale of *Australopithecus* to *Homo sapiens*, Lucy rates her summer as AT LEAST *Homo sapiens*.

### Julianna Vajda '24

What started as an interest in food consumerism after her experience in London during her sophomore year, led Julianna on a journey to Belgium to explore the concept of food as a means of identity and culture from the perspective of a tourist. Guided by the question “What makes a food Belgian?” Julianna took on the role of a tourist and found herself partaking in the local/attraction food life. She participated in a handful of experiences that were essential to understanding the tourist’s identity such as the Frietmuseum (Fries Museum), a handful of pub crawls, and even managed to plan several private dinners. Julianna expressed, “As a tourist, they want you to have Belgian beer!” Despite a limit to what she could eat as a vegan, Julianna was still able to get the full Dutch experience. She thanks the anthropological experience she was able to gain at Grinnell College as it prepared her for informal interviews, participant observation, and a lot of archival research required to carry out her research in Belgium. She stated, “I’m so grateful for the observational skills anthropology has given me.”





Because of her time in Belgium, Julianna was able to reinforce her interest in the power of food as it not only sustains us as humans but forms our culture and identity. Her passion in this field has led her down the path of food activism as she currently works with the Grinnell Farm-to-Table program that aims to bring people closer to farm fresh produce.

### **Tyler Ching '26**

Worked under Prof. Steven Ellis of the University of Cincinnati, who is involved with active archaeological excavations at Pompeii and Tharros, Italy. Tyler's role was to support the project by digitally modeling photogrammetry sent from the dig site. Tyler writes that as a prospective major he was interested in exploring "anthropology to get a little more familiar with what anthropology looks like outside the classroom.... Through this opportunity, I would gain experience with a more technical side of archeological anthropology to help set me up for future opportunities within and outside of anthropology."



# Senior Thesis Presentation

**Confronting Death:  
A Cultural Analysis of End-of-Life  
Practices and Attitudes  
Among Residents of  
Grinnell, Iowa**

*Senior Thesis Presentation*

**Rachel Woock**

Tuesday  
December 5  
noon  
HSSC S1325  
Lunch Provided



This thesis explores the evolving culture of death and dying in the United States by investigating how certain factors contribute to what is defined as a "good death." The aim is to understand whether lessons from this community can inform a more compassionate and individualized cultural shift in dying and death in the broader United States.

Death is a subject of remarkable complexity that evokes a range of emotions, and the evolving landscape of how Americans experience death reflects this. The advent of advanced medical technologies has extended life expectancies and significantly altered the culture of death and dying by raising complex ethical and quality-of-life issues.

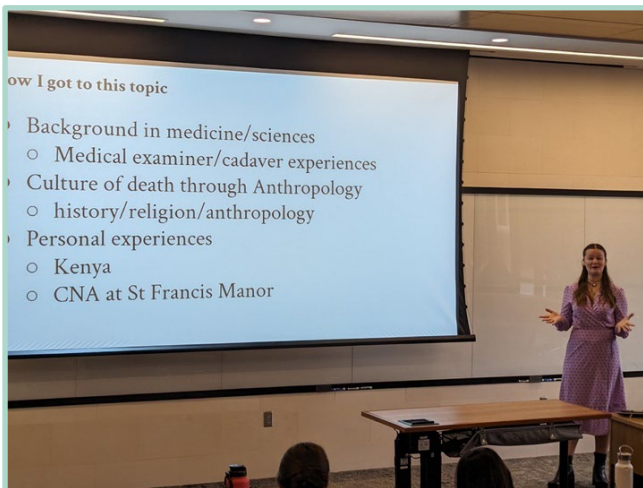
The avoidance of the topic contributes to the culture of death in the United States often being shaped by a lack of individualization, in which people don't have the agency to shape their own death experiences. The dying process often does not align with an individual's own preferences, values, and interests. Instead, it tends to be a clinical, medicalized process that prioritizes prolonging life over the quality of life during the final stages.

In order to understand this confusion of prolonged dying, it is pertinent to look at hospice versus biomedicine. The goal of hospice is to increase the quality of life of an individual at the end of their life, whereas biomedicine focuses on extending life. End-of-life care that prioritizes biomedicine may boost lifespan but provide little benefit to healthspan. Drugs and procedures that treat medical conditions in the elderly are not restoring health but rather staving off death.

In contrast to the United States, other countries have different approaches to death and dying. For example, in Kenya, I observed during an internship at a public hospital in Mombasa that most patients preferred being at home with their families and loved ones, even when in need of medical care. Their dying process was more meaningful and sentimental, as most Kenyans died with their loved ones in the comfort of their own home. It is likely that a lot of people in the United States may also want to die at home

with their loved ones, but biomedicine pushes them to die in hospitals instead. In this context, cultural values and practices played a significant role in shaping the experience of death.

Observations from other cultures raise questions about how many people in the United States do experience a good death and how many more potentially could. Can the culture of death and dying be improved, and if so, what will it take? To address these questions, I focused my research on the small community of Grinnell, Iowa. I examined how death is handled in this community both physically and emotionally, what constitutes a good death there, and how people achieve it. The aim is to understand whether the lessons learned from this community can be applied to the broader United States, with the ultimate goal of transforming the culture of death and dying into one that is more compassionate, individualized, and aligned with each person's unique values and desires.





# Faculty News

## Professor Sandra Hamid Engages the Youth

Joining the Grinnell College Anthropology Department for the Fall 2023 Semester only, Professor Sandra Hamid is a development professional and a journalist who continues to make an impact in the lives of Grinnell College students and uses her voice to advocate for displaced peoples.

Professor Hamid's anthropological career began with her postgraduate work at the University of Illinois. What started as a dissertation on representation issues in Indonesia's tourism industry led Hamid to uncover a larger societal problem. Through field research and interviews, she identified the marginalization of island people experiencing displacement due to unfair tourism development. In changing her focus, Hamid investigated "what it meant to be an Indonesian" when forced to reject an oppressive state.



When asked about the impact of her work, Professor Hamid expressed a reciprocated positive impact on the community she worked with and her own anthropological perspective. She states how for several years she continued to be a resource for the island where she did her fieldwork and encouraged them to use their voices for political change. In return, her time on the island brought a realization to her subsequent development work, giving her insight into what it means to empower one's predicament.

This Fall 2023 at Grinnell College, Professor Hamid will be teaching two courses in development. In *Introducing Change: Tensions, Challenges, and Opportunities*, students will explore the concepts of introducing change in communities while facing the tensions of disrupting social norms and cultures. As for her second course, *Operationalizing Development*, students will understand the "nuts" and "bolts" of change. As they consider the politics of development and understand the concerns that arise through developmental assistance, students will be equipped with best practices for development projects.

For her future endeavors, Professor Hamid states that she has a newfound fascination with working with students and wants to continue teaching back home and elsewhere. She has come to see how the youth are the only hope in making a change for a better future, so she wants to continue to "engage the youth!"

**Professor Ng** – Dr. Ng spent the summer of 2023 sharing her research in both Arizona and California. In May, she jetted off to Tucson, Arizona to give a presentation entitled “Excavating Tucson’s Chinese American Past: From South China Villages to a Southwest



Pueblo” to the Tucson Chinese Cultural Center, which was part of a larger collection of research called “Discovering Community in the Borderlands”.

In 1968, the Tucson Urban Renewal Project destroyed many Chinese-owned businesses, leaving buried deposits and some still-standing buildings. Dr. Ng’s field work focused on the Ying On Association compound, a fraternal organization and boarding house that loaned money to Chinese members who wished to start a business. Dr. Ng’s presentation centered around the themes of lineage ties, transnationalism, family and split households, interracial alliances, and disability. Her research pushes away from simplistic narratives of Chinese men in the mid 1900s as being perceived as “sojourners” and “bachelors” and instead complicates this narrative through historical context and archaeological documents that prove complex relationships and life goals.

In June, Dr. Ng was interviewed for an article in *Arizona Luminaria* about the history of Chinese small-business owners in Tucson. She explained that the Chinese Exclusion Act not only prevented Chinese immigration to the United States but also gave a stamp of approval for Chinese harassment and was used as a means for deporting Chinese people who were not supposed to be excluded. The 1900 Supreme Court distinction between “merchants” and “laborers” was strictly and unfairly implemented to catch Chinese immigrants without the proper work permits. Ng was quoted saying, “literally if you lifted your finger and had any connection to a labor occupation — like let’s say you own a laundry — if you did any ironing, you’re considered a laborer”.



Chinese Four Seasons Flowers rice bowl



Dr. Ng finished her summer by submitting an article she co-authored on an archaeological excavation in Los Angeles' Chinatown, "Self-Reliance and Pig Husbandry in Los Angeles Chinatown (1880-1933): New Evidence from Dental Calculus Analysis and Historical Records", which was accepted by the journal *American Antiquity*. This research looked at animal bones and pig's teeth to deduce the diets of Chinatown residents and the diets of the livestock. Dr. Ng and her co-researcher used rice leaf phytoliths and a 1902 interview with a butcher shop employee to determine the pigs must have been raised locally. From their research they conclude that Los Angeles Chinatown residents sourced feed from Chinese-owned farms, raised animals on local ranches or in their backyards, and sold the expensive butcher meat to non-local Euro-Americans and ate the cheaper cuts themselves, thus maximizing their profits.

**John Whittaker and Kathy Kamp** – As part of their Senior Faculty Status, Professors Whittaker and Kamp agreed to teach some short courses. This Fall they co-taught a two-credit course "Children of the Ice Age." The reading was a recent book by April Nowell, *Growing Up in the Ice Age: Fossil and Archaeological Evidence of the Lived Lives of Plio-Pleistocene Children*, which presents a multi-disciplinary discussion of how archaeology deals with children and the evolutionary importance of childhood. This book gave them the perfect opportunity for hands-on classes on fire-making, stone tools, skeletal evidence, cave art, and thaumatropes (spinning disks that produce a moving image). Meanwhile both professors continue scholarly projects old and new. Professor Whittaker is working on a second edition of *Flintknapping: Making and Using Stone Tools*, University of Texas Press 1994, still in print, some 38,000 copies sold. Professor Kamp has taken on co-editorship of the online Journal of Archaeology and Education.



**Owen Kohl** – When not in Grinnell, Dr. Owen Kohl makes his home in Hyde Park on the South Side of Chicago, with a few notable exceptions, and this past summer was no different. The bulk of Dr. Kohl's time was spent writing and trying to finalize two collaboratively written chapters. One has now been published in *Hip-hop Archives: The Politics and Poetics of Knowledge Production* (Intellect Books, eds. Campbell and Forman), and the second is slated for a handbook of Balkan popular music and politics



and set for publication in early 2024. For Kohl, a typical summer day was spent writing, prepping for courses, reading, emailing, seeing old contacts, and meeting new ones. Sometimes a day would include none, one, or all of the above.

When away from Chicago, Kohl was continuing research in Zagreb, Croatia and Sarajevo, Bosnia-Herzegovina. In Croatia, he worked with a research group based at the University of Rijeka, connections he first established during

his post-grad Watson Fellowship when he initially travelled to the former Yugoslavia. His research for his first manuscript surrounds media, hip hop, history, and contemporary politics of Southeastern Europe and the post-Yugoslav Balkans in particular. In Sarajevo his postdoctoral project asks how contemporary news shapes ideologies about crisis and social difference. He hopes to further collaborate with Bosnian journalists on these themes. Kohl's summer efforts and inquiries will make an appearance in his classes this year. He tries to integrate his courses as much as possible with music, films, readings, and the broad concerns of his ethnographic and archival research. Specific discussions about media from the former Yugoslavia even make cameo appearances.

We are also thrilled to announce that Professor Kohl has signed on for another 3 years teaching Linguistic Anthropology courses at Grinnell!

### **Jon Andelson: A Little of This and a Little of That in Summer 2023 –**

As every summer for the last five years since the College Garden moved to its new location, I supervised three student garden workers. They each put in 25-30 hours a week, much of it working with me on routine garden maintenance, including planting, watering, weeding, harvesting, light processing, and infrastructure maintenance. We also took field trips to farms and food-related sites in the Grinnell area and had many discussions of the problems with







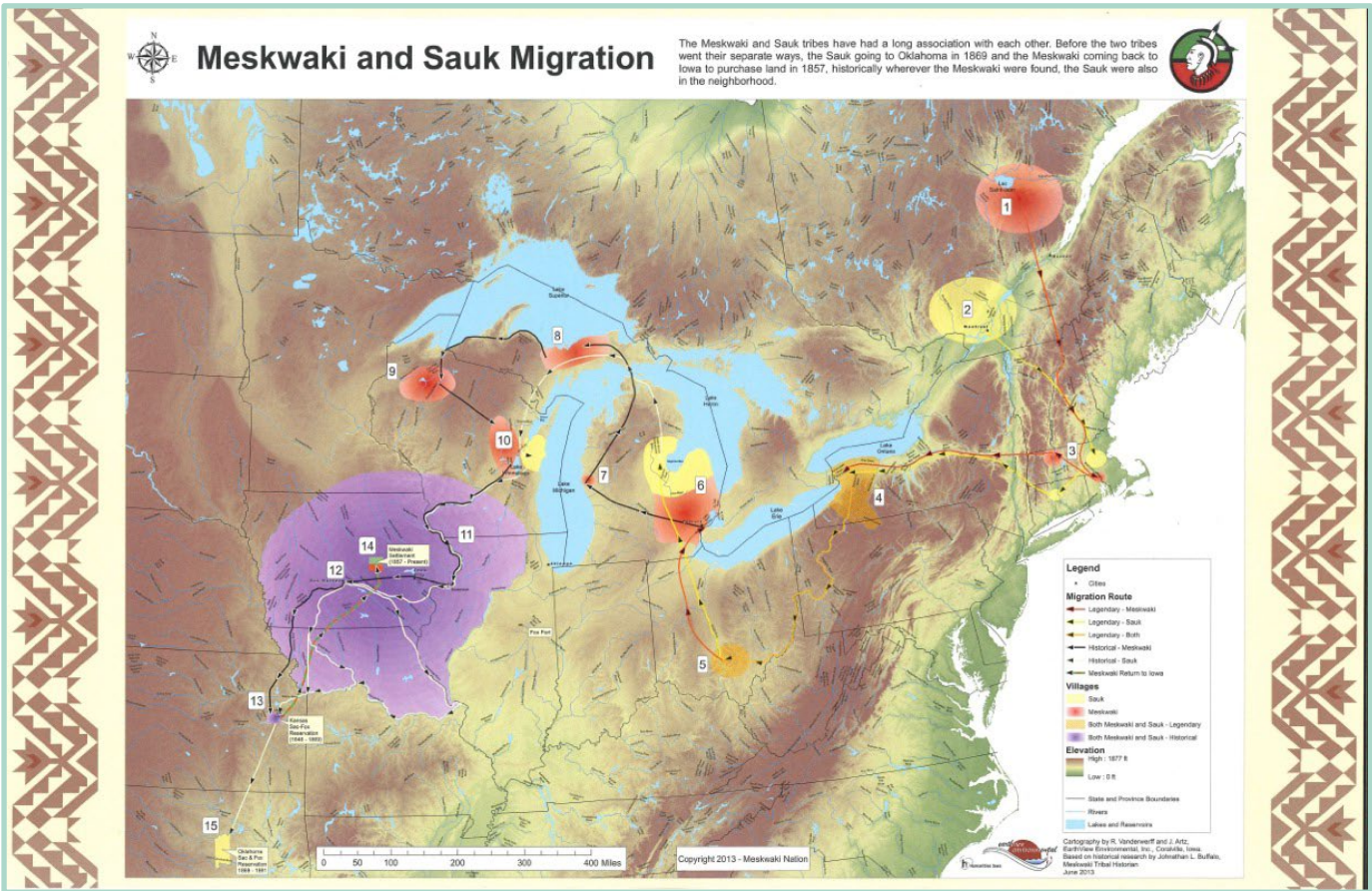
agriculture and the challenges of shifting to a more sustainable food system. In addition, each student had the opportunity to work on a special project related in some way to agriculture or the garden. Anthropology major Em Huss-Lederman '24 began preparing for what she hoped would turn into a related project on OCS in Costa Rica in Fall 2023 by researching agri-tourism in Iowa. Others worked on price comparisons between vegetables sold at the Grinnell farmers market and at local grocery stores to investigate if local organic food is truly, as many people think, more expensive than produce sold in the grocery store. The final analysis has continued into the fall, and results are pending. One student worker did drawings of vegetables to be used on a new sign for the garden. All three worked at the Thursday farmer's market.

I also began working with anthropology major Rachel Woock December '23 to initiate research for her senior thesis, which she will complete in the fall semester. Rachel is studying attitudes and practices related to death and dying in the Grinnell community. In the summer, we formulated the outline of the project, and Rachel began conducting interviews with a range of people in the community who have a connection with death and dying: nurses, doctors, hospice workers, nursing home directors, funeral home directors, death doulas, and the recently bereaved. Rachel is finding that while religion gives comfort to many people facing death as well as to their families, not everyone is religious and, consistent with findings reported in the scholarly and popular literature, many people do not have what is considered "a good death." With the help of her informants, Rachel is exploring functional alternatives to religion that would help more people find a good death. Rachel's career plans include medical school, through which she hopes in the future to work with individuals and families on the death transition process.



Johnathan Buffalo, Meskwaki Tribal Historian and Andelson's collaborator

Finally, I spent time this summer continuing to research Meskwaki ethnohistory. In Spring 2023, I presented a talk at the Mayflower Community in Grinnell on "Why Are the Meskwaki in Iowa?" The question has two aspects. First, Meskwaki oral tradition says that the Red Earth People originated in the St. Lawrence Valley, over a thousand miles away. How, then, did they end up in Iowa? Second, like all indigenous tribes living in what became the state of Iowa, the Meskwaki signed a series of treaties with the federal government in the 1830s and 1840s ceding all land they laid claim to in Iowa and promising to relocate to a government reservation in Kansas. How is it, then, that the Meskwaki are still in Iowa? After presenting the talk and reprising it in a class and also for Grinnell's Alumni College, it occurred to me that the subject might be worth treating in a publication. Since some of my work on this topic was based on archival research done by Johnathan Buffalo, Meskwaki tribal historian, and it occurred to me to ask Johnathan if he would consider co-authoring an article with me. He said yes, and we began work on it this summer.





# Alumni Updates

**William Dressler '73** was elected to National Academy of Sciences in the class of 2023. *From NAS website:* Dressler is a biocultural medical anthropologist. The fundamental question that has guided his research is how culture, in the sense of peoples' socially shared understanding of the world around them, is transformed into individual behavior, and how that in turn influences their health. The relationship between culture and the individual is one that has vexed social science since its inception. In the last 25 years, however, the convergence of theory and method in anthropology and cognitive science has provided a foundation both for resolving difficult conceptual issues and



for collecting data that link culture to the individual and health. Dressler's development of the concept of "cultural consonance" has helped to clarify this area of research. Cultural consonance is the degree to which individuals, in their own behaviors, approximate the prototypes for behavior encoded in cultural models. Low cultural consonance is a stressful circumstance and is associated with worse health status, as measured by blood pressure, immunocompetence, body mass, and depression. It has also been found to mediate the influence of gene-environment interactions on depression. The concept of cultural consonance and its associated measurement model have shed new light on some basic theoretical questions in anthropology regarding culture.



**Stephen E. Nash '86** was elected as President and CEO of Archaeology Southwest starting in 2024. *From Archaeology Southwest:* Steve is returning to Tucson, where he got his PhD at the University of Arizona, by way of Denver, where he has been serving in a series of senior leadership roles at the Denver Museum of Nature & Science since 2006. Before that, he was Head of Collections at the Field Museum's Department of Anthropology in Chicago. His research interests include dendrochronology, archaeology in the Mogollon region, and repatriation. Steve has led several significant

repatriations to North American Tribes and Indigenous peoples internationally and has a strong record of collaboration.

**Sakura Ishizaki '23** has had a research article written as part of her anthropology Mentored Advanced Project with Professor Tess Kulstad published at SAGE Qualitative Health Research. The article is entitled “Patient Admission and Mechanical Ventilator Allocation Decision-Making Processes by Frontline Medical Professionals in a Japanese ICU During the COVID-19 Pandemic: A Qualitative Study” and is co-authored with Kazuaki Jindai, Hiroki Saito, Hitoshi Oshitani, and Tess Kulstad Gonzalez. Ishizaki has also been accepted to Kobe University School of Medicine, and is one step closer to her dream of becoming a physician anthropologist.

**Alumni**, please share updates on your lives! We love to hear from you.

Also, **I could use your help** on a project to help promote anthropology on campus. I would like to fill one of our bulletin boards in the relatively new Humanities and Social Science Complex (prominently displayed on the main hallway on the 1<sup>st</sup> floor) with pictures and brief blurbs along the line of “this is anthropology,” the Prezi created by University of South Florida students in response to Gov. Rick Scott’s public assertion that the state of Florida doesn’t need more anthropologists (<https://prezi.com/vmvomt3sj3fd/this-is-anthropology/>). Please send me a picture of yourself in your office or field site, or just a picture of where you work, noting what you do that benefits from anthropological methods or knowledge. Send to [roperjm@grinnell.edu](mailto:roperjm@grinnell.edu). I’ll also share stories in subsequent newsletters. Thanks in advance! - Monty Roper, Chair, Department of Anthropology.




# Events

*Pictured below are the posters advertising the multiple events that the Anthropology department hosted this semester.*

**“Why are the Meskwaki in Iowa?”**  
 A study in ethnohistory  
 Prof. Jon Andelson

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*Tuesday, October 3rd 12-1 pm*  
*Lunch included*  
*HSSC S1330*  
*[anthsepc] for questions/accommodations*



They originated 1200 miles from here. How did they end up in Iowa? They signed a treaty promising to leave Iowa in 1845. How is it they are still here?

## **Professor Jon Andelson: Why are the Meskwaki in Iowa?**

According to their traditional history, the Meskwaki or Red Earth People were created long ago in the vicinity of the St. Lawrence River in Canada. Beginning in the 16<sup>th</sup> century, European explorers, traders, and settlers arrived in the region, introducing new trade goods, new diseases, and new reasons for warfare, thoroughly disrupting indigenous geographies, economies, and demography.

For the Meskwaki, these disturbances resulted in a series of migrations, first south and then west, that in the course of the next 200 years eventually brought them to what came to be known as Iowa. There they encountered other native peoples, including the

Ioway, Ho Chunk, Pottawatomie, Omaha, and Dakota.

It was not long before pressure arose from another quarter, White Americans arriving in numbers in the 1830s from Illinois and points farther east. The pressure for White settlement on the rich Iowa farmlands was overwhelming, and the government of the United States made a series of treaties with the various tribes to remove them from Iowa. The Meskwaki were sent to a reservation in Kansas, where they struggled to adjust.

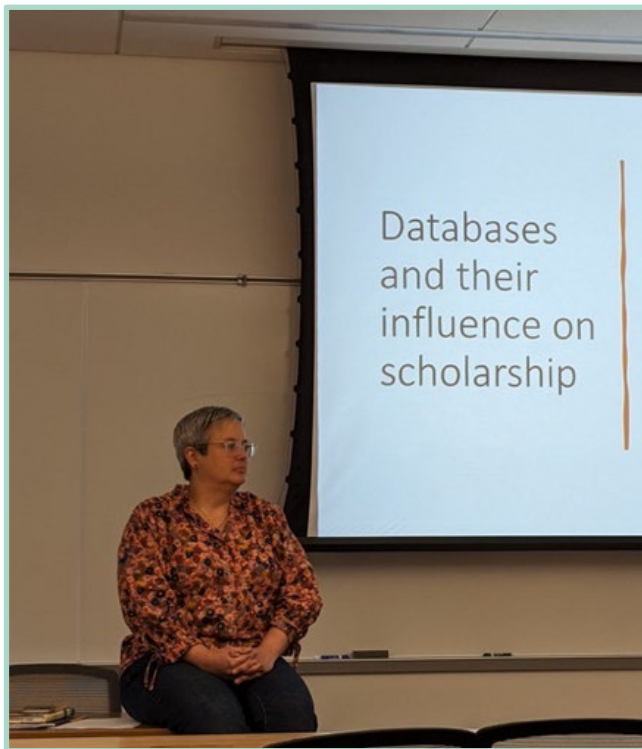
Small bands of Meskwaki slipped quietly back into Iowa, living discretely in woodlands along the rivers and seeking official permission to return to the newly formed state. Through the efforts of state senator J. B. Grinnell, that permission was eventually granted, and in 1857 the Meskwaki were able purchase a tiny parcel



in Tara County, part of their once considerable Iowa territory, with money they had received as part of their treaty with the federal government.

Today, through a series of additional land purchases, the Meskwaki Settlement – which is not a reservation – has grown to over 8,000 acres, and the Meskwaki are the only Native American tribe with a land base in Iowa.

### **Professor Tess Kulstad: The Geography of Anthropology's Gaze**



**Prof. Tess Kulstad**  
Tuesday, November 14<sup>th</sup> 12-1 pm  
HSSC 51330  
Lunch included

## The Geography of Anthropology's Gaze

A metadata and content analysis of anthropological research available in Harvard University's Anthropological Literature database and in the Journal of Latin American and Caribbean Anthropology reveals a hierarchical geography of the American anthropological gaze within Latin America and the Caribbean. Our analysis reveals that scholarship is classified according to static and circumscribed notions of culture and shared research is obscured. We consider how databases operate to create an archive of anthropological thought that excludes scholarship from the Global South.



# Class Activities

*Special thanks to our donors for funding these amazing opportunities!*

The field trip to the Wickiup Hill Learning Center with the **ANT 290-01: Archaeological Field Methods** class was organized by Laura Ng (Assistant Professor of Anthropology) who wanted to bring students to the closest Native American archaeological sites to Grinnell. Students were able to see exhibits related to the Indigenous history and archaeology of the area. After viewing the exhibits, volunteer Al Kriegel guided us on a hike to a Woodland Period mound site about a mile away from the center. In class, we learned that these types of impressive earthworks often served as burial places. The indoor/outdoor educational tour was a wonderful way to learn about Iowa's Indigenous communities and enjoy a beautiful Fall day in Iowa.

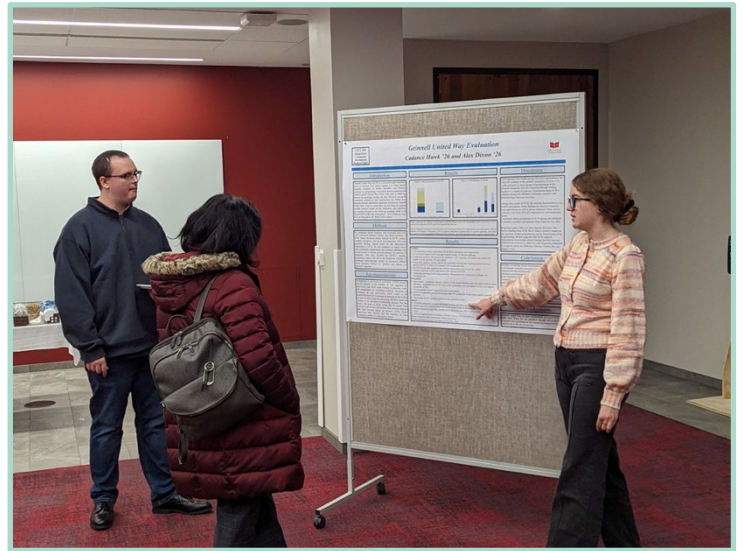


### Involvement with the Grinnell Community

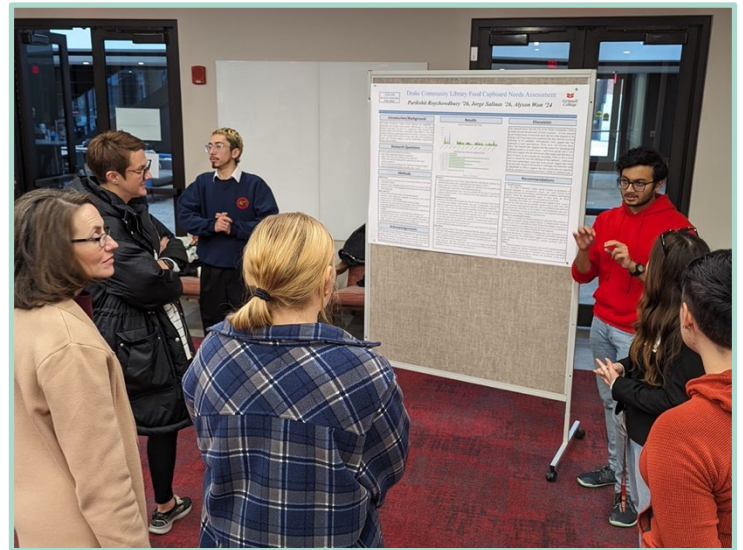
In Professor Roper's **ANT-293 methods course, "Research for Community Development,"** students engaged with a Grinnell community partner to perform a needs assessment/evaluation of a service being offered in the town. Through the use of qualitative and quantitative research methods, students gained insight into the field of applied anthropology and its inner workings. This semester brought students face-to-face with topics of food insecurity, mental health resources, and how local organizations work to better their community.



Izzy George presenting “What is the nature of the problem reflected by the community’s prioritization of ‘improve or expand mental health care services’?”



Alex Dixon & Cadance Hawk presenting “What role is Grinnell United Way serving in the community?”

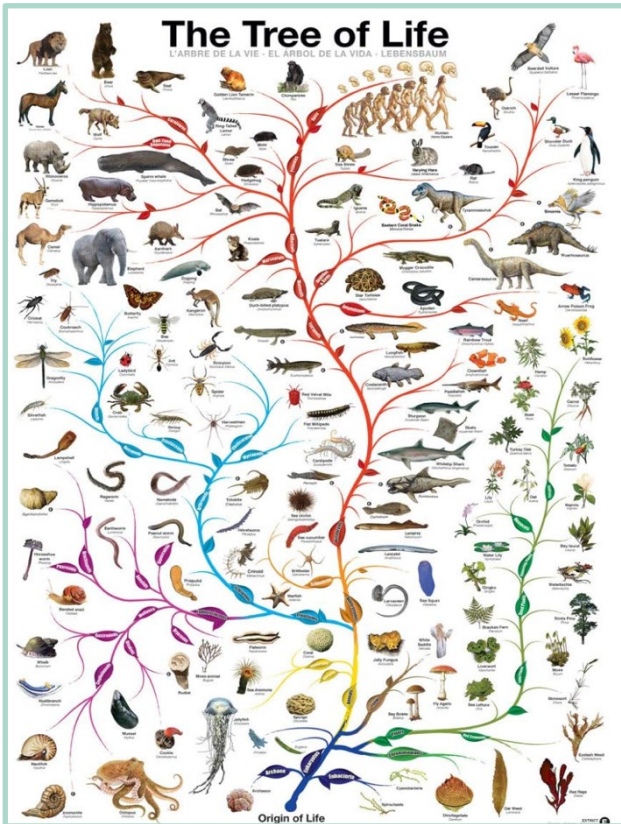


Parikshit Roychowdhury, Jorge Salinas, & Alyson Won presenting “What role is the food cupboard playing in the community, and how are its organizational dynamics affecting its functioning?”

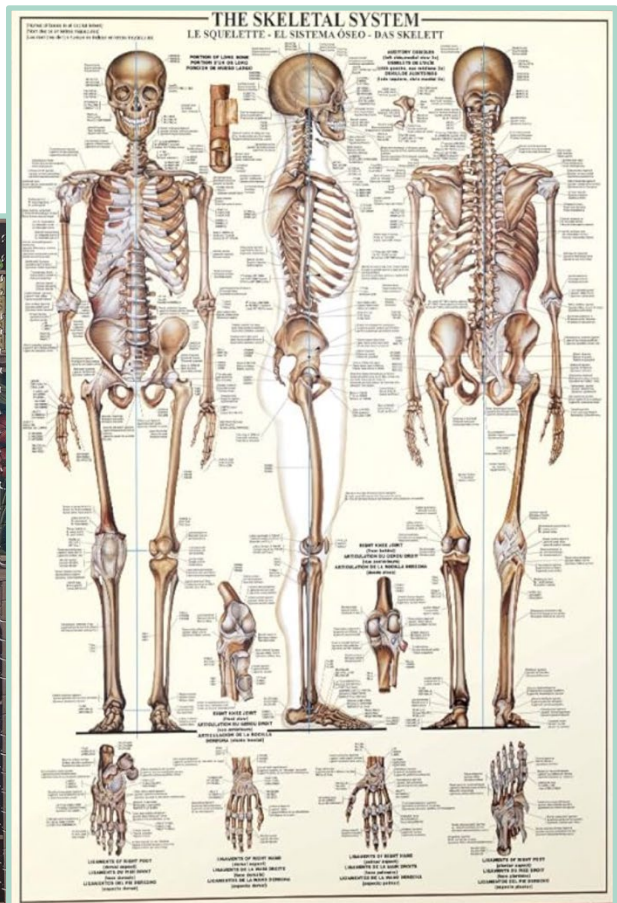


# Anthropology Lounge Updates

## New Puzzles!!



We have acquired three new anthropology and academic-esque puzzles for the Anthro Lounge on the first floor of the HSSC! Students – please come take a break from studying to work on a puzzle.



# Donors

July through December 2023

- ❖ Dr. Harriet M. Phinney Ph.D. '81
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- ❖ Sallee Garst Haerr (The James M. Garst '79 Memorial Endowed Fund for Anthropology)

A huge THANK YOU to all our Donors.  
Your generosity and support enable us to provide  
many of the experiences we share in our newsletter.

A big thanks to this fall's newsletter student staff!  
Franny Atmore '24 and Jorge Salinas '26

