

Second, it has become more apparent to me that GAD and FOSAP represent spaces within AAA where the older vision of four-field anthropology still thrive, though that holistic perspective has been marginalized and fragmented over the last several decades. (Of course one person's disappointing fragmentation is another's useful specialization.) Specifically, I wonder if FOSAP should seek tighter coordination, if not integration, with such groups as SACC (The Society for Anthropology in Community Colleges) <http://www.aaanet.org/sections/sacc/>.

Please do not hesitate to contact me or anyone else mentioned in the newsletter with your ideas about how to make FOSAP as useful as possible.

MINUTES of the FOSAP BUSINESS MEETING
6 December 2014

1:00 - 02:15, Jefferson Room, Marriott Wardman Park, Washington, DC.

Present: Amber Clifford-Napoleone (Central Michigan University), Annette Harrison (Corban College), Tom Love (Linfield College), Sally McBeth (University of Northern Colorado), Robert Myers (Alfred University), Laurie Occhipinti (Clarion College), Merrily Stover, (University of Maryland University College) Erica Vogel (Saddleback College), and Brian Watkins (Austin College),

The meeting was brought to order by FOSAP co-chair, Merrily Stover. It began with introductions of the attendees. Merrily then updated the group on initiatives taking place in the General Anthropology Division, including plans for the next annual AAA meeting in Denver.

Amber Clifford-Napoleone reported on the state of the FOSAP website, upon which she is working with student assistance. The site will post past FOSAP materials. Amber hopes to include syllabi and other course materials that should be helpful to FOSAP members; and she plans to include a Twitter Feed.

Amber and Tom Love discussed the important issue of anthropology-department assessments and how FOSAP might be able to help members with this. Amber is offering a workshop at this year's AAA meeting on the subject of assessment.

A discussion followed on what we might do to raise the profile of FOSAP. The group entertained the idea of changing FOSAP's status from "Committee" within GAD to that of an "Interest Group." Tom promised to check into that possibility.

Regarding potential FOSAP sessions for the 2015 AAA meeting in Denver, Erica Vogel expressed interest in looking at undergraduate research projects. A discussion took place about funding possibilities through the NSF and through the McNair program (under the federal TRIO program). Bob Myers proposed a session on how social media might be used in FOSAP, for example, how younger members could mentor older ones in their use (though power differentials might be a factor to consider here).

Erica agreed to organize a session on undergraduate research. Bob and Brian Watkins will head up a session on using social media. Both sessions could build on the theme for the 2015 meeting: making the familiar strange.

Tom was introduced as the upcoming FOSAP chair. A thank you was extended to Merrily Stover for her leadership of FOSAP over the past five years.

Respectfully Submitted,
Merrily Stover

CALL for PANEL PRESENTATIONS
AAA (November 18-22) 2015, Denver, CO

(Please consider participating and circulate widely within your networks, though the April AAA deadline fast approaches!)

Mentoring Undergraduate Research: The Challenges and Rewards of Helping Students to Make the Familiar Strange

As instructors of undergraduates, we often spark our students' interest in anthropology by asking them to reflect on their own worlds and make the "familiar strange." One very productive yet challenging way to do this is by mentoring original undergraduate ethnographic research projects, either in the classroom or as part of an independent study. This panel engages with the conference's themes of the potentially productive and obstructive nature of the familiar/strange perspective by exploring various strategies and challenges inherent in designing assignments that allow undergraduate students to explore the world on their own.

We invite papers from participants that not only discuss innovative strategies for designing classroom-based or independent undergraduate research projects, but also grapple with the challenges of guiding students to focus their research in a way that is both relevant to anthropology and the material of the course, and could also contribute to their own development as scholars. In addition to exploring pedagogical techniques, we would like to discuss potential challenges and opportunities in student research, such as how to secure internal and external funding, to disseminate findings, and to help turn small-scale projects into relevant long-term research for the students and their campuses. Potential topics include how to design meaningful student-led research projects in relatively small campuses or anthropology programs, to guide students to design and conduct ethical and interesting research projects, and to help students develop sophisticated analyses of their data when dealing with large classes or other challenges.

Ideally, presentations will focus on successful case studies of undergraduate student research (a class assignment, method, or even research results), and then analyze its potential benefits and challenges in relation to the panel's themes. We would love to use this panel as a forum for strategizing cutting-edge ideas on how to mentor student research, as well as how to open up discussion of the difficulties arising from using this teaching method with undergraduates from all four fields.

If interested in contributing, please send a title and 250 word abstract to Erica Vogel vogelem@gmail.com by April 10th.

Linking In Faculty-Student Interactivity in Social Media Spaces

Inspired by this year's theme (making the strange familiar and the familiar strange), this panel will feature papers about the emerging digital contexts in which students and their instructors find themselves interacting. The first decade of social media has brought with it the trope that instructors find themselves visitors to the land of younger digital natives. This panel seeks to explore the dynamics of communication, power, and pedagogy that necessarily complicate the technocratic field of social media.

The panel will favor papers dealing with practical teaching concerns: How do social media change the traditional dynamic between instructor and student? How might such spaces be productively used to meet pedagogical ends? What unforeseen consequences lie beneath the surface of such interactions? One desirable possibility is for papers to be jointly presented by pairings of instructors and students, thus making even the familiar dynamic of a conference paper strange.

Ideally, panelists will encourage -- through concrete examples of assignments or experiences -- consideration of the potentialities and pitfalls of social media as a point of student-instructor interaction, whether used for pedagogical or related professional ends.

Please send a title and 250 word abstract to Brian Watkins (bawatkins@austincollege.edu) by April 10th.

Social Media

Amber Clifford -Napoleone
University of Central Missouri
Clifford@ucmo.edu

Greetings FOSAP members! As you may be aware, due to some unforeseen complications our website is currently down. A group of undergraduate graphic-arts and design students at my institution have volunteered to overhaul the webpage. That work is in progress, and we hope to have everything back online, and better than ever, soon.

However, that need not prevent you from keeping in touch with other FOSAP members and staying informed about events and issues of importance to small anthropology programs.

First, we invite all members, faculty and students, in small programs to follow the FOSAP facebook page. I am working to improve it by adding weekly articles, posting of events, and announcements. I hope that it will provide a space for us all to share information. Calls for papers and other AAA Annual Meeting information will be cross-listed there, as well as in emails to the membership. Simply search for "Federation of Small Anthropology Programs" on Facebook, or cut and paste this web address:

<https://www.facebook.com/federationofsmallanthropologyprograms>.

Second, FOSAP is now on Twitter! At the AAA meetings last December, many of us discussed how to use Twitter to better involve students, faculty, and others in the work of anthropology. Our FOSAP Twitter feed makes it possible for FOSAP to post important announcements, highlight news items and AAA news, and connect with other anthropologists around the world.

If you are already using Twitter, please follow FOSAP, #smallanthro, and watch for regular tweets on small anthropology programs. If you are new to Twitter, I recommend getting a Twitter account (they are free and easy to use). For a website full of how-to information about Twitter, and tips for those with experience on Twitter, try reading *The Twitter Guide Book* on Mashable: <http://mashable.com/guidebook/twitter/>

Last but not least, I am working on creating a better archive of FOSAP images from past meetings. If you have a photograph from a FOSAP meeting or event, please consider scanning and sending it to me via email. If you have any questions, do not hesitate to let me know. See you on Twitter!

Review of John Rhoades, *An Introduction to Language Description* (Newcastle upon Tyne, UK: Cambridge Scholars Publishing, 2014) 123 pp., pp. 124-178: appendices, bibliography, exercises, index.

Robert A. Myers
Alfred University
myers@alfred.edu

Linguistic anthropologist John Rhoades -- Professor Emeritus and former Anthropology Chair at St. John Fisher College in Rochester, NY, and former Federation of Small Anthropology Programs Chair -- has published a book which will be useful to anthropologists and linguists for all introductory courses in linguistics or language-and-culture classes. Professor Rhoades provides the clearest, most succinct introduction available to the basics of how we speak and how we can analyze our basic speech patterns.

In an Introduction and four chapters, he explains, with lucid text and useful figures: "Phonetics: The Description of Speech," "Phonology and Phonemic Analysis: Systems of Speech Sounds," "Semantics: The Structure of Meaning," and "Grammar: The Organization of Words and Sentences." Adding to the chapters' strengths are four appendices: "Examples of Articulatory Configurations from Author's Dialect (Western U.S.—Kansas, Oregon, Los Angeles)," an "Example of a Phonetic Corpus," "The International Phonetic Alphabet (2005)," and "English Inflectional and Derivational Affixes." A short bibliography of 35 references anchors the text.

Important strengths of the book, which both students and instructors will appreciate, are lists of important terms at the end of each chapter, and clearly explained exercises (with solutions) for each chapter, which follow the appendices. An impressive range of languages are used in the exercises to illustrate sounds, words, syntax, or generative grammar. They include Castilian Spanish, Chamorro (Guam), Chiricahua Apache (Southwestern U.S.), Delaware (Amerind, Eastern Woodland), Dinka (Sudan), Hebrew, Kiswahili (Kenya), Luganda (Uganda), Manx (Isle of Man), Mende (Sierra Leone), Nahuatl (Central Mexico, Aztec), Nuer (East Africa), Tepehua (Amerind, Mexico), Turkish, and Zoque (Mexico), and English. He uses his own American English dialect

and his fieldwork language of Kiswahili to make numerous points. In addition Klingon is included for morpheme, stem, and affix identification (thanks to Marc Okrand's 1985 *The Klingon Dictionary*). Each of these examples is brief, making particular points in the most focused way. Rhodes adapts many examples from Henry Gleason's 1955 *Workbook in Descriptive Linguistics* or Jeannette Witucki's 1984 *Introducing Linguistic Analysis*, and acknowledges the influences of his mentors at UCLA, "Harry Hoijer and, later, Mary Woodward and Jeanette Witucki [who] provided the liberating appreciation that language was patterned!" (ix)

This book combines the best of Rhoades' formal professional linguistic experience with motivation from his personally frustrating educational encounters with language. He modestly describes the irony of his early linguistic wrestling matches:

This prospect of gaining access to the essence of human behavior in all of its manifold complexity, however exciting, was actually not what drew the author to the study of language. In fact it was his inability to master language as a subject. English grammar presented in secondary school was a series of puzzling parsing diagrams; Latin (offered as an academic threat) was a series of mostly erroneous struggles to translate seemingly abstruse passages; and German in college, with its attendant presentation of German speech sounds (as well as grammar) by an infinitely patient but perpetually disappointed professor, simply served to cement the realization that "language" was best avoided as too forbidding or too difficult for an otherwise reasonably competent student. This is, I suspect, not an uncommon orientation for many students; it was certainly not an auspicious beginning for someone who would wind up studying language as a profession (ix).

From affrication to zero morphemes, by way of allophones and velar stops, this book escorts the reader through the physiological and cognitive skills required for speaking. It conveys the complexity of speaking and of analyzing what is being said or heard in prose and examples without bogging down in off-putting details and distractions found in other introductions to linguistics. Rhodes builds his introduction through semantics and grammar but keeps his focus on the goal of illustrating variety and complexity, even discussing glosses and homophones, without losing his way. He contributes his own appealing unacceptable sentence, "Colorless celery hibernates in winter" (121), to the cognitive challenges we are able to pose. He adds to our understanding of the distinctiveness of human language with his final discussion of as yet unsuccessful efforts to produce software such that a computer "can speak and hold acceptable conversations" (121).

Rhoades accomplishes his goal of providing students with an introduction to "the basic systems of language and how these can be investigated and described [enabling] the reader [to] appreciate (hopefully with the same excitement) that language is patterned and that these patterns can be discovered" (ix). Rhodes grounds his presentation "in the realities of speech, a reality that each reader shares as a language user" (ix).

Most important for colleagues, I think this is the book, long missing, that allows us to show introductory students the exciting complexity of human speech in engaging ways.

Good News

A 2013 report by Gabby Vielhauer (gav31834@huskies.bloomu.edu) and Faith Warner (fwarner@bloomu.edu) -- both of Bloomsbury University of Pennsylvania -- has been included on the SfAA website: *The U.S. Bureau of Labor Statistics Predicts that Jobs in Anthropology Will Increase by 21% by 2020* [over 2010]. This means about thirteen-hundred more jobs in anthropology, making the job-market growth in our profession faster than average. This good news will be due largely to two factors. Archaeologists will be needed on construction projects, given federal regulations protecting cultural resources. Private-sector firms will continue to hire social and cultural anthropologists to improve workplace interaction and marketing. Employment prospects and remuneration levels will vary by region and economic sector, but even entry-level jobs will require a Master's degree.

The full report is available at:

<http://www.sfaa.net/~sfaanet/news/index.php/archive/vol-24-2013/vol-24-4-nov-2013/commentaries/just-go-website-us-bureau-labor-statistics-predicts-jobs-anthropology-will-increase-21-2020/>

More on the Bureau's *Occupational Outlook Handbook* can be found at:

<http://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm>

Advice for the Grad-School Bound

Bloomsbury University of Pennsylvania colleagues Faith Warner (fwarner@bloomu.edu) and DeeAnne (dawyer@bloomu.edu) co-organized a 2013 FOSAP session, "The Ideal Preparation For Admission To M.A. And Ph.D. Programs In Applied Anthropology: A Roundtable Discussion With Graduate Faculty Members." Eight graduate school faculty members from seven participating departments attended. The organizers' report, on the SfAA website, provides an array of advice. Highlights include the importance of strength in theory, methods, and writing. Aspirants must, also, be a good fit for the programs to which they apply, identifying faculty with appropriate specialty expertise (and contacting them). Undergraduate faculty letters of recommendation are very important, and the GPA is seen to correlate with graduate-school success. GREs are less predictive, and some departments do not require them. Good applicants from other fields or with gaps in prior training should be prepared to do some make-up work.

More details can be found in the publication at:

<http://www.sfaa.net/~sfaanet/news/index.php/archive/vol-24-2013/vol-24-4-nov-2013/commentaries/ideal-preparation-admission-m-and-phd-programs-applied-anthropology-roundtable-discussion-graduate-faculty-members/>