

SYSTEM-WIDE CULTURAL ANTHROPOLOGY CAUCUS (1ST)
MAY 6, 2005
MEETING & FOLLOW-UP REPORT

Present:

VP Academic Affairs Office:
Joanne Itano

Community Colleges:

Rob Edmunson HCC
Kathy Fletcher Maui
Carl Hefner KCC
Lynne Wolforth Hilo & HCC

Manoa:

Andrew Arno (2nd half)
Jack Bilmes (2nd half)
Alice Dewey

Jaida Samudra
Les Sponsel
Christine Yano

Coordinator: Heather Young Leslie Mānoa

Agenda:

11:00 - Videoconferencing etiquette for newbies
11:10 - Introductions & Rationale for the meeting
11:30 - Teaching cultural anthropology: the view from each campus
12:15 - Open discussion: issues, common concerns & specific differences
13:00 -- Closing: Next Steps

After discussion of what each campus is teaching, the general content and focus of their lower-level cultural anthropology courses, some themes emerged:

- Importance of nursing in terms of student bodies taking 152/200 across the campuses, especially at Maui, KCC, Mānoa & HCC. (i.e.: KCC includes a medical anthropology component b/c 200 is required for nurses; Maui teaches anth 200 with some Human Evolution & biology b/c the students need the content & 200 is the only vehicle).
- Class size determines teaching format (i.e. community projects, service learning vs assignments & exams or televised learning).
- Anth 200 deeply integral to several certificate programs at KCC: Asian Studies, Hawaiian Studies, International Studies & Service Learning.
- Courses such as 215, 151, 210, may be in catalogue but not often taught teaching is dependent on numbers. Problem with articulation of

215 from Maui to Mānoa in past; why is unclear, but perhaps d/t lack of lab?

- Actual content of 151/152/200 etc may vary for reasons beyond professors' particular expertise (more below).
- Some innovative teaching formats included:
 - Team-taught History & Anthropology of Pacific (Fletcher/Maui)
 - Integration of video ethnography component in partnership with "Preserving our Recollections" project, in which family members are taught how to video & interview (1 hour) community members.
 - Community & service learning provides opportunity for an Ethnographic Field Study project and piggy-backed assignments in Anth 200 (Hefner/KCC). Students work in conjunction with various community partners and write an ethnographic report from the experience. Ethno-experience options include:
 - teach ESL students as a part of a national Service Learning program known as "Project Shine"
 - Adopt an Ahupua'a Service Learning Project
 - partnering of nursing students with their clinical experience site.
 - Use of Dictionary of Anthropology and EthnoQuest computer-based game for teaching Anth 200 (Samudra/Manoa).

THE FOLLOWING ISSUES EMERGED FROM THE MEETING:

1. Communication across the campuses: For e.g., Mānoa gave no warning to the CC's when the 151/152 was created and 200 became the class for anthropology majors; Instructors hired 'poach' course outlines by searching web sites: there is no mechanism for faculty and instructors at separate campuses to confer.

Recommended action

Annual professional meeting/workshop for cultural anthropologists in the UH Mānoa system (& perhaps open up to all cultural anthropologists, or even all anthropologists, teaching in Hawai'i).

Create a UH cultural anthropology listserv.

Implementation:

done: AnthCaucus-L has been created (May 12). New names may

be added by contacting Elaine Shimabukuro: <elainesh@hawaii.edu> . Departmental Personnel Committees, Departmental Chairs and others involved in hiring are requested to ensure that all instructors are added to the listserv.

2. Articulation. Including issues of:
 - a. Students from CC's transferring in to Mānoa need to be assured of continuity of material taught, smooth transfer of credits & prerequisites, & appropriate background prep for upper level classes.
 - b. Content of classes varies, despite same course numbers. For e.g.: at Maui, anth200 is taught as 4-field, b/c 215 may not be taught & students need intro to human evolution & some archaeology; HCC teaches intro anth as a televised series, which is not as conducive to annual updating of material as a class revised annually.
 - c. Complementarity of class requirements, evaluations
 - d. Course numbering (i.e. Hilo's system is different...)

Recommended Action:

Create a website with course syllabi from all of the cultural anthropology classes taught in Hawai'i. Follow model of the CPIS project <<http://www.hawaii.edu/cpis/>> , which means including syllabi from other universities if offered.

Implementation:

done Website created. Please point your browser to <http://www.hawaii.edu/vpaa/SFC.html>

Syllabi for *current* versions of either Anth 152 or Anth 200 may be to: Elaine Shimabukuro <Elainesh@hawaii.edu>.

Please note: since Mānoa has revised the focus of Anth 200 to emphasis ethnography, we would prefer not to post pre-Fall'05 versions of anth 200.

3. Rejuvenation of Anthropology as a major & decolonized-discipline of study for Kanaka Maoli students; improve outreach and accessibility (of anthropology) for local students. Move ever closer towards the 'Hawaiian Place of Learning' goal for UH.

Recommended Action:

None specified. Suggestions that work on other campuses include: Good relations with Hawaiian Studies (Maui); Increasing the visibility of Kanaka Ōiwi (Hawaiian) and other local and indigenous faculty in teaching intro anthropology (Mānoa).

Implementation

Ongoing; Other concrete strategies needed.

4. Standardization & Accreditation. Student evaluation criteria (i.e.: what constitutes 'A', 'B' 'C' etc. quality work), core competencies, and processes by which departments and campuses achieve or maintain accreditation will more and more include measurement according to "student learning outcomes" criteria. Maui already has this process fully implemented. Other CC's and Mānoa will also have to implement these practices.

Recommended Action:

Share student learning outcomes across campuses. Post criteria that already exist (e.g.: Kaua'I) on the website and circulate through the new listserv when it is established.

Arrange a Workshop on Student Learning Evaluations. Kathy Fletcher confirms that Maui's Assessment Coordinator, Lynn Yankowski, would be happy to lead a workshop on assessment, student learning outcomes and related matters.

Implementation

Heather Young Leslie & Joanne Itano met May 11 to strategize re: plan & funding for future workshop re: Student Learning Outcomes & Assessments.

Faculty to send Student Learning Outcomes to <Elainesh@hawaii.edu> to post on website with Cultural Anthropology Syllabi.

Circulate Student Learning Outcomes on <ANTHCAUCUS-L> whenever available.

FUTURE ACTIVITIES:

Heather Young Leslie & Joanne Itano to meet with Nursing (May 20) re: Anth 152/Anth 200 requirements for nursing students.

The system-wide Cultural Caucus will need to continue to strategize re: an annual meeting/workshop in support of articulation and teaching.

Workshops would focus on teaching, related professional development & system-wide issues (such as articulation) as opposed to delivery of academic papers.

Workshops Planned:

1st: Assessment & Student Learning Outcomes by Lynn Yankowski (Assessment & S.L.O. developer, MCC).

Date (To be confirmed): 2nd Day Duty Period, August 2005
Michael Graves, Chair UH Mānoa, confirms that Mānoa will fund cost for Dr. Yankowski to come to O'ahu to conduct workshop here. Other campuses are encouraged to approach their Deans re: travel cost ASAP.

Workshops suggested:

2nd: Reconciling Course Syllabi for Anth 152, Anth 200.
Suggested date: TBA

3rd: Rejuvenating Anthropology for local and indigenous student majors.
Suggested date: TBA

Cultural Caucus will need to continually strategize re: funding opportunities for annual meeting & workshops. At the CC's, each Dean of Instruction is supposed to have funding set aside for 'Articulation'. Instructors and faculty will need to make the case for funding.

Future Chair of the Curriculum Committee at UH Mānoa will need to maintain momentum on these actions & issues in 2005/06.