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Department of Anthropology Mission Statement

Anthropology pursues empirically-grounded, critical analysis in order to understand cultural systems, illuminate social worlds, and lovingly question how these shape and are shaped by lived experience. As such, anthropology is critique for the purpose of building knowledge, enacting kindness, pursuing mutuality, stretching our imaginations, and creating a better future.

II. Major and Minor Requirements



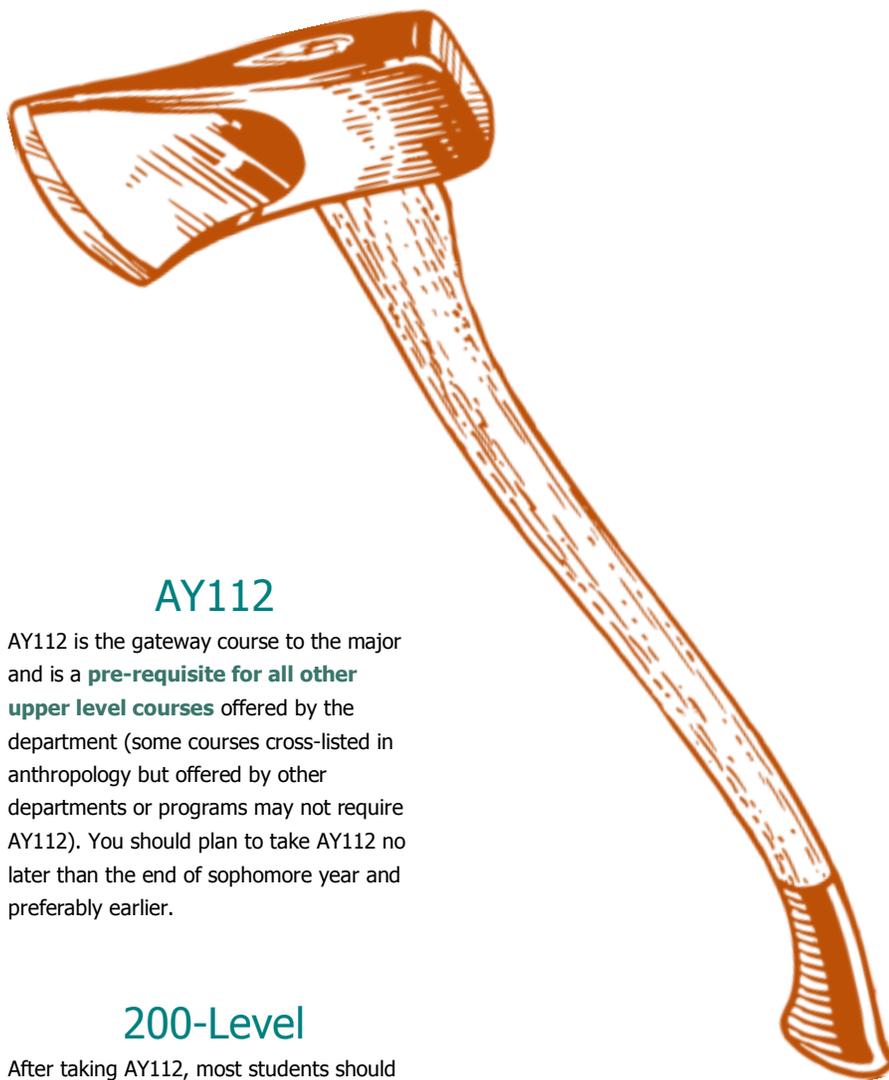
The Anthropology Major

Students who major in Anthropology gain a comprehensive understanding of the concepts, theories, and methods of cultural anthropology while also exploring in depth a broad range of substantive topics. Majors are required to take AY112, at least one course focusing on a specific culture area (courses that fulfill this requirement are identified in the course catalogue), AY313 (research methods), AY333 (contemporary theory), a senior seminar (to be

completed in the student's final semester at Colby), and five more electives, at least two of which are at the 300-level or above. Only one elective (to be counted at the 200-level) will be accepted from study abroad (see the discussion of study abroad below). Note that any given course can be only be used to fulfill one requirement (e.g., a 300-level culture area course can fulfill either the culture area requirement or a 300-level elective requirement but not both).

Fulfilling these requirements can take some planning and it is important to work with your advisor to make sure that your progress through the major goes smoothly. At the same time, there are many pathways through the major and a variety of ways to address your own interests in specific topics as you move toward graduation. The following information offers some guidelines for thinking about how to build your own program while completing the major.

| Year | Requirement Filled | Course Name | Professor |
|------|--------------------|-----------------------|-----------|
| | AY112 | Cultural Anthropology | |
| | Culture Area | | |
| | Elective | | |
| | Elective | | |
| | Elective | | |
| | Elective (≥ 300) | | |
| | Elective (≥ 300) | | |
| | AY313 | Research Methods | |
| | AY333 | Contemporary Theory | |
| | Senior Seminar | | |



AY112

AY112 is the gateway course to the major and is a **pre-requisite for all other upper level courses** offered by the department (some courses cross-listed in anthropology but offered by other departments or programs may not require AY112). You should plan to take AY112 no later than the end of sophomore year and preferably earlier.

200-Level

After taking AY112, most students should plan to enroll in one or two 200-level topics or area courses before moving on to higher-numbered offerings. At the 200-level you can expect to encounter a range of assignments and readings that will introduce you to important parts of the anthropological toolkit. These courses offer instruction in a variety of skills including: disciplinary-appropriate styles of writing, the mechanics of library-based research, oral presentations, close reading of anthropological texts, unpacking and applying anthropological concepts, working with visual and online materials, and developing your observational and interviewing skills. No one course will teach all of these skills, so you should aim to **take a variety of courses from several different members of the department faculty**. This will give you the best foundation for the more intensive research and discussion that takes place in 300-level courses.

300-level

These courses are designed for intensive seminar-style discussion and for the exploration of more complex anthropological topics, methods, and theoretical concepts. We recommend that students take at least one course at the 200-level before enrolling in a 300-level course. **AY313** (research methods) **and AY333** (contemporary theory) **are required for the major**. They can be taken in any order but ideally they should be completed before the senior year. Students often find that it is especially helpful to take AY313 prior to their semester of study abroad. Students who would like to do an **honors thesis** in their senior year are strongly recommended to complete both AY313 and AY333 by the end of their junior year.

Senior Seminar

The anthropology senior seminar (topics vary annually) is designed as a capstone experience to be taken in **your final semester at Colby**. These 400-level courses are normally offered only in the spring semester, therefore students planning for a January graduation should consult their advisor as soon as possible to determine an appropriate alternative. Senior seminars aim to consolidate students' knowledge, refine research skills, enhance discussion leadership, and demonstrate effective communication both in writing and in speech. **A note of caution: not all 400-level courses count as senior seminars**. You must confirm your seminar selection with your advisor to be sure that it will count as your senior seminar for the anthropology major.

Study Abroad

The anthropology department encourages but does not require that majors complete a semester of study abroad. Regardless of the specific courses taken, **the department considers most study abroad programs as the equivalent of one 200-level elective**. Normally students cannot expect to receive more than one anthropology elective from study abroad; in addition, students cannot complete any specific requirements for the major using study abroad courses (such as AY313, 333, or the culture area course). This means that you should plan carefully and consult your advisor to determine what study abroad programs best suit your interests and which semester spent off campus will allow for your best progression through the major.

The Anthropology Minor

General Guidelines

Students who minor in Anthropology gain a broad understanding of the concepts, theories, and methods of cultural anthropology while also exploring in depth a number of substantive topics. Minors are required to take AY112, at least one course focusing on a specific culture area (courses that fulfill this requirement are identified in the course catalogue), and four more electives, at least two of which are at the 300-level or above. Only one elective (to be counted at the 200-level) will be accepted from study abroad. (The same rules for study abroad electives apply to the minor as to the major – see the discussion of study abroad above.) Note that any given course can be only be used to fulfill one requirement (e.g., a 300-level culture area course can fulfill either the culture area requirement or a 300-level elective requirement but not both).



Pathway

AY112 is the gateway course to the minor and is a pre-requisite for all other upper level courses offered by the department (some courses cross-listed in anthropology but offered by other departments or programs may not require AY112). You should plan to take AY112 no later than the end of sophomore year and preferably earlier.

After taking AY112, as with the major, most students should plan to enroll in one or two **200-level topics or area courses** before moving on to higher-numbered offerings. (Please see discussion of 200-level courses under the anthropology major.) Remember that no single course will teach all of the skills useful for your anthropological studies, so you should aim to **take a variety of courses at both the 200- and 300-levels from several different members of the department faculty.**

This will give you the best preparation to apply your anthropological learning to your other major field(s) of study.



Anthropology Minors who Major in Global Studies

College rules state that a minor can overlap with a major course of study (or with another minor) by no more than two courses. Due to the fact that almost all AY courses can count as electives in Global Studies, it is important for students majoring in GS and minoring in AY to pay close attention to how many AY courses they are also counting toward the GS major. To fulfill college requirements for the AY minor, **Global Studies majors must be sure to take an additional 4 courses in Anthropology beyond those that they are counting toward the GS major.**

[Note: there are no limits on course overlaps between majors, so students who are majoring in AY and GS do not need to worry about this rule.]

| Year | Requirement Filled | Course Name | Professor |
|------|--------------------|-----------------------|-----------|
| | AY112 | Cultural Anthropology | |
| | Culture Area | | |
| | Elective | | |
| | Elective | | |
| | Elective (≥ 300) | | |
| | Elective (≥ 300) | | |

To be eligible for honors in anthropology, you must be an anthropology major and you must have both a 3.25 overall grade point average and a 3.60 grade point average in the major. (Your advisor can help you determine if you meet these criteria.) In addition, you **must submit a formal proposal and receive departmental approval** for your honors thesis research. The date for submitting proposals for admission to the honors program will be announced by the department chair in advance and falls during the first two weeks of the fall semester (or of the spring semester for those planning to graduate in January).

Although the deadline for submitting a proposal falls at the beginning of your second-to-last semester at Colby, a successful proposal requires a good deal of preparation ahead of time. Interested students can contact any member of the department at any time to discuss ideas for an honors thesis. By the end of your junior year you will be asked by the department chair to indicate a likely interest in pursuing an honors thesis. In addition, you should consult with a faculty member over summer break (or over January for students who will graduate mid-year). This will help you to develop your ideas and to generate a preliminary bibliography in preparation for submitting a formal proposal to the department for approval. Upon approval, the department will select an appropriate supervisor and reader for each honors project.

An honors proposal should be 5-8 pages of double-spaced text (not including your bibliography) and should explain the focus of the research you will do, the core questions you are asking, why the topic is anthropologically interesting and relevant, and how you will go about collecting the data you wish to analyze. In addition, the proposal should include a preliminary bibliography identifying some of the relevant literature for your own research. It is a good idea to start working on this proposal well before classes begin.



Honors in Anthropology

The honors program involves independent research conducted while enrolled in Anthropology 483 and 484. Honors normally will be taken for six to eight credits over two semesters, and the final product will be a thesis of 50 to 70 pages of superior quality. Acceptance in the honors program is probationary for the first semester. Students present their work-to-date at a mid-year defense (normally held during the first week of December) at which point the department will determine whether or not sufficient progress has been made for the thesis projects to continue for the second semester. If approval to continue is not granted or if, for whatever reason, the student decides not to continue with a project, the fall semester will be recorded and graded as an independent study (AY491/492). If the project is continued for the spring semester, an oral defense for final departmental approval will be held at the end of the second semester possibly in conjunction with CLAS. The final copy of the thesis is due to the supervisor and the reader by the last day of classes. The department will copy and bind the thesis, place one copy in the library, and provide three copies to the student.

Honors thesis projects can be based on library or archival research or they may involve original fieldwork. Students who wish to undertake fieldwork that requires travel (e.g., in January or during the summer) or who expect to have other research-related expenses can apply for funding from a range of campus sources. In particular, you should pay attention to announcements about student research funding (and application deadlines) as these are circulated online and in campus publications. Honors thesis projects in the past have received funding from a variety of sources including: the Eitan Shalom Green Research Award in Anthropology, the Goldfarb Center, the Careers Office, and from the Dean of Faculty's Special Student Projects fund. IRB approval may be necessary for some research projects; you can download a model for the Anthropology IRB questionnaire from the department website. See also the Colby IRB webpage for updated versions of the IRB Questionnaire and consent forms.

Please note that **the honors thesis does not substitute for the senior seminar capstone requirement for the major**; however, one or both semesters of an honors thesis can count toward the major requirement for 300+-level electives. Most important, an honors thesis is a terrific way to deepen your exploration of anthropology and to prepare for future independent research whether in graduate studies or in a professional field.

What should an honors thesis proposal look like?

5. Methodology and Research Ethics

Identify the kinds of data you will need to collect and the (different) methods you will use to do so. Explain the value of approaching your project through these specific methods. What kinds of evidence do you expect these methods to generate and why are these relevant to the research questions you are asking? Discuss any potential ethical concerns that might arise and how you expect to address them.

3. Proposed Research

Describe the topic of your research and identify your key research questions, and explain what you seek to learn. Next, explain why this is an important and interesting subject for anthropological (and not some other kind of) research. Why is this a topic that interests you and why are you well-positioned/prepared to undertake the research? Here it may be helpful to discuss relevant coursework, activist engagements, study abroad, or other experiences that have shaped your engagement with this topic and your passion to explore it.

There is no single model for a successful research proposal. The following is one suggestion for how to structure and organize your ideas.

4. Background and significance of the problem

What are the relevant literatures and scholarly concerns that the project addresses? How will this project contribute to or make use of anthropological theory(ies)? How will it contribute to building disciplinary knowledge (i.e., what gaps will it fill in the ethnographic record)?

1. Title

Give your project a working title (if you are not sure what to call your project, use a descriptive title; you will have time to generate a final title later in the year).

2. Abstract

Summarize the main themes and goals of your research in one paragraph. Although the abstract appears at the beginning, it is often helpful to write it after you have drafted the rest of the proposal.

7. Bibliography

This should include all the references you have cited in your proposal and any other relevant sources for your project that you have found to date. You need not have read everything listed but this is your chance to demonstrate that you know how to find scholarly and/or primary sources that are relevant to your research interests. Your bibliography will likely include a minimum of 20-30 sources and may be much longer. Be sure to use proper anthropological style (Author-Date-Title; you can find a guide to proper citation style on the Anthropology department website) and to order your references alphabetically by author surname.

6. Final Product

Briefly discuss the format of the final thesis. What do you expect to produce (e.g., a conventional essay-format thesis, a multi-media project, creative writing, or some combination of text/image/website)? Given that you may not yet know the answer to this question, you can speculate a bit or discuss the different possibilities that you are considering.

III. Off-Campus Study information

As indicated above, the Anthropology Department counts one semester of study abroad as the equivalent of a 200 level elective toward the major or the minor. The elective credit earned through a study abroad program cannot count for one of the core required courses (a culture area course, 313, 333, or the senior seminar). The study abroad program is counted in its entirety as the equivalent of a single elective; the department does not count individual courses taken during a study abroad program toward the major or minor (but see the information about petitioning in the following section).

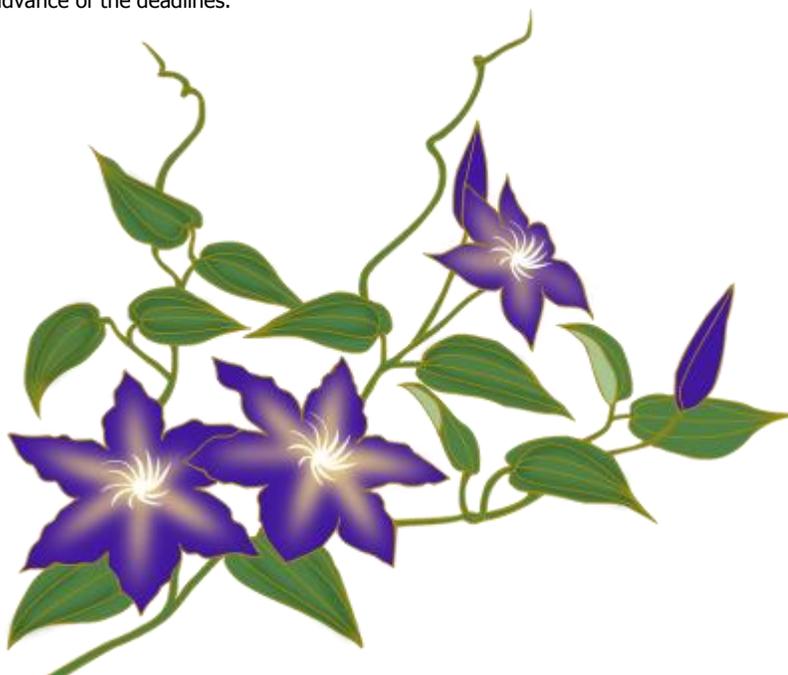
The Department places no restrictions on your choices of study abroad programs, and while we encourage majors and minors to study abroad we do not require you to do so. While some departments designate a single faculty member as the Off Campus Study Liaison responsible for advising students about studying abroad, in the Anthropology department all faculty members are available to provide guidance.

Thus, some questions to keep in mind when deciding about where to study abroad include:

- Do you wish to develop language competency by enrolling in a program that offers language training or in which the language of instruction is not English?
- Do you have a strong preference to live in a city or to spend more of your term in a rural area?
- Are you interested in a homestay for part or all of your term abroad?
- Are you interested in enrolling in a university and living in a dormitory with students? Are you interested in living in a dormitory with other foreign students? Or are you interested in a program where you will be primarily engaging with other American students in your program?
- Are you interested in conducting independent research during your study abroad semester?
- Are you interested in pursuing courses aligned with your major or minor, or would you prefer to take courses focused on the context in which you will be living?

Study abroad programs vary widely in structure. Some are based at local universities where you would live in a dormitory with other foreign students or with other students from the home country and take courses with your peers, either in English or in the language of the host country. Other programs are not based at a university but rather offer a pre-set suite of courses taught by the program director. Some programs include homestays, either for a short term or for the entire term. Some programs offer the opportunity for you to spend the final month of the term conducting independent research under the supervision of a local academic or your program director. Because study abroad programs offer you the opportunity to live and learn in a context different from the one to which you are most accustomed, you will certainly face cultural and linguistic challenges. It is worth thinking about how flexible you are in adapting to new environments and how willing you are to step outside of your comfort zone.

Students should discuss study abroad options with their advisor as soon as the fall of your sophomore year, when the statement of intent to study abroad is filed with the Off Campus Study Office. Many programs require letters of recommendation, so be sure to request letters at least 3-4 weeks in advance of the application deadlines. Furthermore, be sure to note the office hours of faculty from whom you need signatures on study abroad applications so that you can obtain the signatures well in advance of the deadlines.



IV. Procedures for petitioning



Counting more than one course from off-campus study toward the major or minor

As explained above, the department accepts a semester of study abroad as the equivalent of a 200 level elective toward the major or minor, but in certain cases we are willing to consider a petition to count more than one course from study abroad toward the major or minor. We are willing to consider such a petition when a student enrolls in a university abroad and takes

courses through anthropology department faculty members and wishes to count more than one anthropology course from the study abroad semester toward the major or minor at Colby. In these cases, you would write a petition to the chair of the department explaining why you wish to count two courses from your study abroad program toward the major or minor,

and you would need to provide a full course description and syllabus along with your petition. We do not count courses from universities abroad as the equivalent of any of our required core courses (313, 333, senior seminar), and only in very rare instances do we accept courses taken abroad as the equivalent of a 300 level seminar.



Waiving the GPA requirement for honors

As explained above, to be eligible for honors in anthropology, you must be an anthropology major and you must have both a 3.25 overall grade point average and a 3.60 grade point average in the major. In some circumstances the department is willing to waive the GPA requirement.

To petition for an exception to the GPA requirement, students must write a 1-2 page explanation and justification for the request to waive the requirement and submit the petition to the chair before the end of the junior year. Such a request might include an explanation of extraordinary

circumstances that affected the GPA or might demonstrate evidence of consistent improvement over 6 semesters of study (for example, poor first year grades followed by steady improvement). The petition will be reviewed by the entire department.

V. Funding sources

In the Department

Eitan Shalom Green Research Award

"The Eitan Shalom Green Anthropology Honors Research Award is designed to support field research during JanPlan for one anthropology honors student who wishes to conduct fieldwork related to his or her honors thesis. It may be used for travel, accommodations and other expenses related to research."

Elfrieda Frank Scholarship

"This grant program covers tuition and related expenses for Colby students seeking to enroll in a summer archaeological field school. The grant also provides a stipend to cover living expenses not included in program fees and to offset potential lost summer wages. Eligible field schools are limited to those supporting archaeological research in the Americas, with preference given to programs focused on Native American sites. This program is made possible by a generous grant from the Elfrieda Frank Foundation. All Colby students are eligible to apply, although priority is to first-years, sophomores, and juniors."

On Campus

Career Center

Endowed Internship Award: "Colby College supports students' professional development by providing funds to enable students to accept internships and conduct research around the world and have some of their expenses, such as travel and housing, reimbursed."

DavisConnects

Davis Grants for Global Experiences: "Need-based funding for every Colby student."

Davis Global Engagement Fellowships: "Prestigious awards to promote global leadership."

Goldfarb Center

Sandy Maisel Internship Grant: "This award is intended to allow students to explore opportunities related to public affairs or civic engagement that might develop into or allow for continued research projects at Colby, such as in a senior thesis, while gaining valuable career related experience."

Sandy Maisel Student Research Grant: "The Goldfarb Center for Public Affairs and Civic Engagement invites proposals from Colby students, regardless of major, for funding of original research projects (including collaborative research) on topics related to public affairs or civic engagement. A wide range of student research projects may qualify for funding under this program, however preference will be given to students working on honors projects or independent studies or on extended class-related papers for which no other adequate funding sources are available."

Center for the Arts and Humanities

Center for the Arts and Humanities Research Grant: "Twice a year, the Center for the Arts and Humanities invites proposals from Colby students for funding of original research projects in the humanities or humanistic disciplines. In the event that there are insufficient funds to support all proposals, preference is given to students majoring or minoring in the humanities or humanistic disciplines. Grants will range from \$500 to \$2,500. Funds may be allocated to cover any legitimate research expenses including but not limited to purchase of research materials, travel, food, and lodging expenses associated with data gathering. (Stipends are not covered under this program.)"

Oak Institute for Human Rights

Oak Internship Program: "The award is intended to allow students to complement their academic work and foreign study with internships at institutions that work on issues of human rights, broadly defined. Internship funding (up to \$5,000) is available to continuing full-time Colby students over the summer."

Office of the Dean of the College

President's Emergency Book Fund: "The *Emergency Book Fund* is designed to ensure that any student who may be experiencing difficulty obtaining course materials is never in a position of not being able to obtain their course materials because they can't afford it. Students can access this funding by making a request to their advising dean or by referral from faculty and/or staff. Students will not need to demonstrate financial need to access this resource."

Creative Writing

Kristina Stahl Creative Writing Internship Award: "The Kristina Stahl Creative Writing Fund provides Jan plan and summer stipends to cover the costs student incur while undertaking unpaid internships (i.e. short-term employment opportunities) at book publishers, literary magazines, creative writing centers, literary organizations, literary agencies, and other similar organization related to writing and the literary arts. In the event that there are insufficient funds to support all applications, preference will be given to students who are minoring in creative writing or who are English majors with a concentration in creative writing."

Kristina Stahl/Grub Street Internship: "Students may also apply, though the Creative Writing Program, for a summer internship with Grub Street, a creative writing center in Boston."

Office of the Provost and Dean of Faculty

Student Special Project Grant: "The Division Chairs and Dean of Faculty award grants to students for scholarly and creative activities that build on a background of appropriate preparation in a specific field."

Religious Studies

Compagna-Sennett Fellowship Program: "The Religious Studies Department invites proposals from Colby students, regardless of major, for funding to conduct an original research project on a topic related to the study of religion. A wide range of individual and collaborative student research projects may qualify for funding under this program, including research related to honors theses, independent studies, or specific courses."

VI. Information/suggestions about internships

Colby students can pursue internship opportunities during JanPlan and the summer, for academic credit or not, with funding or unpaid. For more information, see the Career Center website on internships here: <http://www.colby.edu/careercenter/students/internships/>

Internships for academic credit must

- complete a minimum of 100 hours on site.
- maintain a daily internship journal which must be submitted to your faculty sponsor at the end of your internship.
- for the optional academic credit hour, you must also complete an additional project, agreed upon with your sponsor when you apply for the internship.
- at the end of your internship, your site supervisor must send a letter to your faculty sponsor, evaluating your performance and confirming the number of hours worked.

Credit for an internship appears as a notation on your academic transcript. In addition, you can apply to receive one academic credit hour per internship to a maximum of three credits toward the 128 required for graduation. You can only register ONE internship per term. An internship can be paid or unpaid. Internships completed during January earn Jan Plan credit, whether or not they earn one academic credit, and whether they are paid or unpaid.



Funding

There are a number of different funding opportunities available for unpaid internships. Each of the endowed funds has different eligibility requirements. There are two funding cycles each year, with a fall deadline for funded JanPlan internships, and a spring deadline for funded summer internships. See the Career Center website (<http://www.colby.edu/careercenter/funding/#strage>) for more information. Here is a list of the funds that might be of interest to anthropology students.



[THE LINDA K. COTTER INTERNSHIP FUND](#)

The Linda K. Cotter Internship Award Fund was created to honor Mrs. Cotter for her many years of dedication and hard work in establishing the Internship program at Colby College. The award encourages students to get career-related experience by assisting with the expenses incurred in doing unpaid internships. Preference is given to unpaid internships at non-profit, humanitarian, scientific research (non-profit), or government (state, local, federal) organizations. Internships at for-profit organizations will be considered on a case-by-case basis.

Awards are need based and applicants must have a current year financial aid application at Colby. January awards range from \$500-\$1,000. Summer awards range from \$500-\$2,500. Competition for January awards is open to all sophomores, juniors, and seniors; summer awards are open to students

[THE DAVID STRAGE '82 INTERNATIONAL INTERNSHIP](#)

This award provides a stipend of \$1,000 to defray the travel and/or living expenses of one Colby student each year pursuing an international internship. In memory of David Strage '82, his family and members of the class of 1982 hope that this award will contribute to the enhancement of an international experience which integrates Colby's liberal educational mission with career awareness.

This is a competitive, merit-based award. Only one award will be given per year. The award is open to all majors. Internships may be completed in any professional career area and must be carried out in an international location. Priority will be given to applicants without previous international experience.

[THE MEDALIE FAMILY ENTREPRENEUR INTERNSHIP FUND](#)

This fund was established by Seth Medalie '82 and provides a stipend of \$1,000 to defray the travel and/or living expenses of one Colby student each year pursuing an unpaid internship with an entrepreneur. This is a competitive, merit-based award. Only one award will be given per year. The award is open to all majors. Internships may be completed in any professional career area but must be with a small, entrepreneurial organization or an individual.

[JOHN RODERICK FUND GRANTS FOR INTERNSHIPS IN ASIA](#)

The John Roderick Fund provides financial support to students who desire to enhance their Colby education through international research or internships in Asia. First preference will be given to students interested in Japan,

completing their first, sophomore, and junior years.

[WALKER STUDENT FELLOWSHIPS](#)

The Latin American Studies Program offers two fellowships. Priority is given to LAS majors, but students with a demonstrated commitment to Latin America may apply. See the Latin American Studies Program (<http://www.colby.edu/latinamerican/walker-grants/>).

1. The Walker Overseas Programs for Language Learning or Community Immersion Fellowship This language and culture fellowship, intended primarily for sophomores, is designed to enhance language learning and cultural immersion and works well for Field Experience/Internships during the January term.
2. The Walker Senior Project Fellowship This fellowship will support field research for senior Latin American Studies majors working on independent projects on Latin America. The Walker student research fellowship is designed to provide students the opportunity to take their research interests outside the classroom. Normally it would be tied to a two-semester senior project. Current juniors may apply in the spring semester for summer funding before their senior year.

[THE HSU ENDOWED INTERSHIP FUND](#)

The purpose of this fund is to support students who wish to study abroad in China to provide a thorough engagement with Chinese culture, a deeper understanding of China, and a richer overall academic experience. With the goal of introducing more Colby students to China, priority will be given to students who are not or have not been residents of China. Some examples in which this fund could be used include internships with organizations in China, research opportunities in China with Colby faculty, and language acquisition programs during the January term or summer.

[THE FIELDS FUND FOR INTERSHIPS IN JAPAN](#)

This Fields Fund will support one (1) summer internship in Japan with a \$4,000 stipend. This fund is not eligible for JanPlan internships.

[LESLIE DOUGHERTY BIDDLE '89 AND GEORGE BIDDLE FUND FOR INTERNATIONAL SERVICE LEARNING, INTERNSHIPS AND RESEARCH](#)

The Leslie Dougherty Biddle '89 and George Biddle Fund for International Service Learning, Internships and Research, as the name implies, supports students' participation in international service learning courses (Jan Plan or otherwise), international internships—preferably with non-profit organizations, or in international research.

This award is open to all students, and students in any major are eligible to apply.

[DR. FRANK J. MALINOSKI '76 AND JUDITH A. MALINOSKI FUND FOR INTERNATIONAL SERVICE LEARNING, INTERNSHIPS AND RESEARCH](#)

The Malinoski Fund supports financial aid students' participation in internship or research opportunities that foster global awareness and appreciation for the world.

This award is open to students in all class years, and students in any major are eligible to apply.

[CHRISTINE PETERSEN '85 FUND FOR INTERNATIONAL SERVICE LEARNING, INTERNSHIPS AND RESEARCH](#)

This Fund supports financial aid students' participation in international civic engagement opportunities (Jan Plan or otherwise), in international internships—preferably with non-profit organization, or in international research.

This award is open to all students, and students in any major are eligible to apply.

[GOLDMAN SACHS STUDENT INTERSHIP FUND](#)

Funds to support internship opportunities for need-based students.

[THE SPRINGHORN FAMILY ENDOWED RESEARCH AND INTERSHIP FUND](#)

This endowed fund will support research and internship funding for Colby Students with a preference for experiences in entrepreneurship and innovation.

who also have an interest in journalism, with secondary preference given to students interested in conducting research or participating in internships in China, and tertiary preference for students interested in the countries of East Asia, Southeast Asia, and South Asia (in that order). The Roderick Fund was established in honor of Colby alumnus John Roderick '36 by Roderick's step-son Yoshihiro Takishita and friends of John Roderick. One award of a maximum of \$4,000 will be granted each year.

This award is open to first-year students, sophomores, and juniors. Students in any major are eligible to apply and previous experience in Asia is not a requisite. However, students undertaking internships in contexts in which English is not the working language will be required to demonstrate competency in the appropriate language. Awards will not be made to students pursuing internships in their home countries.

[THE CATHERINE AND TOM TINSLEY FUND FOR INTERNATIONAL INTERNSHIPS AND RESEARCH](#)

The Tinsley Fund will assist students planning to pursue internships or research opportunities abroad.

[DAVID DESCOTEAUX INTERSHIP FUND](#)

The Descoteaux Internship fund is intended to provide financial support to student internships. Preference will be given to students pursuing New York-based internships and/or opportunities in the financial services sector.

[THE SMITH FUND](#)

This fund is to support students pursuing the most competitive communications and government relations focused internships. Awards will grant 3-5 students annually between \$4,000-\$5,000 to pursue and internship in communications and politics.

[KOESTER INTERSHIP FUND](#)

The purpose of this endowed fund is to support student internship opportunities for Colby students.

[THE COHEN FAMILY STUDENT INTERSHIP FUND](#)

Supporting student internship opportunities.

VII. Anthropology post-Colby: What can I do with anthropology once I graduate?



The skills and knowledge you'll gain studying anthropology at Colby can be applied in a wide range of post-grad education and career opportunities.

Students who graduate with a degree in anthropology go on to attend a diverse range of graduate programs in areas including anthropology, medicine, law, public health, archaeology, other social sciences, and public policy. Anthropologists work in government, corporations, the non-profit sector, and educational institutions.

But becoming an anthropologist isn't the only reason, or even the main reason, to study anthropology; while few job applications will specifically ask for a degree in anthropology, the skills, experiences and orientation you gain from studying anthropology are valuable in a wide range of careers. Here's just a sampling of how you can translate what you gain from your anthropology courses into skills that employers will recognize:

- Critical thinking and the ability to approach complex problems from multiple perspectives
- Understanding and appreciating the diversity of human experiences and relationships
- Communication: Reading critically, writing clearly, and presenting to groups
- Research: Systematically gathering information, analyzing it, and presenting findings

Most Common Career Paths

Non-profit and Community-based

Anthropologists use their expertise and skills to work in international and local non-profit organizations. In this sector, anthropologists are employed in grass-roots organizations doing a wide range of human rights and social justice work, including labor rights activism, refugee resettlement, and migrant rights. Some anthropologists find employment in large international humanitarian organizations, development banks, or global health organizations, among others. Anthropologists also work in museums, galleries, research institutes, and think tanks.

Government

You'll find anthropologists working in all areas and levels of government. Anthropologists work in management, planning, and research, among other areas. In the federal government, anthropologists work in international development, cultural and natural resource management, health and human services, defense and security, and the legislative branch.

Corporations

Many corporations specifically look for anthropologists. Corporate anthropologists engage in market research, product development, and other parts of corporate work. Anthropologists use their ethnographic research skills to understand how customers actually use a product and to understand aspects of customer behavior that surveys or statistics might miss. Anthropologists are great at understanding how people actually use products in their lives, what products mean to consumers, and what works and what doesn't. Corporations that hire anthropologists include: Google, Intel, Microsoft, Xerox, Motorola, Intel, and Herman Miller among others.

The Academy

Many, but not most, anthropologists who have received the PhD go on to work in universities, colleges, and other educational institutions. While it is increasingly difficult to become a full-time academic anthropologist, it's

worth noting that anthropologists work in many areas of the academy, not just in anthropology departments. Anthropologists find employment in interdisciplinary departments, medical schools and schools of public health, law schools, and policy schools, as well as in administration. Anthropologists in the academy teach, advise, conduct research, and perform administrative services. Many of them increasingly combine this work with public engagement and/or work in the non-profit or other sectors.

If you're interested in further studies in anthropology, think about what you've loved most in your anthropology classes at Colby. Your interests will help guide you to which of anthropology's many subfields you might want to pursue. Talk to your Colby professors and visit the American Anthropological Association website at americananthro.org for more information about further studies and careers in anthropology.

VIII. Faculty bios

Catherine Besteman, Francis F. Bartlett and Ruth K. Bartlett Professor of Anthropology, has taught Anthropology at Colby since 1994. Her research focuses on racism, immigration/mobility, inequality, violence, and social transformation, topics she has studied in South Africa, Somalia, and the US. After conducting ethnographic fieldwork in Somalia in the late 1980s, she reunited with her former neighbors from Somalia when they began moving to Maine as resettled refugees in 2006. Her newest book, *Making Refuge: Somali Bantu Refugees and Lewiston, Maine*, chronicles their journey from war-torn Somalia, to Kenya's massive refugee camps, and, finally, to Lewiston. Her previous books include *Transforming Cape Town* (2008) and *Unraveling Somalia* (1999), and the edited volumes *The Insecure American* (2009), *Why America's Top Pundits are Wrong* (2005), and *Violence: A Reader* (2002). A 2012 Guggenheim Fellow, her work has also been supported by the Rockefeller Foundation, the American Council of Learned Societies, the Wenner Gren Foundation, the American Philosophical Society, Sigma Xi, the School of Advanced Research, and the Tinker Foundation.

Chandra Bhimull, an Associate Professor of Anthropology and African American Studies at Colby College, is a graduate of the Doctoral Program in Anthropology and History at the University of Michigan. As an anthropologist and historian, she combines archival and ethnographic methods and carries out her fieldwork in the Caribbean, Europe, and the transatlantic skies. Her research has been supported by organizations such as the Daniel and Florence Guggenheim Foundation and the Smithsonian Institution, Ford Foundation, Social Science Research Council, and the Woodrow Wilson National Fellowship Foundation. Her first book, *Empire in the Air: Airline Travel and the African Diaspora* (New York University Press, 2017), examines the racial politics of flying. Among her other works are a co-edited volume on transdisciplinary and creative non-fiction essays about air culture and deportation flights. At Colby, she teaches courses on the African diaspora; black radical imagination; Caribbean cultures; creativity; critical theory; history and memory; and transdisciplinary anthropology. A commitment to overcoming the divide between intellectual and activist work runs through her teaching, scholarship, and service.



Maple Razsa, an Associate Professor of Global Studies at Colby College, teaches on social movements and activism, human rights and social justice, political documentary, migration, and nationalism. Trained as a filmmaker and anthropologist at Harvard University, Maple is committed to using text, images, and sound to embody the experience and political imagination of contemporary activists. His films, including *The Maribor Uprisings*, *Occupation: A Film About the Harvard Living Wage Sit-In*, and *Bastards of Utopia* have shown in festivals around the world. *Bastards of Utopia: Living Radical Politics After Socialism*, the written companion to the film of the same title, was published by Indiana University Press in 2015 and won the 2016 William A. Douglass Prize in Europeanist Anthropology. He has held fellowships from Stockholm and Harvard Universities, Amherst College, and been funded by IREX, NSF, Wenner-Gren, Fulbright and Truman Foundations.

Britt Halvorson is a cultural anthropologist who works in the U.S. and Madagascar and whose research interests include religiously-based aid, the ethics and politics of care, medicine and healing, and global waste economies. She teaches courses at Colby on the diverse cross-cultural relationship of religion and science, global capitalism, and religion and social change in contemporary Africa, among other topics. She is the author of a forthcoming book based on her long-term ethnographic research, *Conversionary Sites: Transforming Medical Aid and Global Christianity from Madagascar to Minnesota* (2018, University of Chicago Press).

Yannick Marshall is Visiting Assistant Professor of Anthropology and African American Studies at Colby College. He specializes in anti-blackness and police power. At Colby he teaches courses on whiteness and cultures of white power, movements for black life, racial policing in the colonial African city, the aesthetics of pan-Africanism and Caribbean cultures. He completed his dissertation entitled *The Bleaching Carceral: Police, Native, Location in Nairobi, 1844-1906* at Columbia University where he received his PhD in Middle East, South Asian and African Studies. He also writes poetry and fiction.

Nadia El-Shaarawi is Assistant Professor of Global Studies at Colby College. She is a cultural and medical anthropologist who specializes in transnational forced migration, humanitarian intervention, and mental health in the Middle East and North Africa. Her current book project analyzes how, in the aftermath of the 2003 invasion and the sectarian violence that followed, Iraqi refugees in the Middle East negotiated uncertain conditions of protracted urban exile and how interactions with global and international institutions and policies, especially refugee resettlement, had implications for mental health, well-being, and identity. At Colby, she teaches courses on refugees and migration, global health, and humanitarianism. Prior to joining Colby, Nadia was the Global Migration Postdoctoral Fellow at the Kenan Institute for Ethics at Duke University, where her work included collaborative research on the health and social effects of displacement and resettlement. At Duke, Nadia also led students in ethnographic field research on refugee issues in Egypt, Jordan, and North Carolina. Nadia received her PhD in Anthropology and her MPH in International Health from Case Western Reserve University.

David Strohl teaches courses on religion, secrecy, research methods, and Muslim societies. He researches topics like morality, philanthropy, individualism, and religious authority in the Muslim communities of Mumbai, India. David is currently completing a book manuscript, titled *Moral projects: social imaginaries of religious revival and civic engagement among the Ismaili Muslim community of Mumbai*. In the book, he examines how Ismaili have worked to become pious Muslims and good citizens through ethical self-fashioning and efforts to create moral communities. His research has received funding from the Fulbright-Hays program and the Max Planck Institute for Ethnic and Religious Diversity.



Winifred Tate I am a political anthropologist examining struggles for democracy, citizenship and political change. My regional focus is Latin America, particularly Colombia, in the context of entrenched paramilitary violence, human rights abuses and illicit economies. My scholarly commitments originate with my experiences as an activist and advocate; I worked for three years as the Colombia policy expert at the Washington Office on Latin America before completing my doctorate at New York University. I am the author of two books, the award-winning *Counting the Dead: The Culture and Politics of Human Rights Activism in Colombia* (University of California Press 2007) and *Drugs, Thugs, and Diplomats: U.S. Policymaking in Colombia* (Stanford University Press, 2015), which was published in Spanish as *Drogas, Bandidos y Diplomáticos* (University of Rosario Press, 2015). My current book project, *Paramilitary Politics*, draws on research I have been conducting over the past decade on paramilitarism, globalization and community resistance, examining the forms, legacies, and deep histories of Colombian violence. I am pursuing growing interest in visual culture and representation, and share photos and stories from my fieldwork in an ongoing instagram ethnography project, *Imagining War & Peace in Colombia*, <https://www.instagram.com/war.peace.colombia/>

Mary Beth Mills As an undergrad I fell in love with anthropology and its mind-bending challenge to make the strange familiar and the familiar strange. There was so much more to human experience than I had ever imagined! Now, as a teacher I hope to inspire a similar excitement for anthropological learning and the tools it offers us for understanding people's lives, whether at first those seem "familiar" or "strange." The courses I teach – on globalizing Asia, on gender and sexuality, on environmental issues, and on food -- build on my own research interests while providing opportunities for students to explore the topics and regions of the world that most interest them.

As a researcher I have used anthropology's insights to explore how people live with and negotiate dramatic social and cultural transformations (e.g., globalization, industrialization, rural-urban migration, new forms of commodity consumption, shifting gender relations, and more). My ethnographic expertise is in Southeast Asia with a particular focus on Thailand. In my research I have worked with and learned from many different groups and communities – rural-urban migrants, agricultural households, grassroots labor activists, tourists, among others – people whose lives and aspirations I strive to represent in appropriate, respectful, and meaningful ways.

IX. List of all majors

as of 9/7/2017

Class of 2018

Peter Barkey-Bircann
Rachel Bird
Tassin Braverman
Hailey Dutkin
Charlie Gauvin
Koji Gormezano
Alyssa Lang
Alisha Lee
Arissa Moreno Ruiz
Chantal Naegeli
Angie Peterson
Nico Ramirez
Abby Snyder
Ana Sofia Solis Canales
Joelle Young

Class of 2019

Amya Bhalla
Emily Dolan
Alicia Elliott
Abby Gregory
Carolyn Jones
Cat Ledue
Rachel Leonard
Christina Mouradian
Abby Mulligan
Olivia O'Neill
Nathan Scyocurka
Libby Smith
Carly Thomas
Julia Von Her
Mattie Wyndham
Sarang Yang

Class of 2020

Lola Collins
Garima Dahiya
Iliana Eber
Ben Fanucci-Kiss
Hania Lincoln Lenderking
Juan Luna
Josh Mallet
Maddy Peterson
Kabir Singh
Natalie Walters
Helen Watson



X. Alumni Profiles

Mieko McKay '01



What kind of work do you do?

Please describe your current position and work responsibilities.

I work in international development as a project director for Save the Children US. I manage an integrated health program for maternal newborn and child health that works in 26 countries in Africa, Southeast Asia and the Middle East to strengthen health systems and mobilize communities to engage in ensuring accessibility to high quality health services. I support headquarters and country-based staff to come up with creative solutions to issues related to program implementation, documentation and donor communication.

Does your anthropology degree and/or training in anthropology play a role in your current work? Can you think of specific anthropological insights or perspectives that have made a difference in your work?

My anthropology background has had a huge influence on my career path and helped me develop skills that have been critical to being able to spend time in a setting, quickly assess needs, issues and opportunities and rapidly build a rapport with stakeholders to find solutions. I'm a returned Peace Corps volunteer and have lived and worked in Africa, Asia and Latin America applying these skills in my daily work and personal life. I'm highly adaptable and am able to interpret people and their needs well due to my anthropology training.

What advice would you offer our current Anthropology majors/minors?

Be creative about using your skills as an anthropologist in many different settings/professions.



Ali (Offer) Weissman '12



What kind of work do you do? Please describe your current position and work responsibilities.

I work as an Associate Director of Media Strategy on the Fox Searchlight account at Assembly Media. In this role, I help determine the target audience and media outlets for the best marketing campaign for every Fox Searchlight title.

Does your anthropology degree and/or training in anthropology play a role in your current work? Can you think of specific anthropological insights or perspectives that have made a difference in your work?

My anthropology degree helps me think of marketing beyond numbers. Figuring out how to advertise to a specific audience and tell a story that resonates starts at the human level. Much like the ethnographic research I used throughout my degree, I look to outlets that give personality and insight to my target so I can give the advertising a personal level of appeal.

What advice would you offer our current Anthropology majors/minors?

Always think beyond the classroom and how you can apply your learning and how you think about the world to what is happening around you. The best thing my degree taught me was how to think about my surroundings and approach personal stories through an unbiased lens.



Hannah DeAngelis '12

What kind of work do you do? Please describe your current position and work responsibilities.

I am the director of refugee resettlement for Catholic Charities Maine. In this role I am responsible for staff management, budget administration, public education and outreach, and ensuring all primary refugee arrivals to the state of Maine. I do a lot of writing, public speaking, advocacy, conflict resolution, and data collection.

Does your anthropology degree and/or training in anthropology play a role in your current work and, if so, how? Can you think of specific anthropological insights or perspectives that have made a difference in your work?

Always. Anthropology taught me how to understand systems of power while simultaneously seeing individual people impacted by and influencing the orbit of those systems. Anthropology taught me about being humble in regards to my own knowledge and frame of reference, and to adhere to the tenet of respecting every human being as an expert of their own experience. The questions--who has power? and where is power?--are ones I learned from anthropology and ones I apply to my everyday experiences. I spend a lot of my days negotiating arguments of power between local and federal administrations, refugee clients, and staff members of many backgrounds. The instinct to identify how power is impacting every interaction makes me constantly reflect on my own power and identity and instructs me to reallocate power to those with less at every possible juncture. Utilizing the question--How is my whiteness/American-ness/woman-ness/queerness/English language impacting this interaction or decision?--is instrumental in my work.

What advice would you offer our current Anthropology majors/minors?

Practice talking about how academic learning prepares you as a creative and critical thinker! There are so many ways to use the thinking and writing from your academics as tools in the workplace. Learning to think about the world by identifying patterns of power and perspective are skills that I have used in every single job I have held. Seeking to understand others around me has helped me in interviews, relationship building with former students and current supervisors, and collaborating with community partners. The other piece of advice is to be relentlessly bold in your identification of power and the abuse of it in any systems around you.



Laura Neale '99

What kind of work do you do? Please describe your current position and work responsibilities.

I own Black Kettle Farm, a certified organic vegetable farm in Lyman, Maine. I grow about 30 different types of veggies and herbs, with an emphasis on a Community Supported Agriculture (CSA) farm share model, and I raise pigs on pasture. I produce for farmers' markets, restaurant accounts and a low-income farm share for local senior citizens. I manage all aspects of the farm and the business from greenhouse seeding to driving tractors to training employees to paying bills to going to farmers' markets to communicating with chefs.
www.blackkettlefarm.com

Does your anthropology degree and/or training in anthropology play a role in your current work and, if so, how? Can you think of specific anthropological insights or perspectives that have made a difference in your work?

I was exposed to the idea of sustainable agriculture when I read Food First my freshmen year at Colby. I apprenticed on a farm in Maine that summer and I have been working in farming and food justice every since. Food access and distribution is all about power dynamics. How people are influenced to make their food choices is political as well. I think that my degree in anthropology inspired me to think critically about this sort of thing.

What advice would you offer our current Anthropology majors/minors?

Study abroad! As much as you possibly can! It is such an amazing opportunity that won't come your way again. Work outside, do something physical, meet people and get exposed to all sorts of paths in life. We all really need different perspectives to generate any real sense of compassion and understanding.

Dan Baskerville '11



What advice would you offer our current Anthropology majors/minors?

Enjoy your time at Colby and push yourself to think critically and feel passionately. If possible, study abroad. You will surprise yourself by how much your perspective on life changes.

What kind of work do you do? Please describe your current position and work responsibilities.

I am currently studying full time for the LSAT this coming September, though prior to that I spent five years in South Korea as a cultural ambassador and educator, three years of which were on a Fulbright scholarship. I taught conversational English in public schools and private academies, volunteered for North Korean defector organizations, and led English study groups for adults.

Does your anthropology degree and/or training in anthropology play a role in your current work and, if so, how? Can you think of specific anthropological insights or perspectives that have made a difference in your work?

Anthropology is something I wholeheartedly believe to be about accepting and welcoming the idea of change. I consider it as a mindset or a set of tools that we use to think critically and with purpose about our lives and our perceptions of the world. I've relied on these skills for most of my professional career as I had to compromise daily, mentor thoughtfully, and perhaps most importantly embody patience and kindness.