

Spectrum

From the Desk of Co-editors: Pr. Peshkova and Pr. Michael

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From the Desk of Co-editors: Pr. Peshkova and Pr. Michael

In this issue of *Spectrum*, we decided to showcase different examples of students' work from the courses offered by the Anthropology Department at UNH. These examples include short films, art projects (a part of an autoethnographic exercise), reflection essays, research papers completed for various courses, and independent research projects by UNH students. There are seven elements that distinguish UNH Anthropology from other comparable New England schools and programs. Our department is undergraduate only and our teaching and research is centered directly on hands-on experience (e.g., fieldschools, research labs, and internships). Since we all are focused on local, national, and international public engagement (e.g., coursework, research and internship opportunities), every faculty member is actively engaged in creating and supporting students' research and internship opportunities at all levels. Unlike other schools in NE, we offer in-depth studies of anthropology exclusively (i.e. not ANTH/Geography or ANTH/Sociology). Our courses are interdisciplinary in content following three main trajectories: archaeology, socio-cultural anthropology, biological/forensic anthropology. Because of our department size, approach, and location, we maintain inclusive and collaborative relationships among and between faculty members and students. All of these unique elements are exemplified by the variety of articles and the scope of projects in this issue.

Although students who take anthropology courses may not major in the discipline, they come to understand an immediate relevance of anthropological perspectives to daily life, future careers, production of knowledge, and public education and engagement. In this issue, we follow a logical progression of the courses offered by the Department starting with introductory courses,

followed by method-based courses and seminars, and concluding with students' original research projects supervised by our faculty members.

The first section exemplifies a selection of six film-projects students produced in the introductory course (ANTH 411).

I. Film Projects: Where Do You See Anthropology in Your Major/Career?

The course *ANTH 411 Introduction to Anthropology* taught by Pr. Withers and Pr. Brouwer-Burg engages students in the study of anthropology, by focusing on how it is conducted and how it can be used in everyday life to address real world issues. In this semester-long film project, student groups were tasked with making a film that depicts confluences between anthropology and their major/career. In this way, students could see the relevance of anthropology in their own lives, and make connections between issues and topics important to them and those central to anthropology (e.g., ethnocentrism, cultural relativity, cultural sensitivity, fieldwork, identity, and intersectionality).

Film 1. "An Anthropological Analysis of Paul College and Marketing" by Sean Brodeur, Julia Cassidy, Connor Cote, and Gwyn Donovan (Brouwer Burg Fall 2017)

Film 2. "The Misread Email: Anthropology in Business" by Melissa Schwartz and Carter Bennett (Brouwer Burg Spring 2018)

Film 3. "The Life of a Chemistry Major" by Sarah Lachapelle, Joseph Mancinelli, Matthew Currier, and Shawn Case (Brouwer Burg Fall 2017)

Film 4. "Ethnocentrism Between Two Agricultural Majors" by Annie Ciampaglia, Hunter Farrell, Rachel Friedland, and Casey Sturzo (Brouwer Burg Spring 2018)

Film 5. “Emic and Etic Perspectives on Information Technology” by Andrew Chorlian, Joseph Pilotte, and Anthony Rocchio (Brouwer Burg Fall 2019)

Film 6. “Computer Science Life” by Parker Berberian, Sawyer Constantine, Connor Gill, Brett Hoerner, Matthew Reagan, and Chase Sanville (Brouwer Burg Fall 2019)

Film 7: “Expressing Anthropology” by Julia Wertz, Amy Snyder, and Caitlin Staffanson (Withers Fall 2018)

The second section demonstrates students’ training in ethnographic methods incorporating art-work (ANTH 513).

II. An Autoethnographic Exercise: Deep-thinking, Art, and Contemplation in Anthropology

The course *ANTH 513 Ethnographic Methods* taught by Pr. Peshkova introduces students to the variety of ethnographic methods, including participant-observation and interview, and deep-thinking. During the Fall 2018 semester, students were asked to complete an exercise combining deep-thinking about identity through practices of creativity and contemplation. One aim of the exercise was to help students achieve a compassionate and empathetic approach to research by overcoming and uniting their own fragmented identities. This seemingly simple exercise made students engage in deep-thinking about their selves and informed the way they think about and represent others.

The third section illustrates students' application of anthropological theory and analysis to their personal experiences and social context, including their independent study and supervised research (ANTH 611, ANTH 697, ANTH 750, 785, ANTH 695).

III. Essays and Research Papers

Libraries Against Capitalism by Caitlin Burnett: This essay was written as an assignment for *ANTH 611: History of Anthropological Theory* taught by Pr. Sheriff. In the class, students were asked to find an example of an anti-capitalist institution and explain the ways that it intentionally or unintentionally worked against the norms and values of capitalism. The author analyzes public libraries as a challenge to capitalism.

From Baghdad to Bedford: Conceptualizing Diasporas and *Aslak* through the framework of Iraqis in New Hampshire by Sarah Jarrar: This research paper was written for *ANTH 697: (Special Topics) Migration* taught by Pr. Withers. The author discusses the definition of “diaspora/ diasporic group” within the framework of exploring the shared experiences of Iraqis who migrated to New Hampshire and proposes a different way of understanding the term.

Female Rap Artists in Palestine by Marianna Conserva: This research paper was written for the course *ANTH 750: Islam and Gender* taught by Pr. Peshkova. Focusing on female voice in the Middle East, Palestine specifically, the author summarizes the careers of several Palestinian female rap artists and argues that the limited public exposure these artists receive is a result of a lack of media coverage. In turn, the lack of coverage reflects an existing symbolic association of this genre with gender roles informed by local socio-cultural expectations. While creating and consuming hip-hop music has improved the opportunities of expression for

marginalized women, there are still significant cultural barriers these artists face on a daily basis.

The Importance of Muslim Fathers in America by Brady Silva: This research paper was written for the course *ANTH 750: Islam and Gender* taught by Pr. Peshkova. By choosing this topic, the author wanted to challenge her own views on gender and Islam. While recognizing an important role the author's father plays in her life, Brady wanted to explore fatherhood cross-culturally, by focusing on how fatherhood is constructed and enacted in Muslim families in the United States and elsewhere.

Dreams and Dreaming by Alex Schoen: This essay was written for *ANTH 785: Anthropology of Dreams and Dreaming* taught by Pr. Sheriff. In the course, students often used their dreams as a barometer of how they felt internally about their culture. To complete one of the course assignments focusing on examining the material objects that appear in students' dreams, the author selected fashion and clothing as such a material item to examine what this object could mean in the context of the dream as well as in waking life. This essay reviews the supposed sense of individuality some humans feel when wearing clothes and how this feeling manifested in a dream.

Contentious Pathways: The Internationalization of UNH by Nicholas Davini: This research paper is the final product of the author's independent study (*ANTH 695: Reading and Research*) with Pr. Withers. Combining documents from UNH and the Navitas company with articles from the Atlantic and Inside Higher Ed., the author traces a recent history of pathway programs at UNH and other universities in the US and offers important insights for further development of this endeavor at UNH.