



Tanya Luhrmann Speaks at Morgan Lecture "Learning to be an Evangelical Christian"

Lander Auditorium was filled on October 11th with students, faculty and members of the UR community who attended this year's installment of the Lewis Henry Morgan Lecture series, "Learning to be an Evangelical Christian." Tanya Luhrmann – Max Palevsky Professor in the Committee on Human Development, University of Chicago – began her lecture with a question that most students or individuals might not contemplate as much as she has over the last several years – how does God become real for people? Focusing her research on a group of evangelical Christians in the United States, Luhrmann has attempted to gain some insight into the experiential process of developing a relationship with God in this Chicago evangelical community. She describes the community as representative of "African-American charismatic Christianity turned White," referring to the trajectory that evangelical Christianity has followed in the last several decades in the US.

Over the last several decades, there has been a significant increase in experiential evangelicals in the US, with 42% of Americans identifying themselves as born-again or evangelical Christians in 2003. For these individuals, the Bible is interpreted as "nearly-literal" in its depiction of events, and members strive to develop an intimate relationship with God as an interlocutor.

Luhrmann's lecture focused on the specific practice of prayer in evangelical Christianity – a simultaneously cultural and psychological process – as a cultural practice. She referred to the process of learning how to pray and to interpret one's prayers as this cultural element to prayer. In order to establish a meaningful relationship with God as an active participant in a conversation or activity – (continued on page 8)

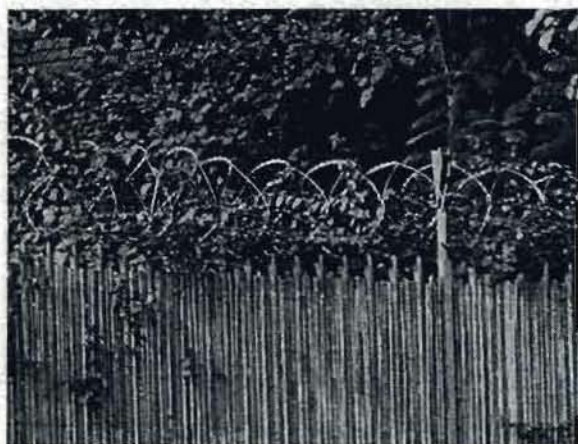


ANTHRO STUDENT NEWS

Harsh Beauty by Emily Zale

I call the picture "Harsh Beauty," because that's precisely what Africa is filled with. Uganda and Rwanda have some of the most beautiful countryside I have ever seen, but they also have some of the biggest tragedy I could ever imagine.

In April of 1994, genocide ravaged the small country of Rwanda. Almost one million people were slaughtered in the most brutal way possible, with machetes and hoes. The conflict pitted neighbor against neighbor. Even family members took up arms against each other. Twelve years later, I went to Rwanda to learn not only about the genocide itself, but also about the monumental peace process its citizens have undertaken. Living with a young genocide survivor (she was 18 at the time of the genocide and lost most of her family) I witnessed incredibly resilient people rebuilding their lives after the world had all but ended. To handle the overwhelming case load, the government of Rwanda has opted to use a traditional mechanism of restorative justice, Gacaca Courts. Originally used to settle small conflicts such as land disputes, Gacaca has taken on a role similar to South Africa's Truth and Reconciliation Commission. At the Gacaca session I



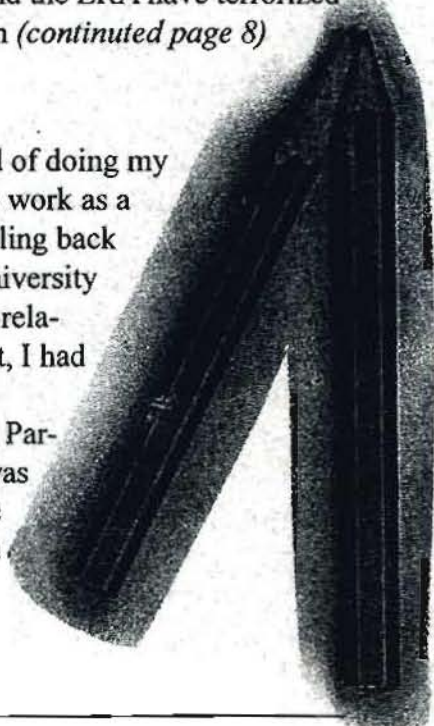
witnessed a young woman confront the man who killed her parents; they continue to live in the same neighborhood, and his confession at Gacaca is meant to aid forgiveness. The effects of the genocide are still strong, but Rwanda is working tirelessly to rebuild.

Uganda, on the other hand, has endured a continuous war for the past twenty years. In 1986, a young man named Joseph Kony took to the bush to start a rebel insurgency against the new Ugandan government. He called his group the Lord's Resistance Army, calling on the popular religious movement at the time. For the past twenty years, Kony and the LRA have terrorized the people of Northern (continued page 8)

Study Abroad in Brussels by Shannon Miller

This summer I decided to step outside of my comfort zone. Instead of doing my regular summer internship at an NGO back home in Chicago, I decided to work as a stagiaire at the European Parliament in Brussels, Belgium. Rather than falling back on the anthropology and history education I have been receiving at the University of Rochester the past couple of years, I got a crash course in international relations, public policy, as well as economics and politics. And to say the least, I had an amazing time.

From late May to late July, I worked in the office of Member of European Parliament (MEP for short) Joseph Muscat from Malta. I'm not sure what I was expecting the first time we met, but I was in a suit and he was in jeans. He is only 10 years older than me and that was my first lesson in politics: you are never too young to start making a difference (I also learned that you are never too busy to finish your education because he was working on his doctoral thesis while I was there). Starting from my first (continued page 3)



(continued from page 2) day at the office, I was at work. I went to conferences ranging from German and Polish Perspectives on Belarus to stem cell research debate. I even got the chance to see the 2006 Nobel Peace Prize winner Muhammad Yunus, the founder of the Grameen Bank, speak at a conference on microcredit. I prepared briefs on proposals, directives, reports such as the Council of Europe's report on secret CIA prisons and transfers over EU soil, and on topics like illegal immigration to autonomous Spanish communities of Ceuta, Mellila, and the Canary Islands. I went to Economics and Internal Market and Consumer Protection committee meetings for the Parliament and the Party of European Socialists (Joseph's political party).

I even had the chance to go to Strasburg, France for the plenary session. Sure I stayed in a boat-turned-hotel and never got the chance to actually see the city because I spent all of my time at Parliament, but I was there. I saw reports adopted, questions answered, and agendas set. I was even able to out-journalist a former reporter when I was able to track down someone Joseph couldn't. All in a days work for a stagiaire I guess.

But don't get the impression that all I did was work while I was in Brussels. I sampled all of the chocolate Belgium had to offer, tried all of the best Belgian beers, and ate some really good mussels and other traditional Belgian foods (like stompf). I had fun wandering around my Italian-Turkish neighborhood and eating Turkish pizza. I even had the chance to visit Brugge with my fellow interns one Saturday and to Amsterdam with my fiancé when he visited. And if that isn't enough, I read a lot and now know that Flemish/Dutch caption their American television shows, unlike the French who dub.

In all, I really enjoyed my hot, sticky, busy, hectic summer in Brussels. I found out that I have a hidden passion for international relations and policy. I also know that I love traveling around and meeting people. So what is the next step for me? Graduating in the spring and planning my next jaunt abroad and into politics.



Canal tour of Brugge.



Walking through an art fair in Brugge.



European Parliament Building in Strasbourg, France.

SPOTLIGHT ON ANT 101Q:

Crossing the Footbridge, a 101Q Tradition?

It seems that every Fall semester the new batch of Freshman students come “bright-eyed and bushy-tailed” – as Prof. Carter would say – as ever to the Cultural Anthropology Quest course. Condescending as the description above may appear, each incoming group also seems to, undoubtedly, have certain commonalities with previous students, but also its own potentialities. Freshman Leah Squires is a member of the most recent batch of students to discover the rigors and rewards of Carter’s class. Not to mention, the intriguing and not-so-dangerous 19th Ward district of Rochester, NY.

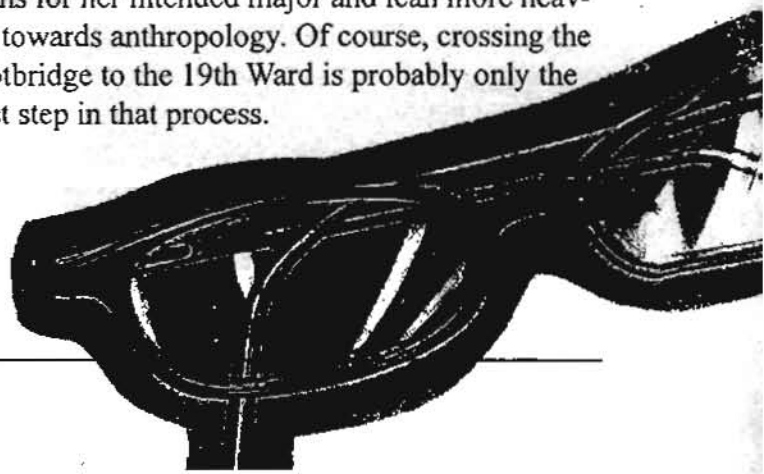
Squires has focused her field work for this semester – with possible plans of continuing on into the Spring – on the D&L Groceries store on Genesee St., spending some weekday evenings speaking with owners, employees and customers. After making several visits to the grocery store during the course of the semester, she has begun to create some meaningful relationships with the store’s employees and owners. Her observations in this “specialty” or “destination” store have provided her with ample information to investigate the internal processes that structure this Jamaican grocery store. Although Squires has observed certain practices that would not coincide with her knowledge of health regulations, she has found that, in many cases, “that’s how customers want it.” “That’s how it’s served in Jamaica,” she has been told by some of her informants. Even a UR student who had spent some time abroad in Western Africa noted how the store creates an atmosphere that people would expect to find in West African nations or cultures. “[It’s] almost like a homecoming for [customers],” Squires relates,

adding that it offers them a taste of their home. Indeed there are several interesting instances in the field notes that illustrate a sense of the commodification process that goes on in the grocery store. Consider the following transcription of the owner’s conversation with Squires:

All the ethnic groups are in New York – Polish, Jewish, Russian, Italian...everything. So, there is all this food there because there’s a market for it. There’s also the Hudson Market – they sell a lot of fish there. (Mr. Hamilton crosses over to a cardboard box and picks up an object.) This here, this is a codfish. You know codfish? Very popular in Africa. You take all the moisture out. It will last for years without salt or refrigeration. You can also get cod liver oil from these fish. You drink that if you are sick. Now, this fish here, this is coti fish. It’s from a specific lake in Ghana, and it only lives in that lake. (10/11/2006)

The emphasis that she recognizes in the owner’s description of their practices appears to have a possible correlation with a previous observation she made when she comments on a change of speech patterns in one of the regular customers: “Is this where he feels most like himself when he can slide back into his traditional speech patterns? Does he feel more accepted by the community at the D&L?” What Squires seems to be becoming cognizant of is how the cultural environment affects how participants code their behavior towards her and among each other.

Squires’ experience in ANT 101Q reflects that of many other students who have taken the course before her, and may project something about the experiences of future students. The course has certainly made her rethink her original plans for her intended major and lean more heavily towards anthropology. Of course, crossing the footbridge to the 19th Ward is probably only the first step in that process.



Getting to Know Visiting UR Professor Daniel Reichman

New to the UR Anthropology Department, Visiting Assistant Professor Daniel Reichman, who has conducted field research in Honduras since 2001, offers students the opportunity to explore issues particular to Latin America in his courses. I had the chance to speak with him about his experiences as a recent graduate student and current educator.

Reichman received his MA and PhD in socio-cultural anthropology from Cornell University. His research on emigration to the United States, the coffee industry, and evangelical religion was the basis of his dissertation, *Broken Idols: Migration, Globalization, and Cultural Change in Honduras*, which was completed in 2006. Before coming to Rochester, he taught at Brandeis University. Professor Reichman is currently teaching ANT 224 (Anthropology of Development) and ANT 291 (Research Practicum). In the spring, he will lead ANT 292 (Senior Seminar).

What made you choose a career in anthropology?

"I love teaching. It's a thrill to have the freedom to think, write, and talk about issues that you're passionate about and could have an impact on the world. I've always loved interacting and getting to know people. The emphasis on fieldwork for me was the best way to understand the human condition."

As for choosing anthropology versus other fields, Reichman's childhood move from a farm in rural Maine to the Boston suburbs revealed to him how much one's cultural environment influences one's personal development. Reichman's long-time interests in economics, politics, and current events, along with his affinity for learning languages – he's currently fluent in both Spanish and Portuguese – have also steered him toward anthropology.

Do you have any personal advice for students based on your fieldwork experiences?

"One good way to meet people is to go shopping and buy only one thing from each store in the community. This allows you to meet more

people. Also, consider every interaction you have as part of your research and don't separate yourself from your informants who could become life-long friends."

For those students interested in graduate school for anthropology, "Study abroad! Try to learn a less commonly taught language if you can. Get a solid background in liberal arts; more specifically, history of philosophy will be of great help down the road."

What would you say are either untapped or rising issues that could benefit from anthropological study?

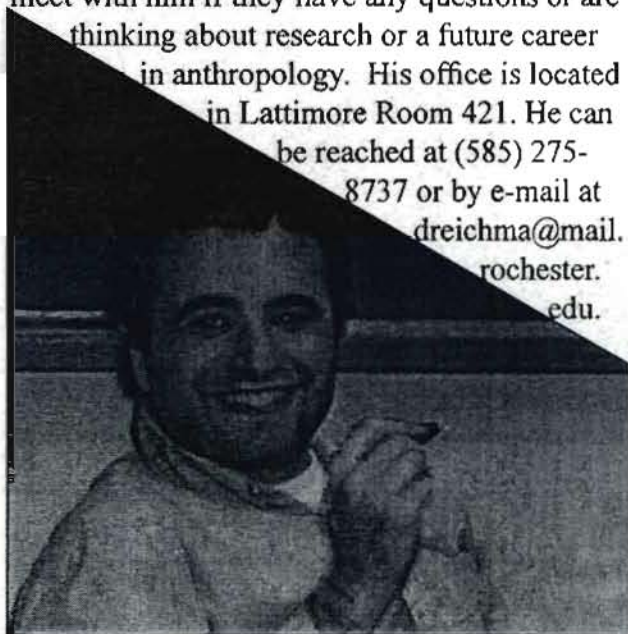
"The relationship between globalization and citizenship, in relation to global political action; the cultural roots of violence and terrorism; and, the relationship between technology and human interaction, how technology changes social life."

As a new and visiting professor at the U of R, what are your hopes and expectations for your time here?

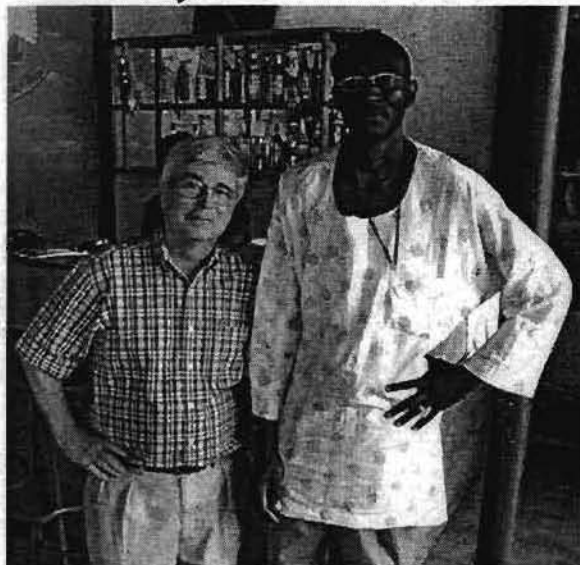
"I hope to improve my skills as a teacher and to encourage students to appreciate that anthropology can be used to understand some of the big questions in the world."

Professor Reichman invites all students to come meet with him if they have any questions or are

thinking about research or a future career in anthropology. His office is located in Lattimore Room 421. He can be reached at (585) 275-8737 or by e-mail at dreichma@mail.rochester.edu.



Faculty News



Professor Anthony Carter spent the week of 16 October 2006 in Ouagadougou, Burkina Faso, participating in a workshop on "Beyond Statistical Models: Articulating

Qualitative and Quantitative Methods in Population Studies."

The workshop was organized by the Institut Supérieur des Sciences de la Population at the University of Ouagadougou, a lead agency in research on health and population issues in the region. With support from the Gates Foundation, the Institut has recently launched a new M.A. program in health research. Professor Carter gave a talk on "Client/Provider Encounters in Reproductive Health." Most of the participants in the workshop were from Francophone West Africa and Professor Carter had the opportunity to spend time with Modeste Deffo, a young anthropologist from Cameroon who he met on a previous trip to Africa. Professor Carter and Mr. Deffo plan research on AIDS counseling in Yaounde, Cameroon.



Alumni Updates... What are UR Grads Doing...?

John Tofik Karam (BA '96), Assistant Professor of the Latin American and Latino Studies at DePaul University, was interviewed June 28, 2006, on Latino USA radio. Karam spoke with host Maria Hinojosa about Arab history in Latin America, including a more than 100-year migration history. He also discussed the Lebanese-Brazilian community and the current Israel-Lebanon conflict. Thousands of Lebanese-Brazilians vacationing in Lebanon, he said, were caught in recent Israeli bombing attacks.

Sunny Chung (BA '97) I'm just about to start into the full swing of UGA law school. I took an early start course, something to get a taste for what's to come. Why they chose Constitutional Law, I don't know, since I hear it's the hardest. I didn't find it to be impossible, although it certainly was the most challenging coursework I'd ever taken. I'm very happy. I finally found something that meets my needs. All the cases we've read I found to be fascinating, and it just

felt so GOOD to have my brain working that way again.

Sara Speert (BA '98) I was awarded "Best Established Visual Artist" in Creative Loafing, Atlanta for 2006. Creative Loafing, our entertainment and events newspaper, issues an annual "Best of Atlanta" voted on by the public. The award for my portrait and wedding photography is a great honor especially considering that the category covers the broad spectrum of visual artists. Whenever I tell someone that my degree is in Social Anthro, they usually laugh and comment on how I am just another person who isn't using her degree in her profession. But I am quick to clarify that I am always using anthropology in the way that I tell a story with photographs. In much the way an anthropologist studies a culture or group, I aim to explore personality, mood and relationships with natural, unposed portraits and journalistic photography for weddings and events. *(continued page 7)*

ANTHROPOLOGY COURSE SCHEDULE * SPRING 2007

ANT 103	Women in Society	Signithia Fordham
ANT 104	Contemporary Issues & Anthropology	Daniel Reichman
ANT 110	Introduction to Linguistic Analysis	Rebecca Webb
ANT 193	Community & Diversity	Jody Asbury
ANT 202	Modern Social Theory	Robert Foster
ANT 204	Ethnographic Themes	Ayala Emmett
ANT 213	World Musics	Ellen Koskoff
ANT 216	Medical Anthropology	Lois Metcalf
ANT 221	The Nature of Love	Ernestine McHugh
ANT 226	Culture & Consumption	Robert Foster
ANT 245	American Culture	Ayala Emmett
ANT 252	Women in East Asia	William Hauser
ANT 264	Islam & Global Politics	Thomas Gibson
ANT 270	Urban Schools: Race & Gender	Signithia Fordham
ANT 277	The Museum and the 'Other'	Janet Berlo
ANT 280K	Entrepreneurship & Sustainable Transp	Maryann McCabe
		Ben Ebenhack
ANT 292	Senior Seminar	Daniel Reichman
ANT 310K	Social Network Theory & Entrep.	Thomas Smith
		David Silon
ANT 311K	Social Network Theory & Entrep. II	Thomas Smith
		David Silon
ANT 390	Supervised Teaching	
ANT 391	Independent Study	
ANT 392	Practicum in Anthropology	
ANT 393	Honors Research in Anthropology	

(continued from page 6) Gillian Schultz (BA '92), I enjoyed reading the most recent newsletter about current activities in the anthro department. I received my PhD. in Botany in 2001 from the University of California, Riverside and am now an adjunct environmental science and biology instructor at Seattle Central Community College in Seattle, Washington. I have not strayed far from Anthropology as I am now collaborating on a book about the history, archaeology and biology of chicle, the original source of chewing gum. I married last year in California, and our officiant was Dr. Tom Bannister, Emeritus Professor of Biology at UR.

Something new to report?

please contact us...

Department of Anthropology
University of Rochester
Rochester, NY 14627

www.rochester.edu/College/ANT
or
anthro@mail.rochester.edu

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Uganda. Unable to effectively recruit soldiers, they raid villages and kidnap children, forcing them to fight in the army. Young girls are forced to "marry" the rebel commanders, who have earned their rank simply by surviving. Young boys are forced to commit unspeakable acts. Those who try to escape are tortured and killed. While in Lira, I had the opportunity to visit a rehabilitation center for rescued children. At the center they receive medical care for often life-threatening wounds, intensive therapy, and catch-up schooling. The center actively works to reunite them with family members, many of whom are currently living in Internally Displaced Persons Camps. Despite all of the tragedy these children had endured, their eyes still lit up when they sang their favorite songs with us. While playing soccer with them, I forgot, just for a moment, what the boys have been through. I can only hope they have similar glimpses of forgetting as well.

The residents of Uganda and Rwanda have seen true destruction, but I never met anyone who couldn't smile. Looking back on my time in East Africa I can't help but be struck by such a vivid dichotomy. What I really took away from it all was a sense of devastation, but an equal amount of hope. Sometimes flowers are capable of growing on barbed wire.

(continued from page 1) similar to, but distinct from, an "imaginary" friend – one is required to practice and train very hard. Fulfilling these requirements will allow evangelical Christians to reach that level of prayer in which God answers back. "Some people," Luhrmann noted, "are naturally better at praying than others." The language and intonation that Luhrmann infused into her reading of quotes from her informants were very helpful in gaining a new perspective on this, otherwise average, religious phenomenon. There were many instances, in fact, in which Luhrmann attempted to make very clear distinctions in her speech between the quotes from her church informants and those that she extracted from different books published by leaders of evangelical churches. These attempts seemed to speak to her abilities as a researcher in that she paid very close attention to the cultural markers that one might find between speech and rhetoric.

Besides arousing a particular interest in the cultural practices of evangelical or charismatic Christianity, Tanya Luhrmann's lecture provoked a significant rethinking of the kinds of questions that anthropologists can ask in trying to understand a community. As was made evident by the considerable exchange and debate that took place between students and other attendees at the reception, Luhrmann's lecture helped to further students' interest in the analysis of what may be underestimated as simply average or "normal" cultural activity. Exploring practices such as these can help in exposing a more comprehensive understanding of societal structures.

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