

# University of Regina

*ANTHROPOLOGY*

*ACADEMIC UNIT REVIEW SELF STUDY REPORT*

*2020-21*

## 1. BACKGROUND

The Department of Anthropology at what was to become the University of Regina was created in 1965. For the first 30 years of its existence, it strove for the ideal of the North American (esp. US) notion of anthropology as a four-field discipline, with research and teaching in the sub-fields of socio-cultural anthropology, linguistics, biological/physical anthropology, and archaeology. With the creation of the Saskatchewan Indian Federated College in 1976 (today: First Nations University of Canada, FNUniv), the Department gave up its initial focus on Indigenous North America. The cultural anthropologist working on Indigenous North America, David Miller, moved to SIFC and remained there until his retirement around 2008.

In consultation with the Dean of Arts, in 1998, the Department decided to adopt a purely socio-cultural focus, akin to most anthropology departments outside of North America. This decision resulted from a number of factors, including the retirement of the Department's archaeologists and its physical anthropologist, the hiring of cultural anthropologists to replace retirements in 1994, 1995, and 1996 (including a new, external, department head), and a province-wide academic planning exercise that recommended that units at the U of Regina and the U of Saskatchewan rationalize their programs to complement each other. It was anticipated that the U of S would keep programs in archaeology and physical anthropology while the U of R would focus on cultural anthropology. Linguistics would move to FNUniv, where it remains a program in their Department of Indigenous Languages. At that time, our current undergraduate program was created, reflecting these disciplinary and programmatic changes (see: 5.1. Programs (p. 8)).

With the December 2019 retirement of Dr. Marcia Calkowski, who had been hired in 1995, all current department members were hired after these changes took effect: Londoño Sulkin (2001); Sperlich (2005); Lankauskas (2007); Kuehling (2008); Thomson (2017 [sessional teaching since 2008]); Oehler (2020) (see: 2.1. Staffing (p.2)). Having been trained across the globe, we bring to our Department international understandings of socio-cultural anthropology as a discipline and knowledge of current theoretical developments in our field; these find expression in our research and teaching. Given our altered staff complement, and the long time span since our current program was conceived, we started a major program rethink in the Fall of 2020. This process is in its infancy and continues to grow organically (see: 5.1. Programs (p.8) and Appendix 2: Program Review (p. 16))

Structurally, our department of six (plus our current post-doc and a changing number of sessionals) thinks of itself as an egalitarian unit, where decisions are reached by consensus. Departmental committees (such as hiring committees) are committees of the whole and department governance is collaborative. On most issues, sessionals, postdocs, and student reps have full voting rights at Department Meetings. Rather than acting as supervisor or manager, the Head serves the unit by providing administrative support and acts as liaison to the Dean's Office, the Faculty as a whole, and the wider University community. While this spirit finds expression in the fact that we do not have a designated (larger) department head office, this has resulted in a lack of designated space for formal or informal meetings (for faculty, students, and visitors), which other units possess (e.g., Justice Studies, Geography).

## 2. STAFFING AND RESOURCES

### 2.1. Staffing - faculty, instructors, lab instructors, technicians, and support staff

Name	Position and Rank	Notes
<b>Dr. Marcia Calkowski</b>	Assoc. Professor	Hired: 1995 Head: 1999-2010 Retired: 2019
<b>Dr. Susanne Kuehling</b>	Assoc. Professor	Hired: 2008
<b>Dr. Gediminas Lankauskas</b>	Assoc. Professor	Hired: 2007 Graduate Co-ordinator
<b>Dr. Carlos Londoño Sulkin</b>	Professor	Hired: 2001 Head: 2010-2015
<b>Dr. Alex Oehler</b>	Asst. Professor (tenure-track)	Hired: 2020
<b>Dr. Tobias Sperlich</b>	Assoc. Professor	Hired: 2005 Head: 2015-2021
<b>Ms. Charisma Thomson</b>	Lecturer (tenure-track)	Hired: 2017 (term); 2020 (t-t) Sessional since 2008
<b>Dr. Julie Mushynsky</b>	SSHRC Post-Doctoral Fellow	2020-2022
<b>Ms. Bettyann Patterson</b>	Department Admin. Assistant	Since 2017 Shared with 1.5 other units

For much of the review period (2010-2020), the faculty complement of our department was 5 FTE. We received sessional stipends to provide teaching releases for various duties some of us took on (e.g., Chief Negotiator for our Faculty union; Fellowship with the Centre for Teaching and Learning; etc.). In order to meet student demand (see: 5.3. Enrollment Trends (p. 9)), we receive sessional stipends from the Faculty of Arts and the Centre for Continuing Education.

In Fall 2011, we were joined by a sixth tenure-track colleague who, sadly, decided to leave for personal reasons after the Fall 2012 term. We managed to retain this faculty line for an additional year by appointing Ms. Charisma Thomson into a one-year term position in 2013-14, but, due to budget restraints at the Faculty level, were unable to continue this appointment (Ms. Thomson continued to teach sessionally for us). However, in 2017, 2018, and 2019, we managed to create one-year term positions through internal funds, filled by Ms. Thomson. In 2020, we were able to convert her position into a tenure-track position.

In 2020 we also appointed Dr. Oehler, which brings our current permanent faculty complement to six (accounting for Dr. Calkowski's retirement at the end of 2019). This appointment also helps address the lack of North American anthropological expertise on the University of Regina campus (incl. federated colleges) that resulted from the retirement of Dr. Miller from FNUniv around 2008.

For additional information, please see Appendix 5: Faculty Curricula Vitae (pp. 25ff.).

## 2.2. Resources

### 2.2.1. Teaching Space

Room	Capacity	Function
N/A		

### 2.2.2. Research Space

Room	Function	Principal Investigators	Funding agency
N/A			<i>if applicable</i>

### 2.2.3. Specialized teaching equipment and instrumentation

Equipment/Instrumentation	Location	Notes
N/A		

### 2.2.4. Research equipment and instrumentation

Equipment/Instrumentation	Location	Funding agency	Notes
N/A			

### 2.2.5. Research institutes, clusters, or specialized labs

N/A

### 3. SCHOLARLY OUTPUT

#### 3.1.1. Summary

The department does not have formal research clusters and has placed a strong emphasis on maintaining a faculty complement of excellent instructors that can offer a coherent undergraduate program while also being solid and active researchers.

All six department members maintain active research agendas, both individually and as part of larger research teams. We all pursue tri-council and other national and international funding opportunities, and disseminate our research to our academic peers and to the wider public. All five members whose duties include research have received SSHRC funding. Highlights in this context include (listed alphabetically by department member names):

- **Kuehling**'s large SSHRC Insight Grant (ranked 4/65) recognized her expertise in the *kula* exchange system in Papua New Guinea. Her comprehensive documentation and detailed analysis of how this important system operates in different locales and how it has changed over time is destined to re-adjust many an ethnographic paradigm and theoretical underpinning of our discipline. It has led to a large number of conference and community presentations, two publications, and a documentary film.
- **Lankauskas** continues to work on two memory-related projects (Lithuania, Morocco), setting the scene for productive comparisons. He published a monograph on the ongoing tensions between nationalism and Western-style modernity in the wake of socialism's demise in Lithuania with the U of Toronto Press, and signed a contract with Vanderbilt UP to publish his work on collective memory of socialism in neoliberal Lithuania.
- **Londoño Sulkin**'s semiotic, historicist account of moralities and their relation to a longstanding, widespread, internally heterogenous pattern in Amazonian sociality – for which he coined the term "the Amazonian package" – is being picked up in regional scholarship and beyond. This has led to speaking engagements, awards, and publications in highly ranked journals. His limited engagement with Female Genital Surgeries has also attracted international interest.
- **Oehler**'s research focuses on human-animal relationships at the intersection of domestication studies and regional cosmology. His ethnographic and ethnohistorical work in southern Siberia has been published in peer-reviewed publications, and his collaborations in Inner Asia recently resulted in an edited volume on Multispecies Households in the Saian Mountains (Lexington 2019). His long-term engagement with Soiot herder-hunters is now available as a monograph (Berghahn 2020).
- **Sperlich** is part of two successful research collaborations on museums in Saskatchewan, resulting in a number of publications (including a forthcoming one in French). His work in Polynesian ethno-history, art, and colonial photography has been published in highly-ranked international venues, and he is a sought-after public speaker, having been invited several times to speak to non-specialist audiences on cruise ships in the South Pacific.
- **Thomson**'s North America research focus has allowed for a dynamic learning community, with students realizing the professional and personal benefit of "turning the mirror" back on themselves. In order to demonstrate that anthropological learning is all around us, she has partnered with local funeral providers and has held Death Cafes in order to create a bridge of learning and caring between the community and the academy.

### 3.1.2. Statistical summary of published and accepted scholarly work over the last ten years

	Number	Notes
Refereed journal articles	21	
Refereed conference presentations	69	
Technical reports	2	
Book chapters	16	
Books (monographs)	3	
Books (edited volumes)	1	
Book Reviews	13	
Non-refereed research presentations	16	
Non-refereed publications (working papers, media articles, etc.)	4	
Peer reviews for academic publishers (journal articles)	11	
Peer reviews for academic publishers (book ms)	3	
Invited presentations	29	Invitations by academic / research institutions
Professional creative activity (specify):	1	Documentary film (90 mins)

### 3.1.3. Grants and Contracts

**Note:** The items listed in this table only capture grants and contracts, and their associated amounts, procured by department members during their affiliation with our unit. Grants and contracts that were obtained during the past ten years, but before affiliation with the Department of Anthropology, are not included here.

Principal Investigator(s)	Funding Agency	Total Amount (% Assigned To Unit)	Dates
<b>Kuehling</b>	U of R Research Trust Fund	\$ 2,800 (100%)	2018
<b>Kuehling</b>	U of R VP Research Discretionary Fund	\$ 8,000 (100%)	2017
<b>Kuehling</b>	Assoc. for Social Anthro in Oceania	\$ US 1,000 (100%)	2017
<b>Kuehling</b>	U of R Faculty of Arts Dean's Travel Fund	\$ 1,400 (100%)	2017
<b>Kuehling</b>	SSHRC Insight Grant	\$ 275,000 (100%)	2014
<b>Kuehling</b>	U of R Small Projects Fund	\$ 490 (100%)	2014
<b>Kuehling</b>	U of R Faculty of Arts Dean's Travel Fund	\$ 1,200 (100%)	2014
<b>Kuehling</b>	U of R Faculty of Arts Dean's Research Fund	\$ 2,950 (100%)	2011

<b>Kuehling</b>	U of R Faculty of Arts Dean's Travel Fund	\$ 1,200 (100%)	2011
<b>Kuehling</b>	U of R Faculty of Arts Dean's Travel Fund	\$ 1,400 (100%)	2010
<b>Lankauskas</b>	U of R Curiosity Grant	\$ 4,884 (100%)	2017
<b>Lankauskas</b>	U of R President's Publication Fund	\$ 3,000 (100%)	2014
<b>Lankauskas</b>	U of R Small Research Project Grant	\$ 1,000 (100%)	2014
<b>Lankauskas</b>	SSHRC Standard Research Grant	\$ 12,685 (100%)	2011
<b>Lankauskas</b>	U of R Online Teaching Grant	\$ 20,000 (100%)	2011
<b>Lankauskas</b>	U of R Faculty of Arts Dean's Research Award	\$ 2,924 (100%)	2010
<b>Londoño Sulkin</b>	Alexander von Humboldt Stiftung	€ 45,000 (100%)	2020
<b>Londoño Sulkin</b>	Centre national de la recherche scientifique	€ 4,500 (100%)	2019
<b>Londoño Sulkin</b>	U of R SSHRC General/ President's Fund	\$ 4,181 (100%)	2013
<b>Londoño Sulkin</b>	U of R Faculty of Arts Dean's Research Award	\$ 2,700 (100%)	2013
<b>Londoño Sulkin</b>	U of R Humanities Research Institute	\$ 750 (100%)	2011
<b>Londoño Sulkin</b>	Social Sciences' Aid to Scholarly Publications Program	\$ 8,000 (100%)	2011
<b>Londoño Sulkin</b>	U of R Humanities Research Institute	\$ 1,850 (100%)	2013
<b>Sperlich</b>	SSHRC Partnership Engage Grant	\$ 21,582 (50%)	2018
<b>Sperlich</b>	Deutscher Akademischer Austauschdienst	€ 6,000 (100%)	2013
<b>Sperlich</b>	U of R President's Teaching and Learning Grant	\$ 1,500 (100%)	2011
<b>Sperlich</b>	U of R Distance and Distributed Learning Committee	\$ 2,975 (100%)	2011
<b>Sperlich</b>	U of R Faculty of Arts Dean's Research Award	\$ 3,500 (100%)	2011
<b>Sperlich</b>	U of R Humanities Research Institute	\$ 1,500 (100%)	2010
<b>Sperlich</b>	U of R SSHRC General / President's Fund	\$ 2,000 (100%)	2010

#### 4. COMMUNITY SERVICE INITIATIVES

As a unit, we are collectively eager to engage with – and support – the work of our peers, both locally in Regina and Saskatchewan, regionally across Canada, and internationally. We also strive to connect our expertise and our approach to higher education with the various communities served by the University of Regina.

Most of us have been and continue to be actively engaged in the administration, organization, and governance of various learned societies and professional organizations in our respective sub-fields of research (e.g., Association for Social Anthropology in Oceania, Canadian Anthropology Society, Society for the Anthropology of Lowland South America, World Council of Anthropological Associations). We have served our discipline by participating in the peer review process for publications and funding applications. Some of us have been asked to assess tenure and promotion cases, or to serve on advisory boards of journals, museums, or government agencies, both within Canada and abroad (for more detail, see Appendix 5: Faculty Curricula Vitae (pp. 25ff.)). Dr. Londoño Sulkin also consulted for the leadership of the Dawoodi Bohra regarding the indictment of Dawoodi Bohra physician Dr. Nagarwala under anti-FGM legislation in the USA.

We are also committed to extending the affordances of higher education to various communities across Saskatchewan. As part of a strategy to extend our reach and make our courses more accessible, since 2016 we have offered more courses through WEB-delivered modalities (in all three terms) and offered one section of ANTH 100 as an evening course in every Fall and Winter term. In addition, since 2018, we have offered a special section of ANTH 100 to students in the nitôcipâmin omâ program designed to provide a supportive learning environment to first-year Indigenous students, and we have participated in the High School Accelerated program, offering a designated section of ANTH 100 to students in years 11 and 12 of Saskatchewan High Schools. Regionally, we have participated in a number of cohort programs (through the Faculty of Education, the Faculty of Social Work, the Gabriel Dumont Institute, and Northlands College) by offering face to face courses in community-based programs in La Ronge, Meadow Lake, Nipawin, Pinehouse Lake, and Saskatoon.

Most of us have also presented our research in local general-public contexts, such as at the Regina Public Library or through the Lifelong Learning Center of our Center for Continuing Education, as well as by providing guest talks in the local K-12 system.

## 5. PROGRAMS OFFERED

### 5.1. Programs

**Minor in Anthropology, 18 credit hours**

See Appendix 1: Program Requirements (p. 15), and Undergraduate Calendar, p. 80

**BA Major in Anthropology, 42 credit hours**

See Appendix 1: Program Requirements (p. 14), and Undergraduate Calendar, p. 79

**BA Honours in Anthropology, 57 credit hours**

See Appendix 1: Program Requirements (p. 15), and Undergraduate Calendar, p. 80

**MA in Anthropology, 30 credit hours (special case)**

See Appendix 1: Program Requirements (p. 15)

**Our BA program and undergraduate course offerings:**

Our program reflects the desire of our predecessors to provide a focused approach to socio-cultural anthropology while offering courses that would appeal to students across the University. On the one hand, therefore, the program is built around a progression from simple to complex and from concrete to abstract, and guides our majors from introductory and foundational courses (ANTH 100: Introduction to Anthropology, ANTH 202: Anthropology of Language, ANTH 203: Social Organization), through a minimum of three ethnographic area courses at the 200-level and at least four of our more advanced topical courses at the 300 or 400-level, to the two capstone seminars at the 400-level concerned with the history and theory of our discipline. On the other hand, our program and course offerings are cognizant of the importance of and potential for anthropology within the overall curriculum by carefully considering what aspects of anthropological knowledge students should take away from ANTH 100, which is the only time most of them encounter anthropology. In addition, we offer 200-level courses that respond to student interest while showcasing the excitement we have for our discipline (see: 5.2. Service Teaching and 5.3. Enrolment Trends (both p. 9)).

As can be expected, the expertise and research interests of the current complement of department members is not identical to that of our predecessors who created our current program. As well, the numbers, demographics, interests and aspirations of the students in our courses have changed over the past decades. Our own discipline has also evolved and changed in important ways since the creation of our current program. While we have sought to address these changes by developing new courses and adapting the content of existing ones as much as feasible, our belief that it is time for a *tabula rasa* approach to our program led to a program review process that began in September 2020 (see Appendix 2: Program Review (pp. 16ff.))

**Our MA program and graduate course offerings:**

Our special-case MA program does not offer regularly scheduled graduate courses. Instead, it allows us to create tailor-made courses for individual graduate students. These are normally run one-on-one and do not count towards department members' teaching loads. While our MA program is very small (normally only 1 to 2 students at any one time) and does not provide the benefits of a cohort, we offer close mentorship and an intense, custom-made set of courses specific to the research interest of our students.

## 5.2. Service teaching in support of other programs

None of the courses offered by our unit are specified as requirements in other programs, although some of our courses appear on lists of approved electives across the University (e.g., upper-level ANTH for Social Studies Major in BEd program; or ANTH 313 for Minor in Cultures of Display through Faculty of MAP). However, especially at the 100- and 200-level, our courses are immensely popular among students that are not Anthropology majors or even in the Faculty of Arts.

At the 100-level, the number of majors in our courses ranges from 0.3% to 1.0%. Students from outside the Faculty of Arts make up between 52% and 68%. Our calculations show that, on average, 30-40% of the entire undergraduate population of the U of R take our ANTH 100 course !

Courses at the 200-level also draw strong interest from non-majors and students outside the Faculty of Arts. In most years, non-Arts students make up more than 30% (and sometimes as much as 44%) at this level. The ethnographic area courses at this level attract students interested in other parts of the world, and even our more traditionally anthropological “core” courses (ANTH 202: Anthropology of Language; ANTH 203: Social Organization) are extremely popular with non-majors and students from outside of Arts and regularly fill to capacity.

For more detail, see Appendix 3: Enrollment Data (pp. 19ff.).

## 5.3. Enrollment trends

From 2010 to 2019, credit hours taught in Anthropology have increased by about 26% (2010: 4107; 2019: 5160). This is a stronger increase than experienced by the Faculty at large (2010: 67,560; 2019: 81,354; i.e., +20%). Our growth, however, has not been evenly distributed and comes largely from increased enrollment at the 100-level (+50%; Arts: +22%) while our enrollment in higher-level courses has dropped by about 30% (Arts: +14%). This drop may be attributed to two interrelated reasons: First, while the number of our majors in 2019 was the same as in 2010 (30), throughout that period we had seen dips in this number which affected upper-level course enrollments. Second, largely due to staffing issues, we have not been offering as many courses at the 200- and 300-levels, and, in particular, as many of the courses that are popular with students majoring in other disciplines.

Our current number of 30 majors places us 13<sup>th</sup> out of 22 programs offered in the Faculty. This mid-field placement may seem comfortable but the actual number of majors is small compared to the number of students we teach. While the number of our majors remained stable between 2010 and 2019, the Faculty of Arts lost 11%, and the U of R as a whole gained 35% in U/G student numbers. Our majors are predominantly female (low: 67% (2016), high: 82% (2017, 2018)) and overwhelmingly Canadian/PR. The number of self-declared Indigenous students has ranged from 2 (in 2010) to 6 (in 2013).

For more detail, see Appendix 3: Enrollment Data (pp. 19ff.).

#### 5.4. Successes

The following section provides a selection of students who graduated from our programs, and for whom the department has information about their further studies and careers.

**David Bennett** (BA 2012): Completed MA in Medical Anthropology at U of Saskatchewan.

**Caleb Brucks** (BA 2013): Completed MA in Interdisciplinary Studies (Linguistics) at First Nations University of Canada.

**Chibuzor Chinwo** (BA 2014): Deputy Returning Officer, City of Regina.

**Aaron Coons** (BA 2010): Completed MA in Archaeology at U of Alberta.

**Rebecca Coppens** (BA 2012): Web Developer & Graphic Designer, Centre for Continuing Education, University of Regina.

**Cheyenne Desnomie** (BA (Hons) 2014): Honours thesis published in peer-reviewed journal. Completed MA in History at U of R. Now: Associate Director, Indigenous Peoples' Health Research Centre.

**Drew Haid** (BA 2017): Regional Orientation Specialist, ToursByLocals, Vancouver, BC.

**Savannah Holt** (BA 2011): Completed MA in Public Health at U of Saskatchewan. Now: Sexual and Reproductive Health Program Coordinator at Saskatchewan Prevention Institute.

**Katelyn Johnston** (BA (Hons) 2019): Reference Clerk, Provincial Archives of Saskatchewan, and MA student in Anthropology at University of Regina.

**Kimberley Lavalley** (BA 2017): Human Resources Manager, Piapot First Nation.

**Sharon LeDoux** (BA 2017): Program Support and Executive Assistant, Regina Work Preparation Centre.

**Melissa Mazurak (Stefankiw)** (BA 2010): Business Solutions Specialist – Water/Utility Area, City of Regina.

**Nathan McAllister** (BA 2016; MA 2018): Funded PhD-student in Anthropology at the University of St Andrews (Scotland).

**Julie Mushynsky** (BA 2010): Completed MA in Archaeology, Flinders University (Australia) (2012); Completed PhD in Archaeology, Flinders University (Australia) (2017); Now: SSHRC Postdoctoral Fellow, Department of Anthropology, University of Regina (2020-2022).

**Rita Panapasa** (BA 2018): Program Coordinator, Battlefords Victim Services and curator/founder of @vitibooks, an Instagram page focused on empowering and educating Pasifika youth.

**Marlies Weiss** (BA 2012): MD student at Universidad Peruana Cayetano Heredia (Lima, Peru).

**Ali Thompson** (BA 2018): Marketing and Communications Coordinator, Regina Farmers Market.

## 6. UNIT BUDGET

Most of our budget is tied to salaries and benefits for faculty positions. Shifts result from changing numbers of department members, increases in salaries due to Collective Agreements, allocations of career growth increments, and progression through the ranks.

We regularly receive stipends for courses taught by sessional instructors. They number from zero to around 10 per fiscal year and come from four sources: (1) the Faculty of Arts (to help offset teaching shortfalls due to sabbaticals or parental leaves); (2) as teaching release for Department members in various administrative roles (e.g., membership on the Board of Governors; fellowship at the Center for Teaching and Learning); (3) the Center for Continuing Education (for WEB-based, evening, and Spring/Summer courses); and (4) from various community and educational initiatives through which we offer courses around Saskatchewan (e.g., Gabriel Dumont Institute, Faculty of Social Work, Faculty of Education).

We also receive an annual budget to hire Teaching Assistants, which we mainly deploy to support the delivery of our large sections of ANTH 100, as well as large 200-level courses. Funds from CCE have helped us maintain adequate TA support for our courses in spite of the fact that this budget line has not kept pace with our enrollment increases (see Appendix 4, Figure 4.2. “Soft” Money” (p. 24)).

Finally, we receive a discretionary budget from the Faculty of Arts, which is augmented by revenues from the Center for Continuing Education (CCE) for courses we offer through it. These funds are used for a variety of office-related costs, professional membership dues to organizations (e.g., American Anthropological Association) and, in the past, to keep the Department collection of teaching-related films up to date. This budget is also used to help host visiting speakers (in Anthropology and elsewhere on campus), to supplement our TA budget, to support events hosted by our student organization, and to provide travel assistance to both undergraduate and graduate students. Increased CCE revenue, in combination with Part of Load stipends from CCE courses, allowed us to hire a full-time term instructor position for the three years from 2017/18 to 2019/20. (Note: because this was an internally-funded position, rather than a centrally-funded faculty line, funds associated with it are not included in the Faculty Salaries budget line for those years in Appendix 4, Table 4.1.(p. 23)).

For more detail, see Appendix 4: Budget Data (pp. 23f).

## 7. SWOT ANALYSIS (STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS)

On January 19, 2021, all six department members participated in a facilitated SWOT analysis. The following is a synopsis of the points raised at the meeting:

### **STRENGTHS**

**Organization:** A cohesive socio-cultural unit, our Department embodies the diversity of our discipline through the varied research expertise, educational, and personal backgrounds of our members. We bring to this campus rich research networks (the Americas, Europe, Oceania, Asia) that span global perspectives and provide opportunities for us as researchers, but also our students and the institution as a whole. Our expertise on localized histories and communities, and the ongoing legacies of colonialism from across the world contributes productively to processes of Indigenization at our institution. As “bundled academics” (teaching, research, administration), we are familiar with internal processes and are trusted members for committees and similar groups. The recent tenure-track hires have created an energetic, forward-looking unit and have initiated a program renewal process, and plan to host the 2022 Canadian Anthropology Society (CASCA) conference.

**Teaching:** We explore pedagogies and teaching strategies to actively engage our students in the learning process. We offer team-taught courses (ANTH 100), various delivery modalities (f2f, evening, online, geared towards students in HS or living in remote communities), diverse learning and assessment strategies (oral, written, visual, audio/video, role-playing), include guest speakers, both academic and from the “real world” (elders, funeral directors, etc.), and are serious about teaching academic and ethnographic writing. The uniquely anthropological take on critical thinking, especially as it applies to cross-cultural expertise, provides an important tool for students to understand the complexities and diversity of our world. Our enrollment, especially at the intro-level, speaks to our engaging learning environments and, generally, to anthropology’s appeal to students in terms of their own cultural identity, and how our discipline can help them understand their own place within the world.

**Research:** We are an intellectually scrappy set of dedicated researchers that participates actively in edifying debates and collaborations in our respective research networks and national and international scholarly circles. As such, we are strong contributors to our disciplines and to the state of knowledge more widely (see Faculty Curricula Vitae).

### **WEAKNESSES**

**Organization:** Physical location, institutional ranking, and funding present challenges to our unit, making it difficult to bring visiting scholars or speakers to campus regularly, as well as to attract promising undergraduate and graduate students. The relative isolation of our department at a small institution in the Canadian prairies, results in not always being on the radar of our colleagues internationally. We may not be reaching out enough to give public talks, possibly because of a lack of a “ready” audience in Regina. We do not currently achieve gender balance, most of us classify as white, and we are all settler residents on Treaty Land. Our relationship with FNUniv is – regrettably – not as productive as we would prefer.

**Teaching:** While our overall numbers are strong, we do not pull enough students into higher-level courses, or entice them to become majors. This may in part be due to a perception of our field as not aligning with the practical job training many students and their parents regard as the goal of higher education. Our success at the intro-level also taxes our teaching resources,

as meeting this demand means reduced offerings of higher-level courses and limits our ability to engage more fully in promoting and delivering our honours and graduate programs.

**Research:** It is difficult to find qualified research assistants who can participate and assist in our research. This is because of the generally small size of the pool of graduate students in our program, and due to the type of research we conduct, where good command of languages other than English is essential. We also find the idiosyncratic valuing of our research vs. teaching at our institution difficult: on the one hand, we are expected to conduct research and publish; on the other, high student enrollment and large class sizes are key criteria by which resources distribution decisions are made across the Faculty and the University.

### **OPPORTUNITIES**

**Organization:** Hosting CASCA in 2022 holds much promise. It will boost our efforts to engage with colleagues across Canada, building institutional collaborations. It may promote our unit as a destination for students and researchers into the future. The conference can be a strong reminder to colleagues that we are a unit active in research and teaching. It may also introduce more Reginans to anthropology and thus may allow us to find and speak to a larger local public. Finally, it may provide impetus for us to engage more fully with public anthropology and expand our commitment to the communities our University serves.

**Teaching:** Our success at the intro-level could be used to introduce a wider audience to our way of thinking and promote anthropology's applicability and transferability to the "real world". It may be helpful to work with our student organization to reach out to alumnae and showcase their success as well as the integration of anthropology into their workplace. The global pandemic has made us more adept at using online communication tools, which could be used to reach wider student audiences, as well as to incorporate more real-life content into our courses by inviting colleagues, students, professionals or elders as guest speakers. Finally, working with URInternational and our international partners (e.g., Institut für Ethnologie, Goethe-Universität Frankfurt in Germany, or Vytautas Magnus University in Lithuania) may enhance opportunities for our students to participate in international experiences and bring interested students from abroad to our classrooms.

**Research:** URInternational may also help identify and recruit emerging scholars or students from the field, who may benefit from working with us and who may provide valuable research assistance to us. Similarly, the increasing familiarity with online communication may provide increased research possibilities.

### **THREATS**

**Micro:** The impact of COVID on our institution's funding may be significant enough to result in radical program restructuring. This may lead to Anthropology being subsumed by other departments, or the eventual elimination of our BA program.

**Meso:** The public perception of our discipline as being disconnected or out of touch is another threat, especially as our department may be regarded as being representative of the paradigms we and our discipline are trying to work against (heteronormative, cis-male, settler, etc.)

**Macro:** On a general level, paradigm shifts within and outside of our discipline can create extreme polarization, especially where some scholars push toward activism while others focus more on disinterested academic research.

## APPENDIX 1: PROGRAM REQUIREMENTS

<b>BA in Anthropology</b> see also: Undergraduate Calendar, p. 79		
Credit hours	Required courses	
3.0	ANTH 100	<b>Introduction to Anthropology:</b> An introduction to the anthropological concept of culture, its uses in the explanation of human behaviour, and its impact on our understanding of human nature, language, and society. The course will explore cultural diversity through the comparative perspective that makes anthropology unique within the humanities and social sciences. It will also show how anthropologists analyse the connections between politics, economics, gender, kinship, and religion within particular cultures.
3.0	ANTH 202	<b>Anthropology of Language:</b> An introduction to the anthropological study of language. This course examines a variety of theories and methods for the study of the variable relations between language use and aspects of social life and of personhood, among them social organization, hierarchy, power, gender, sexuality, and subjectivity.
3.0	ANTH 203	<b>Social Organization:</b> An analysis of the political, economic, and ideological aspects of social organization, with particular emphasis on kinship, gender, and social stratification in non-industrialized societies.
3.0	ANTH 401	<b>Theory in Anthropology I:</b> An examination of the major ideas and prominent figures in the development of anthropological thought. Although other eras will be covered, emphasis will be placed on the period from 1850 to 1950.
3.0	ANTH 402	<b>Theory in Anthropology II:</b> An overview of the principal schools of thought that have shaped the work of anthropologists since 1950.
9.0	3 courses from ANTH 230-239, 241, 246-249, 260-269	<b>Ethnographic Area Courses:</b> These, essentially, culture area studies courses are intended to provide students with a concrete sense of the anthropological approach to the comparative international study of culture and society (e.g., Ethnography of Amazonia, Ethnography of Europe).
12.0	4 300- or 400-level courses	<b>Topics Courses:</b> These courses are theoretically informed and focus on various topics, such as Anthropology of Personhood, Anthropology of Gender, or Material Culture and Consumption. They are directed towards developing students' analytic, synthetic, and communicative skills.
6.0	2 additional ANTH courses	
<b>42.0</b>	<b>Minimum total credit hours in ANTH. 65.00% program GPA required</b>	

<b>BA Honours in Anthropology</b> see also: Undergraduate Calendar, p. 80		
Students must fulfill all of the Faculty of Arts requirements for admission to an Honours program. To be considered for the Honours program in Anthropology, students must have completed at least two 300-level courses in anthropology, must attach a one-page thesis topic statement, and a writing sample to the “Application to Honours” form. The decision to accept a student into the Honours program is made by a departmental committee. The student’s thesis paper is expected to be 10,000-15,000 words.		
Credit hours	Required courses	
42.0	Regular BA Major Requirements	
3.0	ANTH 498	Honours Thesis: This course provides time for conducting the research required for the honours thesis.
3.0	ANTH 499	Honours Thesis: This course provides time for the writing of the honours thesis.
6.0	Two 300- or 400-level courses	
3.0	One of ANTH 410-497	These are courses intended to provide theoretical and other literature background to the students, based on their particular research interests (e.g., 496AD Methods for Honours Students; 496AG Theories in Posthumanist Anthropology).
<b>57.0</b>	<b>Minimum total credit hours in ANTH. 70.00% minimum program GPA required.</b>	

<b>Minor in Anthropology</b> see also: Undergraduate Calendar, p. 80		
Credit hours	Required courses	
3.0	ANTH 100	
15.0	Five ANTH courses	
<b>18.0</b>	<b>Minimum total credit hours in ANTH. 65.00% GPA required</b>	

<b>MA in Anthropology</b>		
Credit hours	Required courses	
30.0	As a special case program, specific programs vary between individual students. However, they normally consist of a combination of 800-level graduate courses and a number of 900-level research and writing courses/supervisions. Master’s theses should not exceed 150 pages and are normally between 50 and 110 pages in length.	

## APPENDIX 2: PROGRAM REVIEW

The BA program in Anthropology presents some structural difficulties both for our majors and for our instructors. As it stands now, it provides little flexibility for students: They are required to take four specific courses that make up the “core” of our program: ANTH 202 (Anthropology of Language), ANTH 203 (Social Organization), ANTH 401 (Theory in Anthropology I), and ANTH 402 (Theory in Anthropology II). These courses need to be taken in a relatively fixed sequence. Both 202 and 203 are prerequisite courses for 401, and are only offered once per year. This means that students will spend one year completing these two courses before they can take 401 in the Fall Semester of a following year, and 402 in a Winter Semester after that (401 is a prerequisite for 402). This also means that if students miss one of 202 and 203, they have to add an entire year to their studies (we have tried to address this when it has come up in the past by allowing individual students to take 401 with just one of 202 or 203, and required them to take the missing prerequisite either at the same time as 401 or in the following semester. While this allowed individual students to complete their degree in a timely manner, it is not how this set-up was intended).

In addition, between meeting the demand for ANTH 100 and delivering the 4 courses in our core, we have limited scope to mount a large selection of 200- and 300-level courses. In many instances our majors have to take the one 300-level course available in a given semester in order to fulfil their requirement for four 300-level courses in order to graduate in a timely manner. This lack of diversity, especially at the 300-level may be impacting our enrollment numbers at that level, and certainly hampers us in showcasing our teaching and research strengths.

Finally, the program does not include requirements we find essential for a comprehensive degree program in anthropology: we currently do not require students to take a course in ethnographic methods, and with its requirement of two courses on anthropological theory and history (401 and 402) our program may be more backward-looking than being attentive to current trends in our field.

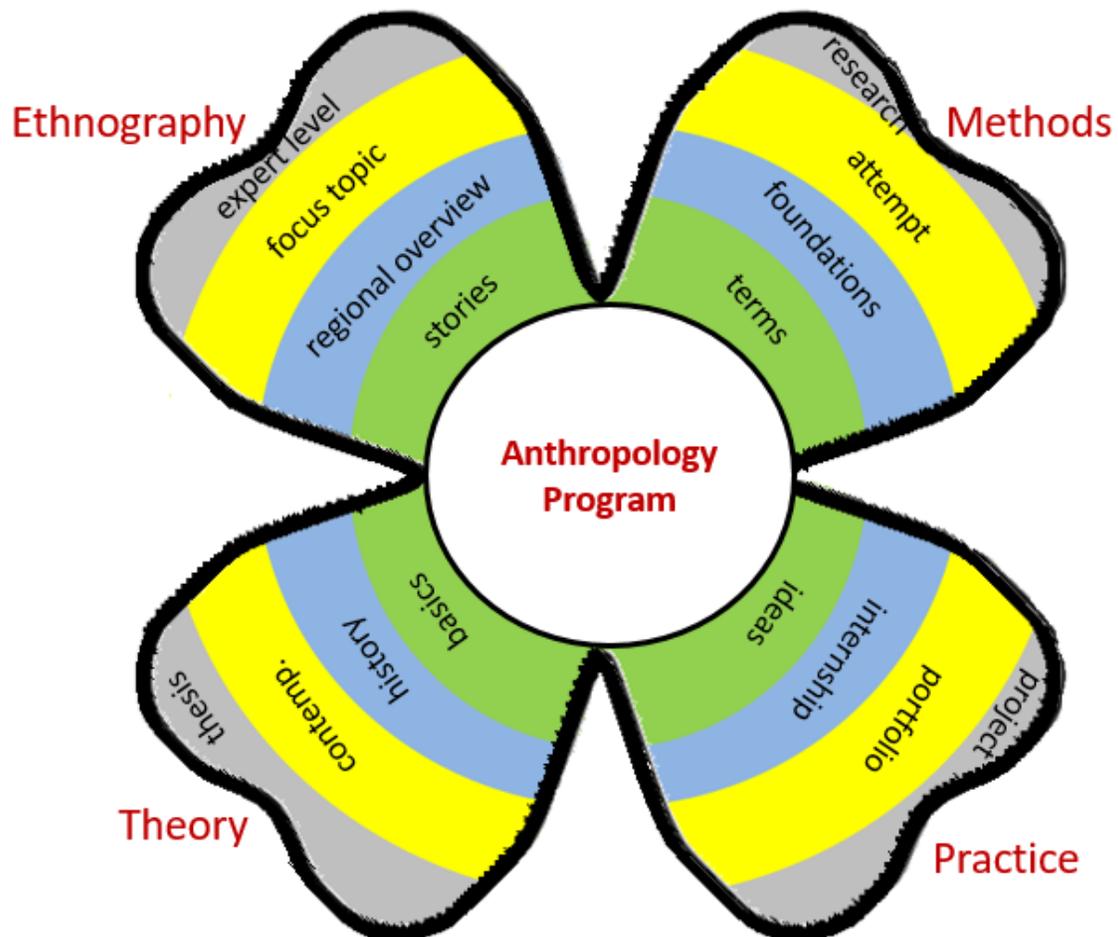
We have therefore embarked on a process to radically re-imagine our program. Instead of forcing students through a tightly structured set of courses, we believe that a program that allows students greater flexibility in their course selection, and that allows us to be more creative in our course offerings, will be a more attractive option for majors and non-majors, increase our enrollment, and play at our strengths as researchers, teachers, and experts in our respective scholarly areas.

Contents currently covered in the specific courses of the core, as well as additional content we deem essential in a comprehensive undergraduate degree in anthropology, will be parceled out and incorporated into 200- and 300-level courses that will align with one of four groups or streams of courses: Ethnography; Methods; Theory; Practice.

These four streams are conceived to be neither exclusive nor exhaustive, and content between them will overlap. We are still in the process of delineating their exact scope. However, generally we plan to structure these streams as follows:

- Ethnography Stream courses provide in-depth, region-specific content.
- Methods Stream courses provide experiential data gathering skills.
- Theory Stream courses engage with historical and contemporary thinkers.
- Practice Stream courses employ partnership programs from the Faculty of Arts and Co-op placements to afford experiential learning.

Figure 2.1. Visual representation of our proposed new program (Green: Introductory (100-level), Blue: Intermediate (200-level), Yellow: Proficient (300-level); Grey: Advanced (400- and graduate-level).



Stream-specific modules will be created to ensure that minimum content-specific knowledge is covered in all courses we offer, and majors meet disciplinary standards for obtaining a BA with a major in anthropology.

In addition, we have identified the following skill sets that we will integrate, deliver, and make explicit in our courses. These include:

- Reading & Critical Thinking
- Writing & Using Sources
- Presentation & Communication

We are currently exploring and developing course-level-specific teaching and assessment resources that can be incorporated into each of our courses.

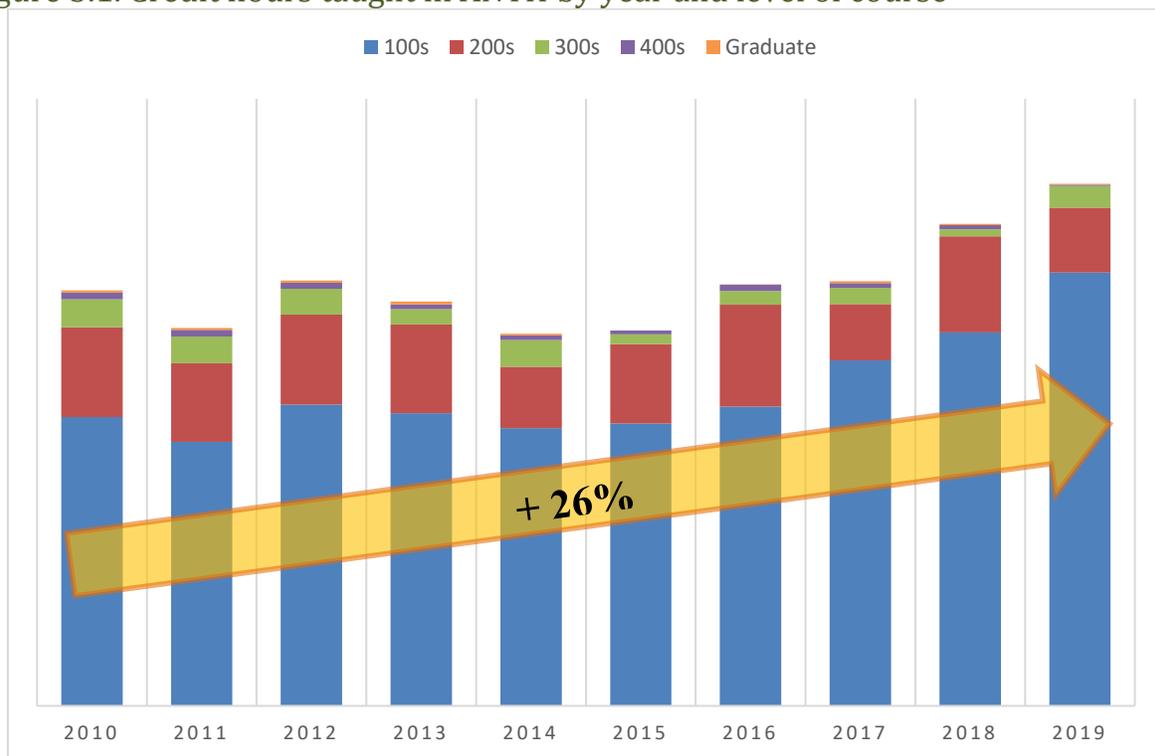
Overall, then, students would take a certain required (yet to be defined) number of courses from each stream, exposing them to a variety of discipline-specific anthropological content and skills training. It is our hope that this new program will provide both flexibility and structure to our majors allowing them to complete their degree in a timely manner while choosing courses they find of interest. It may also provide our department with increased enrollment from students across the University.

### APPENDIX 3: ENROLLMENT DATA\*

Table 3.1. Credit hours taught in ANTH by year and level of course

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>100s</b>	2853	2610	2976	2892	2745	2790	2958	3414	3690	4281
<b>200s</b>	888	777	891	876	606	783	1005	558	951	642
<b>300s</b>	276	264	255	153	264	99	138	159	69	213
<b>400s</b>	66	66	60	48	48	39	60	48	39	15
<b>U/G total</b>	<b>4083</b>	<b>3717</b>	<b>4182</b>	<b>3969</b>	<b>3663</b>	<b>3711</b>	<b>4161</b>	<b>4179</b>	<b>4749</b>	<b>5151</b>
<b>Graduate</b>	24	18	21	27	15	0	6	18	15	9
<b>Grand Total</b>	<b>4107</b>	<b>3735</b>	<b>4203</b>	<b>3996</b>	<b>3678</b>	<b>3711</b>	<b>4167</b>	<b>4197</b>	<b>4764</b>	<b>5160</b>

Figure 3.1. Credit hours taught in ANTH by year and level of course



\* Unless otherwise indicated, all data in this Appendix was provided by the Registrar's Office (special thanks to Sultan Ahmed, who provided the source data, as well as Susan Husum and Barb Elich, who provided assistance in coaxing excel to provide these overviews and helped process the data.

Please note, the numbers used in these tables and figures refer to the *calendar* year, rather than the *academic* year.

Table 3.2. Credit hours taught in ARTS by year and level of course

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>100s</b>	31812	33684	34149	32394	30996	29856	30525	33678	36897	38736
<b>200s</b>	21552	21294	20676	20466	19737	19308	20325	20181	22143	23316
<b>300s</b>	9684	10206	8829	9123	9258	8724	8265	8682	9090	9510
<b>400s</b>	2712	2469	2445	2208	2400	2418	2379	2094	2277	2298
<b>U/G total</b>	<b>65760</b>	<b>67653</b>	<b>66099</b>	<b>64191</b>	<b>62391</b>	<b>60306</b>	<b>61494</b>	<b>64635</b>	<b>70407</b>	<b>73860</b>
<b>Graduate</b>	1587	1737	1782	1689	1590	1641	1518	1668	1557	1503
<b>Grand Total</b>	<b>67347</b>	<b>69390</b>	<b>67881</b>	<b>65880</b>	<b>63981</b>	<b>61947</b>	<b>63012</b>	<b>66303</b>	<b>71964</b>	<b>75363</b>

Table 3.3. Anthropology majors and home faculty among students in ANTH 100

100-level (ANTH 100)							
	# of students	# of majors	% of majors	# of students from Arts	% of Arts students	# of students from other Faculties	% of non-Arts students
<b>2010</b>	951	6	0.6	453	48	498	52
<b>2011</b>	870	9	1.0	358	41	512	59
<b>2012</b>	992	5	0.5	452	46	540	54
<b>2013</b>	964	10	1.0	450	47	514	53
<b>2014</b>	915	7	0.8	390	43	525	57
<b>2015</b>	930	3	0.3	357	38	573	62
<b>2016</b>	986	7	0.7	407	41	579	59
<b>2017</b>	1138	8	0.7	442	39	696	61
<b>2018</b>	1230	6	0.5	427	35	803	65
<b>2019</b>	1427	10	0.7	461	32	966	68

Table 3.4. Anthropology majors and home faculty (200-level ANTH courses)

200-level							
	# of students	# of majors	% of majors	# of students from Arts	% of Arts students	# of students from other Faculties	% on non-Arts students
2010	296	28	9.5	213	72	83	28
2011	259	53	20.5	180	69	79	31
2012	297	60	20.2	181	61	116	39
2013	292	50	17.1	214	73	78	27
2014	202	44	21.8	136	67	66	33
2015	261	40	15.3	155	59	106	41
2016	335	45	13.4	203	61	132	39
2017	186	31	16.7	131	70	55	30
2018	317	41	12.9	177	56	140	44
2019	214	28	13.1	119	56	95	44

Table 3.5. Anthropology majors

Breakdown of ANTH majors 2010-2019										
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>Total # of ANTH majors</b>	30	33	35	36	33	28	33	28	28	30
<b>Female majors</b>	22	25	28	27	23	21	22	23	23	24
<b>Self-declared Indigenous majors</b>	2	3	3	6	4	4	5	3	4	3
<b>International majors</b>	1	2	2	1	0	0	0	1	2	0

Table 3.6. U/G students registered in the Faculty of Arts and University of Regina\*

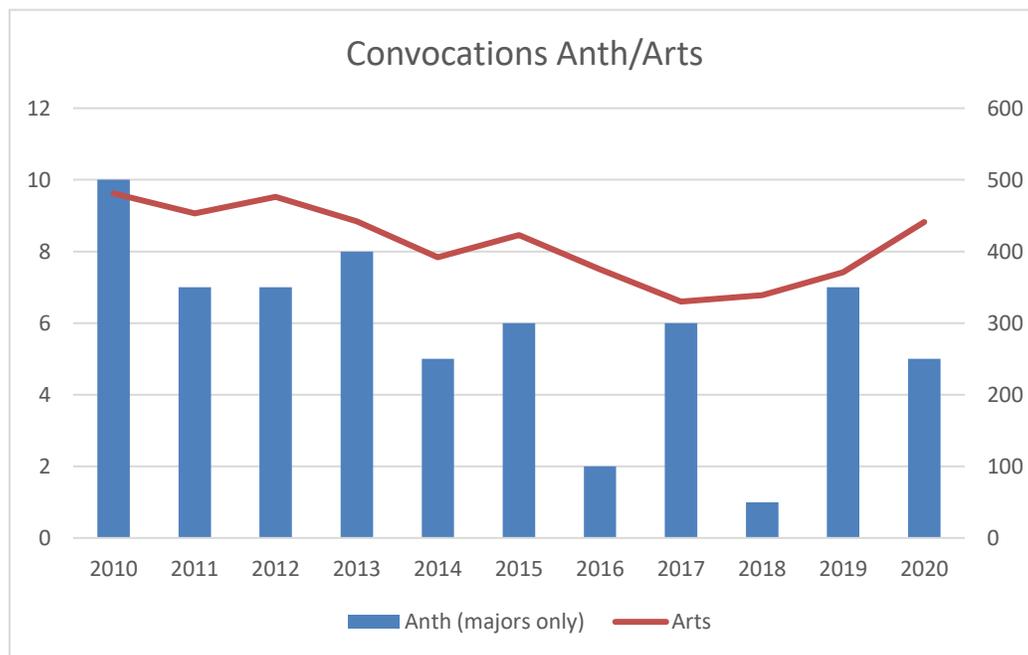
Undergraduate students registered in the Faculty of Arts and at U of R										
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>U/G students registered in Arts</b>	2042	2001	1930	1810	1770	1698	1718	1694	1698	1823
<b>U/G students at U of R (incl. feds)</b>	10735	11301	11526	11950	12242	12612	12961	13374	13668	14474

\* This data is derived from information at <https://www.uregina.ca/orp/statistics/student-headcount.html> and refers to the Annual Fall Census Date Student Headcount.

Table 3.7. Convocations in Anthropology (U/G & MA) and Arts (absolute numbers)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>BA Anth</b>	10	7	7	8	4	6	2	6	1	5
<b>BA (Hons) Anth</b>	0	0	0	0	1	0	0	0	0	2
<b>Anth Minor</b>	6	3	5	7	6	0	7	0	5	3
<b>Total U/G Anth</b> (Majors only)	<b>10</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>7</b>
<b>Total U/G Arts</b> (for comparison)	481	453	476	442	392	423	375	330	339	371
<b>MA Anth</b>	0	0	0	0	2	0	0	0	0	1

Figure 3.2. U/G Convocations in Anthropology and Arts (trends)



## APPENDIX 4: BUDGET DATA

Table 4.1. Overview

	<b>Faculty Salaries (6001)<sup>1</sup></b>	<b>Dept. Head Stipend (6034)<sup>2</sup></b>	<b>Benefits (6080)<sup>3</sup></b>	<b>TA Budget (6015)<sup>4</sup></b>	<b>Discretionary (POOL)<sup>5</sup></b>	<b>CCE Revenue<sup>6</sup></b>
<b>2011-12</b>	\$466,429	\$3,500		\$23,237	\$10,870	\$1,954
<b>2012-13</b>	\$549,829	\$3,500		\$23,818	\$10,870	\$1,221
<b>2013-14</b>	\$563,632	\$3,500		\$25,220	\$8,500	\$1,540
<b>2014-15</b>	\$613,519	\$3,850	\$88,337	\$19,019	\$8,500	\$625
<b>2015-16</b>	\$556,024	\$4,150	\$101,794	\$21,376	\$8,500	\$2,378
<b>2016-17</b>	\$579,504	\$4,150	\$95,396	\$21,779	\$8,500	\$1,987
<b>2017-18</b>	\$605,615	\$4,150	\$92,327	\$21,779	\$8,500	\$7,260
<b>2018-19</b>	\$618,094	\$4,150	\$98,746	\$20,544	\$8,500	\$13,609
<b>2019-20</b>	\$633,860	\$4,150	\$106,901	\$23,959	\$8,500	\$13,196
<b>2020-21</b>	\$660,773	\$4,450	\$106,978	\$24,318	\$8,500	\$24,261

<sup>1</sup> Data for 2011-12 to 2013-14 from Budget Services/Financial Services (with a special thanks to Rod Steffan for providing this data). For 2014-15 to today from Office of Institutional Research/University of Regina Budget Book (<https://www.uregina.ca/orp/budget/budget-book.html>).

<sup>2</sup> Data for 2011-12 to 2013-14 from Budget Services/Financial Services (with a special thanks to Rod Steffan for providing this data). For 2014-15 to today from Office of Institutional Research/University of Regina Budget Book (<https://www.uregina.ca/orp/budget/budget-book.html>).

<sup>3</sup> Due to changes in how the university accounted for specific line items, information for Benefits associated with Department of Anthropology faculty members is not available for 2011-12 to 2013-14. For 2014-15 to today, data is from Office of Institutional Research/University of Regina Budget Book (<https://www.uregina.ca/orp/budget/budget-book.html>).

<sup>4</sup> Data for 2011-12 to 2013-14 from Budget Services/Financial Services (with a special thanks to Rod Steffan for providing this data). For 2014-15 to today from Office of Institutional Research/University of Regina Budget Book (<https://www.uregina.ca/orp/budget/budget-book.html>).

<sup>5</sup> Data for 2011-12 to 2013-14 from Budget Services/Financial Services (with a special thanks to Rod Steffan for providing this data). For 2014-15 to today from Office of Institutional Research/University of Regina Budget Book (<https://www.uregina.ca/orp/budget/budget-book.html>).

<sup>6</sup> Data for CCE Revenue comes from FAST financial accounting system available to department head.

Figure 4.1. "Hard" Money

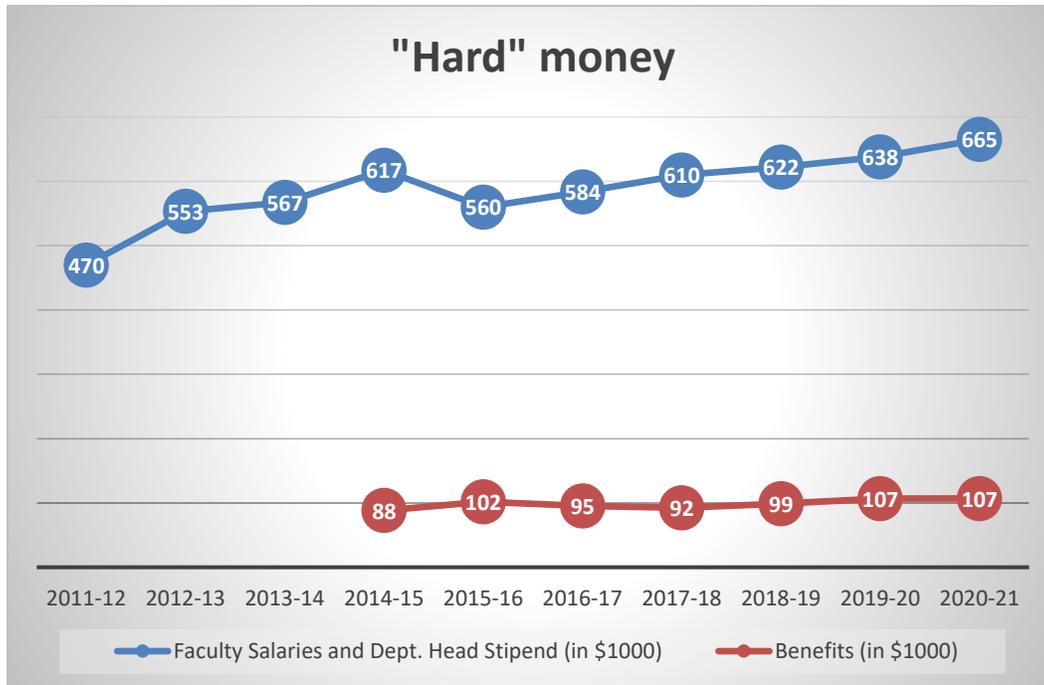
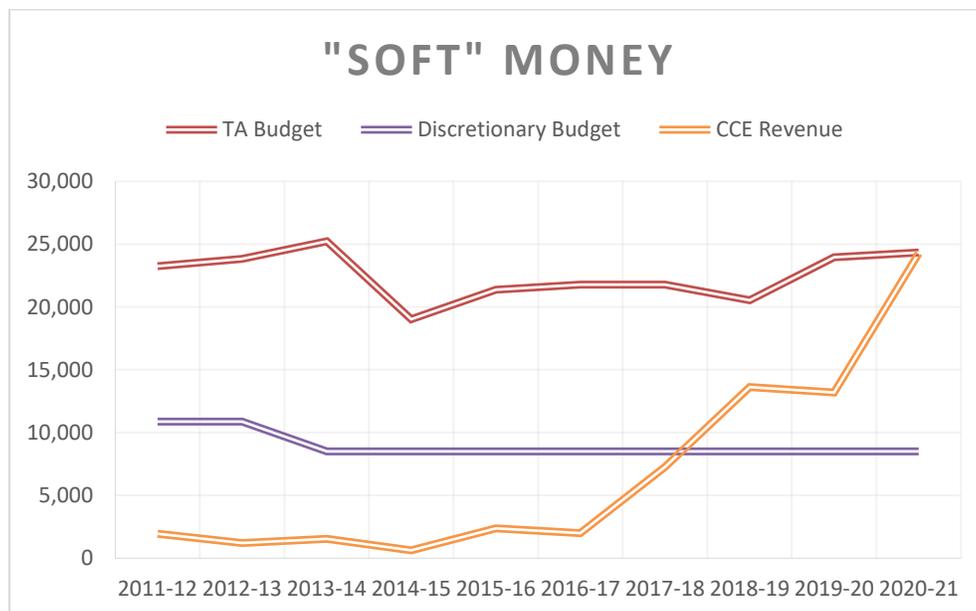


Figure 4.2. "Soft" Money



## APPENDIX 5: FACULTY CURRICULA VITAE

Individual Curriculum Vitae are arranged alphabetically:

- Dr. Susanne Kuehling, pp. 26-30;
- Dr. Gediminas Lankauskas, pp. 31-33;
- Dr. Carlos Londoño Sulkin, pp. 34-36;
- Dr. Alex Oehler, pp. 37-39;
- Dr. Tobias Sperlich, pp. 40-42;
- Ms. Charisma Thomson, pp. 43-44.

## Susanne Kuehling, PhD

Associate Professor

[susanne.kuehling@uregina.ca](mailto:susanne.kuehling@uregina.ca), (306) 585 4195

### Education and Professional Development

- |             |   |
|-------------|---|
| 2015        | Teaching Award for innovative pedagogy (CTL, University of Regina)  |
| 2012        | <b>Associate Professor</b> , U. of Regina   |
| 2010        | Workshop on conflict management, U. of Regina   |
| 2008        | Workshop on teaching, run by the Centre for Teaching and Learning, U. of Regina   |
| 2008 – 2012 | <b>Assistant Professor</b> in Socio-cultural Anthropology (tenure track) at the U. of Regina  |
| 2000 – 2006 | <b>Assistant Professor</b> in Socio-cultural Anthropology ( <i>Wissenschaftliche Assistentin</i> , fixed term) at the University of Heidelberg, Germany   |
| 1999        | <b>Ph.D.</b> in Anthropology at The Australian National University, Canberra. Title of Ph.D. - thesis: 'The name of the gift. Ethics of exchange on Dobu Island'  |
| 1994-1998   | The Australian National University, Research School of Pacific and Asian Studies, Canberra  |
| 1989        | <b>M.A.</b> in Social Anthropology (Völkerkunde) as Major, European Anthropology (Volkskunde) and Sociology of Development as minor subjects. Title of M.A. - thesis: 'Betelkauen in Melanesien' (Betel chewing in Melanesia) |
| 1983-1989   | Undergraduate studies and M.A. at Georg-August University of Göttingen, Germany   |

#### Field research:

- |           |  |
|-----------|--|
| 2018      | 3 months fieldwork in Papua New Guinea (PNG), 6 weeks of boat expedition |
| 2015-16   | 6 months fieldwork in PNG, including 2 months of boat expedition         |
| 2012      | 2 months fieldwork in PNG, including 4 weeks on Dobu Island              |
| 2009      | 14 day visit to Dobu Island  |
| 2004-2005 | 12 months of fieldwork in Micronesia                                     |
| 1997      | 3 months of fieldwork on Dobu Island                                     |
| 1992-1994 | 18 months of fieldwork on Dobu Island                                    |

### Employment History

2012 Associate Professor, U. of Regina  
2008 – 2012 Assistant Professor in Socio-cultural Anthropology (tenure track) at the U. of Regina

### Teaching History

Course #	Course title	enrolled	times taught
ANTH 100	Introduction to Sociocultural Anthropology	859	11
ANTH 202	The Anthropology of Language	264	7
ANTH 242 AA	The Anthropology of Cyberspace	68	3
ANTH 242MF	Theories of culture	11	1
ANTH 248	The Ethnography of New Guinea	104	4
ANTH 304	The Anthropology of Gender	121	6
ANTH 313	Material culture and consumption	16	1
ANTH 320 AH	The Anthropology of Landscape	38	2
ANTH 401	Anthropological Theory 1	38	6

### Student Supervision

Name	Position	Dates of supervision
Katelyn Johnston	Supervisor M.A.	Starting Winter 2021
Nathan McAllister	Supervisor M.A.	2016-2018 completed
Christi Hubbs	Adviser M.A.	2016-2017 withdrawn
Todd Greenwood	Supervisor M.A.	2012-2014 withdrawn
Caleb Brucks	Co-supervisor M.A.	2012-2015 completed
Katelyn Johnston	Supervisor Honors	2019-2020 completed
Cheyenne Desnomie	Supervisor Honors	2012-2013 completed
Logan Gamble	Co-supervisor Honors	2013-2014 completed

### University Service

#### Service for the scholarly community

AAS (Australian Anthropological Association) (2016)  
 AASNZ (Anthropological Association of Aotearoa/New Zealand) (2015)  
 ASAO (Association for Social Anthropologists in Oceania): board of directors: 2011-2014. Fellow  
 CASCA (Canadian Association for Sociocultural Anthropology) (ongoing)  
 DFG (German Anthropological Association): member 2000 – 2011, board 2006 – 2008  
 ESfO (European Society for Oceanists): ongoing, board 2005 – 2010  
 MIG (Melanesian Interest Group within AAA): president: 2010  
 PAA (Pacific Arts Association) (2012-13)

2015 Member of Pacific Cluster, University of Heidelberg  
 2012 National Museum and Art Gallery of Papua New Guinea (research affiliate)

**Peer reviews for academic publishers: 7 journal articles, 1 monograph**

**Conference session organization: 8**

**Service for the University**

2010 – ongoing	Pedagogic committee of the Anthropology Department: Chair, organizer of meetings when needs arise, keeping a repository of teaching resources
2019 – ongoing	International Advisory Committee
2017-2020	Academic Program Development Committee – monthly meetings
2017- ongoing	Grad Studies Award committee (adjudicating ca 150 applications per year)
2008-2015	URFA Status of women committee – member, sometimes chairing meetings

Scholarly Research

**Journal articles**

- 2017 We die for kula” – an object-centred view of motivations and strategies in gift exchange. *Journal of the Polynesian Society* 126,2:181-208
- 2014 a Cannibal Raiders, Missionaries, and Pax Britannica: The End of Warfare on Dobu Island, Papua. *Anthropologica* 56,2:269-285 (special issue, edited by Roger Lohman: The end of warfare. ASAO publication)
- 2014 b Transforming classrooms into tropical islands: simulation as a teaching tool. *Teaching Anthropology* 4:37-50
- 2012 a Carolinians in Saipan: Shared sensations and subtle voices. *Pacific Studies* 35,1:44-89, (special issue on Pacific Islands Diaspora, Identity, and Incorporation, edited by Alan Howard, Michael Lieber and Jan Rensel. ASAO publication)
- 2012 b They spear, hit again, bite, get engaged and sometimes marry: Revisiting the gendering of kula shells. *Anthropologica* vol. 54,2 319-332

**Book chapters**

- 2021 Winds and Seas: Exploring the pulses of place in kula exchange and yam gardening. In: James Fox (Ed.): *Austronesian paths and journeys*. Ch 10. ANU Press (in press)
- 2017 Standing tall: Posture, ethics and emotions in Dobu. In: James Fox (ed.): *Expressions of Austronesian thought and emotions*. ANU Press Pp. 173-190
- 2017 A fat sow named Skulfi: “Expensive” words in Dobu Island society. Gneccchi-Ruscione, E. and A. Paini, eds.: *Tides of Innovation. Value, materiality, place*. ANU Press Pp. 193-224
- 2016 Austronesisches Wertedenken und zeremonieller Gabentausch (Austronesian notions of value and ceremonial gift exchange), contribution to a Festschrift for Professor em. Erhard Schlesier and Professor em. Peter Fuchs. In: Racz, Julia and Krüger, Gundolf (eds.) *Transkulturelle Begegnungen – Südpazifik und Sahara*. Göttingen: Universitätsverlag Göttingen. Pp. 48-58

### **Book reviews**

- 2018 Hermkens, Anna-Karina and Katherine Lepani (eds.): *Sinuous Objects. Revaluing Women's Wealth in the Contemporary Pacific*. Canberra, ANU Press (Pacific Series), 2017. *Asia Pacific Journal of Anthropology* 20,1:96-97
- 2018 Damon, Frederick: *Trees, knots, and outriggers: Environmental knowledge in the Northeast Kula Ring*. *Studies in Environmental Anthropology and Ethnobiology*, Volume 21. New York; Oxford: Berghahn Books, 2017. *Pacific Affairs* 91,1:213-215
- 2015 Addo, Ping-Ann: *Creating a nation with cloth. Women, wealth, and traditions in the Tongan diaspora*. New York: Berghahn, 2013. *American Anthropologist* Vol. 117, No. 4 (2015), pp. 813-814
- 2011 Flinn, Juliana: *Mary, the Devil, and Taro. Catholicism and Women's Work in a Micronesian Society*. Honolulu: University of Hawai'i Press, 2010. *The Journal of the Royal Anthropological Institute (JRAI)* 17:909-910.
- 2011 Stewart, Pamela J. and Andrew Strathern (eds): *Exchange and sacrifice*. Durham: Carolina Academic Press, 2008. *Anthropos* 106:306-307.
- 2010 Throop, Jason: *Suffering and sentiment. Exploring the vicissitudes of experience and pain in Yap*. Berkeley: University of California Press, 2010. *Anthropological Notebooks* 16,3:161-162.
- 2010 Sabine Hess. 2009. *Person and Place. Ideas, Ideals and the Practice of Sociality on Vanua Lava, Vanuatu*. New York, Oxford: Berghahn. *The Island Studies Journal* 5,2:265-267
- 2010 Tony Crook: *Exchanging Skin: Anthropological Knowledge, Secrecy and Bolivip, Papua New Guinea*. London: Routledge. *The Journal of the Royal Anthropological Institute (JRAI)* 16:946-947

### **Non-peer-reviewed articles:**

- 2020 "Ohne Frauen geht gar nichts": ein Blick hinter die Kulissen im *kula* Tausch. (Nothing can be done without the women: a glimpse behind the backdrop of *kula* exchange) *Rundbrief. Forum für Mitglieder und Freunde des Pazifik-Netzwerks*. 120,2: 5-11
- 2013 Von Naxos nach Neuguinea: Von der Reisenden Schule zur Ethnologie. Contribution to a 'vanity press' publication in German language on pedagogy (Traveling School as a method to teach Otherness) based on my 2011 symposium presentation on that topic (6 pages)

### **Film**

*Voices of kula*. 90 minutes, edited by Gina Knapp. 2021. I am executive Director. The footage was shot during my SSHRC project 2015-2019 and I translated and helped ordering the material

### **Dissemination by conference presentations: 24 papers**

### **Invited papers at Anthropology departments: 26**

### **Dissemination to non-academic audiences (public presentations): 9**

### **Research Funding**

2018	\$ 2.800	Research Trust Fund, University of Regina
2017	\$ 8000	VP Research Discretionary Fund, University of Regina
2017	US \$ 1000	GRIKPIC Fund of ASAO (to return knowledge to Oceania)
2017	\$ 1,400	Dean's Travel Fund, University of Regina
2014	\$ 275,000	Research funding: SSHRC Insight Grant #435-2014-2062



2014	\$ 490	Small Projects Fund, University of Regina
2014	\$ 1,200	Dean's Travel Fund, University of Regina
2011	\$ 2,950	Dean's Research Fund, University of Regina
2011	\$ 1,200	Dean's Travel Fund, University of Regina
2010	\$ 1,400	Dean's Travel Fund, University of Regina
2009	\$ 1,400	Dean's Travel Fund, University of Regina
2009	\$ 5,000	Start-up fund University of Regina
2008	\$ 1,600	Dean's Travel Fund, University of Regina
2003	€ 100,000	2-year research grant (DFG-German Science Foundation)

Dr Gediminas Lankauskas

Associate Professor  
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### Education and Professional Development

2015 June: Certificate of Completion of a French Course (Oral Communication, Intermediate 1) at L'Institut français, University of Regina.  
 2014 June-July: Beginner's Moroccan Arabic (Darija), Qalam wa Lawh Language School, Rabat, Morocco.  
 2003 September – 2005 July: Postdoctoral Fellow, Concordia University, Montreal, Canada.  
 2003 November: Doctor of Philosophy, Socio-Cultural Anthropology, University of Toronto.

### Employment History

2011 July: tenured and promoted to Associated Professor, Department of Anthropology, University of Regina.  
 2011 July – present: Associate Professor, Department of Anthropology, University of Regina.

### Teaching History

#### Undergraduate courses

Introduction to Anthropology (ANTH 100)  
 Social Organization (ANTH 203)  
 Ethnography of Europe (ANTH 237)  
 Popular Culture (ANTH 240)  
 Fieldwork in Anthropology (ANTH 242AF)  
 Ritual (ANTH 307)  
 Race, Ethnicity, and Nationalism (ANTH 310)  
 Ethnographic Research (ANTH 333)

#### Graduate courses

Anthropology of Sociability  
 Anthropology of Religion  
 Anthropology of Performance  
 Ethnography as Representation of "Culture"

### Student Supervision

Name	Position	Dates of supervision
<b>Benjamin Valiaho, interdisciplinary MA</b>	co-supervisor	2012-2013
<b>Todd Greenwood, MA student</b>	co-supervisor	2012-2016
<b>Christine Hubbs, MA student</b>	supervisor	2017-2019
<b>Nathan McAllister, MA students</b>	co-supervisor	2017-2019

## University and Community Service

### University Service

- 2019 January – March: Dean’s observer on tenure-track position search, Department of Economics.
- 2018 October: Reviewer of the Anthropology program at the Kwantlen Polytechnic University.
- 2018 September – present: Member of the Research and Graduate Studies (RAGS) committee. Adjudicator of the Arts Publication Fund subcommittee.
- 2018 September – present: Adjudicator of scholarship applications for the Faculty of Graduate Studies and Research (FGSR).
- 2017 May: Acting Department Head.
- 2016 September – December: Member of Student Appeals Committee, Arts Faculty.
- 2015 September – 2017 June: Member of Performance Review Committee, Arts Faculty.
- 2014 September – present: Graduate Director, Department of Anthropology.
- 2013 January – July: Acting Head, Department of Anthropology.
- 2010 July – 2014 November: Exchange agreement mediator between University of Regina and Vytautas Magnus University in Kaunas, Lithuania (bi-lateral agreement signed November 2014).

### Community Service

- 2020 Podcast interview on the monograph *The Land of Weddings and Rain: Nation and Modernity in Post-Socialist Lithuania*, for the New Books Network, 83 mins.
- 2016 September: Photography exhibit featuring Morocco, my new research site, third floor of Classroom Building, University of Regina.
- 2011 September: On the Value of Socialist Recall, public lecture presented to the Lithuanian Community of Chicago, USA, at the annual Santara-Šviesa conference, September 9-10.
- 2010 Recorded podcast (with colleague Charisma Thomson) on social memory for Your Official University of Regina Blog (YOURblog), an online venue for connecting the University campus with local, global communities; <http://www2.uregina.ca/yourblog/>
- 2010 Contributed photos from research project *Soviet Nostalgia in Lithuania and Russia, 2005-2009*, to the website of the Society for the Anthropology of Europe (SAE); [www.h-net.org/~sae/sae/Gallery.html](http://www.h-net.org/~sae/sae/Gallery.html)

## Scholarly Research

### Books

- 2015 *A Land of Weddings and Rain: Nation and Modernity in Postsocialist Lithuania*. Toronto: University of Toronto Press, 317 pp.

### Journal articles

- 2020 “Newlyweds of all Countries, Unite!”: Nation and Nuptials in Soviet Lithuania; forthcoming in *The Journal of Baltic Studies*.
- 2018 Drama Underground: Forgetting Socialist Nostalgia. In *Ethnologie française* 2 (170): 265-274.

- 2013 De L'Amour de la Vodka Pure et du Progrès Postsocialiste en Lituanie. In French [On the Love of Pure Vodka and the Postsocialist "Progress" of the Lithuanian Nation. In *Anthropologie et sociétés*, numéro spécial, Globalisation alimentaires, 37(2): 113-135.
- 2011 Выжить в Бункере: неностальгическая память о социализме в Литве; in Russian [Surviving the Bunker: Non-Nostalgic Memory of Socialism in Lithuania] In *НЗ: Неприкосновенный запас [Emergency Ration]* 80(6): 255-270.
- 2010 Others, the Nation, and its (Dis)integration in "European" Lithuania. In *Journal of Contemporary European Studies* 18(2):193-208.

#### **Book chapters**

- 2015 Missing Socialism Again? Malaise of Nostalgia in Post-Soviet Lithuania. In *Anthropology and Nostalgia*, Berliner, D., and Angé, O., eds., pp. 35-60. New York: Berghahn. R.
- 2012 From Confrontation to Conciliation: On Syncretic *Rapprochement* between Catholics and Charismatic Evangelists in Lithuania. In *Religious Diversity in Post-Soviet Society: Ethnographies of Catholic Hegemony and the New Pluralism in Lithuania*. Schröder, I. and Ališauskienė, M., eds., pp. 99-124. Farnham, UK: Ashgate, R.

#### **Book reviews**

- 2020 *My Life as a Spy: Investigations in a Secret Police File*, Verdery, Katherine. Durham, NC:Duke University Press, 2018, 344 pages. in *Anthropologica* 62: 456-457.
- 2015 *How to Accept German Reparations*. Slyomovics, Susan. Philadelphia: University of Pennsylvania Press. In *American Ethnologist* 42(3): 562-563.
- 2011 Edited volume *Post-Communist Nostalgia*. Todorova, M. and Gille, Z., eds. New York: Berghahn, 2010, 299 p. In *Anthropology of East Europe Review* 29(1): 153-154.
- 2011 Edited volume *Changing Economies and Changing Identities in Postsocialist Eastern Europe*. Schröder, I. and Vonderau, A., eds. Berlin: LIT Verlag, 2008, 240 p. In *Anthropos* 106: 301-302.
- 2010 Edited volume *Lietuviškojo identiteto trajektorijos* [Trajectories of Lithuanian Identity], in Lithuanian. Čiubrinskas, V. and Kuznecovienė, J., eds. Kaunas: Vytautas Magnus University, 2008; 188 p., in Lithuanian. In *Lietuvos etnologija* 10(19): 166-167.

#### **Encyclopaedia entries**

- 2011 Social Networks in Lithuania, entry in *Encyclopaedia of Social Networking*, Barnett, G., ed. Thousand Oaks, CA: Sage, pp. 501-502, R.
- 2011 Lithuanians, entry in *Ethnic Groups of Europe: An Encyclopaedia*, Cole, J., ed. Santa Barbara: ABC Clio, pp. 242-244, R.

#### **Research profile**

- 2012 Student resource in *Cultural Anthropology: A Perspective on the Human Condition* by E. Schultz, R. Lavenda, and R. Dods. 2nd Canadian edition. Oxford University Press.

## Carlos David Londoño Sulkin

Professor

[carlos.londono@uregina.ca](mailto:carlos.londono@uregina.ca), (306) 585 5405,

### Education and Professional Development

#### Degrees:

1996-2001

Department of Social Anthropology, University of St. Andrews  
St. Andrews, Scotland

Degree: PhD

1990-1995

Departamento de Antropología, Universidad de Antioquia  
Medellín, Colombia

Degree: Título de Profesional en Antropología

#### Professional Development:

--German Language - Levels A1 and A2 -Goethe Institute, Berlin, Sept.-Nov. 2020

-- Johnson Shoyama Graduate School of Public Policy Governance Program, Winter 2019.

--Institute of Corporate Directors, Saskatchewan Chapter Luncheons

The Role of the Board in Significant Legal Transactions; Oct.18, 2017

Measuring management actions; Nov. 15, 2017

Conflict of Interest

-- Conflict Management - Human Resources training, University of Regina, April 28, 2015.  
(Nancy Kaziel, facilitator.)

-- Bargaining under pressure - CAUT Forum for Chief Negotiators, Westin Hotel, Ottawa, March 25-27, 2011

-- Training in Research Ethics - Social and Behavioural Sciences and Humanities Program,  
National Council on Ethics in Human Research, Saskatoon, Saskatchewan, Canada, January 14th, 2008

-- Protecting the Integrity of Academic Work - CAUT / Harry Crowe Foundation Conference,  
Ottawa, November 2-5, 2007

### Employment History

2001-present - Department of Anthropology, University of Regina. Promoted to Professor in 2012.

### Teaching History

Anthropology and Contemporary Human Problems; Fall 2017.

Anthropology of Language; Winter 2011, Winter 2016, Winter 2017.

Anthropology of Personhood; Winter 2015; Fall 2016.  
 Ethnography of Amazonia; Fall 2013; Winter 2016; Winter 2017.  
 Introduction to Anthropology; Winter 2014, Fall 2014, Fall 2016, Winter 2017, Winter 2018, Winter 2019  
 The Concept of Culture; Fall 2018  
 Anthropological Theory I; Fall 2018  
 Anthropology of Selfhood and Morality (MA course) Fall 2011, Fall 2012, Fall 2016, Fall 2017.

#### Student Supervision

Name	Position	Dates of supervision
<b>Lindsay Springer</b>	MA Supervisor	2010-2014
<b>Sarah Hanna</b>	MA Supervisor	2011-2014
<b>Jeanette Wiens</b>	MA Co-supervisor	2012-2014
<b>Hayley Mitchell</b>	MA Supervisor (withdrawn)	2019-2020
<b>Ali Thompson</b>	MA Co-supervisor (withdrawn)	2018-2020

#### University Service

##### Internal university service

2017-2023 – elected (and re-elected) Faculty member, Board of Governors, University of Regina.  
 2018 (November)-present – member, University of Regina Press Board of Governors.  
 2016-2020 –member, University Council Agenda Committee, University of Regina.  
 2014-2017 – member of the Board of Directors, Humanities Research Institute, University of Regina.  
 2010-2015 – Department Head, Department of Anthropology, University of Regina  
 2011– 2012 Chief Negotiator, University of Regina Faculty Association Collective Bargaining Team (Academic)  
 2011, January-March – Chair, Performance Review Committee of Heads, Faculty of Arts, University of Regina

##### External service

--Society for Ethnographic Theory - Member, Board of Directors, (2019-present)  
 --Society for the Anthropology of Lowland South America (SALSA) – President (2017-2020); President-Elect (2014-2017); founding Chair of the Public Issues and Action Committee (2015-2016); Academic Program Chair (2013, 2014); elected Member-at-large of the Board (2010-2014).  
 --Horniman Museum, London, England – Member, Academic Advisory Panel, 2012-2020; consultant (2012, 2015).  
 --Dawoodi Bohra - Consulted for the leadership regarding the indictment of Dawoodi Bohra physician Dr. Nagarwala under anti-FGM legislation in the USA. Pearson International Airport, Toronto. (2017 - May 9th.)  
 --Unit Review Team, Department of Anthropology, University of Lethbridge – Reviewer (2017).

--Tenure and/or Promotion reviews for: Purdue University, London School of Economics, Smithsonian Tropical Research Institute, University of Mary Washington, University of Toronto, University of New Mexico.

--Reviewer for 18 anthropological journals and funding institutions

### Scholarly Research

Peer-reviewed journal articles:

2017. Moral Sources and the Reproduction of the Amazonian Package. *Current Anthropology* 58(4):477-501. August 2017.

2016. Fuambai's Strength. *Hau: Journal of Ethnographic Theory* 6 (3): 107–133.

2013. Believing in the Gift: a Case of Successful Relationships of Exchange in the Colombian Amazon. *Tipiti: Journal of the Society for the Anthropology of Lowland South America*, vol. 11(2), pp. 1-12.

Book chapters

Forthcoming 2021: The inimical gaze: morality and the reproduction of sociality in Amazonia, in *Cambridge Handbook of the Anthropology of Ethics and Morality*, ed. James Laidlaw. Cambridge: Cambridge University Press

2015 Antonio Vélez: A Champion of Big History. In *From Big Bang to Galactic Civilizations: A Big History Anthology*, Vol. 1. Eds. Barry Rodrigue, Leonid Grinin and Andrey Korotayev. Delhi: Primus Books. Pp. 163-182

Non-peer-reviewed articles:

2016. On Engagement with the Works of Peers.' In *Tipiti: Journal of the Society for the Anthropology of Lowland South America*. Vol. 14, Issue 1, pp. 147-151.

2020. Is Celebrity Attention Helping or Hurting Amazonian Peoples? *Sapiens*. June3, 2020.

<https://www.sapiens.org/culture/covid-amazon/>

Book:

2012. *People of Substance: An Ethnography of Morality in the Colombian Amazon*. Toronto: University of Toronto Press (ISBN 978-1-4426-1373-7)

Book reviews:

2016. Review of: Walker, Harry 2013. 'Under a Watchful Eye: Self, Power, and Intimacy in Amazonia.' Berkeley:University of California Press. *Ethos* 44(3): e12-e14.

2014. Review of: Laidlaw, James 2014. 'The Subject of Virtue: An Anthropology of Ethics and Freedom.' Cambridge: Cambridge University Press. In *American Ethnologist* 41(4): 786-787.

## Alex Oehler

Assistant Professor

Alex.oehler@uregina.ca, (306) 585 4770

### Education and Professional Development

**PhD** - University of Aberdeen, Aberdeen, Scotland, UK, PhD, Social Anthropology,  
01/10/2012-02/04/2017

**MA** - University of Northern BC, Prince George, BC, Canada, Interdisciplinary Studies  
(Anthropology & First Nations Studies)  
01/09/2010-30/09/2012

**BA** - University of Northern BC, Prince George, BC, Canada, Anthropology  
01/09/2008-01/05/2011

*Special training:* 2013 Course Certificate, PhD course, "Boreal forest history, biodiversity and dynamics"  
(21 July - 10 September), Swedish University of Agricultural Sciences, Department of Forest Ecology  
and Management.

### Employment History

**Assistant Professor**, Anthropology, University of Regina, Regina, SK, Canada  
01/07/2020-present (Full-time tenure-track)

**Assistant Professor**, Anthropology, University of Northern BC, BC, Canada  
01/07/2017-31/06/2020 (Full-time contract, College of Arts, Social and Health Sciences  
(CASHS))

**Instructor Level 1**, Anthropology, University of Northern BC, BC, Canada  
31/08/2016-03/05/2017 (Full-time sessional, College of Arts, Social and Health Sciences  
(CASHS))

**Instructor**, Anthropology, College of New Caledonia, BC, Canada  
04/01/2016-22/04/2016 (Part-time sessional)

**Teaching Assistant**, Anthropology, University of Aberdeen, Scotland, UK  
26/01/2015-03/04/2015 (Part-time, while completing doctoral work. Tutored: Hum.-Animal  
Relations)

**Teaching Assistant**, Anthropology, University of Aberdeen, Scotland, UK  
22/09/2014-28/11/2014 (Part-time, while completing doctoral work. Tutored: Intro to  
Anthropology)

**Research Assistant**, Anthropology, University of Aberdeen, Scotland, UK  
15/12/2012-15/08/2013 (Part-time. Maintained reindeer database (Arctic Domus), book index  
prep.)

**Teaching Assistant**, Anthropology, University of Northern BC, BC, Canada  
Single-term, 2011 (Part-time, while completing MA. Assisted with Introduction to Anthropology)

**Research Assistant**, Anthropology, University of Northern BC, BC, Canada  
Single-term, 2010 (Part-time, while completing MA. Assisted Prof. Bouchard's research)

### Teaching History

2020 (Fall/Winter):

**Anthropology and Contemporary Human Problems** (Anth 340) – H.: 3; S.: 7; Lectures: 11

**Introduction to Anthropology** (Anth 100) - Hours: 3; Class size: 7; Lectures: 11

**Environmental Anthropology** (Anth 413/613) - Hours: 3; Class size: 20; Lectures 20

**Peoples and Cultures** (Anth 213) - Hours: 3; Class size: 60; lectures 24

**Anthropological Theory** (Anth 315) - Hours: 3; Class size: 20; lectures: 20

2019 (Fall/Winter):

**Animals in Anthropology** (Anth 298) - Hours: 3; Class size: 20; lectures: 20

**Comparative Study of Indigenous Peoples of the World** (Anth 404/604) – H.: 3; s.: 20; l.: 11

**Political and Legal Anthropology** (Anth 419) - Hours: 3; Class size: 20; lectures: 11

**Anthropology Through Film** (Anth 211) - Hours: 3; Class size: 40; lectures: 24

**Anthropological Theory** (Anth 315) - Hours: 3; Class size: 30; lectures: 20

2018 (Fall/Winter): 6 courses

**A World of Discovery** (Anth 102) - Hours: 3; Class size: 100; lectures: 12

**Texts, Archives, Museums, and Source Communities** (Anth 303) – H.: 3; size: 20; lect.: 17

**Religion, Ideology, and Belief Systems** (Anth 414) - Hours: 3; Class size: 20; lectures: 14

**Anthropological Theory** (Anth 315) - Hours: 3; Class size: 17; lectures: 19

**Applied Anthropology** (Anth 310) - Hours: 3; Class size: 11; lectures: 20

**Circumpolar Ethnography** (Anth 305) - Hours: 3; Class size: 12; lectures: 14

2017 (Fall/Winter): 6 courses

**Environmental Anthropology** (Anth 413/613) - Hours: 3; Class size: 7; Lectures 21

**Anthropology of Pop Culture** (Anth 207) - Hours: 3; Class size: 25; lectures: 24

**A World of Discovery** (Anth 102) - Hours: 3; Class size: 67; lectures: 12

**Animals in Anthropology** (Anth 298) - Hours: 3; Class size: 14; lectures: 24

**Medical Anthropology** (Anth 201) - Hours: 3; Class size: 20; lectures: 18

**Anthropology Through Film** (Anth 211) - Hours: 3; Class size: 16; lectures: 12

2016 (Fall/Winter): 3 courses

**Texts, Archives, Museums, and Source Communities** (Anth 303) – H.: 3; Size: 10; lect.: 17

**Anthropological Theory** (Anth 315) - Hours: 3; Class size: 6; lectures: 20

**A World of Discovery** (Anth 102) - Hours: 3; Class size: 90; lectures: 15

### Student Supervision

N/A

### University Service

2020 Communications Officer (executive), Canadian Anthropological Society (CASCA)

2019-2020 Member, Int. Society for the Scholarship of Teaching and Learning (ISSoTL)

2019 Volunteering secretarial duties, World Council of Anthropological Associations (WCAA)

2018-2020 Teaching Space Optimization Committee, Member (UNBC)

2018-2020 Travel Grant Adjudication Committee, Member (UNBC)

2020 SSHRC CGM-M Review Committee, Member (UNBC)

2019-2020 Interfaith Campus Chaplaincy Working Group, Member (UNBC)

2017-2020 Departmental design consulting (print media) (UNBC)  
2017-2020 Departmental public anthropology events support (UNBC)

### Scholarly Research

- Oehler, A. (2020).** The Care Work of Balance: Apportioning Life in Soyot Herder-Hunter Households of the Eastern Sayan Mountains. *Inner Asia*, 22(2), 237-254.
- Oehler, A. (2020).** Pacing Transhumance: Examples of Rhythm Alignment in the Eastern Sayan Mountains. *Inner Asia*, 22(1), 67-86.
- Oehler, A. (2020).** *Beyond Wild and Tame: Soiot encounters in a sentient landscape* (Vol. 2). Berghahn Books.
- Oehler, A., & Varfolomeeva, A. (2019).** Multispecies Households in the Saian Mountains: Ecology at the Russia-Mongolia Border.
- Oehler, A. (2019).** Introduction. In Oehler, A. and Varfolomeeva, A. Eds. *Multispecies Households in the Saian Mountains: Ecology at the Russia-Mongolia Border*. Lenham: Lexington Books. Pages xi-xxiv.
- Oehler, A. and I. Rassadin (2019)** On the Role of the Horse in Tofa Households. In Oehler, A. and Varfolomeeva, A. Eds. *Multispecies Households in the Saian Mountains: Ecology at the Russia-Mongolia Border*. Lenham: Lexington Books. Pages 99-120.
- Oehler, A. (2019)** Taking Stock: Tofa Reindeer Herding Today. In Oehler, A. and Varfolomeeva, A. Eds. *Multispecies Households in the Saian Mountains: Ecology at the Russia-Mongolia Border*. Lenham: Lexington Books. Pages 121-140.
- Oehler, A. (2019)** Falling In and Out of Rhythm. In Oehler, A. and Varfolomeeva, A. Eds. *Multispecies Households in the Saian Mountains: Ecology at the Russia-Mongolia Border*. Lenham: Lexington Books. Pages 227-244.
- Oehler, A. (2018)** Hunters in Their Own Right: Perspectival Sharing in Soiot Hunters and Their Dogs. In: Wishart, R., Losey, R., Looers, JPL. Eds. *Dogs in the North*. London, Routledge. Pp. 40-56.
- Oehler, A. (2018).** Social memory and Oka-Soiot reindeer herders: on the challenges of reindeer in multi-species mountain households. *Izvestija Laboratorii Drevnih Tehnologij*, 14(3), 112-123.
- Oehler, A., (2020)** Arctic crashes: people and animals in the changing north: edited by Igor Krupnik and Aron L. Crowell, Washington, Smithsonian Scholarly Press, 2020, 555 pp. *The Polar Journal*, DOI
- Oehler, A. (2018)** An Arctic Indigenous Knowledge System of Landscape, Climate, and Human Interactions: Evenki Reindeer Herders and Hunters, by A. Lavrillier & S. Gabyshev. *Hunter Gatherer Studies*, 3(2): 353-357.
- Milek, K, A. Oehler, P. Kupiec, K-A Aronsson, I. Kammerling, L. Harrault, D. Anderson (2018)** On the Move: Material and Environmental Imprints of Mobile Pastoralism. 5th Landscape Archaeology Conference – LAC 2018, Newcastle / Durham, UK, 17-20 September.

## Tobias Sperlich

Associate Professor of Anthropology and Head, Department of Anthropology

[tobias.sperlich@uregina.ca](mailto:tobias.sperlich@uregina.ca), (306) 585 4773,

### Education and Professional Development

DPhil (2008) Anthropology, University of Oxford (England)  
 MA (1999) Advanced Studies in the Arts of Africa, Oceania, and the Americas, University of East Anglia (England)  
 BA (Hons) (1998) Archaeology and Anthropology, University of Oxford (England)

### Employment History

2015-present Head, Department of Anthropology, University of Regina  
 2016-present Associate Professor, Department of Anthropology, University of Regina  
 2008-2016 Assistant Professor, Department of Anthropology, University of Regina

### Teaching History

ANTH 100 Introduction to Anthropology (x 17)	ANTH 203 Social Organization (x 3)
ANTH 242ME Intro to Museum Ethnography (x 1)	ANTH 247 Ethnography of Polynesia (x 6)
ANTH 306 Anthropology of Art (x 1)	ANTH 313 Material Culture & Consumption (x 1)
ANTH 320AF Visual Anthropology (x 1)	ANTH 401 Theory in Anthropology I (x 4)
ANTH 496AC Practicing Anthropology (x 1)	ANTH 498 Honours Thesis (x 2)
ANTH 499 Honours Thesis (x 2)	ANTH 890AN Anthropology of Performance (x 1)
ANTH 901 Research (x 2)	ARTS 199AA Sports, Competition, and Play (x 2)

### Student Supervision

Name	Position	Dates of supervision
<b>Katelyn Johnston, MA student</b>	Committee member	2021 - present
<b>Dr. Julie Mushynsky, SSHRC Postdoc</b>	Supervisor	2020-2022
<b>Rozlynn Dagenais, Honours student</b>	Supervisor	2020
<b>Leah O'Malley Honours student</b>	Supervisor	2017-2018

<b>Nathan McAllister, MA student</b>	Committee member	2016-2018
<b>Christine Hubbs, MA student</b>	Committee member	2017-2019
<b>Benjamin Valiaho, MA student (MAP)</b>	Committee member	2013-2014

### University Service

University Level	2019-today	Member, Council Discipline Committee
	2018-2020	Member, Recruitment and Retention Advisory Group
	2018-2020	Member, Distance and Distributed Learning Task Force
	2016	Member, Search Committee: Executive Lead Indigenization
	2014-2016	Fellow, Centre for Teaching and Learning
	2012-2016	Member, Teaching and Learning Advisory Group
Faculty Level	2015-today	Head, Department of Anthropology
	2020	Interim Associate Dean (Undergraduate), 2-month-term
	2018-2020	Chair, Faculty Core-Curriculum Review Committee
	2017	Member, Search Committee: Canada 150 Research Chair in Indigenous Communities and Economic Development
Community	2016	Member, Search Committee: CRC in Indigenous Peoples & Global Social Justice
	2017-2019	Member and Representative of Faculty of Arts, Saskatchewan Ministry of Education Social Studies Curriculum Reference Committee
	2016-2017	Board member, Friends of the Royal Saskatchewan Museum
	2013-2016	Treasurer, Pacific Arts Association

### Scholarly Research

#### Articles and Book Chapters (peer-reviewed)

- Forth-coming Lace M. Brogden et **Tobias Sperlich**, "Penser et enseigner avec des artefact : Le musée communautaire comme outil pédagogique dans le contexte de l'enseignement obligatoire des Traités". Accepted for publication in Brogden, L.M., Sterzuk, A. and J. Daschuk (eds), *L'enseignement des Traités à l'ère de la réconciliation dans l'Ouest canadien*.
- 2019 Glenn C. Sutter, Adela Tesarek Kincaid, Amber J. Fletcher and **Tobias Sperlich**, "Adapting Through Heritage: Can Ecomuseums Make Saskatchewan Communities More Sustainable?" *Prairie Forum* 40 (2019): 1-14.
- 2016 Glenn C. Sutter, **Tobias Sperlich**, Douglas Words, René Rivard and Lynne Teather, "Fostering Cultures of Sustainability through Community-Engaged Museums: The History and Re-Emergence of Ecomuseums in Canada and the USA". *Sustainability* 2016 (8).
- 2016 **Tobias Sperlich** and Lace M. Brogden, "'Finding' Payepot's Moccasins: Disrupting colonial narratives of place". *Cultural Studies & Critical Methodologies* 16(1):7-17.
- 2015 **Tobias Sperlich** and Lace M. Brogden, "Rural museum spaces as catalysts for collaborative research: Detours and possibilities". *Journal of Museum Ethnography* 28: 70-84.
- 2014 **Tobias Sperlich**, "Photographing Mata'afa Iosefo: Encounters, interactions and engagements in colonial Samoa". *History of Photography* 38(3):296-314.

- 2013 **Tobias Sperlich**, "Kontinuität und Wandel, Rindenstoffe in Samoa – Continuity and change: barkcloth in Samoa". In P. Mesenhöller and Oliver Lueb (eds), *Made in Oceania: Tapa. Kunst und Lebenswelten. Tapa. Art and Social Landscapes*, Mainz: Nünnerich-Asmus Verlag, 52-65.
- 2013 **Tobias Sperlich**, "Samoa in Miniatur: Fotografien als koloniale Informationsquelle über das Leben in der Südsee". *Fotogeschichte: Beiträge zur Geschichte und Ästhetik der Fotografie* 128:15-24.

#### Book reviews

- 2012 Markus Schindlbeck: *Gefunden und verloren: Arthur Speyer, die dreißiger Jahre und die Verluste der Sammlung Südsee des Ethnologischen Museums*. In *Journal of the Polynesian Society* 121(4):425-426.

#### Refereed Conference Presentations

- 2019 With Leah I. O'Malley and Glenn Sutter. "Community Engagement for Sustainability: An Assessment for the Museums Association of Saskatchewan (MAS)". International Council of Museums 2019 Conference: Museums as Cultural Hubs: The Future of Tradition, Kyoto, Japan.
- 2019 With Leah I. O'Malley and Glenn Sutter. "Heritage as a Catalyst for Public Engagement in Prairie Landscapes". Twelfth International Conference on the Inclusive Museum, Buenos Aires, Argentina.
- 2017 With Lace M. Brogden. "The Navajo in Saskatchewan: Re:reading a display of First Nations and American Indian objects at a local Saskatchewan museum". 2017 Annual ICME Conference, Washington, DC.
- 2015 With Brandi Bell. "Teaching cultural anthropology to the 'other': Examining an effort to indigenize higher education in the Canadian Prairies". *Discourse, Power, Resistance* 15, London, England.
- 2014 With Lace M. Brogden. "Cultivating interdisciplinary relationships in rural museum spaces: Rewards, detours and possibilities". Collections, Collaboration and Communities. Museum Ethnographers' Group Annual Conference 2014, Aberdeen, Scotland.
- 2014 With Lace M. Brogden and Cheyenne Fayant-McLeod. "'Dunk the Druggist': Collections, objects, and stories at the Fort Qu'Appelle Museum". Collections, Collaboration and Communities. Museum Ethnographers' Group Annual Conference 2014, Aberdeen, Scotland.
- 2013 "Interaction, Influence and Change: Whale Tooth Necklaces from Fiji, Samoa and Tonga." *Researching Fijian Collections: Revealing & Developing Relationships, Past and Present*, Cambridge, England.
- 2012 "Otto Tetens and Samoa: Between natural science and cultural research." Pacific Arts Association Symposium, Munich, Germany.
- 2011 With Lace M. Brogden. "'Finding' Pay-e-pot's Moccasins at the Maple Creek Museum – Re:Reading museum education through (post)colonial artifacts." *The History of Migration in Museums: Between Memory and Politics*, International Conference, Clermont-Ferrand, France.
- 2010 "Oceania in Germany: between cliché and education". Pacific Arts Association 10th International Symposium, Avarua, Cook Islands.

#### Invited Lectures, Seminars, and Workshops

- 2018 "A Critical Review of Carl Marquardt's *The Tattooing of Both Sexes in Samoa (1899)*". Windward Community College, Kaneohe, Hawaii.
- 2015 "An invitation for discussion: Challenges and potentials of indigenizing university teaching in distance education." Workshop at Northlands College In-Service, LaRonge, SK.
- 2013 "Sachen, Begriffe, Handlungen, oder: Das Samoa-Tagebuch von Otto Tetens (1902)." Graduate School Cultural Encounters and the Discourses of Scholarship, Universität Rostock.
- 2012 "Otto Tetens, ein Sammler zwischen Naturwissenschaft und Kulturforschung." *Ethnologische Sammlungen der Universität Göttingen*.

## Charisma Thomson

Lecturer

[Charisma.Thomson@uregina.ca](mailto:Charisma.Thomson@uregina.ca), (306) 585 4766

### Education and Professional Development

M.A. Anthropology, Carleton University, 2010

Concentrations: Medical, ritual, and symbolic anthropology and material culture.

Thesis: Roadside Memorials in rural North America: Symbolic performance of double burial.

B.A. with distinction, Anthropology, University of Regina, Regina SK., 2006

### Employment History

2008 Sessional

2015- 2019 Term Contracts

2020 Tenure Track Lecturer Position

### Teaching History

**Instructor:** Course: Introduction to Anthropology (42 X 100, 1 X HSXL)

**Instructor:** Course: The Anthropology of Death ( 7 X 200, 1 X 300, 1 X 400)

**Instructor:** Course: The Anthropology of Violence and Conflict ( 6 X 200, 1 X 300)

**Instructor:** Course: Medical Anthropology (2 X 300)

**Instructor:** Course: Ethnography of Canada and the United States (1 X 200)

**Instructor:** Course: Contemporary Human Problems (1 X 300)

### Student Supervision

N/A

### University Service

Stapleford Lecture Committee, 2020  
Dean's Observer for Tenure Track Position, 2020  
Chinese Program Review Committee, 2020  
Faculty Renaming Committee, 2019

### Scholarly Research

Anthropology and Geography: Dialogues Past, Present and Future, 4-7 June 2020, British Museum / RGS / SOAS. Paper Title: Roadside Memorials as Witness Marks. Served as Panel Admin.

Instructors Manual and Students Study Guide for, "Cultural Anthropology: A problem Based Approach," 3<sup>rd</sup> Canadian Edition, Nelson Education, 2020

Chapter review and edits, Robert L. Welsch and Luis A Vivanco, "Cultural Anthropology: Asking Questions About Humanity," Oxford University Press, 2018

Review, 4<sup>th</sup> edition of Robbins, "*Sociocultural Anthropology: A Problem-Based Approach.*" Nelson Education, 2017

Instructors Manual and Students Study Guide for, "Cultural Anthropology," Second Canadian Edition Oxford University Press Canada, 2015

Test-bank Questions and contributions to, "Cultural Anthropology: A problem Based Approach," 2<sup>nd</sup> Canadian Edition, Nelson Education, 2014

"Roadside Memorials (Re)presented", In Focus: Memorials and Memorialization (published exclusively online at <http://www.anthropology-news.org>, *Anthropology News* Volume 52, Issue 6, pages S51–S164, September 2013