



Signs & Symbols

Fall 2017 • VOLUME 17

Newsletter of the Department of Sociology and Anthropology

Notes from the chair

by James M. Skibo, distinguished professor and chair

It continues to be an honor to serve as the chair of the Department of Sociology and Anthropology. As you will read below, our award-winning faculty continue to dedicate themselves not only to cutting-edge research but also to inspirational instruction and mentorship. Our students are highly recognized as well and have either gone on to graduate school or successfully started their careers.

We had two noteworthy department-wide accomplishments this year. In the fall of 2016 we had the first meeting of our newly established alumni board. Board members include Marc Bulandr, Doug Irvine, Sally Pyne, Alexis Econie, Tianna Hogan, Mike Wiant, Nicole Roth, Alexandra Robinson Gantt, Alicia Seaton, Buck Farley,

and Emma Meyer. The board's primary charge is to serve as mentors for current students and to provide financial support for student travel. The board meets twice per year.

We also established the Schroeder Hall Gallery, on the second floor of our building. In collaboration with the School of Art, directed by Mike Wille, the gallery is dedicated to displaying art that represents sociological or anthropological themes. The first exhibit displayed 12 photographs from the Rural Documentary Project, a collection of 800 images curated by the School of Art. We plan to change the exhibit annually. For more information on the exhibit, please see the October 24, 2016 Vidette article by Katelyn Provow: VIDETTEONLINE.COM/NEWS/DOCUMENTING-RURAL-AMERICA-EXHIBIT-OPENS-IN-SCHROEDER/ARTICLE_2E4D1106-9A18-11E6-8499-FF1369D5B2D8.HTML



First alumni board meeting attendees, from left: Marc Bulandr (Alumni Board social media), Buck Farley (secretary), Nicole Roth, Mike Wiant (chair), Doug Irvine (treasurer), and Jim Skibo. Sally Pyne, not pictured.



Curators and collaborators, from left: Curators Mike Dougherty (associate professor of anthropology) and Liv Stone (assistant professor of anthropology) with Jim Skibo (distinguished professor and chair of Sociology and Anthropology), Mike Wille (director of the School of Art) and Jake Murray, (B.S. sociology '17).



From left: Guest artist Gerrit Sinclair with Liv Stone and Mike Daugherty.

Sociology-Anthropology Donor Roll: January 1–December 31, 2016

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Michael and Margaret Allen
Carl and Linda Anderson
Wallace and April Anderson
Angela L McDowell Counseling
Pamela Basche
Roy and Sheri Bauer
Rebecca Benner
Barbara Bess
Cheryl Bird
Robert and Kirsten Bishir
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Karlene and Charles Cappell
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John Mitchell
Alice Morrissey
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Andrew Ott
Brian Ott
Craig and Jennifer Planson
Catherine and Matt Praxmarer
Edward and Sally Pyne
Bob and Stacy Ramsey
Janis Roberts-Durkin and Thomas Durkin
Christopher Roehl
Douglas and Mary Roley
Nicole Roth
Tina and Michael Rowe
Kathy Russow
Vincent Salaka
Timothy and Laura Saterfield
Jane and Steve Scobbie
Lisa and Eric Solak
Susan Sprecher and Charles Fisher
Darrel Sutter
William Tolone
Robert Townsend
Nicole Truong and Jason Keller
Barbara Vines
Joan and Bill Warrick
Michael Wiant
Elizabeth Wickes and Michael Feltes
Sarah Wille
William Wonderlin and Linda Shuster
Hurdylyn Woods

Emma Lynn
Emily Newman
Madeleine Perry
Meghan Peuterbaugh
Kamie Schladenhauffen
Lana Summers
Kristin Travis
Rachel Voznak
Jacklyn Weier
Katharine Woollen

Julia Mendes
Alexa Parker
Bryanna Petentler
Haley Pickett
Brent Stewart
Annie Taylor
Piere Trent
Tosca Waasdorp
Elise West



Dean's list ceremony attendees.

Honors Students

Katharine Benshoof
Colleen Connelly
Katrina Frank
Joanna Klein
Julia Mendes
Madeleine Perry
Kamie Schladenhauffen
Katharine Woollen

Radiance Campbell
Alexis Econie
Alexa Johnson
Emma Lynn
Alexa Parker
Bryanna Petentler
Tyler Stempinski



Honors students—ceremony attendees.

Alpha Kappa Delta Inductees

Britney Bindgen
Iwona Franczak
John D. Lewis, III
James Murray
Meghan Peuterbaugh
Bailey-Marie Schmid

Peter Elias
Kerry Just
Cristian Lucas
Natalie Nelson
Kamie Schladenhauffen
Lana Summers



AKD ceremony Inductees, along with co-advisors, Maria Schmeckle and Richard Sullivan, associate professors of sociology.

Ben Keeley Scholarship

Alexis Econie

Student recognition

The Department's 17th annual Student Awards Ceremony & Luncheon was held Friday, May 5, 2017, at the Bone Student Center, Old Main Room. Friends and family members came to help celebrate the achievements of our students. Below, are the names of this year's awardees:

Dean's List

Omi Bartov
Britney Bindgen
Radiance Campbell
Emily Cleveland
Danielle Creasey
Samantha Fillmore
Alexander Jackson
Robert Johnson
Megan Koch

Katherine Benshoof
Kelly Boulan
Alyssa Christensen
Colleen Connelly
Alexis Econie
Alecsandria Hayes
Alexa Johnson
Brian Keeling
Anna Leszczynski

**Wib Leonard Scholarship in
Quantitative / Sociology of Sport**
Meghan Peuterbaugh



Meghan Peuterbaugh with Wib Leonard, professor of sociology.

Emeritus Professor Nick Maroules Travel Award

Richard Bledsoe
Alexa Parker
Abigail Scheppmann

Emma Lynn
Meghan Peuterbaugh



Recipients Emma Lynn, *left*, and Meghan Peuterbaugh, *right*, with presenter Marc Bulandr, SOA alumni board.

Charter Department Graduate Student Excellence Award

Molly Cook

**ASA/ISU Distinguished Sociology
Graduate Student Award**

Erik Zdansky



Molly Cook, recipient of the Charter Department Graduate Student Excellence Award, Erik Zdansky, recipient of the ASA/ISU Distinguished Sociology Graduate Student Award.

**SOA Department Travel
Award**

Leigha Schultz
Greer Snyder

Gerontology Scholarship

Alyssa Christensen



Gerontology award winner
Alyssa Christensen.

**Scott Elliott Endowment for
Sociology and Anthropology**



Recipients, from left: Paula Bryant, Tiffany Hansen, Dustin Lloyd, Julia Mendes, Molly Cook, Chris Nicosia, Jacklyn Weier, and Lindsey Earl.

Scott Elliott was a 1985 graduate of Illinois State University who minored in sociology. He established an endowed fund to help support the Department of Sociology and Anthropology. The department has decided to use this fund to support students who are traveling to present their scholarly work at professional meetings. Recipients of this year's Scott Elliott awards and titles of their presentations are listed below:

Paula Bryant

Society for American Archaeology
Vancouver, B.C., Canada; April 2017
Presented poster: "Acorn Rendering in the Upper Great Lakes: An Experimental Study"

Molly Cook

Midwest Sociological Society annual meeting
Milwaukee; April 2017
Presented paper: "Could Service be an End to Classism?" The Impact of Post-Graduate Service in Employment Preferences"

Lindsey Earl

Central States Anthropological Society Meeting
Lincoln, Nebraska.; April 2017
Presented Paper: "It's for the Children: Child Sponsorship Development Successes and Role of Religion"



Lindsey Earl presenting at the CSAS meeting.

Tiffany Hansen

Midwest Bioarchaeology and Forensic Anthropology Association Meeting

Chicago; October 2016

Presented Paper: "Mortuary Pattern of Discoidal Stones in the Chickamauga Basin of East Tennessee"

Anthropology Student Union Annual Colloquium

Milwaukee; March 2017

Presented Paper: "Social Status in the Chickamauga Basin: The Use of Display Goods during the Mississippian Period"

Dustin Lloyd

Midwest Bioarchaeology and Forensic Anthropology Association Meeting

Chicago; October 2016

Presented paper: "Activity Patterns and Division of Labor at Toqua"

Anthropology Student Union Annual Colloquium

Milwaukee; March 2017

Presented Poster: "Activity Patterns and Division of Labor at a SE Tennessee Mississippian Site, Toqua"

Julia Mendes

American Sociological Association Annual Meeting
Seattle; August 2016

Presented Paper: "Beyond Legal Status: The Struggles and Challenges Faced by Undocumented Students in the United States"

Christopher Nicosia

Midwest Bioarchaeology and Forensic Anthropology Association Meeting

Chicago; October 2016

Presented paper: "Red Ochre: A Closer Look at Its Mortuary Uses Across Archaic Sites in West-Central Tennessee"

Jacklyn Weier

Central States Anthropological Society Meeting

Lincoln, Nebraska; April 2017

Presented paper: "We're Not in the Binary Anymore: Bisexual Experiences and Encounters Contesting Binary Space and Passing"

Interview with a Bone Scholar

Edited by Michael L. Dougherty, associate professor of sociology



Bone Scholars with President Larry Dietz, and Dean Greg Simpson, dean of College of Arts and Sciences. Alexis Econie is second from right in back row.

Alexis Econie, a Decatur native, graduated in May 2017 from Illinois State as a double major in sociology and communication. She was selected in her senior year as a Bone Scholar, the highest undergraduate honor at Illinois State. She also won a nationally competitive National Science Foundation research internship and participated in the American Sociological Association Undergraduate Honors Program. She presented her research to the U.S. Congress in Washington, D.C., as part of the National Council on Undergraduate Research program. Econie also served as the Social Interaction Research Lab co-director under Distinguished Professor Susan Sprecher. During her time as an undergraduate, Econie was a co-author of three research article manuscripts. Econie worked, through AmeriCorps, as the data analysis coordinator of the Office of Sustainability at the University of Tennessee, while she applied to Ph.D. programs in sociology. She was admitted to graduate programs at Cornell, the University of Wisconsin and the University of Oregon and has decided to attend the University of Wisconsin-Madison where she will be a graduate research assistant starting in the fall of 2018.

Econie was interviewed for *Signs & Symbols* to highlight the work of our excellent undergraduates and also to understand a bit better how her experiences as a sociology major and Bone Scholar connect.

1. How has winning the Bone Scholarship shaped your thinking about yourself or your professional trajectory?

Preparing my application for the Bone Scholarship required a lot of introspection to fully address the questions about my personal background and academic journey. In the months I worked to complete my application, I wrote and re-wrote essays about the various ways my experiences at Illinois State University impacted me as an individual and as a learner. I developed a much deeper appreciation for Illinois State University, for my professors, and for my overall academic experience.

Being named a Bone Scholar was validating for me as an aspiring academic. The application required five separate essays. Applying was a rigorous and lengthy process that involved prolonged periods of doubt about my

abilities as a student and as a writer. However, the process itself was a journey of great academic growth. I dedicated months to a single goal. I learned to write and revise my work over and over, doing some 10 revisions per essay, and I learned to view critiques as fortuitous opportunities for improvement. This pushed me to grow as a student and made earning the title of Bone Scholar even more rewarding.

2. What was particularly sociological about your Bone Scholarship application, and how did your studies as a sociologist shape your approach to applying?

My studies in sociology at Illinois State University restructured the way I think about and interpret the world. The analytical and critical thinking skills I developed in the classroom are present in my written work and informed my responses to the essay prompts for various components of the Bone Scholarship application.

Apart from the essay component, for which I submitted a small research paper from my Sociological Inquiry (SOC 206) course, two components of the application stand out to me as particularly sociological. The first is the listing and reflection of the most significant courses I'd taken at that point in my academic career, and the second is the concluding essay addressing the major challenges to the field of sociology.

For the first essay, I was able to think sociologically about the way my participation in courses, the comradery I developed with my classmates, and the mentorship I received from my professors fostered my academic success in college. For the concluding essay, I wrote about the lack of public engagement among professional sociologists. I wrote that important scholarship on all kinds of social issues is published each year but seldom reaches the hands of the public it concerns. I proposed ways scholars and academic institutions could make empirical research more accessible to the public and I highlighted the ways my training at Illinois State prepared me to respond to this challenge.

3. You're interested in a career in sociological research and teaching. Can you talk a little bit about why you've chosen this particular path?

My experience in the Department of Sociology and Anthropology was transformative on personal and professional levels. When I got to ISU as a freshman, I was not particularly passionate about academics and had never heard about sociology. After completing my first sociology course—a general education class called People in Places: Understanding and Developing Community (SOC 240)—I added sociology as a second major, eventually shifting it ahead of my initial major, which was communication studies.

I was enraptured by each of my sociology courses, completely captivated by the subject matter. As I became increasingly intrigued by sociology with each passing semester, I realized that I had never felt so passionate about anything before. My sociology coursework felt more like a great hobby than like assignments. This

enthusiasm only grew more intense as I began working as a research assistant. I found so much excitement in developing survey instruments and interviewing research participants, and I took great pride in noticing small patterns and trends—later to become results—as I transcribed interviews. It was at this point, after several years of coursework, a few experiences serving as a teaching assistant, and an introduction to sociological research, that I realized that four years of sociology would not be enough and that I needed to make it a central component of my life.

4. What two attributes of the Department of Sociology and Anthropology at ISU stand out to you as the most meaningful to you and why?

It's the accessibility and mentorship of the faculty in the Department of Sociology and Anthropology that stands out to me as most meaningful. As a student in the department, I always felt welcome to drop into professors' office hours, contact them via email, or linger briefly after a lecture to ask questions—an accessibility that is uncommon at large universities like ISU. This accessibility is key for the creation of an open and welcoming learning environment.

In addition to accessibility, the mentorship the faculty provide their students was very meaningful. I was incredibly fortunate to have received both formal and informal mentorship from a number of the sociology faculty and to have established relationships with several of the anthropology faculty.

Even the chair of the department, a distinguished professor of anthropology, reached out to me and invited me to present to the alumni board on my study abroad experience. I had a class at that time, and so the department chair took the time to write a note to my professor asking for me to be excused from class. A few months later, the chair contacted me again and invited me to join the alumni board as a three-year member! Although I was still a student at the time, I was made to feel like my contributions really counted.

This accessibility and mentorship were the cornerstone of my development as a student and as an aspiring sociologist. I would not have been able to unlock the personal and professional growth that I did during my undergraduate education without the generous allotment of time and guidance the department faculty afforded me. For these gifts that the Department of Sociology and Anthropology offer their students, I am forever grateful and indebted.

5. Beyond the typical stuff (do the work, invest in relationships with professors and classmates), what advice would you offer to underclass people at ISU regarding how to get the most out of their sociology major?

To get the most out of their sociology major, I think it's important that students do two things. First, students should be very honest with themselves about why they are majoring in sociology. This should be done fairly early in the course of the sociology major. Beginning students should ask themselves what specifically they like about

sociology and what they are hoping to get out of it as a major. Second, students should explore subfields of the discipline and find the particular facet of sociology that they are particularly passionate about. I was very lucky in discovering my enthusiasm for community sociology in my first semester of college and environmental sociology during my junior year. To have the absolute best, most fulfilling experience as a sociology major, students need to identify the social problem or problems that ignite a feeling of excitement for them—something that they can't wait to learn more about or a social puzzle that they can't stand leaving unsolved.

Outside of the classroom, students should get involved in social activism. This helps connect sociology to the rest of life. Activism and public scholarship is important for undergraduates because it allows them to put their studies into action and because it permits the possibility of tangible social change.

6. Understanding that much of the readership of *Signs & Symbols* are not students, but alumni and friends of the department, what ideas do you have for how ISU sociology alumni, in all walks of life, might reconnect to the values, ideas and thinking that characterized their sociology training?

I think sociologically even when I'm not thinking about sociology. Much like adopting a spirit of active mindfulness into everyday life, people can use their sociological imagination, as C. Wright Mills would have it, in nearly any situation in life. Reconnecting with the values, ideas, and methods of interpretation that characterize sociological training can manifest in such ways as using a larger societal scope when consuming news media, considering the socioeconomic circumstances when meeting a new co-worker who stands out as being different, or evaluating the historical, cultural, and political backdrops of a culture or sub-culture before visiting a new place.

As I said above, getting involved in social activism is an important way to reconnect to sociology. All social activism is sociological because you have to understand the structural causes of social problems. We are in a historical moment in which the values of sociology, (equality, justice, giving voice) are under attack, and we should look for small ways in our daily lives to assert these values.



Stevenson Center students who were involved in the study on racial disparity.

2016 Senior Experience class had team report published

By Maria Schmeeckle, associate professor of sociology



Fall 2016 Senior Experience class.

In the fall of 2016, I worked with nine senior sociology majors on a team project in Sociology 300. We did a qualitative study exploring the global competencies that a diverse group of undergraduates in their senior year had acquired while they were students at ISU. With help from our graduate assistant E. Baxter and me, the members of the student research team read the literature, developed an interview guide, conducted 30 interviews, coded and aggregated the data, presented their findings, and wrote up the results. Our research showed that the vast majority of our sample perceived that they did acquire some degree of the seven global competencies that we asked about in the interviews. Our report was selected for publication in *Gausius*, an online journal highlighting research on the scholarship of teaching and learning at ISU.

To read our report, follow this link to the *Gausius* website: GAUISUS.WEBBLY.COM/SCHMEECKLEVOLUME5.HTML

Report on racial disparity for Not in Our Town

By Sarah Aten, Stevenson Center's public relations intern

The Stevenson Center has released its full report on Bloomington-Normal racial inequality conducted for Not In Our Town. Both secondary data and primary data, including archival material, were used to span the past two decades and evaluate the disparities.

"Some of these inequalities exist within the community, maybe not in different levels here in Bloomington-Normal as compared to other communities in Illinois, but the inequalities still do exist and they are something we need to think about, something we need to do our best to remedy," said Peace Corps Fellow Doug Gass, a graduate student involved in the study.

The study was conducted during spring 2017. The researchers included 15 undergraduate students in Sociology 300 and 12 students in the Stevenson Center's interdisciplinary graduate programs (anthropology, applied economics, kinesiology and recreation, political science, and sociology). For the students' full report that the Center released, please follow the link: IR.LIBRARY.ILLINOIS-STATE.EDU/SCCED/

(Article reprinted with permission.)

Reflections on the sociology undergraduate program

By Virginia Teas Gill, professor of sociology and sociology undergraduate program coordinator

As I cleared out my Schroeder Hall office in preparation for my August 2017 retirement, I created a file for the many letters and emails I had received from former students. I was struck by how many of them conveyed a similar message: that the sociology major had been academically challenging but profoundly rewarding. They had learned to see the world in new ways, they had forged close connections with other students and faculty, and they had learned valuable skills.

It led me to reflect on the undergraduate sociology program and how it has evolved during my 21 years in the department. Over the years we have added new electives that reflect recent developments in sociology and the diverse research interests of our faculty, from *Sociology of the Body to Society & Environment*. We have also worked to strengthen and integrate our core curriculum. One of the biggest changes to the core occurred in 2000, with the addition of Sociological Inquiry (206), an advanced introductory course that emphasizes critical reading, analytical thinking, and writing (lots of writing). 206 is designed to prepare students for the other core courses in the major: Sociological Theory, Research Methods, Statistics, and Senior Experience, where students conduct a research project from start to finish, either independently or in teams.

What hasn't changed is our deep commitment to undergraduate education. In 2016-17 there were 311 sociology majors and 140 minors in the undergraduate sociology program, but nearly 4,000 students took our courses. We have worked to keep the program large enough to provide a wide variety of courses while staffing the majority of them with full-time faculty and capping core courses at 20 students, a rarity at a large university. Because we know that learning also occurs outside of the classroom, we encourage our undergraduates to pursue internships and to work with faculty as research assistants. We award several study abroad scholarships each year to give more students the chance to broaden their horizons by participating in international programs. We also encourage our students to participate in academic conferences; in recent years, several of our outstanding majors have been selected for the American Sociological Association Honors Program. Each spring, we host an award luncheon to celebrate students' achievements, with their proud families and friends in attendance.

Maybe you've noticed that I keep referring to "we." Didn't I just retire? I did, but two decades of working with an extraordinary community of faculty, staff, and students stays with you. If the program has stayed with you, let your former professors know. (We keep those emails and letters!) Gather up your former classmates and visit during Homecoming. Tell promising high school students about the program. Create an internship for a sociology major. Make a contribution to one of the sociology scholarship funds—or create a new one.

Gerontology programs

By Chris Wellin, associate professor of sociology and gerontology program coordinator

The gerontology program at Illinois State University continues to thrive, involving an undergraduate minor, and a graduate certificate in social aspects of aging. Although the number of students involved is modest—an average of 10-15 minors at a time over the years, and roughly half that number earning the graduate certificate—the impact of the program is significant for those involved, and it helps to sustain productive ties across campus. These connections span teaching, research, and service, and in this issue of the newsletter, I will elaborate on notable activities and achievements over the past year.

One example of an elective that has informed many students over time is offered in the School of Communication. In Communication and the Aging Process (COM 311), Aimee Miller-Ott's students—representing a wide range of occupational and career pathways—are learning about dynamics of communication, within and across generations, spanning macro- and micro-level contexts. Her syllabus explains that "Specifically, we will discuss what it means to age, how and what we communicate about aging, the impact of aging on human relationships/communication, and communication in contexts involving and impacting older adults. We will discuss topics like the social construction of age, stereotypes and myths; media portrayals; the relationships of the elderly with spouses, family, and network members; health communication within the elderly population; and elements associated with 'successful aging.'" We're fortunate to have this specialized course in the gerontology curriculum, and its relevance is clear for a wide range of students and professionals.

With nearly 20 approved electives in the gerontology program, I could as easily have celebrated other courses and teachers, but this vignette provides more clarity on the concrete learning goals and relevance of aging studies, and its multi-disciplinary scope.

As usual, we bestow an annual scholarship on an undergraduate in the gerontology program; this competitive scholarship comes with a cash award and is acknowledged in our springtime awards banquet, held in early May. In 2017 the recipient of the scholarship was Alyssa Christensen, a sociology major/gerontology minor, who began her college studies at Heartland Community College. A truly excellent student, Alyssa's educational foundation and transition to the ISU campus was greatly enhanced by her teachers at HCC, such as Jennifer Woodruff. This fine teacher is one of two in our department, along with Doug Dowell, who serve on both the HCC and ISU faculties, and who contribute so much to the success of our students.

Alyssa's longer-term goals are evolving, through an active and varied series of scholarly and service experiences. In an upper-level seminar, Alyssa identified and



Gerontology award winner Alyssa Christensen, with Chris Wellin, associate professor of sociology and gerontology minor program coordinator

investigated a relatively new occupational niche, that of the Aging Life Care Professional (or ALCP). In a confusing and too-often fragmented policy domain, older people and their families can easily become overwhelmed by the nature of and connections between policies and programs, especially those designed to support people in home and community-based settings (ever more important as the society ages and Medicaid and Medicare costs claim more budget resources at the federal and state levels). Alyssa is firmly committed to this goal of enhancing lives in the community, and found that ALCPs provide essential expertise and guidance for people as they navigate through the details of eligibility and funding. In a paper on the occupation, she concluded, “The rewards of being an ALCP mean being able to help not only the aging person but their family as well. Seeing as how it is a holistic practice, this profession looks at aspects of the person’s life from every angle, including that of improving family relations. While ALCPs do many things, they also are in touch with many people in the aging person’s life. This may include, nurses, dietitians, physicians, therapists, and nursing home staff. This creates a support system for the ALCP, because no one person can know everything. This also helps the aging person and his or her family. Another pro is that ALCPs have a lot of autonomy. They can choose to specialize in particular areas.”

The gerontology program is also enriched by the involvement of graduate students, who can earn a Certificate in Social Aspects of Aging by completing 12 credit hours. At times, mid-career professionals have sought out the certificate, though the scheduling of classes during the day is often a barrier. Most often, the certificate program serves students who are already enrolled in graduate programs, and seek to deepen their knowledge of aging studies to enhance their scholarship, practice, teaching and/or service roles.

One program that has been especially involved is that of social work, especially after their expansion of gerontology as a practice area for MSW students. Since the turn of the 21st century, there has been a sustained effort by groups such as the Council of Social Work Education to infuse more gerontological knowledge into the training of both researchers and clinicians in the field.

These efforts reflect both demographic aging, as well as broad-based changes in healthcare and long-term care policy—especially, the need, as noted, to shift the emphasis from custodial/medical options (nursing homes), toward more home and community-based alternatives. Preventive health programs are also vital. Social workers are central to implementing these changes, and the roles of many are being transformed in the process. Working with colleagues in the School of Social Work, we have streamlined the curriculum in order that more MSW students can complete the certificate, along with their other requirements.

Two advanced MSW students, currently enrolled in a seminar on the changing terrain of work and retirement in the U.S., were asked to address questions about their current practice roles; how their interests developed in working with older people; and their views of the future horizons for gerontological social work. Brief responses by the students, Kaylee Dickson and Misty Fair-Parker, appear below, offering insights into the relevance and roles of social work in an aging society.

Kaylee Dickson: “I am an MSW intern working at a local hospice program. I assess new patients and begin building the foundation for a new relationship between myself (Social Work) and the patient and/or their loved ones and caregivers. I provide psychosocial support to the patients and their loved ones and caregivers; if needed I provide outside resources (funeral planning, therapy, etc.), carry out social evaluations, provide education and information, serve as liaison for the patient and their loved ones or caregivers, provide crisis intervention (if needed), meet with our interdisciplinary team and discuss individual patients and communicate their needs and/or wishes.

My interests in working with older adults stemmed from childhood, but I did not realize this until I began working with older adults. After reassessing and experiencing sudden life-changing events with elders in my life, I realized my niche was in working with older adults. The more I work with older adults, the more I realize that it all began in childhood—I would hang out with the older adults at our Knights of Columbus’ Fish Fries instead of causing mischief with kids my age. I felt greater comfort, ease, and a sense of identity when I was around the older population than I did with my own peers.

(As for the future), the baby boomer generation is one of the largest generations (second to millennials) and with the number of individuals within this population, there will need to be a higher number of professionals in the areas of gerontology. For instance, if those in gerontological social work continued with their current professional numbers 10 years from now, there will be a major shortage among a large influx of older individuals who may need assistance. The professional quality of care would diminish, leaving the client even more vulnerable than they already are. The need to add more professionals should lead more universities to offer aging courses, along with more studies to be funded and published regarding the aging process and population. This is needed before a

large number of individuals reach advanced age and the limited ranks of gerontological professionals are inundated with higher caseloads, lower quality of care, and outdated studies and literature—leading to misinformation or unintentional generational ignorance.”

Misty Fair-Parker adds, “I am currently a social work Intern at a Community Health Care Clinic. I have several roles at the clinic: I spearhead a group called A1C challenge, helping diabetics lower their A1C and eat healthier. My goals with this program are to provide education, create fun activities for the participants and have personal contact with each of them. I also co-lead a challenge called Join the Hype! that helps people lower hypertension. I also am a CNA, so I take vitals and help admit patients coming in to see our providers. Furthermore, I help to distribute medication, fill out Medicaid/Medicare forms, and act as a receptionist when needed. My goal is to assist whomever I can, enhancing the operation of a free clinic.

I was always surrounded by older adults, and I love how I connected with the population throughout my life. I’ve been a CNA for literally half my life, as I was able to get my certification early due to my grandmother needing assistance. Everyone is aging and the social justice need is becoming larger and larger as more people become marginalized in one way or another. Policies are changing constantly and people like me will be able to interpret and translate policies and advocate for people’s rights. I believe that broader advocacy will fill a great need by protesting, educating corporations on aging issues, and meeting with politicians. I believe these three things will be needed because people are living longer and some of the stereotypes create barriers that need to be broken.”

Sociology graduate program news

By Dr. Joan Brehm, professor of sociology and sociology graduate program coordinator

2016-2017 has been another year of exciting accomplishments and activities among our graduate students. Working closely with our graduate students is immensely rewarding and I am excited to share their news and accomplishments with everyone. This fall we welcomed six new students into our program.

The following students have been accepted into the sociology master’s program: Elise West, Raelynn Parmely, and Camila Rodrigues Pereira. Elise West is an alumnus of our sociology program at ISU and is returning to pursue her master’s degree following a few years off. Raelynn Parmely is a graduate of Illinois Wesleyan University with majors in anthropology and sociology. Camila Rodrigues Pereira is from Brazil and graduated from the State University of Santa Catarina with a degree in business administration. The following students have been accepted into the Applied Community and Economic Development (ACED) Sequence with the Stevenson

Center for Community and Economic Development: Rachel Almburg, Jalisa Holified, and Derek Ruskowski. Rachel Almburg (ACED Fellow) graduated from DePaul University with a B.S. in biological sciences. Jalisa Holified (ACED Fellow) graduated from the University of Cincinnati with a B.S. in culinary arts and sciences. Derek Ruskowski (ACED Fellow) graduated from Southern Illinois University with a B.S. in sociology and a minor in health education. These six incoming students represent an outstanding cohort with tremendous diversity and talents. The program continues to draw some of the best and brightest students from outstanding schools across the country and even the globe and we are very excited for this new cohort to join us this fall, 2017.



Fall 2017 sociology graduate students, from left: Elise West, Jalisa Holified, Rachel Almburg, Derek Ruskowski, Cami Pereira and Raelynn Parmely.

Several of our current students have embarked on the next exciting phase of their program as part of the Stevenson Center for Community and Economic Development. Molly Cook (ACED Fellow) is completing her professional practice with the Missoula Economic Partnership in Missoula, Montana. Teddy Dondanville (MI) is working in youth development with the Peace Corps in Peru, and Renee Palecek is also working in youth development with the Peace Corps in Morocco. Several other Steven Center students are continuing their service across the globe. MI student Carolyn Moe continues her Peace Corps service in Botswana and MI student Amanda Breitenstein continues her Peace Corps service in Ukraine.

We also have an exciting graduation announcement to share. Master of Science student Jenny Swick defended her thesis, “Children in Trouble with the Law and the United Nations Convention on the Rights of the Child,” in May 2017.

The 2016-2017 recipient of the Department Charter Graduate Student Excellence Award is Molly Cook. This award is given annually to a student who demonstrates the most academic promise for success in the program and Molly is exceptionally deserving of this award. We are very proud to honor her accomplishments and recognize her future potential in sociology. We also honored Erik Zdansky as the recipient of the ISU/ASA Distinguished Sociology Graduate Student Award. This award has been given annually since 1994 to the student who has most distinguished himself/herself over the course of the mas-



From left: Marion Willetts, associate professor of sociology, Molly Cook, recipient of the Charter Department Graduate Student Excellence Award, Erik Zdansky, recipient of the ASA/ISU Distinguished Sociology Graduate Student Award, and Maria Schmeckle, associate professor of sociology.

ter's degree program. In 2017 Erik demonstrated exceptional accomplishments in his final year of his master's program and we felt that he was more than deserving of this recognition.

Finally, we should all be exceptionally proud of the caliber and accomplishments of our graduate students. We continue to draw some of the best students from outstanding programs across the country. Our program has certainly been enhanced by the diversity of strong students that fill our classes and interact with us on their research pursuits. I could not be more proud of our students and the faculty that support them, and hope you all will join me in sharing in this celebration of their varied accomplishments.

The sociology club undergoes expansion

By Chris Wellin, associate professor of sociology and sociology club faculty advisor

In recent years the Department and Sociology and Anthropology has revived the Sociology Club, a registered student organization whose leadership and agenda are entirely the responsibility of students. As our website concisely explains, "The purpose of the Sociology Club is to form a community of students and faculty who show an interest in sociology as well as enhance academic knowledge and apply such knowledge to better the environment. Sociology students and faculty will unite for a variety of activities including social events, field trips, films, programs on graduate school and careers, discussions about social issues and more."

Over the past two years, the club has been increasingly active and maintained a presence both on campus (through semi-monthly meetings and varied activities), and online, through a Facebook group that has roughly 100 members. Activities of the Club, examples of which we note below, are chosen by a group of elected officers, who also elicit and welcome suggestions from members (a group that is not confined to sociology majors, but open to all who are drawn to the perspective and academic discipline). Recent meetings have featured panels devoted to applying for graduate programs; discussions of off-campus

internships and volunteer opportunities; exposure to service opportunities housed in other programs; and discussions of documentary films.

The 2016 presidential election was understandably a lightning rod for student interest, which found a place in some club gatherings. Discourse about the election centered both on current, urgent debates, and on longer-standing developments in political movements and alignments, which stimulate re-examination in light of the election's unexpected outcome.

Professor Richard Sullivan moderated a session shortly before election day, and a follow-up discussion was arranged, which included professors Sullivan, Chris Wellin, and Carlos Parodi, from the Department of Politics and Government. Professor Parodi brought comparative perspectives, based on his experience in Latin America, and others brought to bear recent research on American political culture and behavior, such as Arlie Hochschild's (2016) book, *Strangers in their Own Land*, based on ethnographic immersion and interviews in the American South.

The past president of the Sociology Club was Julia Mendes, who did much to energize and expand involvement in the club, and she was supported by Claudia Consuelos, who was elected to succeed Mendes, who graduated and has now begun doctoral study in sociology at Loyola University in Chicago. Alexis Econie, another former officer, completed her degree and has taken a position as a data analysis coordinator at the University of Tennessee-Knoxville. Corey Allen is another continuing officer, who is ensuring the continuity and continued vibrancy of the Sociology Club. With nearly 300 sociology majors, on a campus numbering over 20,000, the Sociology Club provides those with a keen interest in sociology a sense of community and intellectual exchange, on a human scale, which adapts to meet a wide range of needs and aspirations.

Anthropology undergraduate program

By Gina Hunter, associate professor of anthropology and anthropology undergraduate coordinator

Each year, the anthropology faculty present the Ed Jelks Outstanding Senior Award to a student who embodies both academic excellence and active engagement with anthropology within our program and beyond.

In 2017, we were delighted to present two students with the Ed Jelks Award: Devin Hughes and Bryanna Petentler. Devin Hughes earned a 3.9 grade point average in anthropology and wrote an engaging senior thesis, "Flight of the Factories: The Impact of Declining Manufacturing on a Small Town," that examined the impact of a steel mill closure on the Rock Falls, Ill., community. Based on historical data and interviews with key informants, Devin's work documented the changes in the community, including increasing suicide rates, drug use and crime, that resulted from economic atrophy.

Our second winner was Bryanna Petentler, who earned

a 4.0 grade point average in anthropology and completed a second major in math. Bryanna's senior thesis, "Wearing a Dress to Calculus Class" examined the historical construction of three dominant narratives concerning women in STEM (science, technology, engineering and mathematics) fields. Her data for the thesis included interviews with women in STEM fields and primary source historical data. Bryanna continues her own story in STEM and is currently pursuing a Ph.D. in math at the University of Iowa.

The anthropology senior thesis is a long-standing feature of our anthropology curriculum. Students' 2017 senior thesis projects reflected the broad diversity of the discipline: Katherine Woolen examined arthritic changes in the foot evident in the skeletal remains of some Schroeder Mounds individuals. Bob Johnson wrote ethnographically about structural inequality and violence in an impoverished area of Peoria. Dyllyn Hennenfent investigated local drag performances. Paige Perry critically examined debates about hominin specimens known as the Dmanisians; and Camila Dayson-Avarena produced a short film on biracial identities. We take great pride in our four-field approach in which students take courses in biological and cultural anthropology, linguistic anthropology, and archaeology. This broad foundation gives anthropology its holistic and comparative perspective. However, we also know that students often want to specialize in one field or another, perhaps wanting to know more about Neandertals than neoliberalism, or phonemes more than phenotypes.

Over the past year, our faculty spent considerable time working to revise our curriculum to better serve the needs and interests of today's undergraduate anthropology students. Our revised program requirements, which will appear in the 2019 Undergraduate Catalogue, offer students several new courses and allow students greater flexibility in choosing their electives. We are excited about these program changes and the possibilities they open for our students.



Bioarchaeology students Dustin Lloyd, Chris Nicosia and Tiffany Hansen with Dr. Maria Smith after successfully defending their theses.

The anthropology master's degree program

By Katie Sampeck, associate professor of anthropology and anthropology graduate program coordinator

News

The biggest development in the anthropology master's program was to create new alternatives. To align better with ACED student demands, the anthropology program offered a capstone experience as an option. ACED students can choose either a thesis or capstone as their culminating master's work. Our very first ACED graduate, Cecilia Montesdeoca, chose this option. Her capstone is titled "Dakota Resource Council Member Feedback Initiative 2017." Jim Skibo also led to effort to create a graduate certificate in GIS, and option that appealed to my archaeology students.

New graduate students

We were very glad to welcome nine new students this year. New cultural anthropology graduate students were Emily Marvin and ISU's own Jacklyn Weier. We welcomed the second cohort of anthropology ACED students: Lindsay Earl and Alesha Klein. Emily Bartz, Tyler Heneghan, and Allison Huber joined the ISU program in prehistoric archaeology. Two new biological archaeologists also became ISU graduate students: Paige Dobbins and Abigail Peoples.

Master's degrees awarded in 2016-2017

We were thrilled that so many students finished their degrees in 2016-2017:

Tiffany J. Hansen, "Gender Ideology and Life Course in the Chickamauga Basin, Eastern Tennessee: A Meta-Analysis of Grave Goods from Nine Sites"

Ethan Ingram, "Over the Ropes: Boundary Play in Professional Wrestling"

Dustin Lloyd, "Activity Patterns and Division of Labor at a Southeast Tennessee Late Mississippian Site: Toqua"

Hannah Mayer, "The Making of Japanese Gymnastics: Education System, Selection Process and Family Traditions"

Christopher Nicosia, "Social Identities in Sub-adults Based on Mortuary Treatments: A Study of West-Central Tennessee Archaic Sites"

Jeffrey Spanbauer, "'Sparks Fly': Connecting Midwestern Historic Sites Through a Comparative Study of Gunflints"

Dan Walther, "Aizome ni miru Nihon no dentōkugei no keishō to hozon (Inheritance and Preservation of Japanese Traditional Crafts Seen in Aizen)"

Awards

We are thrilled that Andrew Mallo won the James L. Fisher Outstanding Thesis prize in recognition that his thesis was of the highest quality.

Graduate student publications

Dustin Lloyd, 2016. "Effects of Picture References on Reproducibility of Enteseal Change Recordation" *Field notes: A Journal of Collegiate Anthropology* 8(1): 86-104.

Christopher Nicosia, Jessie Dorsz and M.O. Smith, 2016. "Subadult Growth Stunting at Schroeder Mounds (11HE177): A Late Woodland Sample from Illinois" *Field notes: A Journal of Collegiate Anthropology* 8(1): 104-121.

Smith, Maria Ostendorf and **Nicosia, Christopher E.** "A Rare Probable Chondroblastoma of the Calcaneus in a Pre-Columbian Subadult from Illinois." *International Journal of Paleopathology*, March 2017, Vol.16, pp.14-21.

Orzeck, Reecia, Alexa Leyba, Christy O'Donnell, and **Jacklyn Weier**. 2016. "Assessing Undergraduate Knowledge of the Israeli-Palestinian Conflict." *Illinois Geographer* 58 (2): 19-58.

Jacklyn Weier presented numerous talks in 2016-2017:

"Assessing Undergraduate Knowledge of the Israeli-Palestinian Conflict," The Illinois Geographer's Society Annual Meeting, Skokie, April 2016;

"Dykes Film," Women and Gender Studies Symposium, Illinois State University;

"At the Intersection of Non-Monosexuality and Queer Theory," Women and Gender Studies Symposium, Illinois State University, April 2017;

"An Uncaring America: Turkey in the Orient," Central States Anthropological Society Conference, Kansas City, Missouri;

"On Tactical Non-Monosexuality, Queer Theory, and Ethnography," Central States Anthropological Society Conference, University of Nebraska at Lincoln;

"An Uncaring America: Turkey in the Orient," Undergraduate Research Symposium, Illinois State University.



From left: Ethan Ingram, Laura Fredenhagen, and Jacklyn Weier at the Central States Anthropological Society conference in Lincoln, Nebraska, in April 2017.

Alumni update

Lauren Bridges (M.S., Hist Arch 2010) is in the doctoral program at the College of William and Mary and completed one season of study of museum collections in El Salvador.

Deanna Byrd (M.S., Arch 2014) returned to her full-time position of historic preservation officer for the Choctaw Nation of Oklahoma.

Jenna (Carlson) Dietmeier (M.A., Arch 2011) was hired to be review and compliance archaeologist at the South Dakota State Historic Preservation Office. She started her new position only 10 days after receiving her Ph.D. at the commencement ceremonies at the College of William and Mary.

Melissa Frederick (M.S., Anth 2015) is currently an archaeology technician with New South Associates.

Ethan Ingram (M.S., Japanese Studies 2017) is an English teacher in Japan with the JET program.

Hannah Mayer (M.S., Japanese Studies 2017) currently works at Kiddy College as an English teacher in Japan.

Tracie Mayfield (M.A., Hist Arch 2009) in fall semester 2016 began teaching multiple archaeology and anthropology classes as a lecturer in anthropology at the University of Southern California.

New graduate programs underway at the Stevenson Center

By Kaitlin Pavsner, public relations intern for the Stevenson Center (excerpt reprinted with permission)



ACED Fellow Cecilia Montesdeoca, left, with Dakota Resource Council staff

In 2015 the Stevenson Center added two new degree programs to the Applied Community and Economic Development (ACED) Fellows Program and to the Peace Corps Fellows Program. In addition to applied economics, political science, and sociology, Fellows can now pursue master's degrees in anthropology or kinesiology and recreation.

Please see the complete article: NEWS.ILLINOISSTATE.EDU/2016/10/NEW-GRADUATE-PROGRAMS-UNDERWAY-AT-THE-STEVENSON-CENTER/

Society of student anthropologists

By Logan Miller, assistant professor of anthropology and SOSA club advisor

The Society of Student Anthropologists (SOSA) is a registered student organization that is open to all students interested in anthropology and dedicated to enhancing the anthropology education at Illinois State University through extracurricular activities such as guest speakers, field trips, and behind-the-scenes tours of local museums.

SOSA also organizes a number of social events. They kicked off the year with their traditional bonfire initiation at the Miller residence in late October. The weather was unseasonably warm, providing a nice compliment to the food, collegial fun, and initiation of new SOSA members. During initiation, new members received the name of a famous anthropologist they are to carry with them until graduation. It is the students' job to research their namesake, and be ready to answer questions. If you see some of these new SOSA initiates be sure to ask them about their new role model. The SOSA members did their best to keep the fire burning throughout the year by using their meeting time to watch movies, study for tests, and pass the torch to new officers.

During the final week of the spring semester, graduating anthropology majors went through the program's annual Rites of Passage at Lucca Grill. Besides eating pizza, the initiates went through one final test. While the specific details must remain secret, students had to demonstrate knowledge and skill worthy of an anthropology degree. Faculty used the opportunity to present final nuggets of advice, including the timeless wisdom of our department chair, "life is hard."

Also during the Rites of Passage dinner, the two thesis winners were announced for their theses: "The Correlation Between Squatting Facets and Arthritic Changes of the Foot in the Schroeder Mounds Sample (11He177)" by Katharine Woollen and "Wearing a Dress to Calculus Class: A Look at the Historical Construction of the Narrative that Surrounds Women in STEM" by Bryanna Petentler.

For more information about the Society of Student Anthropologists, please see the SOSA Facebook Page. [FACEBOOK.COM/ILLINOIS-STATE-UNIVERSITY-SOCIETY-OF-STUDENT-ANTHROPOLOGISTS-1905042726428181/?HC_REF=ARQOTJZA-GGXXJFPSADGMKK8PK7CG1OYASNS7ZNIATUVM54J9AY3REMRDGIHJWDUZW&FREF=NF](https://www.facebook.com/ILLINOIS-STATE-UNIVERSITY-SOCIETY-OF-STUDENT-ANTHROPOLOGISTS-1905042726428181/?HC_REF=ARQOTJZA-GGXXJFPSADGMKK8PK7CG1OYASNS7ZNIATUVM54J9AY3REMRDGIHJWDUZW&FREF=NF)



Professor Jim Skibo, "Life is hard."



Front, from left, senior thesis winners Bryanna Petentler and Katharine Woollen with Logan Miller and Liv Stone (back, left to right)

Field school 2017— the Noble-Wieting site

By Logan Miller, assistant professor of anthropology

In 2017, 16 undergraduate and graduate student participants in Logan Miller's archaeological field school investigated the village of Noble-Wieting, a Langford tradition site north of Heyworth along Kickapoo Creek. The investigations would not have been possible without the substantial resources, labor, and expertise provided by our partners at the Illinois State Archaeological Survey, based in the Prairie Research Institute at University of Illinois. ISU archaeologists Edward Jelks and James Skibo led field schools at Noble-Wieting, in the 1970s and '90s respectively, but much of the site remains uninvestigated. Thus, 2017 marked the first of what will likely be many seasons of excavation at the site. During the field school, the team excavated part of the remains of a house and numerous pit features. Even though the course ended in June, many student volunteers are still hard at work processing and studying the recovered artifacts. For more information on the excavations, visit these three articles:

[NEWS.ILLINOISSTATE.EDU/2017/07/UNCOVERING-PAST-ISU-STUDENTS-DIG-HISTORY-800-YEAR-OLD-VILLAGE/](https://news.illinoisstate.edu/2017/07/uncovering-past-isu-students-dig-history-800-year-old-village/)

[WWW.PANTAGRAPH.COM/ISU-STUDENTS-EXCAVATE-REMAINS-OF-TH-CENTURY-VILLAGE/ARTICLE_6714660A-D67E-5A91-AA33-B421580FOAED.HTML](http://www.pantagraph.com/isu-students-excavate-remains-of-th-century-village/article_6714660a-d67e-5a91-aa33-b421580foaed.html)

[WJBC.COM/2017/06/22/ISU-ARCHAEOLOGICAL-TEAM-DIGS-THROUGH-NATIVE-AMERICAN-VILLAGE/](http://wjbc.com/2017/06/22/isu-archaeological-team-digs-through-native-american-village/)



2017 Field School Crew.

Professional practice in bioarchaeology

By Maria Smith, professor of anthropology

The goal of the professional practice is to provide supervised hands-on experience for graduate students (ANT 498) and undergraduate students (ANT 398) in a purposeful assessment of human osteological remains. The research goal is to learn about the lifestyle, quality of life, subsistence strategy, and social organization of prehistoric populations. The results of the projects undertaken are usually presented at professional meetings (for example, Midwest Archaeology Conference, annual meeting of the Midwest Bioarchaeology and Forensic Anthropology Association, and the annual meeting of the Central States Anthropology Society). The professional practice is required of graduate students in bioarchaeology and undertaken off-campus in a museum setting. This requires permission from the institution and a well-defined project. For graduate students, this is often the opportunity to collect thesis data. In the summer of 2016, three bioarchaeology graduate students collected thesis data at the Frank H. McClung Museum in Knoxville, Tennessee, and graduated in May 2017: Dustin Lloyd, Christopher Nicosia, and Tiffany Hansen.

In the summer of 2017, three graduate students undertook their professional practice at the Illinois State Museum in Springfield: Abigail Peebles (“Time Does Not Heal All Wounds: Temporal Difference in Spinal Pathology among Pre-Columbian Sites in West-Central Illinois”), Aaron Durchholz (“A Bioarchaeological Assessment of the Gooden Mounds Mortuary Sample, Fulton County, Illinois”) and Paige Dobbins (“Working Women: A Paleopathological Study of Agricultural Intensification And Childrearing in Four Illinois Mortuary Contexts”). All three collected thesis data and are projected to defend their theses in the late spring of 2018.

International studies seminar series at ISU

By Maria Schmeeckle, associate professor of sociology, with Trish Gudeman, office support specialist of the Sociology and Anthropology department

Trish: For the last few years, I have been attending the International Studies Seminar Series. Since they occur over the lunch hour, it provides a very convenient opportunity for a staff person such as myself to be exposed to opportunities for learning and growth. The topics have been interesting, and the “globally inspired” free lunch is definitely an added bonus! The sessions have been very well attended by both faculty, staff, undergraduates and graduates, as well as quite a large number of community members. It is good to see many of the same faces week after week as well as new ones.

Since Maria has been a key player in this series for the last few years, I have asked her to comment specifically on this past year as coordinator of the program. She



Maria Schmeeckle, coordinator and announcer for the 2016-2017 seminar series.

has worked diligently with the OISP to find topics and bring in speakers from across the country as well as within the university.

Maria: This fall 2016 series was co-sponsored by the Department of Politics and Government and the theme was “The U.S. Presidential Election: Global Implications and Comparative Perspectives.” For this series, we drew heavily on political scientists to help us think about the election in a broader way, but we also had Communication and History professors sharing their perspectives. When they anticipated who would win the election, our speakers did not anticipate that it would be Donald Trump. That increased my level of surprise when he actually won. Our series focus was broad, and examined the implications of the election on different world regions, the rise of populism, women in high office, immigrant family perspectives, and social media responses.

One of the talks worth noting was by Ali Riaz, chair of the Department of Politics and Government. He spoke on the topic: “Foreign Policy: What Challenges will the New President Face?” In his presentation, Riaz stated that “uncertainty is the only certain thing” and that we do not live in a unipolar or bipolar world, but rather “a multiplayer world stage.” He described how in a multiplayer world, there are no permanent enemies or friends. “The U.S. will have to work with alliances to achieve objectives,” he said. “We have not lost power; others have gained power.”

The spring series was co-sponsored by the Harold K. Sage Foundation and the Illinois State University Foundation Fund. The theme was “Peace and Conflict Resolution.” Speakers discussed the Global Peace Index, Islam beyond violent extremism, pacifism, local faith-based peacebuilding activities, co-existence efforts among Jews and Arabs, the Bureau of Conflict and Stabilization Operations at the Department of State, NGOs that work on post-conflict peacebuilding, conscientious objection, transitional justice, conflict prevention, the Nobel Peace Prize, and the ISU Peace and Conflict Resolution Studies minor. I enjoyed this series very much, even though many of the topics were sobering.

It is worth highlighting the April 9 presentation: “The Nobel Peace Prize: 100 Years of Ideas for a Better World.” Toril Rokseth and Adeline Cuvelier participated remotely from the Nobel Peace Center in Oslo, Norway. They also created a 6-minute tutorial about the Nobel Peace Prize, which can be viewed at this link: [ED.TED.COM/LESSONS/HOW-DOES-THE-NOBEL-PEACE-PRIZE-WORK-ADELINE-CUVELIER-AND-TORIL-](https://www.ted.com/lessons/how-does-the-nobel-peace-prize-work-adeline-cuvelier-and-toril)



Angela Puentes, third secretary at the embassy of Colombia in Washington, D.C., speaking on “Colombia’s Historic Moment” at the International Seminar Series: Peace and Conflict Resolution on April 5, 2017, in the Bone Student Center.

ROKSETH. Lastly, if you plan a trip to Norway, the Nobel Peace Center looks like an amazing museum. You can visit online at NOBELPEACECENTER.ORG/EN

Maria and Trish: It is a difficult task to give due credit to the series, and so we encourage you to consider attending the International Studies Seminar, which continues to meet on Wednesdays at noon in the Bone Student Center with rotating coordinators. In the fall of 2017, Gina Hunter and Kathryn Sampeck from our department and Noha Shawki from Politics and Government coordinated a series on food sustainability. Spring 2018, the series focuses on Europe in a global context and is coordinated by Kathryn Jasper and Tony Crubaugh from the Department of History. Please visit the website of international Studies and Programs for an up-to-date listing of speakers and topics. INTERNATIONALSTUDIES.ILLINOISSTATE.EDU/INTERNATIONALIZATION/SEMINAR-SERIES/

Your attendance is welcome!

Taking it a day at a time: Into the life of ISU’s longest- teaching professor on campus

By Emily Griffith, features editor for *The Vidette*

“We are not going to become rich as faculty,” Sociology Professor Wilbert Leonard said.

Leonard came to teach at Illinois State University at the age of 26 in 1970. Now going on his 48th year of teaching at ISU, he cannot imagine a life without academia.

“It’s the intrinsic satisfaction; I love what I do, and somehow that trumps some of the negative features.”

For the rest of the article, please visit VIDETTEONLINE.COM/FEATURES/TAKING-IT-A-DAY-AT-A-TIME-INTO-THE-LIFE/ARTICLE_DE586454-14FE-11E7-8069-07762D8E1B9A.HTML (Reprinted with permission)



Wilbert Leonard reflects on years of recognition and his 45-plus years at ISU.

Sabbatical news

By Joan Brehm, professor of sociology



Courtney Flint, left, and Joan Brehm re-visiting rural communities near Escalante, Utah.

From August–December 2016 I was on formal sabbatical from my appointment at Illinois State University. During this time, I focused on several primary objectives related to extending my body of research that has been focused on watershed stewardship and sustainable water management for the future. Much of my time was spent working on analyses of the recently collected data from the Lake Bloomington-Evergreen Lake Watershed Social Assessment research project, which was funded by the Illinois Environmental Protection Agency. From this data several manuscript outlines were developed, along with several presentations. I was also invited to present some of these findings at Utah State University in October 2017, where I presented “To Adopt or Not? The Complexities of Predicting Residential Best Management Practices Adoption in a Midwestern Landscape.” As part of my visit to Utah State University, I also took time to meet with various faculty and administrators to discuss the Utah State University Water Initiative Task Force, integrated water planning efforts and resulting activities, and funding mechanisms for their transdisciplinary water planning efforts. This information was used to help inform the ongoing efforts to establish the Center for a Sustainable Water Future here at Illinois State. As chair of the steering committee to create this center, the information and insights from Utah State University have proven to be extremely valuable as I lead our own committee through this process. This proposed water center will be a transdisciplinary initiative that brings together academically diverse faculty from across campus to advance research, creative expression, teaching, and outreach activities promoting and enhancing effective and viable water solutions and stewardship within Illinois and with our regional, national, and global partners. Through action research, our interdependence and relationship with water will be explored, investigated, and shared, promoting a broader sustainable water ethic for the future. Finally, while in Utah I met with a colleague at Utah State University (Courtney Flint) and took time to visit some rural communities in Southern Utah and discuss some new research trajectories that would revisit and update prior work that I conducted in these communities for my dissertation in 2000.

1,000 cranes! A Japanese tradition brings good fortune

Anonymous

The second week of February in the spring semester of 2016, students in Anthropology 185 and Anthropology 386 were surprised to learn that they had some new instructors. Jim Stanlaw, the originally assigned teacher, decided – foolishly! – to have a heart attack during open-heart surgery and needed to spend the next month in the intensive care unit at a tertiary-care hospital in Chicago. After the usual student inquires (“Ah, like, does this mean we all get A’s now or something?”), some students in 383 and former survivors of other Stanlaw classes decided to fold a thousand Japanese origami cranes for his good fortune.

Japanese tradition holds that if a thousand cranes are folded, a person will be granted good fortune or be blessed with a wish by the gods. Emily Marvin, Ethan Ingram, Jacklyn Weier, Jesse Slatter, and others began the operation, though rumor has it that 90 percent of the anthropology majors folded at least one crane that semester. Also, cranes came in from several anthro club alumni and former Stanlaw students who heard about his problems through the SOSA grapevine. The faculty, too, contributed, though the students all agree that the student cranes were more elegant and beautiful – and thereby more powerful – than any of the professors’ attempts. The archaeology lab students kindly offered their space for all the comings and goings and foldings, graciously setting aside for a while important artifacts that needed curating.

As Emily Marvin said, “We all just wanted so badly to do anything to help, even if that help had to be confined to the realm of the symbolic.” And in spite of Stanlaw’s bad prognosis, apparently help it did, as he was released in March (his supervising doctor said, “I see you are getting out. I am surprised. What happened?”). Stanlaw says he was quite touched by this gesture. “I was speechless.



The 1,000 cranes for Jim Stanlaw’s recovery.

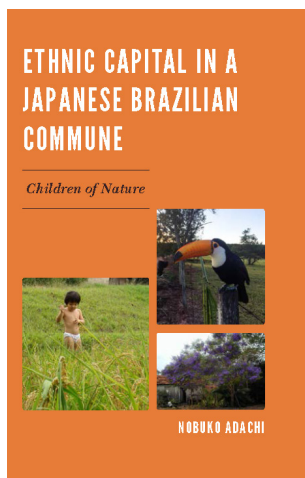
And as anybody who knows me knows, that doesn’t happen very often.” He added, “Things like this just show that ISU is a great place to teach, and a great place to work. Everyone in the department helped me in some way, whether it was making meals or making cranes. Unfortunately, so much was going on at that time, I don’t recall exactly what thing everyone did. So please accept my apologies if I have not thanked you in person. But be assured that it was your support and friendship that helped me get back into the classroom ... perhaps to the disappointment of some future student-cohorts!”



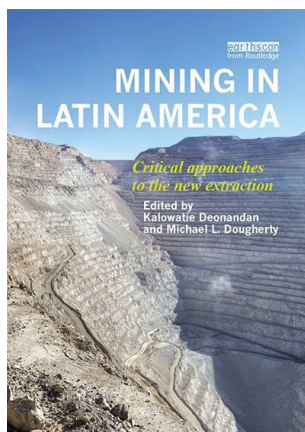
A fully recovered and grateful Jim Stanlaw.

Faculty publications

Nobuko Adachi, associate professor of anthropology, published *Ethnic Capital in a Japanese Brazilian Commune: Children of Nature*. (Lexington, 2017). The publisher describes this book being “about the power ethnic capital and how it drives both the economics of, and the quest for identity in, a Japanese Brazilian commune. Adachi tells readers what this small diaspora (Kubo) community can teach us about how life ‘in the trenches’ looks to those on the outskirts of the exploding transnational world economy.”



Michael Dougherty, associate professor of sociology, edited the book *Mining in Latin America: Critical Approaches to the New Extraction*. He also wrote the chapters, “From global peripheries to the earth’s core: the new extraction in Latin America” and “Scarcity and control: the new extraction and Canada’s mineral resource protection network,” and he co-wrote the chapter, “The rise of the corporate investment rights regime and ‘extractive exceptionalism’: evidence from El Salvador.”



James Skibo, distinguished professor of anthropology and department chair, along with Gregory Simpson, dean of the College of Arts and Sciences, have written 14 guest commentary articles for *The Pantagraph*. All of the articles can be found on the College of Arts and Sciences website: CAS.ILLINOISSTATE.EDU/ABOUT/OP-ED/



Luisa Gomez at the 2017 ASA Annual Meeting in Montreal.

Greg Simpson and Jim Skibo.

Tip of the hat!

Nobuko Adachi, associate professor of anthropology, became the president of the Central States Anthropological Society during the Lincoln, Nebraska, annual meeting in April 2017.



Willie McKether passes the gavel to Nobuko Adachi during the 2017 CSAS conference.

Joan Brehm, professor of sociology, was awarded the 2017 Outstanding Cross-Disciplinary Team Research Award by the University Research Council for her team’s work on the Lake Tanganyika Climate Change/Fisheries Management project and how climate change affects the fish population. NEWS.ILLINOISSTATE.EDU/2017/02/2017-CROSS-DISCIPLINARY-TEAM-RESEARCH-AWARD-GOES-GROUP-WORKING-WATER-ISSUES/

Lindsey Earl, graduate student in anthropology, was named a 2017 Newman Civic Fellow for being dedicated to helping her community. She is the first Illinois State student to receive this achievement! More on this can be found here: NEWS.ILLINOISSTATE.EDU/2017/04/ILLINOIS-STATE-STUDENT-HONORED-2017-NEWMAN-CIVIC-FELLOW/

Alexis Econic, senior sociology major, was selected as a Bone Scholar for the 2016-2017 school year. Being named a Bone Scholar is the highest award that an Illinois State University undergraduate can receive. Read more about Alexis under “Interview with a Bone Scholar,” page 5.

Tom Gerschick, associate professor of sociology, has been elected president of the Midwest Sociological Association for 2019-2020. He will be responsible for the conference program in 2019.

Luisa Gomez, sociology major, was accepted to the 2017 American Sociological Associations Honors Program in Montréal, Canada, held Aug. 11-15, 2017. The Honors Program gives a rich and stimulating introduction to the discipline and to the ASA Annual Meeting, the “premier” event for sociologists around the country.

Gomez was also the recipient of the Dorothy E. Lee Scholarship, which provides scholarships for women 25 years of age and older to begin a college education or to return to college to continue studies toward a degree.

Patricia Huete, sociology graduate student, was a part of the first cohort of students to have completed the first-ever Certificate of Specialized Instruction in the Scholarship of Teaching and Learning at Illinois State University.

Ethan Ingram, anthropology graduate student, was the 2016 CSAS Paper Award Winner for the best paper by a graduate student, for his paper, "Audience Interaction in Professional Wrestling: An Anatomy of a Failed Performance."

Wib Leonard, professor of sociology, was invited to speak at USCOTS (United States Conference on Teaching Statistics) held at Penn State University in May 2017.

Andrew Mallo, anthropology graduate student, was the 2016-2017 overall university winner of the James L. Fisher Outstanding Thesis Competition with his thesis, "Spatial Organization of Lithic Technology at the Mather-Klauer Lodge Site: A Terminal Woodland Occupation on Grand Island, Michigan." The overall university winner received a \$400 award plus \$200 as the Illinois State University submission to the MAGS (Association of Graduate Schools) regional competition. Congratulations, Andrew!

Julia Mendes, sociology senior, won the Charles W. Bolen Senior Professional Honors Student Award, a \$1,000 scholarship through the Senior Professionals Mentoring Program at ISU.

Julia Mendes and Cecilia Montesdeoca, anthropology graduate student, both were recipients of the University Club Scholarship.



From left, Julia Mendes, President Emeritus Al Bowman, and Cecilia Montesdeoca.

Maria Smith, professor of anthropology, was chosen to be the fall 2017 CAS distinguished lecturer, which is one of the highest honors bestowed upon a faculty member by the college, and may be awarded only once to any person.



Maria Smith

Richard Sullivan, associate professor of sociology, was selected for the Shaw Teaching Fellowship for his work with students, especially in terms of civic engagement and general education. He plans to use the funds to produce podcasts related to topics in SOC 106.

Maura Toro-Morn, professor of sociology and director of LALX, was one of several Illinois State University faculty and staff nominated for the 28th annual YWCA Women of Distinction Awards. All 48 women nominated were honored May 16 at the Marriott Hotel & Conference Center in Uptown Normal.

Toro-Morn was also this year's recipient of the Outstanding College Researcher Award and an Impact Award winner. The Outstanding College Researcher Award recognizes individuals who have conducted research at an outstanding level among their peers. The Impact Award is nominated by freshman and transfer students and reflects the positive impact that faculty, staff and students have had on them.



Maura Toro-Morn at the YWCA Award ceremony board of nominees.

Kris Travis, junior anthropology major, was awarded the Women's and Gender Studies Achievement Award. The Women's and Gender Studies Achievement Award is a \$250 prize given to a Women's and Gender Studies graduating minor. The student is selected on the basis of academic standing overall and in the minor, and for service to Women's and Gender Studies or on behalf of gender issues.

Marion Willetts, associate professor of sociology, was this year's recipient of the Outstanding Teaching Award, which recognizes the best teachers in the College of Arts and Sciences, who display exceptional classroom teaching, develop innovative instructional materials and approaches to instruction, involve students in significant learning and/or research activities, and advise and/or counsel students.

The lighter side

This is from Mike Dougherty, regarding a collection of jokes gathered from his Sociological Inquiry class from 2012-2016:

Part of the goal in teaching Sociological Inquiry, Sociology 206, is to develop, on the part of the students, a collective identity as sociology majors. The inside joke is a common emblem of group belonging. To that end, I assign my SOC 206 students, in the last weeks of the semester to write two sociology inside jokes.

Here is a small selection of such jokes:

Q: Why did the sociologist pretend he didn't know his mother?

A: He was trying to "make the familiar strange."

Q: How did the herd of cows stop the restaurant from serving beef?

A: They started a social moo-vement.

A sociologist is building his dream house. For the foundation he lays a bunch of abstract paintings on the ground. When asked why he did this, he responds, "If you reify them they will become concrete."

Q: How many sociologists does it take to screw in a light bulb?

A: None. They're all too busy looking for the sources of power.

Photo of the year— Stanlaw vs. The Cricket



Jim Stanlaw trying one of Gina Hunter's cricket protein bars at the CSAS conference in Lincoln, Nebraska. The cricket may have won. (Photo courtesy of Alesha Klein)

Alumni news

John Drummond, B.S. '90, recently joined Giordano's Famous Stuffed Pizza Corp., based in Chicago, as vice president of human resources.

Tony and Beth Eckert, B.S. anthropology '99, met on the first New Mexico archaeology dig with Jim Skibo. They have been together since then and have four young children. Tony's work (more related to his political science master's degree) took him to places around the world, but since returning to Illinois, they have been owners and managers of a Victorian hotel, Riverview

Mansion Hotel & The Levee Lounge, in Port of Golconda. They consider their "study of man" degrees instrumental to their operation's success.

Kim Erbe, B.S. SOC '12, finished her master's in human services and social service administration at University of Illinois Springfield and graduated in May 2017. She began the Ph.D. program in social sciences and education policy at University of Illinois at Urbana-Champaign, in January 2018.

Raven Harrington, B.S. SOC '16, works for Cintas Corporation as a management trainee in Minnesota. More about her story is written in a news article that can be found here: [NEWS.ILLINOISSTATE.EDU/2017/01/REDBIRD-ALUM-REFLECTS-BRIGHT-OUTLOOK-FOR-LIBERAL-ARTS-MAJORS/](https://news.illinoisstate.edu/2017/01/redbird-alum-reflects-bright-outlook-for-liberal-arts-majors/)

Katie Raynor, M.S. '15, returned to ISU to work full time as the program coordinator of the Stevenson Center. Please see the nice article written about her in the ISU News: [NEWS.ILLINOISSTATE.EDU/2017/02/ALUMNA-STEVENSON-CENTER-RETURNS-PROGRAM-COORDINATOR/](https://news.illinoisstate.edu/2017/02/alumna-stevenson-center-returns-program-coordinator/)

April Zmudka, B.S. SOC '15, spent the past year working as a one-on-one paraprofessional in a classroom for elementary students with Autism Spectrum Disorders and as a Registered Behavior Technician administering Applied Behavior Analysis therapy to children with a variety of developmental disabilities, including ASD. She was admitted in the fall of 2017 to the University of Utah's School Psychology program, where she will be working with various professionals on the Autism Training Grant, a grant funded by the United States Office of Education to train students in the school psychology program on evidence-based practices and parent training for students with ASD. Upon completion of the four year M.S./Ed.S. program, she will be able to sit for the Board Certified Behavior Analyst certification.

Retirement news

By Chris Wellin and Tom Gerschick

Virginia Teas Gill, professor of sociology, retired from the department in August 2017. Gill started her career at Illinois State in 1996 after receiving her Ph.D. in sociology at the University of Wisconsin-Madison, where she also completed her undergraduate work. She received tenure in the department in 2002 and was promoted to full professor in 2011. Her research, which focuses on social interaction in medical contexts, has earned her a reputation as an internationally-recognized scholar in the field of conversation analysis. She has also engaged in significant service to the discipline and has influenced a generation of students through her classroom teaching.

Gill was trained as an ethnomethodologist, conversation analyst, and social psychologist. She was first exposed to these approaches as an undergraduate in the Honors program at UW-Madison, where she took courses with Douglas Maynard. Maynard then served as her Ph.D. advisor in graduate school, and they have since published together. She also studied with Harold Garfinkel, the



The newly retired and very active Dr. Gill; years of service at ISU 1996-2017.

founder of the field of ethnomethodology, when he was a visiting scholar at Madison in 1989–90.

Ethnomethodologists and conversation analysts are qualitative researchers who investigate the endogenous production and organization of social life—its production “from within.” They study how members of society achieve social organization during their interactions with one another, paying particular attention to how they use interpretive

procedures to create and sustain this organization. Gill’s work in conversation analysis (CA) entails recording naturally-occurring conversation (with the participants’ prior consent), transcribing the recordings in detail, and reviewing them repeatedly in order to document how the participants achieve social actions of various kinds. Much the way instant replay in sports allows us to see the nuances of complex plays and the organized sequences of events involved in their production, recordings of interaction allow conversation analysts to see and document the moment-by-moment organization of fleeting and complex social events. In medical interaction, this could mean anything from how patients first describe their symptoms and answer doctors’ questions, to how doctors deliver diagnoses and make treatment recommendations, and how these matters are negotiated during the encounters.

Gill has been particularly interested in patient agency and processes of persuasion and resistance in medical encounters. Her early publications challenged the assumption that patients (and parents of patients) were simply passive victims of doctors’ superior institutional status, with no voice of their own. Those assumptions were derived from theoretically-driven work that did not focus on how doctors and patients actually behaved; indeed, prevailing research methods did not afford detailed examination of real-time behavior. Gill’s analyses of videotaped medical encounters illuminated some previously-unappreciated ways in which patients (as well as doctors) exert agency in medical encounters, how they respond to each other’s initiatives, and how dominance and control are achieved, challenged, and subverted during medical visits. With co-authors from UCLA, Purdue, SUNY Albany, she has also written methodologically-focused chapters that have been widely adopted and cited, and she is a co-editor of the volume, *Communication in Healthcare Settings: Policy, Participation and New Technologies* (Wiley-Blackwell). She has been an invited speaker at international conferences and has presented her work on doctor-patient interaction at dozens of national and international meetings. Most recently, Gill has been investigating interaction in surgical consultations. She is

studying how surgeons present surgical treatment options to newly-diagnosed breast cancer patients, in hopes of achieving a better understanding of how this important treatment decision is made.

During her career, Gill has also assumed leadership roles for several disciplinary organizations. She has served as co-chair of the American Sociological Association Section on Ethnomethodology and Conversation Analysis, and as a member of the section council; she served as Finance Officer for the International Society for Conversation Analysis; and she has served on the board of the International Institute on Ethnomethodology and Conversation Analysis. She has organized and participated in a number of workshops at national and international conferences on teaching ethnomethodology and conversation analysis.

As a teacher, Gill designed our Sociological Inquiry course (SOC 206) and taught it for 17 years. She also developed and taught Social Interaction (SOC 338) and Medical Sociology (SOC 310), and mentored many teaching assistants, research assistants, and graduate students during her 21 years at ISU. Gill’s skill, passion, and depth as a teacher is reflected in her having won teaching awards throughout her career. As a graduate student at UW-Madison, she received teaching awards at the department, College, and University levels. At Illinois State, she won the University Teaching Initiative Award, the Outstanding College Teacher Award, and the Outstanding University Teacher Award, which is the highest teaching award ISU bestows on full-time faculty. Her profound impact on students is, in part, captured by student evaluations that describe her courses as challenging and intellectually engaging, and her teaching style as creative yet organized. Even in a department with a reputation for excellence in teaching, Gill has embodied the highest standards and ideals to which we aspire. Beyond her direct contributions to teaching, in recent years Gill took on the role of undergraduate sociology program coordinator. In this role, she created the sociology course schedule each semester, chaired the Undergraduate Curriculum Committee, and helped define and implement policy changes that have enhanced the undergraduate student experience.

Gill and her husband, John, have two adult sons and enjoy cooking, reading, films, cycling, and travel. In retirement, she remains an active and engaged scholar who continues to write and publish. Her legacy is not solely in her scholarship but also in the many students whom she has mentored, including some who are continuing in the CA tradition at nationally top-ranked graduate programs. Gill’s many friends are gratified that she continues to live in the community. Her colleagues and former students extend the warmest congratulations on her accomplished and influential career.

Alum shares story of passion and purpose

By Anastasia Kreiling, communications intern for Alumni Relations (reprinted with permission)



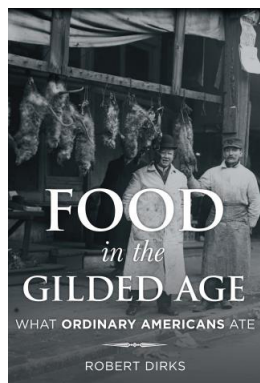
Alum Robert Shorty reflects on his journey while attending Illinois State University and how it led him to his position as a regional human resource manager for Starbucks.

The moment students and faculty heard that campus would soon get a Starbucks, there was a buzz in anticipation of its arrival. Current students and faculty of Illinois State were not the only ones thrilled about the new addition to campus; alum and Starbucks regional human resource manager Robert Shorty '08 was as well.

Shorty spent most of his teen years in a group home, after coming from a community with a large amount of gang activity and crime. Here is where he realized he had alternative choices and did not have to follow in the footsteps of others in his community. A choice he made, after persevering through necessity, was pursuing a degree in sociology at Illinois State University.

To continue reading the complete article, please visit [NEWS.ILLINOISSTATE.EDU/2016/11/ALUM-SHARES-STORY-OF-PASSION-AND-PURPOSE/](https://news.illinoisstate.edu/2016/11/alum-shares-story-of-passion-and-purpose/)

Emeriti news



Robert Dirks, professor emeritus of anthropology, received the 2016 Sophie Cole Prize for food history writing regarding Chapter 3: "African Americans and Soul Foods" from his book, *Food in the Gilded Age: What Ordinary Americans Ate*.

Kathleen McKinney finished her part-time work for the Provost and fully retired in July 2016 and then became a grandparent

the following October! In 2017, she published an article with one of her former MA Sociology students, Tyler Flockhart. (McKinney, K., Atkinson, M., and Flockhart, T. 2017. "A Sampling of What Psychologists Engaged in SoTL Might Learn from Sociology." *Cross-fertilization article. Scholarship of Teaching and Learning in Psychology* 3(2): 178-190.)

Did you know?

Did you know that the Capoeira Club, an RSO that introduces students to Brazilian language, music and acrobats, was founded by J.D. Lewis, 2015-2017 sociology master's student?

Katie Sampeck's ANT 383 class, Studies in Selected Cultures: Afro-Latin America, is one of few, if not the only, Afro-Latin American anthropology college course taught in the U.S.?

Did you know that two of our faculty are equestrians? Katie Sampeck was a national champion Appaloosa horse trainer in Texas at age 16, and Nobuko Adachi currently is an amateur competitor in "Three Day Eventing," which includes dressage, show jumping and cross-country.



Nobuko Adachi on a cross-country course with her horse, Daisuke, or LB for short.



Katie Sampeck, national champion Appaloosa horse trainer, age 16.

Guess who



Virginia Gill, 1980

Family gift supports Illinois State's anthropology research

By Tyler Emken



The Klauer family stands in front of the Mather-Klauer Lodge in Grand Island.

Distinguished Professor of Anthropology James Skibo has been working on Grand Island, Michigan, as director of the Grand Island Archaeological Project since 2001. Skibo has been taking Illinois State students to Grand Island since the same year. To date, 100 students have worked on the island, helping identify over 200 archaeological sites.

This research has been possible thanks in part to the Mather-Klauer Lodge Fund. The lodge was originally built by William Mather, president of the Cleveland Cliffs Iron Ore Co., in the late 1800s. Mather owned Grand Island at the time and used the building as a hunting camp. As Mather aged, his use of the building declined, so he sold it to fellow outdoorsman William Klauer, owner of the Klauer Manufacturing Co.

The lodge is now owned by Hiawatha National Forest. The Mather-Klauer Lodge has been used by Skibo and students as a research facility and also as a place to stay for the past five years. The lodge was a critical part of the work being done on Grand Island, but in desperate need of repairs. Skibo said the roof of the over 100-year-old building was a primary concern. He approached the Klauer family for financial assistance in help with renovating and maintaining the building.

"Without their help, the lodge would have eventually crumbled down to nothing," Skibo said. "Without a good roof and without a good structure, it wouldn't have taken long for the building to fall into disrepair."

Brothers Bill, Jim, and Bob Klauer had no prior connection to Illinois State University. However, the family had fond memories of coming to the lodge and recognized the potential the building had to be used for education. Between the Klauer Foundation and gifts from the Klauer brothers, the Klauer family has committed more than \$75,000 of support. Further goals for the facility are for it to be used as a museum space and to be utilized by researchers from other universities.

"They were really thrilled with the work we have been doing," Skibo said. "They are involved in a lot of

philanthropic activities and support education at other universities. It is really a unique gift that supports Illinois State University, my research, and this important historic structure."

Illinois State students have greatly benefited from the continued upkeep of the Mather-Klauer Lodge. Autumn Painter, M.S. '15, first got into archaeology by attending the Youth Archaeology Workshop, which is jointly organized by the Hiawatha National Forest and Illinois State University. When it came time to pursue her master's degree, she knew it was time to come full circle.

"I was determined to continue my education in archaeology and I attended Illinois State for my master's degree with Dr. Skibo, the very person who introduced me to archaeology over 10 years before," she said. "I was able to attend the field season on Grand Island as a graduate student and assist in teaching the Youth Archaeology Workshop students."

Kelsey Hanson, M.S. '16, said the program has uniquely prepared her to pursue her Ph.D. by giving her a truly immersive experience.

"You begin to think differently about how people in the past experienced the island," she said. "And you begin to ask different questions when everyone involved can congregate around a fire at the end of the day to share their thoughts and ideas."

Illinois State's comprehensive campaign, Redbirds Rising: The Campaign for Illinois State, supports scholarships, leadership opportunities, and innovation at Illinois State. To learn how you can join the Klauers in helping Redbirds soar, visit RedbirdsRising.IllinoisState.edu.

For more information about Grand Island and Skibo's research visit the Grand Island Archaeological Program website.

**REDBIRDS
RISING**
THE CAMPAIGN FOR
ILLINOIS STATE

RedbirdsRising.IllinoisState.edu

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