Southern Anthropologist

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CONTENTS

Editor's Corner 3
President's Column 5
SAS People 10
Upcoming Field Schools: Costa Rica 11
Reminder about the Upcoming meetings in Baton Rouge for '96 13
Discussion on Hiring Professional Management Associates 14
The SAS Endowment 18
The Sexual Economy of Women and HIV in Uganda: A Critical Biocultural Analysis by Ron Barrett 27
The Back Side (cartoon?)
Information on Flowerdew Hundred 1994 Mooney Award Winner inside back cover
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Welcome to the Southern Anthropologist. This issue contains information about the Spring 96 meetings, with articles pointing to the '96 issue showing material celebrating 30 years of the Society's business.

This issue includes a report on the Ground Project, with the Graduate Society's winner from the Spring 96 issue of the Professional Meetings and other information for the Southern Anthropological Society's business.
Welcome to the Fall 1995 Issue of the Southern Anthropologist! This is the issue which I hope reaches you just before the Spring 96 meetings in Baton Rouge, and contains material from the Spring 95 meetings, with just a little bit of material pointing to the 96 meetings. The Spring '96 issue should be full of material celebrating the first 30 years of the Society.

This issue

This issue contains the second Keynote Speech given at the 1995 meetings, and that is Michael Blakey’s report on the African Burial Ground Project, along with the Graduate Student paper winner from the meetings.

The “SAS People” Column continues in this issue; I welcome further reports from interested departments and people for this column.

There is also a section which gives food for thought relating to a matter that will be on the business meeting agenda at the Spring 96 meetings, and that is the issue of whether the SAS should hire Professional Management Associates (PMA) to run selected parts of the meetings and other background parts of the Society’s business. Two past presidents of the Society present their views on this issue, so please study their remarks and make up your mind so you can cast your vote at the Business meeting.

There is also a reminder from Miles Richardson about the '96 meetings and from Pat Beaver about the SAS Endowment. Please do what you can to support both of these activities of the Society!

The Editor requests

I am still looking for two kinds of submissions to this august publication, and I reprint my requests:

(1) I invite interested anthropologists (students as well as professionals) to submit short papers on the South to me for possible inclusion in the Southern Anthropologist. I am interested in short papers, that can be about any subject or part of the world so long as the theme or analysis is applied to some aspect of Southern life and culture. I have in mind papers such as appear in the Royal Anthropological Institute publication Anthropology Today and distributed to interested members of the American Anthropological Association. Please submit these papers to me through any of my various addresses, detailed below. I hope to hear from you soon!

(2) I am also looking for interested
persons to provide art work that I can use in the Anthropologist; I am especially interested in line art from an identifiable culture (in other words, not generic "clip art") that can be put on the cover and elsewhere in the issue. If you have something to share, contact me at the meetings or at the addresses below.

Ways to reach me:
(1) Voice mail at (910) 334-7894 at my office, or (910) 274-7032 at home
(2) E-mail via the Internet at JOHNSOND@ATHENA.NCAT.EDU
(3) Via America OnLine, my "handle" is MegabyteJ.
(4) Office FAX number (910) 334-7197
(5) Surface mail:
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If you wish to submit materials to the Anthropologist, my preferences are (in rank order) and if possible in more than one form:
(1) text of MS Word file on a Macintosh floppy, along with hard copy
(2) text or word processor file on 3-1/2 " IBM (MS-DOS) disk with hard copy
(3) e-mail to address above
(4) fax and/or hard copy
Material that is sent already in electronic format is less likely to have my errors in it!

My deadline for the Spring 1996 issue of the Southern Anthropologist is tentatively April 2 (Hey, you wouldn't want to submit your golden words on April Fools Day, would you?).

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Toward a Democracy of the Arts

Like other institutions of higher education, the ideal of democracy and free speech became prominent in the 1970s (Dombrowski, 1976:176). Yet, often there is a conflict between the ideal and the reality. With the advent of higher education institutions, as with any large organization, the ultimate controllers are the trustees, which in most cases is the board of trustees, which is elected by the alumni, the faculty, the students, or local elite. Many university trustees who resigned from Ohio State University in 1917, he stated that "the Board of Trustees had really under the guidance of the ex-husband and active group of business executives were directing the work of the university." (Dombrowski, 1976:176). Of the 19 leading universities, which were primarily private institutions, almost a third were listed as "private" with the remaining two-thirds were listed as "public." Of these, 45 percent were controlled by business executives. On the other hand, state universities were represented in 31 percent of the schools (Dombrowski, 1976:176).
Higher Education and the U.S. Political Economy

Toward a Democratic University: Reflections Upon Corporate Influence in U.S. Higher Education

Like other spheres of U.S. society, the ideal of democracy has emerged and become prominent in higher education. Yet, often there are wide discrepancies between the ideals of a particular sociocultural system and its realities. Rhetoric aside, the vast majority of institutions of higher education in this country are ultimately controlled by their boards of trustees, which consist of national, regional, or local elites. When Charles Beard resigned from Columbia University in 1917, he stated that “the University is really under the control of a small and active group of trustees who have no standing in the world of education, who are reactionary and visionless in politics, narrow and medieval in religion” (quoted in Ross 1976:176). Of the 727 trustees of the 30 leading universities in the mid-1960s (14 of which were private and 16 public), one-third were listed in The Social Register and 45 percent were corporate directors of executives. One-half of the top 200 industrial corporations and financial institutions were represented on the boards of these 30 schools (Domhoff 1967:79).

Trustees of private universities invariably consist primarily of self-perpetuating bodies of businesspeople who meet in private and do not provide a public account of their activities. Although state universities are more apt to have periodic open meetings of regents and trustees who are generally appointed by the governor, key decisions tend to be made on behind scenes in executive meetings. As Szymanski observes,

By staffing the boards of trustees of American colleges and universities, leading business people are able to directly control higher education. They select the higher officers of the colleges and universities and establish the basic educational policies which guarantee that faculty and administrators do the bidding of the upper class and that student are manipulated in the interests of the corporations (Szymanski 1978:250).

Universities have increasingly come to function as resource bases for corporations, not only in terms of training
personnel, socializing future workers for dull office jobs, and research and development but also in terms of developing marketing strategies for them. Boggs (1993:98) asserts that “[t]he appearance of Clark Kerr’s ‘multiversity’ in the early 1960s reflected the extent to which educational institutions were being designed to fit the needs of corporate capitalism and, by extension, the requirements of domestic, military, and foreign policy.” Indeed, universities have increasingly been undergoing a process of entrepreneurialization as a response to funding cutbacks by state and federal governments and corporate-based foundations. According to Ovetz (1993:71), “[u]niversities have not simply tightened and transformed their partnerships with business, but have become business themselves through various forms of profit making ventures based on university resources, faculty, and a pool of cheap and unpaid student labour.” Universities often buy and sell their stocks on the market to maximize their operating expenses. Furthermore, they are often directly or indirectly involved in business ventures that developed out of campus research activities.

College and university administrations have more and more evolved into a social stratum situated between the board of trustees and the faculty and students. Like any privileged stratum, the administration earns a significantly higher income than and enjoys numerous perks not available to ordinary faculty members.

University presidents, many of whom are now career administrators, function as CEOs of their institutions and exercise delegated jurisdiction of many areas of campus life. Soley (1995:20-21) maintains that “trustees, who are often hostile to intellectualism, pick administrators who share their attitudes and corporate worldview; they do not pick left-wingers, multiculturalists, or radical feminists, despite the claims of conservative critics like D’Souza, Kimball, and Balch.” Whereas in the past, high-echelon administrators generally were faculty members who had spent years in the classroom and engaged in scholarship, an increasing percentage of this privileged stratum are “career administrators” who have spent little or virtually no time working in the trenches. In reality, university administrations consist of several levels. The process of concentration in higher education means that important academic decisions formerly made by department chairs increasingly have been taken over by the office of the dean. The dean, in turn, has been loosing ground as some of his or her decision-making power is being absorbed by vice-presidents and provosts. As a result of these trends, deans and particularly chairs are evolving into clerical functionaries.

The complexity of the entrepreneurial or postmodern university tends to isolate many administrators in their cubicles, and, all to often, increasingly plush offices. Faculty members, especially untenured one, have learned to watch their p’s and q’s while in the occasional presence of higher-echelon administrators and even department chairpersons. The power of the administration has grown tremendously at the expense of faculty influence and representation on senates and committees. Farber likened the process to the “kiddie steamer” (quoted in Beryl 1995:19). University administrators create the aura of importance by inviting handpicked faculty to service on college committees. Berkeley’s incoming astulate observers of faculty governance.

The increasingly corporate governance of college and university administrations is revealed by the way those who are not on the boards or those who are not on the boards except by exception of those who are on the boards, write the rules for the boards that are written to those who do not matter. The university maintains an accurate public fiction of representation.” (1995:45).
the expense of faculty and student traditions of self-governance. Generally, faculty senates and committees ultimately act as advisory bodies to the administration. Jerry Farber likened the faculty governance body to the “kiddie steering wheel in daddy's car” (quoted in Berlowitz 1976:20). University administrators often attempt to create the aura of meaningful faculty input by inviting hand-picked faculty members to service on college- and university-wide committees. Berlowitz makes the following astute observations about the nature of faculty governance bodies:

The impotence of university governance structures, such as college senates or faculty senate, is revealed by the reluctance of people to serve on such bodies and by the ritualistic behavior of those who do serve. The only exception to the former consists of those who seek such positions for the small rewards available to those faculty and students who do an outstanding job in maintaining the sham, or more accurately, Goffmanesque, performance of “consensus formation.” Hours are spent in meaningless debate on procedure -- all with an air of importance... Administrators and senior faculty are always present to intimidate any junior faculty or students who might raise questions (Berlowitz 1976:21).

Despite the fact that the university has increasingly adopted the centralized bureaucratic nature of large-scale organization throughout the world, various academics have noted the need for democratization within the academy. Teachers for a Democratic Society is an organization of faculty who promote discussion of democracy in the curriculum and the university. It may be contacted at PO Box 6405, Evanston, IL 60204 or (312)743-3662. Although European universities exhibit patterns of hierarchy of their own, many exhibit long traditions of faculty input. Historian Henry Steele Commager notes that “while European universities are run by their faculties, American universities are run by administrative bureaucracies, many of whose members have not the remotest notion of what a university is about” (quoted in Simons 1967:88). German universities have historically had governing boards consisting of full professors who elect the rector each year from their own ranks to administer academic affairs. Furthermore, each faculty annually elects its dean from among full professors.

Economist John Kenneth Galbraith, who is by no means a radical, once advocated faculty governance of the U.S. university rather than the present trustee system. I personally believe that just faculty should not only be able to elect their chairpersons but also their deans, presidents or chancellors, and other higher-echelone administrators. Students, staff, and the general public also needs to be included in the governance of the university. Soley advocates altering the composition
of universities' boards of trustees as one means for democratizing the academy. He maintains,

Trustees of state need to represent their populations, rather than business. One way to accomplish this change in representation would be to enact legislation mandating that these boards of trustees mirror their state's population (Soley 1995:152).

While the passage of such legislation undoubtedly would be very difficult to achieve given the strong corporate influence over the legislative process, grassroots movements of various sorts have managed at various historical junctures to successfully push for progressive reforms. The process of democratizing the academic workplace will by no means be an easy one nor is success assured. Faculty/staff unions potentially can also play a role in the democratization of the academy. This process will ultimately have to be part and parcel of efforts to create democratic structures in other area of the U.S. political economy. J. David Singer (1900:159) calls for a "third way" in U.S. higher education. The other two ways are quite well-entrenched in the academy. One of these views the mission of university as a training ground for business, government, education, and the military. The second of these views the university as an ivory tower which provides a haven for the search of knowledge for its own sake. Singer (1995:159) envisions a third way that entails a "yet unfamiliar blend of the first two resulting from the tension between them and the unsatisfactory nature of both." He argues, this third way might lead to universities weighing in on the side of the underdog and the disadvantaged. Every society is full of inequalities and we should be able to identify them, explain them, and suggest strategies to rectify them. Our job should not be that of cheerleaders of the dominant groups or the status quo that they often represent, but neither should it be on the barricades alongside every dissident group whose leaders assert that injustice has been inflicted. Using explicit criteria of justice (and decent human beings will quarrel over the concept and its measurement) we need rigorous and careful research to identify, account for, and try to eliminate injustice, discrimination, oppression, and brutality (Singer 1995:160).

With such changes, perhaps the university can be transformed from an appendage of the corporate economy to a site of critical thought that it often claims to be.

References

Berlowitz, Marvin J. 1976 Pedagogy of Oppression in the University: Trends Toward the "Fascization" of the Academy.

Northern Kentucky University

The Native American Studies Minor has just been started and will be housed within the Anthropology Program, which previously offered two majors: Anthropology and Applied Cultural Studies (joint with the Sociology Program) and now has four minors: Anthropology, Archaeology, Applied Cultural Studies and now the Native American Studies.

Anthropology courses are offered within several interdisciplinary majors and minors, including International Studies, Latin American Studies, Women’s Studies, Environmental Studies, and others. All students in the University are required to complete a non-Western course requirement, and most do so by taking an anthropology course. There is also a university-wide requirement for a historical perspectives course which can be satisfied by taking an archaeology course. This has meant ever-increasing student enrollments for the six full-time faculty and approximately seven part-time faculty. Students also seem to be attracted to the hands-on courses offered in anthropology, including ethnographic methods, archaeology field school, archaeology lab methods, museum methods, and applied practicum.

[Editor’s Note: This column is intended as a place for SAS members to tell others about new faculty, moves, research, and other information you would like to share with others. Please submit your information so we can hear about you!]

Costa Rica is a country that has been undergoing the principal of development. It has seen tourism card very fitting from large at values, yet there also have accompanied tourism. But the majority of traditional farmlands, coastal wild area, large growth, new hotels, new vistas and traditional control over tourism.

In this s, investigate the development in west, the villages and towns of Manuel Antonio, Ocean beaches, and Puntarenas. This year’s field work dealt with sustainable tourism. The feasible and sustainable students are finding ways to improve their lives. In addition to the tourism, also question to the coming to Costa Rica. In the future, while there and enjoy, respect and culture, society...
NORTH CAROLINA STATE UNIVERSITY
in conjunction with the Department of Anthropology at East Carolina University
announces a
SUMMER ETHNOGRAPHIC FIELD SCHOOL in COSTA RICA,
May 8 - June 11, 1996, on the
ANTHROPOLOGY OF (SUSTAINABLE) TOURISM

Costa Rica is a small Central American country that has chosen tourism as one of the principal vehicles of economic development. It has played the ecological tourism card very well and today is benefitting from large numbers of tourist arrivals, yet there are major problems that have accompanied the decision to promote tourism. But there are consequences: loss of traditional farms, water quality problems, coastal wetlands destruction, pollution, new hotels at the expense of scenic vistas and traditional culture, local loss of control over tourism development.

In this summer’s work we will investigate the problems of tourism development in western Costa Rica in the villages and towns near the National Park of Manuel Antonio, Carrara and the Pacific Ocean beaches of Quepos, Jaco, Tarcoles and Puntarenas. The principal goal of this year’s field work is to learn whether sustainable tourism in this area is truly possible and whether Costa Rican residents are finding new economic activities to improve their quality of life. We will also question tourists about their reasons for coming to Costa Rica, what they do while there and the degree to which they enjoy, respect and learn about Costa Rican culture, society and environment.

The participants will spend one week in the Central highlands using the city of Heredia as a base to become familiar with tourism infrastructure, to prepare for fieldwork, to begin learning about Costa Rican society and culture. The following four weeks will be spent living and studying in the Manuel Antonio/Quepos region on the south Pacific coast of Costa Rica. While they learn to do applied, ethnographic research, and carry out their research projects, students will live with Costa Rican families. Students will also learn skills associated with organizing and carrying out applied anthropology, including systematic observation, interviewing, note-taking, rapid appraisal techniques, data analysis, use of computers in fieldwork and report writing. Students will also participate in excursions to other national parks and touristic areas of the country. English will be the language of instruction, and English speaking field assistants will be available to facilitate communication with Costa Ricans.

The program is designed for 8-10 students who may be juniors, seniors and/or graduate students from various fields. Prerequisites are six credit hours in anthropology. First and Second Year students may be admitted with permission of the instructor. No previous
experience in ethnographic fieldwork required. Students should have had the equivalent of at least one semester of college Spanish. U.S. citizens only need a valid passport to enter Costa Rica. No other documents are required. Six hours of credit will be awarded upon successful completion of the field school.

The projected cost of the five week program is about $2350, including airfare, room and board, in-country excursions, local transportation, program fees, tuition, International Student ID and health insurance.

The instructors of the school are: Dr. Tim Wallace, Associate Professor of Anthropology at North Carolina State University, and Dr. John R. Bort, Associate Professor of Anthropology, East Carolina University. Dr. Wallace has led two previous field schools on tourism studies to Lake Balaton Hungary, and has extensive professional experience in Latin America. Dr. Bort has led an ECU field school to Costa Rica for the last 15 years and frequently has done research in Costa Rica, especially on maritime fishing.

For more information or an application contact Tim Wallace at 919-781-8655(h) or 919-515-2491 or via email: Tim_Wallace@ncsu.edu. You may also write to: Tim Wallace, Costa Rica Field School, Dept. of Sociology & Anthropology, North Carolina State University, Box 8107, Raleigh, NC 27695-8107.

Or if you want to reserve place, send a deposit of $200 and a letter introducing yourself and presenting your special interests. Include your full name, local address, permanent mailing address, local phone, home phone, university attending (or last one attended), your major, year of graduation and degree. The check for the deposit ($100 of which is non-refundable) should be made payable to NCSU. Applications will be processed as soon as the application form is received. The deadline for receipt of all fees is April 1, 1996.
The Southern Anthropological Society

Annual Meeting

February 17 - 20, 1996

Baton Rouge, Louisiana

Thirty years after its founding meeting in Louisiana, the SAS returns to the bayou state just in time for Mardi Gras. The anniversary meeting will begin Saturday morning, February 17 and continue through Monday, February 19. Tuesday, Fat Tuesday, Mardi Gras, February 20, chartered buses will take (and bring back) participants to New Orleans for the world’s greatest outdoor party.

The key symposium, organized by Carole E. Hill and Patricia Beaver, will consider “Cultural Diversity in the South: Anthropological Contributions to a Region in Transition.” In addition, several invited sessions will look back upon our past thirty years. These include reflections on applied anthropology, biological anthropology, native American studies, higher education, and the history of anthropological institutions in the South. A session on strengthening diversity guarantees that the future is not neglected.

Individual papers will also investigate a variety of anthropological subjects in regions other than the South. Student participation is particularly high, with over 50 abstracts submitted, including a special session of undergraduate research from Guilford College.

Dr. Charles Hudson will deliver the key note address. Dr. Hudson has been a prominent member of SAS since its inception, and his speech promises to point us toward another 30 years.

During the awards ceremony, the 1995 James Mooney Award will be presented, and the awards for the most outstanding graduate and undergraduate papers will also be announced. This year the judges will include the presentations in their evaluations, so to have a chance at winning, students must concentrate on communicating their research to a live audience.

The meetings will be at the Radisson Hotel, Baton Rouge. The SAS rate is $62.00 per night per room, which includes up to four people. The Radisson phone is 504-925-2244; the fax is 504-927-5129. To get the SAS rate, reservations must be made before January 26.

The preliminary program will go out in early January. To present a paper, you must be a current member (dues $25, students $15) and pay the registration fee of $25 (students $15). The round-trip bus ticket to New Orleans is an additional $15. Bus tickets must be purchased in advance.

Please address inquiries to Miles Richardson, Program Chair, Geography-Anthropology, Louisiana State University, Baton Rouge, LA 70803, phone 504-388-6192, e-mail gamile@unix1.sncc.lsu.edu.

COME PASS A GOOD TIME IN THE PLACE WHERE THE GOOD TIMES ROLE!